

UNIVERSITY OF CAPE COAST

COMMUNITY SUPPORT FOR GIRL-CHILD SCHOOL ATTENDANCE IN GHANA: THE CASE OF WINNEBA IN THE CENTRAL REGION OF GHANA

JOANA AYENSUA MENSAH

JUNE, 2001

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SCHOOL ATTENDANCE IN GHANA: THE
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BY

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CANDIDATE'S DECLARATION

I hereby declare that this thesis 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.

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SUPERVISOR'S DECLARATION

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

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i.

ABSTRACT

The study was intended to find out the extent to which the Winneba community support the girl-child school attendance. It was specifically designed to find out the attitude of the Winneba community towards girl-child education.

The basic research question that guided the study was: How does the Winneba community perceive girl-child education and what kind of support does the community provide towards girl-child school attendance?

Questionnaire and interview schedules were prepared and used to collect data from the community notable personnel such as the District Chief, Executive, Heads of government departments, Assembly persons, traditional rulers and leaders of the two Asafo groups as well as from a random sample of community members. In all 380 respondents were involved in the study. Two hundred (200) respondents were interviewed while 180 respondents answered questionnaire.

The researcher used percentages and frequencies to analyse the data collected.

The findings of the study showed that: Respondents show positive attitudes towards girl-child education. Generally, parents have high educational aspirations for their boys. Most parents want education for their children for better jobs and earnings especially for their girls.

Parental support for the girl-child education at Winneba is found to be

quite high in the provision of school uniforms, payment of school levies and encouragement through guidance and counselling. Most parents also provide transport to and from school, early breakfast, and money for lunch to keep their girl-children in school. Some parents also provide academic facilities at home to facilitate the girl-child learning. Financial constraints prevent some parents from supporting their girl-child education.

Based on the findings of the study it is recommended that public education on the need for girl-child education be intensified in the Winneba community.

There is a need for the strengthening of the special education fund by the District Assembly to support the education of children, particularly the needy girls in the Winneba community.

The private sector should be encouraged to create jobs for parent to earn income and send their girl-children to school and to be able to cater for them. Family planning programmes should be intensified in the Winneba community, since with limited financial resources parents cannot support the education of their children especially the education of girls to any appreciable level, the children are capable of pursuing.

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I.E.P.A.
University of Cape Coast.
June, 2001

Joana Ayensua Mensah

DEDICATION

This thesis is dedicated to my late father, Mr. John Kwesi Mensah, my mother, Madam Fanny Ekuwa Abban and my dear son Emmanuel Paa Kofi Mensah.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Many people in Ghana today hold certain beliefs about the education system. It is the belief of many that the quality of life of the people can be improved through good education. It is also believed that education can inspire in its products a sense of nationhood, good citizenship, self-reliance, dignity of work, sympathy and patriotism. It can also lead to the development of scientific attitudes, creative and critical thinking, environmental consciousness, morality and in short bring about the holistic and full development of the learner's potentialities.

Formal education in Ghana owes its existence to the British Colonial Administration which established formal schools on Western education system in the early sixteenth century. This was not in response to any pre-existing demand. Initially the provision of formal education was a subsidiary function of the European merchant companies, whose activities in this field preceded the advent of real missionary endeavour by over a hundred years (Antwi, 1992).

When the Christian missionaries appeared on the educational scene around 1938 – 1941, they established schools not only along the coast but also in the hinterland. The schools were intended to teach reading, writing and arithmetic with biblical studies as the core curriculum. The ultimate goal

of the missionaries was to train catechists and clerks for the missions to perpetuate the Christian religion, and assist the merchants) in their trade as interpreters.

Since 1950, genuine efforts have been made to reform the education system with the view to making education more responsive to national needs. The Accelerated Development Plan of 1951 was the first radical step taken, in partial independence period, to reform education in order to increase school accessibility to all school-aged Ghanaian children.

Essentially, the aim of the Accelerated Development Plan of Education (1951) was to emphasise the development of Primary and Middle school system and to obtain maximum enrolment of children. This Plan introduced Fee Free Universal Primary education. Later in 1961, Primary and Middle School education was made compulsory, though the compulsory aspect of the Act was never really enforced.

Similar to the Accelerated Development Plan of Education (1951) are the current new education reforms (associated with the Junior Secondary School concept) and the FCUBE programme.

The reform was to help increase access to basic education. To fulfil the dreams of the reform programme, the FCUBE programme was also introduced. The aim of the FCUBE programme was to provide good quality basic education for all children of school going age by the year 2005.

The central goal of the education system in Ghana is to ensure that all citizens are equipped with the fundamental knowledge and skills that will

enable them to be full stake-holders in and beneficiaries of development. By requiring that all Ghanaians receive nine years of free, quality schooling as the FCUBE postulates, the Government wishes to ensure that all graduates of the basic education system are prepared for further education and skill training. The expansion and reforms planned under FCUBE are designed to equip future generations of Ghanaians with the fundamental knowledge and skills necessary, including literacy and numeracy and knowledge in selected Ghanaian languages. Pupils are encouraged to develop further their talents through additional education or training. The reforms are also designed to enable products of the school system to play a functional role in society as informed participatory citizens in decision making, producers of economic activities and to pursue self-determined paths to improve the quality of their lives. In all these ventures community is to play a vital role in education provision.

In all these moves to increase access, equity, quality and equality, Government did not intend to do it all alone. Communities desiring to have schools opened were encouraged to put up structures to house the schools. Additionally, religious bodies were given the chance to establish schools and actually run them.

Community participation infact, pre-dates the recent introduction of education reforms in Ghana. It even pre-dates the attainment of independence. Its origin may be traced to the very beginning of the introduction of Western education by the merchants and the Christian

missionaries. The practice at that time was for the missionaries in particular to mobilise the few convents to undertake communal labour to put up structures to house the schools they set up. At that time, the convents who could be regarded as the community then perceived their involvement as a Christian responsibility.

By 1951 when Dr. Kwame Nkrumah became the first black leader of Government business in sub-Saharan Africa, community involvement in the establishment of schools ceased to be a purely religious responsibility. Communities were made to assist in the establishment of schools as a necessary preparatory step towards the attainment of independence. Participation in it was seen as a civic responsibility. Right from that time, the establishment of basic education institutions was seen as a joint responsibility between the central-colonial government and the communities.

✓ In Ghana, community participation is vital in management of education. It recognises that the provision of basic education is a joint venture between Government and the communities. To the average Ghanaian therefore, especially the older generation, the call for revival of the community participatory spirit was just like asking them to get back to an old habit. The difference between participation in the past and that of the present, in the view of the older generation, is that in the past, education had a value and participation was conceived of as an exercise which had utility. There was always that expectation that one's child would at least be better

than the parents and be able to provide adequately for them in their old age (Baku, 1997).

The community idea conceived in the sense of the inhabitants or residents within a settlement hosting a school, who share common facilities and have face-to-face relationship, and usually share common hopes and aspirations, may not hold true for the community of any given school in the urban areas in particular. Here the parents do not always patronise schools within their areas of residence. In general terms, any school community is composed of several elements including the traditional/political leadership of the area, the association of parents and teachers, the Town Development Committees, Non-government organizations in the area, the various religious bodies and the generality of the residents.

In this frame work, community participation cannot be limited to the provision of only school structures but it is to be more involving. The official roles of the two partners – government and the communities – in the joint provision of basic education were defined as follows:

- a. Government Role: Provision of curriculum materials, equipment, supply and payment of teachers, supervision and management.
- b. Community Role: Participation in school management, provision of infrastructural needs, ensuring the pupils are in school. Additionally parents as a part of the community are supportive of a book supply scheme by paying a nominal fee.

Throughout the 1970s, various Ghana Governments made considerably large budgetary allocations for the expansion and development of the country's education system. At the same time, a great deal of effort was put into mass literacy campaigns to raise to a rather higher level, the goal of adult literacy. The decline in the economy was reflected in the deterioration of quality of education. To arrest this situation a conscious effort had to be made by the Ministry of Education to revive community concern for and interest in the well-being of schools. Basic education schools were then community-based under the 1987 education reform programme. Communities were therefore expected to exercise ownership rights and responsibilities towards their schools. (Ghana Ministry of Education, 1993).

The rapid change of the role of women in modern society cannot be over-emphasized. No country which is embarking on educational reforms that include the education of women can do so without considering seriously, the kind of education which will equip its women to make their best contribution to the development of the nation.

In Ghana for example, women are playing no mean role in public life. There are women lawyers, nurses, teachers, doctors and others. Indeed, many women have distinguished themselves in the political, social and economic spheres of life.

Since the introduction of formal education to date, researchers have shown that there are disparities between boys' and girls' education,

especially in the North. (Mirray, 1967; Alvis, 1965; Twumasi, 1977; Foster, 1965).

Statistically, it has been established that in Ghana, the number of boys in schools is greater than that of girls. In 1984, the proportion of the total population aged six years and above who had been to the basic school was 56.5 percent compared with 43.2 percent in 1970. The proportions for the boys and girls were 52.7 percent and 33.8 percent respectively in 1970, and 67.7 and 48.2 percent respectively in 1984.

As shown in Table 1, the literacy rate of the population, nine years and over is currently estimated at 32.5 percent whereas the rate for boys is 42 percent and that of girls is only 23 percent (Ghana Living Standard Survey, 1989, p. 57).

There are also disturbing gender and spatial disparities in access to education. While girls account for almost half the enrolment in Primary schools located in the Greater Accra Region, the figure is only 33 percent in the Northern Region. Low enrolment among girls is compounded in the Northern zone of Ghana, by very high drop-out rates. The annual average drop-out rates for girls in the Northern and Upper Regions are about 20 percent and 18 percent respectively, a situation which does not augur well for the current and future status of girls and women in these areas. With regard to the distribution of resources in education, 91 percent of teachers in the Greater Accra Region are trained, compared with just 45 percent in the

Northern Region. (Ghana Government Publication on the child cannot wait, 1992).

TABLE 1

LITERACY AND NUMERACY RATES BY LOCALITY IN PERCENTAGE

	ACCRA			OTHER URBAN			RURAL			COUNTRY		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Read	78.5	61.8	70.1	52.4	31.4	41.3	37.7	18.3	27.7	45.5	25.9	35.4
Write	71.1	54.9	63.3	49.0	28.3	38.3	35.0	16.6	25.5	42.2	23.4	32.5
Do Arithmetic	85.3	71.0	78.1	66.8	44.7	55.2	52.4	29.8	40.8	59.4	37.7	48.1

It has become obvious in Ghana that the Government cannot continue to shoulder entirely the burden of the provision of basic education if there should be an improvement in access to, and quality of basic education.

The researcher is of the view that there is the need to find out or determine what effect community support or the lack of it has on girl-child school attendance.

1.2 Statement of the Problem

In spite of the significant progress in the development of education in Ghana during the past 40 years, the level of participation of girls and women in education leaves much to be desired. Females constitute just more than 50 percent of the population of Ghana. Even though education policies and laws have not discriminated against females, disparity in educational participation of males and females has persisted over the years and the end to this problem is not yet perceivable (Atakpa, 1995).

Despite measures put in place to promote girls education, there are still girls of school-going age in Winneba, who are still not in school. They engage in petty trading and some are often made housemaids.

Successive governments of Ghana since independence have pursued education policies aimed at universalizing basic education for all citizens. These policies have increased enrolment and educational participation in absolute numbers. The most persistent and disturbing issue is the gender gap in educational participation. The alarming aspect of the disparity is that

the gender gap widens from primary through tertiary education. National data indicate that females constitute 45 percent, 33 percent and 25 percent of student population at primary, secondary and tertiary levels of education respectively (Atakpa, 1995).

The researcher is interested in finding out whether the Winneba community is providing any kind of support to keep girls of school-going ages in school, so as to reduce the observed gender gap.

1.3 Purpose of the Study

The purpose of this study is to find out the attitude of Winneba Community towards female education and the kind of support the community is providing for the girl-child school attendance.

1.4 Research Questions

The study seeks to address the following questions.

1. How does the Winneba community perceive girl-child education?
2. What kind of support does the Winneba community provide towards girl-child school attendance?
3. What are the problems that prevent the community from supporting girl-child school attendance?
4. How can community participation in the basic schools be further encouraged in Winneba?

1.5 Significance of the Study

It is hoped this study will be of much significance to parents, school counsellors, government, teachers and all interested parties in education. The outcome of this study would serve as guideline to all parties mentioned above in their decision-making processes as regards girls' education.

The outcome of this study will show the kind of support the Winneba community is providing for the girl-child school attendance.

The study would also help elicit views from members of the Winneba community as regards how best the community can participate fully in the activities of the school.

It is also envisaged that the study would help erase most of the erroneous impressions that might have been held by many people.

1.6 Delimitation

The scope of this study is limited to community support for the girl-child school attendance in Winneba. Ideally the study should have covered all the districts in Ghana but due to lack of time and inadequate financial resources it has been limited to one town in the Central Region. The findings, conclusions and recommendations could however be applicable to contemporary situations with similar educational and social backgrounds.

1.7 Definition of Operational Terms used in the Study

Operational definitions have been given to the terms used in the study.

1. COMMUNITY PARTICIPATION: Community participation in the provision of education is explained as involvement by the community in education programmes within the framework of the national development programme.
2. GIRL-CHILD: A girl of school-going age.
3. BASIC EDUCATION: Basic Education covers the Primary and Junior Secondary school levels. These constitute nine years of compulsory formal education (6 years of Primary and 3 years of Junior Secondary School).
4. SCHOOL ATTENDANCE: Specifically school Attendance connotes a pupil being physically present and fully participating in the work and sanctioned activities of the school, the performance of which ensures that participants get formally educated.
5. COMMUNITY SUPPORT: The support provided by the parents as well as other members of the community for the education of the girl-child.

1.8 Organization of the Study

This work would be organised into five chapters each of which is concerned with a particular dimension of the study.

Chapter one will deal with the introduction. This will take a look at the background to the study, the statement of the problem, the purpose of the study, research questions, significance of the study and delimitation as well as the definition of operational terms and the organisation of the study.

Chapter two will review relevant and related literature on the topic. The third chapter will describe the methodology adopted for the study. This include, the area of study, population, sample and sampling technique, research design, research instrument, administration of the questionnaire and data analysis.

Chapter four will deal with data analysis and discussion of results.

The fifth and the final chapter will give a summary, draw conclusion and offer recommendations for further study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter deals with the related literature on the proposed area of study. It contains the views of authors on the topic that have relevance to the area of study. The review of literature on the topic "Community Support for girl-child school attendance in Ghana: The case of Winneba in the Central Region of Ghana" will be broken down into the following sub-headings.

- 2.1 General conceptions about Female Education.
- 2.2 Traditional attitudes towards Female Education.
- 2.3 Parental attitude towards Female Education.
- 2.4 Contemporary attitudes about Female Education.

2.1 **General Conceptions about Female Education**

Twumasi (1977) contends that there is the belief that when a (or the) family's finances are at a low ebb, it is the young girl not the young boy on whom educational investment must be curtailed. From this assertion, it can be deduced that some financial constraints faced by some families make them give priority to boys' education. By this reasoning, it presupposes that various families are of the view that:

1. The direct and opportunity costs of educating girls are likely to be higher and the benefit or economic returns, more tenuous than for boys.
2. Traditional constraints as well as culture impose some limitations in educating women.
3. There is a greater likelihood of dropout rate of females from school than males owing to marriage and pregnancy.

The study of Rosen and Aneshangel (1978) on sex differences on educational attainment reported that parents decide who to educate in a situation where there are more claimants than the resources, and the preference is given to males in order to ensure their occupational advancement since they are seen as the bread winners of the family.

Montagu (1957, in Buah-Bassuah, 1996) says that intellectual inferiority of females is a belief not held in Ghana alone. Inferiority of women as has been the belief of men does not end with education. It is extended far into the role they play in the society. He goes on to talk about the sexes playing different roles in the society, and said that in almost all the roles women play, they are regarded as inferior.

Aiken (1967) believed that the age – old concept of women's inferior mental abilities and limited social positions acted as barriers to the establishment of education for women. This has been used as a justification for the differences in educational opportunities available to men and women.

It is a general notion held in West Africa that the women's place is in the kitchen.

According to Mason (1959) these same ideas about women were also held by the common English men years ago and they were strongly revived by the Nazis with their doctrine that women's concern was only with religion, children and kitchen. These projections suggest that females have not got the capability to attain higher education let alone occupy important positions in their respective countries.

Historical analysis of female education shows that it has usually not measured up to the standard of male education not because girls are not capable of being educated to the level men attained, but because of society's attitude towards women folk in general. But through the ages, as societies developed, revolutionary changes in attitudes and beliefs about women's education occurred for the better. It has been asserted historically that educational ideas which emanated from England, France and Germany exerted an important influence on the development of women's education.

Some studies have shown that certain factors have contributed to such anomalies. For instance Emily Daves (1982) revealed that the type of Curricula made by British Colonists for African girls laid much emphasis on domestic activities instead of arts and science as was pursued by their male counterparts. She further argued that education was a "yardstick by which the ability of women could be compared with that of men and found to be the

same". She therefore, advocated exactly the same education for women as that of men.

Power (1937) emphasizes that special domestic subjects were introduced exclusively for girls to take care of their needs. He continued by saying that examination taken by girls were geared towards marketing, and domestic affairs and that girls who gained primary school certificate were admitted for training as teachers, telegraphers, nurses and midwives. These were regarded as the only avenues opened to educate girls. Secondary school education facilities for girls were limited and the few girls who passed through secondary school offered domestic science.

Smock (1977) supports Power by tracing the problem of the content of education for girls to the colonial period and observes for example, that the policy for womens' education pursued by the colonial administration in Ghana placed emphasis on skills needed in the home such as home science, social and decorative skills which are not very useful for the employment market. For example, although women are active in farming traditionally, the colonial administration trained only men as agricultural extension officers. In addition, a lot of advocates also exerted much influence on the modern trend of female education.

Amenda (1982), one of the women liberationists, observed that "education along with income generation capacity has been perceived as the golden door of success and equal participation of women in the developmental process".

According to UNICEF (1980) report, education for males and females can differ in content as well as in length. In industrialised countries, male-female difference in education are now mainly in the field of study rather than in the duration of studies. Also, in developing countries (in addition to the often substantial differences in the educational attainment of each sex), the type of education received is often quite different. In Bangladesh, for example, girls are more likely than boys to be sent to 'Maktab' (Islamic religious schools) and accordingly are less likely to obtain a modern science education (Choudhury and Ahmed, 1980).

Youssef (1976-77 in Buah-Bassuah, 1996) says most female secondary school students pursued academic course and the few in vocational training courses were mainly in domestic science, 'a training designed to help them become better housewives'.

UNECA (1975 in Buah-Bassuah, 1996) report maintains that in most African countries, the vocational training of women has been mainly in fields related to their home responsibilities. For example in Ghana, girls' curricula tend to lay emphasis on skills needed for their future role in the home such as domestic science. Even in Ghana's vocational institutions, women are concentrated in the catering courses and almost none are in the technical courses.

According to Clygnet (1977), in both the Ivory Coast and Cameroun, girls in technical post-primary education are oriented to becoming seamstresses, beauticians and home economists.

As concerns Latin America, de Figireroa (1976) noted that in the sphere of vocational education there is a profusion of courses such as hair dressing, fashion and secretarial work which women pursue, but which offer few opportunities for advancement.

Kelly and Elliot, (1982) comment on the effect of the quality of schooling on female enrolment. According to them, parents usually tend to insist more on quality of the school before they consider paying the costs of educating girls. In some schools curricula are overloaded, irrelevant for life in the country concerned, and ineffective at teaching such essentials as mathematics and science. Girls schools are particularly likely to lack capability in science and mathematics. Curricula in general may be heavily biased toward low paying skills such as knitting, sewing and secretarial work. This shortcoming has a major effect on girls' future employment opportunities as it hinders womens' access to better-paying jobs. Many textbooks and other teaching materials have a pronounced sexist bias that discourages girls from thinking of themselves as good students or as suited to any but a few traditional occupations. Often books portray men as intelligent and adventurous, seeking employment in new exciting, and profitable fields. Women are depicted as passive, admiring and suited only for traditional roles – if they are shown at all.

British textbook researchers found the ratio of male to female characters in reading schemes to range from 2:1 to 4:1 and male characters occurred five times as often as female characters. Boys and men were

depicted as active, aggressive and courageous, while girls and women were nurturant, passive and timid. It was found that male characters in children's textbooks were accorded far more prestige than the female characters who were shown to be more uninteresting, stupid and evil. Females appeared less and took fewer speaking parts in the books. A similar pattern was found in United States Reading Schemes.

A study conducted in Zambia by Hyde (1989) goes to support the point made above. He found out that although textbooks systematically treated men's activities as admirable, women appeared rarely and "primarily in domestic roles and were characterized as passive, stupid and ignorant". Girls may thus receive subtle messages from textbooks that guide them into traditional roles. Fewer girls may be admitted to government secondary schools even if they are qualified, which may leave them no options except more costly and possibly poorer quality private schools. In Kenya, for instance, proportionately, fewer qualified girls than boys are admitted to government-financed secondary schools so a disproportionate number of girls attend community based 'harambee' schools that cost parents more.

As far back as 1962, the Nigerian Association of University Women (NAUW), Ibadan Branch, conducted a survey of women's participation in all tiers of the education system. It was found that the female population was generally small, and at the University level the number increased at a "very slow and unsatisfactory rate". The survey also revealed that female students were largely in the Faculty of Arts.

More recently Ojo (1980) in his study, observed a low rate of female participation in Nigeria's educational system. His findings show that between 1969 and 1972, female population at the primary school level was less than 40%, about 33.7% at secondary school level, and persistently less than 15% at the University level. This significance of such data is not only in revealing the fact that there are fewer females than males in all stages of schooling, but also in pointing out the fact that the number of female students tends to drop as they move up the educational ladder. This pattern of low female student population and high concentration in a few disciplines observed at ABU (Ahmadu Bello University) compares well with findings for Ghana. Amon-Nikoi reports that there has been a small but fairly steady growth in total female population in Ghanaian Universities. In the University of Ghana, Legon, he observed that women predominated the Faculty of Arts and Social Studies.

Chauband (1970, in Buah-Bassuah, 1996) also reports that in more than half the countries of the world, there was a proportionally smaller intake of females in technical education, and that under the existing conditions and the influence of tradition, women students generally tend to take up Arts subjects and very often enter sections preparing for occupations which are of only marginal importance from the point of view of economic development and the progress of science and technology.

Again according to Chauband, one is not saying that only the scientific and technological professions offer avenues for self-fulfilment and fruitful

opportunities. What is being stressed here is that women students should be allowed to pursue any course of the arts, sciences or technical areas without bearing the tag of a deviant. The narrow social view as to which disciplines and careers suit the woman must be eliminated. In fact in the face of serious and urgent problems arising from a shortage of graduates in science and technology, the under and mal-utilized human potential represented by the woman is an intolerable wastage. This is to urge Nigerians and all other countries concerned to learn from the experiences of countries that have created avenues for their women to make careers for themselves in branches of science and technology apart from the traditional "womens subjects", for instance, in Soviet Union, women have proven themselves equal to the task. They constitute 36% of engineers, 45% of scientific workers, 70% of teachers, and 80% of the medical profession.

Greenstreet (1986) attributed the deteriorating standard of living in the third world to the world-wide economic recession, and with the fast rate of population growth and that the poverty situation in particularly Africa has been worsened. She continued that, consequently, the socio-economic status of women in the developing world is too poor. For example, in the Ghanaian society, cultural attitudes have reinforced the belief that childbearing is the most important role of women with its obvious implications for population growth. In considering formal education, even though an increasing number of girls enter primary school, the proportion of girls of school going age in school is far below that of boys, and the drop-out rate of

girls is much higher. She also attributed the drop-out rate of girls to premature pregnancy and continued by saying that unequal access to education puts a premium on repeated childbearing.

McCready (1970 in Buah-Bassuah, 1996) in an inaugural lecture in Legon stated that education is the means whereby women could make a contribution to nation building, home and life and inevitably to manpower in general. However, she observed from a UNESCO Report that 70 percent of the world's illiterates are women, and less able to be aware of laws, social or health services, which could protect or help them and their families.

The societal attitude towards female education is worldwide, various societies have had certain negative attitudes towards the education of their females. In Japan during the Tokugawa period, females were denied total participation of formal education and as in the words of the Shogunal Chancellor from 1886 to 1893, "that women should be unlettered. To cultivate women's skills would be harmful, they have no need of learning. It is enough if they read books in Kana (the Japanese syllabary and distinct from the more difficult Chinese characters). Let it be that way". So girls were tutored at home as was prevalent in most African and Asian countries.

In sum, the benefits of female schooling especially secondary are plain. Private economic returns are similar for men and women and often higher in countries where most educational resources now go to boys. The social benefits of female education are high and exceed those in male education: female education improves children's health, reduces the number

for unwanted births and causes women to want smaller families. The potential for more productive labour, better health and slower population growth all argue for more investment in female education.

With these general conceptions outline, an analysis will be made of the attitudes that contribute to low participation in female education. These attitudes may be categorised as follows:

- a. Traditional.
- b. Parental and lastly contemporary attitudes towards female education.

2.2 Traditional Attitude

Traditionally, women have not been encouraged to be schooled. This is because women have been forced out of formal education to learn domestic skills at home. Even if the women are enrolled in schools some aspects of the curriculum has been tailored to satisfy women's special needs.

Opping, (1987); Addae-Mensah *et al*, (1973); UNESCO, (1975); Greenstreet, (1971); Twumasi, (1986); Ewusi, (1987); Chinto, (1986) are of the view that the traditional idea that the man is the breadwinner and the wife is dependent on the husband does not encourage parents to send their daughters to school. Neither does it encourage girls to work hard at school, hence their poor academic performance.

Ojo, (1986) says in Nigeria, the society has covered out the women's place to be in the home, regarding her as an 'object' to be seen and admired

(and used) but not heard: consequently, her job is childbearing and rearing and performance of all the household chores, since these functions are usually 'full time', there is little or no time for most women caught up in these roles to acquire skills that would enable them to participate effectively in the labour force. He continues to say that it is common knowledge that Nigerian men are afraid to marry women who are 'too well educated' -- implying women in scientific and technical studies in particular. They (the girls) do not want to swoop themselves out of the marriage market: Invariably, therefore, most female students tend to follow the traditionally expected pattern of acquiring sufficient general education to be able to discuss things with their husbands, bring up their children, and obtain jobs that fit their traditional role, and forgo the pursuit of any rigorous profession. This accounts for the clustering of female students in the arts course at both the secondary and higher educational levels. Even in cases where the negative social attitudes do not outrightly deter girls from pursuing higher education, the social attitudes of families, peer group pressures and adults who serve as role models define their educational choices, and point young women in the direction of traditionally 'female' careers (OECD, 1980).

Bappa (1985) writes about an experience of a Nigerian female student which aptly summarises the situation of many female students today. She had to change her mind from studying bacteriology to domestic economy. Her reason was not a problem of motivation or interest, but the underlying strong current of social prejudice and expectations as to the place

of a woman: her career prospects were altered essentially because she is a woman. They continue to say that many Nigerian women and even Ghanaians faced similar situations and have taken similar decisions to conform with the social expectations. This goes to buttress the assertion that the higher a woman's education the lower her chances of getting a husband. It is also believed that women become proud when they get too learned and the fear is that they may not get husbands, since men would fear asking for the hands of such women in marriage, and even if a lady was lucky to have husband at all, it was feared she would become bossy in the home competing for the leadership role with her husband.

Cherikousky, (1935, in Buah-Bassuah, 1996) says society assumes that higher education is good enough for male children only, while marriage is the ultimate domain of women, because they assume that is the only place they really belong where their maintenance will be completely taken over by a man.

In some cultural set ups, it is preferred that girls at schools should be taught by women, not men. A research in Pakistan and Bangladesh shows that cultural requirements strongly favour female teachers for girls (World Bank, 1989). Evidence suggests that a shortage of female teachers can inhibit girls' school attendance especially at the secondary school level.

Davidson and Kanyuka (1990) observed that throughout most of sub-Saharan Africa and South Asia, the heavy work burden of rural women may force them to keep their daughters at home to help with care of younger

siblings, time-consuming tasks on the farm, and such household chores as cleaning, cooking, and collecting. It is believed that the poorer the household, the greater the tendency for parents to rely on daughters for domestic duties and to save educational investments for their sons. Research from Malawi shows that school age girls spend more time than boys on household chores and spend less time the first hour after school on studying or relaxing.

In the Gambia, 10 percent of female drop out of primary school are said to drop out to stay at home to care for siblings (World Bank 1901).

Time allocation studies have shown that settings as different as Nepal and Kenya, girls get involved in household production tasks at a much younger age, work longer hours than boys. This has been supported by a study conducted by Sajogyo et al (1980 in FAO, 1985) in Burkina Faso, that time use studies reveal that girls from the age of 7 on, spend 3.5 hours a day on household tasks compared with only 1.5 hours for boys. In another study conducted in Gambia, it was found out that 10 percent of female drop outs from primary school are said to be drop out to stay home to care for siblings (World Bank 1990).

A writer by name Helgagleinkowisk (1975-76) stated that from three to four years onwards the little girl is given the responsibility of looking after younger children whereas no such services are expected from a boy. Sometimes at an early age of less than six (school going age) girls can be given to other families as house-maids either to earn their own living, (if the

parents are poor and having many children) or even to make up for debt of the parents.

Hyde (1989) maintains that girls household activities, especially in Asia and Africa seem to have more impact than boys activities on the parents' earnings. Girls work at home often permits parents, especially mothers, to work more on the farm or in the labour force. In sending girls to school, the family loses the income that the mother might have earned because the daughter substituted for the mother in doing home chores. This is particularly true among poor families where girls labour may be crucial to family survival.

Kelly and Elliot, (1982); El Sanabary, (1989) say that girls have special needs for physical protection, and tradition often demands special concern for girls' privacy and social reputations. In cultures where female circumcision is practiced the impact of that tradition on girls enrolment after puberty has been reported to be substantial. Safety and cultural concerns may leave parents feeling obliged not to send girls to school, even when the opportunity cost of girls chore time is low, unless schools are located close to home, equipped with facilities such as separate lavatories for girls, well supervised, and served by female teachers.

Stronguist (1937) observed that the closer the school is to the home, the less parents tend to worry about girls safety or reputations because girls can be kept under closer watch. Where transport is difficult or costly and where populations are dispersed distance is likely to matter more. Empirical evidence exists on the binding nature of this constraint.

Robinson (1987, in Buah-Bassuah, 1996) also states that in Egypt, the location of a school within one kilometre of a community resulted in an enrolment rate of 94% for boys and 74% for girls; when the distance was 2 kilometres, boys enrolment fell only slightly to 90% but girls enrolment plummeted to 64%.

Opong (1987) also observed that in Ghana a long distance to primary school significantly deters enrolment, but not boys; and the closer the secondary school, the more likely children are to be sent to primary school, whether they are boys or girls.

Smock (1931) says that cultural and religious factors such as early marriage and rigid rules that define women strictly as mothers and wives affect both girls' enrolment and their length of schooling.

Csupo, (1981); Callaway, (1984 in Hyde, 1939) also have the view that this is especially true and in rural areas, reflecting the strongly negative interactive impact on girls education and religion and low socio-economic class.

Furthermore, the behaviour of the school and the family reinforce each other, not in explicit actions but by failing to take steps to combat gender asymmetries. The school does not encourage families to send daughters to school, and the parents and communities do not pressurize schools to offer suitable facilities and learning experiences for their daughters. These examples indicate that girls lower attendance at secondary school is intimately linked to the sexual division of labour in the family as emphasised

in human capital theories. They also emphasise that in certain cultures, the fact that girls of secondary school age are in puberty jeopardises their opportunity to attend secondary school.

2.3 Parental Attitude

Ojo, (1986) states that the major obstacle to fuller female participation is the fact that most parents' attitude to education is biased against their female children. They are often easier to make financial sacrifices for their son's than for their daughters' educational pursuits. Parents show preference for boy's education when confronted with inadequate resource and hold sway to the belief in the traditional sex-roles. In this way, most girls are compelled to help in the economic activities of their mothers and over burdened with domestic chores to the detriment of their daily school attendance and private studies. Besides strained relations with foster parents and financial problems compel girls to enter into trading. Such premature termination of education of girls, in addition to low motivation at school manifest itself in low achievement which makes girls consider education as a sheer waste of time.

In a study by Mensah (1992) an attitudes towards female education, a correlation was made between level of education and attitudes towards girls education. It was found that parents with little or no education tend not to appreciate the importance of schooling for female children. The parental attitudes also refer to parental assessments of the utility of schooling for their daughters, the moral physical threat represented by attendance at or travel to

school, particularly for adolescent girls and their rating of the investment potential of their daughters schooling.

Girls often have to leave school before their brothers if there is not enough money for education. There is a belief that boys have more of a right to education and need it more than girls. Many people believe that women should grow up, marry and have babies. They think boys need an education so they can get good jobs. In reality, it may be different, may be the girl never marries or marries an irresponsible man, then he cannot get a descent job and she is often left to look after children.

Twumasi (1986) linked parents emphasis on male education with their financial position and suggested that priority is usually given to male education especially where a family's resources are insufficient to cover all the children's school expenses. When parents themselves lack education, they may be more reluctant to challenge tradition to educate their daughters.

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

Nkinyangi (1982) observed that the introduction of school fees in developing countries which are already suffering from declining per capita incomes further undermined girls access to education since female education is not a priority among families, local communities and governments.

World Bank (1991) reports state that if a family is to choose which child will continue its education, preference is invariably given to boys. In the belief that their chances for employment are better than girls. Hardpressed parents also tend to take girls out of school to help them with domestic work and child care, or else to marry them off. In addition, rapid population growth and shrinking education budgets in many developing countries mean that there are not enough schools to accommodate the school-age population, which expanded by a staggering 35 percent between 1970 and 1985. Again, girls are the first to be excluded. Moreover, as social services available to women deteriorated during the 1980s, their workload increased along with their financial responsibilities and education became an additional burden. Even where education is free, however the cost of basic school items can be prohibitively expensive for poor families. Rural societies, which depend heavily on women for their survival, are especially resistant to educating them. An educated woman might pose a threat to her husband and upset the family status quo (World Bank 1991).

Despite the increase in the number of children who go to school in Ghana, the figure of girls is still far below that of boys.

The dropout rate is greater on the average for the girls (72%) than for the boys (64.5%). There is also a higher dropout from the JSS to SSS than from Primary to JSS. The low rate of enrolment is attributed to the following factors: the poor performance of the girls in school, pre-mature pregnancies, ignorance about the importance of school on the part of the girls, absence of

vocational career and educational opportunities in the rural areas, and lust for material wealth which lures them into trading. (MOE Statistics, 1994).

In a study taken by Negaru William (1976, in Buah-Bassuah, 1996) on women and education in Northern Ghana, it was found out that though education is 'free' in the Upper Region of Ghana, the social structure and set up of the society have no interest in giving women education. Parents are more interested in giving their female children to marriage in order to receive dowry from their would-be sons-in-laws. The author also notes that parents' attitudes towards early marriage are logically determined by the fear of the child resorting to prostitution, or becoming pregnant unceremoniously. In view of this, education in the area is looked upon as 'something' which is good for only men. It also came to light that the longer women stay in school, the longer they delay the payment of dowry to the parent. Poverty seems to play a major role in making parents rely on dowry, because once a girl is given in marriage, the responsibility of the family is reduced.

A research in Kenya (World Bank Kenya: 1989) shows that boys generally have an advantage in attending maintained secondary school. Parents are more likely to give their sons an extra year in primary school to prepare for the secondary entrance examination, which suggests some parental favouritism toward boys. There are still vacancies for more boys in these maintained secondary schools. This demonstrates that even if parents are willing to educate girls, they have no choice other than to send them to the unaided schools. Because the secondary preparation of girls is weaker,

TABLE 2

Enrolment of Boys and Girls in Primary, JSS and SSS Education 1998 - 1990

Level	1988		1989		1990	
	Boys	Gils	Boys	Girls	Boys	Girls
Primary	887,261	771,182	939,010	764,064	991,877	811,271
JSS	357,244 (59.7%)	251,446 (64.6%)	366,830 (60.9%)	258,188 (66.2%)	337,108 (66.0%)	232,235 (71.4%)
SSS	103,991 (70.9%)	50,486 (80.0%)	112,542 (69.3%)	55,458 (78.5%)	133,580 (60.0%)	65,679 (71.7%)

Source : Adapted from Ministry of Education Statistics 1994

their attendance at the University and technical level is low, especially in scientific fields.

Graham (1976) observed that parents and guardians may object to the education of female children for fear that if girls were educated they would be less inclined to obey men. The cultural emphasis on motherhood and thus early marriage and child birth, has also been identified as one of the factors accounting for lack of parental stress on the daughters' education.

Tansel, (1993) found that the level of parental education, especially fathers education was strongly related to the educational attainment of both sons and daughters. Material education status also has an effect, but was weaker. In Ghana, educational status of both parents has a stronger impact on daughters attainment than on sons, but this was reversed in Cote d'Ivoire. Household income usually had a positive effect, i.e. the richer the household, the greater the attainment of the children, suggesting that education is a discretionary consumption good in these societies. This additional piece of evidence reminds us that adult education also needs attention as we strive to promote educational participation of girls.

2.4 **Contemporary Attitude about Female Education**

Since independence a number of factors has influenced the education of women in the recent times. Some of these factors include:

- a. the rapid growth of science and technology
- b. the social class system

- c. urbanisation
- d. the decline of some cultural practice and values.

Attitudes that may be parental or traditional has somehow been influenced by the rapid development of man and society. It seems that the traditional societal prejudice against formal education for women especially at higher levels is gradually under decline. However, the kind of quality of education for women is somehow to be suspected. Just as formal education was thought to be preserved for men, it appears that the modern scientific and technological studies have been focused on the men as well. This is a kind of prejudice that tend to limit the scope, and the opportunities to professional training and advancement opened to girls and women.

Prospects for both men and women have also improved with regard to literacy and education, which also contribute in a major way to greater realization of human potential. Statistics collected on girls' participation from 1981 to 1991 show that in general fewer girls choose science subject as examination subjects at the ordinary level whilst their enrolment in physical sciences and additional mathematics is far lower than in the biological science. (Ministry of Education Statistics, 1994).

On the average a greater percentage of girls pass additional general science than boys. Boys seem to have a better edge over girls in biology which there is not much difference in performance in additional mathematics. This suggests that if modern girls are encouraged to take the science subjects they may perform as well as boys.

School enrolment rates rose among boys and girls at all levels and in all countries in the postwar period, making a major social achievement. The situation is generally still much worse in developing than in developed countries. In the 1930's six out of every ten girls aged five to nineteen in developing countries were not in school. There were more boys than girls attending at every level of education. But the gap has been narrowed especially at the secondary level. Girls represented forty-four percent of third level students in developing countries in 1985, compared with thirty-seven percent, twenty-four percent, and twenty-five percent in 1950. These improvements suggest that the literacy gap between the sexes will be reduced in future generations and educational qualifications in general will improve, as indeed has happened in the developed countries over the postwar period.

Demand for education is generally high, particularly in areas with faster economic progress and more cash-cropping, but some preference persist for educating boys (Eshiwani, 1955).

In Kenya, school enrolment at all levels has been rising, reflecting the rising proportion of children attending school and population growth. Today at least five out of every six children of primary school age are enrolled: 49 percent of primary pupils are girls. About one-third of the girls compared to two-fifths of the boys go on to secondary schools. Relatively fewer girls finish secondary school, and few women attend university or advanced training institutes. Demand for education for girls or boys is now generally strong.

Since independence the Government has encouraged parents to educate their children and has given budgetary priority to education (World Bank Kenya: 1989).

Urbanization in addition improves children's outlook and offer better projection of parents to assist their wards in learning which clearly influence school performance. For instance if parents think that school performance is very important, they may as parents do as in larger cities in Nigeria, Ghana and Kenya arrange for their children to have extra coaching for important examinations. Furthermore, parents make sure their wards go to the best schools available in the area.

The social class system in which some parents find themselves has also contributed to some useful roles parents play in promoting better participation in female education. Lloyd (1966) describes in Nigeria how elite parents place a major emphasis on their interaction with their children in the area that bear on school performance.

"Familiar with Nigeria's educational institutions, elite mothers see in their tasks as taken an interest in their children's schooling given help where necessary and continuously offering support and encouragement. To improve their children's creative and intellectual capacities, parents are prepared to spend as much time as their financial means permit in order to provide teachers, books, toys ad recreation. Mothers take special care to answer their children's questions since the belief is spread that ignoring questions from children stifles their curiosity".

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter describes the area of study, the population, and sample of study as well as the sampling technique used. The research design used is described. The research instruments used together with the methods of data collection and analysis of the data collected are also described.

3.1 Area of Study

The study is focused on Winneba which is an Urban centre. Winneba is a coastal area in the Central Region of Ghana. It is about 55 kilometres West of Accra by road and lies 90 kilometres East of Cape Coast, the Central Regional Capital. Winneba is bounded on the South by the Gulf of Guinea, on the East by River Ayensu, on the West by the lagoon Kweku Moanyi and on the North by the Gomoa Ajumako settlements.

The local people of Winneba are the Effutus but there are many other tribal groups making Winneba a multi-lingual and multi-tribal urban centre. It is a cultural centre for the Gomoa-Awutu-Effutu people. It is also a centre of recreation because of its numerous entertainment centres. It is a fishing centre and most of the natives are fisher-folks, while some of the inhabitants also farm in addition to fishing. There are also some clerical jobs, such as secretaries. Winneba is most importantly an educational centre because of

its numerous educational institutions like the Winneba Secondary School, Vocational Schools, Commercial and Technical schools and the University College of Education.

3.2 **Population**

The population for the study involves Adult members of Winneba community.

3.3 **Sample**

Two sampling techniques were adopted. Firstly, the researcher used purposive sampling to select some respondents from the Winneba community. These people were selected because it was assumed they would be able to give the information needed on community support for girl-child school attendance. In all a total of 380 respondents were involved in the study.

The sample of respondents for the study was made up of the following.

(a) The District Chief Executive and 9 top officers of his office:

1. District Co-ordinating Director
2. District Budget Officer
3. District Planning Officer
4. Assistant Director of Administration
5. District Finance Officer
6. Local Government Officer

7. Environmental Health Officer
8. Work Foreman
9. Personnel Officer.

(b) **Respondents from other Departments:**

The two heads of Social Welfare and Community Development.

The three heads of Education, Youth and Sports.

The two heads of works (P.W.D.)

The two heads of Physical Planning

The Controller and Accountant General.

The two heads of Natural Resources and the three heads of Central
Administration

Head of Trades and Industry (Co-operatives)

Head of Disaster Prevention

Head of Health.

The four heads of Agriculture.

(c) **Heads of Education Department – made up of 5 Units heads and 28 schedule officers.**

All the 31 headteachers from the basic schools 19 primary schools and

12 Junior secondary schools

31 P.T.A. Chairpersons

31 SMC Chairpersons.

(d) Assembly persons

All 17 elected assemblymen from the 17 electoral areas in Winneba Community in addition to appointed assemblymen and Member of Parliament.

(e) The five traditional rulers in Winneba community.

(f) The leaders of the two Asafo groups.

Secondly the researcher used purposive sampling to select eleven (11) adult members from each of the 17 electoral areas in Winneba community.

The researcher in line with what Cohen and Manion (1991) suggest, handpicked the cases to be included in her sample on the basis of her judgement of their typicality. In this way, she builds up a sample that is satisfactory to her specific needs.

After interviewing the Assemblymen, the researcher asked them to give her 11 adult members in their electoral areas who would be willing and co-operative to give her the needed information about support for girl-child attendance in Winneba Community. The assembly members responded positively by giving names of 11 adult members in their electoral areas whom the researcher interviewed.

TABLE 3.1
COMPOSITION OF RESPONDENTS

Office	No. of Respondents
District Chief Executive Office	10
Other Government Departments	22
District Education Office (G.E.S.)	32
Basic School Headteachers	31
Basic School P.T.A. Chairpersons	31
Basic School S.M.C. Chairpersons	31
Assembly persons	25
Member of Parliament	1
Traditional Rulers	5
Leaders of the two Asafo groups	2
11 members from each 17 electoral area	187

3.4 Research Design

Research design according to Nworgu (1991) is a plan or blue print which specifies how data relating to a given problem should be collected and analysed. It provides the procedural outline for the conduct of any investigation. Gray (1976) remarks that research design indicates the basic structure of a study, the nature of the hypotheses and the variables involved in the study.

This study is a descriptive survey design. A descriptive survey research is that where an investigator starts inductively from observation and

carefully studies existing attributes of a particular event in the real world (Akinboye, 195) and attempts to describe the situation that exists. This study probes into the level of support for the girl-child school attendance in Winneba community and tries to describe the existing situation.

3.5 **Research Instruments**

The instruments used to collect data were the interview schedule and questionnaires. Some members of the Winneba community are illiterates who can neither read nor write in English. Interview schedules were designed for illiterate respondents while questionnaires were used to collect data from literate respondents.

The questions were divided into four parts. The first part consisted of questions that solicited information on the biographical characteristics of the respondents. The second part found out about the general attitude of the respondents towards girls' education while the third part sought for the kind of support provided by the community towards girl-child school attendance. The fourth part solicited information on problems faced by community members in their attempt to support girls' and boys' education and suggestions to improve upon community support for girl-child school attendance.

Questions were both open ended and closed ended.

The interview followed the usual manner in which interviews are conducted where answers to the questions were written down along the discussion.

3.6 Administration of the Questionnaire

The researcher personally distributed copies of the questionnaire to respondents in order to ensure that they got them. In all 180 copies of the questionnaire were prepared for respondents. One hundred and seventy out of the 180 copies were answered and returned.

The interview schedule was administered by the researcher. Answers to the questions were written down along the discussion. Each interview took about 30 minutes. The researcher was present to explain to the illiterate respondents items they did not understand. Two hundred respondents were interviewed.

Although 10 copies of the questionnaire were not answered and three persons could not be interviewed, the researcher was satisfied with the number of respondents so far.

3.7 Data Analysis

All the copies of the questionnaires and the interview schedules were examined to see if all the items were answered properly and to determine the accuracy, consistency and appropriateness of the responses.

The responses were then coded for computer analysis, using frequencies and percentages as statistic.

TABLE 4.1
GENDER OF RESPONDENTS

Gender	Number	Percentage
Male	213	58.3
Female	154	41.7
Total	367	100.0

From table 4.1 more males (213) than females (154) are covered in the survey.

TABLE 4.2
AGE DISTRIBUTION OF RESPONDENTS

Age	Respondents who answered Questionnaire		Respondents who were interviewed	
	No.	%	No.	%
24 - 39	23	13.6	37	18.8
25 - 54	88	51.8	91	46.2
26 - 69	38	22.2	46	23.3
70 and above	6	3.6	23	11.7
Not specified	15	8.8	-	-

Table 4.2 reveals that majority of the respondents who contributed to the study 88 (51.8%) and 91 (46.2%) are between the ages of 40 – 45 years. The table further shows that only few respondents are 70 years and above.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION OF RESULTS

This chapter discusses the analysis, interpretation and summary of findings. The first part deals with the biographical information on respondents. The second part covers attitudes towards girl-child school attendance – parental perception of the level of education the girl-child should attain, community perception of the level of education the girl-child should attain and the reasons for such perceived level of education by both parents and the community.

Part three focuses on support for girl-child school attendance – parental support, community support and comparison on support for both girls and boys by parents and by the community.

The fourth part covers problems faced in the attempt to support girl-child school attendance. The last part deals with suggestions and opinions on encouraging or improving girl-child school attendance in the Winneba community.

Biographical Characteristics of Respondents

Out of the total number of 367 respondents, 197 (53.7%) responded to an interview schedule. The remaining 170 (46.3%) responded to the questionnaire.

Salaried and Non-salaried workers

It was observed during the study that 200 (54.5%) respondents are salaried workers while 167 (45.5%) of them are non-salaried workers.

This indicates that more salaried workers were involved in the study than the non-salaried workers who were the fisher-folks, businessmen, bakers, tailors, artisans, etc.

Respondents' Number of Children

Table 4.3 represents the family size of the respondents.

TABLE 4.3
FAMILY SIZE OF RESPONDENTS
NUMBER OF BOYS OF RESPONDENTS

No. of Boys	No. of Respondents	Percentage of Boys	Total No. of Boys
1	105	30.8	105
2	88	25.8	176
3	69	20.2	197
4	32	9.4	128
5	27	7.6	130
6	9	2.6	54
7	4	1.2	28
8	3	0.9	24
9	2	0.6	18
10+	3	0.9	27
Total	341	100.0	887

Table 4.3 shows the number of boys of respondents. Out of the total number of respondents of 341, 105 (30.%) of them had a boy each, 88 of them (25.8%) had 2 boys each.

On the whole the total number of male children by the 341 respondents was 887.

TABLE 4.4

FAMILY SIZE OF RESPONDENTS
NUMBER OF GIRLS OF RESPONDENTS

No. of Girls	No. of Respondents	Percentage of Girls	Total No. Of Girls
1	96	28.5	96
2	113	33.5	226
3	64	19.0	192
4	38	11.3	152
5	18	5.3	90
6	2	0.6	12
7	3	0.9	21
8	-	0.0	-
9	-	0.0	-
10+	3	0.9	30
Total	337	100.0	819

Table 4.4 reveals that out of the 337 respondents, 96 (28.5%) had a girl-child each, 113 (33.5%) had 2 girls each and 64 (19.0%) had 3 girls each.

On the whole the total number of girls by the 337 respondents was 819.

Comparatively table 4.3 and 4.4 show that the number of boys by 341 respondents is more than the total number of girls by 337 respondents.

GENERAL ATTITUDE TOWARDS GIRLS EDUCATION

Four statements were made to find out the attitude of respondents towards girl-child education. The responses, categorised according to how strongly the people agreed or disagreed with each statement are analysed in table 4.5.

TABLE 4.5

RESPONDENTS VIEWS ON ATTITUDES TOWARDS GIRL-CHILD EDUCATION

Attitude Views	Girls education is as important as boys		Girls education is an important investment		Sending Girls to school deprives family of supplementary income through petty trading		I do not want Girls to have long period of education	
	No.	%	No.	%	No.	%	No.	%
Strongly Agree	144	84.7	125	73.5	4	2.4	3	1.8
Agree	21	12.4	39	22.9	3	1.8	4	2.4
Disagree	2	1.2	1	0.6	55	32.4	42	24.7
Strongly Disagree	2	1.2	1	0.6	106	62.4	115	67.6
Uncertain	2	1.2	4	2.4	2	1.2	6	3.6
Total	170	100.0	170	100.0	170	100.0	170	100.0

Generally the responds showed positive attitude towards girl-child education. This is evidenced from the analysis of the responses in the table above.

On the view that girls' education is as important as that of boys, 97.1% expressed agreement. About 96% (precisely 96.4%) agreed to the statement that girls' education is an important investment. It can therefore be deduced that almost all the respondents considered girl-child education to be important.

Majority of the respondents (94.8%) did not support the view that sending girls to school deprives family of supplementary income gained through petty trading, by children. Precisely 62.4% strongly disagreed while 32.4% disagreed. The table reveals that 1.2 percent of the respondents are uncertain about the importance of the education of both girls and boys. The table further indicates that 92.3 percent of the respondents do not lend their support to the statement, "I do not want my girl to have a long period of education".

It is important to note that about 90% of the respondents had no objection to their girls having long period of education. Less than 4% would not want their girls to have long period of education.

The implication of these findings is that respondents here consider girls' education to be as important as that of boys.

Level of Education Parents think children should attain:

This was to find out about parents' perception of the level of education their children should attain. Table 4.6 reveals that more than half of the parents think both boys and girls should attain the University level of education if they are capable.

TABLE 4.6

LEVEL OF EDUCATION PARENTS THINK CHILDREN SHOULD ATTAIN

Level	Boys		Girls	
	No.	%	No.	%
University	111	56.3	110	55.8
Polytechnic	1	0.1	1	0.5
Teacher Training College	5	2.5	8	4.1
Nursing Training	2	1.0	2	1.0
Vocational Training	-	-	3	1.5
Commercial School	-	-	-	-
Technical School	10	5.1	-	-
Senior Secondary School	13	6.6	16	8.1
Junior Secondary School	6	3.0	8	4.1
Level depends on certain conditions	49	24.9	49	24.9
Total	197	100.0	197	100.0

It could be deduced from the table that not much difference exists among parents with regard to the level of education they think boys and girls

should attain. University education is perceived by many parents as the final educational level.

A sizeable number of parents however did not indicate the level they think children should attain (24.9%). Instead, they think the level of education to be attained by children depends on other factors.

Level of Education Parents want their children to attain:

Table 4.7 indicates that many parents have high aspirations for both boys and girls in their pursuit of education particularly higher education such as University education.

TABLE 4.7
LEVEL OF EDUCATION PARENTS WANT
THEIR CHILDREN TO ATTAIN

Level	Boys		Girls	
	No.	%	No.	%
University	83	42.1	74	37.6
Polytechnic	13	6.6	2	1.0
Teacher Training College	5	2.5	14	7.1
Nursing Training	-	-	3	1.5
Vocational Training	18	9.1	2	1.0
Commercial School	2	1.0	10	5.1
Technical School	1	0.5	3	1.5
Senior Secondary School	12	6.1	20	10.2
Junior Secondary School	28	14.2	25	12.7
Level depends on certain conditions	35	17.8	44	22.3
Total	197	100.0	197	100.0

Table 4.7 further shows that more than 42% of parents want their boys to attain University level of education as compared to 37.6% of parents who want it for their girls.

Some parents however could not be specific in indicating any particular level. Instead they felt the level to be attained by their children depends on other factors. Almost 18% indicated that the level to be attained by their boys depends on other factors while 22% did so in respect of their girls.

Another group of parents were particularly interested in Junior Secondary School level of education. These parents may be described as having low educational aspiration for their children. For this group, 28 (14.2%) would want their boys to attain the J.S.S. level while 25 (12.7%) would want their girls to reach this level. Generally, parents have high educational aspirations for their boys.

Reasons for which parents want their children to attain particular levels of Education:

Table 4.8 reveals that reasons given by parents for the level of education they think children in general should attain, did not differ from those they think their children in particular should attain.

TABLE 4.8

REASONS FOR WHICH PARENTS WANT THEIR
CHILDREN TO ATTAIN PARTICULAR LEVELS OF EDUCATION

Reason	Parents talking about level of education children in General should attain		Parents talking about level of education they particularly want their children to attain	
	No.	%	No.	%
Better job and earnings	143	72.6	166	84.3
Serve nation better	25	12.7	18	9.1
Secure better positions	35	17.8	29	14.7
Acquire knowledge and skills	51	25.9	33	16.8
Care for aged parents	34	17.3	68	34.5
Others	-	-	9	4.6

The most important reason identified by the respondents was that children should attain high levels of education so that they could secure better jobs and earnings. This reason was given by (72.6%) of parents who recommend high levels of education for children in general and (84.3%) of parents who recommended high levels of education for their own children.

The respondents, however, differed on the reason that children should attain high levels of education to enable them care for their aged parents. While (34.5%) of those who recommended high levels of education for their own children proposed such a reason, only (17.3%) of those who recommended high levels of education for children in general gave such a reason.

Reasons for which Opinion leaders of the Winneba Community want children to attain the highest level of education:

The researcher tried to get the views of some members of the community on reasons for which they want children to attain the highest level of education.

It was observed that, the reasons given by the opinion leaders of the community for the level of education they want their children to attain were either means to an end or ends in themselves. That is, they wanted them to attain the highest level of education in order to acquire knowledge and skills which is a means to an end and also professional skills which is an end in itself to work to earn a better living in future.

TABLE 4.9

REASONS FOR WHICH OPINION LEADERS OF THE COMMUNITY WANT CHILDREN TO ATTAIN THE HIGHEST LEVEL OF EDUCATION

Reason	Number	%
For better job earnings	59	34.7
To serve nation better	5	2.9
To secure better position	23	13.5
For improved performance	14	8.2
For children to become responsible	16	9.4
For children to become highly respectable	25	14.7
For boys to become more capable	1	0.6
Because they can afford to invest in education	2	1.2
Because education is key to progress	8	4.7
No response	17	10.0
Total	170	100.0

The most important reason given by the opinion leaders of the community is "for better job and earning". This was 59 (34.7%).

As indicated in the table, 25 (14.7%) wanted their children to become highly respectable in the community. The table again reveals that 23 (3.5%) of respondents wanted their children to secure better position in the community.

Respondents were more concerned about personal development. Only 5 (12.9%) of the respondents desired education for national development but 59 (34.7%) of the respondents wanted it for better job and earnings.

Quality of education received was not as important as the results of education. Only 1 (0.6%) respondent wanted education for boys to become more capable and 14 (8.2%) wanted it for improved performance of their children.

The table reveals also that only 2 (1.2%) of the respondents said they sent their children to school because they can afford to invest in education. The observation here is that the respondents appear not to consider education as a means to an end.

Parental Support for sending children to school:

Table 4.10 reveals that 162 (95.3%) out of 170 respondents provided support in the form of school uniform for their boys. In the same view 160 (94.1%) out of 170 respondents provided school uniform for their girls.

TABLE 4.10

PARENTAL SUPPORT FOR SENDING CHILDREN TO SCHOOL

Kind of Support	Total No. of parents	Parents supporting Boys		Parents supporting Girls	
		No.	%	No.	%
Provision of school uniform	170	162	95.3	160	94.1
Payment of school fees	170	163	95.9	151	88.8
Guidance and Counselling	170	165	97.1	133	78.2
Others	170	140	82.4	120	70.6

The result from the survey shows that though generally majority of parents supporting either boys or girl-child's education provided the needed support in such areas as provision of school uniform, payment of school fees, Guidance and Counselling services and other, the percentage of those who supported the boys' education in all cases was slightly higher than those who supported the girl-child's education.

Parental support to keep children in school:

Table 4.11 indicates that out of 170 respondents who had boys, 160 (94.1%) agreed that they gave early breakfast to their children before school. Again out of 170 respondents, 140 (82.4%) who had girls said they also gave early breakfast to these children so that they can get to school early.

TABLE 4.11

PARENTAL SUPPORT TO KEEP CHILDREN IN SCHOOL

Kind of Support	Parents supporting Boys		Parents Supporting Girls		Total No. of Parents
	No.	%	No.	%	
Preparation of early breakfast	160	94.1	140	82.4	170
Provision of money for lunch	167	98.2	160	94.1	170
Provision of transport to and from school	60	35.3	50	29.4	170
Provision of money for snack	20	11.8	20	11.8	170

The table further indicates that 167 (98.2%) respondents confirmed that they give money to their boys for lunch. The table shows in addition that 160 (94.1%) agreed that they give money for lunch to their girls.

It could be concluded from the table that majority of the parents do give their wards early breakfast and money for lunch in order to keep them at school. Truancy is therefore expected to be minimum in Winneba schools.

Community Support for Children's Education:

Table 4.12 indicates that 101 (59.4%) out of 170 parents and 155 (91.1%) out of 170 parents of boys and girls respectively maintain that their communities encourage enrolment drives for the schools.

TABLE 4.12

COMMUNITY SUPPORT FOR CHILDREN'S EDUCATION

Kind of Support	Boys		Girls	
	No.	%	No.	%
Financial Assistance for needy	89	52.4	126	74.1
Enrolment drive	101	59.4	155	91.1
Guidance and Counselling	53	31.2	165	97.1
Others	39	22.9	10	5.9

As far as Guidance and Counselling is concerned, the table shows that the girls receive more support than boys. Whereas 165 (97.1%) out of 170 opinion leaders of the community provide Guidance and Counselling services for their school girls only 53 (31.2%) out of 170 opinion leaders of the community give Guidance and Counselling to their boys.

The table further shows that 89 (52.4%) and 126 (74.1%) respondents give financial assistance for the needy boys and girls respectively.

Facilities at Home to aid Children's Learning:

Table 4.13 reveals that parents and guardians do make some facilities available at home to aid children's learning after school.

TABLE 4.13

FACILITIES AT HOME TO AID CHILDREN'S LEARNING

Kind of Support	Parents providing facilities for Boys		Parents providing facilities for Girls	
	No.	%	No.	%
Light, tables, chairs	153	77.7	107	54.3
Teaching and learning Aids	54	27.4	48	24.4
Small Library/Study	9	4.6	8	4.1
Extra tuition	40	20.3	29	14.7
Quiet and Peaceful Environment	12	6.1	10	5.1
None	7	3.6	7	3.6

There exist however, differences between boys and girls in terms of access to facilities provided by parents. Light, tables and chairs are the most commonly provided facilities to aid children's learning at home. For example, the study revealed that 153 (77.7%) and 107 (54.3%) respondents with boys and girls respectively provided light, tables and chairs for their wards.

The table further indicates that only 7 (3.6%) and 7 (3.6%) of respondents with boys and girls respectively do not make available any facility at home to aid their children's learning after school due to financial constraints.

Problems faced by Parents in Supporting the girl-child school attendance:

Table 4.14 reveals that the major problem faced by parents in their attempt to support the girl-child school attendance, is financial constraint.

TABLE 4.14

PROBLEMS FACED BY PARENTS IN SUPPORTING THE GIRL-CHILD SCHOOL ATTENDANCE

Problem	No.	%
Financial constraints	110	55.8
Payments of school fees	26	13.2
Trading by school girls	-	-
Dropout due to pregnancy	-	-
Lukewarm attitude	-	-
Wrong Notion of girls education	-	-
Truancy/bad company	-	-
Acquisition of school materials	4	2.0
Provision of basic needs	1	0.5
Marital problems	1	0.5
No problem	32	16.3
Not applicable and not stated	21	10.7

The table further reveals that 26 (13.2%) parents face the problem of payment of school fees which is due to financial constraints.

Some parents 32 (16.3%) do not have problems at all in supporting their girl-child school attendance

**Problems faced by Opinion Leaders of the Community
in Attempt to Support Boys' and Girls' Education:**

Here the researcher wanted to find out about the problems faced by opinion leaders of the community in attempt to support boys' and girls' education. Table 4.15 reveals that financial constraint is also a major problem facing the opinion leaders of the community in their attempt to support children's education in the Winneba District.

TABLE 4.15

**PROBLEMS FACED BY OPINION LEADERS OF THE COMMUNITY
IN ATTEMPT TO SUPPORT BOYS' AND GIRLS' EDUCATION**

Problem	Boys		Girls	
	No.	%	No.	%
Inadequate parental control/guidance of counselling	13	7.6	-	-
Absenteeism and irregular school attendance, truancy and peer influence	33	19.4	8	4.4
Financial constraint	64	7.6	74	43.5
Inadequate education on need for education and lukewarm attitude	2	1.2	7	4.1
Dropout due to teenage pregnancy	-	-	15	8.8
Trading by children after school	-	-	17	10.0
Wrong notion about girls' education	-	-	7	4.1
No response	58	34.1	42	24.7

Majority of the respondents 64 (37.6%) reported financial constraints in supporting boys' school attendance while 74 (43.5%) represented same for the girls.

Another area of worry to respondents is the increasing absenteeism, irregular school attendance and truancy specifically among boys.

Only a small proportion 8 (4.7%) of girls were victims of this problem. On the other hand, trading activities among school girls particularly before and after school was a headache to the respondents and the opinion leaders of the Winneba community. This incidence could seriously affect any effort at supporting children's education in the community since it could assume a larger dimension if not discouraged.

Suggestions for Improving Community Support for the Girl-Child School Attendance:

Table 4.16 shows that community support for the girl-child school attendance is diverse in nature.

TABLE 4.16

SUGGESTIONS FOR IMPROVING COMMUNITY
SUPPORT FOR THE GIRL-CHILD SCHOOL ATTENDANCE

Suggestions	Number	%
Parental guidance and counselling	160	94.1
District Assembly and community financial support	107	62.9
Parent and Teachers to show more concern	100	58.8
Initiate Poverty alleviation scheme	39	22.9
Information, Education and communication on girl child education.	69	40.6
Heavy punishment for impregnating a girl	3	1.8
More girl-child school programmes	6	3.5
Equal education support for boys and girls	6	3.5

Majority 160 (94.1%) suggested parental guidance and counselling. This means that more than two-fifths of the community members who responded to the questionnaire advocated for parental guidance and counselling.

About 63% of respondents suggested that the District Assembly should provide support. A quite number of respondents 100 (58.8%) also suggested that parents and teachers should show more concern for their girl-child school attendance.

About 40%, that is 69 of the community members who responded to the questionnaire asked for more information, Education and communication on the girl-child education.

Only 3.5% that is 6 community members who answered the questionnaire felt that equal support should be given to both boys and girls and another 3.5% that is 6 respondents also suggested that more girl-child school programmes should be initiated or embarked upon.

TABLE 4.17

OPINIONS ON ENCOURAGING GIRL-CHILD SCHOOL ATTENDANCE

Opinion	Number	%
Mass Education campaign	27	13.7
Educate parents on need for girls education	51	25.9
Parents/teachers to serve as good role models	70	35.5
Adequate parental support	116	58.9
Guidance and counselling	60	30.5
Scholarship and subsidized fees	44	22.3
Jobs and loans for parents	65	32.9
Compulsory free education for all girls	38	19.3
Discourage video shows to school going children	6	3.0
Recreational facilities in the school for children	1	0.5

Opinions of respondents on the sort of encouragement parents, teachers and others give towards girl-child education are diverse in nature,

for example adequate parental support for the girl-child, 116 (58.9%) of the respondents are of this opinion.

Other opinions are that Guidance and counselling services should be carried out, 60 (30.5%) respondents gave this opinion while 51 (25.9%) expressed the view that parents should be educated on the need for girl-child education.

About 14% of respondents were of the opinion that Mass Education campaign should be embarked upon to encourage the school of the girl-child.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter presents the summary of findings and recommendations made in the light of the findings.

It has become obvious in Ghana that the government alone cannot continue to shoulder the entire burden of providing basic education if there must be an improvement in access to and quality of basic education.

The Education Reform of 1987 made Basic Education institutions community-based. The policy redefined the roles of parents and communities with regard to the schools in their localities and assigned specific responsibilities to the communities. This was done in the bid to enhance community participation in schools.

The study sought to establish the extent to which the Winneba community supports the girl-child school attendance. It was specifically designed to find out the attitude of the Winneba community towards girl-child education and the kind of support the community is providing for the girl-child school attendance. To this end data were collected from 380 respondents who were opinion leaders and other adult members in the Winneba community.

Questionnaire and interview schedules were used in the collection of data. Descriptive statistic such as frequencies and percentages were used to analyse the data.

Main Findings:

The main findings of the study include:

1. The views of members of the Winneba community suggests that the Winneba community shows positive attitude towards girl-child education. Parental support for the girl-child education at Winneba is found to be high in the provision of school uniforms, payment of school levies and guidance and counselling in terms of advice and encouragement given to their wards.
2. Most parents also provide the girl-child with transport to and from school, early breakfast and money for lunch to keep them in school.
3. The study also reveals that some parents provide academic facilities at home to enhance the girl-child's learning. Facilities like light, tables, chairs, teaching and learning aids, small study rooms with reading books, are usually provided by parents. In some homes, parents do supplement the efforts of teachers through actual teaching and explaining some school assignment to the girl-child.
4. Parents want education for their girl-child for better jobs and higher earnings. This shows that they perceive that education leads to upward social mobility of the family. In the same vein, Barrington Kaye (1962) in his research work in the Gold Coast confirms that "the main reason why children are educated is to get them good jobs so that they can support their parents and younger brothers and sisters later" (p. 180).

5. Majority of the members in the Winneba community (93%) maintain that girls education is as important as that of boys.
6. Financial constraints such as inability of parents to get well paid jobs, low prices for fishermen's and farmers' products and others prevent some parents (especially those with large family-sizes) from adequately supporting the girl-child's education in terms of payment of school levies and purchasing of other school materials.
7. Generally, parents have high educational aspirations (up to tertiary education) for their children, especially for their boys. Even though they show positive attitude towards the girl-child education, majority favoured the idea of boys having higher education than girls.

Conclusion

From the findings it can be concluded that if parents had the means they would support their girl-children's school attendance to a higher level.

Even though, generally parents have positive attitude towards girl-child education, they are more slightly inclined towards boys' education than girl-child education.

On the whole, it could also be concluded from the study that the Winneba community encourages girl-child education.

Recommendations

Based on the findings of the study the researcher has made the following recommendations.

1. Though majority of the parents in the Winneba community show positive attitudes towards girl-child education, a few of them exhibit negative attitudes towards the education of their girls. This underscores the need for public education on the intensification of girl-child education in the Winneba District. Such education can be done through the mass media (radio, television, dailies) the Ministry of Women Affairs, Parent-Teacher-Association (P.T.A.) the churches, traditional authorities and many others.
2. Though majority of the members in the Winneba community support the girl-child education by providing the needed school facilities, some cannot do so due to lack of financial resources. This stresses the need for the strengthening of the special education fund by the District Assembly to support the education of children, particularly the needy girls in the Winneba community.
3. Some parents' inability to support their children's education is due to the large number of children they have to cater for in school. This emphasises the need for intensification of family planning programmes in the Winneba community – the need to have small-size families since with limited financial resources parents cannot support the education of their children especially the education of girls to any appreciable

level of education the children are capable of pursuing, if the number of children per family is large.

4. In posting government officers to rural areas, it is recommended that the various levels of government should also consider women of high educational attainment to serve as role models for local people. This would show that higher education is not for men only.

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APPENDIX A

QUESTIONNAIRE FOR RESPONDENTS

TOPIC: COMMUNITY SUPPORT FOR GIRL-CHILD SCHOOL ATTENDANCE IN GHANA: THE CASE OF WINNEBA IN THE CENTRAL REGION OF GHANA.

April, 1999.

Dear Sir/Madam,

QUESTIONNAIRE FOR THE STUDY

This questionnaire is intended to elicit information on community support for girl-child school attendance in Winneba. Your views on the topic are required. You are entreated to provide frank and objective answers to the questions. You are assured that any information you give is for academic purposes and will be kept confidential. For this reason your name is not required.

For most of the questions, alternative responses have been provided so you only need to choose the appropriate response with a tick []. For other questions you may have to write just short responses.

QUESTIONNAIRE FOR RESPONDENTS

PERSONAL DATA

1. Gender: [] Male [] Female
2. Age: [] years [] months
3. Occupation:
4. Highest education level:
 - (a) [] Primary
 - (b) [] Middle (c) [] Secondary
 - (d) [] Higher National Diploma
 - (e) [] Ordinary National Diploma
 - (f) [] Teachers Cert 'A' (Post Sec).
 - (g) [] Teachers Cert 'A' (Post Middle)
 - (h) [] Bachelor's Degree
 - (i) [] Master's Degree
 - (j) [] Others (specify):
5. Number of children

- 6. Number of boys.....
- 7. Number of girls.....
- 8. Number of children attending school.....
- 9. How many of your boy(s) attend school.....
- 10. How many of your girl(s) attend school.....
- 11. What highest level of education do you want your girl-child to attain

- (a) [] Basic level
- (b) [] Senior Secondary School
- (c) [] Teacher's Cert 'A' (Post Secondary)
- (d) [] Higher National Diploma
- (e) [] Ordinary National Diploma
- (f) [] Bachelors degree
- (g) [] Others (Specify).....

- 12. What highest level of education do you want our boy to attain:

- (a) [] Basic level
- (b) [] Senior Secondary School
- (c) [] Teacher's Cert 'A' (Post Secondary)
- (d) [] Higher National Diploma
- (e) [] Ordinary National Diploma
- (f) [] Bachelors degree
- (g) [] Others (Specify).....

- 13. What are your reasons:
-
-

B. General attitude towards girls education.

The following statements are notions people have on female education. What is your view on the statement? Please tick [] the box which is appropriate to your feeling.

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	UNCERTAIN
14. Girls education is as important as that of boys.					
15. Girls education is a good investment.					
16. Sending girls to school deprives family of supplementary income gained through petty trading.					
17. I do not want my girl to have a long period of schooling because that will affect the number of children she will have.					

C. Support for girls' and boys' school attendance.

18. Indicate the kind of support that you provide towards the education of your girl-child/ward. (Tick as many as apply)

- (a) [] Provision of school uniforms for girls.
- (b) [] Payment of the girls' school fees
- (c) [] Guidance and counselling for girls
- (d) [] Enrolment drive for girl-child education.
- (e) [] Financial assistance to needy girls.
- (f) [] Others (Specify)

19. Indicate the kind of support that you provide also for your sons' education. (Tick as many as apply).

- (a) [] Provision of school uniforms for girls.
- (b) [] Payment of the boys' school fees
- (c) [] Guidance and counselling for boys
- (d) [] Enrolment drive for boys' education.
- (e) [] Financial assistance to needy boys.
- (f) [] Others (Specify)

20. Indicate the kind of support that you provide to keep your girl-child in school. (Tick as many as apply).

- (a) [] Preparation of early breakfast for the girl-child
- (b) [] Provision of money for lunch
- (c) [] Provision of transportation to and from school
- (d) [] Provision of money for snack during break times
- (e) [] Provision of school materials e.g. exercise books, pens, pencils etc.
- (f) [] Others (Specify)

21. Indicate the kind of support that you provide to keep your boy(s) in school. (Tick as many as apply).

- (a) [] Preparation of early breakfast for the girl-child
- (b) [] Provision of money for lunch
- (c) [] Provision of transportation to and from school
- (d) [] Provision of money for snack during break times
- (e) [] Provision of school materials e.g. exercise books, pens, pencils etc.
- (f) [] Others (Specify)

22. Indicate the type of support that the community give towards the education of your girl-child/ward. (Tick as many as apply)

- (a) [] Financial assistance to needy girls
- (b) [] Enrolment drive for girl-child education
- (c) [] Guidance and counselling for girls
- (d) [] Others (Specify)

23. Indicate the type of support that the community give towards the education of boys. (Tick as many as apply)

- (a) [] Financial assistance to needy girls
- (b) [] Enrolment drive for girl-child education
- (c) [] Guidance and counselling for girls
- (d) [] Others (Specify)

24. What problems do you face in your attempts to support the girl-child school attendance.

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

25. What problems do you face in your attempts to support the boys' school attendance.

.....
.....

26. What suggestions do you have for improving community support for the girl-child school attendance in Winneba.

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

APPENDIX B

INTERVIEW SCHEDULE FOR RESPONDENTS

PERSONAL DATA

A.

1. Gender: [] Male [] Female
2. Please how old would say you are?
3. May I know the type of work you do please?
.....
4. How many children do you have?
5. How many girls do you have?
6. How many boys do you have?
7. How many of the girls at least received or are receiving basic school education?
.....
8. How many of the boys have also at least received or are receiving basic school education?
9. Do you have a wife/husband?
10. To what extent does your spouse support you in the education of your daughters?
11. To what extent does your spouse support you in the education of your sons.
.....

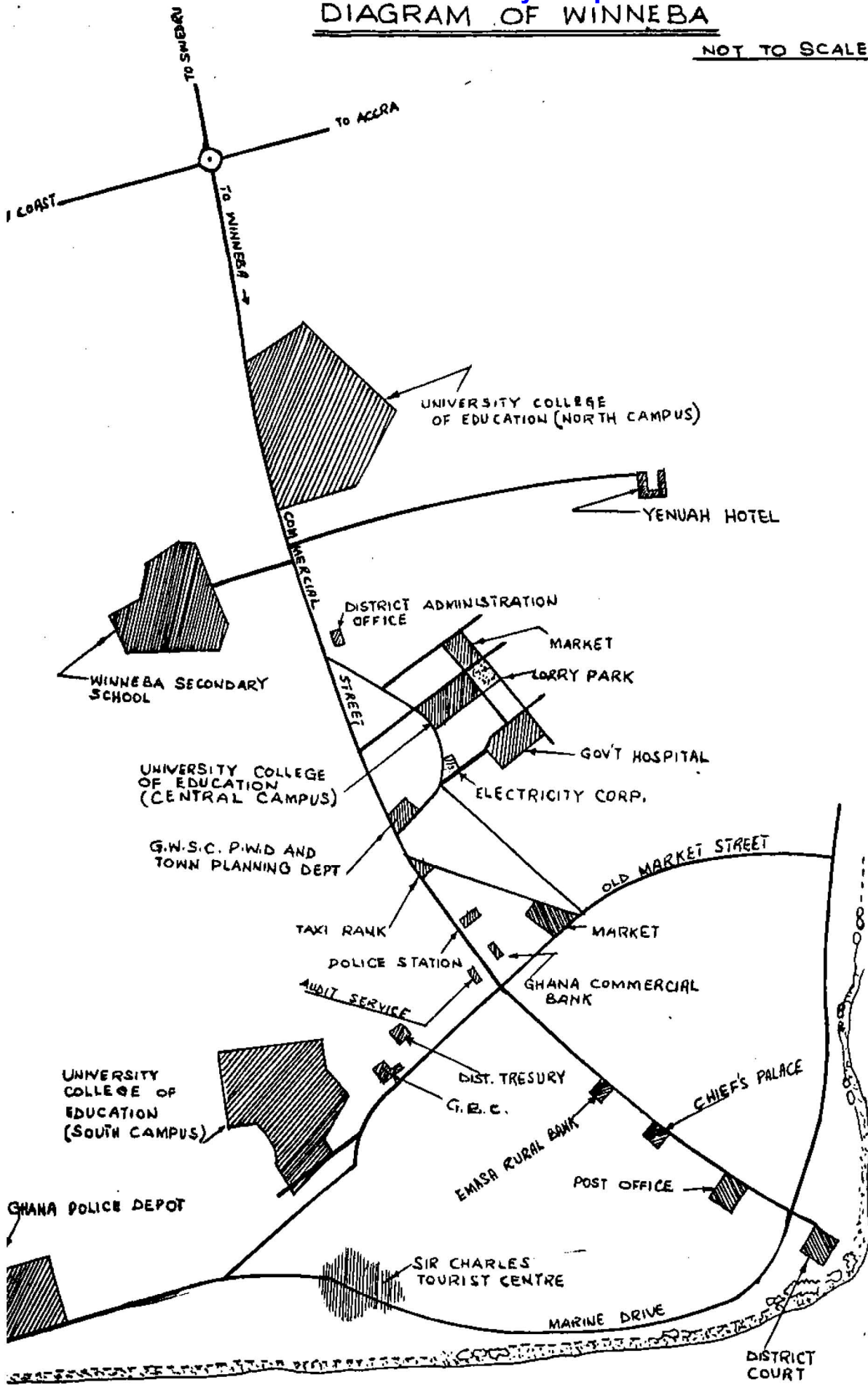
B.

12. Do your daughters attend school regularly
13. If Yes, how do you support them?
.....
.....
14. Do your sons attend school regularly?
15. What are the reasons for your answer?
.....
.....
.....
16. What other facilities do you also provide at home to aid your daughters' learning?
.....
.....
.....
17. What other facilities do you provide at home to aid your sons' learning?

18. Do you visit your daughter's school regularly?
.....
19. If Yes, for what purpose do you visit the school?
.....
.....
.....
20. Do you visit your son's school regularly?
.....
21. If Yes, for what purpose do you visit the school?
.....
.....
.....
22. What level of education do you think girls in general should attain?
.....
23. What level of education do you think boys should attain?
.....
24. What are the reasons for your answers?
.....
.....
.....
25. What level of education do you in particular want your girl(s) to attain?
.....
.....
26. What level of education do you in particular want your boy(s) to attain?
.....
.....
27. What are your reasons?
.....
.....
.....
28. Do you face any problem(s) in your attempt to support your girl-child school attendance?
.....
.....
29. If Yes, could you mention some of these problems?
.....
30. In your opinion, what should be done to encourage the girl-child's school attendance in Winneba?
.....
.....
.....

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DIAGRAM OF WINNEBA

NOT TO SCALE



GULF OF GUINEA