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FACTORS AFFECTING FEMALE PARTICIPATION IN SENIOR HIGH SCHOOL LEVEL OF EDUCATION IN THE KWAHU WEST MUNICIPALITY

BY

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

JULY 2014

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DECLARATION

Candidate's Declaration

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

Candidate's Signature:……. Date: ……

Name: Alice Abena Frempong

Supervisor's Declaration

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

Supervisor's Signature:…… Date:……

Name: Mr. Stephen K. Atakpa

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ABSTRACT

Educating girls is crucial to development, and apart from the intrinsic value of education, better educated women have higher incomes, healthier and better educated children. The benefits of educating girls are undeniable and contribute to poverty alleviation, improved nutrition and reduced childbirth. The study examined the general perception of girl child participation in education and the school factors that affects girls'participation in senior high school.

The study employed the descriptive survey design. Purposive sampling technique was used to select the parents and teachers for the study. Simple random sampling technique was however used to select the students. The selected respondents provided data for the study through the use of a questionnaire which was pre-tested to obtain a reliability alpha co-efficient of 0.65 for teachers, 0.70 for parents and 0.75 for female students. The study revealed that male students are most regular in school than female students and that gender bias in the school's curriculum hinders girls' participation in senior high school.

The study revealed that most teenage girls drop out of school due to pregnancy and the distance from home to school hinders girls' participation in senior high school. It was therefore recommended that workshops, talk shows and seminars be organised for parents by school authorities and other stakeholders of education to sensitize parents on the need to promote girls' child participation in senior high school.

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DEDICATION

To my husband Mr. Clement Appiah-Yeboah and children

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CHAPTER ONE

INTRODUCTION

Background to the Study

Education, all over the world is accepted as the process by which individuals acquire knowledge, skills and attitude which enables them to develop their faculties in full. It is also accepted that one of the benefits of good education is that, it enables individuals to contribute to development and improvement in their quality of life, their communities and the nation as a whole. It is on account of the belief in the benefits of good education that successive governments of Ghana have sought to use education as the vehicle for accelerating the implementation of their development policies and programmes.

Even before the attainment of political independence in Ghana, the type and quality of educational system inherited from the colonial era did not address the country's needs and critical problems, development and equity. Various education review committees emphasized this fact and proposed remedies. Among them was the Dzobo Report of 1973 which set the pace for new thinking about Ghana's education system (Dzobo, 1973).

In 1987, a new structure and content of education for Ghana became operational with the focus on the Junior Secondary School (JSS) programme. Under the structure, the six to three to four year system was adopted. Thus the country was to have six years of primary school education, three years of

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Junior Secondary School (JSS), three years of Senior Secondary School (SSS) education and a minimum of four years of tertiary education. The six years of primary school and three years of JSS education constituted the basic education level which was supposed to be compulsory and free for every Ghanaian child of school-going age (Dzobo, 1973)

The reform became necessary as a result of virtual collapse of the education system. This was due to reasons which included insufficient supply of trained and qualified teachers, inadequate funding of the education sector which led to the lack of textbooks, inadequate supply of furniture, equipments and the deterioration of school buildings among others. The effects of all these deficiencies were poor quality of teaching and learning and poor patronage of the school system by children of school-going age (Dzobo, 1973)

As a result of the problems listed above, the reform was lunched. It was based on the principle that literacy is a basic right of every Ghanaian and that every Ghanaian needs a sense of cultural identity, dignity and should participate in the development effort of the nation using the most modern scientific and technological skills and tools. By 1990, the focus of the reform exercised had shifted to Senior Secondary School (SSS) programme. It was however not until the first batch of the SSS students graduated in 1993 that the weakness in the implementation of the reform came to the fore. The reform had failed to achieve quality targets and exposed the education sector to public criticism (Mankoe, 2007).

The responses from the government to the public criticism of this reform programme was to set up the Education Reform Review Committee of 1993/1994. The work of the committee culminated in the National Education

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Forum of 1994 with the focus on basic education in the year 2000. The forum provided an opportunity or discussion of problems of the sector which were identified by the committee. Among the problems identified included;

a. Inadequate funding of the sector leading to inadequate supply of inputs.
b. Inadequate parental involvement in their children's education.
c. Poor quality of teaching and learning in schools as a result of ineffective management practices.

The outcome of the public discussion of these challenges as well as the 1992 constitution provision led to the formulation of a new basic education policy which is being implemented as free Compulsory Universal Basic Education (fCUBE). The 1992 constitution provides that within two years after parliament first met, the government should draw up a programme for the provision and implementation of the fCUBE. The fCUBE has a focus on primary education and seek to improve upon the 1987 reform by addressing the short-comings identified in the implementation process to ensure quality. The programme also aimed at increasing the participation of primary school children to 100 percent (Asiedu-Akrofi, 1978).

Additionally, fCUBE seeks to address a particular policy focus of raising the enrolment of girls in basic education. Although most governments have tried to provide for equal opportunities in education especially at the primary school level, in practice, the educational system discriminates against girls who are consequently unable to compete equally for the various courses offered in schools, colleges, polytechnics, universities and other training institutions.

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Educating girls is crucial to development. Apart from the intrinsic value of education, better educated women have higher incomes and fewer healthier and better educated children (Hill & King, 1993; Schultz, 1993; Klasen, 1999). The benefits of educating girls are undeniable. Research shows the social and private returns to women's education to be substantial. Evidence from developing countries in Africa, Latin America and Asia support the importance of closing gender gaps in education in order to advance a host of development goals. Girls' education contributes to poverty alleviation, improved nutrition and reduce fertility among other positive impacts (Barrera, 1990; UN Millennium Project, 2005).

Again, education also improves women's own health outcomes and life expectancy, their ability to influence family decisions and their likelihood of engaging in formal paid employment (Behrman & Birdsall, 1993; Govindasamy, 2000; Malhotra, Caren & Rohini, 2003). Summers (1994) also support girls education and also state that the benefits are so strong that many experts are convinced that investment in the education of girls may well be the highest return investment available in the developing world. With regard to public externalities of women's education, the benefits are manifold, encompassing both economic and social development. Hill and Kings (1993) show that gender gaps in education affects a country's economic well being; using sample of over 100 developing, they find that given levels of female education, the size of a country's labour force and its capital stock, those countries with larger gender gap in education will have a Gross National Product (GNP) of 25% lower than those countries with smaller gaps.

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The benefits of higher levels of schooling suggest that investments in female secondary education are warranted. They also allow us to understand more fully, how girls' opportunities and options increase with higher level of education. With regard to labour market benefits, women derived higher returns to secondary education than men do, whereas their returns to primary education are lower than men's returns (Psacharopoulos & Patrinos, 2002). Female secondary education also has a substantial effect on fertility and child mortality. In their cross country study of the 65 low and middle income countries, it was found out that increasing the share of girls educated at the secondary level from 19% to 38% (holding all other variables constant) would reduce fertility from 5.3 to 3.9 children per woman.

Recent studies finds that secondary education "has far stronger positive effect on women own outcome than primary education does to their health and well being, position in family and society, economic opportunities, returns and political participation" (UN Millennium Project 2005, p. 37). The transition rate to secondary school or the percentage of children who complete basic education and continue to secondary level; 67.1% for East and Southern Africa and only 52.4% for West and Central Africa. This contrasts sharply with 98% in the industrialized countries and 85% worldwide. In fact in one out of every 4 African countries, just half of children enrolled at the end of primary school, move on to study at the secondary level ((UN Millennium Project, 2005).

Generally, the majority of children in Ghana who reach primary six continue to junior high school. A good number of those who enter Junior High School (J.H.S) are able to complete. However, the story becomes a little

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different when it comes to entry into Senior High School (SHS). Transition rate from J.H.S to S.H.S is significantly low especially on the side of girls. A look at the statistics of girls who were able to participate in the senior high school education from J.H.S as compared to boys the Eastern region of the Ghana from 2005 to 2009 indicated a rather low turnout.

In 2005/06, children who qualified to enter senior high school numbered 7,938 out of this, 4,280 representing 53.9 percent were boys and 3,665 representing 46.1 percent were girls. 2005/07 had a total of 10,830 out of which 5,992 representing 55.3 percent were boys and 4,838 representing 44.5 percent turn out to be girls. A total of 12,119 students who qualified to participate in the SHS, 6,889 representing 56.8 percent were boys whilst 5,230 representing 43.1 percent were girls in 2007/08 academic year. In 2008/09, out of the 13,989 students who qualified for SHS, 7,658 representing 54.7 happened to be boys whilst 6,331 representing 45.2 percent were girls. 2009/10 also had a total of 16,229 out of which 8,897 with a percentage of 54.8 were boys and 7,332 representing 54.8 were girls (Ghana Education Service, 2009).

Secondary school is often portrayed as a contiguous phase of post-primary education when it is in fact a fragment subsector serving different purposes in different countries. In 22 African countries, there is compulsory lower secondary schooling forming a part of basic education together with primary education whereas in the rest of the countries, lower and upper secondary form a contiguous whole. Disadvantage for girls are more common in Africa and in parts of Asia. Of the 53 countries with a Gender Parity Index (GPI) below 0.97, 31 are in Africa, 17 in Asia and just 5 in the rest of the

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world. Africa has the lowest level of lower secondary participation; 45 percent compared to other regions; West Asia 69 percent; Europe, South America have 100 percent, East Asia and Oceania, greater than 90 percent. The Gross Enrolment Rate (GER) for upper secondary is also lowest in Africa with 29 percent as compared to other regions. Europe, greater than 100 percent; Asia 50 with West Asia at 40 percent and East Asia at 48 percent (Sutherland-Addy, 2008).

Gender disparities against girls are highest in Benin, Cote d'Ivoire, Ethiopia, Guinea, Mali and Togo with fewer than 60 girls per 100 boys entering secondary education. Gender equity at the primary level has been the focus of considerable attention within the education for All Framework of Action, but much less so at the secondary level. Evidence of gender inequity and inequality in terms of access, retention and performance in secondary education in South Saharan Africa (SSA) raises many questions. The transition rate for girls from primary to secondary is 65.3 percent compared to 62.6 percent for boys. The repetition rates for girls are high 19.4 percent but lower than for boys (UNESCO, 2004).

The Gross Enrolment Rate (GER) for girls is 23 percent compared to 30 percent for boys, and the Gender Parity Index (GPI) declined from .81 in 1990 to .80 in 1998, and .79 in 2001 (UNESCO, 2004) the 2004 Education for All Global Monitoring Report. There are still pockets of population groups for whom sending a girl child to school is a difficult choice because of the consequences this has on their economic survival. Hence, the desire to find out the true picture of the factors that affect female participation in the senior high

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school level of education in the Kwahu West Municipality and to have an in-depth exploration providing motivation for the study.

Statement of the Problem

Over the years, there has been a growing concern about the disparity in female and male enrollment from the basic or junior high school to the senior high school level by various governments. Despite the government's effort to increase female participation in senior high school through the establishment of community senior high schools, much has not been achieved in the Kwahu West Municipality in terms of female participation from junior high school to senior high school. Most young girls prefer to enter into petty trading with a few engaging in apprenticeship such as dressmaking and hairdressing after completing basic education. Besides, the completion rate even at the JHS level is also low as compared to boys.

Statistics show that the number of girls who were able to complete JHS entered into the S.H.S compared to boys in all 58 junior high schools in the municipality for the past 3 years is lower. For instance, in 2007/2008, the percentage of candidates who qualified to enter into the SHS was 61.7 out of which 25.7 percent were girls and 36 percent were boys. In 2009/2010, the total number of candidates was 60.8 percent, out of this, 22.8 percent were girls whilst 38 percent were boys. The percentage for 2009/2010 was 65 percent out of this, 30 percent happened to be girls and 35 percent were also boys (Ghana Education Service, 2009). The above statistics clearly indicate that there is still a gap between male and female participation from the junior high school to senior high school in spite of government efforts to bridge it. What may have been the cause of this disparity? It is in line with this that the

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researcher wants to investigate and identify the factors that affect female participation from junior high school to senior high school in the Kwahu West Municipality of the Eastern Region.

Purpose of the Study

The study is to investigate the factors that affect female participation in senior high school education in the Kwahu West Municipality of the Eastern Region by examining;

1. The general perception of girl child participation in education in Kwahu West Municipality.
2. The school factors that affects girls' participation in senior high school education.
3. The home related factors affecting girls' participation in senior high school education.
4. The socio-cultural factors affecting girls' participation in senior high school education.

Research Questions

In line with the objective of the study, the following research questions were be posed to guide the study.

1. What are the general perceptions of girl child participation in education in Kwahu West Municipality?
2. What are the schools factors affecting girls' participation in senor high school education in Kwahu West Municipality?
3. What are the home related factors affecting girls' participation in senior high education in Kwahu West Municipality?

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4 What are the socio cultural factors affecting girls' participation in senior high education in Kwahu West Municipality?

Significance of the Study

Though some researches have been undertaken on female education, this study is significant because theoretically, it will contribute to the development of literature and give rise to the need for further research. The findings will also provide empirical information to all stakeholders particularly, those under the girl-child education unit to help identify some of the factors that affect female participation in education and identify measures to curb those factors as the country aims at education for all by 2015.

Delimitation of the Study

The scope of this study is limited to the factors that affect female participation in SHS in the Kwahu West Municipality. Specifically, it examines whether the methodology of teaching favour boys than girls in the municipality, and to determine whether facilities in the schools influence girls' attendance to school in the municipality. The study did not cover all the junior high schools in the municipality; rather it would focus on some selected ones.

Limitations of the Study

One major limitation of the study is the inability of the researcher to cover all the schools in the municipalities in the region. This is because of the period within which this study should be completed. Again, the inability of the researcher to include other parents, teachers and female students, outside the sample area might affect the researchers' ability to generalize findings on the factors that affect female participation in education. Furthermore, the use of secondary data may not reflect the actual situation on the ground. This is

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because secondary data released by public bodies are sometimes massaged to give a good picture of participation of female education.

Organisation of the Rest of the Study

Chapter two reviews the literature related to the topic. Chapter three deals with the methodology of the study. Chapter four covers data presentation and analysis. Finally, chapter five provides the summary, conclusion and recommendations.

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CHAPTER TWO

REVIEW OF RELATED LITERATURE

The chapter setup the theoretical framework upon which the study focuses. It involves the systematic identification, location and analysis of documents, containing information related to the topic of study. The review covers two broad headings which are related to the threats to female participation in education. These areas include, school based factors and out of school factors that affect female participation. The literature is reviewed under the following;

School Based Factors that Impede Girls Participation in School

1. School facilities and female participation in education.
2. Pregnancy, sexual harassment and female participation in education.
3. Teacher behaviour and pedagogy in relation to girls' performance in education.
4. The role models effect of female teachers.
5. Teaching materials and female participation in education.

Out of School Factors that Impede Girls Participation in School

1. The influence of poverty and female participation in education.
2. Household chores as the domain of women and girls' and female participation in education.
3. Religion, early marriage and female participation in education.
4. Attitude towards girls' education.

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School Based Factors

The school environment in general affects girls' educational experience. The environment encompasses sufficient school supplies, school facilities gender roles for girls in the school and teachers' attitude towards girls, teaching and learning materials and methods, the role model effect of female teachers as well as pregnancy and sexual harassment. These are all threats to female education.

School Facilities and Female Participation

One important threat to female participation from junior high school to senior high school level in education is the non-availability of school facilities most especially girl-specific structures such as urinals and toilets. Many schools in Ghana have poor and inadequate toilet facilities for girls. The pit latrines used by schools are dirty, poorly serviced, and maintained, lack the privacy girls need, especially during their menses. Girls therefore feel embarrassed to use these toilets (Elimu Yetu Coalition, 2005). A Pakistan study found that parents require latrine facilities for girls. The study found that if parents are to enroll children, they expect a school to be solidly built with a boundary wall and have water pump and latrine (Herz & Sperling, 2004; World Bank, 1996). In another study of 30 African countries, finding noted girls in a school without a latrine or a place of privacy were more likely to skip school when they had their menses (FAWE, 2001; Herz & Sperling, 2004). Global Partnership for Education (2005), states that "failure to provide adequate physical facilities, such as toilets and running water are inconvenience for boys, but a disaster for girls" (p.41). Atakpa, (1998) also

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stated that with regard to separate facilities for girls, parents are unwillingly to send their girls to school if the school lacks girls lavatories or urinals.

Gachukia (2004) in a study conducted in Nairobi found that parents threatened to withdraw their adolescent daughters from school if the school authorities do not provide separate place of convenience for girls. The parents claimed that, the propriety and moral decency of their daughters were being threatened. Lack of girl-specific structures in some schools serve as a form of sexual harassment to the female students. Besides, FAWE (2000) in a study conducted in Ghana reveals that lack of water and adequate bathroom facilities have discouraged girls from going to school when they are in their "periods". This implies that lack of separate urinals and toilets for girls at school serve as a threat to female participation in education.

Okojie, Chiegwe and Okpokunu, (1996) found that in Nigeria all the four villagers where they conducted the research, the young respondents complained of poor facilities in their schools, poorly maintained buildings, lack of equipments in their laboratories, absence of teaching materials and insufficient teachers. They further stress that distance to schools from the community has significant impact on girls attendance at school. In their research, it was found that communities that had basic schools and senior high schools enhance access to potential candidates. However, in an area where there was no senior high school, students had to travel or walk to other villages or towns and this limited their access and participation.

According to Kane, (2004), in many countries distance to school has a bigger impact on girls than on boys for a variety of reason in some places young girls are not considered to be ready for travel, older girls may not be

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subject to harassment and even if the trip is safe, the direct cost may be high and the time lost on travelling would be more costly to girls work than to that of boys. Similarly, David (1993) states that the majority of parents wanted to use the nearest school for girls if possible; a criterion they also called proximity, however, he also felt that there was a range of factors, including happiness and discipline, which interacted to make a nexus. So the closer the school is to their home, parents are less likely to worry about girls.

Pregnancy, Sexual Harassment and Female Participation in Education

Today's teenagers become sexually active at an early age. The average age of the first intercourse is estimated to be 16, but many children become sexually active even earlier. The number of 16 years old with sexually experience increased from 17 percent to 26 percent in 1988 (Neubeck & Glasbery, 2002).

Pregnancy is given as one of the primary reasons for dropouts. Studies in Ghana between 1997 and 2002 indicated that the reason for 70 percent of junior high school dropout was pregnancy. The pregnant girl is stigmatized and rusticated from school. Some of the reasons given include discouraging other girls from engaging in immoral behaviour. A boy, found to have impregnated a girl is never sent away from school permanently (Cuffe, McKeown, Addy & Garrison, 2005).

It is not uncommon for girls to confront challenges of motherhood even in junior high school. Many of these girls face discrimination when they get pregnant in school and even after they give birth. School staff exerts little effort to have the girls continue attending school, making them feel like second-class citizens whose presence somehow contaminates the rest of the

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class (Neubeck & Glasberg, 2002). One study found that 12 percent of teenage girls who had both conceived a child and drop-out, the conception had preceded the drop-out (Neubeck & Glasbery, 2002). However, more recent research qualifies this conclusion. Girls who have conceived while enrolled in school, but who remain in school, are likely to graduate as those who do not become pregnant.

Another area that is receiving greater attention is sexual harassment of female students by teachers. Sexual harassment in the U.S. Colleges is a major barrier to female's vocational development and a traumatic force that disrupts their personal lives (Paldi, 1990). Bortei-Doku Aryeetey and Kuenyehia (1998), stated that sexual harassment is believed to occur widely in Ghana, but it is not widely acknowledges or reported, partly because of problems of its definition of proof. Nikoi (1998) reports that in the Edina Eguafo Abrem District of the Central Region, some Junior High School female students had to drop out of school due to sexual harassment meted to them by their teachers. Sexual harassment in schools indicates that females face an extremely hostile and uncomfortable learning environment in school. Many parents consider male teachers to be sexually threatening to girls and recent cases reported in the press of pupils' made pregnant or raped by male teachers have confirmed these fears (USAID, 1998).

Sexual harassment is thus a major form of victimization of female's right from the basic through to senior high schools and even tertiary levels in our system of education even though it is largely a "hidden issue". The effect of this is that female students who have been harassed often change their entire education program as a result. When this happens, performance in

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course work suffers and many females drop-out of school altogether. The lack of redness by authorities and the abuse of female students within the educational institutions serve as threat to female participation in education.

Teacher Behaviour and Pedagogy in Relation to Girls' Performance in Education

Several studies have revealed that teachers' attitudes, behaviour, and teaching practices have significant implications for female persistence and academic performance (Casely-Hayford, 2008; Chimombo, 2005). If teachers pay more attention to boys or embarrass students in front of the class, then girls become less motivated to participate in class activities. Rose and Tembon, (1999) found that teachers' low expectation of girls, compared with boys, contribute to the amount of attention teachers pay to girls in the classrooms. A study in Nigeria showed that interaction of teachers and students were more positive towards boys than girls, especially in the upper primary. Also, teachers were found to spend more time helping boys than girls (Global Campaign for Education, 2005; Rugh, 2000). In another study in India, teachers were found to routinely use biased language, which reinforced discrimination based on class, caste and gender (Global Campaign for Education, 2005; Ramachandran, 2004).

As long as women are perceived, or perceive themselves, as subordinates, they will be denied the opportunity to an equal education. They further stressed that girls do not work at home only; they also work around the school and are used by teachers to run errands, fetch water, and buy food. Gender roles are perpetuated in schools by the different roles teachers assign to girls and boys. If girls spend the great part of their day, taking care of other

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people's business, they will have less time for themselves and invariably their academic endeavours (Rose & Tembon, 1999).

In Ghanaian classroom, there are ways teachers adversely influence the performance of girls. They argue that girls are discouraged and intimated by teachers due to their failure to cultivate a sense of independence and trust in their abilities, sexual harassed and are abused and exploited at school level for instance sending them on errands during school hours (Sutherland-Addy, 1995; Adomako, 1998). Mackinnon (2000) posits that classroom teaching is pivotal to girls' self esteem and their ability to learn through asking question and listening. Girls are particularly sensitive to the behaviour and feedback from teachers and their peers. This has particular importance for the introduction of gender sensitive teaching strategies at teacher training level. Educational institutes have 'cultures' which foster gender inadequate. She argues that the attitudes of teachers, the school curriculum, textbooks used and educational policies are mainly modelled on male perspective and values.

Poor teacher behaviour is also a threat to girls in basic education. Teachers, just like parents perceive girls to be different from boys and as such hold different expectation for them. Thus, some teachers tend to give harsher punishment to boys than they give to girls. In this way, they indirectly make boys realize that more is expected of them, whilst girls, who may have nobody to guide them or serve as role models to aspire to, may think they may not work hard (FAWE, 2001; Osei, 1991). The pattern of systematic discouragement and discrimination in teacher behaviour was displayed towards classroom observation in Tanzania also showed that teachers pay more attention to boys than girls. The school environment is described as an

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authoritarian 'macho' environment where corporal punishment is frequently meted out and where the popular teacher-centred, pedagogy creates a competitive classroom environment which is not conducive to learning, particularly to girls (Mbilinyi, & Mbughuni, 1991).

Psacharopoulos, and Patrinos (2002) indicated that teachers discriminate against girls in calling pupils to participate in classroom teaching and learning activities. This marginalizes girls from benefiting from collaborative learning and denies them opportunities to work with their ideas. An examination of the literature on teacher's behaviour towards the sexes suggest that teachers have biased and unfavourable perception towards female students, which serves as a threat to participation in education.

The Role Model Effect of Female Teacher

The role model effect of female teachers also affects girls participation in education from the basic to the second cycle level. Female teacher serves as encouragement and role models to female students; however, in many countries, there is a disproportionate number of female teachers. In addition to that, several books used in many developing countries still have materials that perpetuate sex roles.

Hyde (1993) pointed out, although there is no available study to confirm the impact of these images on the choices made by women, they have the potential for shaping the reality of the female student. He states: "The presence of female teachers in schools and classroom is often held to be a strategy for countering these images" (p. 123). Therefore, the problem is exacerbated by the absence of female teachers who will serve as role models and counselors for female students.

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Teaching Materials and Female Participation in Education

According to Osei (1991), in Ghana, the main textbooks used in basic school contain a number of pictures and information which can indirectly influence the thought and aspirations of females. In the English language for Ghanaian schools for instance, stories and pictures about people whose occupation demands high education such as statesmen, lawyers and doctors are all mostly depicting men while females are shown as either mothers in the home caring for babies, selling in the market or at best primary school teachers and nurses. These messages convey certain values and norms which can influence the choice of subject of girls which also influence their carrier.

The Influence of Poverty and Female Participation in Education

The impact of dominant economic regime such as structural adjustment has been noted for its effect on girls' education. School fees for instance as part of cost-sharing regime have been observed to lead to drop-out with families opting to forgo the education of the girl where there are severe financial constraints. In this way the children of the poor, particularly girls have a lower completion race, and are less likely to have a passing grade at basic and second senior high levels and more likely to drop-out due to lack of school fees.

According to Gachukia (2004), the household level, poverty has the potential for reducing the capacity of families to provide for the basic needs of their children. For poor homes, girls going to school are a trade-off, for they are then unable to work to help support the family. Having a girl to go to school, sometimes means losing the income, this could have been earned from

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asking girls to engage in economic activities. A girl may be asked to work on the farm, at the market, or sell to directly support the family.

In Ghana, several girls go to school and also work after school to support their families. Although this may not affect enrolment in all circumstance, work after school affects the hours girls have to study and do their homework. Economic inequality in Ghana affects both boys' and girls' education. However, in situations of scarce resources, girls are the most affected (Onsomu, Kosimbei & Ngware, 2006). According to Hyde (1993), "Girls who come from socio-economically advantaged families are much more likely to enter and remain in secondary school than are girls from disadvantaged families" (p. 112).

Hertz and Sperling (2004) provide a synthesis of factors influencing girls' education and indicate that the cost of education might influence the house hold decision of sending a child to school. Thus direct fees (tuition), indirect fees (Parent Teacher Association fees), indirect cost (transportation, collecting, and safety) and opportunity cost (chore time, contribution to family income). While primary education is said to be free and compulsory in Ghana, parents are still required to pay extra charges which are often higher than the free tuition provided by the government. The charges include books stationery, exam fees, uniforms, contribution to building funds, levies imposed by school management committees, extra classes and travel costs (Global Campaign for Education, 2005; Stromquist, 2001).

The increasing cost of schooling is the major reason parents offer for education to remove children, particularly girls from school. Almost all the studies reviewed specify this as a constraint to female education. This is not

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surprising given the prevailing economic crisis in Ghana. Poverty is widespread and affects schools and families alike to the extent to which parents have to cover the shortfall due to the economic hardship which have devastating impact on household income and educational system (Asomaning, Argarwal, Apt, Grieco, & Turner, 1994).

In Ghana, researchers have found that the most common factors causing drop-out among both boys and girls at the basic education level is lack of sustained parental support with respect to funding and the provision of essential items required by the school (Boakye, Agyeman-Duah, Osei, & Brew-Ward, 1997; FAWE, 1996; Mensah, 1992 & Sultherland-Addy, 1995). However, research evidence does not always support the belief that girls are less catered for at the basic level than boys. The above claim notwithstanding, researchers have also established evidence that when decision have to be made because of financial constraints, girls are more likely than boys to be held back or withdrawn from school. Girls' from better-off homes who live far in urban areas are more likely to enroll and remain in school longer than those from poor homes and rural areas (Colclough & Lewin, 1997).

There is one case study in Ghana which confirms the findings of Colclough and Lewin. What makes it interesting is that, the study was done in Koforidua which is an urban setting. A girl who had completed secondary school form one was withdrawn from school because her brother had passed the common-entrance examination, and her parents felt they could not look after both of them in the secondary school, and so the girl had to drop-out of school to make it possible for her brother to have secondary education. Her parents then apprenticed her to a dressmaker. To do this, they had to pay for

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apprenticeship fee, buy her a sewing machine and accessories and give her pocket money everyday to feed herself at lunch time. The total cost of the initial outlay was enough to have paid the girl's secondary education fees for two years and the parents were surprised when this was pointed out to them (Dolphyne, 1992).

Household Chores as the Domain of Women and Girls' and Female Participation in Education

Girls' from the age of nine (9) or so are deemed to be of vital importance to their families or the household in which they live and are likely to be drawn into household chores or into the economic activities of their mothers in particular. The size of the burden of mothers' work impact directly on the amount of time spent by the prepubescent and adolescent girl on her work place. Although several studies confirm the positive relationship between a country's Gross National Product (GNP) and the government's investment in education, socio-cultural factors may prevents girls' from reaping the full benefit of a good investment in education (Stromquist, 2001).

In many poor homes, girls' are needed to do house chores or work outside the home to supplement the insufficient family income. A study in rural India reported that poor girls' are expected to clean the house, wash clothes and utensils, fetch water before school, collect firewood, cook the evenings meals, look after young siblings and feed cattle (Global Campaign for Education, 2005). In many developing countries, the preference for males extends to health care and education. Boys' are seen as the bearers of their family name who later will be heads of family. Girls' are seen as providing service to their families, by staying home and helping their mothers with

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house work, child care and how income-generating activities (Kinnear & Sutherland, 2000). Because of the importance of the contribution that girls' make to the well being of their families, the education of boys' prevails to their education (Brock-Utne, 2000).

There is also the general notion held in West Africa and Kwahu West is no exception that the woman's place is the kitchen. According Mensah (2009) these same ideas about women were also held by common English men years ago and they were strongly revived by their Nazis with their doctrine that women's concern was only religion, children and kitchen. These beliefs suggest that females have not got the mental capacity to attain higher education let alone occupy important positions in their respective countries.

Historical analysis, however, suggest that female education has usually not measured up to the standard of male education not because girls' are not capable of being educated to the level men attain, but because of society's attitude towards women folk in general. It has been observed by Davidson and Kanyuka (1990) that throughout most 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 the younger siblings, time-consuming tasks on the farm and such household chores as cleaning and cooking. It is believed that the poorer the household, the greater the tendency of parents to rely on daughters for domestic duties and to save educational investments for their son. In a study conducted in the Gambia, it was found that 10 percent of female dropout from primary school are said to have dropped out to stay home to care for their siblings (World Bank, 1996).

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Hyde (1993) has also observed 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 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 household chores. This is particularly true among poor families where girls' labour may be crucial to family survival. Heady (2001) in his study said, even where the girls' are allowed to attend school, the impact of working can lead to a decline in enthusiasm for schooling. Using data gathered in Ghana, a study on the effect of child labour on learning achievement found that the day-to-day impact of child labour on those in school, leaves children especially girls' too tired to learn, and robs children of their interest in learning.

Religion, Early Marriage and Female Participation in Education

Although in general, acting indirectly, the religious factor is on balance a positive one, though it is often overcome by the fundamental socio-cultural bias in favour of males. The fact that most religious practitioners and leaders are male, makes for a powerful image in favour of that sex, and it would be a very helpful move if religious leaders of all faiths and denomination were to speak out strongly in support of the female cause. Christian missions have, in various areas, had a most positive effect on female education and literacy levels, though some have a legacy of harsh sanctions in respect of early pregnancy (Colin & Nadine, 1997).

In Islamic areas, the situation is generally not so supportive, but a number of positive trends were apparent. The religious significance of sons in

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the Hindu family, while still operative, no longer seems in itself to disadvantage daughters. Often in contrast, to the state system, and especially at secondary level, denominational schools are well organized and resourced, attracting stable, well qualified staff. This weighs heavily with parents which deciding whether or not to send their daughters to schools, especially since boarding facilities tend to be more favourable and secure (Colin & Nadine, 1997).

Early marriage practices, place of residence and selective education have been found to be common factors contributing to girls' lack of access to education. In some countries, certain cultural practices encourage early marriage may prevent women from pursuing their educational career because of the increased responsibilities that come with marriage. "If a girl's role in society is to be a wife and a mother, then it may be felt that the sooner the better to marry her off and let her achieve recognition in the community in this capacity" (Global Partnership for Education, 2005).

The practices of betrothal and early marriage are among the threats to female participation in education, especially among Muslims communities in Northern Ghana (MOE, 1995). Abu-Ghaida and Klasen (2004), in thier study of the causes of low level of education among Muslim girls' in the Nanumba District, confirmed that majority of parents withdraw their daughters from school for marriage purpose at ages between 15 and 20 years. Most of the traditions in Sub-Saharan African countries support the idea that a woman's only role is that of wifehood and motherhood; thus women do not generally need to receive education or enter the job market (Brock-Utne, 2000). Hyde

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(1993) contends: Although, the enrolment of married students' is not unheard of, pregnancy and childbirth usually ends a school career" (p. 116).

Cultural values, which causes females to be seen as important primarily for procreation have a part to play in how society in general view girls' education. This is ingrained in the minds of girls' and causes them to fulfill societal expectation by aspiring towards what society expects of them. This often leads to early marriage at the expense of education. Again, FAWE (1999) who explored the institution of Fiaasidi-Vestal Virginity and its effect on the education of Fiasiadi girls' in Afife, Volta Region of Ghana reports that the most serious problems facing the girls' who are virgins of the gods is the denial of access to formal education. This denial is mainly vested in the strict application of the institution of taboos, rules and regulations which originate from prejudices, biases and assumption held by the priest against the formal education of girls'. They fear that if the girls' are exposed to Western civilization and religion, they may consequently cease to be Fiasidi.

Attitudes towards Girls' Education

Societal and parental attitudes toward female education are another factor that militates against female education. In the view of Lockheed (1991), a nation's children are its greatest resource. In only a few decades, the prosperity and quality of life of all nations will be determined by today's children and their ability to solve the problems that face them, their families, their communities and their countries. Hamilton therefore contends that it is education that unlocks this ability and investment in children's learning is the most important contribution a nation can make to a better future. The implication of this is that, any nation that desires a better future should, as a

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matter of necessity, educate all children without exception. However, girl-child education has remained one of the contentious issues in both developed and developing countries over the years.

In 1998, a Global Education for All (EFA) 2000 assessment involving more than 180 countries was launched. It involved a comprehensive study of basic education. The exercise revealed among other things that discrimination against girls' was widespread and nearly a billion adults mostly women, were illiterates (Little, 1999). One of the main factor that account for this societal attitude towards girl-child education is that traditionally, women have not been encouraged to be schooled. In view of this, some women have been forced out of formal education to learn domestic skills. There is also the belief that girls' are intellectually inferior to boys'. This belief is widespread especially in Africa. Bening (1990) says intellectual inferiority of females in education is a belief not held in Ghana alone; it extends far into the role they play in the society. Montagu 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.

Also Mensah (2009) believed that the age old concept of women's inferior mental abilities and limited social positions acted as barriers to the establishment of education of women. This has been used as justification for the differences in educational opportunities available to men and women, and has impacted negatively on the personal development of women and society at large. UNESCO (1990) also observed that gender discrimination as to escape notice. It has kept young girls' from school and pushed them into the peripheries of early marriages and when they finally become women, kept

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them from equal involvement in the decision making of their families and communities.

Mensah (2009) in a study on attitudes towards female education, a correlation was made between level of education and attitudes towards girls' education. It was found out that parents' with little or no education tend not to appreciate the importance of schooling of female children. Tansel (1993) also found that the level of parental education especially fathers' education was strongly related to the educational attainment of both sons and daughters. In Ghana educational status of both parents' has a stronger impact on daughters' attainment than sons. Education of parents is therefore a factor which influences parental attitudes towards female education. Parents' with high levels of education tend to have a more positive attitude towards female education. This being the cases, it can be deduced that, with high levels of illiteracy in most developing countries, female education is bound to suffer (UNESCO, 1990).

Distance from Home to School

The proximity of school to home is also a big challenge confronting girls' education in many developing countries. Fearing for the safety of their children, especially girls, mothers may prevent them for going to school. There is empirical evidence suggesting that provision of infrastructure and proximity to school to the home contribute to the increase in girls' enrolment. For example in Egypt, constructing new schools in rural areas in the 1980s increased girls' enrollment by 60 percent while rural boys' enrollment increased by only 19 percent (Herz & Sperling, 2004; Rugh, 2000). In another study in Malaysia, it was found that the absence of secondary school in the

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community lowers the probability of girls' attendance by 17 percent and boys' by 13 percent (World Bank, 2001, Hertz & Sperling, 2004).

Bening, (1990) observed that one reason why most parents in the Northern Ghana did not send their girls' to school was that, available schools were usually located far from most homes. Parents' therefore feared for the safety of their daughters since girls are considered very fragile compared to boys. Secondary levels distance negatively affects boys' and girls' schooling equally. After primary schooling, it appears that other factors, such as quality of education and perceived returns to education explain gender differential in schooling. Distance from school significantly affects whether (and how long) girls' attend primary school. It is however, not important determinant of boys' schooling patterns. Therefore making schools available and closer to home may be an effective policy response for reducing the gender gap in middle and higher grades. The policy should focus more on improving the quality and relevance of what is taught (Chao & Alper, 1999).

Benefits of Girls' Education

Several studies have documented the positive outcome in investing in girls' education (Schultz, 1993; Summers, 1994; World Bank, 2001). The World Bank (2001) contends that investing in girls' education yields higher returns than all other development investment. It yields both private and social benefits that accrue to individual, families, and society at large. Many scholars have indicated several benefits of girls' education in health economic, environmental gains, moral and social benefits (Hertz & Sperling, 2004).

Educating girls' yields a higher rate of return than any other investment in the developing world (Summers, 1992). It is one of the most

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worthwhile investment available to governments; and the frequent assurance that, "educate a girl, and you educate a nation", but perhaps the single most important benefits of education is to the woman herself. Basic education expands options and offers resources for renewal over a lifetime. This in turn translate into a range of national, household and family benefits such as improvement in farm productivity, more effective functioning as part of the wage, labour force and flexible family economic strategies (Abu-Ghaida & Klasen, 2004). Education also affects fertility. Educated women have fewer children, later, and more widely spaced. The wife's education has much stronger effect on fertility than does the husband's (World Bank, 1993; UNICEF, 2003).

Again, educating girls' have stronger domestic bargaining power and knowledge and their opportunity cost are higher which, in turn has an effect on fertility rate (Schultz, 1993; Seini, 2000). What this means is that achieving the Millennium Development Goals (MDGs) of educational equality would reduce the number of births per woman by 0.6. Child mortality would also be reduced. Not only does one more year of female education have the impact of reducing child mortality by 18.1 per thousand, but increasing the ratio of female to male educational attainment by ten percent points, would reduce the under five mortality rate by 14.2 per thousand.

Again, if the MDGs were met, this would save the lives of three thousand, five hundred children a year in Mali alone. These benefits are actually greatest in countries that have declining gender parity rates (Abu-Ghaida & Klasen, 2004). Recently, researches have produced even more compelling evidence of the benefits of girls' education by looking at its effects

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from a different angle, aiming at what happens if countries do not improve girls' participation in education. The stark statement that gender inequality in education is economic growth underscores this issue (David & Gatti, 1999).

According to Abu-Ghaida and Klasen (2004) national economic and social cost of not educating girls' and not achieving gender parity in education are high and, in fact are higher for Africa than for any other region. Moreover, gender inequality in education is not simply a feature, but a cause of poor economic consequences (Abu-Ghaida & Klasen, 2004). Fortunately, the other side of the coin is that, countries that are seriously off track in terms of achieving universal basic education have most to gain in terms of economic growth by getting their girls' into school and by expanding girls' education faster (Blackden & Bhanu, 1999; Abu-Ghaida & Klasen, 2004; Knowles, Lorgelly & Owen, 2002).

Again, one economic incentive on the benefit of girls' education is that investment at lower educational levels brings higher rate of return and for girls' in Sub-Saharan Africa, this is precisely where the investments are needed. While any one of the many well documented benefits of girls' education could be achieved by another intervention research now shows that no matter how the effect are defined, girls' education achieve them all. This finding alone provides a new incentive for the manager (Abu-Ghaida & Klasen, 2004).

Summary

This chapter has addressed the theoretical framework. The literature revealed that disparity in girls' education continues to be persistent in Africa and in Ghana in particular despite the several studies that have indicated the

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importance of girls' education. Factors militating against girls' participation from Junior High School to Senior High School education are school based factors and out of school factors and these are school economic, cultural and social factors. The argument here is that in spite of numerous factors that affect girls' education. For it to be well establish, girls' education requires the concerted effort of various stakeholders, such as parents' teachers, religious leaders, community, district assemblies and the government.

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CHAPTER THREE

METHODOLOGY

This chapter describes the methodological procedure that was adopted for the collection, processing and analysis of data. It has five sections namely; the research design, the population, the sample and sampling procedure, development of instruments, pre testing of instrument and data analysis procedure.

Research Design

The design for the study is descriptive. A descriptive design goes with describing what has been found to exist without manipulating the variables (Black, 1998; Nwadinigwe, 2000). This means that already the condition being studied is in existence and the research for the purpose of analysis only select relevant variables to deal with. This study aims at gathering information on factors affecting females' participation in Senior High Education in Kwahu West Municipality.

Considering the purpose of the study and the research questions, the descriptive design to discover whether there is relationship between the variables under study from which valid conclusions can be drawn. Osuala, (2005) declares that descriptive surveys are versatile and practical, especially to the administrator. They identify present conditions and point to present needs. He adds that descriptive research is basic for all types of research in assessing the situation as a prerequisite for conclusion and generalization. The

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design has another merit of producing a good amount of responses from a wide range of people. It provides a meaningful picture of events and seeks to explain people's attitude on the basis of data gathered at a point in time.

However, there are certain disadvantages noted by (Fraenkel & Wallen 2000). These are the dangers of playing into the private affairs of respondents and thereby the likelihood of generating unreliable responses which can affect the findings. The researcher therefore took time to explain the purpose to the respondents and assured them of confidentiality to reduce the danger of biases which can affect the findings. In spite of the above disadvantages, the researcher deemed it useful to employ the descriptive design to find out the factors affecting girls' participation in senior high education because it employs the method of randomization so that the errors may be estimated which population characteristics are inferred from observation of samples.

Population

Mouton (1996) defined population as 'a collection of objects, events and individuals having some characteristics that the researcher is interested in studying' (p. 45). The Kwahu West Municipality in Eastern Region was selected as the area of study. The Kwahu West Municipality Directorate of Education has five educational circuits under its jurisdiction. These are Nkawkaw, Fodoa, Awenade, Apradan, Asuboni Rails and Kwahu Nsaba.

Statistics compiled by the municipality in 2009/2010 academic year indicated that there are 111 Primary Schools and 63 Junior High Schools sparsely dotted throughout the municipality. The directorate as at September 2010 had 130 trained and 22 untrained female teachers and 140 trained and 80 untrained male teachers at the primary schools. The Junior High School (JHS)

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had 80 trained and 3 untrained female teachers and 163 trained, 31 untrained male teachers. There is therefore a total population of 2,700 which comprise teachers, students and parents.

Sample and Sampling Procedure

The sample for the study comprised 50 parents, 70 teachers and 185 JHS female students which gave a sample size of 305 respondents. In order to obtain a representative sample for the study, various sampling techniques were use to select the various categories of the respondents. The sample was selected from the municipality; three out of the five circuits in the municipality were randomly selected. The study area had five educational circuits. Three circuits were selected by random samplings to ensure fair representation of the schools. The circuits are Nkawkaw, Asuboni Rails, and Awenade which have twenty, five and five junior high schools respectively.

The simple random sampling was used to select four, three and three Junior High Schools from the educational circuits using the lottery method. The names of all the schools in the three circuits were written on pieces of paper. These pieces of paper were folded and put in an empty container. The folded papers were picked one after the other until the thirteen schools were obtained. The teachers and students who served as respondents for the study were selected through random sampling techniques. This method was employed to ensure that each member of the defined population has an equal and independent chance of being sampled (Hay, 1998) female teachers were considered and giving priority where they were limited.

Following the guidelines of using the random sampling technique as proposed by Borg & Gall (1989). In each school the names of all teachers and

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female students were written on pieces of papers. Female students in JHS 3 were purposively used because the study focused on low female participation in education. The papers were then folded, put in an empty container and vigorously shaken. These were picked one after the other form the container and the picked names formed the sample. The process continued until the required number of teachers and students were obtained.

In view of the difficulty of obtaining or compiling the list of all parents, it was not possible to use the random sampling techniques to get a required sample size of respondents. Instead, purposive sampling was used to select 50 parents who have female wards in JHS 3. Purposive sampling was considered appropriate as recommended by Cohen and Mannion (1994) being the most manipulated way of building up a sample that is satisfactory to the needs of the study being undertaken. Selected numbers of teachers and student respondents are shown in Table 1 and Table 2.

Table 1: Sample Selection of Teachers

Name of School	Name of Circuit	Number of Teachers	No of Teachers Sampled
Kwahuman J.H.S	Nkawkaw	10	8
Presby J.H.S	Nkawkaw	8	6
Opinamang M/A J.H.S	Nkawkaw	10	8
Methodist J.H.S	Nkawkaw	11	9
Islamic J.H.S	Asuboni Rails	6	4
Roman Catholic J.H.S	Asuboni Rails	8	6
Presby J.H.S	Asuboni	8	6
Anglican J.H.S	Awenade	10	8
M/A J.H.S	Awenade	10	8
Apradang M/A J.H.S	Apradang	9	7
Total		**90**	**70**

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Table 2: Sample Selection of Female Students and the Schools

Name of School	Name of Circuit	No. of Female Students	No. Female Students Sampled
Kwahuman J.H.S	Nkawkaw	60	32
Presby J.H.S	Nkawkaw	53	25
Opinamang M/A J.H.S	Nkawkaw	34	18
Methodist J.H.S	Nkawkaw	38	20
Islamic J.H.S	Asuboni Rails	22	15
Roman Catholic J.H.S	Asuboni Rails	26	17
Presby J.H.S	Asuboni Rails	27	19
Anglican J.H.S	Awenade	20	14
M/A J.H.S	Awenade	19	13
Apradang M/A J.H.S	Apradang	21	12
Total		**320**	**185**

Instrument

A field survey using questionnaires was employed. The questionnaire was developed from the literature gathered on the topic, while others were adopted and modified. These initials items were carefully vetted and edited. Questionnaires designed for teachers (Appendix A) consisted of four sections and contain 31 items. Section A of the instrument sought the background information of teachers. Section B dealt with out of school factors that hinder females' participation in Senior High Education. Section C looked at School related factors that hinder female participation in Senior High Education whereas Section D examined teacher perception of female participation in Senior High Education.

The questionnaire for parents, that is Appendix B, consisted of three sections. The first Section (Section A) sought to collect information on the personal characteristic of the respondents, Section B sought information about

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out of school factors that hinder female participation in Senior High Education and Section C examined school related factors that hinder female participation in Senior High Education. It contains 23 items. The questionnaire designed for students (Appendix C) contain four sections. Section A concentrated on background information of respondents, Section B looked at out of school factors that hinder female participation in Senior High Education, Section C covered school related factors that influence female participation in Senior High Education and Section D sought students perception of female participation in Senior high Education within Kwahu West Municipality.

The questionnaire for all the respondents embodied the Likert-type attitude scale. It enabled the respondents to indicate the degree of their belief in a given state merit (Best & Khan, 1996). The four point Likert type scale was preferred to the mare conventional five points based on the recommendations of (Casley & Kumor, 1988). Those writers argued that if an odd number responses scale is used, there is the tendency for individuals to select responses in the centre of the scale.

Pilot Testing of Instrument

According to Yin (1994) some research studies may be of poor quality and the results questionable simply because an inattentive researcher fails to address carefully, matters related to validity and reliability. To establish the face and content validity of the instrument, three experts in education and five graduate students were asked to review it. According to Yin (1994) content validity can be determined by expert judgments. The suggestions made were used to improve the questionnaire items.

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Reliability concerns the issue of consistent results of the study if it was replicated. A good guideline for reliability is to make sure that if someone did it again, the same results would be gotten. Before administering the questionnaires to the respondents, a pilot test was conducted. Johnson (1999) explained that the experience of pilot respondents is used to improve and amend the questionnaire before sending it out to the main research population. The pilot test was carried out in the Kwahu South Municipality.

The research randomly sampled 20 teachers, 20 parents and 20 female students. The instrument in its original form was administered to these respondents. Afterwards, the researcher went through all the items and all ambiguities such as clarity of expression and overloaded questions were noted and corrected for the final write up. Cronbach Alpha was used to determine the reliability of the instrument for the study. The items in the questionnaire had multiple scores and therefore the Cronbach Alpha was considered appropriate to use. Ary Jacobs and Razavich (2009) stated that Cronbach Alpha is used when items have multiple scores. The instrument was estimated on a scaled item wit the help of Statistical Product and Service Solution (SPSS) 16.0 programme on the computer.

The reliability alpha co-efficient was 0.65 for teachers, 0.70 for parents and 0.75 for female students. The reliability co-efficient before the main data collection supports the view of Sproul (1988) that a reliability co-efficient of a designed instrument should be approximation 0.60. The outcome of the reliability was therefore satisfactory for the research instrument to be sent out or the main data collection.

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Data Collection Procedure

To help get the necessary attention, a letter from the Director of the Institute for Educational Planning and Administration was sent to the District Education office to obtain permission for the exercise. The District Director of Education also provided an introductory letter to the various schools. After satisfying the condition of simple random sampling method, the required number of questionnaires was personally given to the sampled teachers to ensure clarification of all the items, I went through one questionnaire item by item with all the concerned teachers in each school. They responded to the various items and returned them on the same day.

With respect to the female students, an arrangement was made with the school authorities to undertake the exercise in the afternoons after school to avoid the incidence of sampled students missing their lessons. Following the procedure of the systematic random sampling technique, as specified under a section of this report, the required number of students was secured. The questionnaires were distributed to the sampled students. To ensure clarification of all items, I went through one questionnaire item by item with the sample students in each school. They responded to the various items and the completed questionnaires were collected on the same day.

On the part of parents, the required number of respondents was purposely sampled in each of the three circuits. The educated ones were given questionnaires to respond whiles those with no education, questionnaires were administered with the help of the researcher. The questionnaires were administered in the evenings as most of the communities were trading and farming communities. This was carried out in their various houses. The

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administering of questionnaires took about 40 minutes. Out of 70 teachers, 65 were responded to which gives 92.9% return rate. Students and parents had 100% return rate.

Data Analysis

Data analysis is the process of simplifying data in order to make it comprehensible (Fraenkel & Wallen, 2000). Data analysis usually involves reducing accumulated data to a manageable size, developing summaries, looking for patterns, and applying statistical techniques (Morse, 1991; Cooper & Schindler, 2001). The researcher used descriptive statistical methods in analyzing the data. Before the analysis, the field data were edited and scrutinized to ensure consistency and a degree of accuracy in the responses provided by respondents.

All questions raised in the questionnaire were first coded and edited to ensure that values are not missing. Focusing on the researcher objectives and questions as a guide, the data were analysed with the use of simple frequency tables, percentage and narrative analysis as well as other statistical analysis made on each item to examine relationships and associations between various items of the questionnaire.

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CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter presents the views from respondents in investigating and identifying the factors that affect female participation from junior high school to senior high school in the Kwahu West Municipality of the Eastern Region. Frequency distribution tables are presented section by section to address the research objectives. Responses from open- ended questions were summarized and critical responses from respondents discussed accordingly. The presentation is preceded by bio data on the respondents.

Background of Respondents

The first part of this chapter is a presentation and analysis of the preliminary data obtained from the study. It involves respondents' background information such as gender, age and educational background. The respondents of the study comprised (23.0%) males and (77.0%) females. The age distribution of the students is presented in Table 3.

Table 3: Age Distribution of Students

Age (years)	Frequency	Percentage (%)
12 -14	13	7.0
15 – 17	129	69.7
18 and Above	43	23.3
Total	**185**	**100.0**

Source: Field data, 2012

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It can be observed from Table 3, that 129(69.7%) of the students respondents fall within the age range 15-17 years. Close to 43(23.3%) of the students fall within the age range 18 and above. Table 4 presents the age distribution of parents and teachers respondents.

Table 4: Age Distribution of Parents and Teachers

Age (years)	Frequency	Percentage (%)
25 and Below	8	7.0
26 – 34	38	33.0
35 – 44	46	40.0
45 – 54	15	13.0
55 and above	8	7.0
Total	**115**	**100.0**

Source: Field data, 2012

Table 4 depicts the age distribution of parents and teachers who participated in the study. From Table 4 46(40%) of the parents and teachers respondents fall within the age range 35-44 years. Thirty eight representing (33%) fall within the age range 26-34 years. Eight (7%) fall with the age range 55 years and above. Table 5 looks at the educational qualification of parents and teachers respondents. From Table 5 47(40.9%) of the parent and teacher respondents hold a Bachelor Degree. Twenty seven representing (23.5%) hold Middle School Leaving Certificate. About 20(17.4%) do hold Diploma Certificate. Table 6 examines students' perception on female participation in senior high education.

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Table 5: Educational Qualification of Parents and Teachers

Educational qualification	Frequency	Percentage (%)
MSLC	27	23.5
Secondary/Technical	4	3.5
Teachers Cert A	15	13.0
Diploma	20	17.4
Bachelor's Degree	47	40.9
Masters Degree	2	1.7
Total	**115**	**100.0**

Source: Field data, 2012

Research Question 1: What are the General Perceptions of Girl Child Participation in Education in Kwahu West Municipality?

Research question 1 sought to examine the general perception of girl child participation in education in Kwahu West Municipality. Students' interaction with teachers, attitudes and behaviour of male teachers towards female students were examined. It looks at the most regular gender at school. Table 6 presents the views of students on students' perception on female participation in senior high education.

A look at Table 6 shows that 91% of the students asserted that they do interact with teachers in the form of asking them questions in class and (9%) disagreed that students do interact with teachers in the form of asking questions in class. Eighty percent of the students did agree that teachers do praise students when they answer questions in class. Close to 84% of the students did agree that teachers do often direct questions to boys than girls. Overwhelming majority (98%) of the students disagreed that the behaviour of some teachers do make them feel one sex is more important than the other.

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Table 6: Students Perception of Female Participation in Senior High Education

Students general perception	A N (%)	D N (%)	Total N (%)
Students do interact with teachers in the form of asking questions in class	169(91)	16(9)	185(100)
Teachers do praise students when they answer questions in class	148(80)	37(20)	185(100)
Teachers do often direct questions to boys than girls	156(84)	29(16)	185(100)
The behaviour of some teachers do make me feel one sex is more important than the other	4(2)	181(98)	185(100)
The attitude of male teachers towards female students do affect your studies	32(17)	153(83)	185(100)

Source: Field data, 2012

Note: 'agree' [A], 'disagree' [D],

Table 6 again shows that (83%) of the students disagreed that the attitude of male teachers towards female students do affect your studies while (17%) agreed that the attitude of male teachers towards female students do affect your studies. Table 7 presents the views of teachers on students' perception on female participation in senior high education. Sutherland-Addy (1995) posits that in Ghanaian classroom, there are ways teachers adversely influence the performance of girls. They argue that girls are discouraged and intimated by teachers due to their failure to cultivate a sense of independence and trust in their abilities, sexual harassed and are abused and exploited at school level for instance sending them on errands during school hours.

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Table 7: Teachers Perception of Female Participation in Senior High Education

Teachers general perception	Male N (%)	Female N (%)	Total N (%)
Which of the two sexes do you mostly direct questions to during instructional hours in class	32(49)	33(51)	65(100)
Which of the sexes do you think contribute and participate in class discussion mostly	58(89)	7(11)	65(100)
Which of the sexes is the class prefect	42(65)	23(35)	65(100)
Which of the sexes do parents show greatest interest in their education in your school	37(57)	28(43)	65(100)
Which of the sexes is most regular in school attendance	33(51)	32(49)	65(100)
Who often leave school before completion	24(37)	41(63)	65(100)

Source: Field data, 2012

Table 7 presents the views of teachers on their perception of female participation in senior high education. From Table 7 just little above half (51%) of the teachers asserted that they mostly direct questions to female students during instructional hours in class. The remaining (49%) direct their questions to male students. Eighty nine percent did affirm that male students contribute and participate in class discussions mostly than female students. The World Bank (2001) contends that investing in girls' education yields higher returns than all other development investment. It yields both private and social benefits that accrue to individual, families, and society at large.

Casely-Hayford (2008) asserts that if teachers pay more attention to boys or embarrass students in front of the class, then girls become less motivated to participate in class activities. Rose and Tembon, (1999) indicate

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that teachers' low expectation of girls, compared with boys, contribute to the amount of attention teachers pay to girls in the classrooms. Global Campaign for Education (2005) notes that interaction of teachers and students were more positive towards boys than girls, especially in the upper primary. Also, teachers were found to spend more time helping boys than girls. Table 7 again shows that a little above half (57%) of the teachers intimated that parents do show greatest interest in male students education than females. Forty three percent think otherwise. About (51%) of the teachers did say that males students are most regular in school than female students, (49%) thought otherwise. Sixty three percent posited that female students do often leave school before completion of their education.

Research Question 2: What are the School Factors Affecting Girls' Participation in Senor High School Education in Kwahu West Municipality?

Research question 2 sought to identify the schools factors affecting girls' participation in senior high school education in Kwahu West Municipality. School facilities for girls, gender bias in schools curriculum and female students' harassment were examined. Table 8 presents respondents views on school related factors that hinder female participation.

It can be observed from Table 8, (40%) of the respondents disagreed that lack of facilities in the school hinders girls participation in senior high education. Thirty two percent strongly disagreed. Elimu Yetu Coalition, (2005) comments that many schools in Ghana have poor and inadequate toilet facilities for girls and that the pit latrines used by schools are dirty, poorly serviced, and maintained, lack the privacy girls need, especially during their

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menses. Girls therefore feel embarrassed to use these toilets. The findings contradicts the study by FAWE (2000) which revealed that lack of water and adequate bathroom facilities have discouraged girls from going to school when they are in their "periods". This implies that lack of separate urinals and toilets for girls at school serve as a threat to female participation in education

Table 8: School Related Factors that Hinder Female Participation

School related factors that hinder female participation	SA N (%)	A N (%)	D N (%)	SD N (%)
Lack of facilities in the school hinders girls participation in senior high education	26(9)	59(19)	120(40)	95(32)
Distance from home to school hinders girls participation in senior high education	39(13)	142(47)	67(22)	52(17)
Gender bias in schools curriculum hinders girl's participation	49(16)	130(43)	83(28)	38(13)
Some adults often harass school girls sexually	187(62)	72(24)	35(12)	6(2)
Hard manual work at school is responsible for girls dropping out of school	28(9)	69(23)	128(43)	75(25)
Most teenage girls drop out of school due to pregnancy	192(64)	77(26)	18(6)	13(4)

Source: Field data, 2012 *Note: 'strongly agree' [SA], agree' [A], 'disagree' [D], strongly disagree' [SD],*

A little below half (47%) of the respondents agreed that distance from home to school hinders girls participation in senior high education. Twenty two percent however disagreed. Forty three percent of the respondents agreed that gender bias in school curriculum hinders girl's participation in school and

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(28%) disagreed. According to Kane, (2004), in many countries distance to school has a bigger impact on girls than on boys for a variety of reason in some places young girls are not considered to be ready for travel, older girls may not be subject to harassment and even if the trip is safe, the direct cost may be high and the time lost on travelling would be more costly to girls work than to that of boys.

David (1993) states that the majority of parents wanted to use the nearest school for girls if possible; a criterion they also called proximity, however, he also felt that there was a range of factors, including happiness and discipline, which interacted to make a nexus. So the closer the school is to their home, parents are less likely to worry about girls. It can further be seen from Table 8 that (62%) strongly agreed that some adults often harass school girls sexually and (12%) disagreed. Forty three percent did disagree that hard manual work at school is responsible for girls dropping out of school and (23%) did agree that hard manual work at school is responsible for girls dropping out of school. Sixty four percent of the respondents did strongly agree that most teenage girls drop out of school due to pregnancy (6%) however disagreed.

Nikoi (1998) comments that in the Edina Eguafo Abrem District of the Central Region, some Junior High School female students had to drop out of school due to sexual harassment meted to them by their teachers. Nikoi maintains that sexual harassment in schools indicates that females face an extremely hostile and uncomfortable learning environment in school and that many parents consider male teachers to be sexually threatening to girls and

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that recent cases reported in the press of pupils' made pregnant or raped by male teachers have confirmed these fears.

Research Question 3: What are the Home Relate Factors Affecting Girls' Participation in Senior High Education in Kwahu West Municipality?

Research question 3 sought to examine the home related factors affecting girls' participation in senior high school education. Financial and cost associated with girls' education, role of girls in homes and traditional practices that militate against girls participation in senior high education were examined. Table 9 depicts respondents' views on the home related factors affecting girls' participation in senior high education.

Table 9: Home Related Factors that Hinder Female Participation

Home related factors that hinder female participation	SA N (%)	A N (%)	D N (%)	SD N (%)
Financial problem is a factor militating against girls' senior high education	170(56)	98(33)	17(6)	15(5)
Cost associated with girls education is very high	13(4)	27(9)	133(45)	127(42)
Financial burden of parents compel them to withdraw their daughters to enable them support their sons in school	95(32)	83(28)	45(15)	77(25)
Girls contribute to additional household income	17(6)	84(28)	105(35)	94(31)

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Table 9: Cont'd

The role of the girls in the house is more advantageous	29(9)	69(23)	86(29)	116(39)
Children of farmers and fisherman do not often attend senior high school	36(12)	74(25)	84(28)	106(35)
Education of female is a waste of resources	0(0)	8(3)	63(21)	229(76)
The idea that school make females unfaithful to their husbands hinders their participation in senior high education	7(2)	15(5)	100(33)	178(59)
Some traditional practices militate against girls participation in senior high education	34(11)	113(38)	77(26)	76(25)
Early mirage of girls hinders their participation in senior high education	140(46)	56(19)	48(16)	56(19)
The idea that boys are more intelligence than girls is responsible for girls dropping out of school after junior high school.	29(10)	26(9)	85(28)	160(53)

Source: Field data, 2012

Note: 'strongly agree' [SA], agree' [A], 'disagree' [D], strongly disagree' [SD], N=300

From Table 9, 56% of the respondents strongly agreed that financial problem is a factor militating against girls' senior high education. Forty five

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percent disagreed that cost associated with girls education is very high, (42%) further strongly disagreed that cost associated with girls education is very high. Thirty two percent of the respondents strongly agreed that financial burden of parents compel them to withdraw their daughters to enable parents support their sons in school. Thirty percent strongly disagreed that the role of the girls in the house is more advantageous that school and (29%) further disagreed.

According to Gachukia (2004), poverty has the potential for reducing the capacity of families to provide for the basic needs of their children. For poor homes, girls going to school are a trade-off, for they are then unable to work to help support the family. Having a girl to go to school, sometimes means losing the income, this could have been earned from asking girls to engage in economic activities. A girl may be asked to work on the farm, at the market, or sell to directly support the family.

Table 9 again depicts that (28%) and (35%) of the respondent did disagree and strongly disagree respectively that children of farmers and fisherman to not often attend senior high school. Majority (76%) strongly disagree that education of female child is a waste of resources. The respondents (59%) did strongly disagree on the idea that school makes females unfaithful to their husbands.

According to Hyde (1993), girls who come from socio-economically advantaged families are much more likely to enter and remain in secondary school than are girls from disadvantaged families. Hertz and Sperling (2004) cited the factors influencing girls' education and indicate that the cost of education might influence the house hold decision of sending a child to

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school. Thus direct fees (tuition), indirect fees (Parent Teacher Association fees), indirect cost (transportation, collecting, and safety) and opportunity cost (chore time, contribution to family income).

Forty six percent of the respondents strongly agreed that early mirage of girls hinders their participation in senior high education. A little above half (53%) of the respondents strongly disagreed with the idea that boys are more intelligence than girls is responsible for girls dropping out of school after junior high schools. Twenty eight percent further disagreed with the issue. Abubakari (1996), study revealed that majority of parents withdraw their daughters from school for marriage purpose at ages between 15 and 20 years. Hyde (1993) contends that although, the enrolment of married students' is not unheard of, pregnancy and childbirth usually ends a school career.

Research Question 4: What are the Socio Cultural Factors Affecting Girls' Participation in Senior High Education in Kwahu West Municipality?

Research question 4 sought to determine the socio-cultural factors affecting girls' participation in senior high school education. It examines issue like girls child labour, teenage pregnancy, financial issues and girls' sexual harassment. Table 10 presents the views of respondents with regards to the socio cultural factors affecting girls' participation in senior high education.

Table 10 presents respondents' views on socio cultural factors affecting girls' participation in senior high education. From Table 10 (29.1%) posited that teenage pregnancy is a major factor that affect girls participation in senior high education. African Centre for Women (1997) asserts that early marriage practices, place of residence and selective education have been found to be

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common factors contributing to girls' lack of access to education and that in some countries, certain cultural practices encourage early marriage may prevent women from pursuing their educational career because of the increased responsibilities that come with marriage.

Table 10: Socio Cultural Factors affecting Girls' Participation

Socio Cultural factors affecting Girls' Participation	Frequency	Percentage (%)
Teenage pregnancy	67	29.1
Financial problems	62	27.0
Girl child labour	18	7.8
Sexual harassment	19	8.3
Single parenting/Poor parenting	54	23.5
Inferiority complex	10	4.3
Total	**230**	**100.0**

Source: Field data, 2012

Close to (24%) did identify singly parenting/ poor parenting as a factor affecting girls' participation. Twenty percent did intimate that girl child labour, sexual harassment and inferiority complex in female students do affect girls participation in senior high education. Mensah (1992) asserts that parents' with little or no education tend not to appreciate the importance of schooling of female children. Tansel (1993) also found that the level of parental education especially fathers' education was strongly related to the educational attainment of both sons and daughters and that in Ghana educational status of both parents' has a stronger impact on daughters' attainment than sons. Education of parents is therefore a factor which influences parental attitudes towards female education.

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According to Bening (1990) intellectual inferiority of females in education is a belief not held in Ghana alone; it extends far into the role they play in the society. He further states that 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.

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CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of the study including an overview of the study and the key findings made. It presents the conclusions drawn from the findings and makes recommendations for practice.

Overview of the Study

The study was conducted to investigate the factors affecting female participation in senior high level of education in the Kwahu West Municipality of the Eastern Region. It sought to examine the general perception of girl child participation in education as well as to identify the school and home related factors affecting girls' participation in senior high education. The study again purposed to determine the socio-cultural factors affecting girls' participation in senior high education. The study employed the descriptive design. The descriptive design was employed because it provides a meaningful picture of events and seeks to explain people's attitude on the basis of data gathered at a point in time.

A sample of 305 which comprise 50 parents, 70 teachers and 185 JHS female students was drawn from a study population of 2700. The simple random sampling was used in selecting teachers and female students' and the purposive sampling was used in selecting parents. Questionnaire was used to collect data from the respondents. The data provided were edited and analysed

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using SPSS 16. Percentages and frequency tables were used to summarise the data and the results were presented in the form of tables for discussion.

Key Findings

1. It emerged from the study that majority (91%) of the students did say students do interact with teachers in the form of asking questions in class. Teachers do often direct question to boys in class than girls. Overwhelming majority (98%) of the students disagreed that behaviour of some teachers do make them feel one sex is more important than the other.
2. The study did discover that the attitude of males teachers towards female students do not affect their studies. Males do contribute and participate in class discussion mostly than female students. Parents do show greater interest in male students' education and female students' education.
3. It further came to light that male students are most regular in school attendance than female students. Gender bias in schools curriculum do hinder girls' participation in senior high education. Most teenage girls drop out of school due to pregnancy. It also emerge that distance from home to school hinders girls participation in senior high education.
4. Financial problem was viewed as a factor the hinder female participation in senior high education. There was overwhelming (97%) disagreement that education of female is a waste of resources. Sixty nine percent agreed that early mirage of girls hinder their participation in school. There was a disagreement on the idea that

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boys are more intelligence than girls causes girls to drop out of school after junior high school.

5. Teenage pregnancy is seen as the major factor that affects girls participation in senior high education. Girl child labour, sexual harassment and inferiority complex in female students were seen as some of the socio-cultural factors that do affect girls participation in senior high education

Conclusions

In the light of the findings of the study the following conclusions could be drawn:

Teachers do interact with female students in class by asking them questions. This boosts the morale of the female students which leads to opening up for more interaction with teachers in the class which eventually leads to the females students participating in class. Teachers do exhibit professional attitudes during instructional hours which promote effective participation of female students in learning.

Parents do show greater interest in the education of males students than girls. This situation may lead to demoralizing female siblings/students as they see that their parents are more interested in male education than females, this may go a long way to affect female participation in senior high education.

Most male students are regular in school than female students and female students dropping out as a result of teenage pregnancy. This situation leads to female students finding it difficult to come to terms with the teaching and learning activities as they may not follow lessons taught earlier on.

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Female students interest in class and school for that matter is lost which will eventually affect her participation in school.

It came to light that education in girl child is not a waste of resources. This therefore implies that parents, teachers and students do recognize the importance of female education and thus enable female students to participate in education.

Recommendations

1. In light of the findings it is recommended that there should be a more proactive interaction organised by school authorities between teachers and female students in the class by distributing questions evenly among the pupils as it can have a positive impact on girl child participation in the school.
2. It is further recommended that workshops, talk shows and seminars be organised for parents by school authorizes and other stakeholders of education to sensitize parents on the need to promote girls child participation in senior high education.
3. The Ghana Education Service and curriculum framers should be empowered by the government and other stakeholders to develop and design curricular that suites the needs of females students to promote their interest senior high education.
4. The Ghana Education Service and Nongovernmental organisations and other bodies should organised forum, workshops and seminars to educate and sensitize female students on issues concerning sex education and teenage pregnancy.

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Suggestions for Further Study

It is recommended that a similar study be conduct to investigate the factors affecting female participation from basic to senior high level of education in the Northern Region of Ghana.

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APPENDICES

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APPENDIX A

QUESTIONNAIRE FOR TEACHERS

This questionnaire is aimed at soliciting your views on female participation in senior high education. It is an academic exercise hence your response will be used for that purpose. You are assured of confidentiality of the response you will provide. Therefore you are encouraged to respond to the questions and statement to your experience and knowledge. Thank you for your cooperation.

Section A

1. Gender Male [ ] Female [ ]
2. Age
   a. Below 25 years [ ]
   b. 25 – 34 years [ ]
   c. 35-44 years [ ]
   d. 45 years and above [ ]
3. Indicate your highest professional qualification
   a. Teacher Cert A [ ]
   b. Diploma [ ]
   c. B. Ed Degree [ ]
   d. M. Ed Degree [ ]
   e. Others please specify……..
4. Which subject(s) do you teach?

   .....

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SECTION B

School related factors that hinder female participation in SHS within Kwahu West Municipality

Please express the extent to which you agree or disagree with the statements by putting a tick (√) in the space of the response to your choice.

'Strongly agree' (SA), Agree' [A], 'disagree' [D], Strongly disagree' [SD],

Statement	SA	A	D	SD
5. Lack of facilities in the school hinders girls participation in senior high education				
6. Distance from home to school hinders girls participation in senior high education				
7. Gender bias in schools curriculum hinders girl's participation				
8. Some adults often harass school girls sexually				
9. Hard manual work at school is responsible for girls dropping out of school				
10. Most teenage girls drop out of school due to pregnancy				

SECTION C

Out of school factors that hinder female Participation in SHS

Please express the extent to which you agree or disagree with the statements by putting a tick (√) in the space of the response to your choice.

'Strongly agree' (SA), Agree' [A], 'disagree' [D], Strongly disagree' [SD],

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Statement	SA	A	D	SD
11. Financial problem is a factor militating against girls' senior high education				
12. Cost associated with girls education is very high				
13. Financial burden of parents compel them to withdraw their daughters to enable them support their sons in school				
14. Girls contribute to additional household income				
15. The role of the girls in the house is more advantageous				
16. Children of farmers and fisherman do not often attend senior high school				
17. Education of female is a waste of resources				
18. The idea that school make females unfaithful to their husbands hinders their participation in senior high education				
19. Some traditional practices militate against girls participation in senior high education				
20. Early mirage of girls hinders their participation in senior high education				
21. The idea that boys are more intelligence than girls is responsible for girls dropping out of				

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school after junior high school.				

SECTION D

Teachers Perception of female participation in senior high school

22. Which of the two sexes do you mostly direct your questions to during instructional hours in class

    a. Males [ ] b. Female [ ]

23. Give reason for your response……..

    ……

    ……

    ……

24. Which of the sexes do you think contribute and participate in class discussion mostly

    a. Males [ ] b. Female [ ]

25. What classroom sitting arrangement do you prefer

    a. Sex-segregated [ ] b. Cross-sex [ ]

26. Which of the sexes in the class prefect

    a. Males [ ] b. Female [ ]

27. Through which procedure does a student become a leader in class

    a. Voluntary [ ]

    b. Election [ ]

    c. Appointment [ ]

28. In your opinion which of the sexes do parent's show greatest interest in their education in your school

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a. Males [ ] b. Female [ ]

29. Who are more regular in school attendance

a. Males [ ] b. Female [ ]

30. Who often leave school before completion

a. Males [ ] b. Female [ ]

31. In your view what are some of the factors that hinders participation of girls in senior high education

……

……

……

……

APPENDIX B

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QUESTIONNAIRE FOR STUDENTS

This questionnaire is aimed at soliciting your views on female participation in senior high education. It is an academic exercise hence your response will be used for that purpose. You are assured of confidentiality of the response you will provide. Therefore you are encouraged to respond to the questions and statement to your experience and knowledge. Thank you for your cooperation.

Section A

1. Gender Male [ ] Female [ ]
2. Age
   a. 12 – 14 years [ ]
   b. 15 – 17 years [ ]
   c. 18 + [ ]
3. Number of siblings
   a. None [ ]
   b. 1-2 [ ]
   c. 3-4 [ ]
   d. 5+ [ ]
4. Parents level of education
   a. Never [ ]
   b. Basic level [ ]
   c. Secondary level [ ]
   d. Tertiary [ ]
5. Do you live with your parents
   a. Yes [ ] b. No [ ]

SECTION B

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School related factors that hinder female participation in SHS within Kwahu West Municipality

Please express the extent to which you agree or disagree with the statements by putting a tick (√) in the space of the response to your choice.

'Strongly agree' (SA), Agree' [A], 'disagree' [D], Strongly disagree' [SD],

Statement	SA	A	D	SD
6. Lack of facilities in the school hinders girls participation in senior high education				
7. Distance from home to school hinders girls participation in senior high education				
8. Gender bias in schools curriculum hinders girl's participation				
9. Some adults often harass school girls sexually				
10. Hard manual work at school is responsible for girls dropping out of school				
11. Most teenage girls drop out of school due to pregnancy				

SECTION C

Out of school factors that hinder female Participation in SHS

Please express the extent to which you agree or disagree with the statements by putting a tick (√) in the space of the response to your choice.

'Strongly agree' (SA), Agree' [A], 'disagree' [D], Strongly disagree' [SD],

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Statement	SA	A	D	SD
12. Financial problem is a factor militating against girls' senior high education				
13. Cost associated with girls education is very high				
14. Financial burden of parents compel them to withdraw their daughters to enable them support their sons in school				
15. Girls contribute to additional household income				
16. The role of the girls in the house is more advantageous				
17. Children of farmers and fisherman do not often attend senior high school				
18. Education of female is a waste of resources				
19. The idea that school make females unfaithful to their husbands hinders their participation in senior high education				
20. Some traditional practices militate against girls participation in senior high education				
21. Early mirage of girls hinders their participation in senior high education				
22. The idea that boys are more intelligence than girls is responsible for girls dropping out of school after junior high school.				

SECTION D

Teachers Perception of female participation in senior high school

23. Do you interact with teachers in the form of asking questions in class

a. Yes [ ] b. No [ ]

24. Do teachers praise you when you answer questions in class

a. Yes [ ] b. No [ ]

25. Do teachers often direct questions to boys than girls

a. Yes [ ] b. No [ ]

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26. Can you think of any behaviour of your teachers in class which makes one sex more important than the other

    a. Yes [ ] b. No [ ]

27. Can you think of any attitude of a male teachers towards you which affect your studies

    a. Yes [ ] b. No [ ]

28. What do you think your school can do to ensure that girls enroll, remain and complete their courses…….

……

……

……

29. What do think parents can do to ensure that their children especially females go to school, remain and complete their courses……..

……

……

……

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APPENDIX C

QUESTIONNAIRE FOR PARENTS

This questionnaire is aimed at soliciting your views on female participation in senior high education. It is an academic exercise hence your response will be used for that purpose. You are assured of confidentiality of the response you will provide. Therefore you are encouraged to respond to the questions and statement to your experience and knowledge. Thank you for your cooperation.

Section A

1. Gender Male [ ] Female [ ]
2. Age
   a. 30- 35 years [ ]
   b. 36 – 40 years [ ]
   c. 41 - 45 years [ ]
   d. 46 - 50 years [ ]
   e. 51 + [ ]
3. Marital Status
   a. Single [ ]
   b. Widowed [ ]
   c. Married [ ]
   d. Divorced [ ]
4. What is your highest level of education
   a. MSIC [ ]
   b. Secondary/Technial [ ]
   c. Teachers' Cert A [ ]
   d. Polytechnic [ ]

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e. University Degree [ ]

5. What is your main occupation

a. Farmer [ ]

b. Trader [ ]

c. Civil servant [ ]

d. Security services [ ]

e. House wife [ ]

f. Others:……..

SECTION B

School related factors that hinder female participation in SHS within Kwahu West Municipality

Please express the extent to which you agree or disagree with the statements by putting a tick (√) in the space of the response to your choice.

'Strongly agree' (SA), Agree' [A], 'disagree' [D], Strongly disagree' [SD],

Statement	SA	A	D	SD
6. Lack of facilities in the school hinders girls participation in senior high education				
7. Distance from home to school hinders girls participation in senior high education				
8. Gender bias in schools curriculum hinders girl's participation				
9. Some adults often harass school girls sexually				
10. Hard manual work at school is responsible				

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for girls dropping out of school				
11. Most teenage girls drop out of school due to pregnancy				

SECTION C

Out of school factors that hinder female Participation in SHS

Please express the extent to which you agree or disagree with the statements by putting a tick (√) in the space of the response to your choice.

'Strongly agree' (SA), Agree' [A], 'disagree' [D], Strongly disagree' [SD],

Statement	SA	A	D	SD
12. Financial problem is a factor militating against girls' senior high education				
13. Cost associated with girls education is very high				
14. Financial burden of parents compel them to withdraw their daughters to enable them support their sons in school				
15. Girls contribute to additional household income				
16. The role of the girls in the house is more advantageous				
17. Children of farmers and fisherman do not often attend senior high school				

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18. Education of female is a waste of resources				
19. The idea that school make females unfaithful to their husbands hinders their participation in senior high education				
20. Some traditional practices militate against girls participation in senior high education				
21. Early mirage of girls hinders their participation in senior high education				
22. The idea that boys are more intelligence than girls is responsible for girls dropping out of school after junior high school.				

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