

UNIVERSITY OF EDUCATION, WINNEBA

**FACTORS THAT AFFECT GIRL CHILD EDUCATION: THE CASE OF
SELECTED JUNIOR HIGH SCHOOLS IN NSAWAM ADOAGYIRI
MUNICIPALITY, EASTERN REGION OF GHANA**



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**A thesis in the Department of Social Studies Education,
Faculty of Social Science Education, submitted to the school of
Graduate Studies in partial fulfilment
of the requirements for the award of degree of
Master of Education
(Social Studies Education)
in the University of Education, Winneba**

OCTOBER 2022

DECLARATION

Student's Declaration

I, Samuel Manu, hereby declare that this dissertation, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and that it has not been submitted, either in part or whole, for another degree elsewhere.

Signature

Date:

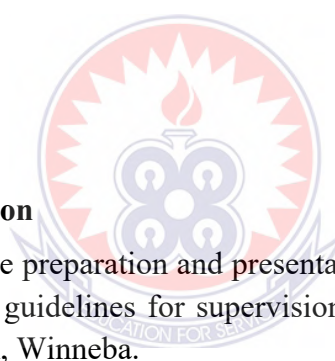
Supervisor's Declaration

I, hereby declare that the preparation and presentation of this dissertation were done in accordance with the guidelines for supervision of dissertation laid down by the University of Education, Winneba.

Name: Dr. Seth Frimpong

Signature

Date:



DEDICATION

To my dearest wife, Mrs. Sandra Manu and my children, Afua, Yaw and Abena for their support and encouragements.



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My profound gratitude goes to my supervisor, Dr. Seth Frimpong, for the corrections, guidance and sacrifices he made to the success of this work. Thank you for accommodating me even in your busy schedules.

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Finally, I want to say a very big thank you to my siblings, Nana Akua, Yaayaa, Maame Grace and friends, who in one way or the other have contributed to the success of this work.

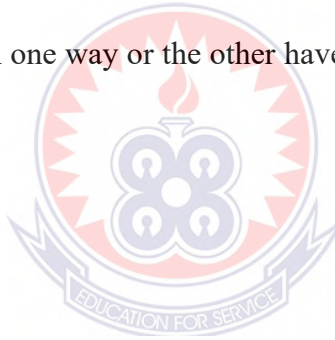
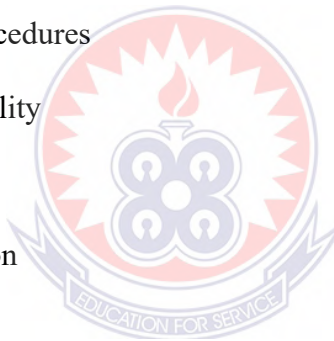


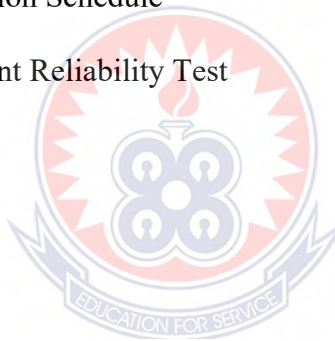
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ABSTRACT

The purpose of this study was to explore the factors that influence the education of girls in Nsawam Adoagyiri Municipality. Despite the fact that girls in Eastern Region are doing better than those in other regions except Greater Accra region, their education is not as good as that of boys thus the need to explore the factors influencing the girl child education in Nsawam Adoagyiri (WAEC BECE REGIONAL RANKING 2021). The research design that was employed in the study was descriptive survey research which is a method of collecting information by interviewing or administering questionnaire and observational guides. It also incorporated both qualitative and quantitative analysis of data. The target population consisted of 331 girls as well as 148 teachers within Nsawam Adoagyiri Municipality involving both private and public schools. Questionnaire was the main instrument used in collecting data. The findings of the study were that the girl child's education in Nsawam Adoagyiri Municipality is influenced by cultural factors, availability of mentors, sexuality and family background. The study therefore recommends that the communities should be educated on the need to encourage education of the girl child. In addition, the communities should ensure that parents and teachers are good role models to the girls. Regardless of gender, parents and the community should make sure that all children attend school, the neighbours in the girl-child communities and instructors in the girl-child school ought to make sure that they serve as positive role models for all kids, regardless of the nature of their professions. Parents should make time to mentor their kids.



CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Education is perceived as a cornerstone of economic development, social development and principal means of improving the welfare of an individual (Orodho, 2005). In the economic and political development, education is perceived to have positive impacts on making informed decisions and choices and contributes to formulation and implementation of sound economic and social policies by promoting good governance and evolution of a civil society through community and natural capacity building (Orodho, 2005; World Bank Report 1990). Education is a vital entry into all initiatives for establishment of civilized social systems. It provides the tool for struggle against poverty, ignorance, diseases and other vices (Okumbe, 2001).

Education is one of the determinants of economic growth. “Education Is the seed and flower of development” Harbison and Myers all agree that “the single most important key to development and poverty alleviation is education”. It can be used as a measure or indicator of development in a particular area. Through education there is increased productivity due to acquired knowledge and skills. The human capital theory (Schultz 1961) stipulates that education is an investment that yields returns for the individual and for the society at large. In fact, the economic benefits of education derive not just from increases in non-cognitive abilities as reflected by changes in a person’s ideas, perceptions and attitudes (Colclough, 1982)

Women’s participation in formal education reflects their economic position and related factors in the society (Fatuma & Daniel, 2006). Although enrolment rates of boys and girls in junior high school have levelled off in some regions, girls’ chances of reaching

the highest level of education are considerably less than those of boys (Abagi, 1997) when money is scarce to higher levels due to the anticipated returns. In addition, parents worry about wasting money on the education of girls who are likely to get pregnant or married before completing their schooling. The governments in many parts of Africa are aware of the benefits of girl education (Kiteto, C. (N.D) notes that gender inequalities and bigotry in education have continued to play a significant role in the slow development.

There is a strong belief that once married, girls become part of another family and parental investment is lost once the girl child gets married (Fatuma & Daniel, 2006). In all junior high schools, the proportionate loss of girls in each successive year of schooling is greater than that of boys (Obura, 1991). Education could thus be the difference between lives of grinding poverty and the potential for a full and secure one; between a child dying from preventable disease, and families raised in healthy environments; between orphans growing up in isolation, and the community having the means to protect them; between countries ripped apart by poverty and conflict, and access to secure and sustainable development” (World Bank, Undated). It is equally believed that all nations have to educate their citizens, male or female to achieve a meaningful sustainable development. Therefore, there is no gain saying the fact that education opens doors to economic and social prosperity to a given nation, spurred by a dynamic workforce and well-informed citizenry able to compete and cooperate in the global arena (World Bank, undated).

High girl child participation rate in education is crucial in a modern society. This is because education is one of the most effective instruments a nation has at its disposal for promoting sustainable social and economic development (Republic of Kenya,

1999). It leads to increased productivity of the educated as a means of human resource development for communal benefit (Republic of Kenya, 2002). Moreover, her education contributes directly to the general improvement of health and living standards (Karani, 1987).

Many countries have made progress towards achieving gender equality in education (Hyde, 2001) girls continue to face many obstacles that impede their path of learning. Some of the factors include cultural factors, availability of role models, sexuality and family background. They are also discriminated on the basis of gender, unequal rates of investments, ladies are not given any inheritance by parents in some communities and several hardships while undergoing through the education process Hyde, (2001).

In Ghana, girl – child education is elusive (Mwangi, 2004) wrote that a combination of poverty, disease and backward cultural practices continue to deny the girl- child her rights to education. UNICEF education chief in West Africa, (Wamahi, 2008) said quality education was not about how well a child was performing in school but a number of factors that enrich the wellbeing of a child in school. She cited the issues of administration of discipline, corporal punishment, sexual harassment, child abuse and child labour as some of the things that lead to exclusion of groups of students from accessing quality education. United Nation statistics, national reports and studies initiated by non-governmental organizations in 2005 repeatedly showed that girls, as a group, had lower literacy rates, receive less health care, and more impoverished than boys. Today we are in a revolution and this will be reflected in teaching, research and community work, which will help the girl child to fit into the global society (Chibiko, 2009).

1.2 Statement of the problem

This study explored the factors that affect girls' education within Nsawam Adoagyiri Municipality. The researcher decided to focus on Nsawam Adoagyiri Municipality since its performance was the poorest among the districts within Eastern region. Despite the fact that the girls' performance in Eastern Region is better than that of the other regions, a gap exists between the performance of boys and girls. The boys are performing better than girls thus the need for further research to close the gap. According to data collected from a quality assurance officer located in the ministry of education the entry of girls who sat for BECE exams in year 2020 was 6,791 and their mean score was 5.382 while the boys' entry was 8,975 with a mean score of 5.551. The entry of girls was 43.1 % while the boys' entry was 56.9 %. This means that the enrolment of girls sitting for their BECE exam was low and the performance of those who sat for the exam was not as good as that of the boy child. That implies that the girls' education is lagging behind. There is therefore the need to identify the factors responsible for this and to address them.

1.3 Purpose of study

The purpose of study was to examine the factors which affect the education of the girl-child in Junior High Schools in Nsawam Adoagyiri Municipality.

1.4 Objectives of the study

The objectives of the study were to:

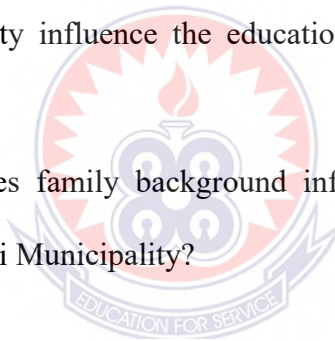
1. Determine the effects of culture on the education of girls in Nsawam Adoagyiri Municipality.
2. Ascertain the effect of availability of mentors on the education of girls within Nsawam Adoagyiri Municipality

3. Examine the influence of sexuality on the education of girls in Nsawam Adoagyiri Municipality.
4. Establish the influence of family background on the education of girls in Nsawam Adoagyiri Municipality

1.5 Research questions

The following questions guided the study:

1. In what way does culture affect the education of girls in Nsawam Adoagyiri Municipality?
2. How does the availability of mentors influence the education of girls in Nsawam Adoagyiri Municipality?
3. How does sexuality influence the education of girls in Nsawam Adoagyiri Municipality?
4. In what ways does family background influence the education of girls in Nsawam Adoagyiri Municipality?



1.6 Significance of the study

This study is important to education stakeholders such as parents, religious bodies, teachers, school administrators, nongovernmental organizations and the community. They will benefit from the findings of the study as they will be able to make informed decisions that are based on findings thus enabling them to improve the education of girls and making them be as competitive as boys. The policy makers and education planners will gain insights into the areas that need to be amended or implemented in policies. The study will also form a basis for further research.

1.7 Delimitations

The study would have been conducted in both participants and non-participants schools to enable the researcher have treatment and control group. However, the challenge of controlling for other variables influencing girl child education has limited the use of limits a comparative analysis between participants and non-participants groups. The outcome of the study was not affected because of views of respondents provided a better assessment of the factors affecting the girl child education in the selected Junior high schools in Nsawam Adoagyiri.

1.8 Limitations

There were challenges in obtaining data from various parties involved. Some schools were unwilling to respond to the questionnaires as they said that it was not allowed by the head teachers. Some respondents also took a lot of time before submitting their questionnaires while others were not comfortable in sharing their views despite explaining the purpose of the study. The researcher only based his findings on the respondents who were willing to cooperate for its success. Some schools within Nsawam Adoagyiri Municipality were inaccessible due to poor roads however the researcher used a motorbike to access such places.

1.9 Organization of the study

The study is organized into five chapters. Chapter one has outlined the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, delimitations of the study and limitations of the study. Chapter two contains the literature review section where the factors affecting the education of girls have been discussed globally, regionally and locally. The objectives of the study have also been discussed in details. The conceptual framework of the study was also included in the chapter.

Chapter three contains the research methodology which comprised the introduction, research design, target population, sample size, sampling technique, research instrument, data collection procedures, validity and reliability, data analysis and ethical considerations.

Chapter four contains data presentation, analysis and interpretations of the findings while Chapter five contains the summary of the findings, conclusions and recommendations of the study and suggestions for further study.



CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews the literature on the factors affecting the education of girls in junior high schools both globally and locally through history to contemporary times. A conceptual frame work has also been included in this chapter.

2.2 History of girl - child education and the global perspective

In Sub-Saharan Africa, the number of girls out of school each year has risen from 20 million in 2008 to 24 million in 2021 UNICEF (2022). Of the 25 selected countries studied, fifteen (15) were in sub-Saharan Africa. The criteria studied were: low enrolment rates for girls; gender gaps of more than 10 percent in primary education; countries with more than one million girls out of school; countries included on the World Bank's Education for All Fast Track Initiative and countries hard hit by a range of crises that affect school opportunities for girls, such as HIV/AIDS, pandemic, culture, mentors, family and conflict.

The fifteen countries included Chad, Nigeria, Sudan, Tanzania, Eritrea, Ethiopia and the Democratic Republic of Congo. The worst hit is Southern Sudan, which has been seriously affected by civil war for decades. UNICEF said to wait for an end to the conflict would be to dismiss the rights of generations of children. UNICEF noted that in the area, as few as 15 percent of primary school-aged children were in school and girls represented only one quarter of the number. By the time the upper primary level was reached, there were hardly any girls left in school and at the territory's foremost junior high school. Only 560 of the 8,000 teachers in southern Sudan are women, which was merely seven percent (Nduru, 2003).

Introduction of free basic education, access to education still remains a wide dream to many Ghanaian children despite the introduction of free basic education in the country which accounted for an increase in enrolment, a sizeable number of children, especially girls, still find themselves out of school owing to a number of reasons (Mwangi, 2004). These reasons are: demands for their labour in the homes such as assisting in looking after their young siblings; child marriage, doing house chores, sexual harassment and abuse, death of mother, lack of role models and looking after the sick member of the family (Mwangi, 2004). Some of the girls are given to marriage against their wish and when some of the girls are given to marriage against their wish, when they refuse, they are threatened with death thus the children are given for marriage at a tender age in quest of dowry from the husbands (Chibiko, 2009).

Some parents justify the denial of girls of their right to education to prevent them from bringing shame to the family through early pregnancy (Chibiko, 2009). Others believe that women who are at the same level of education as the men are a disgrace to the community because more often than not, they will not get married and if they do, it will be to foreigner. For such parents, early marriage is the best way to prevent this and at the same time preserve traditions (Chibiko, 2009). Government in many parts are aware of the girl child education but (Kiteto, C. (N.D) notes that gender inequalities and bigotry in education have continued to play a significant role in the slow development of Africa economy. Disregard for and discrimination against 50% of the population girls contribute to slow and poor performance affecting girl child education in most African countries. This is despite the fact that education of females has a profound effect on national development as lack of their education has been linked to low birth weight, poor health and high fertility rates, poor family nutrition, low life expectancy,

poor family nutrition, low life expectancy, poor sanitation and high illiteracy rates (Ikua, 2012)

2.3 Cultural factors that influence the education of the girl child

The high status accorded to marriage and motherhood in many communities' impacts negatively on girl participation in education (Cammish & Broch, 1994). Cultural expectations and values also play an important role in influencing the pattern of girls' participation in junior high schools (Fatuma & Daniel, 2006). There are regions where parents wish to protect their daughters from contact with foreign cultures (Fatuma & Daniel, 2006). In regions where there is acceptance of the importance of education for girls, some religion or people discourage girls from becoming highly educated as they will encounter some difficulties in finding husband (Fatuma & Daniel, 2006). Others claim that educated girls are not co-operative and they are extremely independent thus making marriages impossible.

Western education according to them leads to certain unacceptable innovations which alter the accepted view held by male members of the society of an ideal wife and bring about changes in the prescribed roles of girl, which have been rigidly defined by religion and custom (Fatuma & Daniel, 2006). They tend to see an ideal girl as submissive, obedient and content to enjoy the status of her husband (Kaggia, 1985). The teachers influence at school has also been found to be a hindrance to girls opting for science and mathematics (Fatuma and Daniel, 2006). Studies has shown that teachers tend to carry the societal expectation of girls into the school and therefore treat boys differently from girls (Whyte, 1984). Some teachers are said to actually discourage girls by uttering statements such as "Mathematics and science are not meant for girls" (Wamahiu & Nyagah, 1992).

Abdo (2001) points out that while the strength of a nation depends on the quality of its educational systems, the systems can only be as good as the qualifications and levels of motivation and commitment by the teachers and these are directly dependent on the social culture (SC). In schools with strong culture, teachers are motivated and tend to be more committed, hardworking, loyal to their schools and students and satisfied with their jobs (Sergiovanni & Starrat, 1993). They also point out that motivated teachers have positive impact on learners learning thus being able to create an appropriate classroom atmosphere, have reasonable control of their work activities and are willing to accept responsibility and are personally accountable for outcomes (Sergiovanni & Starrat, 1993).

Vail (2005) asserts that teachers are the group who can have the single most significant influence on culture and learners' achievements and it is important to note that teachers' attitude whether good or bad filters down to the norms such as discipline, hard work, issue – based research problem solving and equality. Vail (2005) carried out research on two schools to find out how culture influences the education. The two schools were Bowkrom MA Basic and Kwakyeokrom MA Basic. Bowkrom's culture was that of independent thinking, there was no ownership thus no feelings of belonging or pride in the school on the other hand in Kwakyeokrom there were feelings of belonging, trust and pride in the school and each other and the determination to do best to preserve these and the name of the school.

Kwakyeokrom engaged more in extra- curriculum activities more than Bowkrom. Kwakyeokrom referred their teachers as 'our teacher' and 'our students' while in Bowkrom they referred their teachers as 'The teacher' and 'The Student'. In conclusion Kwakyeokrom's education was much better than that of Bowkrom. There was no

comparison between the two schools in terms of education and discipline. That implies that the culture of a particular institution can affect the education.

Ethnographic studies suggest that parents have very different expectations for girls and boys in that the sons are uniformly expected to live with or near parents, provide long term support and succeed in education, career or other income generating activities on the other hand girls are supposed to stay at home and learn the domestic chores so that they can become good wives in the future and acquire just basic education to facilitate them manage their homes (Croll, 2006). According to Declaration (1996) discrimination in girls access education persists in many areas due to attitudes that boys should be educated first and that since girls get married and take care of the children, homes, priority to education comes second. Family preference for boys' education and the need for children's labour service within and outside the household often limit the education of girls (Beneria & Bisnath, 1996).

Husain (1999) has studied that most adults and school girls pointed that women think more about becoming good wives and mothers and should get concerned with home management and not professional career. Such mentality really affects the girl- child education as they do not give their best in schools. The same study established that most of the adults, local officials, elderly people and religious leaders indicated that parents prefer not to invest so much on the girl- child education compared to that of boy- child. (Sengupta & Guha, 2002) note that in many regions, girls are married off at a young age. Their education is viewed as a poor investment, because it yields no long –term benefits to their natal families. Sometimes education may instil 'no-conformist' behaviour in girls thus not being able to get spouses or sustain marriages (Sengupta & Guha, 2002). Heeden, (1995) this study notes that some fathers, particularly in rural

areas and villages, do not attach much value to education. They regard schooling for girls as necessary and a waste of money because girls would in any case stay at home after marriage to attend to their children and household. Boys on the other hand should be earning money from an early age so as to sustain their families.

It has also been reported in BBC News, (2006), that African patriarchal society viewpoint, favour boys over girls because boys maintain the family lineage. Additional reasons why girls do not have adequate access to education in Africa include the fact that many have to stay home to nurse relatives within HIV/AIDS. In Ethiopia the girl child is married off at a very tender age and they face early pregnancy, assigned responsibilities of taking care of their children and thus rarely go to school or attend classes (Beneria & Bisnath, 1996). Their husbands don't allow them to mix with other men thus limiting them to accessing education especially where the schools available are mixed schools and the demand for girl- education is very low thus affecting the education of the girls who are privileged to attend schools. The resources are scarce and environment for studying is very hostile as the practice is not acceptable (Beneria & Bisnath, 1996).

2.4 Availability of Mentors as a Factor that influences the Education of the Girl-Child

The traditional notion of mentorship frequently invokes the positive image of an older, wiser adult providing compassionate guidance to a young individual. Indeed, the modern-day version of mentorship continues to emphasize the importance of a supporting relationship between an adult and adolescent. However, increasingly, mentoring is being seen as an essential component in the enhancement of an adolescent's educational, social, and personal growth (Brody, 1991). Sadly, these

naturally occurring relationships are not available to every developing adolescent which leads to poor performance affecting girl child education in junior high schools. Caring and supportive adults who help develop natural mentoring relationships are few in high-risk areas, as the familial, educational, and community structures are unstable for at-risk youth (Darling, Hamilton & Hames, 2002). Many different individuals in an adolescent's life provide guidance, encouragement, and emotional support. "Natural" mentoring occurs when an adult voluntarily offers guidance, encouragement, and emotional support, as part of a young person's normal life course, and usually occurs between parents or related individuals and children (Beam, Chen, & Greenberger, 2002); (Darling, Hamilton & Hames, 2002) These types of positive relationships, it is argued, lead an adolescent to adopt positive behaviours and acquire specific skills (Darling, Hamilton & Hames, 2002).

According to Amania, (2003) students drop out of schools or take education less seriously due to lack of role models within the community and immediate family cycle. She further asserts that children especially girls in Malawi drop out or take education less seriously not necessarily because of poverty but because they see no tangible benefits of continuing with school or putting much effort in their studies. (Sengupta & Guha, 2002) say that lack of female teachers, female doctors, pilots, female leaders or women who've made it in life as a result of acquiring education makes women not value education as they ought to. Research shows that certain behaviours and environmental circumstances are valid predictors of poor performance affecting girl child education achieved in schools (Brown, 2008). Poor academic achievement affecting girl child education and anti-social behaviours are mainly caused by lack of role models and mentors in schools (McCord, 1991).

The women who've made it as a result of acquiring education are fewer and they face a lot of challenges before making it. According to Gender Policy in Education of 2007 released by education ministry of Ghana, lack of female teachers or a shortage of the same acts as an obstacle to girls' success as they do not have role models to look up to. This problem is also observed where there is no educated girl in the society or community. Role models in communities mainly do the simple jobs like cooking and serving food, selling in the markets or by the road side. That has a great influence on the girl child in such communities as they believe that these women with less education earn money and are well off thus making them not perform as they ought to. These factors adversely affect the demand for girl child education.

Ayoo (2002) observed that learning among young children occurs through modelling which is determined by relations in terms of sex as cherished by parents, teachers and fellow children. According to a study done by (Holmund & Sund, 2005) girls outperformed boys in subject areas where women teachers outnumbered their male counterparts. Teachers are therefore seen as role models for the students and if students identify themselves more with the same sex role models, it is possible that education will be enhanced when students have a teacher of their own gender. Grossman and Rhodes (2002) did a survey to find out how effective mentors are and they found out that adolescents who were in mentor relationships that lasted less than three months suffered feelings of lower self-worth and less feeling of achieving academic success contributing to poor performance affecting girl child education in junior high schools. Adolescents in relationships longer than 12 months reported increased feelings of self-worth, social perception, and belief in achieving academic success, and had better relationships with parents and peers. Their education was very outstanding. Swainson (1995) notes that the assigning of roles and development of skills are defined socially and culturally on

the basis of gender. From an early age children develop behaviour that is appropriate to their sex roles by imitation of parents and other role models. He further argues that girls for example in rural areas and villages experience some kind of alienation in view of the many overlapping relationship within as well as outside the family. As such teacher's treatment of boys and girls in classroom reaffirms gender in accordance with cultural norms which defines masculinity and femininity (Kiteto, (N.D).

2.5 Sexuality as a factor that influences the education of the girl- child

Sexual abuse of children generally need not cause injury; any sexual act performed on a child can be considered abuse (Ahearn & James, 2003). Similarly, state statutes categorize as child abuse and neglect of a child that places the child at risk, regardless of whether the child is actually injured or not (Ahearn & James, 2003). Poor education of girls is attributed to pre- marital pregnancies (Fatuma & Daniel, 2006). Most girls sit for their exams when they are pregnant or when they are fulfilling their responsibilities as mothers thus making them have divided attention leading to poor girl child education. Research carried out indicated that the most overwhelming data in girls' problems in their schooling is the high rate of teachers having love relationship with students (Fatuma & Daniel, 2006). Over 85% of the students reported that teachers try to have love relations with students all of whom are male teachers dating girl students (Fatuma & Daniel, 2006). Such behaviour disrupts the learning process and affects girl child education.

The girls are given high marks in their class assessment tests but when it came to the final exam poor performance is experienced affecting girl child education (Fatuma & Daniel, 2006). The motivating factors of this relationship include money, gifts, high marks or 'leakage' of the class exams which discourage pro- active reading and class

participation resulting to poor performance affecting girl child education (Fatuma & Daniel, 2006). Most girls experience divided attention as they spend most of their time trying to look their best and worrying about petty things like looking good which greatly affects their academic performance and finally affect their education.

There are cases where teachers preying on students, threatening to fail them or publicly humiliating them to probe them into sexual relationships (Fatuma & Daniel, 2006). In such cases, the girl's education goes down due to fear and low self-esteem resulting to poor academic performance affecting education of the girl child. A study has shown that junior high school girls who have been pregnant are twice more likely to report poor health than those with no history of pregnancy (Youri, 1993). The probability of such a girl who is still going to school and has a young one to take care misses lessons as a result of poor health leading to poor academic performance affecting their education. Girls usually experience cramps as well as mood swings due to the effects of menstruation. There are some times when the pain is very sharp and the girl child may not attend school/lessons resulting to poor performance and affecting their education. The mood swings can also affect the performance of the girl child as it may disrupt the normal learning processes resulting to poor performance affecting their education.

Some girls find that they feel sad or easily irritated during the few days or week before their periods. Others may get angry more quickly than normal or cry more than usual. Some girls crave certain foods. These types of emotional changes may be the result of premenstrual syndrome (PMS & Gavin, 2010). PMS is related to changes in the body's hormones. As hormone levels rise and fall during a woman's menstrual cycle, they can affect the way she feels, both emotionally and physically (Gavin, 2010) which can

greatly affect the performance of the girl child education. Some girls, in addition to feeling more intense emotions than they usually do, notice physical changes along with their periods some feel bloated or puffy because of water retention, others notice swollen and sore breasts, and some get headaches (Gavin, 2010) which may result to absenteeism during specific days of the month resulting to poor performance affecting education. PMS usually goes away soon after a period begins, but it can come back month after month (Gavin, 2010) which may constantly lead to poor performance affecting education of the girl child.

The most outrageous case involving girls who have been violated or defiled was in July 1991, where 71 girls were raped and 19 died after being attacked by their male colleagues in Sudan (Fatuma & Daniel, 2006). That was followed by several other rape cases in schools' nation wide. At the micro – level it is fair to argue that the society's moral decay seems to contribute largely to culture of violence and hence fear and resentment in girls' nation wide especially the ones who are victims (Fatuma & Daniel, 2006). The victims get traumatized, are not able to concentrate fully in their class work, they recent schools resulting to poor academic performance affecting their education (Fatuma & Daniel, 2006). Girls are not only defiled by their male teachers but also by their biological fathers, male siblings, male relatives and the society as a whole which greatly affects their performance in schools and their education in general.

According to a report from human rights watch 2001, if left unchecked, sexual violation in schools has negative impact on education and emotional needs of girls and acts as barrier to attaining education. Nieuwenhuys, (1999) shows that sexual relations between teachers and school girls in sub- Saharan Africa were common even in the 1950's. It has been made more common place by the bias and prejudice that exists

against women. A survey carried out indicates that eight in ten young men believe that women were responsible for causing sexual violence and three in ten thought that women who were raped 'asked for it' Human Rights Watch, (2001). Adolescents also get involved in sex due to certain reasons. According to a Kaiser family foundation, (2007) study of US teenagers 29% of teens reported feeling pressure to have sex, 33% of sexually active. Teens reported 'being in a relationship where they felt things will be moving 'sexually' and 24% had done something they didn't really want to do. The imposition of feeding and other fees which include feeding, uniforms and text books charges, forces girls whose parents cannot afford to educate their offspring or who are expected to be financially independent by virtue of their student status to acquire older sexual partners. The partners include the 'sugar daddies' or 'sponsors' or 'okada riders' they give girls money for sexual favours (Bledsoe, 1990; Odaga & Heneveld 1995; Meekers & Calves, 1997).

Hassan (2012) a TV presenter showed a programme called 'Stolen Innocents' where girls in Ghana are forced to engage in prostitution to be able to pay their fees, buy school resources and sustain their families. Parents are unlikely to provide informative guidance to girls on sexual development and safe sex, or on interpersonal aspects of sexual relationships (Mturi & Henniker, 2005). Parents who did raise issue with daughters were likely to do so in a subjective, moralistic and protective context. Furthermore, most parents felt discomfort and embarrassed in discussing sexual issues (Mturi & Henniker, 2005). In part, this was a reflection of cultural taboos in discussing sexual issues, but evident was the belief of fathers that providing sexual education would endorse premarital sex and promote promiscuity. In addition, parents felt that they did not have adequate knowledge, skills or vocabulary to discuss sexual issues (Mturi & Henniker, 2005). He further says that girls do not have tactic to negotiate on

sex and that sex education needs to be included in the curriculum in addition to adequate training for teachers in delivering sex issues.

Sexual behaviour can have undesirable consequences such as sexually transmitted infections including HIV/AIDS; unplanned pregnancy leading to drop out or interrupted learning; high risk of pregnancy complication; illegal abortion; child abandonment and high mortality rate of children born to the teenage mothers (Nyatuka & Wasongo, 2010). Reports by the forum for Africa women educationist (FAWE) indicate that more than 12,000 girls drop out of Ghanaian schools yearly due to pregnancy.

2.6 Family Background as a Factor that influences the Education of the Girl-Child

Wanjiku (1994) observes that where resources are limited, education of boys comes first. Girls have been socialized to accept this and usually dropping out of school or not attending classes regularly for the benefit of their brothers. When parents are confronted with constraints of limited opportunities or resources for schooling, they generally favour the education for male children (Kelly, 1998). The argument that the socio-economic background of students tends to influence the education is advanced by supporters of the 'good home' theory (Tyler, 1997). Parents who are educated tend to provide an enabling environment that facilitates the acquisition of education (Ayoo, 2002). The children are enlightened by their parents of the need to acquire education; they are also able to purchase the proper learning materials that will facilitate them perform better thus achieving better grades in schools (Ayoo, 2002).

Studies that have been carried out in developed countries have shown that education of boys and girls was significantly related to the social- economic background of their

parents (Duncan, 1989). The economic status of parents determines the type of school the child will go to. Those who go to public schools have a higher chance of not accessing all the facilities required to facilitate them get good grades. The girls who go to public schools may lack the instruments needed for practices thus leading to poor performance affecting education of girls in practical subjects which include Physics, biology and chemistry. Studies conducted in South Africa reveal that the distance from home to school has direct influence on performance in examination (Bunyi & Okelmo, 2000) cited in (Ayoo, 2002) carried out research on the influence of distance on education of girls. The study established that distance has a strong effect on the retention rates and regular attendance of school which affects the performance affecting education of the girl child. In most cases girls who are affected are the poor as their parents cannot afford to pay for school bus services. They trek for long distances thus increasing the probability of getting to class late, getting to class while tired which might make the student doze in class or reduce the concentration span of the girl child.

The distance may also demotivate the students which might make the student lose interest in school thus dropping out in school or making them attend their classes once in a while thus affecting their academic performance and education. Globally, 150 million children currently enrolled in school may drop out before completing primary and junior high schools and 100 million of these are girls. Menstruation for girls without the access of sanitary towels affects the education of girl child greatly. Girls from poor families use cotton wool or pieces of clothes which make them uncomfortable and unsettled as they fear that they might end up staining their garments making them the laughing stock of the school. Ghana primary and junior high schools have at least 1.5 million menstruating girls miss four or five days of school per month due to lack of

funds to purchase sanitary towels and underwear combined with inadequate sanitary facilities at their schools (GES and MOE, 2007).

Three million, five thousand girls lose learning days each month which impede their ability to complete in classroom and which leads to low self-esteem hence affecting the education of the girl child (Muthui, 2012). In rural areas girls usually use cotton wool or they collect used sanitary towels in dumping sites they wash them and reuse which can cause diseases thus affecting the education of the girl child. Most girls from poor families are used as sales ladies so that they can generate income for the family. They sell pea nuts, sim cards, pure water, toffees, bananas and engage in street hawking which eats their study time thus affecting their education. Some parents are not able to provide food for their school going children. Children who are hungry are not able to concentrate thus they are forced to skip lessons or classes so that they can go to look for food. They are also not able to read at night because of lack of electricity and lamps to read at night. Most girls living in the rural areas are not able to read during the day because of noise. The houses they live in are very crowded and during the day there is a lot of noise which discourage them from active reading hence resulting to poor performance affecting girl child in junior high schools.

Undeniably, the number of child laborers in Ghana is on the increase Eliab (2010). Most Ghanaian child work due to poverty, to supplement household budgets, to assist the parent, pay rent, pay school feeding fees and meet basic needs like food and clothes (Eliab, 2010). In poor homes, there is a high dependence on children's contribution towards household labour and income greatly challenging the elimination of child labour that affects education of most girls. The children act (2010) states that a child is any one below 18years section 56 (2) of the employment act is subject to abuse since

there is no regulation of what is light work or not therefore there is need for review so that the right of children is protected.

The relationship between work and schooling is complicated by the fact that there are factors that affect both a child's ability to go to school and her need to work and factors that affect one or the other. Moreover, working affects the ability to attend and succeed in school, while failure in school may lead to a child (Offorma, 2009). Girls are an important source of income for their families, and the need for additional house hold income often takes priority over education (Cammish & Brock, 1994).

In many communities' children labour is critical for survival of households and schooling represents a high opportunity cost to those sending children to school (Fatuma and Daniel, 2006). Although child labour for agriculture, domestic and marketing tasks cut across both gender lines when it comes to child care, girls are more likely to involve than boys. Fatuma and Daniel (2006) say that it greatly affects the education of girls in junior high schools as they do not get enough time to balance their studies and tasks allocated to them by their parents or guardians. Rapid growth in urbanization has also increased the demand for domestic labour. Poor households have responded by sending their daughters into the domestic labour in exchange for regular cash or income.

Some school going girls work as domestic workers during the weekends and holidays. This leaves them with little or no time left to work on their assignments or read through the content taught by teachers thus affecting their education. The act draws the young girls away from schools. Their parents receive payments for their services which acts as a motivating the factor for the parents leaving the girl child with little or chance of going back to school (Fatuma & Daniel, 2006). Such girls rarely attend their classes

they just sit for their exams for the sake of getting certificates thus affecting their education.

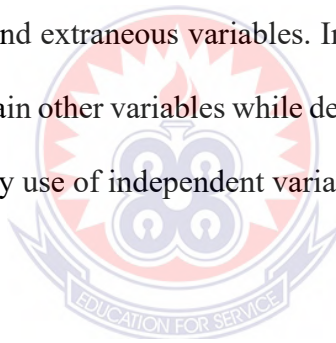
House hold chores can greatly affect the education through undertaking heavy household chores the girl's child sleeps late and tired thus when they attend their classes, they are not able to concentrate fully. They mostly sleep in class or their absorption capacity is very low thus integrating little or no content. A young daughter's domestic labour may substitute that of her employed mother, while parents who have an urgent need of income for subsistence or debt repayment, may exchange or sell their daughter directly or inadvertently into occupations that can be hazardous and exploitative (Croll, 2006). Poor performance affecting girl child education in junior high schools especially in marginalized areas is attributed to a greater demand imposed on female children to assist in household chores such as fetching water, cleaning, cooking and taking care of young siblings as well as the sick relatives (Karani, 2006).

According to a study by (Sengupta & Guha, 2002) the necessity of a girl to work, in order to supplement family income, reduced by a third her chance of ever attending school and raised five times the probability of dropping out. Mwiti (2006) psychological effects include learning disabilities, extreme depression, sense alienation and emotional breakdown and distrust, feeling of rejection, fear and confusion. Socially abused children tend to exhibit low self-esteem lack of confidence and slow intellect (Eliab, 2010). The center for domestic training and development 2009 one in two of the estimated 2.3 million households in the Nsawam Adoagyiri Municipality alone engage the services of a domestic worker. Four out of every five of these are female and 84 % of those workers are children who have no prior education, have dropped out of school or are still in school but frequently miss classes thus affecting their education.

The nation's divorce rate is increasing, it is estimated that about 60 percent of all children spend at least some of their childhood in a single-parent family, the researchers reported (Krein & Beller, 2012). Single parents' families have typically fewer resources as compared two- parent families the resources include time and money. 'Educational advancement is one route out of poverty, but the children in these families get significantly less of it,' the report said. "Thus, this lower level of education will have long-term consequences for the economic well-being of the future family of this young adult."(Krein & Beller reported).

2.7 Conceptual Frame work

This is a schematic diagram showing the relationship between independent, dependent, moderating, intervening and extraneous variables. Independent variables are variables that are postulated to explain other variables while dependent variables are the variables that are being explained by use of independent variables.



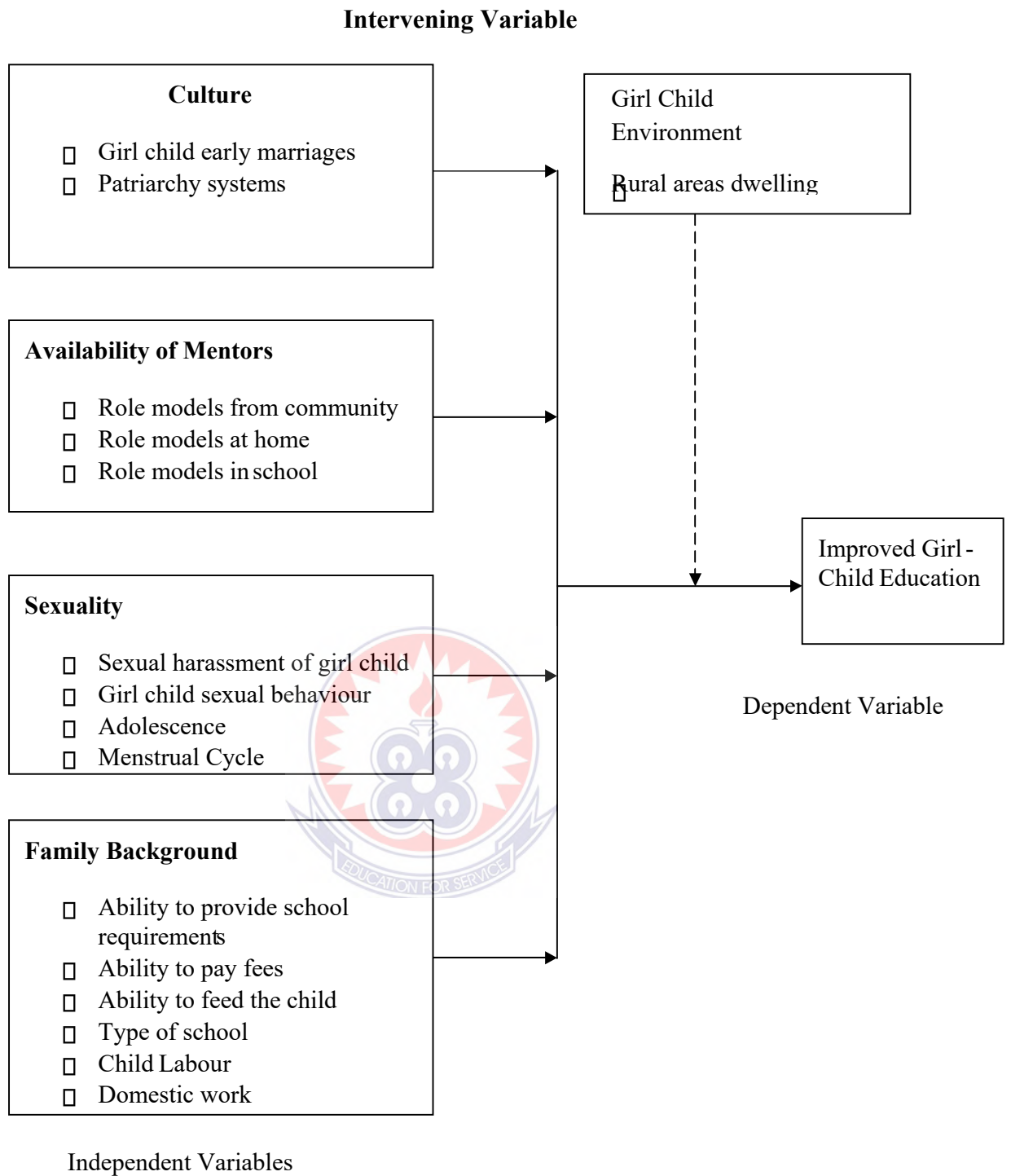


Figure 1: Conceptual framework

Source: GES, Nsawam

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the methodology used in the study. It describes the research design, the target population, the sample size, the sampling technique, research instruments, data collection procedures, validity and reliability, data analysis and ethical considerations.

3.2 Research Design

This study used descriptive survey research. Descriptive survey is a method of collecting information by interviewing or administering questionnaires to a sample of individuals (Rodeo, 2005). It also incorporated both qualitative and quantitative approaches. Orodho, (2005) observes that descriptive design is used in preliminary and exploratory studies to allow researchers to gather information, summarize, present and interpret them for purposes of clarification. The use of descriptive survey design in this study was therefore the most appropriate for the investigation of the factors influencing girl - child education in Nsawam Adoagyiri Municipality. The method mainly focused on the objectives of the study.

3.3 Target Population

Mugenda and Mugenda (2003) define population as the entire group of individuals, objects having common observable characteristics. This study was carried out in 15 schools out of 30 junior high schools in Nsawam Adoagyiri Municipality. The fifteen schools were derived at through simple random sampling. The figure was derived from systematic random sampling targeting mainly girls in Nsawam Adoagyiri Municipality.

3.4 Sample and Sampling Technique

A sample size is a subset of the total population that is used to give the general views of the target population (Kothari, 2004). As per the GES's office at Nsawam Adoagyiri Municipality records there were thirty junior high schools in Nsawam Adoagyiri Municipality. Each school had an average of eighty girls. $80 \times 30 = 2,400$. According to Krejcie and Morgan sample size table on Appendix x, 2,400 population size, corresponds to a sample size of 331 girls. As for the teachers there are approximately 8 teachers per school $8 \times 30 = 240$ population size which corresponds to a sample of 148 teachers. That means that per school, 22 questionnaires for students and 10 questionnaires for teachers were distributed. The formula used to derive the mentioned sample is as follows:

$$s = \frac{X^2 NP (1 - P)}{d^2(N - 1) + X^2 P (1 - P)}$$

s = required sample size.

X^2 = the table value of chi – square for 1 degree of freedom at the desired confidence level (3.841).

N = the population size

P = the population proportion (assumed to be .50 since this would provide maximum sample size).

d = the degree of accuracy expressed as a proportion (0.5)

Sampling is a procedure of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group (Orodho & Kembo, 2005). The sample used was drawn using systematic sampling where every k^{th} element in the sampling frame was selected after the first observation had been picked randomly (Schwarz 2011). Fifteen (15) schools from the thirty (30) schools in Nsawam Adoagyiri Municipality

were selected by systematic sampling where the first school was randomly chosen and the others were chosen after every second school. To attain a sample of 331, 22 students were chosen from each of the 15 schools in Nsawam Adoagyiri Municipality and 148 teachers were chosen from a population size of 2,400.

3.5 Research Instruments

Borg and Gall (1993) defined research instruments as “tools for collecting data”. There are several instruments that a researcher can use depending on the nature of the study, kind of data to be collected and type of targeted population. Questionnaires and interview schedules and documentary analysis were used in this study.

3.5.2 Interview Schedules

This is usually appropriate for participants who are busy to fill in the questionnaire. The researcher used it in interviewing the head teacher, director or busy teachers. The researcher made the necessary arrangements prior to the interview so as to enable the researcher focus on the main objectives of the study.

3.5.4 Observational Schedules

An observation schedule was used as a follow up instrument to gather data on the observable features of the schools visited in the study. The observable features enabled the researcher analyse the observable situations on the ground so as to facilitate in examining the factors affecting the education of the girl child.

3.6 Data Collection Procedures

The researcher distributed 331 questionnaires for students and 148 questionnaires for teachers in fifteen schools. Each school was given 22 questionnaires for students and 10 questionnaires for teachers. Three research assistants were hired to cover five

schools each. The research took two weeks and a half. The first week was for dropping the questionnaires and seeking permission from the relevant authorities. The other week was for picking up the questionnaires. There were those schools that handed over their questionnaires within the first week while the others dropped the questionnaires and were advised when to pick them up.

3.7 Validity and Reliability

Validity refers to the extent to which a research instrument measures what it intends to measure (Oso & Onen, 2008). Validity can also refer to the appropriateness, correctness and meaningfulness of the specific references which are selected on research results (Frankel & Wallen, 2004). Validity of the data collection instruments in this study was done by piloting the questionnaire and interview schedules to selected participants not sampled for the study. This enabled the researcher to identify whether the instrument prepared is able to capture the data that is required or not. It also enabled the researcher know whether the respondents understood the instrument to facilitate in further modification. The researcher was able to know the length of time required to answer the questionnaire which acted as a guide when booking an interview.

Reliability is the measure of the degree to which the research instrument yields the same results of data after repeated trials, (Mugenda & Mugenda, 2003). The researcher used the split-half technique whereby two-halves of a test from a pilot sample were used there after the researcher calculated a correlation coefficient for the two sets of scores. Where the same results were derived from the two halves the instrument was proved to be reliable. The reliability coefficient is calculated using the Spearman-Brown prophecy formula whereby according to Brown et al (2004) a correlate on coefficient

value above 0.70 is generally considered sufficient and reliable. From the reliability statistics in Appendix IV, results revealed that the instrument was reliable at 0.765.

Reliability of the overall test

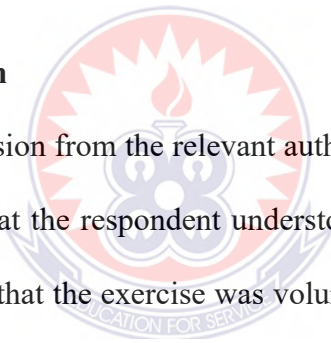
$$= \frac{2 \times \text{reliability for } \frac{1}{2} \text{ tests}}{1 + \text{reliability for } \frac{1}{2} \text{ tests}}$$

3.8 Data Analysis

The data was analysed systematically, edited accurately, consistently and uniformly in order to obtain the relevant information. The data generated was analysed using Statistical Package for Social Scientist (SPSS).

3.9 Ethical Consideration

The researcher got permission from the relevant authorities before collecting any data. The researcher ensured that the respondent understood the aim of the study and also informed the respondents that the exercise was voluntary. The researcher also assured the respondents that any information given will be treated with utmost confidentiality.



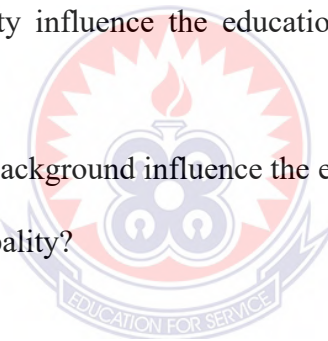
CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSIONS

4.1 Introduction

The purpose of this chapter was to present, analyse and interpret the data. Five questions were formulated to guide the study. The research questions sought to examine the following:

1. How does culture influence the education of girls in Nsawam Adoagyiri Municipality?
2. How does availability of mentors influence the education of girls in Nsawam Adoagyiri Municipality?
3. How does sexuality influence the education of girls in Nsawam Adoagyiri Municipality?
4. How does family background influence the education of girls in Nsawam Adoagyiri Municipality?



4.2 Questionnaire return rate

Data was collected from 331 girls and 104 teachers out of 331 girls and a target of 148 teachers. This implies that the return rate for the students' questionnaires was 100% since the population was vast but as for the teachers 70 % of the teachers responded.

4.3 How culture influences the education of girls

4.3.1 Evaluation of education

The respondents were indicating their thoughts on which of the genders performs better than the other. The table below is an analysis of the feedback given by the respondents.

Table 4.1: Evaluation of education

Variable	Frequency	%
Who get educated?		
Boys	170	51.4
Girls	137	41.5
Either	24	7.1
Total	331	100

Source: Bowkrom MA JHS (2021)

More than a half (51.4%) of the girls believed that boys get educated better than girls, 41.5 % believed that girls get educated better while 7.1 % said that both genders were capable of getting educated thus their education was competitive. From the findings above the boys are believed to get educated better than the girls while a small proportion of the respondents believe that both genders had equal chances of getting educated.

4.3.2 Schools tradition and routines:

The respondents were also supposed to give their thoughts on whether their school's tradition and routines facilitate in achieving good performance by girls. The girls' feedback is shown in the table below:

Table 4.2: Routines that reinforce school's academic and social standards

Variable	Frequency	Percentage (%)
Traditions and routines available		
Yes	134	40.5
No	197	59.5
Total	331	100

Source: Kwakyekrom MA JHS (2021)

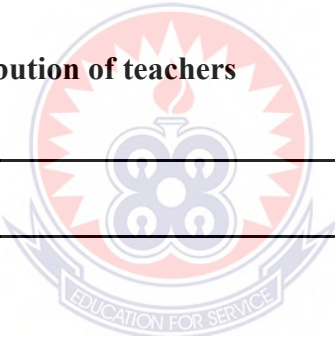
A small proportion (40.4%) of the respondents thought there are traditions and routines that reinforce academic performance in schools while 59.5 % felt that there are no traditions and routines that reinforce performance in schools. This implies that the traditions and routines in schools were not significant in influencing schools academic and social standards in schools which will intern influence education.

4.4 How availability of mentors influences education of the girl child

4.4.1 Number of teachers in schools

The respondents were to give the number of female teachers and those of male teachers. The researcher got the feedback shown in the table below from the teachers in all the 15 schools visited.

Table 4.3: Gender distribution of teachers



Variable	Frequency	Percentage
Gender		
Male	66	63.9
Female	38	36.1
Total	104	100

Source: GES, Nsawam (2021)

The number of male teachers was more than the female teachers. Of the respondents interviewed 63.9 % were male teachers while 36.1 % were female teachers. This implies that majority of the teachers were male.

4.4.2 Motivation from role models and mentors

The students and the teachers were supposed to give their thoughts on whether they think that the parents and teachers are good role models. The girls were supposed to

also rank the sources of inspiration from top to bottom. The findings gotten from the respondents are indicated in the below tables:

Table 4.5: Students' view on role models

Variable	Frequency	Percentage
Teachers and parents good role model		
Yes	203	61.4
No	128	38.6
Total	104	100

Source: GES, Nsawam (2021)

Table 4.6: Teachers' view on role models

Variable	Frequency	Percentage (%)
Parents and teachers are role parents		
Yes	87	83.7
No	17	16.3
Total	104	100

Source: GES, Nsawam (2021)

Table 4.7: Source of inspiration

Variable	Frequency	Percentage (%)
Parents	161	48.6
Media	96	21.6
Famous person	90	19.9
Teachers	18	5.5
Neighbour	15	4.4
Total	331	100

Source: GES, Nsawam (2021)

A substantial proportion (38.6%) of girls said their teachers and parents were not good role models while the teachers view on role models was that (83.7 %) of teachers think that the teachers and parents are good role models while (16.3 %) think that they are not. Source on inspiration for the students was mainly parents (48.6%) while media and famous people inspired 21.6% and 19.9 % respectively. The teachers and neighbours were ranked among the last and the findings were 5.5 % and 4.4 % respectively. The above findings imply that the parents and the media play a very big role in shaping the character of their children while the teachers and the neighbours do not influence much in character development of the girls.

4.5 How Sexuality influences the education of girls

Sexuality, that is the characteristics that define male or female can affect the education in schools.

4.5.1. Absenteeism of girls in schools

The respondents were to give feedback on how frequently they usually go to school late and the teachers were to give feedback of their experiences of absenteeism in classes. Both the teachers and the student's feedback in regards to the two questions posed are indicated in the below tables.

Table 4.8: Lateness in schools – students’ opinion

Variable	Frequency	Percentage (%)
Do you come to school late?		
Yes	132	39.8
No	199	60.2
Total	331	100

Source: GES, Nsawam (2021)

Majority (60.2%) of the girls did not have a history of lateness when attending schools while (39.8%) had experienced lateness. The above findings imply that a quarter of the respondents go to school late while 60 % of the respondents make it to class on time.

Table 4.9: Absenteeism in schools teachers’ opinion

Variable	Frequency	Percentage (%)
Experience some absenteeism in class		
Yes	78	75.0
No	26	25.0
Total	104	100

Source: GES, Nsawam (2021)

Three-quarters (75%) of the teachers had experienced absenteeism in their classes. This means that majority of the girls in junior high schools have a history of lateness. Some of these absenteeism from these girls is as a result of lack of sanitary pad during their menstrual period. On the other hand, 25% of teachers had not experience any

absenteeism in their class. These girls represent the few from well to do homes where, purchasing of sanitary pad is not a problem to parents.

4.5.2 Sexual Harassment in schools

The teachers and the students were to give feedback on whether there are cases of sexual harassments in schools and also give their opinion on whether the society and the head teachers of the school are doing anything to stop it. The girls' and the teachers' response in regards to the two queries have been combined and reflected in the table shown below.

Table 4.10: Sexual harassment in schools

Variable	Students n (%)	Teachers n (%)
Are there cases of sexual harassment?		
Yes	51 (15.3)	49 (47.2)
No	280 (84.7)	55 (52.8)
Total	331 (100)	104 (100)
Head teachers or society do something to stop sexual harassment		
YES	159 (48.1)	66 (63.9)
NO	172 (51.9)	38 (36.1)
Total	331 (100)	104 (100)

Source: GES, Nsawam (2021)

A small proportion (15.3%) of the girls said there was sexual harassment in schools and 51.9% thought that the head teachers and community were not doing anything to stop sexual harassment. However, according to the teachers, sexual harassment cases were 47.2% with 36.1% of them thinking that the head teachers and society are not doing

anything to stop it. The above findings imply that there are cases of sexual harassment in schools and little is done to stop it.

4.6 How family background influences the education of girls

The family background can greatly affect education of girls. In cases where the resources are scarce the girl child education is usually compromised. The kind of domestic chores and assignments assigned to students by parents also influences education.

4.6.1 Domestic chores assigned to the girl child

The respondents were to give feedback on whether the domestic tasks assigned to them affect their education. The girls' response in regards to the mentioned is indicated in the table below:

Table 4.11: Domestic chores among girls

Variable	Frequency	Percentage (%)
Domestic chores affect education of the girl child		
Yes	136	41.0
No	192	57.9
Missing	4	1.1
Total	331	100

Source: GES, Nsawam (2021)

According to 41% of the girls, domestic chores affect their education, 57.9 % of the girls reported that it doesn't while 1.1 % were not sure. The above findings imply that a 41% of the girls are affected by domestic chores assigned to them while more

than half (57.9%) of the respondents are not affected by the domestic chores assigned to them.

4.6.2 Lack of school feeding and other fees

The teachers were to give feedback on the number of students sent home for school feeding and other fees and also on the dropout rate of students yearly. The girls were also supposed to give information on the number of siblings they have in high school and also give feedback on whether they are usually sent home for lack of same fees. The teachers and the student's response in regards to the above is shown on the tables below.

Table 4.12: Students being sent home for lack of feeding and other fees and yearly dropout rate

Variable	Frequency	Percentage (%)
Usually sent home for feeding and other fee		
Yes	181	54.6
No	150	45.4
Total	331	100
Drop out of students in the course of the yr. (teachers)		
Yes	58	55.6
No	46	44.4
Total	104	100

Source: GES, Nsawam (2021)

54.6% of the students are usually sent home for lack of feeding and other fees and 55.6 % of the students drop out of schools yearly. The above findings imply that more than half of the respondents are sent home for lack of fees while the teachers

reported that more than half of the girls usually drop out of school on a yearly basis, thus the yearly dropout rate is high.

Table 4.13: Presence of siblings in high school and frequency of their absenteeism

Variable	Frequency	Percentage (%)
Have siblings in junior high school		
Yes	147	44.3
No	184	55.7
Total	331	100
Are there days the siblings are absent from school (n=147)		
Yes	116	79.0
No	31	21.0
Total	147	100

Source: GES, Nsawam (2021)

A substantial proportion (44.3%) of the girls had other siblings in school and majority (79%) said there were days when the siblings were absent from school. The above findings imply that a quarter of the respondents had siblings who are still schooling and more than three quarters of the respondent's siblings are sent home for lack of feeding and other fees.

4.7 Overall analysis of all the variables that affect the education of girls

The respondents were to analyse all the factors that affect the education of girls and rank the factors that affect education on a scale of 1 – 10. Both the teachers' and the students' response are shown in the three tables below

Table 4.14: Factors influencing girls' education in school – students' feedback

	Strongly agree (1)	Agree (2)	Disagree (3)	Strongly disagree (4)	Not sure (5)	Median
Culture	60 (18.0)	121(36.6)	52 (15.8)	25 (7.7)	72 (17.0)	2
Domestic chores	72 (21.9)	98 (29.5)	56 (16.9)	22 (6.6)	83 (25.1)	2
Sexuality	116 (35.0)	87 (26.2)	20 (6.0)	16 (4.9)	92 (27.9)	2
Lack of role models	47 (14.2)	65 (19.7)	67 (20.2)	54 (16.4)	98 (29.5)	3
Poverty	114 (34.4)	92 (27.9)	29 (8.7)	16 (4.9)	80 (34.0)	2

Source: GES, Nsawam (2021)

Girls were, on average, more agreeable to the fact that culture, domestic chores, sexuality and poverty (median score of 2) negatively influence their education in school. More than 50% of the girls thought the above factors influence education of girls in school. However, they disagreed with lack of role models as a factor that can influence education (median score of 3). More than a half-thought that lack of role models did not have impact on education of girls.

Table 4.15: Factors influencing education according to the teachers

	Strongly agree (1)	Agree (2)	Disagree (3)	Strongly disagree (4)	Not sure (5)	Median
Culture	26 (25.0)	0 (0.0)	46 (44.4)	9 (8.3)	23 (22.1)	3
Domestic chores	26 (25.0)	46 (44.4)	17 (16.7)	3 (2.8)	12 (11.5)	2
Sexual harassment and abuse	20 (19.4)	55 (52.8)	12 (11.1)	3 (2.8)	14 (13.5)	2
Lack of role models	14 (13.9)	49 (47.2)	20 (19.4)	9 (8.3)	12 (11.5)	2
Poverty	40 (38.9)	43 (41.7)	0 (0.0)	12 (11.1)	9 (8.7)	2

Source: GES, Nsawam (2021)

On the contrary, teachers did not identify culture to be an impediment to education of girls. However, domestic chores, sexual harassment, lack of role models and poverty were mentioned as possible contributors to poor performance in school affecting the education of girls.

Table 4.16: Teachers' ratings on the reasons associated with poor performance affecting education of girls

Variable	Mean	Rating (%)
Early pregnancy	4	40.0
Taking care of sick relatives	3	30.0
Male child preference	4	40.0
Sexual harassment and abuse	4	40.0
Lack of feeding and other fees	7	70.0
Lack of role models and mentors	6	60.0
Lack of sanitary towels	5	50.0
Lack of proper lighting and poor environment for learning at home	6	60.0
Early marriages	5	50.0
Household tasks or domestic activities assigned to girls	6	60.0
Society's attitude towards education of girls	7	70.0

Source: GES, Nsawam (2021)

A hundred and four (104) teachers were interviewed from the selected schools and they were asked to rate in a scale of 1 to 10 the reasons for poor performance affecting education among girls. Lack of feeding and other fees and societal attitude towards girls' education rated the highest (70%) as contributing to poor performance affecting education of girls. Other factors that showed a more than 50% rating were lack of models and mentors, poor conditions at home which include improper lighting and poor learning environment and also household chores assigned to girls at home. Lack of sanitary towels was also rated as a significant factor that contributes to poor performance affecting education among girls.

4.8 Discussion of the finding

4.8.1 How does culture influence the education of girls

According to the descriptive research carried out it was found out that culture influences education of girls. The enrolment of boys was more than that of girls. A similar finding was established by (UNICEF, 2003). Some of the reasons attributed to low enrolment of girls were cultural factors where the parents did not see much value in enrolling their girls as they would later become assets to other families once they are married. The findings are similar to those of (Fatuma & Daniel, 2006) and (Abagi, 1997) mentioned in the literature review. Their parents also felt that enrolling girls into schools would make the girls not become good future wives as they would be empowered to become independent and self-sufficient posing dangers in marriages. The findings are in line with (Fatuma & Daniel, 2006) and (Chibiko, 2009).

The parents saw no need of enrolling girls as they were nurtured to be homemakers this is in line with (Husain, 1999) findings. Some girls were also married off while very young. More than a half (51.4%) of the girls believed that boys performed better than girls. Those who thought boys were performing better said that they were known to be hardworking, did not have many responsibilities such as domestic chores, were enduring, were not tied by backward culture that does not promote girl child education, personally guided and shared ideas amongst themselves and were intelligent. That also implies that the confidence levels and self-esteem in girls was quite low. A substantial proportion (40.4%) of the girls thought there are traditions and routines that reinforce their education in schools. The girls highlighted such school norms as having academic days, celebrating school pioneers and rewarding best performers, having Christian morals and insisting on discipline, having motivational speakers and visiting other schools to learn from them. Those findings are similar to that of (Brody, 1992).

In addition to that, the girls felt that when one enrolls in schools where the education is good there is a probability of the girls' performance being good and vice versa which is in line with (Brown, 2008) findings. Institutions that had values such as hardworking teachers/students, worked as a team, disciplined and highly motivated teachers and students performed best. Those findings are in line with (Brown, 2008). Again (29.5 %) of the respondents did not look forward to pursuing their education up to the university level as they linked their achievements with culture, they reported that they had to get married early thus pursuing university education depended on their future husbands/future in laws. The findings are in line with (Fatuma & Daniel 2006).

4.8.2 How does availability of mentors influence the education of girls

The descriptive analysis conducted revealed that availability of mentors and role models influence education of girls which is in line with (Brody, 1992) and (Beam & Greenberger, 2002). The number of male teachers was 63.9 % that implies that the girls did not have adequate mother figures to look up to as the number of female teachers was less. A similar finding was derived at by (Nduru, 2003) According to the records collected from the Ministry of Education Nsawam Adoagyiri Municipality was ranked last among the other district and availability of mentors was one of the reasons attributed to poor performance affecting girl education in junior high schools. Also 29.5 % of the girls did not look forward to attaining a first degree some of the reasons the girls gave was the fact that the women in their society were doing very low-profile jobs thus there was no need of struggling to that level thus they would rather get a junior high certificate and join their parents in their businesses that is in line with (Sengupta & Guha, 2002) findings. Others reported that there were very few successful women in the society all good jobs and high posts are given to the men. Such kind of reasoning influences education as the girl

child has very low confidence in themselves and thus affecting their academic grades. A substantial proportion (38.6%) of girls said their teachers and parents were not good role models. According to the girls, abuse of alcohol and other drugs, lack of guidance from them due to demanding jobs, false accusations and laziness were some of the reasons that made their parents not to be role models.

The finding contrasts that of (Vail, 2005) and (Sergiovanni & Starrat, 1993) who state that the teachers play a very major role in shaping the personality of students. Other girls felt that their teachers were not good role models because they were rude, gossipers, do not take time to motivate, were not qualified to teach and were lazy thus did not attend class on time. 83.7% of the teachers believed teachers and parents were role models for their children. Source of inspiration for the students were mainly parents 48.6% while media and famous people inspired 29% and 27.3% respectively.

The feedback reveals that parents are playing a big role in the ensuring that the children they bring up are future leaders of tomorrow. That finding is in contrast with (Muturi & Henniker, 2005), however there is a great concern because the teachers are supposed to be the second parents to the students, they teach but statistics reveal that they do not have a major input in the wellbeing of students. The media and famous people play a bigger role which should not be the case.

4.8.3 How does sexuality influence the education of girls

Sexuality that is the characteristics that define male and female affects the education of girls according to the respondents interviewed. 39.8 % of the girls reported that they were usually late for classes as they were the ones playing the role of a mother figure in the family, those findings are similar to those of (Karanja, 2006). They are the ones

who prepare their siblings, prepare breakfast and carry out the domestic chore that a woman ought to carry out every morning thus making them late for classes. A similar finding was derived at by (Beneria & Bisnath, 1996). The other reasons that prompted the lateness were long distance from home to school, transport difficulties, poor environmental conditions like rainy seasons and poor infrastructure, insecurity issues that do not allow them to leave for school too early since they are an endangered species. The finding is in line with (Ayoo, 2002) findings. Also 75.0 % of the teachers reported on cases of absenteeism in schools the teachers informed the researcher that most girls did not attend their lessons especially when they having their menses. They lacked sanitary towels thus found it more appropriate to miss their lessons rather than embarrass themselves among their peers. They also reported that some girls were moody and had very low concentration span especially when they are going are having their menses thus affecting their education. A small proportion (15.3%) of the girls reported that there were cases of sexual harassment in schools and at home which is in line with (Fatuma & Daniel, 2006) finding. The fact that they are girls make them more vulnerable to sexual abuse compared to boys.

Most girls revealed that their teachers and other males in the society were abusing them in exchange of favours, money, good grades and exam linkages. They admitted that the mentioned demotivates them and makes them feel demolished thus affecting their education as they live under fear and intimidation. Again 51.9% thought that the administration and society was not doing enough to stop sexual harassment. This was so because many reported cases are still pending and most perpetrators are walking freely. Also 47.2 % of the teachers reported that there were cases of sexual abuse reported to them by the girls. They reported that those girls that had gone through such violation their education was poor and most of them ended up dropping out of school

or even committing suicide when the issue is not dealt with appropriately the findings are in line with (Fatuma & Daniel, 2006). Again 36.1 % felt that not much was being done as the cases are recurrent and, on the increase, the penalties are not heavy thus the perpetrators are still walking freely and the corrupt nature of our police force as the perpetrators always end up buying their justice.

4.8.4 How does family background influence the education of girls

According to the descriptive survey carried out family background was considered to be one of the factors that influence education. The findings are similar to those of (Kelly, 1998). Most girls in Nsawam Adoagyiri Municipality came from very poor families. Again 41.0 % of the girls reported that domestic chores affect their education as they wake up very early and sleep very late while doing the domestic chores involved leaving them with very little time for study those findings are similar to (Beneria & Bisnath, 1996). Some girls claimed that at times they missed their classes because they have to look after their young siblings or sick relative when their parents cannot afford to pay nannies or nurses.

Some girls claimed that they had to work as domestic workers during weekends to supplement their parent's income. Some girls reported that they had to assist their parents in street hawking after school making them sleep very tired and thus no time or energy for study. Others reported that they are usually hired on weekends to wash for people clothes which greatly interfered with their study time. They did so to be able to supplement their parents' income. The teachers reported that 54.6% of the girl's dropped out of schools because of lack of feeding and other fees and the yearly dropout rate was 55.6 % the findings are similar to those of (Abagi, 1997). This means that the highest % of girls who drop out of school is as a result of lack of

feeding and other fees. The other reasons given for the drop out were early pregnancy, child labour and drug abuse among the children. Also 44.3 % of students reported that they had siblings in the same school and that 79% of the siblings were being sent home for fees. This reveals that the family background greatly affects the education of girls thus resulting to poor grades in schools.

According to the observation guide that the researcher was analysing most schools did not have adequate teachers and reading materials, proper lighting, good sanitation, water and their clothes were not in good shape. Some of the girls did not even have the proper uniforms. The findings are in line with that of (Chibiko, 2009).



CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of findings, discussion of the findings, conclusions, recommendations and suggested areas for further study that are in line with the research questions of the study. The summary of the finding of each variable that is said to affect the education of the girl child is analysed in this chapter.

5.2 Key Findings

5.2.1 The factors that affect the education of girls

- 3.8% of the girls said that the number of girls were equal in schools while 96.2 % reported that the number of girls and boys is not equal in schools.
- 51.4% of girls said that the boys performed better than girls while 41.5% of the girls said that the girls performed better.
- 7.1 % of the students said that either of the gender is capable of performing better than the other.
- 40.5 % of the girls reported that the school's traditions and routines facilitate in achieving of good grades while 59% reported that the routines and traditions of the school do not promote the achievement of good grades in girls.

5.2.2 Evaluate whether the availability of role models and mentors influences girls' education

- 69.9% of the teachers were male while 36.1% of the teachers were female.
- 70.5% reported that they would like to pursue their education up to the university level while 29.5 % mentioned others.

- 61.4% of girls reported that both the parents and the teachers are good role models while 38.6 % said that they are not.
- 83.7 % of the teachers reported that the teachers and parents are good role models while 16.3 % reported that they are not.
- 48.6 % reported that their parents were their source of motivation, 21.6 % reported that it came from the media while 19.9 % famous people, 5.5% teachers and finally 4.4 % neighbours.

5.2.3 How sexuality influences the education of the girl child

- 39.8 % reported that they had a culture of reporting to schools late while 60.2 % reported that they made it on time.
- Again 75.0 % of the teachers reported cases of absenteeism in schools among girl while 25.0% of the teachers did not experience absenteeism.
- 15.3% reported that there are cases of sexual harassment while 47.2 % teachers reported that there are incidences of sexual harassment and 52.0 % of the teachers did not experience such incidences.
- Also 48.1 % of the students felt that the relevant authorities are doing something to stop it while 51.9% felt that there isn't much that is being done to stop on the other hand the 36.1 % of the teachers felt that not much is being done and 63.9% felt that the relevant authorities doing their best to curb it.

5.2.4 The researcher wanted to evaluate on how family background influences on education

- 41.0 % of the girls reported it does while 57.9 % reported that it doesn't influence education.

- The teachers reported that 54.6 % of the students were being sent home for fees while 45.4 % weren't 55.6 % of the girls dropped out of school yearly while 44.4% finished their junior high.
- 44.3 % of the girls had siblings and 79.0 % were being sent home for fees while 21.0 % were not being sent home for fees.

5.3 Conclusion of the study

According to the findings of this study the researcher concluded that culture is one of the factors that affect the education of the girl child. The average number of boys was slightly higher (median of 21) compared to the girls (median of 19) in junior high. Some parents believe that educating a girl could lead to breaking of marriages or make a girl not find a spouse due to the much education acquired. They believe that women who are highly learned are feared by men thus proving to be difficult to find spouses. Some girls mentioned that pursuing of further education was solely based on their husband's opinion or the in laws.

The researcher concluded that the availability of role models and mentors was also one of the factors that contribute to poor education in girls. Most of the schools were dominated by male teachers. A significant number of girls said that the parents are not good role models because they are lazy, they abuse alcohol and other substance.

The rate of absenteeism, dropout rate and lateness in girls was high. This was so because of the domestic chores assigned to them, early pregnancies and ailments associated with menses. Girls felt that the school administration was not doing much to curb the cases of sexual harassment. The reasons given were recurrent cases and increase in crime rate, the penalties were not heavy thus the perpetrators were still walking freely.

The dropout rate of girls was also very high as a result of lack of fees and a significant number of girls had siblings who were frequently absent from school. Most girls reported that they were working as domestic workers during their weekends to supplement their parent's income. Some students also reported that their parents made them miss school so as to look after sick relatives or young siblings.

5.4 Recommendations of the study

The researcher recommended that:

- a) Parents and the community members should ensure that they take their children to school regardless of the gender.
- b) Teachers and neighbours should ensure that they become good role models to all children.
- c) The government needs to pass very serious disciplinary measures against the perpetrators of such sexual harassment.
- d) The parents should ensure that they are able to provide for their children and that they should practice family planning so that they can bring up their children without much struggle.
- e) The government should make basic education “free” as it’s said to be free while there are so many charges involved which bits the purpose of calling it free education.

5.5 Suggested areas for Further Study

This study examined the factors that affect the education of the girl child. The researcher recommends that other studies of similar nature be carried out in a different area. The other suggested areas of study include:

1. Factors affecting the education of girls in other regions.
2. Factors examining how availability of role models influences education either negatively or positively
3. How sexuality influences education of both girls and boys



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APPENDIX I:

Questionnaire for Junior High Teachers

Instructions

The purpose of this questionnaire is to investigate the factors that influence the education of girls in Nsawam Adoagyiri Municipality . Kindly respond to the following questions. Be truthful and honest to the best of your knowledge. The answers you will give will only be used for educational purpose only. Do not write your name in this questionnaire. Please put an [X] in the most appropriate box.

1. What is your gender?

Male []

Female []

2. How many female teachers do you have?

3. Do you experience some absenteeism in your class?

Yes []

No []

4. Please indicate the number of girls and boys in your class

Boys []

Girls []

4b. If the number of boys in Q.4 is more, give reasons

.....

.....

.....

.....

5. Are there students who have dropped out of school in the course of the year?

Yes []

No []

5b. please indicate the number of the boys and girls who dropped last year up to date?

Boys []

Girls []

6. On a scale of (1- 10) what do you think are the main reasons that are associated with the education of girls in your schools?

- a. Early Pregnancy []
- b. Taking care of sick relatives []
- c. Male child preference at the expense of girls []
- d. Sexual harassment and abuse []
- e. Lack of feeding and other fees []
- f. Lack of role models and mentors []
- g. Lack of sanitary towel []
- h. Lack of proper lighting and poor environment for learning at home []
- i. Early marriages []
- j. House hold tasks or domestic activities assigned to girls []
- k. The societies altitude towards education of girls []

7. Are there cases of sexual harassment in schools or at home?

Yes []

No []

8. If yes by whom?

.....

9. In your opinion does the head teachers of the school or guardians do anything to stop it?

Yes []

No []

10. Do you think the teachers and the parents are good role models to the students?

Yes []

No []

11. Give reasons for the above

a.

b.

c.

12. Are there students who come to class late as a result of domestic chores assigned to them by their guardians?

Yes []

No []

13. The items below are thought to be the factors influencing the education of girls in Nsawam Adoagyiri Municipality . Indicate how you agree or disagree. The below is the key that you will use to facilitate you answer the below:

Strongly Agree	SA
Agree	A
Disagree	D
Strongly Disagree	SD
Not Sure	NS

	SA	A	D	SD	NS
a) Culture					
b) Domestic chore					
c) Sexual Harassment & Abuse					
d) Lack of role models					
e) Poverty					

Thank you very much for your varied contributions

APPENDIX II:

Questionnaire for Junior High Students

Instructions

The purpose of this questionnaire is to investigate the factors that influence the education of girls in Nsawam Adoagyiri Municipality . Kindly respond to the following questions. Be truthful and honest to the best of your knowledge. The answers you will give will only be used for educational purpose only. Do not write your name in this questionnaire. Please put an [X] in the most appropriate box.

1. Is the number of boys and girls equal in your class?

Male [] Female []

2. If No in Q2 please indicate the number

Boys [] Girls []

3. Who education is better between boys and girls?

Boys [] Girls []

4. Give three good reasons why you think that the above-mentioned gender education better

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

5. Do you come to school late?

Yes [] No []

6. If yes give the reasons for coming late?

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

7. Do domestic chores given to you affect your education?

Yes [] No []

8. If yes, how does it affect?

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

9. Are you usually sent home because of feeding and other fees?

Yes [] No []

10. Are teachers and parents' good role models and mentors?

Yes [] No []

11. If No give reasons

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

12. Which is the highest level of education would you like to attain?

Junior high education []

College Level []

University level first degree []

Any other specify.....

13. After Junior high education, what will make you not continue with senior high education.....

.....
.....

22. If yes give reasons for their absence

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

23. Between you and your siblings, who is frequently absent from school?

.....
.....

24. Give reasons for the above question

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

25. Are there cases of sexual harassment?

Yes []

No []

26. If yes, by who?

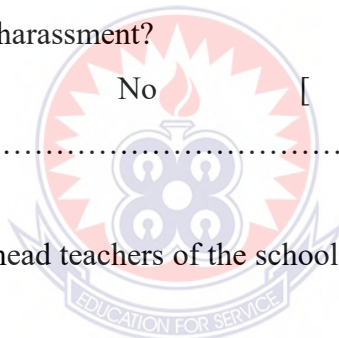
27. In your opinion does the head teachers of the school or the society do anything to stop it?

Yes []

No []

28. Give suggestions/ recommendations of what can be done to ensure the education of girls is as good as boys

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



29. The items below are thought to be the factors influencing the education of girls in Nsawam Adoagyiri. Indicate how you agree or disagree. The below is the key that you will use to facilitate your answer to the below:

Strongly Agree	SA
Agree	A
Disagree	D
Strongly Disagree	SD
Not Sure	NS

	SA	A	D	SD	NS
Culture					
Domestic chore					
Sexual Harassment & Abuse					
Lack of role models					
Poverty					

30. How do your teachers and parents encourage you to perform better?

.....

.....

.....

31. Does your school have traditions and routines built from shared values that honour and reinforce the school's academic and social standards?

Yes [] No []

32. What are they?

.....

.....

.....

Thank you very much for your varied contribution



APPENDIX III:

Observation Schedule

Activity	Appropriate	Not Appropriate
a. Response to bell		
b. Students work checked by teachers		
c. Reading materials available in classes		
d. The condition of the uniforms of students		
e. Students with proper school shoes or no shoes at all		
f. The physical appearance of the student		
g. Empty chairs in classes		



APPENDIX IV:

Instrument Reliability Test

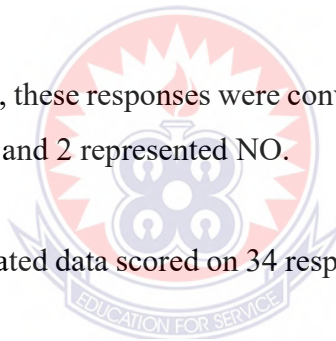
The researcher conducted the reliability test based on 4 items extracted from the questionnaire that was developed to investigate factors influencing education of girls in junior high schools. The four items were identified as follows:

1. Do domestic chores given to you affect your education?
2. Are you usually sent home because of feeding and other fees?
3. Are there cases of sexual harassment in schools or at home?
4. Are there students who have dropped out of school in the course of the year?

Respondents were asked to respond to each item according to the following scale: - YES or NO.

For data analysis on SPSS, these responses were converted to scores of either (1) or (2), where 1 represented YES and 2 represented NO.

The following is the tabulated data scored on 34 respondents in response to the 4 items.



Respondents	Items				
	1	2	3	4	
		1) 2	2	2	1
		2) 1	2	2	1
		3) 2	2	2	1
		4) 1	2	2	1
		5) 2	2	2	1
		6) 1	1	2	1
		7) 1	2	2	2
		8) 1	2	1	1
			9) 2	2	1
		10) 2	2	2	2
		11) 1	2	2	1
		12) 1	1	2	1
		13) 1	2	2	1
		14) 1	2	1	1
		15) 1	2	2	2
		16) 2	2	2	1
		17) 1	2	2	1
		18) 1	1	2	1
		19) 2	2	2	1
		20) 1	2	2	1
		21) 1	2	2	1
		22) 1	2	2	1
		23) 1	2	2	2
		24) 1	2	2	1
		25) 1	2	2	1
		26) 1	1	2	1
		27) 2	2	2	1
		28) 1	2	1	1
		29) 1	2	1	1
		30) 1	2	2	1
		31) 1	2	2	1
		32) 2	2	2	1
		33) 1	2	2	1
		34) 1	2	2	1



The **SPLIT HALF** model for reliability analysis was conducted and the results of reliability revealed that the equal length of the Spearman – Brown coefficient had value of 0.745. This is an inference of reliability of the entire scale, which according to Brown et al (2004) a correlation value above 0.70 is generally considered sufficient and reliable.

Reliability Statistics

Cronbach's Alpha	Part 1	Value	.712
		N of Items	2a
	Part 2	Value	.738
		N of Items	2b
		Total N of Items	4
		Correlation Between Forms	.740
Spearman-Brown Coefficient	Equal Length		.765
	Unequal Length		.765
	Guttman Split-Half Coefficient		.713

a. The items are: item1, item2.

b. The items are: item3, item4.