UNIVERSITY OF EDUCATION, WINNEBA

PARENTAL ATTITUDE TOWARDS GIRL-CHILD EDUCATION IN THE BIRIM CENTRAL MUNICIPALITY IN THE EASTERN REGION OF GHANA

JOYCE NSIAH

2016

UNIVERSITY OF EDUCATION, WINNEBA

PARENTAL ATTITUDE TOWARDS GIRL-CHILD EDUCATION IN THE BIRIM CENTRAL MUNICIPALITY IN THE EASTERN REGION OF GHANA

JOYCE NSIAH

A THESIS IN THE DEPARTMENT OF SOCIAL STUDIES, FACULTY OF SOCIAL SCIENCE, SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES, UNIVERSITY OF EDUCATION, WINNEBA, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE MASTER OF PHILOSOPHY DEGREE IN SOCIAL STUDIES.

MAY, 2016
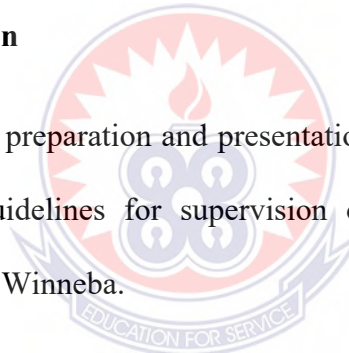
DECLARATION

Student's Declaration

I, Nsiah Joyce, declare that this thesis, with exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and 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 work was supervised in accordance with the guidelines for supervision of Thesis as laid down by the University of Education, Winneba.

NAME OF SUPERVISOR: PROFESSOR BOLARINDE JOSEPH OBEBE

SIGNATURE:..

DATE:...

ACKNOWLEDGEMENTS

DEDICATION

This work is dedicated to God and my entire family especially my lovely children,

Loretta Nketia, Michael Adu Boakye and Frederick Nketia.

TABLE OF CONTENT

Content	Page

LIST OF TABLE

LIST OF FIGURES

ABSTRACT

In this study we examined the parental attitudes towards the education of the girl-child in the Birim Central Municipality in the Eastern Region of Ghana. The study was conducted with a sample of 140 respondents, who were made up of parents and girls in the Senior High Schools in the study area. The sample was drawn through the purposive sampling technique. The mixed methods were used in data analysis and presentation. The result of the study revealed that respondents still exhibited some negative attitudes towards the education of the girl-child in the area of study due to economic and other forms of hardships. In spite of these, it is evident that the parents did not allow these to prevent them from taking a keen interest in the education of the girl-child. The study revealed an inconsistency between the attitudes of respondents and their actual behaviour towards the education of the girl-child. Thus, the majority of the respondents (90%) considered the education of the girl-child as very important whereas the same percentage of respondents (90%) revealed that educating the girl-child was a waste of investment. It is recommended that the ministry of education and other relevant stakeholders in education should continuously educate the people to totally eradicate any negative attitudes towards the education of the girl-child in the study area. It is further recommended that fathers in the study area should take their responsibility of catering for the educational needs of the girl-child seriously so that together we can build a better and developed nation for the future.

CHAPTER ONE

INTRODUCTION

1.0 Background to the Study

Education is a social process of bringing up or training of the individual to grow, with regard to the individual's total personality development. Education aims at preparing the individual to acquire values, skills, attitudes and knowledge so as to be able to live their life on earth. Education then involves the activities that culminate in improving the individual to respond to efficient work in a more beneficial manner. Education is therefore a basic right which should be made available to all people regardless of race, class, religion and gender.

According to Ghana Statistical Service, the 2010 Population and Housing Census conducted indicated that females constitute more than 51 per cent of the entire Ghanaian population and, so education should be a prerequisite for them to be able to significantly contribute to the development and aspirations of Ghana. It is believed that when this section of the population is properly educated, they will make immense contribution in terms of our health, social and economic development more than we have today. (Daily Graphic Editorial, 2011)

In support of the above assertion, Anamuah-Mensah (2000:7) has this to say:

"In Ghana, the feminine citizenry which constitute fifty-one percent (51%) of the population has remained untapped. This group constitutes a rich resource that needs to be developed for the socio-economic transformation of the society".

1

Ghana's Ministry of Education established a Girls' Education Unit within the Ghana Education Service in 1997 to oversee the welfare of the girl-child in her education. At decentralized levels, every region and district has a Girls' Education Officer. The vision of the Girls Education Unit is the following:

i. All Ghana's girl-children, and their brothers, are healthy, attend safe, welcoming schools, are well-taught by qualified teachers who understand their needs, achieve according to their potential, graduate and become productive and contributing members of our nurturing society.

ii. The Unit aims to ensure Ghana achieves gender parity within Basic Education, in line with the Millennium Development Goal 3A, the elimination of gender disparity in primary and secondary levels of education, and to raise the social capital of girls for national development. (GES Magazine, 2012: 6)

According to a Ghana National Education Campaign Coalition report (2013), girls' enrolment continues to decline progressively from the basic to the tertiary level of our education despite several international and local interventions such as the Education For All and the Millennium Development Goals (MDG). For instance, the goal three of the MDG seeks to promote gender equality and promote women empowerment. This important goal can only become a reality when women are given quality education to the highest level on the educational ladder.

Statistics available at the Ghana Education Service (G.E.S) indicate that, the past years have shown encouraging progression towards gender equality in education in Ghana, particularly at the lower levels. Yet in spite of all the interventions over the

years from the Girls Education Unit, donor partners and Non-governmental organizations, girls' enrolment and completion rates in basic schools have lagged behind that of boys.

A 2011 World Bank survey of young people in Ghana aged 21 to 24 found that the gender gap is significant from the start, with only 84.1% of girls starting primary school, versus 90.7% of boys. 86.5% of those girls completed primary school, compared with 92.7% of those boys. The transition rate from primary to junior high was again lower for girls (91.5%) than for boys (96.7%), although among those who started junior high, girls had a higher likelihood of completing (89.4%) than boys (88%). The transition from junior high to senior high was however much lower for girls (at 51.2%), than for boys (65.1%), with few differences between boys and girls in completion rates amongst those who started senior high school.

This gap in opportunities for girls and young women is 'not only a matter of human rights and equity; it is also one of efficiency' because, as the World Economic Forum Report 2012 highlights, 'over time... a nation's competitiveness depends, among other things, on whether and how it educates and utilizes its female talent'(Hausmann, 2012: 29). Indeed Acheampong (1992) claims that investing in girls education is probably the most cost-effective measure a developing country can take to improve its standard of living. Thanks to the many positive externalities or multiplier effects of female education.

The importance of education to the individual and the nation as a whole cannot be understated. Boakye-Donkor (1997:14), opined, "No nation, no society, nor community can claim to survive in today's world without the contribution of education". This view is shared by D'Aeths (1975) that "Education overcomes

3

ignorance and aiding development of politics of maturity which is capable of combining orderly leadership with freedom of thought, expression and respect for individual's right" (p.25).

A wealth of studies shows how investing in female education leads to additional benefits such as:

i.   Higher levels of income- each additional year of a girl's education increases her future income 10 to 20 per cent (Psacharopolous & Patrinos, 2004)

ii.   Lower fertility rates- each additional year of a girl's education reduces female fertility by 10 per cent (Summers,1992)

iii. Improved health for women and their children (Summers,1992)

iv.   Lower rates of child and maternal mortality (Shultz,1993; Bruce,1997; Owusu-Darko,1996: 46)

v.   Higher immunisation rates- multi country data show that educated mothers are about 50 percent more likely to immunize their children than are uneducated mothers (Gage, Sommerfelt, & Piani,1997)

vi.   Higher rates of labour force participation for women (Kingdom & Theopold, 2008, Pitt, Rosenzweig & Hassan,2010, in World Bank,2012)

vii. Lower infection rates of HIV/AIDS (Vandemoortele & Delamonica, 2000)

Anderson (1992: 8) states that "in today's world, a child who is not educated is disadvantaged in terms of income, health and opportunity. In coming years, a society that does not educate its children will be disabled in terms of the economic productivity and social welfare of its people".

As it has been aptly stated in the 1995 United Nations Fourth World Conference on Women (UN, 1995), the girl-child today is the woman of tomorrow. The skills,

ideas and energy of the girl-child are vital for full attainment of the goals of equality, development and peace. For the girl-child to develop her full potential, she needs to be nurtured in an enabling environment where her spiritual, intellectual and material needs for survival, protection and development are met and equal rights safeguarded. But girls' education has always lagged behind that of boys in almost all African societies, and there are several reasons for this. It has been explained that in traditional societies, the major role of a woman is to ensure the continuity of the lineage and she was expected to marry soon after puberty. She did not need formal education to perform this function.

Jesse Joe in an editorial in the Ghanaian Child (1997: 6) stressed the adage, "The hand that rocks the cradle, rules the world". This suggests that doctors, lawyers, teachers, politicians and administrators have become what they are as a result of the quality of education they received.

The United Nations Secretary General, Mr Ban Kin Moon, puts it right when he read his speech at the first ever international day for the girl child, "Investing in girls is a catalyst for changing the world...We must all do our part to let girls be girls, and not brides. "This suggests that if girls are educated they are more capable of and have the potential of bringing a change to the society they find themselves in.

The educational participation of girls improves the main national development indicators such as lowered infant and maternal mortality, longer life expectancy, lower fertility rates and improvements in health, nutrition, literacy and economic growth (Rugh, 2000). If the role of the woman is this vital, then Dr. Kwegyir Aggrey was justified when he opined, "if you educate a man, you educate an individual, but if

you educate a woman you educate a whole nation". This gives credence to the fact that the holistic education of women is necessary for the progress of a nation.

Parental attitude and support has a great deal of influence on girls' participation and level of success attained in education. Parental attitude (an individual's feelings, perceptions and behaviour towards female education as a result of learnt beliefs and cultures) towards the education of girls is crucial because it can influence the participation and educational outcomes of children.

Much awareness has been created and is still being created to foster female educational reforms through media and conferences at both local and international levels. The Ministry of Education, with UNICEF's support, developed girls' education strategies and implemented them with other partners such as Action Aid, Forum for African Women Educationalists (FAWE), UK Department of International Development (DFID), United States Agency for International Development (USAID) and so on. The country's national Education Strategic Plan 2003-2015 comprehensively evaluated Education for All, the Millennium Development Goals and the Poverty Reduction Strategy.

The recent Education Strategic Plan (2010-2020) which is embedded within the government's national strategic development plan (the Growth and Poverty Reduction Strategy 2006-2009), has the following as its first two guiding principles:

i. To eliminate gender and other disparities in the education system; and

ii. To include disadvantaged children in mainstream schools whenever possible.

6

The Education Strategic Plan has also been designed in line with the 'Education for All' and 'Millennium Development Goals' that call for the rights of all children to go to school and for girls to have equal opportunities to obtain an education.

These are closely interrelated and put a great emphasis on increasing girls' access to quality basic education and to achieving gender parity in the country. In addition, information and education campaigns such as Send Your Girl-Child to School are being adopted to sensitize parents about the importance of girls' education and encourage them to invest in girls as they do in boys.

1.2 Statement of the Problem

There are a number of school going age girls who are not in school in the Birim Central Municipality in the Eastern Region of Ghana. It appears parents have negative attitude towards girl's education in spite of the campaigns to encourage girl-child education. It is with this background that the study seeks to investigate.

1.3 Purpose of the Study

The purpose of this study was to examine the attitudes of parents towards girl-child education in the Birim Central Municipality in the Eastern Region.

1.4 Objectives of the Study

The objectives of the study were to:

i. Examine the perceptions of parents towards the education of girls.

ii. Determine the status of girls' education in terms of their aspirations in the Birim Central Municipality

iii. Identify the parent's attitudes towards girls' education.

1.5 Research Questions

The study sought answers to the following research questions:

1. What is the perception of parents towards the education of girls?

2. What is the status of girls' education in terms of their aspirations?

3. What are the attitudes of parents towards girls' education?

1.6 Significance of the Study

It is hoped that the study would provide the Municipal Directorate of Education in general and the Girl-Child Education Division in particular, up-to-date information on parental attitude towards girl-child education in the study area. It will also bring to bear whether the parental attitude towards Girl-Child Education are influenced by the mores and norms of society.

Again, it will help create awareness for educators, educational administrators, parents, the government and the society to make policies that would enhance girl-child education. Finally, it will make people conscious of the need for equal opportunity in educating both the boy and the girl in order for each of them to contribute meaningfully to the development of their society.

1.7 Delimitations

This research study is limited to the Birim Central Municipality in the Eastern Region to examine the attitudes of the parents towards their girl children's education. Records from the Municipal Education office indicate that, a total enrolment for 2005/2006 academic year was 63,490.Out of this, 10,353 representing (16%) was for preschool, 34,897 (55%) for primary school and 6,778 (11%) for senior secondary schools. Out of the total enrolment figure, 50,222 constitute public and 1,193 for private schools.

With respect to male/female enrolment, out of the total enrolment about 53% of the school children enrolled is males and 47% for females.

1.8 Organisation of the Study

The study is divided into six chapters. Chapter One includes the background of the study, the purpose, the objectives and the research questions. It also includes the significance of the study, the delimitations of the study and the organisation of the study. Chapter Two deals with an overview of the existing literature. The chapter provides a review of related literature on the attitudes of parents towards girl-child education.

Chapter Three caters for the research methodology. It describes the research design and tools that were used for collecting data and analysis for the study. The chapter Five contains data analysis and presentation of findings. It also includes a discussion of the data collected from the participants of the study. The final chapter- Chapter Six takes a look at summary of the research findings, conclusions and recommendations of the research problem.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

A lot of empirical and theoretical works have been conducted in the area of girl-child education and its related aspects. The researcher seeks to examine related literature concerning girl-child education in Ghana in this chapter under the following sub-headings:

  i.   The concept of attitude

 ii.   Formation of attitude

 iii.   Societal ideologies / Beliefs on girls' education

 iv.   Historic overview of girls' education in Ghana

  v.   Prospects of girl-child education

2.1 The Concept of Attitude

Attitude is a favourable or unfavourable evaluative reaction toward something or someone, exhibited in ones beliefs, feelings, or intended behaviour (Myers, 2003: 36). It is a social orientation-an underlying inclination to respond to something favourably or unfavourably. There is general agreement that attitude represents a summary evaluation of a psychological object captured in such attribute dimensions as good-bad, harmful-beneficial, pleasant-unpleasant, and likable-dislikeable (Ajzen & Fishbein, 2000, Eagly & Chaiken, 1993; Petty et al. 1997).

Psychologists like Myers define attitude as a learned tendency to evaluate things in a certain way. This can include evaluations of people, issues, objects or events. Such evaluations are often positive or negative, but they can also be uncertain at times. Simply put, attitude can be described as an individual's response in a certain way

10

towards something or someone. For instance, if through the good behaviour of somebody, I am made to like the person, then my attitude towards that person would be positive and vice versa. According to Chaiken and Stanger (1987: 375-379) "an attitude is a disposition to respond favourably or unfavourably towards something, an event, place, idea or situation (often called an attitudinal object)''. Thus attitudes are thoughts and feelings that encourage us to act if we like or dislike something.

The idea that attitudes are dispositions to evaluate psychological objects would seem to imply that we hold one, and only one, attitude toward any given object or issue. Recent work, however, suggests that this may be too simplistic a conception. Thus, when attitudes change, the new attitude overrides but may not replace the old attitude (Wilson, Gallagher, & MacKenzie, 2000). According to this model of dual attitudes, people can simultaneously hold two different attitudes toward a given object in the same context, one attitude implicit or habitual, the other explicit. Motivation and capacity are assumed to be required to retrieve the explicit attitude in favour of the implicit evaluative response.

Tesser and Shaffer (1990:472-473) also give the definition of attitude as "an evaluative reaction stored in long term memory". We are generally able to say how favourably or unfavourably disposed we are towards things, how good or bad we think certain politicians are and so on. According to Eagly and Chaikan (1993), as cited in Feldman (1997), referred to attitude as learned preposition to respond in a favourable or unfavourable manner to a particular person, behaviour, belief or thing. They asserted that attitudes are not restricted to consumer products. We also develop attitudes toward specific individual and to more abstract issues holding vastly differing attitude toward people depending upon the nature of your interaction with

11

them. This may ring from highly positive as in the case of a lover and extremely negative with an enemy.

Alhassan (2000) also defined attitude as a series of personal beliefs or ideas which cause an individual to feel and act in certain ways. This feeling aspect indicates an emotional content probably greater than that in other kind of learning. He further talked about attitude as a positive or negative evaluation of people, objects, ideas or events. This implies that it is a mental or neutral state that is expressed overtly from a person's opposition to school regulations or support for educational policy.

Wortman and Laftus (1992:17) indicate that "an attitude is an association between some person, thing, idea or situation and evaluation of it". An attitude thus develops out of an individual's understanding and appreciation of situation and his emotional responds together with inner stimuli. The extent to which these inner stimuli encourage or inhibit behaviour towards a situation may be considered as one's attitude towards a situation. People may be unaware of attitudes that cause them to respond as they do toward a person, an object or particular situation. An attitude can be shown to compose one's disposition that is in cases where it seems to be relatively inactive. It would not be a surprise therefore that parent's reaction of girl-child education can be enhancing or inhibiting. Parents, by their opinion on girl-child education can influence positively or otherwise.

Eagly and Chaiken (1993: 1) defined an attitude as "a psychological tendency that is expressed by evaluating a particular entity with some degree of favour or disfavour."

The New Encyclopaedia Britannica (1990) has stated that the concept of attitude arises from attempts to account for observed regularities in the behaviour of

12

individual persons. The quality of one's attitude is judged from the observable, evaluative responses he tends to make. He might react to every one of the same ethnic background with expression of dislike, with derogatory comments or statements about their honesty or intelligence, or he may advocate repressive, exclusionary public policies against them-stereotyping. On evidence of such negative responses, the individual is said to have an unfavourable attitude toward that ethnic group.

Schneider (1988:179), states 'Attitudes are evaluative reactions to persons, objects, and events. This includes your beliefs and positive and negative feelings about the attitude object'. He also added that attitude can guide our experiences and decide the effects of experience on our behaviours. Moreover, Vaughan and Hogg (1995) defined attitude as, 'A relatively enduring organization of beliefs, feelings and behavioural tendencies towards socially significant objects, groups, events or symbols or A general feeling or evaluation (positive or negative) about some person, object or issue.' From this definition we could see that, attitudes are only relevant to socially significant objects.

According to Solomon, Bamossy, Askegaard, and Hogg, (2010), an attitude is a lasting, general evaluation of people, objects, advertisements or issues. Anything towards which one has an attitude is called an attitude object. According to Fazio and Olson as cited in Hogg and Cooper, (2007), attitudes are formed through three processes: affect, cognition and behaviour. This concept is a departure from earlier authors' views of attitude formation. For instance, the tripartite (three-component) model of attitudes posited that each attitude included a component from each realm (affect, cognition, and behaviour).

Allport (1935) defined an attitude as a mental or neural state of readiness, organized through experience, exerting a directive or dynamic influence on the individual's response to all objects and situations to which it is related. A simpler definition of attitude is a mind-set or a tendency to act in a particular way due to both an individual's experience and temperament.

Allport (1935) again, provided a useful and enduring definition of attitude:

Attitude is a learned, stable and relatively enduring evaluation of a person, object or idea that can affect an individual's behaviour.

This definition is useful because it includes the different dimensions of an attitude:

i.   An attitude is learned. We are not born with attitudes. Instead, we acquire our attitudes through experience in our daily lives.

ii. An attitude is stable and relatively enduring. Stronger attitudes are most resistant to change and longer-lasting. An attitude is an evaluation of a person, object or idea. We tend to judge these either positively or negatively. An attitude can influence an individual's behaviour. Stronger attitudes are most likely to influence an individual's behaviour. Our attitudes may drive us to behave in particular ways when we vote, buy goods, make friends, choose subjects and make decisions in general. Besides that, Baron and Byrne (1987) also gave a similar definition of attitude which is, 'Attitudes is lasting, general evaluations of people (including oneself), objects, or issues. Attitude is lasting because it persists across time. A momentary feeling does not count as an attitude.' According to them attitudes are lasting since it remains across time. This is similar to a statement made by Vaughan and Hogg (1995), 'Attitudes are relatively permanent- persist across times and situations. A momentary

14

feeling in one place is not an attitude.' Therefore, if you encountered a brief feeling about something, it does not count as an attitude.

In brief, it could be said that, attitude is a positive or negative evaluations or feelings that people have towards other people, objects, issues or events. Attitudes include the general way people feel towards socially significant objects and most attitudes are lasting. For example, if you were once bitten by a cat and you dislike the feeling at that moment, that emotional response is regarded as just a feeling. However, if your experience of getting bitten by a cat made you hate all cats, then your hatred for cats is considered an attitude that you have towards cats.

Again, Agyeman (1988) is of the view that an individual's attitude towards something is his predisposition to perform, perceive, think and feel in relation to that thing. Thus how an individual relates or responds to a situation defines the individual's attitude towards the situation. For him, attitude is individualized and is derived from a person's own experience and exposure.
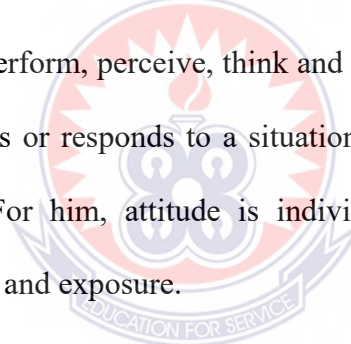
2.2 Formation of Attitude

Attitudes form directly as a result of experience. They may emerge due to direct personal experience, or they may result from observation. Social roles and social norms can have a strong influence on attitudes. Social roles relate to how people are expected to behave in a particular role or context. Social norms involve society's rules for what behaviours are considered appropriate. Attitudes can be learned in variety of ways.

Allen and Janiszewski (1989) is of the view that advertisers of food and other products take advantage of classical conditioning by pairing them with stimuli that are

15

already desirable. Social learning theory, observes that many of attitudes are learned through observing others, particularly parents, peers and characters on television show being published or reinforced for expressing particular behaviour. Kaneker (1976) asserts that, a child repeatedly observes the parents responding positively to the older sister for expressing certain political or religious attitudes. Because the individual would like to receive the same positive responses from her parents, she might adopt similar attitudes.

Alhassan (2000) has indicated that there are many influences on the formation of attitudes. He stated that the major ones are social influence, cognitive influence and behavioural influence. According to him, social influence is also referred to as the influence of other people. The individual's early attitudes are influenced by his or her parents and peers. Both agents influence attitude through processes, which is providing information, reinforcement and identification. Many of our earlier likes and dislikes are influenced by our parents or guardians through the provision of information about people, objects, ideas, policies and events in the world.

Fazio (1990: 81) noted that an attitude is viewed as an association in memory between a given object and one's evaluation of that object. This definition implies that the strength of an attitude, like any construct based on associative learning, can vary. That is, the strength of the association between the object and the evaluation can vary. It is this associative strength that is postulated to determine the chronic accessibility of the attitude and, hence, the likelihood that the attitude will be activated automatically when the individual encounters the attitude object. An attitude consists of three parts: affect, behaviour and cognition. Affect refers to the way a consumer feels about an attitude object. Behaviour involves the person's aims to do something related to an

16

attitude object. Cognition refers to a consumer's belief holding towards an attitude object.

Affect refers to emotion. Therefore, an attitude formed through affect has a strong emotional component. Processes involved in affective attitude formation are mere exposure, classical conditioning, operant (instrumental) conditioning (Hogg & Cooper, 2007, Fiske, 2010, Crisp & Turner, 2010), modelling and observational learning (Fiske, 2010).

In 1968 Zajonc discovered the phenomenon of mere exposure, which is the idea that "sheer frequency of encountering an initially neutral or positive stimulus, enhances evaluations of it" (Fiske, 2010,: 239). For instance, my husband and I pass several decorative lamps in our complex each evening during our walk. According to the mere exposure effect, if my husband and I were provided a selection of lamps to review it is likely we would demonstrate a preference for a similar style of decorative lamp.

Another method of developing an affective attitude is instrumental (operant) conditioning, which is the well-known psychological theory of rewards and punishment (Hogg & Cooper, 2007, Fiske, 2010, Crisp & Turner, 2010). Specifically, a neutral stimulus occurs and by happenstance (environment), it is rewarded. This accidental pairing becomes unconsciously associated with the reward. Thusly, an individual would develop a positive attitude towards the original neutral stimulus. On the opposite end of the spectrum, an inadvertent pairing of a neutral stimulus with a punishment can also result in an instrumental association, resulting in a negative attitude towards the original stimulus.

17

Social learning theory provides insight into two similar processes of conditioning that result in affective attitude formation. Specifically, the process of modelling is similar to classical conditioning, and observational learning is similar to instrumental conditioning (Fiske, 2010). The difference between the two types of models is the unit of action. In classical and instrumental conditioning, it the person's actions that result in conditioned responses. In the social learning models, conditioning is the result of observed or modelled behaviour of others. For instance, a younger sibling observes the behaviour of an older sibling that results in rewards and punishments, thereby influencing (conditioning) their own behaviour. The sibling learns what to do to achieve rewards versus what not to do to avoid punishment.

According to Hogg and Cooper (2007), Cognitive theories of attitude formation trend toward more reasoned, informational approaches to forming an attitude. For instance, a person receives information, evaluates the information, and then decides their position. More specifically, "an attitude is formed on the basis of cognitions when one comes to believe either the attitude object possesses desirable or undesirable attributes, or that the attitude object will bring about desired or undesired outcomes".

Fishbein and Ajzen's 1975 Expectancy-Value Model posits a formulaic theory wherein "an overall attitude toward the object is reached by taking the sum of the expected values of all the attributes an attitude object is thought to have" (Hogg & Cooper, 2007:125). As an example, my positive or negative attitude towards a person, place or thing is based on the sum of that person, place, or thing's attributes. Therefore, my attitude towards owning a dog is determined by the sum of my evaluation of all of the possible attributes related to owning a dog – positives and negatives regarding breed, colour, expense, habits, social norms, housing, travel,

18

supplies, food, veterinarians, size, barking, and or allergies. If, after evaluating all of the positives and negatives the determination adds up favourably, then my attitude towards owning a dog is favourable.

Application of Bem's (1972) Self-Perception Theory to attitude formation suggests that in situations where an individual's attitude is unclear, the individual will reflect on their behaviour for answers (Fiske, 2010, Crisp & Turner, 2010). Through attribution of their behaviour to internal or external causes, an individual may surmise their attitude toward the object (person, place or thing) in question. For example, if asked what colour clothing I prefer I could go to my closet and examine the predominant colour of my clothing. Since I purchased the clothing personally I would attribute my clothing choices, including colour, to an internal attribution (my preference). Although, there could be an argument for time of year, store selection and brand availability yielding a more external attribution, for the sake of argument, I will attribute the colours purchased to my free choice (internal attribution). Therefore, if my wardrobe is predominantly orange, I must have a positive attitude or preference for orange. Similarly, if I discover I own 15 pairs of almost identical black sandals, it is a safe assumption I like black sandals.

2.3 Societal Ideologies / Beliefs on Girls' Education

In reviewing researches on girls' education in Ghana, Boakye (1997), stated that the most fundamental factor affecting girls' education in Ghana is the rather low parental or community attitude towards educating girls. The literature shows that while the low attitude may be a factor on its own, it may itself be the product of other factors which may be social, economic, cultural and religious. Literature on parental attitude towards girls' education shows that most of the causes of non-enrolment, low

enrolment, high dropout rates and low achievement among girls in schools are socio-economic and cultural and underneath is gender roles.

Culturally, many parents (both matrilineal and patrilineal) have a gender preference for the boy-child than for the girl child. They believe that the economic returns on the boy-child are higher since he will grow up to look after them in their old age, whereas the girl-child will eventually get married and belong to the husband's family. Consequently, the boy-child is sent to school while the girl-child is made to stay at home and learn skills like housecraft or cooking; skills she will need to support her husband when she eventually becomes a housewife. Even where such parents have gainful employment and income and can support all their children in school, they are very often apathetic in sending their daughters to school (Boakye. 1997, CAMFED, 1996, Agyeman-Mensah, 1994, FAWE, Odaga & Heneveld, 1995).

According to Boakye (1997), there is the traditional view that money invested in girls is money wasted. This traditional view about investment in girls' education is a reflection of the cultural view that women belong to their husbands or a son belongs to his parents and a daughter belongs to her potential husband. What this implies is that when a woman gets married she belongs to her husband, therefore if her parents had invested in her education it is the husband who might benefit from it and not the parents in the vent of her being gainfully employed.

Socio-cultural beliefs define gender roles for males and females. These make females responsible for childbearing and caring and home keeping as well. Males are supposed to work and take care of the wife and children financially. Males are also supposed to care for their parents in their old age. This does not encourage parents to send their girls to school. Hence from early ages in life, girls are taught and trained in how to take care of babies and the home (Agyeman-Mensah, 1994). As a result of

20

sociocultural influence when the family's income reduces or is inadequate, it is the girl-child who is used to make extra income to supplement in order to take care of the boys. If any member of the extended family needs help in the home, it is the girl who is released by parents for such chores because she already has the skills.

Boakye Donkor (1997), documented that cultural values which cause females to be seen as important primarily for procreation has a part to play in how society in general views girls' education. This is ingrained in the minds of girls and causes them to fulfil the expectations of society by aspiring towards what society expects them. She continued that studies have found that girls worry about their capacity to fulfil their roles as women and as mothers. They worry about whether or not they will be able to have children if they prolong their schooling beyond a certain point. Societal preference is for early childbearing and this affects the education of girls. For the Ghanaian society in general, it seems that teenage child-bearing is not a problem as long as the father is identifiable. It becomes even more acceptable if the father is a man of 'means'.

Boakye-Donkor (1997), posits that other cultural practices like "Dipo" among the Krobos indirectly encourage the female adolescent to enter into early marriage since these cultural practices in a way are viewed as a "gate way" to maturity and marriage.

Adu (1999) submits that arranged marriages are a feature of traditional African societies. She declared that in some societies, an older man may indicate to the parent of a young girl that either he himself would like to marry the girl when she comes of age or ask her hand in marriage for his son. In some cases, the young girl may be given to the prospective mother in-law to bring her up, so that she would grow up knowing how things are done in her future husband's home. When the young girl

reaches the puberty age, the man decides when she should start married life. It is interesting to note that if the girl is in school, she may be withdrawn when the prospective husband decides that she is ready for marriage. Such girls very often do not complete formal education. The reasons may be to ensure that such girls do not become too sophisticated and also to prevent them from thinking of falling in love with someone else.

According to Anamuah-Mensah (2000) people have a negative notion that, the higher education of female university graduates makes them arrogant, sophisticated and discontent and even sometimes immoral and therefore "unmarriageable". Higher education is also believed to make it difficult for girls to find husbands, to be good wives and to be good cooks. This implies that people think the higher education of the girl child turns her into a 'less human being who is not fit to be married into homes.

In the view of Agyeman-Mensah (1994) parents, who are themselves illiterates and especially illiterate females, tend to see little value in education, especially for their girls. It is these same parents who are often without the economic means to cater for even the basic educational needs of their children such as uniforms, sandals or transportation. They also tend to be the same parents who require the services of their girl children to help raise money for the family's needs. Children of such parents are likely to have poor school attendance which consequently results in drop-out. When the drop-out rate is high the nation loses all the benefits associated with education and literate people.

2.4 Historic overview of girls' education in Ghana

A western form of education was introduced into this country in the sixteenth century to serve the primary needs of evangelism. According to McWilliam and Kwanena-Poh (1975) and Abosi and Brookman-Amissah (1992), this kind of education was provided in the castles and forts under the tutelage of chaplains attached to the castles with financial assistance from the European merchant companies in the country for nearly a century. For instance, the Portuguese opened a school in the Elimina castle early in the sixteenth century and the English also founded a school in the Cape Coast Castle in 1694. Sons of local European merchants provided the bulk of the enrolment.

The Basel Mission in 1847 opened the first girl's school at Akuapim Mampong but not without resistance from the society. This is because, parents were going to lose the numerous services provided by their girls at home. This made them to oppose initially but gave up when the parents failed to get the girls out of school. The Phelps-Strokes Commission, set up by Guggisberg in 1920 which looked at Ghana's education, recommended the need to promote girl's education. Based on this, many girls' schools started in the Eastern and Ashanti Regions, notably among them are Kumasi Girls and Yaa Asantewaa Girls schools, but of course, not without challenges. After this move, a lot of schools have been established to promote girl-child education.

2.5 Prospects of Girl-Child Education

Statistics from World Bank (2000) show that girls' education is important because it forms inter-linkages between gender inequalities, economic growth and poverty eradication. The benefits for girls' education go beyond higher productivity for 50

23

percent because evidence across countries suggests that countries with bigger gender equality are more likely to have higher economic growth.

In the words of Annan (2002, pg.15), the former General Secretary of the United Nations

"No strategy is better than one that involves women as central players. It has immediate benefits for nutrition, health and savings and reinvestments at family, community and ultimately, country level. Educating the girl-child is a social development policy that works and a long term investment that yields an exceptionally high return".

Thus, the progress of the family and for that matter, the country depends largely on the role the mother plays since she is in the centre of affairs. There is therefore, the need for her to be adequately knowledgeable through education to play these roles.

Girl-child education will also equip tomorrow's woman with the needed skills in her role in political, cultural and social endeavours to enhance development. In the view of Ellen Muthopeny (1981:11) a woman should decide. This is what she says, "my emphasis is about women in these instances. Women are, and must also be the subject and object of any development in the sense that they themselves must participate and determine what should be done to achieve development. Women are the object of this progress in that they are its beneficiaries". On development, she says "its aim is to liberate an individual in the content or the exercise of political and civil right in the society, and as a person to whom the doors of enforcement and learning have been opened. It also provides one with tools that would enable oneself to intervene in society in the field of ideas and in the decision making process". Educated women contribute more directly to a nation's economic productivity as they are more likely to enter the formal labour market, earn higher wages (UNESCO, 2000).

According to UNICEF Ghana (2011) educated young women have smaller families and healthier children. They are less likely to marry young or die in childbirth, more likely to send their children to school, and better able to protect themselves and their children from malnutrition, HIV/AIDS, trafficking, and sexual exploitation.

When girls are allowed to go to school, they have a significant impact on their family and community. According to CAMFED, (1996) when you educate a girl she will earn up to 25 per cent more and reinvest 90 per cent of her income in her family. This reinvestment in her family means her children will be more likely to go to school and be immunized, leading to healthier, more productive individuals and communities. The spreading of prosperity and influence is called the ripple effect. A girl's education is about more than just the individual; it is about the future of her family and her community.

Available evidence, again indicates' that women's education plays an important role in child care, especially in relation to infant mortality levels. School participation improves health and lowers fertility mainly through strengthening the effects of other factors associated with schooling. High rates of school participation and relatively high levels of educational attainment (full primary and lower secondary schooling) area associated with reductions in fertility and infant mortality and with increases in life expectancy (Comparative Education Review, 2012: 63-64).

Also according to a 1994 World Bank publication titled "Better Health in Africa", household surveys in Ghana, Nigeria and Sudan show that the single most important influence on child survival is the level of a mother's education. Again, it reports that data for thirteen African countries between 1975 and 1985 show that a 10% increase in female literacy rates reduced child mortality by 10%, whereas changes in male

literacy had little influence on child mortality. The effect of a mother having attained secondary-level education may contribute to lowering the infant mortality in a given family by as much as 50%.

Women with more education marry and start having children later, make better use of information that will improve personal hygiene and the health of their children. Women's literacy enables a better use of family planning and results in a fall in birth rates. The Multiple Indicator Cluster Survey (MICS) conducted in 2014 by the Ghana Statistical Service with support from the UN System, found that child marriage decreased sharply with education. For example, Ghanaian women with little or no education are more likely (42%) to get married before age 18 compared to those with secondary or higher education (5%).

According to Ballara (1992), in a study carried out by the Demographic Health Survey (DHS) in 1990 in twenty-eight countries in Africa, Latin America and the Caribbean, Asia and the Arab States, the tendency for smaller families increased with the educational level of women. Thus, education helps slow down population growth as reported in the Education for All, 2000, UNESCO. According to this publication, education, especially if it is accompanied by other measures to reduce poverty, is the most powerful single factor in moderating population growth. Educated women tend to have fewer (and healthier) babies. A 2000 study in Brazil found that literate women had an average of 2.5 children while illiterate women had an average of six children, according to UNESCO.

The report further stressed that basic education especially for women, tends to raise the age of marriage and thereby postpone child bearing, decreases the desired family size and boost family planning efforts. The State of the World Population (1990)

26

confirmed that the results of studies carried out in forty-six countries indicated that a 1% increase in women's literacy rate is three times more effective in reducing infant mortality than a 1% increase in the number of doctors.

Ballara (1992) reports that a study carried out in 1990 in eight developing countries indicated that an increase of 70% in girls' enrolment in primary schools, together with comparable growth in secondary education, would after twenty years result in a decrease in the infant mortality rate of 40 per 1,000 live births. Primary and Secondary education for women would contribute to a continuation of this decrease, over and above other relevant development inputs such as increased per capita income, level of urbanisation, medical facilities and male enrolment. Also, as women's level of education rises, the number of malnourished children declines. The 1990 Demographic Health Survey of Guatemala, where only 65% of the women have some level of education, found that the percentage of stunted infants aged three to thirty-five months is relatively more than that of Tobago, where women have higher level of education.

An educated girl has better opportunities (UNICEF 2013). She is more likely to get a job and earn a higher wage, and her nation's economy is likely to benefit as a result. An extra year of primary school boosts girls' eventual wages by 10 to 20 per cent and an extra year of secondary school by 15 to 25 per cent. One percentage point increase in female education raises the average level of GDP by 0.3 percentage points.

2.6 Conceptual Framework on Attitude

Attitude and Behaviour

An attitude is "a relatively enduring organization of beliefs, feelings, and behavioural tendencies towards socially significant objects, groups, events or symbols" (Hogg & Vaughan, 2005: 150). Attitude is the feeling or mental disposition of an individual which influences the human behaviour. Attitude is a vital ingredient for the success or failure of children in their optimum development. Attitudes structure can be described in terms of three components.

i.   Affective component: this involves a person's feelings and emotions about the attitude object. For example: "I am scared of spiders".

ii. Behavioural (or conative) component: the way the attitude we have influences how we act or behave. For example: "I will avoid spiders and scream if I see one".

iii. Cognitive component: this involves a person's belief / knowledge about an attitude object. For example: "I believe spiders are dangerous".

28

The Tri-component Attitude Model: ABC Model

(Rosenberg & Hovland, 1960)
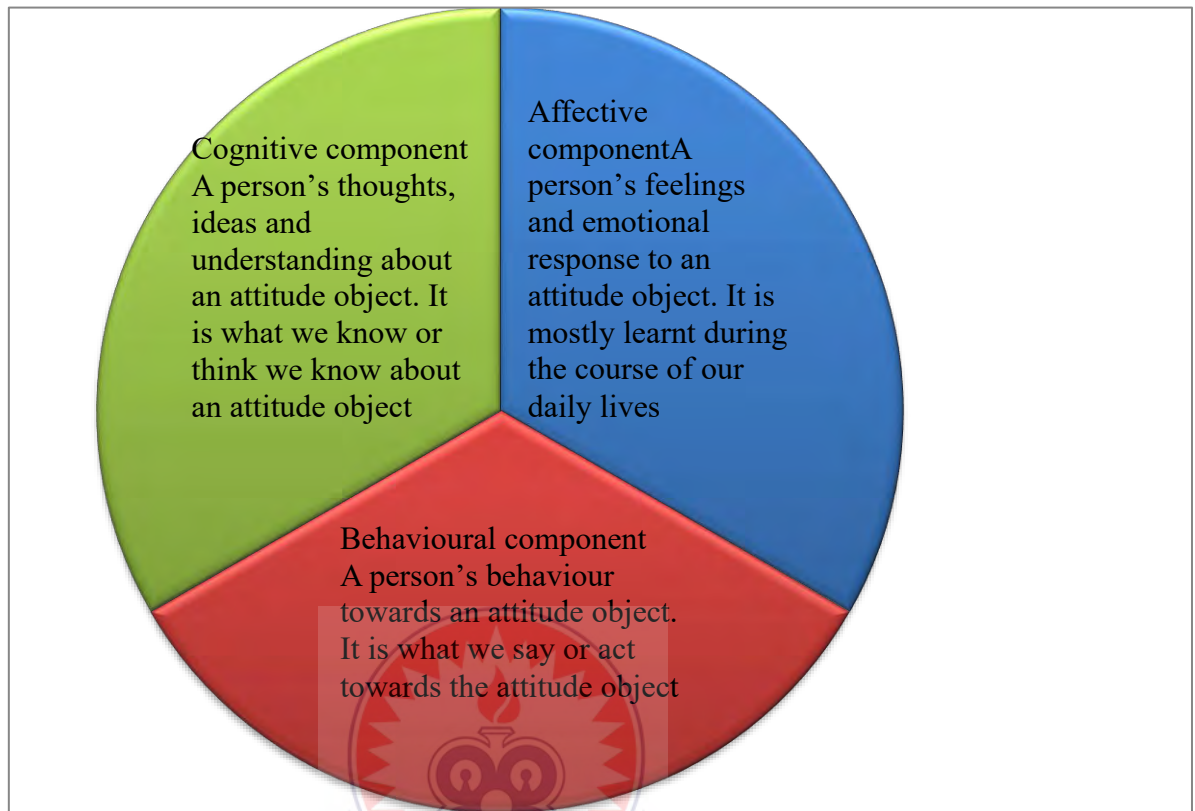
This model is known as the ABC model of attitudes. The three components are usually linked. However, there is evidence that the cognitive and affective components of behaviour do not always match with behaviour. This is shown in a study by La Piere (1934), Rosenberg and Hovland (1960). The attitude of parents can have a profound effect on the social and educational integration of children. It makes a great difference to these children whether the attitude and actions of parents reflect considerations for their real needs or are merely prompted by pity or monetary limitations. It is a determinant of behaviour. Our behaviour depends upon our attitude, which is holding positive and negative belief regarding any concept. Behaviour is formed by attitude. All these three components affect the parental attitude towards

29

their children's education. If all the three components are positive then the individual's action, belief and feeling towards education should be positive. The belief component of attitude affects the action component. If a person perceives something favourable then his or her action must be favourable. In this situation if the parent's belief towards education is favourable then it affects their action component, and it must be positive and favourable.

From the above discussion, it is evident that the parents' positive attitude towards child's education is important in determining school attendance and academic achievement of the child. Favourable attitude towards schooling and education enhances parental involvement in children's present and future studies. However, the present study aims to examine whether parents in the Birim Central Municipality exhibit a positive and favourable attitude or a negative and unfavourable attitude towards their girl-child's education as a result of increasing awareness of values of women education through Government endeavours and other International Organizations.
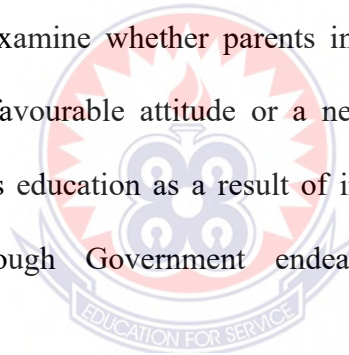
CHAPTER THREE

METHODOLOGY

3.0 Introduction

The study aims at investigating into parental attitudes towards girl-child education. In this chapter, the methodology that was adopted for the study has been dealt with under the following sub-headings:

  i.   Research Design

  ii.   Population of the study

  iii. Sample and Sampling techniques

  iv.   Instrument(s) for Data Collection

  v.   Data Analysis

  vi.   Ethical Issues

3.1 Research Design

The researcher used the descriptive survey design. A survey design according to Creswell (2009) provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population. From sample results, the researcher generalises or makes claims about the population. A "survey" can be anything from a short paper-and-pencil feedback form to an intensive one-on-one in-depth interview, (Wikipedia). The survey is a research technique in which data are gathered by asking questions from respondents (Trochim, 2006).

The purpose of the descriptive survey design is to present an accurate profile of persons, events or situations. In a descriptive research, it is expected that the researcher has a clear picture of the phenomena on which he or she wishes to research before he or she proceeds to do so (Saunders, Lewis &Thronhill, 2003). In a

descriptive research, the researcher, essentially, observes and reports the way things are. It involves the collection of data with the aim of testing hypotheses or research questions regarding the current status of an event or a situation (Gay, 1992). This research design was chosen because in the view of the researcher, it will best help to examine the current state of the attitudes of both parents and girls towards the education of the girl-child in the study area. The descriptive design enabled the researcher to ask questions and document the attitudes of parents and girls towards the education of the girl-child in the Birim Central Municipality of the Eastern Region of Ghana.

3.2 Population for the Study

The population for the study involved all parents who have their daughters in Senior High Schools and girls in Senior High Schools within the Birim Central Municipality. Thus, about one thousand, three hundred parents and   eight hundred student girls were the population for the study.
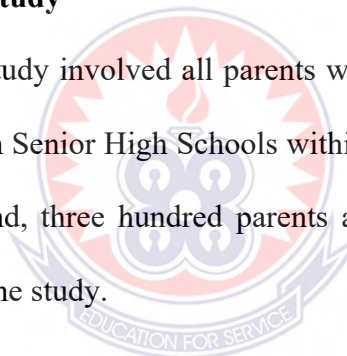
3.3 Sample and Sampling Techniques

The researcher used the purposive sampling technique to carry out the study. A total of one hundred and twenty (120) parents and twenty (20) girls were chosen through the purposive sampling technique for the study. This yielded a total sample of one-hundred and forty (140) respondents. Thus, the municipal was put into three zones, namely, Akroso- Asuboa zone, Asene- Manso zone and Oda zone. The researcher selected forty parents and seven girls from Akroso- Asuboa zone, thirty parents and five girls from Asene- Manso zone and fifty parents and eight girls from Oda zone for the study. The purposive sampling technique was used because it was not possible to use the simple random sampling and other sampling techniques to select the

respondents. The main focus of the study was about parents who have daughters in senior high schools. With this the researcher needed to search and deliberately hand-pick parents who fell within such a criterion. This was what necessitated the use of the purposive sampling technique. Kumekpor (2002) explains that purposive sampling has to do with the deliberate picking of respondents who satisfy some qualities for a given research. In the situation where the qualities that the researcher requires are not randomly distributed in the universe, the purposive sampling technique became the best option for the selection of respondents.

3.4 Instrument(s) for Data Collection

The researcher used questionnaire and interview guides as the instrument for gathering the data for the study. Questionnaire and Interview are more appropriate in soliciting for information about the attitudes, beliefs and perceptions of respondents. With this, the researcher used questionnaire for parents and face-to-face interview for girls in collecting the data. The questionnaire was read out for parents who could not read or write. In these cases, questions were read in the Akan language (Twi) that the respondents understand. The questions were read out in the right order as they appeared on the questionnaire and no attempt was made to reframe questions for illiterate parents.

These instruments helped the researcher to gain more information about the attitudes of parents towards girl-child education. The questionnaire and the interview guides were structured in such a way that respondents had to answer both open-ended and closed-ended questions. The purpose of the open-ended questions was to determine the rationale behind the choice of a particular option in the closed-ended section. The interview guide helped the researcher to reframe or re-ask the question when the

33

respondent did not understand the question asked previously. It also gave the researcher the opportunity to probe and also gather information from non-verbal responses which included the tone of voice of the respondent, the facial expressions and other gestures that was very helpful in having a comprehensive data.

3.5 Ethical Issues

Ethical issues are of utmost importance in research, since research has the potential of causing psychological or emotional harm to research participants. The researcher was mindful of these concerns and so she did all she could to ensure that the respondents were not abused in any way. The researcher was able to do this by explaining the entire process of the research to respondents to enable them to decide on whether or not to participate. The researcher also explain to respondents that whatever information they gave would not be disclosed to a third party and that their names would not be associated with any information that they would provide. In other words, respondents were assured of utmost confidentiality and anonymity. There was no attempt to deceive respondents to receive any information. In the interviews with the girls in the Senior High School pseudonyms were used instead of real names. Even these names were not used in the analysis of the qualitative data. These pseudonyms were asked in order to establish a good rapport with the students to enable them to relax and provide the researcher with the right information.

3.6 Data Analysis

The interview data were thoroughly read, coded under themes and analysed according to the broad themes that were identified. The data from the questionnaire were edited to check for obvious wrongful entries and data were coded and which enabled the researcher to generate outputs in the form of frequencies. Some of these frequencies were transformed into various charts and tables. The charts were generated with the help of the Microsoft Excel 2013 while the tables were manually done by the researcher. These charts and tables give any reader of the study an idea of the findings at a glance. The data from the Senior High School girls were thoroughly read and the recurrent themes were identified. These themes became the foundation on which the qualitative analysis was done. Some of the views of the girls from the Senior High School were quoted verbatim to bring out how the respondents felt about the issue.
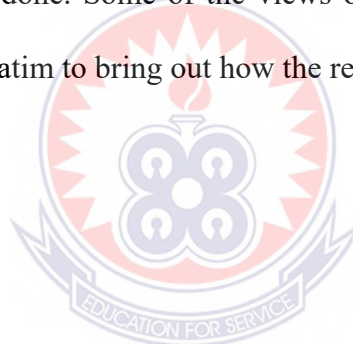
CHAPTER FOUR

PRESENTATION OF FINDINGS

4.0 Introduction

In this chapter, the findings from the analysis of data on attitudes of parents towards girl-child education in the Birim Central Municipality in the Eastern Region are presented. Data were presented mainly through the use of percentages, tables and charts. The presentation begins with the socio-demographic characteristics of respondents and proceeds to the specific themes, which help to gauge attitudes of respondents towards girl-child education in the study area. The second part of the analysis focused on girls in some selected Senior High Schools in the study area. The inclusion of the girls was to enable the researcher to primarily contextualize the findings from the parents.

4.1 Socio-Demographic Characteristics of Respondents

Gender of Respondents

The analysis of data on the gender of respondents showed that, out of the 120 parents sampled, female were 72 which represents 60 percent of the respondents and constituted the dominant group as against 40 percent males. The figure 1 shows the proportion of the parents who are males and those who are females.
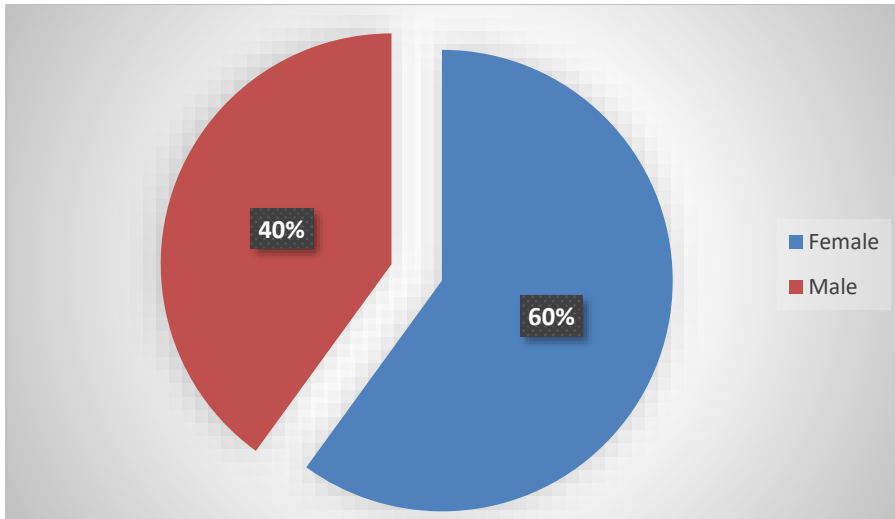
Source: Fieldwork, 2015

Figure 1: Gender of Parents

Age of Parents

The ages of parents were between the 21 to 25 age bracket to the 40 and above age bracket. Parents who were within the age bracket of 21 to 25, numbered 24 and represented exactly 20 percent of the parents sampled. Exactly 10 percent of the parents were within the age bracket of 26 to 30; the number of parent who fell within the age bracket of 31 to 35 represents 30 percent of the total number of parents sampled. Finally, 48 parents, representing40 percent, fell within the age bracket of 40 years and above. From the analysis above, it is quite clear that the highest number of parents were within the age cohort 40 and above. This was closely followed by age cohort 31 to 35.

Table 1 depicts the age distribution of parents who were selected for the study.

Table 1: Age Distribution of Parents

Age (years)	Frequency	Percentage (%)
21- 25	24	20
26-30	12	10
31-35	36	30
40+	48	40
Total	**120**	**100**

Source: Fieldwork, 2015.

Educational Background of Parents

Analysis of respondents' educational background revealed that, 90 representing 72percent of the parent respondents, who constitute the majority of respondents did not have the benefit of formal education and they confirmed that they could neither read nor write. This was followed by 15 parents representing 12. 5 percent who indicated they were educated up to the basic level while 11 parents representing 9.2 percent of the respondent revealed that they terminated their education at the secondary level. Only 4 respondents, representing 3.3 percent of the total number of respondents were educated at the tertiary level. These data show that only 28 percent of the entire respondents sampled for the study had formal education. The table 2 shows the educational background of parents

Table 2: The educational background of parents

Level of education	Frequency	Percentage
Non-Literate	90	72
Basic Education	15	12.5
Secondary Education	11	9.2
Tertiary Education	4	3.3
Total	**120**	**100**

Source: *Fieldwork, 2015*

Marital Status of Parents

The analysis of data on the marital status of respondents revealed that, out of the 120 respondents sampled for the study, 80 percent were married while 20 percent were single. These data show that the majority of the respondents might have the support of their spouse to help in the upkeep of their children. The 20 percent who constitute the minority were single parent, who are likely to bear the brunt of child-rearing single-handedly. The figure 2 gives a pictorial representation of the proportion of respondents who are married and those who are single.
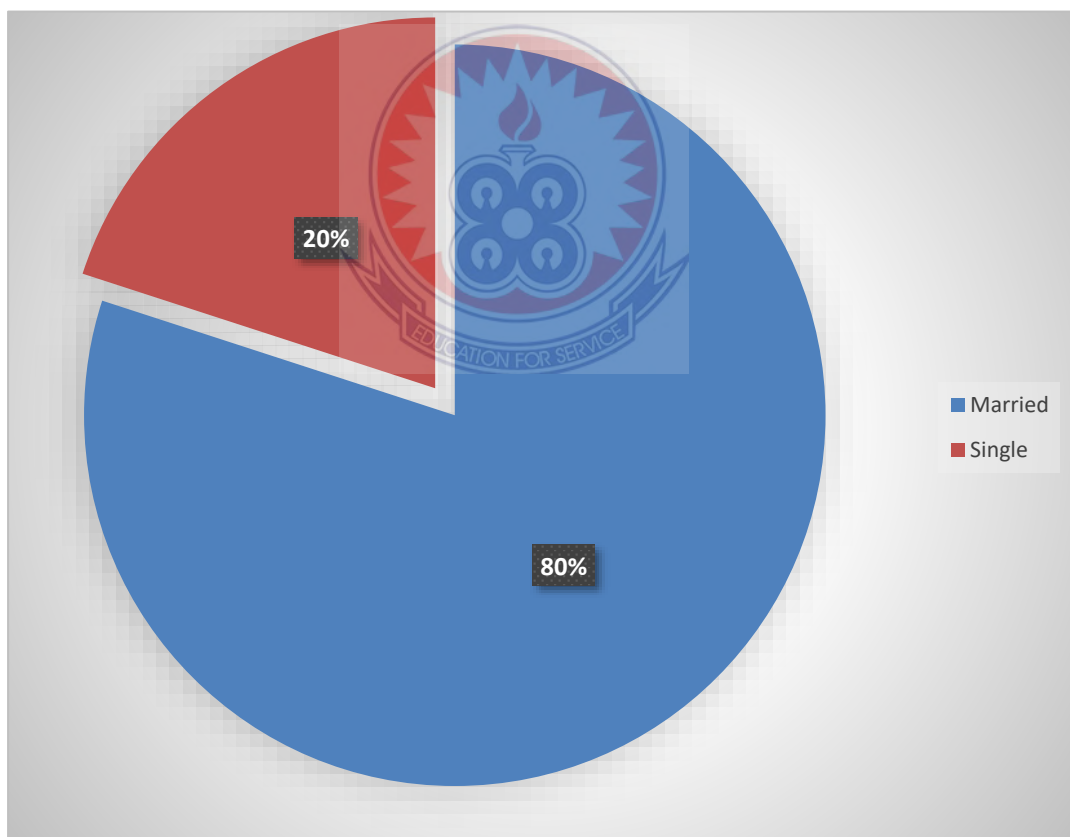
Source: *Fieldwork, 2015*

Figure 2: Marital Status of Parents

Occupation of Parents

The analyses of respondents' occupation show that they were involved mainly in farming, trading, teaching and nursing. The majority of the respondents, about 59 representing approximately 71 percent (70.8 %) were involved in farming as their main occupation, whereas the least number of respondents, which is almost 6 percent (5.8%), cited nursing as their occupation. Nearly 17 percent of the respondents were involved in trading as their main occupation. Eight (8) respondents, who represented almost 10percent (9.6 %) of the total sample, indicated that teaching was their occupation. The fact that almost 71 percent of the respondents were into farming is symptomatic of almost all districts in Ghana which are predominantly rural in nature. It is an established fact that agriculture is the mainstay of most rural communities in Ghana. In most cases, trading, especially petty trading comes second to agriculture as the source of livelihood in most rural communities in Ghana. The figure below presents the distribution of respondents' occupation.
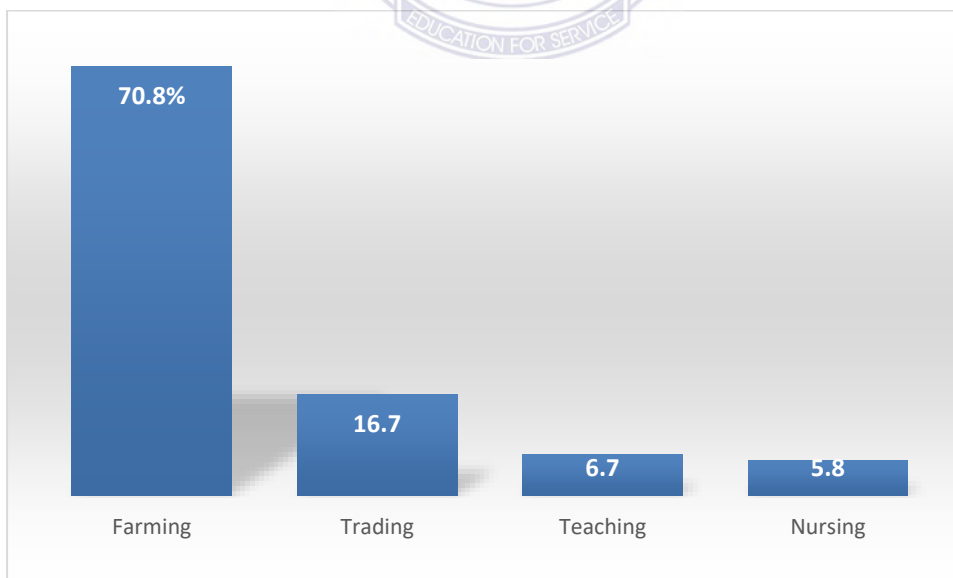
Source: *Fieldwork, 2015*

Figure 3: *Occupation of parents*

Religious Affiliations of Parents

Data on the religious affiliation of respondents revealed that 108 respondents, representing 90 percent professed Christianity as their religion while 12 respondents, representing only 10 percent indicated that they belonged to the Islamic religion. This finding confirms the 2010 population and housing census which showed that the majority of Ghanaians (about 72%) are Christians. This number is for the entire country, however, the percentage of Christians in Ghana in the southern part of the country has been observed to be greater than the figure for the entire country. Figure 4 below shows the proportion of respondents' religious affiliations
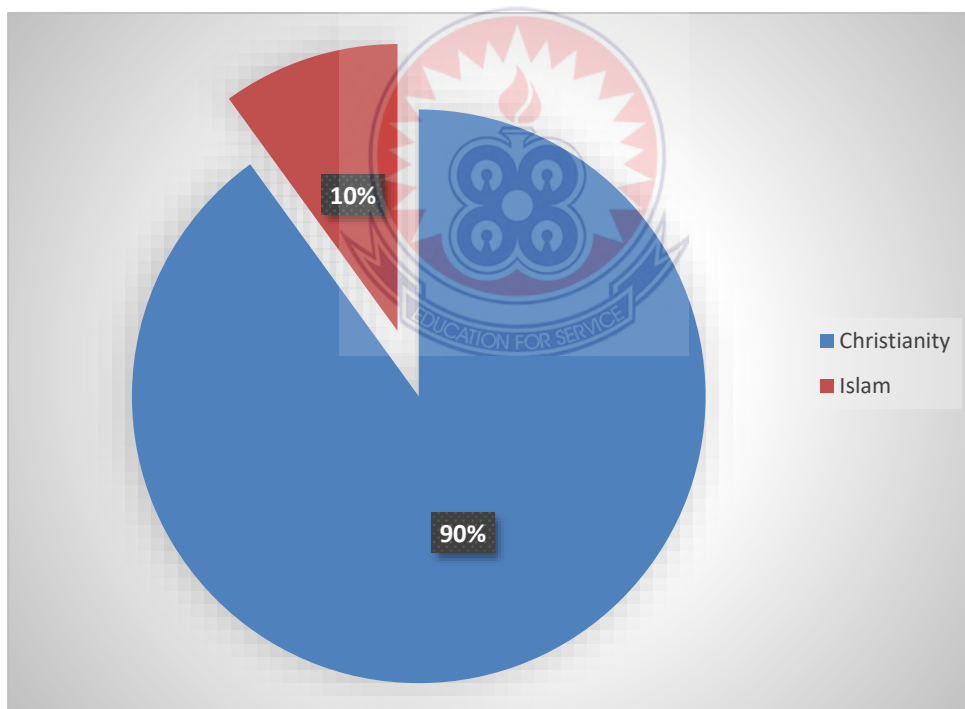
Source: *Fieldwork, 2015*

Figure 4: Religious Affiliation of Parents

41

Number of Children of Respondents

With regard to the number of children of respondents, it was found that exactly 50 percent of the respondents had about 4 to 6 children. Exactly 40 percent of the respondents had about 1 to 3 children. Twelve respondents, representing 10 percent of the total parent respondents sampled for this study had children whose number ranged from 6 to 9. These data show that most of the parents still prefer large size families to smaller ones. Figure 5 shows the number of children of respondents sampled for the study.
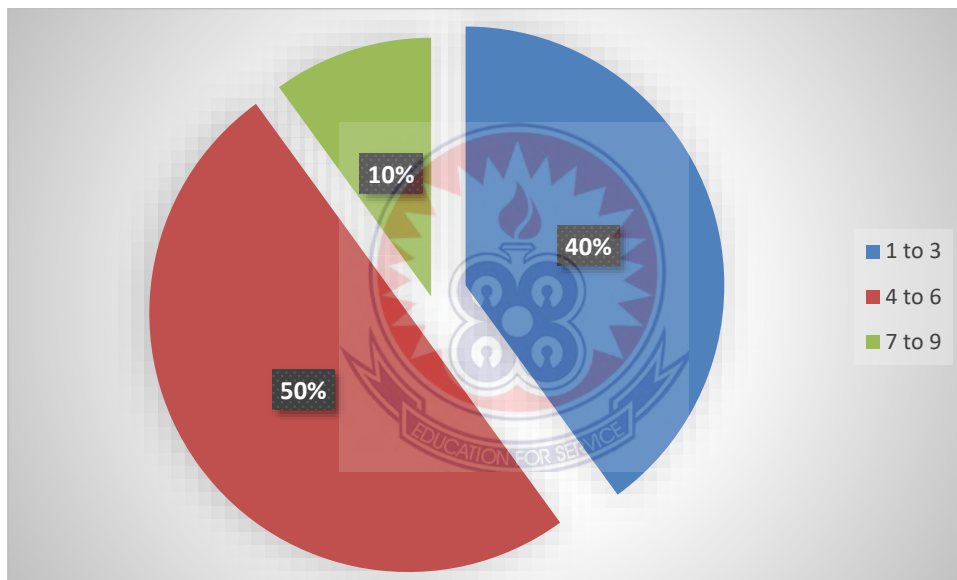
Source: *Fieldwork, 2015*

Figure 5: Number of Children of Respondents

4.2 Perception about Girl-Child Education

4.2 .1 Many Girls Become Pregnant While in School

Table 4 shows the proportion of respondents who think many girls get pregnant while in school and those who have a contrary view.

42

Table 3: Respondents' views on the rate at which girls get pregnant while in school

Responses	Frequency	Percentage (%)
Disagree	63	52.5
Strongly Disagree	24	20
Agree	19	15.8
Strongly Agree	14	11.7
Total	**120**	**100**

Source: Fieldwork, 2015

The analysis of respondents' views on the rate at which girls get pregnant while in school revealed that, about 53 percent of the respondents disagreed with the assertion that many girls get pregnant while in school; 20 percent strongly disagreed with the assertion that many girls get pregnant while in school; nearly 16 percent of the respondents agreed with the assertion that many girls get pregnant while in school; and nearly 12 percent of the respondents strongly agreed to the assertion that many girls get pregnant while in school. What this analysis highlights is that almost 73 percent of the respondents generally do not think that many girls get pregnant while in school, whereas approximately 28 percent of the respondents think that many girls get pregnant while in school.

4.2.2 Respondents' Views on Investment in the Education of Girls

Figure 6 shows respondents' views on investment in the education of girls.

43
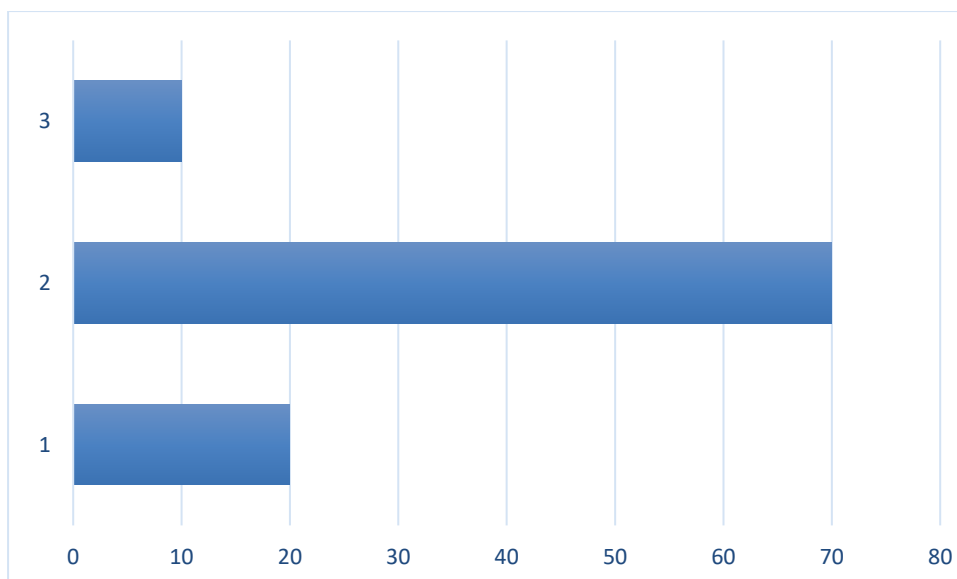
Figure 6: Respondents' View on Investment in the Education of Girls

Source: Fieldwork, 2015

The analysis of data on the usefulness of investing in the education of the girl-child revealed that the majority of respondents think that educating the girl-child is a waste of investment. In answer to the statement: Educating a Girl is a Waste of Investment, 70 percent of the respondents strongly agreed to the statement; 20 percent agreed that educating the girl-child is a waste of investment; and 10 percent disagreed to the assertion that educating the girl-child is a waste of investment. Overall, 90 percent of the respondents generally think that educating the girl-child is a waste of investment, while only 10 percent consider the education of the girl child, a worthwhile investment**.**

4.2.3 Girls are Academically Lazy and Weak

Respondents generally agreed that girls are academically lazy and weak as compared with boys. Sixty (60) percent of the respondents strongly agreed to the assertion that girls are academically lazy and weak; 30 percent agreed that girls are generally academically lazy and weak; 10 percent disagreed with the statement that girls are

44

academically lazy and weak. The results here show that the majority (90 %) of the respondents generally posited that girls do not exhibit great attitudes towards their academic work, when they are compared with their male counterparts in the study area. On the other hand, the 10 percent, who constitute the minority, do not subscribe to the assertion that girls are weak and lazy when it comes to academic work.

4.2.4 Education and Marriage

The study ascertains the attitudes of respondents with regard to the relationship between formal education of girls and their marriage in the future. The statement: "the girl child would have a good marriage without formal education" was used to elicit respondents' attitudes on the above theme. The outcome of the analysis of respondents views on this statement revealed that, 72 respondents, who constitute exactly 60 percent of the total number of respondents sampled agreed to the statement; 30 percent strongly agreed to the statement that the girl child would have a good marriage without formal education; and 10 percent of the respondents disagreed with statement. This finding means that of the 120 respondents sampled for this study, it is only 10 percent who probably recognize formal education as a vital ingredient for a good marriage for the girl child.

It is instructive to note that the above views expressed by respondents did not preclude them from expressing their views on the potential of formal education in making girls responsible wives and mothers. This was amply demonstrated when respondents' responses to the statement "educated girls become responsible wives and mothers" was analysed. The analysis revealed that, a little over 62 percent (62.3 %) of the respondents strongly agreed and approximately 38 percent agreed to the assertion that educated girls become responsible wives and mothers. What is noteworthy with

regard to this is that, there was not a single respondent who disagreed with this assertion. The deduction that could be made from these two analyses is that in as much as respondents think that education makes girls responsible wives and mothers, education is not a guarantee for good marriages.

The other theme that emerged from the analysis on education and marriage was related to how education affect the timing of marriage. The analysis shows that 108 out of the 120 respondents, representing 90 percent of the respondents disagreed to the assertion that too much education delays the marriage of girls. It was only 10 percent of the respondents who agreed to the assertion that too much education delays the marriage of girls.

4.2.5 Educating the girl-child is a profit to her husband's family

Respondents' views on the one who really profits from the education of the girl child revealed that,50 percent of the respondents agreed that when we educate the girl child, her husband's family profits from such education; 20 percent strongly agreed that when the girl child is educated, her husband's family eventually profits from her education; another 20 percent of the respondents disagreed to the assertion; and the remaining 10 percent strongly disagreed to the statement that the husband's family profits from the education of the girl child. The results from the analysis lead to one conclusion that about 70 percent of the respondents was of the view that the husband's family is the eventual beneficiary of the education of the girl child. Attitudes such as these have serious implication for the education of the girl child in the study area.

4.2.6 Girls Possess Mental Abilities Equivalent to Boys

Table 4shows respondents' views on the mental abilities of boys and girls.

Table 4: Mental Abilities of Boys and Girls

Responses	Frequency	Percentage (%)
Agree	8470	
Strongly Agree	1210	
Disagree	24	20
Total	120	100

Source: Fieldwork, 2015

With regard to the issue of whether or not respondents think girls and boys have the same mental abilities, the analysis of the data revealed that, 70 percent of the respondents agreed with the assertion that girls and boys have the same mental abilities; 10 percent of the respondents strongly agreed with the assertion that girls possess mental abilities equivalent to boys; exactly 20 percent of the respondents disagreed with the assertion that girls possess mental abilities equivalent to boys. From this analysis, it could be concluded that 80 percent of the respondents are of the view that there is no inherent difference between girls and boys when it comes to mental abilities. The minority (20%), however, share a contrary view. What this data did not capture is whether or not those who share a contrary view think that girls possess superior mental abilities than boys or vice versa.

4.2.7 The Intelligence of Boys and Girls

The analysis of data on respondents' views on the intelligence of boys and girls revealed that 40 percent of the respondents strongly agreed that girls are equally intelligent as boys; another 40 percent also agreed to the view that girls are equally intelligent as boys; and 20 percent disagreed with the view that girls are equally intelligent as boys. This means that 80 percent of the respondents generally agreed to the view that girls are equally intelligent as boys while the remaining 20 percent do

not think that girls are equally intelligent as boys. The results here show a clear consistency in the attitudes of respondents regarding the fact that intelligence and mental abilities do not differ by gender. This is because, the previous analysis on the mental abilities of boys show exactly the same results.

4.2.8 Treatment of Girls and Boys in terms of Education

The respondents' views on how girls and boys should be treated with regard to education were sought. This was done in order to understand the attitudes of respondents' towards the education of the girl-child.

Table 5 shows respondents views on how boys and girls are to be treated in terms of education.

Table 5: Treatment of Boys and Girls in Terms of Education

Response	Frequency	Percentage (%)
Strongly Agree	79	65.8
Agree	29	24.2
Disagree	12	10
Total	**120**	**100**

Source: Fieldwork, 2015

The analysis of respondents' views on the statement: "girls must be given equal treatment as boys in terms of education" revealed that the about 66 percent of respondents strongly agreed with the statement; approximately 24 percent agreed with the statement; and exactly 10 percent of the respondents disagreed with the statement that girls must be given equal treatment as boys in terms of education. The overwhelming majority of respondents (90%) are generally in support of the view that there should not be any discrimination in the treatment of girls and boys with regard

48

to education. The minority (10%) think that there should be differential treatment for boys and girls with regard to education

4.2.9 Breakdown in Marriages and School Drop-out rate of the Girl Child

Divorce or the breakdowns in marriages have been found to have a positive correlation with the school drop-out rates among children. The current study included this issue and sought to find the views of the respondents on it. Figure 9 shows the views of respondents on whether or not the breakdown in marriages was responsible for some girls dropping out of school in the study area.

Figure 7: Breakdown in Marriages and School Drop-out rate of the Girl Child

Source: *Fieldwork, 2015*

The analysis of respondents' views on whether or not the breakdown in marriages were responsible for some girls dropping out of school revealed that exactly 70 percent of the respondents were in agreement regarding the view that breakdown in marriages were responsible for some girls dropping out of school, while 30 percent of the respondents did not agree to that position.

4.3. Attitude of Parents towards the Education of Girls

4.3.1 Respondents' ability to provide equally for the educational needs of both girls and boys

Under this theme, three things were revealed by the analysis of data. First, 70 percent of the respondents indicated that they are able to provide equally for the educational needs of their boys and girls, while 30 percent revealed that they are not able to provide on equal basis, the educational needs of boys and girls. The second thing that came up was whether or not respondents experience some difficulties with regard to educating both boys and girls. The analysis of the data on this revealed that, exactly 60 percent of the respondents were of the view that they had no difficulties when it comes to educating both boys and girls, while 40 percent of the respondents indicated that they experience some difficulties in educating their boys and girls. The third line of probing into this issue centred on a question which sought to ascertain whether or not respondents (parents) think there was the need to give equal attention to the education of sons and daughters. The analysis of the responses given by respondents revealed that, exactly 90 percent responded in the affirmative while 10 percent think that there is no need to give equal attention to the education of sons and daughters.

4.3.2 Respondents' Views on the Importance of the Education of Girls

An analysis of the data on what respondents think about the importance of educating girls, show that, the majority (90%) think that educating girls is important, while 10 percent think that it is not important to educate girls. In this day and age, it is a big deal to have 10 percent of respondents who are parents who still think that it is not important to give the girl-child formal education. The researcher thinks that although, this group represents the minority, to have 10 percent of a sample of 120 indicating that, for them educating girls is not important leaves much to be desired. The

50

question that might linger on is whether or not the massive campaign to change attitudes towards the education of girls in Ghana is yielding the right results. Figure 6 shows the percentage distribution of respondents' views on whether or not it is important to educate girls.
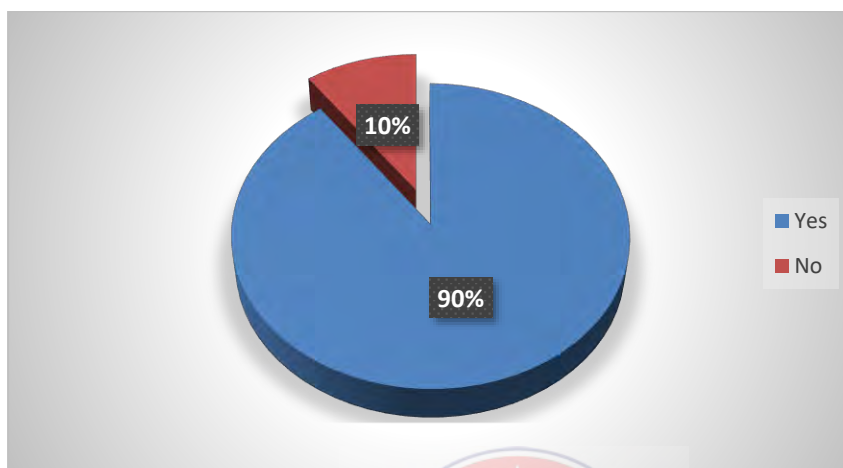
Source: *Fieldwork, 2015*

Figure 8: Percentage Distribution of Respondents' Views on the importance of educating girls

4.3.3 Parents expectations on what their girls should do before they leave for school.

The amount of work that a child does before leaving for school can have some telling effects on his or her ability to concentrate in class and this might affect his or her studies. The amount of work that a child does before she or he leaves for school, to a large extent depends on what parents expect the child to do before he or she goes to school. An analysis of data on what respondents expect their girls to do before they leave for school showed that, approximately 56 percent of respondents expect their girls to do their homework before they leave for school while 22.2percent of the respondents expect their girls to cook, sweep and fetch water for the family before they leave for school; 11.1 percent of respondents expect girls to bath their younger

51

siblings before they leave for school and nearly 11 percent expect their girls to do no household chores but to just wake up, and leave early for school.

Table 6: Respondents' expectation of what their girls should do before they leave for school

Expectations	Frequency	Percentage (%)
Do Homework	60	55.6
Cook, sweep and fetch water	24	22.2
Bath younger siblings	12	11.1
Just wake up and go to school early	12	11.1
Total	**108**	**100**

Source: Fieldwork, 2015

4.3.4 What respondents expect their daughters to achieve in the next five years

Analysis of data on what respondents expect of their daughters in the next five years, yielded mixed results. The data revealed that, of the 96 respondents who answered the question on this theme, 62.5 percent expect their daughters to be in tertiary institutions; 25 percent expect their daughters to be married and raising children; and 12.5 percent of the respondents expect their daughters to be working as bankers, nurses, teachers among others. The analysis shows that exactly 75 percent of the respondents who expressed their views on the question regarding what they expect of their daughters in the next five years, have very positive expectations for their daughters. They generally expect that their daughters could climb the academic ladder to the highest level and secure their dream professions, while 25 percent of the respondents' expect their daughters to have terminated their education and to assume the role of wives and mothers. All the respondents responded in the affirmative (100%) when they were asked to tell whether or not their daughters' aspirations were

achievable. The fact that all the respondents think that the aspirations or expectations they have for their daughters are achievable, has implications for the effort they might put into their daughters education, so that these expectations will be achieved. The majority (75 %) who believe that their children could be in tertiary institutions or be working as teachers, nurses and bankers will most likely encourage and support the academic work of their daughters. On the other hand, the 25 percent could be lax in encouraging and supporting their daughters through school, since they expect them to marry and have children in the near future.

4.3.5 Pregnancy and Girls' Education

One thorny issue, which has significant impact on the education of girls in Ghana, was dealt with in this study. This has to do with girls getting pregnant in schools. Respondents for this study, who were parents, were asked to share their views on this issue. The question which was posed to elicit their response was: Should your daughter get pregnant while in school, would you ask her to continue after giving birth?

Figure 9 shows respondents' views on pregnancy and the continuity of girls' education in the Birim Central Municipality.
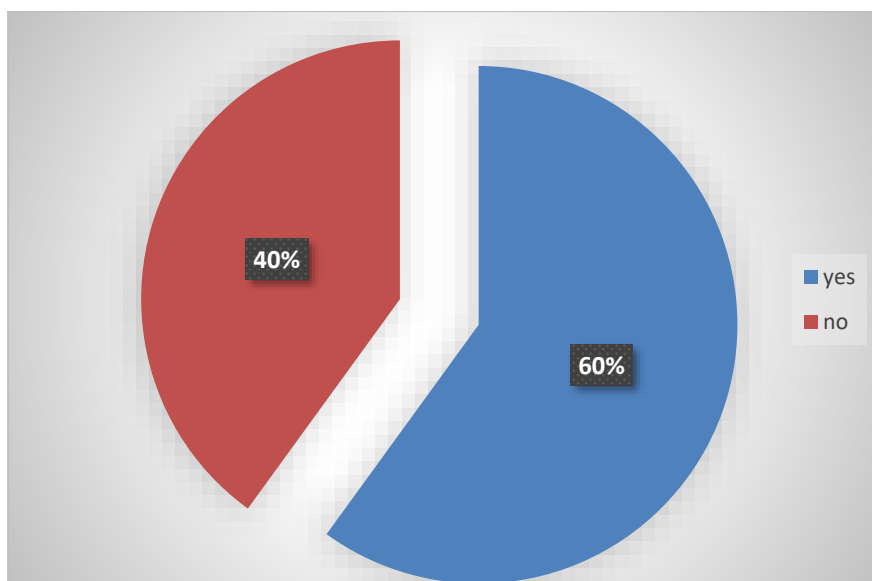
Figure 9: Pregnancy and Girls' Education

Source: Fieldwork, 2015

The majority (60%)of the respondents responded in the affirmative, implying that they would encourage their daughters who give birth while in school to go back to school after they had given birth. The minority who constitute exactly 40 percent of the respondents shared a contrary view. They indicated that they would not ask their daughters to go back to school after they had given birth.

4.4 Societal Ideologies about Girl-Child Education

4.4.1 Resource Allocation to the Education of Sons and Daughters

In the times of difficulties, where the financial resources become very scarce and resources cannot meet the educational needs of all the children, a decision would have to be taken on which of the children should be educated. Respondents' views on whether or not parents prioritize the education of a particular gender over another when the family has limited resources were sought. In order to elicit their responses, the statement, "where resources are limited, parents prefer to educate their sons only" was put to the respondents.

54

The figure 10 makes the analysis clear at a glance.
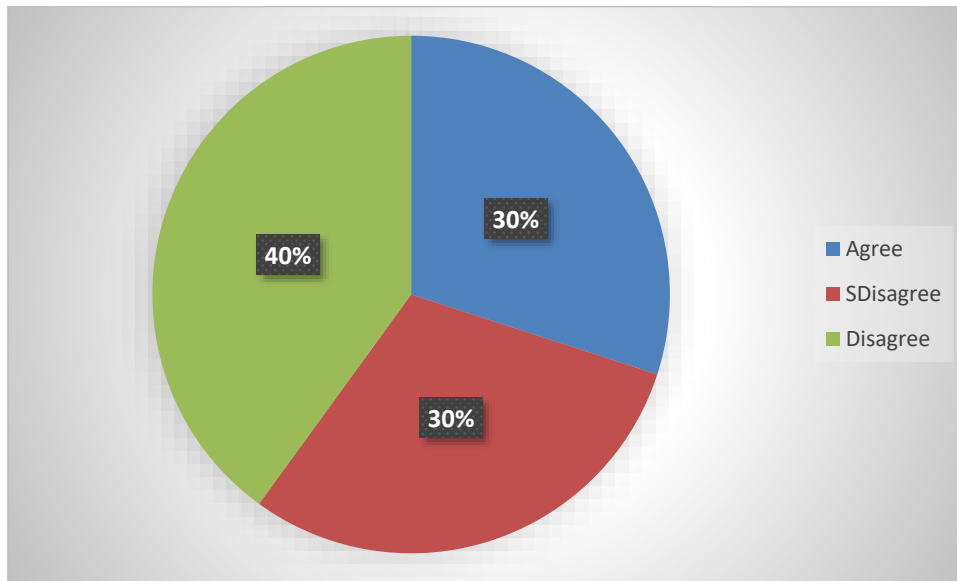
Figure 10: Resource Allocation to the Education of Sons and Daughters

Source: Fieldwork, 2015

The outcome of the analysis showed that, 48 respondents representing exactly 40 percent of the respondents disagreed to the statement; 30 percent of the respondents strongly disagreed to the statement; another 30 percent of the respondents agreed to the statement. The fact that 70 percent of the respondents generally do not think that the education of sons should be prioritize over those of daughters when resources are limited.

4.4.2 Educated Girls/Women and their Feminine Roles

The general perception that educated women/girls generally tend to shirk their feminine roles was a theme for consideration as part of gauging the attitudes of respondents selected for this study. The analysis of the data on whether or not educated women shirk their feminine roles revealed some interesting results.

Table 7 highlights the analysis above.

Table 7: Educated Girls/Women and their Feminine Roles

Response	Frequency	Percentage (%)
Agree	48	40
Disagree	48	40
Strongly Agree	12	10
Strongly Disagree	12	10
Total	**120**	**100**

Source: Fieldwork, 2015

The respondents were evenly divided over this theme. Exactly 40 percent of the respondents agreed to the view that educated women or girls tend to shirk their responsibilities. The same proportion of the respondents (40%) also disagreed to the view that educated women shirk their feminine roles. Twelve (12) respondents each representing 10 percent each of the respondents either strongly agreed or strongly disagreed to the view that educated women generally shirk their feminine roles.

4.4.3 Educated Women are Disrespectful and Arrogant

Respondents' views on the assertion that educated women are usually disrespectful and arrogant were one of the themes that came up for discussion. The views of respondents on this theme were analyzed to ascertain their attitudes towards the education of the girl child.

The figure 11 depicts the analysis on respondents' views on the assertion that educated women are disrespectful and arrogant.

56
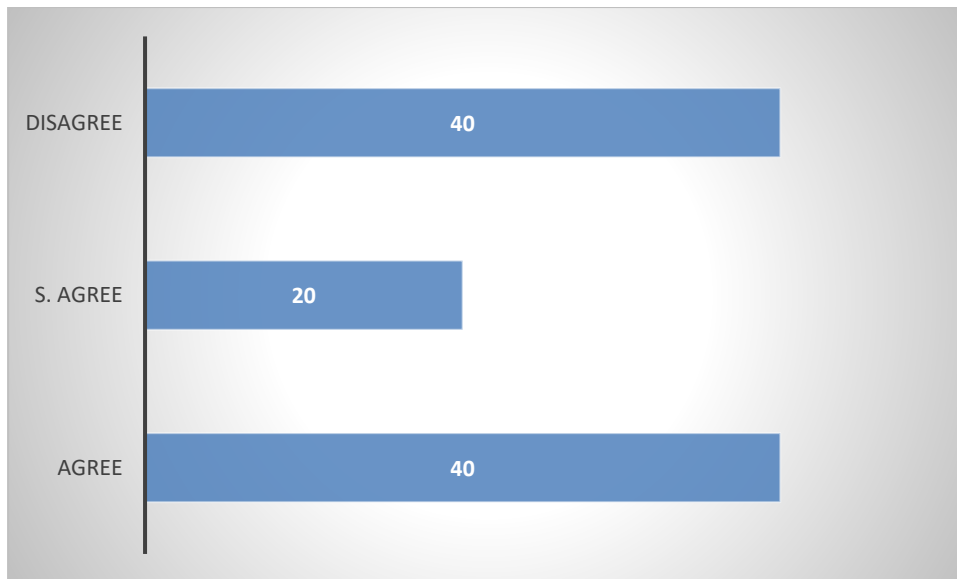
Figure 11: Respondents' views on the Assertion that women are Disrespectful and Arrogant

Source: Fieldwork, 2015

The results of the analysis showed that, 40 percent of the respondents' agreed to the assertion that educated women are disrespectful and arrogant; 20 percent strongly agreed to the assertion; and 40 percent of the respondents disagreed with the assertion above that educated women are disrespectful and arrogant.

4.4.4 Societal Perception of Child Bearing and Education

The analysis of respondents' views on whether or not they consider child bearing more prestigious than schooling revealed very interesting results.

The table 8 throws some lights on the analysis of respondents' views on societal perception of child bearing and schooling.

Table 8: Societal Perception of Child Bearing and Education

Response	Frequency	Percentage (%)
Agree	63	52.5
Strongly Agree	24	20
Disagree	32	26.7
Strongly Disagree	1	0.8
Total	120	100

Source: Fieldwork, 2015

From table 8 sixty three (63) respondents, representing almost 53 percent of the respondents agreed to the assertion that bringing forth children is more prestigious than schooling; 20 percent of the respondents strongly agreed to the assertion; about 27 percent disagreed with the assertion; and almost 1 percent strongly disagreed to the assertion that bringing forth children is more prestigious to society than schooling. The analysis, points towards the direction that almost 73 percent of the respondents think that society values child bearing than schooling. If it happens that this is the dominant view that most people hold in the study area, then it will likely have some negative consequences for the education of the girl child in the study area.

4.4.5 The Choice between Marriage and Schooling at Puberty

The choice between marriage and schooling at puberty is a key issue that has received some attention in the media of late. This often manifests in the form of what has become common as forced marriages in the country. The study ascertained respondents' views on whether or not girls should get married rather than continue their education when they reach puberty. This assertion has been represented in table 9.

Table 9: Choice between Marriage and Schooling at Puberty

Responses	Frequency	Percentage (%)
Strongly Agreed	72	60
Agreed	36	30
Disagreed	12	10
Total	**120**	**100**

Source: Fieldwork, 2015

It emerged from the analysis that 60 percent of the respondents strongly agreed to the assertion that girls who reach puberty should get married rather than continue their education. Thirty percent of the respondents agreed to the assertion that girls who reach puberty should get married rather than continue their education. Ten percent of the respondents disagreed to the assertion that girls who reach puberty should get married rather than continue their education.

4.4.6 Respondents' views on women being the weaker and are therefore seem inferior to men

The analysis of respondents' views on the notion that women are the weaker sex and therefore inferior to men revealed that, 60percent of the respondents strongly agreed to the notion that women are the weaker sex and therefore seem inferior to men; 30 percent of the respondents agreed to the notion; and exactly 10 percent of the respondents disagreed to the notion above. The table 10 depicts respondents' views on women being the weaker sex and are therefore seem inferior to men.

Table 10: Women being weaker sex and are therefore seem inferior to men

Responses	Frequency	Percentage (%)
Strongly Agreed	72	60
Agreed	36	30
Disagreed	12	10
Total	**120**	**100**

Source: Fieldwork, 2015

From the results above it could be concluded that the majority of respondents (90%) opined that women are the weaker sex and seems inferior to men. This is certainly the results of deep-seated prejudice because the perception that women are the weaker and inferior sex has no scientific or biological basis.

4.4.7 Educated Women's Attitudes Towards their Husbands

Respondents were asked about the attitudes of educated women in marriage, specifically how they relate with their husbands.

Table 11 captures the proportion of respondents who generally agreed or disagreed to the assertion that educated women are disrespectful and stubborn to their husbands.

Table 11: Educated women's Attitudes towards their Husband

Responses	Frequency	Percentage (%)
Strongly Agreed	60	50
Agreed	12	10
Strongly Disagreed	12	10
Disagreed	36	30
Total	**120**	**100**

Source: Fieldwork, 2015

In table 11, precisely half (50%) of the respondents strongly agreed to the assertion that educated women were disrespectful and stubborn to their husbands and 10 percent agreed to the assertion that educated women were disrespectful and stubborn to their husbands. Thirty percent (30 %) disagreed to the assertion and 10 percent strongly disagreed to the assertion which portrays educated women as disrespectful

and stubborn to their husbands. The analysis above shows that the majority (60%) of the respondents generally agreed to the assertion that educated women, who are married tend to exhibit negative attitudes towards their husband. These negative attitudes often manifest in educated women being disrespectful and stubborn to their husbands.

4.4.8 Suitability of Educated Women for Marriage

All the respondents did not think that educated women were suitable for marriage. It appeared as though, they would not marry or recommend an educated woman for marriage especially those who have gone higher on the educational ladder.

Figure 10 shows the views of respondents on the suitability of educated women for marriage.
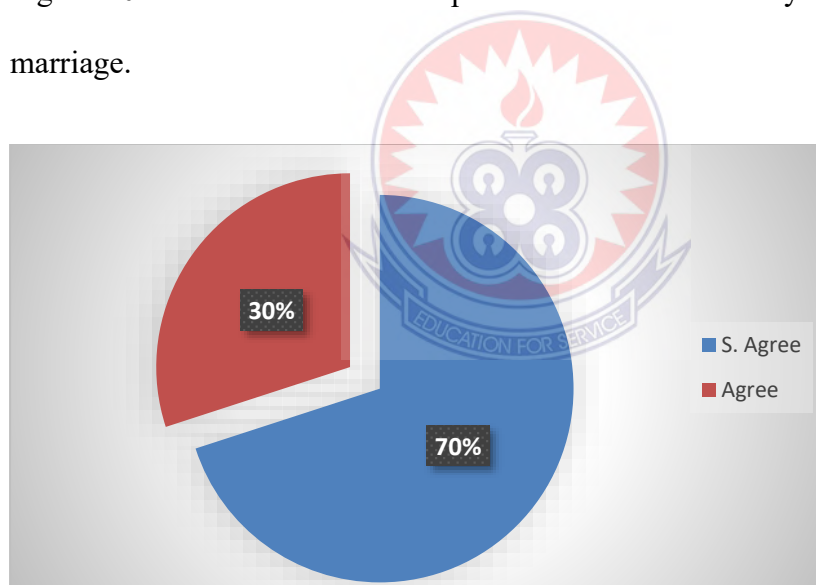
Figure 12: Respondents' views on the Suitability of Educated Women for Marriage

Source: Fieldwork, 2015

Respondents either strongly agreed (70%) or agreed (30 %) to the assertion that educated women are not marriageable because they cannot be good wives and good cooks. It is interesting that not a single respondent disagreed with the statement. It is not surprising to understand and appreciate these views, because the majority of

respondents are illiterates and this might influence their attitudes towards educated women.

4.5 Analysis of Data on Girls in Senior High School

Background of Respondents (Girls)

Twenty girls were selected from three Senior High Schools in the Birim Central Municipality. Six were in form three; thirteen were in form two and respondent was in form one. The ages of the students ranged from sixteen years to twenty years. The average age of the girls involved in the study was about seventeen years. The students were predominantly General Arts students with a few reading Business and Home Economics.

Majority of the students indicated that their parents were still married, with a handful of them indicating that their parents were either separated, divorced or widowed. With regard to the occupation of parents of the students sampled for this study, it emerged that only one of the students had her mother in the formal sector (Nursing). The remaining mothers were working in the informal sector. The predominant occupations of the mothers were trading and farming with a few being hairdressers and Seamstresses. The fathers of the girls were predominantly farmers with three of them doing jobs apart from farming; these include plumbing, teaching and construction business. Two of the girls narrated that they did not know their fathers, so they could not even tell the occupation of their fathers. The grandparents of the girls were into farming and trading and none of them works or worked in the formal sector. All but one of the girls sampled for the study had brothers and sisters. The respondents have an average of four siblings. This indicates that there is still high birth rate in the study area.

62

The Status of Education of Respondents' Siblings

The theme that emerged from the analysis was that most of the girls had all their siblings either in school or had completed the Junior or Senior High Schools and are waiting to either further their education or are trying to better their grades to enable them further their education. It came out from the analysis that about three respondents indicated that not all their siblings are in school or have had the benefit of formal education. Two of the respondents indicated that their elder sisters were out of school because they had to help their mothers to take care of the younger siblings after the death of their fathers. The other respondent who indicated that not all their siblings were in school said the last two siblings were not in school because there was no school at where their parents reside and her younger brothers could not walk a long distance to have access to education.

Payment of Fees of Respondents

Analysis of respondents' views on who pays their school fees shows that in most instances both parents pulled resources together to pay the fees of their daughters. This was followed by those who indicated that their fees were paid only by their mothers. In fact the number who indicated that it was their mothers only who paid their fees were seven in number while those who indicated that their fees were paid by only their fathers were only four. This shows that mothers are doing well to pay for the fees of their daughters.

The dominant theme that emerged from the analysis of the interviews was that the largest number of respondents indicated that their parents were generally able to provide all their educational needs. There were a few respondents who indicated that their parents were not able to provide for all their educational needs. It could be

deduced from the explanations given by the respondents that even among those who indicated that their parents are able to provide all that they need for their education; parents go through a lot of struggle to be able to provide for their daughters' educational needs. In most cases fees are paid in instalments and personal needs provided in bit and pieces. The explanation on how their needs are provided was amply captured by the following explanation given by a 17 year old student:

Hmm, sometimes my mother buys the things I need in turns and when things are hard like when she does not get enough profit from her sales, I don't get what I need.

The other respondents who indicated that, their parents could not provide all their educational needs, attributed the situation to financial difficulties arising from divorce or the death of their fathers. In such situations, single mothers often bear the brunt of single handily catering for the educational needs of their children. The views of a 16-year old form one student perfectly represent the views of the respondents whose parents could not provide all their educational needs:

Not really, because when my dad died, we were sacked from the family's house. My mother had to start all over again and so things have not been easy.

Provision of Educational Needs and its Effects on Respondents Education

The common theme that emerged from the interviews was that students who were able to have all their needs provided by their parents said it gave them a peace of mind and they were able to concentrate on their studies. Those who were not able to have all their educational needs provided for them indicated that it was having a telling effect on their education. They were primarily concerned about being sacked from school for non-payment of school fees and the fear that they might terminate their education along the line. Others lamented that they were often sacked for non-payment of fees during examination and this causes them to sometimes loss

64

concentration in class and also leaves them with a feeling of low self-esteem. The views of two respondents both 17 years old form two students summed-up the two divergent views on the above theme:

It is affecting my education in the sense that I don't have all the things I need, for instance reading materials. Sometimes, I am sacked for school fees which affect my performance in school.

Since my parents are able to give me almost all the things I need, I try to also do my best in school.

Another theme that focused on how respondents perform academically in school revealed that, the students described their performance as either average, above average or good. The reasons students gave for their performances included worrying about what their parents were going through as well as the shame that they felt when they were sacked from class for non-payment of fees. There were some students who genuinely thought that they were doing their best but they found themselves performing averagely. Some of the students who described their performance as good attributed their determination to do well to the fact that they would not want to go through the same challenges their parents (mothers) were going through. There were a few others who also attributed their good academic performance to the fact that their parents gave them whatever they needed. Some of the reasons the respondents assigned to their performances are highlighted below:

I think it is because I am worried about the problems my family is going through and I am sometimes ashamed when I am sacked from class.(A 17-year old respondent who described herself as an average student).

I think I am able to perform good because I am given what I need from my parents and so I have my peace of mind to learn.(An 18-year old respondent who described herself as a good student).

Errm, I have seen how my mum is suffering so I always want to pass my examination so that I can get something to do in future.(A 17- year old respondent who described herself as a good student).

Respondents' Future Aspirations and Parents' Views

Respondents have various aspirations which they were striving to achieve. The analysis of these future aspirations showed five broad areas where the student respondents would want to work in future. These were in the education, media, health, security service and banking sectors of the economy. The respondents mentioned that they wanted to become nurses, teachers, police officers, journalists, managers of banks and companies. Respondents appeared to fully understand the demands of these professions. This was revealed through the reasons they provided for aspiring for these professions. It was clear that all the parents of the respondents were in full support of the professional aspirations of their daughters. According to respondents, their parents believe that their aspirations were achievable. There was one respondent who said she aspired to become a television newscaster and a lecturer and her mother encourages her to add poetry to her chosen field. According to her, her mother said she would be a good poet too, so she should try to add or incorporate it to her chosen future profession. All the respondents really thought that their aspirations were achievable and that they were working through all the difficulties to achieve them. Some also indicated that they had mentors and friends who are in the professions that they were aspiring to join in future. According to the respondents, these mentors and friends advise them on what they are supposed to do in order to achieve their aspirations.

Respondents' Views on the Importance of Girls' Education

The respondents were unanimous in pointing out that the education of girls was a very important venture that society had to undertake. They gave reasons why they thought that the education of girls was of utmost importance. Among the numerous reasons

66

that respondents gave were that when you educate a girl you educate a nation, educated women are well able to help their husbands to take care of their children.

Because if a girl is educated, she will get a good job to do and be able to take good care of her family. I think for instance, if my mum had been educated she would have been doing a better job now. (An 18-year old Respondent).

Because if you look at the world today, a lot of women are working in various places and they are holding higher positions because of education so education is important. (An 18-year old Respondent).

Because the educated woman is able to take care of her family properly and can help her husband to provide the needs of their children. (An18-year old Respondent).

Respondents' Domestic Setting

The above theme focused on two issues, namely, who respondents stay with and the kind of work that respondents do before they leave for school in the morning. It came out clearly from the analysis that most of the respondents were staying with their mothers. This was followed by those who were staying with both parents. There were only a few respondents who were staying with other people who were not their parent. However, two of out of the three who were living with other people beside their parents, were staying with blood relations- a grandmother and sister. The incidence of most respondents leaving with their mothers was either as a result of a father working in a different town or the result of divorce. This perhaps gives an indication of the rise in female-headed households in Ghana which arises as result of the migration of a husband or divorce.

Respondents did a disproportionate share of domestic work in their household as compared with their brothers. There was not a respondent who did not do at least three domestic chores in the morning before she left for school in the morning. The morning chores that featured prominently among the girls who were interviewed were sweeping, fetching of water for the household and cooking. Some even had the extra

67

burden of helping their mothers to sell foodstuffs, cooked food and prepare drinks for clients before they leave for school every morning. Some of the views of the respondents have been quoted verbatim to put the analysis into perspective:

I've been helping my mother in the bar because we are having a spot so I help her as a bar attendant and then afterwards I come to school. Sometimes I come to school late and I don't get the time to learn because I have to help her. If I don't she will insult me or may be tell me that she won't give me money so I have to do it.(A 19-year old Respondent).

When coming to school I sometimes help with the household chores like washing, sweeping the room and cooking as well before coming to school. (A 19-year old Respondent).

When I wake up, I clean the compound; I prepare food for the family, send the dryers of my mother to the shop and then leave for school. (A 19-year old Respondent).

This was not the case with siblings of the respondents who were boys. They did very little or no domestic chores. Most of them would just wake up in the morning, take their bath, eat breakfast and go straight to school without doing any domestic chores. The only thing that some of the boys did was to occasionally help with the ironing of a few things in the morning. What is apparent from this analysis is that all the respondents were day-students of their various Senior High Schools.

Respondents' Views on the Kitchen and Women

The respondents vehemently opposed the view that a woman's place is always the kitchen. They were of the view that we are in a modern dispensation where women are contributing immensely to all aspects of societal development. It would therefore be unjustifiable to hold the notion that a woman's place is always the kitchen. It is instructive to note that not even a single respondent partially agreed with this notion. Some of the reasons that were provided to justify their rejection of the claim are highlighted;

I don't think at this time a woman should always be in the kitchen because she can aspire to be an important person in the country like becoming a president. So the girl should be educated but not be in the kitchen always. (A 19-year old Respondent).

68

Because it was in the olden days that we used to say that the woman's place is in the kitchen but in this modern Ghana, what a man can do a woman can do better, so the woman should be well educated for her to be a better person in future.(A 20-year old Respondent).

Pregnancy and the Education of Respondents

All the respondents who were interviewed indicated that getting pregnant was not an option for them at all. However, the commonest theme that ran through the views of the respondent was that, should they get pregnant while in school, they would never consider abortion. They would rather have their baby and go back to school afterwards. Some of the respondents argued that when they would not abort their pregnancies because if they were not lucky that might be the only child and they might be barren for the rest of their lives. The clearest message that readily came out of the analysis was the sheer determination of the respondents not to allow any obstacle to come between them and their desire to achieve their aspirations. The views of some of the respondents have been highlighted:

I will give birth, after that I will further my education. Because that shouldn't stop me from achieving my aim and so to avoid this I don't have to involve myself in sexual activities. (A 17-year old Respondent).

I am not thinking of pregnancy now but should it happen, I will give birth and continue my education afterwards. Because I think I can't become what I want if I don't continue with my education and so the baby will not keep me from my goal.(A 19-year old Respondent).

However, there were a few respondents who indicated that given their family background and the financial challenges in the family, if they got pregnant that would be the end of their education. They were of the view that it would be practically impossible for their parents to take care of their babies and pay their school fees as well. The view of the tiny minority who thought that getting pregnant while in school would mark the end of their education could best be understood in the words of this 20 years old respondent:

69

I will be a school dropout. Because my mum can't afford to look after me and because of that I don't and shouldn't get pregnant while at school.

Respondents Views on the Perception that Educated Women are Arrogant and Disrespectful

The analysis of the views of the respondents of the perception that educated women are arrogant and disrespectful revealed an interesting result. The theme that emerged from the analysis was that the majority of respondents either partly or wholly thought educated women were arrogant and disrespectful. The ones who thought that that perception was unfounded were in the minority. The respondents did not just stake their views on the subject, but they went further to adduce reasons for their why they thought so. Respondents who thought that educated women were arrogant and disrespectful explained among other things that some educated women see themselves to be big or highly educated so they do not regard anyone, especially men. Those who did not think that educated women were arrogant or disrespectful argued that the school is a place where people are thought good morals, including how to talk and behave towards other people. So, it could not be argued that women who are educated are arrogant and disrespectful. To them if an educated woman is arrogant or disrespectful, then such behaviour could not be attributed to her education. This was what an 18 year old form three student had to say in relation to the theme:

No, I don't think so. Because when you are in school, they teach you how to talk to people and some kind of behaviour that you should exhibit when you are in the presence of people, you should respect everyone. So, I don't think educated women are arrogant and disrespect

CHAPTER FIVE

DISCUSSIONS OF FINDINGS

5.0 Introduction

In this chapter the findings of the research on the attitudes of parents towards the education of the girl-child in the Birim Central Municipality in the Eastern Region of Ghana is discussed. Specific attention was given to significant and major findings in the preceding chapter. As much as practicable, the discussion was done vis-à-vis the literature, the objectives as well as the research questions.

5.1 Respondents' Views on Investment in the Education of Girls

The analysis in chapter four on the theme revealed a rather shocking attitude as far as this research is concerned. An overwhelming majority (90%) of the respondents posited that investing in the education of girls was a waste of investment, while only 10 percent thought that it was useful to invest in the education of girls. It is difficult to reconcile this view with the ones expressed by respondents. For example in the discussion on the importance of the education of the girl-child, the same percentage (90%) of respondents indicated that the education of girls was very important. Although this view corroborates what some previous studies such as the one by Tawiah (1995), it is difficult to understand why respondents who think that the education of girls was important to also say that investing in such a venture was a waste of investment. From this analysis, the only possible reason why respondents thought that educating the girl-child was a waste of investment, stemmed from the perception that, it is the family of the husband of the educated woman who benefit from such an investment.

71

5.2 Education and Marriage

The findings revealed that majority of the respondents thought that the girl-child will have a good marriage without formal education. What this means is that respondents do not think that formal education is not an important factor that potential suitors consider, when they want to choose a girl for marriage. A cursory look at what is happening in Ghana would make this view apparent to make some individuals to agree with the view expressed by respondents on this matter. It is obvious that women with little or no education get husbands and those who do not have husbands would never attribute their inability to find husbands to their lack of formal education. A typical man in Ghana considering marriage would normally place premium on virtues such as industry, faithfulness, humility and submissiveness over mere formal education. Within this context, it was to be expected that, respondents would generally agree to the assertion that the girl-child could have a good marriage.

It is important to note that respondents were not oblivious of the role that formal education plays in making girls responsible wives and mothers in future. All the respondents sampled for the study either agreed or strongly agreed that education makes a girls responsible wives and mothers. This is probably the only theme that yielded a hundred percent agreement. There was not any disagreement whatsoever on the significant role education plays in transforming girls into responsible wives and mothers. This finding is in line with a study by CAMFED, which shows that when we educate a girl, she will earn up to 25 per cent more and reinvest 90 per cent of her income in her family. This reinvestment in her family means her children will be more likely to go to school and be immunized, leading to healthier, more productive individuals and communities. The spreading of prosperity and influence is called the ripple effect. A girl's education is about more than just the individual; it is about the

72

future of her family and her community. It has been found that, the effect of a mother having attained secondary-level education may contribute to lowering the infant mortality in a given family by as much as 50 percent (World Bank, 1994). All these previous studies highlight the enormous contributions that education makes in ensuring that the girl-child grows up to become a responsible mother and wife in the society.

Respondents, however generally disagreed with the assertion that when girls go to school over a lengthy period, it delays their marriages. About 90 percent of the respondents were not in support of this assertion. Respondents probably thought that one could marry at the right time and still pursue further education, so using the duration of a girl's education as a justification for delay in her marriage might not be appropriate. Despite the views of the majority of respondents on this particular theme, there is a lot of literature that point to a contrary direction. The Multiple Indicator Cluster Survey (MICS) conducted by the Ghana Statistical Service with support from the UN System, found that child marriage decreased sharply with education. The study revealed that Ghanaian women with little or no education are more likely (42%) to get married before age 18 compared to those with secondary or higher education (5%). UNICEF Ghana in a 2011 study found among other things that educated women are less likely to marry young. It appears that, it is the view of the minority (10%) that tend to reflect what we usually find in the literature on the effect of formal education on the timing of women's marriage.

5.3 Educating the Girl-Child is a Profit to her Husband's Family

The findings on who ultimately benefits from the education of the girl-child showed that the majority of the respondents (70%) thought that the husband's family were the ones who would profit from the girl-child's education while a paltry 30 percent shared a contrary view. The dominant view expressed is not entirely inaccurate, because the one who eventually marries the educated woman and his relatives would eventually benefit from the skills, knowledge and the other virtues that education instils into her.

This however, does not mean that the family of the educated woman do not profit in any way from her education. Especially, given the fact that the study area is predominantly an Akan area, where children trace their descent through the mother's line. Children of Akans come from their mother's hometown and not from their father's hometown. With such a traditional arrangement, one would have expected that the overwhelming majority would say that the education of the girl-child would profit the woman's family instead.

As indicated, if the view of the majority reflects the dominant attitude in the study area, it would continue to reinforce the attitude that investing in the education of the girl-child is a waste of investment. That position in the first place might be a position coming out of a position of a certain lack of understanding of the ripple effect of the education of the girl-child to the entire nation. Moreover, even if it is the family of the husband of the educated woman who profits from her education, then when we educate all girls, every family would benefit from such education. This is because every family would eventually marry an educated woman and derive such benefits.This finding is in consonance with the views of Tawiah (1995) that there is the

74

traditional view that money invested in girls is money wasted. This traditional view according to him is a reflection of the cultural view that sons belong to their parents and daughters belong to her potential husband. What this implies is that when a woman gets married she belongs to her husband, therefore, if her parents had invested in her education it is the husband who might benefit from it and not her parents.

5.4 Mental Abilities of Boys and Girls

There is not any scientific evidence, as far as the researcher is concerned which show that there is an innate difference in the mental abilities between boys and girls. This means that any views to the contrary could be interpreted as an attitude or a perception acquired through ones culture. The finding on this particular theme showed it was only 20 percent of the respondents who held the view that girls do not possess the same mental abilities as boys, while the majority thought that girls possess the same mental abilities as boys. The views of the majority show that there are not inherent differences between the mental abilities of boys and girls. Therefore, any such perceived differences may be as result of long held perceptions, attitude and beliefs about girls, which have no empirical basis.

The findings on a similar theme also yielded very consistent results. Respondents' views on the intelligence of boys and girls showed that 80 percent of the respondents thought that, girls were equally intelligent as boys. There was a great consistency in the attitudes of respondents as the percentage of respondents who thought that boys and girls possessed the same mental capabilities was the same as those who indicated that boys and girls were equally intelligent. The views of respondents' show that they are convinced that, as far as they were concerned, there were no gender differences in mental abilities and intelligence. These findings show that respondents' views were

very informed ones, considering the fact that over 70 percent of the respondents were illiterates and had not benefited from any formal education.

5.5 The Importance of the Education of Girls

Respondents in the study area recognized the importance of the education of girls to the development of the municipality and the nation at large. This conclusion was arrived at by the researcher following the analysis of the data. The majority of the respondents, about 90 percent thought that the education of the girl-child was of great importance, while only 10 percent held a contrary view about the importance of the education of the girl-child. The acknowledgement of the importance of the education of the girl-child forms the foundation upon which any meaningful intervention could be made to propel the education of the girl-child in any community. This finding is in line with Acheampong's (1992) assertion that investing in girls' education is probably the most cost-effective measure a developing country can take to improve its standard of living. Thanks to the many positive externalities or multiplier effects of female education. It is obvious that one would not make any attempt to invest in the education of the girl-child, unless she or he is convinced about the importance of the education of the girl-child. If the views of the majority respondents turn out to be the dominant views held by most parents in the study area, then it will be logical to conclude that any negative attitude towards the education of the girl-child in the study area might fade away soon.

5.6 Respondents' Ability to Provide Equally for the Educational needs of Boys and Girls

The majority of respondents indicated from the data in the previous chapter that, they were able to provide for the educational needs of both boys and girls without discrimination. The majority also revealed that they are able to do this without any difficulties and others indicated that they experienced some difficulties doing that. However, the percentage of respondents who asserted that they had some challenges doing so constitutes quite a significant percentage of the respondents (40%). What is not clear from this analysis is whether or not the difficulty was as a result of the sheer unavailability of resources or how to allocate them between the educational needs of boys and girls.

From the findings, it seems as though what motivates respondents, who were parents to continuously do their best to provide for the education of their children, results from their deep-seated view that there is the need to provide adequately for the educational needs of both boys and girls. When this trend continues for the next few decades among the inhabitants of the study area, it could lead to gender parity at all levels of education. The analysis of the qualitative data from the Senior High School girls corroborates what the parents said with regard to their ability to provide all their educational needs. Most of the girls indicated that their parents did their best to provide all their educational needs. These needs did not always come easily to the respondents because in most instances, these things were provided in bits and pieces or in instalment. It could therefore, be said that parents in the study area have a great desire to ensure that their daughters got good education. It could also be argued that parents in the study area have positive attitudes towards the education of the girl-child. What makes this study interesting is that most of the parents did not have the

benefit of formal education, yet they were doing all they could to ensure that their children climbed the educational ladder.

5.7 What Parents Expects their Girls to do before they Leave for School?

To some extent, what a child does before he or she goes to school can have some effects on his or her ability to do well in school. It has been observed that the gender division of labour that exists in the Ghanaian society has created a situation where women and girls bear a disproportionate share of work within the domestic sphere. This situation, if not properly checked, could make girls do a lot of work before they leave for school and they could be fatigued and would not be able to concentrate on their academic work. From the analysis, it was evident that the majority of the respondents expected their girls to do their homework before they leave for school, while some respondents (about 33%) expressed views which reinforced the gender division of labour that exist in most homes in Ghana. These respondents expected their children to cook, sweep, fetch water for the family and bath their younger siblings before they leave for school. It was only 11 percent of the respondents who did not expect their daughters to wake up and take their bath and go to school without doing any household chores. When we put this 11 percent and the 60 percent who expected their girls to do their homework and leave for school, we could safely say that the majority respondents have expectations which are not antagonistic to learning and schooling. These expectations are generally positive and would likely have a positive correlation with the girl-child's ability to concentrate in class. The views of the majority might help to narrow down the causes of non-performance of the girl-child in the study area, so that the right interventions could be made.

However, the analysis of the data on the same theme for the girls who were sampled for the study revealed a somewhat contrary view. All the girls who were interviewed did indicate that they did at least two household chores before they leave for school in the morning. It was also revealed that their brothers did not usually partake in the household chores. Thus, the girls carried a disproportionate share of domestic work as compared to boys as far as the student respondents' views were concerned. Their view inclusion in the study would help to put some of the findings of the parents in context.

5.8 Pregnancy and the Education of the Girl-Child

Pregnancy has been one of the impediments to the education of the girl-child in many communities in Ghana. Hardly does a year pass without the media reporting about a substantial number of girls failing to turn up for the Basic Education Certificate Examination (BECE) due to pregnancy. Most of the teenage pregnancies that are reported nation-wide occur among girls in schools and depending on the family that a girl comes from; pregnancy could be the terminal point for a girl's education. The findings on this particular theme of the research revealed that the majority of respondents did not think that many girls in the study get pregnant while they are in school. This means that majority of the respondents think that as far as their Municipality was concerned, pregnancy among girls in the various schools was not a major issue. The majority of the respondents (60%) also indicated that if their girls get pregnant, they would encourage them to go back to school after they had given birth. This attitude is a good one from respondents and would help to boost the education of the girl-child in the study area. Given this attitude, it would be safe to conclude that the impact of pregnancy as an obstacle to the education of girls would be reduced to the barest minimum.

There is however a cause for concerned because the 40 percent of respondents who indicated that they would not encourage their daughters to go back to school after they had given birth, represent quite a significant proportion of the population. This percentage, although, it constituted the minority cannot be wished away, because it is sufficient enough to offset any meaningful progress that has been made to ensure gender parity in education for boys and girls in the study area. This notwithstanding, the fact that the majority of respondents see the need to encourage their girls who had given birth to go back to school show that the citizenry is gradually responding to the numerous campaigns to change the attitudes of parents towards girls who get pregnant while in school.

5.9 What Respondents expect their Daughters to Achieve in the Next Five Years

Respondents have great expectations of their daughter. These positive expectations came out clearly when respondents were asked about what they expect their daughters to achieve in the next five years. From chapter four, we realized that the majority of respondents expect their daughters to be in the tertiary institutions or to be in professions like teaching, nursing and banking. It was about 13 respondents who expected their daughters to terminate their education at some point and get married and make children. It is clear that parents have great expectations of their daughters when it comes to education and professional development. These expectations are likely the results of respondents' positive attitudes towards the education of the girl-child in the Birim Central Municipality. The expectations that parents have for their daughters in terms of their future profession, perfectly intersect with what the girls also aspire to achieve in the near future. It was therefore, to be expected that all the girls who were interviewed indicated that their parents fully supported their professional aspirations and encouraged them to work hard to achieve them. As the

80

literature points out, there is a relationship between an individual's attitude and his or her behaviour. Schneider (1988) indicates that attitude can guide our experiences and decide the effects of experience on our behaviours. This finding also shows that although the majority of the respondents are illiterate, they did not allow their illiteracy to influence their aspirations for their. This finding does not support Agyeman-Mensah (1994) assertion that illiterate parents and especially illiterate females, tend to see little value in education, especially for their girls.

5.10 Resource Allocation to the Education of Sons and Daughters

The allocation of resources between the education of boys and girls, has historically and culturally favoured boys. There is considerable number of scholarly works which agree with this view. In certain instances, where parents are gainfully employed and could adequately provide for the educational needs of both girls and boys, parents have often prioritized the education of boys (Boakye, 1997; CAMFED 1996;; FAWE, Odaga and Heneveld 1995; Agyeman-Mensah 1994). The findings on the above theme showed that the majority of respondents in the study area had a different view; about 70 percent of them disagreed with the assertion that where resources are limited parents prefer to educate their boys only. It is obvious from the analysis in chapter four that respondents expect parents to place premium on the education of both boys and girls, even when resources are limited.

The position taking by the majority of respondents, might represent an understanding of the importance of the education of the girl-child to the socio-economic development of the municipality and the country as a whole. The finding from the current research could be interpreted to mean that, such cultural preferences for the education of boys are being uprooted from the minds of Ghanaians. This could be the

result of sustained campaign over the years to erase such perceptions and attitudes from the minds of people. Moreover, it could be argued that the gains that women have made on the African continent over the past two decades are enough to convince anyone who might doubt what education can help girls to accomplish in future. Many women have assumed positions of authority in fields such as commerce, education and politics among others. Prominent among these are Presidents Ellen Johnson Sirleaf of Liberia and Joyce Banda of Malawi. It will be logical to conclude that, the combined effects of the national campaigns on the need to prioritize the education of the girl-child as well as the visible contributions of educated women to nation building are helping to do away with the negative attitudes and perceptions.

5.11 Educated Women and their Feminine Roles

The finding on educated women and their feminine roles showed interesting results. Respondents were evenly divided when it came to the assertion that educated women tend to shirk their feminine roles. That is exactly 50 percent generally agreed to the assertion and the same percentage of respondents generally disagreed. This means that on-half of the respondents thought that educated women tend to shirk their feminine roles while the other half also thought that educated women still play their feminine roles. It is instructive to note that this is the only theme that respondents' views were evenly divided on. This means that there is still a substantial number of respondents who still have the perception that educated women tend to neglect their feminine roles. The question that one needs to ask is what exactly constitute feminine role. Apart from biological roles such as getting pregnant and giving birth to children, all other roles are socially or culturally constructed. These roles can and do change depending on the exigencies of the historical times within which the society finds

82

itself. If it tends out those respondents perception of feminine roles are exclusively about cooking, fetching water and caring for children, then there is the need to educate them on the fact that such roles are not the exclusive preserve of women.

5.12 The Choice between Marriage and Schooling at Puberty

It emerged from the analysis that the overwhelming majority of respondents (90 %) of the respondents strongly agreed to the assertion that girls who reach puberty should get married rather than continue their education. Only 10 percent of the respondents disagreed to the assertion that girls who reach puberty should get married rather than continue their education. The fact that the majority of respondents thought that girls who reach puberty should get married rather than continue their education, makes it really difficult to measure the exact attitudes of respondents on the education of the girl-child. But what one can deduce from the discussions is that respondents generally value the marriage of the girl-child than her education. As discussed earlier, many of the respondents who have their children in school expect them to be in the tertiary institutions, work as teachers, nurses and bankers; it is difficult to reconcile the views here with such expectations. Perhaps the parents who were selected for the study were not the only stakeholders in the education of their daughters; it is possible that the other stakeholders have more influence when it comes to the education of girls.

Attitudes such as these, can a contributory factor to the phenomenon of forced marriages where at puberty, a girl could be taken out of school without her permission to marry an older man. This is prevalent in parts of the country where arranged marriages are still present. As Adu (1999) points out when the young girl reaches the puberty age, the man decides when she should start married life. It is interesting to note that if the girl is in school, she may be withdrawn when the prospective husband

83

decides that she is ready for marriage. Such girls, very often do not complete formal education. The reason may be to ensure that such girls do not become too sophisticated and also to prevent them from thinking of falling in love with someone else. The current finding, though inconsistent with some of the findings in this current study, appears to give credence to the work of Adu (1999).

5.13 Societal Perception of Child Bearing and Education

The analysis of the views of respondents points to the direction that almost 73 percent of the respondents think that society values child bearing than schooling. The views of the majority could be interpreted to mean that the Ghanaian society sees childbearing as more important than schooling of girls. This perception is as a result of the cultural values and traditions in the Ghanaian society that place premium on procreation and childrearing over any other thing as far as girls or women are concerned. This finds expression in the gender role socialization and the gender division of labour that characterizes the Ghanaian society. At a young age, the girl-child is often taught roles and assigned responsibilities that prepare her for childbearing and childrearing. This finding is in line with Agyeman-Mensah (1994), who asserts that cultural values which cause females to be seen as important primarily for procreation has a part to play in how society in general views girls' education. He posits further that this is ingrained in the minds of girls and causes them to fulfil the expectations of society by aspiring towards what society expects them.

This perception might likely account for the high levels of teenage pregnancies in Ghana, especially among girls in basic schools in Ghana. There have been occasions where some officials in the country have complained about the elaborate naming ceremonies that characterize the birth of children by teenagers in some communities.

These ceremonies in the view of many observers are more glamorous than those that are done for girls who excel in their education. In a society where we celebrate procreation than educational achievements of girls, it is not surprising to have the majority of respondents to think that society values childbearing more than the schooling of girls.

5.14 Educated Women's Attitudes towards their Husbands

The finding shows that the majority (60%) of the respondents generally agreed to the assertion that educated women, who are married tend to exhibit negative attitudes towards their husband. These negative attitudes often manifest in educated women being disrespectful and stubborn to their husbands. That is, 60 percent of the respondents generally agreed to the assertion that educated women were disrespectful and stubborn to their husbands. The views of the majority of respondents show that there still exist the perceptions that education does not make women submit to the authority of their husbands. This perception has been there for a long time, because of this some men fear to marry women who have the same or higher educational qualification as theirs. However, this perception might not represent the reality on the ground as many highly educated women across the country are also married. There is a thin line in being assertive and being considered disrespectful or stubborn in the Ghanaian cultural setting. Due to this, those who insist on their rights are often considered disrespectful, arrogant or stubborn. These "accolades" become worse when women are involved; educated women know their rights and would usually insist that these rights were granted them. In some instances, women who do this have received some backlash from society and they had been described in derogatory terms.

There was a similar finding when the parents' respondents' views on the attitude of educated women towards their husbands were sought generally. The views of respondents was gauged using the statement "educated women were disrespectful and arrogant". The majority (60%) of the respondents thought that educated women were disrespectful and arrogant while 40 percent did not subscribe to that assertion. This finding is consistent with the respondents who thought that educated women were disrespectful and stubborn to their husbands. This is because from the argument of respondents, it could be deduced that, education is the independent variable that produces such behavioural traits in educated women. As the researcher had pointed out, these perceptions are likely to come from the misconception which associates assertive women with arrogance and unruly behaviour. The fact remains that, there is nothing in the educational curricular that teaches girls or young women to be arrogant or disrespectful. The only thing the curricular does is to expose some of the fallacies that are associated with our culture and tradition regarding the "proper" roles or conduct for women and men or boys and girls. Therefore, if an enlighten woman who through education realizes that some of the ceilings created by society for women have no scientific or logical bases and she tries to challenge the status quo, she is perceived as either arrogant or disrespectful or both. The current finding resonates those of Anamuah-Mensah (2000) that people have a negative notion that, higher education makes females arrogant, sophisticated and discontent and even sometimes immoral. This perception is so deep-seated that despite several decades of education to correct these misconceptions, has not been able to erase these perceptions.

5.15 Suitability of Educated Women for Marriage

These attitudes were further exacerbated when all the 120 respondents did not find educated women suitable for marriage. This means that one hundred percent of the respondents did not find educated women suitable for marriage. What is interesting about this position is that, of the 100 percent who generally disagreed to the assertion that educated women were suitable for marriage, 70 percent felt strongly about their assessment of the situation. These views are consistent with the ones expressed about the attitudes of educated women towards their husbands and the attitudes of educated women generally. It is not out of place to expect that given the number of respondents who do not perceive the behaviour of educated women in a good light to think that they are suitable for marriage. However, the fact that none of the respondents considered educated women suitable for marriage puts this in a sobering context. Previous study by Anamuah-Mensah (2000) revealed that people have a negative notion that, the higher education of female university graduates makes them arrogant, sophisticated and discontent and even sometimes immoral and therefore not suitable for marriage. Higher education is also believed to make it difficult for girls or young women to find husbands, to be good wives and to be good cooks. This finding and the one by Anamuah-Mensah (2000) seem to intersect and highlights the fact that such attitudes are ingrained in people's mind that they will take massive education and reorientation to change.

5.16 Summary of Chapter

This chapter discussed the major findings of the study. The discussion was largely done taking into consideration the literature and the purpose of the study. The discussion made use of previous studies by establishing the linkages between the

current studies and the ones done by other scholars. The discussions was done around themes such as the importance of the education of the girl-child, allocation of resources to the education of boys and girls, the mental abilities of boys and girls, the attitudes of educated women towards their husbands and the suitability of educated women for marriage among others.

CHAPTER SIX

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.0 Introduction

This section of the thesis presents a summary of the major findings of the study, conclusions which were drawn from the findings, recommendations based on the findings and suggestions for future research.

6.1 Summary of Major Findings

This study examined the attitudes of parents in the Birim Central Municipality in the Eastern Region of Ghana towards the education of the girl-child. This was to enable the researcher to determine the extent to which the numerous activities and interventions to change attitudes and enhance the education of the girl-child have impacted parents' attitudes in the study area. In all, a total of 140 respondents were sampled; 120 parents and 20 girls in Senior High Schools from the study area were selected. What this study revealed was that although the majority of the respondents still hold on to some long held attitudes towards the education of the girl-child; it had not affected their desire to ensure that their girls get the best possible education. The major findings of the study are highlighted below:

- The majority (90 %) of the respondents generally posited that girls do not exhibit great attitudes towards their academic work, when they are compared with their male counterparts' in the study area. On the other hand, the 10 percent, who constitute the minority, do not subscribe to the assertion that girls are weak and lazy when it comes to academic work.

- The majority of respondents (90%) revealed that educating the girl-child was a waste of investment. This was inconsistent with the initial view as the same percentage of respondents (90%) considered the education of the girl-child as very important.

- The majority respondents considered the education of girls in the study area as extremely important. About 90 percent of the respondents considered the education of girls as an important venture while 10 percent did not consider the education of girls important. Respondents were able to provide for educational needs of both boys and girls in the study area. The majority of the respondents (60%) were able to adequately provide for the educational needs of their boys and girls. There were about 40 percent of the respondents indicated that they experienced great difficulties in their resolve to provide equally for the needs of both boys and girls.

- Girls still did the bulk of household chores in the morning before they leave for school in the morning. Parents and girls revealed that girls normally swept the compound, fetch water for the household, and cooked before they would leave for school. This was not the case for boys who would just bathe, eat and leave for school.

- The majority of the respondents also opined that it was the husband of the educated woman and the family of the educated woman's husband who eventually benefit from her education. This meant that the family of the educated woman received little benefit from their daughter's education as compared to her husband and his family.

- The respondents did not consider pregnancy among the girls as one of the challenges to the education of the girl-child in the study area. They indicated

90

that pregnancy among girls in school was not pervasive. The girls further indicated that should they become pregnant, they would give birth and continue their education.

- The overwhelming majority of the respondents (90%) posited that girls who reach puberty should get married instead of continuing their education. This point was further solidified when the majority of the respondents pointed out that the Ghanaian culture places pre-eminence over childbearing than the education of women or girls.

- It was revealed by the respondents that educated women were generally stubborn and disrespectful towards their husbands. The respondents went further to indicate that most educated women were disrespectful and arrogant. This view was equally shared by the girls who were interviewed for the study.

- All the 120 parents who were the main focus of the study did not find educated women suitable for marriage. These views indicated some level of consistency in thought or attitudes on the part of respondents when we juxtapose them with what respondents said earlier with regard to the attitudes of educated women.

6.2 Conclusions

Based on the data analysis and discussions, the following conclusions could be drawn:

- First, parents generally perceived that girls do not exhibit great attitudes towards their academic work, when they are compared with their male counterparts' in the study area. They give equal attention to the education of

91

both girls and boys; they do not show any preference for the education of boys over girls.

- Second, the girl-child in the study area still does a disproportionate share of household chores and this has the potential of affecting the time that the girl-child has to concentrate on her studies.

- Educated women are perceived as disrespectful, stubborn and arrogant towards the community members and this affects their suitable for marriage.

- Fourth, respondents still hold the perception that educating the girl-child is a waste of investment. This perception is not consistent with those expressed earlier with regard to the importance of the education of the girl-child.

- Finally, there was another inconsistency in the attitudes of parents, when they posited that girls who reach puberty should get married rather than continuing with their education. It is difficult to reconcile this with other views which were expressed.
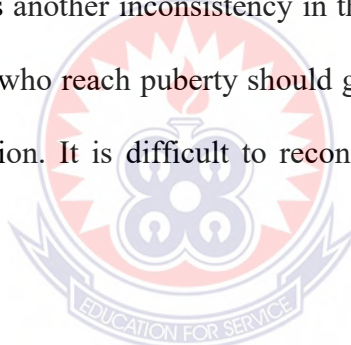
6.3 Recommendations

The following recommendations have been made based on the findings and the conclusions drawn:

- Parents even though perceived that girls do not exhibit great attitudes towards their academic work, when they are compared with their male counterparts' in the study area, they give equal attention to the education of both girls and boys; they do not show any preference for the education of boys over girls.

- It was clear that parents have great expectations of their daughters when it comes to education and professional development. These expectations are likely the results of respondents' positive attitudes towards the education of

the girl-child. Parents in the study area think the education of the girl child will enable her to achieve her aspirations in life hence they support the girls.

- There is a need for concerted effort on the part of the education directorate and women's groups in the study area to educate the inhabitants to understand that when educated women are assertive and demand their rights, it does not mean that they are arrogant and disrespectful.

- Fathers in the study area should take up their responsibilities by taking care of their children even when they have divorced their wives. This is because most of the girls who indicated that they had great challenges such as inability to pay school fees also indicated that their mothers were the sole financiers of their education because of the absence of fathers.

- State institutions such as the National Commission for Civic Education and the Municipal Education Directorate should educate the inhabitants of the study area to understand that the education of the girl-child benefits the entire community or nation. This education might be instrumental in ensuring that the perception held by the majority of parents that it is the husband and the family of the husband of the educated woman who eventually benefit from her education would be minimized.

6.4 Suggestions for Further Research

Based on the findings and the gaps that still exist in parental attitudes towards the education of the girl-child, the researcher suggests the following areas for further research.

- Researches in the future should try to establish why parents expected girls to marry when they reach puberty instead of pursuing their education.

- Further researches should be done to find out whether or not forced marriages take place in the study area.

- Researches in the future should be done to clearly establish the relationship between the amount of domestic work of girls and their academic performance.

REFERENCES

Abosi, C. O., & Brokman-Amissah, J. (Eds.), (1992). *Introduction to education in Ghana*. Accra: Sedco Publishing Limited.

Acheampong, I. (1992). *Factors that impede females from attaining high level education: A case study of females in schools and dropouts in Mataheko* Legon: University of Ghana.

Adu, J. I. (1999). *Woman in human development*. Accra: Horizon Publications.

Agyeman, D. K. (1988). *Ideological education and nationalism in Ghana under Nkrumah and Busia*. Accra: Ghana Universities Press.

Ajzen, I, & Fishbein, M. (2000). *Attitudes and the attitude-behaviour relation: Reasoned and automatic processes.* New York: John Wiley & Sons.

Alhassan, A. B. (2000). *Understanding educational psychology*. Zaria: Tamaza Publishing Company.

Allen, C. T., & Janiszewski, C. A. (1989).Assessing the role of contingency awareness in attitudinal conditioning with implications for advertising research. *Journal of Marketing Research*, 30-43.

Allport, G.W. (1935). *Attitudes*. Worcester: Clark University Press.

Anamuah-Mensah, J. (2000). *The race against underdevelopment: A mirage or reality*. Accra: Ghana Universities Press.

Anderson, M., (1992) Education for all; what are we waiting for. New York, UNICEF

Ballara, M. (1992). *Women and literacy*. London: Atlantic Highlands, Books.

Baron, R. A., & Byrne, D. (1987). Social psychology: *Understanding human interaction (5thed.)*. Newton: Allyn and Bacon.

Boakye, J. K. A (1997). Causes of dropout from basic education in Ghana. *Ministry of Education, Girls Education Unit, Ghana*.

Boakye-Donkor, L. (1997*). Girls and women education*. FAWE NEWS Vol. 2, Accra.

Bruce, A. (1997). *The effect of women's movements in relation to the socio-economic development of the girl-child: A case study of Forum for African Women Educationalists* (FAWE), Accra.

Chaiken, C., & Stanger, C. (1987). Attitude and attitude change. *Annual review of psychology, 4*   375- 379.

Cooper, J., & Hogg, M. A. (2007).Feeling the anguish of others: A theory of vicarious dissonance. In M. P. Zanna (Ed.).*Advances in experimental social psychology*, pp,(359-403). San Diego: Academic Press.

Creswell, J. W. (2013). *Research design: Qualitative, quantitative, and mixed methods approaches*. Los Angeles: Sage publications.

Crisp, R. J., & Turner, R. N. (2010). *Essential social psychology* (2nded.). Los Angeles: Sage Publication

D'Aeth, R. (1975). *Education and development in the third world*. Saxan House, Great   Britain.

Eagly, A. H., &Chaiken, S. (1993). *The psychology of attitudes*. Harcourt Brace Jovanovich   College Publishers.

Eagly, A., & Chaiken, S. (1995). Attitude strength, attitude structure and resistance to change. In R. Petty and J. Kosnik (Eds.). *Attitude Strength*. (pp. 413–432). Mahwah, NJ: Erlbaum.

Fazio, R. H. (1990). Multiple processes by which attitudes guide behavior – The mode model as an integrative framework. *Advances in Experimental Social Psychology, 23*, 74-109.

Fiske, S. T., Gilbert*, D. T. & Lindzey, G. (2010). Handbook of social psychology (5thed.).* Hoboken: Wiley.

Fourth World Conference on Women (1995). Development update number 10 Beijing, China. (UN Report, 4-15).

Gage, A. J., Sommerfelt, A. E., & Piani, A. L. (1997). Household structure and childhood immunization in Niger and Nigeria. *Demography*, *34*(2), 295-309.

Gay, L. R., & Diehl, P. L. (1992).*Research methods for business and management*. Macmillan Coll Division. New York.

Hausmann, J. (2012). Contingent valuation: From dubious to hopeless. *Journal of Economic Perspectives, 26(4), 43-56.*

Jesse, J. (1997). The community's negative attitude to girl's education has change. *The Ghanaian Child,* 3, 5.

Kaneker, S. (1976). Observational learning of attitude: A behavioral analysis. *A Journal of Social Psychology,* 23-24.

Kingdon, G.G., & Theopold, N. (2008). Do returns to education matter to schooling participation? *Evidence from India. Educ. Econ. 16(4),* 329–350

Kumekpor, T.K.B. (2002). Research methods and techniques of social research. Accra: Son Life Press & Services.

LaPiere, R. T. (1934). Attitudes vs. actions. *Social forces*, *13*(2), 230-237.

McWilliam, H. O., & Kwamena-Poh M. A. (1975). *The development of education in Ghana*. Hong Kong: Commonwealth Printing Press Ltd.

Ministry of Education, (2009) *Education strategic plan* (ESP) 2010 – 2020. Ministry of Education Accra: Ghana

Muthopeny. E, (1981). *Economic policies and strategies on women in development for a liberated Azania.* A paper presented at Pan African Congress Economic Seminar, Botswana.

Myers, D. G. (1999). *Social psychology*. London: Psychology Press.

Odaga, A, & Heneveld, W. (1995).*Girls and schools in Sub-Saharan Africa*, IBRD, Washington: World Bank.

Owusu-Darko, L. (1996). *A comparative study of maternal education and child survival in Ghana, 1988 and 1993*. MA dissertation, Regional Institute of Population Studies, University of Ghana.

Petty, R. E., Wegener, D. T., & Fabrigar, L. R. (1997), 'Attitudes and attitude change', *Annual Review of Psychology*, vol. 48, pp. 607–647.

Pitt, M. M., Rosenzweig, M. R., & Hassan, N. (2012). Human capital investment and the gender division of labor in a brawn-based economy. *The American Economic Review*, *102*(7), 3531 - 3542

Population and Housing Census (2010). Ghana Statistical Service, Ghana Accra

Psacharopoulos, G., & Patrinos, H. A. (2004). Returns to investment in education: a further update. *Education economics*, *12*(2), 111-134.

Rosenberg, M. J. & Hovland, C. I. (1960). Cognitive, affective and behavioral components of attitudes. *Attitude organization and change: An analysis of consistency among   attitude components*. New Haven: Yale University Press.

Rugh, A. (2000). Starting Now*: Strategies for helping girls complete* primary. Retrieved from http://eric.ed.gov/?id=ED462516. on 26th September, 2015

Saunders, M., Lewis, P. & Thornhill, A. (2003). *Research methods for business students* (3rded). Harlow: FT/Prentice Hall.

Schneider, D. J. (1988). *Introduction to social psychology*. San Diego, Jovanovich.

Schultz, T. P. (1993). Mortality decline in the low-income world: causes and
consequences. *The American Economic Review*, *83*(2), 337-342.

Solomon, M., Bamossy, G., Askegaard, S., & Hogg, M. (2010). *Consumer behaviour:
A European perspective* (4thed). England: Pearson Education.

Summers, L. H. (1992). Investing in All People (Address to the 1992 General
Meeting of Pakistan Society of Development Economists). *Pakistan
Development Review, 31(4), 367-404.*

Tesser, A., & Shaffer, D. (1990).Attitude and attitude change. *Annual Review of
Psychology*, 471- 473.

The New Encyclopaedia Britannica (1990). Chicago: Encyclopaedia Britannica Inc.

Trochim, M. K. (2006). Retrieved from ttp://www.socialresaerchmethods.net/kb/order.php

Twumasi, P. A. (1977). Health problems of accounts. Paper presented to Annual
Conference of Sociology Association of Ghana, Cape Coast, Ghana.

UNESCO (2000). *The Dakar framework for action, education for all: Meeting our
collective commitments.* World Education Forum, Dakar, Senegal: UNESCO.

UNICEF Ghana (2011). Global out of school children in Ghana: The Ghana Country
Study, Accra.

Vandemoortele, J., & Delamonica, E. (2000).The 'education vaccine' against HIV.
Current issues in comparative education, *3*(1), 6-13.

Vaughan, G. M., & Hogg, M. A. (2005). *Introduction to social psychology* (4thed).
French Forest: Pearson Education, Australia.

Wilson, D. B., Gallagher, C. A., & MacKenzie, D. L. (2000). A meta-analysis of
corrections-based education, vocation, and work programs for adult
offenders. *Journal of Research in Crime and Delinquency*, *37*(4), 347-368.

World Bank (1994). *Better health in Africa*: *A World Bank review*, Washington DC: World Bank.

Wortman, B. & Laftus, E. F. (1992). *Psychology* (4[th]ed). New York: McGraw Hill.

APPENDICES

APPENDIX 'A'

INTERVIEW GUIDE FOR GIRLS

Brief Overview

The research is to investigate the parental attitudes towards the girl-child education.
This study is to look at how parents perceive the education of the girl-child in the
Birim Central Municipality in the Eastern Region.

Interview Guide

1. I will begin the interview by introducing myself and explaining to the participant the purpose of the research.

2. Explain the need for the interview to be recorded and seek consent. If the consent is given switch on recorder and begin the process by assuring them of the confidentiality and anonymity of the data.

3. Assure them that the transcribed data could be made available for a discussion with them if they so wish.

4. Give a corresponding pseudonym that matches their gender.

Background data of Respondent

1. Name

2. Age

3. Probe educational background

    a. If currently in school: what class/level;

    b. Which subjects/courses are being studied

    c. If not in school what class/level did the termination take place:

        i. Why did you stop?

101

ii. Would you like to go back and complete?

iii. What prevents you from doing so?

4. Probe family background:

d. Parents' marital status

e. Parents' occupation/profession

f. Grandparents' occupation/profession

g. Whether there are brothers and sisters

h. If there are, what is the respondent's birth order

Perception about Girl-Child Education

5. Do you have all your brothers and sisters in school?

a. If no which of them is not in school?

b. Why?

6. Who pays your school fees?

7. Are your parents able to provide all your educational needs? If yes how. If no why and how is it affecting your education?

8. How do you perform academically in school?

9. What do you consider to be the reason(s) for your performance?

10. What do you aspire to be come in future? Why?

11. What does your parent think about your aspiration?

12. Do you think you are capable of achieving that aspiration? Why?

13. Do you think girls' education is important? Why?

Societal Ideologies about Girl Child Education

14. Whom are you staying with?

15. What exactly do you do at home before coming to school?

16. Do you agree that the woman's place is always in the kitchen? Why?

17. Should you get pregnant while in school, what would you do? Why?

18. Do you think educated women are arrogant and disrespectful? Why?

APPENDIX 'A'

QUESTIONNAIRE ON PARENTAL ATTITUDE TOWARDS GIRL-CHILD EDUCATION IN THE BIRIM CENTRAL MUNICIPALITY IN THE EASTERN REGION OF GHANA

This is a questionnaire which seeks to gather information on the views, attitudes and perceptions of parents towards girl-child education. Confidentiality is assured and your honesty in your responses is greatly appreciated. I value your insights and comments.

PART A: Background information – tick the appropriate box [ ] and specify where needed.

1. Gender :   [ ] Male   [ ] Female
2. Age   :   [ ] 21-25yrs   [ ] 26-30yrs   [ ] 31-35yrs   [   ] 40yrs and above
3. Educational background: [ ] Basic Level   [ ] Secondary Level   [ ] Tertiary Level   [ ] Non literate
4. Marital status: [ ] Married   [ ] Single   [ ] Divorced   [ ] Widowed   [ ] Co-habitation
5. Occupation: [   ] Farming   [ ] Trading   [ ] Teaching   [ ] Nursing Others, specify……
6. Religion: [ ] Christian   [ ] Islamic   [ ] Traditional   Others, specify…….
7. Number of children: [ ]1-3   [ ] 4-6   [ ]7-9   [ ] 10 and above
8. Number of males: [ ] 1   [ ] 2   [ ] 3   [ ] 4   [ ] 5   [ ] 6   [ ] 7   [ ] 8 and above.
9. Number of females: [ ] 1   [ ] 2   [ ] 3   [ ] 4   [ ] 5   [ ] 6   [ ] 7   [ ] 8 and above.

PART B: Perceptions about girl-child education.

INSTRUCTIONS: Read each statement below. Tick ( ) the box which best describes your response to the statement. If you **STRONGLY DISAGREE** with the statement, tick **SD.** If you **DISAGREE**, tick **D**, **AGREE, A**, or **STRONGLYAGREE, SA.**

Statement	SD	D	A	SA
Educating the girl child is a waste of investment				
Girls are academically lazy and weak.				
The girl child will have a good marriage without formal education.				
Educating the girl child is a profit to her husband's family.				
Girls possess mental abilities equivalent to boys.				
Child marriage impedes the education of the girl child.				
Many girls become pregnant while at school.				
Educated girls become responsible wives and mothers.				
The Girl child is equally intelligent as the boy child.				
Girls must be given equal treatment as boys in terms of education.				
Breakdown in marriages are responsible for some girls drop-out from school.				
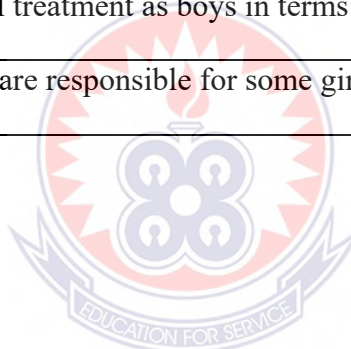
PART C: Societal ideologies about girl-child education.

INSTRUCTIONS: Read each statement below. Tick ( ) the box which best describes your response to the statement. If you **STRONGLY DISAGREE** with the statement, tick **SD.** If you **DISAGREE**, tick **D**, **AGREE, A**, or **STRONGLYAGREE, SA.**

Statement	SD	D	A	SA
Where resources are limited, parents prefer to educate their sons only.				
Educated women are disrespectful and arrogant				
The only place for women is the kitchen, therefore education of the girl-child is useless				
Educated girls or women tend to shirk their feminine roles				
Too much education for the girls delay their marriage				
Bringing forth children is more prestigious in the society than schooling				
Girls who reach age of puberty should get married rather than continue their education				
Women are the weaker sex and therefore seems to be inferior to men				
Educated women are unmarriageable because they cannot be good wives and be good cooks				
Educated women are stubborn to their husbands				

PART D: Attitude of Parents

Please tick the appropriate box [ ]. If you need to give more information write in the space provided.

1. Do you have male and female children in school?

   [ ] Yes   [ ] No

   If No which of them is not in school?

   …………………………………………………………………….............

   .....………………….………………………………………………………

   Why? ....

   ....

106

2. Is /Are your daughter(s) and or son(s) reluctant in going to school?

    [ ] Yes   [ ] No

    If yes, give reasons for his / her or their attitude.

    ……………………………………………………………………………………

    ……………………………………………………………………………………

3. Are you able to provide equally for the educational needs of both your boys and girls?

    [ ] Yes   [ ] No

    If yes, how? ……………………………………………………………………

    …………………………………………………………………………………….

    If no why? ………………………………………………………………………

    …………………………………………………………………………………..

4. Do you have any difficulty in educating your daughters and sons?

    [ ] Yes   [ ] No

    Give reasons…………………………………………………………………………

    ……………………………………………………………………………………………

    ……………………………………………………………………………………………

    How is your difficulty affecting your daughter's education?

    ....

    ....

    ....

5. Do you think girls' education is important?

    [ ] Yes   [ ] No

    If Yes, why?………………………………………………………….

    If No, why? ………………………………………………..…………

6. What exactly do you expect your daughter to do before she leaves home for school?

    [ ] Cook, sweep and fetch water for the family before she goes to school

    [ ] Do her homework before she leaves for school

    [ ] Bath the younger siblings before going to school

    [ ] Just wake up and go to school early

    [ ] Sell products before going to school

7. What exactly do you expect your son to do before he leaves home for school?

   [ ] Iron clothes before he goes to school.

   [ ] Just wake up and bath to go to school

   [ ] Sweep, wash utensils and fetch water before he leaves for school

   [ ] Do his homework before going to school

   [ ] Sell products before he goes to school

8. Do you think there is the need to give equal attention to the education of both sons and daughters?

   [ ] Yes   [ ] No

   If Yes why?

   ………………………………………………………………………

   ………………………………………………………………………

   If No why?…………………………………………………………………..

   …………………………………………………………………………

9. What are your expectations for your daughter(s) in the next 5 years?

   [ ] Would be in the tertiary institution

   [ ] Would have married and raising her family

   [ ] Would be trading, farming, in apprentice and so on.

   [ ] Would be working as a banker, a nurse, a teacher and so on.

10. Do you think your daughter is capable of achieving her aspiration?

    [ ] Yes   [ ] No

    If Yes why? ……………………………………………...........................

    …………………………………………………………………………

    If No why? …………………………………………………………………..

    …………………………………………………………………………

11. Should your daughter get pregnant while in school, would you ask her to continue after giving birth?

    [ ] Yes   [ ] No

    If Yes why?…………………………………………………………………..

    If No why?…………………………………………………………………