

UNIVERSITY OF EDUCATION, WINNEBA

FEMALE MIGRATION AND DROPPING OUT OF SCHOOL IN PUBLIC BASIC  
SCHOOLS IN A LUMBERING COMMUNITY IN THE ASANTE AKIM SOUTH  
DISTRICT



**A Project Report in the Department of Educational Leadership, Faculty of  
Education and Communication Sciences submitted to the School of Graduate  
Studies, University of Education, Winneba, in partial fulfilment of the requirements  
for award of the Master of Arts (Educational Leadership) degree**

SEPTEMBER, 2016

## DECLARATION

### STUDENT'S DECLARATION

I, RITA DEBRAH, declare that this project report, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and 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 project report as laid down by the University of Education, Winneba.

NAME OF SUPERVISOR: PROF. FRANCIS OWUSU MENSAH

SIGNATURE.....

DATE: .....



## **ACKNOWLEDGEMENTS**

I humbly express my sincere gratitude to the Headmasters and Teachers of Breku D/A Primary and Junior High Schools who availed themselves to take part in the study. My profound thanks go to my supervisor Prof. Francis Owusu Mensah, for his patience and seriousness in supervising my work. And to Mr. Gordon Amankwah and all well-wishers, I say God bless you all.



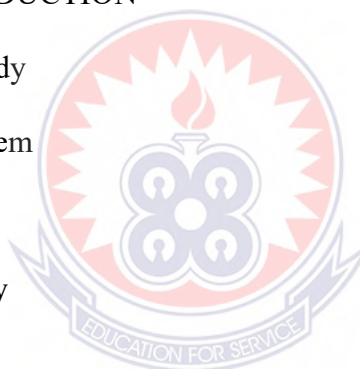
## **DEDICATION**

To my parents, the Late Op. Kwadwo Nsiah and Madam Margaret Aboagye, my siblings, Isaac Debrah, Norbert Debrah, Edward Debrah and Emmanuel Debrah, Rebecca Debrah, Vida Debrah, Veronica Debrah and Patricia Debrah.



## TABLE OF CONTENTS

CONTENT	PAGE
TITLE PAGE	
DECLARATION	ii
ACKNOWLEDGEMENTS	iii
DEDICATION	iv
TABLE OF CONTENTS	v
LIST OF TABLES	viii
ABSTRACT	ix
CHAPTER ONE: INTRODUCTION	1
1.1 Background to the Study	1
1.2 Statement of the Problem	3
1.3 Purpose of the Study	4
1.4 Objectives of the Study	4
1.5 Research Questions	4
1.7 Limitations of the Study	5
1.8 Delimitation of the Study	5
1.9 Organization of the Study	6
1.10 Definition of Terms	6
CHAPTER TWO: LITERATURE REVIEW	8
2.1 Introduction	8
2.2 Educational Policies in Ghana	9
2.3 Dropout in Ghana	12
2.4 Economic Factors	13



2.4.1 Parental investment	13
2.5 School Costs	14
2.6 Household Level Factors	15
2.6.1 Household work	15
2.6.2 Attitude of parents	16
2.7 School Level Factors	17
2.7.1 Extra – curricular activities	17
2.7.2 Absenteeism	18
2.7.3 Teachers’ attitude towards females’ students	19
2.8 Female Teachers in School	19
2.9 School Distance	20
2.10 Cultural Factors	21
2.10.1 Early marriage	21
2.10.2 Pregnancy	22
2.10.3 Cultural beliefs	23
2.11 Female Migration	24
CHAPTER THREE: METHODOLOGY	28
3.0 Introduction	28
3.1 Research Design	28
3.2 Study Area	29
3.3 Population	30
3.4 Sample and Sampling Procedure	30
3.5 Data Source	31



3.5.1 Primary Data	31
3.5.2 Secondary Data	32
3.6 Data Collection Instrument	32
3.7 Pre-testing of the Instrument	32
3.8 Validity and Reliability	33
3.9 Data Collection Procedure	34
3.10 Data Analysis	34
3.11 Ethical Consideration	35
CHAPTER FOUR: ANALYSIS AND DISCUSSION	36
4.0 Introduction	36
4.1 Demographic Characteristics of Respondents	37
4.2 Analysis of the Research Questions	38
CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS	54
5.0 Introduction	54
5.1 Summary of Findings	54
5.1.1 Main findings	55
5.2 Conclusions	56
5.3 Recommendations	57
5.4 Suggestion for Further Study	57
REFERENCES	58
APPENDIX A	65

## LIST OF TABLES

TABLE		PAGE
4.1	Demographic Characteristics of Respondents	37
4.2	Perceived School Factors that dominantly causes school dropout	39
4.3	Perceived Home Factors that dominantly causes school dropout	45
4.4	Some Perceived Effects of School dropouts in the district	49





## ABSTRACT

The study was conducted to explore female migration and drop out in the Ashanti Akim South district. The objectives of the study were to identify the perceived school factors that dominantly cause school dropouts, determine the perceived home factors that dominantly causes school dropouts and to find out the perceived effects of school dropouts in the district. The researcher used descriptive survey design with closed ended questionnaire as the research instrument for the study. The population for the study comprised two head teachers and 16 teachers of Breku District Assembly Primary, Breku District Assembly Junior High School, 12 drop out girls and 20 parents totaling 50 for the study. Purposive sampling was used to select 18 head teachers and teachers and 12 girl dropped outs. Simple random sampling was used to select 20 parents. The study found among others that among the school factors that causes of school dropout are, use of students for non-academic duties and school distance too far from home. Among the home factors are, lack of parental interest and parent's inability to provide academic needs. Among the effects of dropout are early marriage and sexual promiscuity. It is recommended based on the findings that the Ghana Education Service should create an enabling school environment for students to promote effective teaching and learning to motivate student to have interest to attend school to avoid dropout.

## **CHAPTER ONE**

### **INTRODUCTION**

This chapter deals with the background of the study, statement of the problem, the purpose of the study, objectives of the study, research questions, significance of the study, limitation of the study, delimitation and definition of terms.

#### **1.1 Background to the Study**

This study explored female migration and dropping out among children especially the girl-child in the lumbering community in the Asante Akim South District. As the government committed itself to providing free basic education by 2015, strategic measures were put in place to prevent dropout from school once they are enrolled, in order to retain them throughout the cycle of primary education.

Factors, such as, the cost of education and other socio-cultural factors are cited in the literature as causes. The reason pupils are unable to complete basic education in developing countries for which Ghana is one have been attributed to structural factors at household, school, culture and economic levels. Ensuring children's enrollment in the school is one thing, but whether they will complete their education is another thing altogether.

Access to education of women is considered as a significant indicator for the progress of a society. According to Brown (1991), the education of women in a society determines its social, financial, natural, physical and human capitals which contribute to its growth and development. Education is a significant factor influencing the socio-

economic and health conditions of a family and determines the gender relations in the society.

Sen (1989), explains that, the education of women strengthen their position in the family and community thereby producing multiple benefit. Sen argues that, the education of women or girls is the single most powerful way to encourage smaller, healthier and better educated families. As educating women helps in slowing down population growth (Basu, 1996) and increases productivity, encouraging the education of women and closing the gender gap in education and promotes faster growth of per capita income.

Owing to its considerable benefits, economists believe that investment in educating women and girls brings a higher return for developing countries by promoting women's social and economic status (Hertz 2006; Conway & Bourque, 1995).

As a feminist, I am equally concerned with women's life opportunities, their empowerment, entitlement and rights as well as with the notion that a woman or a girl should have equal access to resources, including education.

In 1948, the United Declaration of Human Rights acknowledged the right to education and declared that elementary education should be made free and compulsory (United Nations 1948). The International Bill of Human Rights includes provision for free compulsory primary education and emphasis non-discrimination in education. To turn this ambition to reality, several treaties and declaration have been promulgated since then. The convention on the elimination of all forms of Discrimination against women (CEDAW, 1979) and the convention on the Rights of the child (CRC, 1989) include the most comprehensive sets of legally enforceable commitments coming both rights to education and to gender equality. 173 countries ratified CEDAW by 2003 and CRC has

been ratified by almost all the countries of the world (UNESCO, 2003). Despite all these interventions by various governments and international bodies, the girl-child is still discriminated upon and many still drop out of school. This is the motivation that pushed the researcher to explore female migration and dropping out of school: the case of girls in selected schools in a lumbering community in the Asante Akim South District.

## **1.2 Statement of the Problem**

School enrolment in Asante Akim South district has been obstructed by the involvement of children in lumbering and domestic labour. Dropout from school is a common phenomenon in Asante Akim South district. There is a high incidence of dropout especially during times when mushrooms are in abundance. Most girls from some of the communities within the Asante Akim South district prefer going to the forest to look for mushrooms to going to school, where they enjoy standing by the road side to sell the mushrooms for money. When the mushroom season is on, pupils do not attend school at all. When the season is over, they travel to urban cities like Kumasi, Accra or Koforidua to make money rather than coming back to school. In Ghana successive governments have been trying hard to improve on girl child access to school and completion. However its efforts have been met with challenges. Increasing dropouts is being experienced in the study area despite various reforms which have been introduced. All these factors have given the researcher the motivation to explore female migration and dropping out of school in the Asante Akim South district.

### **1.3 Purpose of the Study**

The purpose of this study was to explore female migration and drop out in public basic schools in the Ashanti Akim South district.

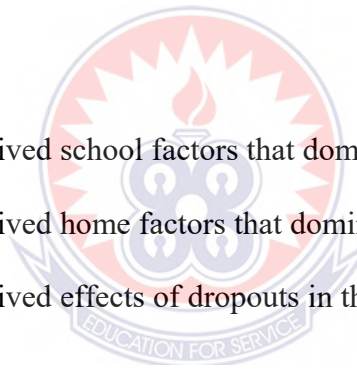
### **1.4 Objectives of the Study**

Specifically, the study sought to:

1. identify the perceived school factors that dominantly causes school dropouts.
2. determine the perceived home factors that dominantly causes school dropouts.
3. find out the perceived effects of school dropouts in the district.

### **1.5 Research Questions**

1. What are the perceived school factors that dominantly cause school dropouts?
2. What are the perceived home factors that dominantly cause school dropouts?
3. What are the perceived effects of dropouts in the district?



### **1.6 Significance of the Study**

This study would be important especially at this technological era. The girls place will no more be in the kitchen but can also be educated to contribute to national development. The outcome of this study will also enable educational authorities to see the successes and flaws of the FCUBE.

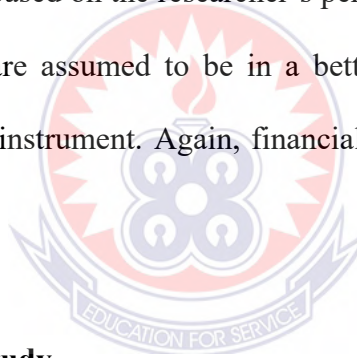
The findings of this study will somehow inform Ministry of Education and Ghana Education Service on the factors that lead to female drop out in order to put corrective

measures in place to solve the issues on dropout in children of school going age especially girls in the basic school in the Asante Akim South District.

Again, the study will contribute to what other researchers and organizations have brought out on the concept of drop out and serve as reference for future research.

### **1.7 Limitations of the Study**

Due to time, this study was limited to some selected schools in the Asante Akim South district. Secondly, the sampling technique used in the selection of the category of respondents may not constitute the best sampling technique. This was so because the respondents were chosen based on the researcher's personal judgment on the premise that those who were chosen are assumed to be in a better position to provide appropriate responses to the research instrument. Again, financial limitation also posed a very big challenge to this work.



### **1.8 Delimitation of the Study**

This study was narrowed to Asante Akim South District because despite its location on the main Accra–Kumasi highway, dropout is high especially among girls. The focus of this study which was to find the explore factors that lead to girls' dropout is a sensitive one.

The objectives of the study was also delimited to identify the school factors that dominantly causes school dropouts, determine the home factors that dominantly causes school dropouts and to find out the effects of school dropouts in the district. Therefore the out of the study may not be generalized.

## **1.9 Organization of the Study**

The study was organized into five chapters. Chapter One introduces the study by presenting information relating to the background of the study and outlining the statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations to the study, delimitations of the study, definition of terms and the organization of the study.

Chapter Two presents the review of relevant literature related to the study. It discusses the relevant literature pertaining to dropout. Chapters Three and Four focuses on the methodology and analysis and discussion of the results of the study respectively. Finally, the summary of findings, conclusions, recommendations and suggestions for further studies were presented in chapter five.

## **1.10 Definition of Terms**

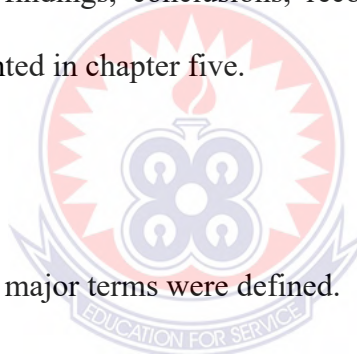
In this section some of the major terms were defined.

### **Dropout**

Dropout is defined as the premature termination of an educational cycle. The general definition includes categories wider than formal educational activities and courses.

A term used to describe individuals who leave an activity, a course, a programme, or a school before completing its requirements (Dejnozka and Kapel, 1991, p.185)

A dropout can also be defined as a child who enrolls in school but fails to complete the relevant level of educational cycle. At the primary level, this means that the dropout fails to reach the final grade usually grade V or VI (UNESCO 1987, p.2).



### **Dropout rate**

A dropout rate is defined as the percentage of pupils or students who leave school before completing a grade or level. Also the percentage of students who leave a school year before moving to a higher grade (UNESCO 1982, p.56)

Commonly dropout rate is calculated in one school year for a particular grade or level. On the other hand, the cohort dropout rate is calculated as the number of pupils or students dropping out before completing one educational cycle or unit.

### **Migration**

Human migration is the movement of people from one place to another with the intentions of settling temporary or permanently in a new location. The movement is often over long distances and from one country to another but internal migration is also possible; indeed internal migration is the dominant form globally.

Child migration is the movement of children ages 0-18 years within or across political borders, with or without their parents or legal guardian, to another country or region. They may travel with or without legal document.

### **Lumbering community**

Lumber is a wood that is to be used for building, construction, paper or other similar purposes. Lumber can refer to the wood at any point of the manufacturing process including before processing and after it has been formed into logs or boards.

Lumbering is the business or trade of cutting, transporting, preparing or selling timber.



## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 Introduction

Education is considered as positive light and migration is assumed to interfere with children's ability to access education. According to the World Conference on Education (2001), all children particularly girls must have access to and complete quality education by the year 2015. We know it very well that both boys and girls have equal right to be educated, and in developing a nation it is important to provide education irrespective of gender.

If you educate a man you educate one person but if you educate a woman you educate the whole nation said by Dr. Kwegyir Aggrey. A growing body of literature shows that girls dropout rates are higher compared to boys' in most parts of the world. This situation is not different in the Asante Akim South District. Girls' drop out of school than boys each academic year.

According to UNESCO (2012), the dropout rate is higher for girls due to some factors which extensively contribute to an increase in girls' dropout though those factors also impact dropout rate for boys. In this regard, the findings of Holcamp (2009), supports the argument that some socio-cultural factors highly impact girls' dropout though those factors also contribute to boys' dropout rate but to a lesser extent. Therefore, we can argue that some particular factors produce poor educational outcome which consequently increase the attrition rate for girls.

Dropout rate does not occur through a single factor; it is a composition of several factors. A number of studies have been conducted on girls' dropout issues based on

particular regions, societies and cultural perspectives in various parts of the world. This chapter will accumulate the factors and illustrate a conceptual model of dropout for girls which can give further opportunities to researchers to view the relevant factors on girls' dropout issues.

For better demonstration all the factors have been divided into four groups which are economic factors, household level factors, school level factors and cultural factors.

## **2.2 Educational Policies in Ghana**

The development of education since independence has been and continuous to be guided by various Educational Acts and Programmes, the most fundamental being the Education Act 1961. It is the principal legislation on the right to education and it states in section 2 (1):

“Every child who has attained school going age as determined by the Ministry of Education shall attend a course of instruction as laid down by the ministry in a recognized school for the purpose of the ministry”

Formal education is widely acknowledged as the foundation of civilization and development. In modern times, the scope of emphasis had been stretched from mere formal education to quality education. That is why government all over the world are enjoined by the Education for All (EFA) agenda, not just provide education to all children of school going age, but that they must not sacrifice quality education under any circumstance.

When Ghana became independent in 1957, it had one of the most developed educational systems in Sub-Saharan Africa. Over the next forty years, its education

system expanded to provide places for most, but not all, of its children. Since the educational reforms of the late 1980s, enrolments have grown steadily, this contrast with Sub-Saharan countries with Universal Free primary education policies, which have experienced short periods of rapid growth.

The government of Ghana sought to achieve universal primary education by providing a constitutional legal backing and included it in its constitution as legal requirement in 1992. Since then attempts to achieve this goal have included a major restructuring of the first and second cycle education which reduced its duration from 17 years to 15 years.

Basic education (kindergarten and basics 1 – 9) is free and compulsory in Ghana's educational system. The 1992 constitution gives further incentive to the provision of education as a basic right for all Ghanaians. Article 38, sub section 2 states: "The government shall within two years of parliament first meet after coming into force of this constitution, draw up a programme for the implementation within the following ten years for the provision of a Free, Compulsory Universal Basic Education".

In 1996, the Free and Compulsory Universal Basic Education (FCUBE) programme was launched. This was a ten year programme (1995 – 2005) designed to establish the policy framework strategies and activities to achieve Free Compulsory Basic Education for all children of school going age. While school enrolment has improved significantly in recent years especially with girls, one major challenge facing it has been high levels of drop out (MOESS, 2007). Over 20% of school going children in Ghana have either dropped out or never enrolled in school at the primary level (Ampiah & Adu-Yeboah, 2009). Reports on the state of education in Ghana by Akyeampong (2007),

confirms the reality of school dropout in Ghana's educational system. In 2006, non-completion rate stood at 15% and 35% for primary and Junior High schools respectively (MOESS, 2007).

The establishment of the girls Education Unit in 1997 marked a major step in the country's commitment to ensuring the respect for the general principle of securing a non-discriminatory environment and the reduction of gender disparities in the educational sector.

In 1951, Accelerated plan declared the first cycle of education to be free and compulsory; some minimal fees were introduced in the 1980s to meet the textbooks costs. There is also a policy to achieve a Universal Basic Completion (UBC) rate by 2015 and every child in the relevant age group also has to complete second cycle education in Ghana by 2020.

The Education strategic Plan (ESP) (2003 – 2015) is very gender sensitive with its allocation of funds for the education of girls.

The Millennium Development Goal (MDG) on education enjoins all countries to work towards achieving universal education by the year 2015. Specifically MDG is to ensure that all boys and girls complete a full course of primary schooling (World Education Darkar, 2000).

The government has also decided to pay capitation grants and implement school feeding programmes to cover fees and cost of feeding respectively for public schools. The purpose is to remove user-fees and feeding costs which has become a barrier to many poor families and communities.

### 2.3 Dropout in Ghana

The rationale for research in Ghana lies in its historical and current experiences in the development of education. Ghana's experience of initial development and subsequent decline of its educational system is common among other developing countries. Ghana has a long history of a Western type of school education, though it had been directed at a small proportion of the population until the latter half of this century.

The country was the first colony in sub – Saharan Africa to gain independence in 1957, and to establish a mass educational system. Strong demand for education was recognized and the independence brought political commitment to increase access to education. Then the country and its educational system went through hardships due to political instability and economic decline in 1970s. Economic recovery with a Structural Adjustment Programme (SAP) included rehabilitation of social infrastructure. Educational reforms which started in 1987 streamlined the previous system aimed at increasing efficiency. The reform has received financial and technical support from a number of donor agencies.

Education in developing countries has increasingly been discussed in a wider context of development, such as, education's role in facilitating economic and social development as well as equity. Ghana is recognized to have achieved an initial stage of economic recovery in the early 1990s. The Ghanaian economy between 1982 to 1991 grew at an average rate of approximately 5 to 6 per cent, while the rest of Africa excluding Nigeria averaged 2.3% between 1982 to 1991 (Herbst, 1993, p.54).

The country has been praised as one of the most successful cases of countries accepting the prescriptions of SAP. Therefore, it seems appropriate to investigate the

issue of education in this country as a similar economic recovery process that is likely to be followed by a number of other developing countries. The country's education reform is one of the vital elements of a second phase of the Economic Reform Programme (ERP).

## **2.4 Economic Factors**

### **2.4.1 Parental investment**

Parental investment for children well-being can sometimes become gender biased. Although parents are altruistic to the gender of their children, they do not invest in education equally for all. For instance, it appears some parents in the district does not know the essence of taking their children to school so they pay little attention in providing exercise books, uniforms and even feeding to their children. As a result of this, when pupils become frustrated, they eventually drop out of school. In this regard, there is considerable evidence in the literature supporting this view that, there is gender bias in the case of parental investment in children (Glick & Sahn, 2000)

In addition, Leug and Zhang (2008), found out that parents preference for sons encourage more of them to invest for their son's well-being, in order to take care of their parents in the future. In fact, parental gender bias investment occurs particularly when parents have limited or lower income and resources causing girls to leave school earlier than boys.

Fuller and Laing (1999) and Grant and Hallam (2006), found an association between a family's financial strength and the likelihood of the daughters dropping out. Again, due to underage parenting, most children whose needs are not met eventually

dropout of school since they, the children, will have to fend for themselves and see themselves through school. This is a major problem in Asante Akim South District. When a girl entering adolescent does not get all what she needs, she finds a way of looking for those things for herself. Girls of Asante Akim South District who face such problems leave school to do petty trading or travel entirely from the community to look for money for their upkeep.

## 2.5 School Costs

Direct and indirect schooling costs are important factors for the education of the children. Some research indicate that schooling cost especially school fees, are a central reason for early dropout from schools. Schooling costs are sometimes linked to the gender of the children as parents sometimes become unwilling to pay school fees for their daughters.

Brown and Park (2002), investigated that in rural China, parents incapability to pay school fees was the reason for the dropout of 47% of girls while 33% of boys dropout in elementary school.

Hunter and May (2002) found that school fees were significant reasons for the dropout rate of 27% of boys but 30% of girls before graduation in South Africa.

From the families perspective Shovan and Sengupta (2012) observed that in poor households in India, the cost of schooling for girls are likely to be higher while the benefits are more tenuous for them than boys. Though direct costs are similar for boys and girls, parents are less willing to spend on girls.

Lloyd, Mete and Sathar (2000) also identified that in Kenya, higher school fees increases the likelihood of dropouts for girls but not for boys.

## **2.6 Household Level Factors**

### **2.6.1 Household work**

There is substantial literature regarding how a child's work has impact on his or her educational outcomes regardless of the gender of the child. Many studies observe that girls begin working at an early stage than boys especially in rural areas. Girls also tend to do more work in the house than boys.

Brock and Cammish, (1997), indicated that female students drop out of school to take care of their younger siblings.

According to Canagarajah and Coloumbe (1997), if children less than six years are present at home, elder sisters are more likely to drop out.

Fuller and Liang (1999) argued that if mothers work and get wages outside the home, female students take some of the responsibilities of the household which causes them to drop out. In general, girls take more loads on household chores than boys.

#### **Female involvement in household chores**

Fuller and Liang (1999), argue that the advantage of having female as household heads may be as a result of increased autonomy of female when males are absent in the decision making process.

Shahidul (2013) examined data in Bangladesh and found that if a mother participates in household decision making process, the dropout rate of girls is decreased. Though female headship give advantage to girls, studies sometimes show controversial



results. This is because many studies found a single female headed household to face greater financial and time constraints than two-parent household in general.

### **2.6.2 Attitude of parents**

According to McDowell and Hostetler, (1996) family or home factors play a critical part in a young person's success or failure in school. A study of family patterns of interaction among non-achieving students in middle class communities identified parental in difference, parental pressure, among other patterns, as a major pattern of interaction that created hazards for students. It is perceived that parental in difference is a major attitudinal problem that disturb the schooling of a child as a result of parents in attentions' to the accomplishments of their children at school. Parents have priority for their commercial interest to the detriment of their children's schooling. Such parents put mean premium on their interest and social activities neglecting or paying less attention to the child's basic needs school. These behaviors of such parents would inform the child to feel not level by and unappreciated by their parents which eventually result in getting lower grade, truancy or even dropping out of school.

When parents become over protective, domineering, over directing, perfectionistic and always expecting their children to do better without ever giving attention to their achievements and capabilities, they (parents) do great harm to students. In such circumstance, children are pressured to perform above the level of their ability and, feelings of inadequacy, less of hope disinterestedness in school and pessimism emerge as a reaction or repercussion (McDowell & Hestetter, 1996) Rice (1981) asserted that, it has been quite explicit that parents of low socio economic standing produce drop

out children. Many parents', who complete only fifth grade, often consider their words graduating from junior High school to be sufficient. They sometimes discourage their children from attending school. Their older daughters are urged to stay home to look after the younger sibling or to do house duties. The sons and also expected to go out and look for work to do to earn income to help the family.

## **2.7 School Level Factors**

### **2.7.1 Extra – curricular activities**

There is several evidence that shows participation in extra-curricular activities vary by gender. Girls are usually less participative in extra-curricular activities than boys. Sue (2012), investigated gender dynamics in the valuing of extra-curricular activities and their survey results showed a significant difference in the proportion of participation in extra-curricular activities of males and female students. Results showed that approximately 76% of male students participated in extra-curricular activities compared to only 48% of female students. Sometimes girls' participation in extra-curricular activities is constrained by lack of facilities in the schools.

Osiki (2008) observed that 90% of schools had extra-curricular facilities for boys but the facilities for girls were not available or were provided minimally. This occurs in schools in most developing countries.

Another problem is that some societies consider sports as a male activity. For instance, in Senegal participation in sports is socially and culturally prohibited for Muslim women (Hewett, 2010). In England, during the secondary school cycle, Muslim women face restrictions by their culture and religion to participate in sporting activities in

schools (Benn, 2008; Caroll & Hollinshead, 1993). In fact Muslim religion does not permit the wearing of some kit such as skirts, shorts and t-shirts for sports and also the idea of public changing and showering among their women.

### **2.7.2 Absenteeism**

Research also indicates that irregular attendance can be a precursor for dropout from school regardless of the gender of the pupil. However, it can be argued that school absenteeism can be cause for early dropout from school. In this regard Manacorda (2012) also argues that girls are at a greater risk of absenteeism, repetition and drop out and have lower educational achievement than boys in upper primary school. There are some causes for girls' dropout because of absenteeism. For instance, teenage pregnancy among girls is commonly associated with frequent absence from school initially, then permanent and or temporary dropout. Girls drop out more because of absenteeism due to child labour, migration or household work. This is because a good deal of literature on household work found that girls do more household work than boys which may increase non-attendance in schools for girls. Again, it is observed in our Ghanaian setting that most girls especially from the rural areas are sent to the cities to live with guardians who may not be their family members. Such guardians may promise to send these girls to school but when they get there, they no longer send these girls to school. When these girls don't feel comfortable living with such people and they return to their hometown again, they no longer go back to school due to shyness hence may absent themselves from school even if they are enrolled again.

Moreover, availability of toilets and access to feminine hygiene supplies impact on girls' absenteeism. In this regard, Gran (2013), indicates that female students were more likely to be absent if their toilets at school were dirty. In addition, Ngales (2005) found that in Ethiopia, female students were often absent in class during menstruation and frequent absence led to dropout from school.

### **2.7.3 Teachers' attitude towards females' students**

Studies have examined how the attitude of teachers towards female students is linked to dropout issues. According to Colcough, Rose and Tembon (2000), teachers in schools more positively view boys to be performing better than girls so their attitude and their teaching practices have an impact on them. Nekatibeb (2002) saw that both female and male teachers do pay attention to boys than girls in the classroom.

Research by Fawe (2001) shows that teachers were not conscious in using their language towards girls in the classroom. They also view girls as less intelligent to those boys and that girls are just there to marry early.

According to Njau and Wamahiu (1994), in a study on dropout rate in Sub-Saharan Africa, it was found that the cause of higher rate of girls' attrition was the attitude of teachers toward girls in school. Teachers favoured the boys than girls in terms of academic performance and achievement which led to dropout of girls from school.

## **2.8 Female Teachers in School**

Studies have examined the impact of female teachers on the educational achievement of girls. Njau and Wamahiu (1994) indicated that lack of female teachers is

an obstacle to girls' participation and enrolment in schools. Njau and Wamahiu stated Afghan people believe that girls should not be taught by male teachers, however, female teachers are not available in the society which is a reason for the low rate of female education. In some societies, parents make their daughters stop schooling before adulthood as female teachers are not available in schools but the fact is, female teachers are effective in achieving higher educational outcome for female students. In this respect, a number of studies have identified that having female teachers in schools have a positive impact on female students academic achievement.

## **2.9 School Distance**

School distance is an important determinant of school dropout for female students. Juneja (2001), observed that if school distance is considered too far from home, young females drop out more due to the vulnerability to sexual harassment (Colclough et al., 2000; Nekatibeb, 2002).

Parents are afraid of the safety of their children when they have to travel long distances to school. Most female pupils who travel from those villages normally drop out of school due to sexual harassment they encounter on their way from school.

Ainsworth (2005) found that the likelihood of attending secondary schools for girls decreases with greater distance compared to nearer distances. Nekatibeb (2002) also said that school distance is also an obstacle for girls' education in many countries in Africa. A large number of studies in African regions report that school distance can discourage girls from being educated for two major reasons.

One of them is the length of time and energy needed to cover long distances on empty stomachs. For example some of the pupils who come to school from some villages to where schools are in the district can walk almost one hour thirty minutes before they get to school. Another thing is parental anxiety about sexual safeguard of their daughters.

School distance gives a motivation to girls to stay in school. Ainsworth (2005) identified that the close proximity of school had a positive impact on girls.

## **2.10 Cultural Factors**

### **2.10.1 Early marriage**

Regarding the effect on early marriage on girls, Holcamp (2009) found that in rural areas girls attrition rate become higher because parents consider girls schooling as of no benefit when they would have to leave their own families after marriage. Mansory (2007) also identified that early marriage is a cause of dropout. A lot of research has highlighted on girls age and education and found out that when girls reach puberty, parents consider it as time for them to be married and tend to prepare girls for marriage instead of continuing schooling. Some studies argue that early marriage of girls is associated with dropout in certain context.

The PROBE team (1999), of India reported that a country's education might give girls better preparation for marriage, however, parents sometimes are reluctant to let their daughters have their education as higher education raises the cost of marriage for girls.

Shahidul (2012) also identified that in Bangladesh girls with lower socio – economic backgrounds drop out from school when schooling inflates dowry in the marriage market of girls. It has been observed that if girls have higher education but have

lower socio – economic background, they face difficulties in getting a husband because the pattern in which parents need to pay higher amount of dowry to marry their educated daughter to similarly educated grooms may result in early dropout among girls.

### **2.10.2 Pregnancy**

Several studies investigated that teenage pregnancy is a significant cause of school dropout for girls. There are some specific characteristics with girls who drop out of school, which are: girls with poor school performance, girls who have experienced temporary dropout previously, low economic status, family migratory life styles and the consequent vulnerability of girls.

Leach (2005) argued that, some unexpected circumstances of girls such as lack of social and economic opportunities and gender inequality in education system lead to motherhood and consequently dropout from schools. Leach also added that the attrition rate of girls is higher than the dropout of boys and the cause for girls' attrition is pregnancy. For instance, in Ghana if you get pregnant in the basic level you are sacked from school and as the child gives birth she does not return to school again. Sometimes this situation is common in pupils writing Basic Education Certificate Examination. Some force to write and some do not write at all. Though some countries permit girls to return back to school after getting pregnant, research has shown that the re-entry rate is very low.

According to Grant and Hallam (2006), re-entry to school after pregnancy depends on some circumstances such as if they can get caregiver for their child and if they are able to share or relinquish childcare responsibilities.

### 2.10.3 Cultural beliefs

Save the children, 2005, indicates that cultural norms and beliefs constrain girls' education especially in many developing parts of the world. In these societies, traditional values and some religious beliefs constrain girls from making their own decisions and expressing their own opinions. Chege and Sifuna (2006) examined that many cultures favour education for boys more than girls.

Kapakasa (1992) studied girls persistence in school and found out that the initiation ceremonies have significant effect on girls' dropout rate when parents have more propensity to pay for the expenses of the ceremony than their daughter's education.

Atayi (2008) observed that in Africa parents were more concerned about the role for girls at home, as in this role, girls do not need education since they are supposed to take care of the children and prepare meals.

Falkingham and Baschieri (2006) observed that many girls attended religious classes which provide relevant skills for future married life as skilled wives.

Sawada and Lokshin (2009) identified that seclusion of women was a factor for girls' dropout. However, traditional values are stronger in rural areas in developing countries compared to urban areas and people often do not allow girls to leave homes even for schools.

Withdrawing from school to travel to urban areas mostly affects regular school attendance which usually leads to dropout. Colcough, Rose and Tembon (2000) noted that some children enrol at the beginning of the school year but leave by the middle of the term as a result of their demand for their labour harvest time. Such children may re-enrol



the following year in some grade but, again, are unable to complete when the season of migration comes.

In the northern region of Ghana, children especially females from poor rural communities migrate to wealthier localities in the south in search of employment (Afosaa, 2009).

Child migration to work and demands of the labour market influences schooling decisions and dropout patterns (Hunt, 2008). In situations where rural-urban migration exist with opportunities for children to work and earn money, school children often terminate their schooling in order to migrate and find work.

### **2.11 Female Migration**

Until the late 1970s, most writings on international migration either focused explicitly only on male migrants or seemed to assume implicitly that most migrants were males. That assumption was particularly prevalent when attention was focused on the economic aspects of international migration, because it was widely believed that the participation of women in international labour migration was negligible. Such beliefs were rarely based on statistical evidence since both then and now, data on international migrants often were not classified by sex. Consequently when scholars began to call attention to the participation of women in international migration, one of their tasks was to refute those beliefs until recently when a comprehensive set of global estimates permitting an assessment of the extent of female migration was not available.

According to estimates published by the World Bank, there has been only a slight increase of percentage of women among international migrants over the past fifty years.

In 1998, the United Nations population Division first released a set of estimates from 1965 to 1990 that separated male and female migrants.

A more recent shift in migration patterns relates to an increase in the migration of single women and partnered women who migrate without their families. Due to stipulations present with the contract-based employment, worker families are prevented from permanently settling and as a result women are migrating alone.

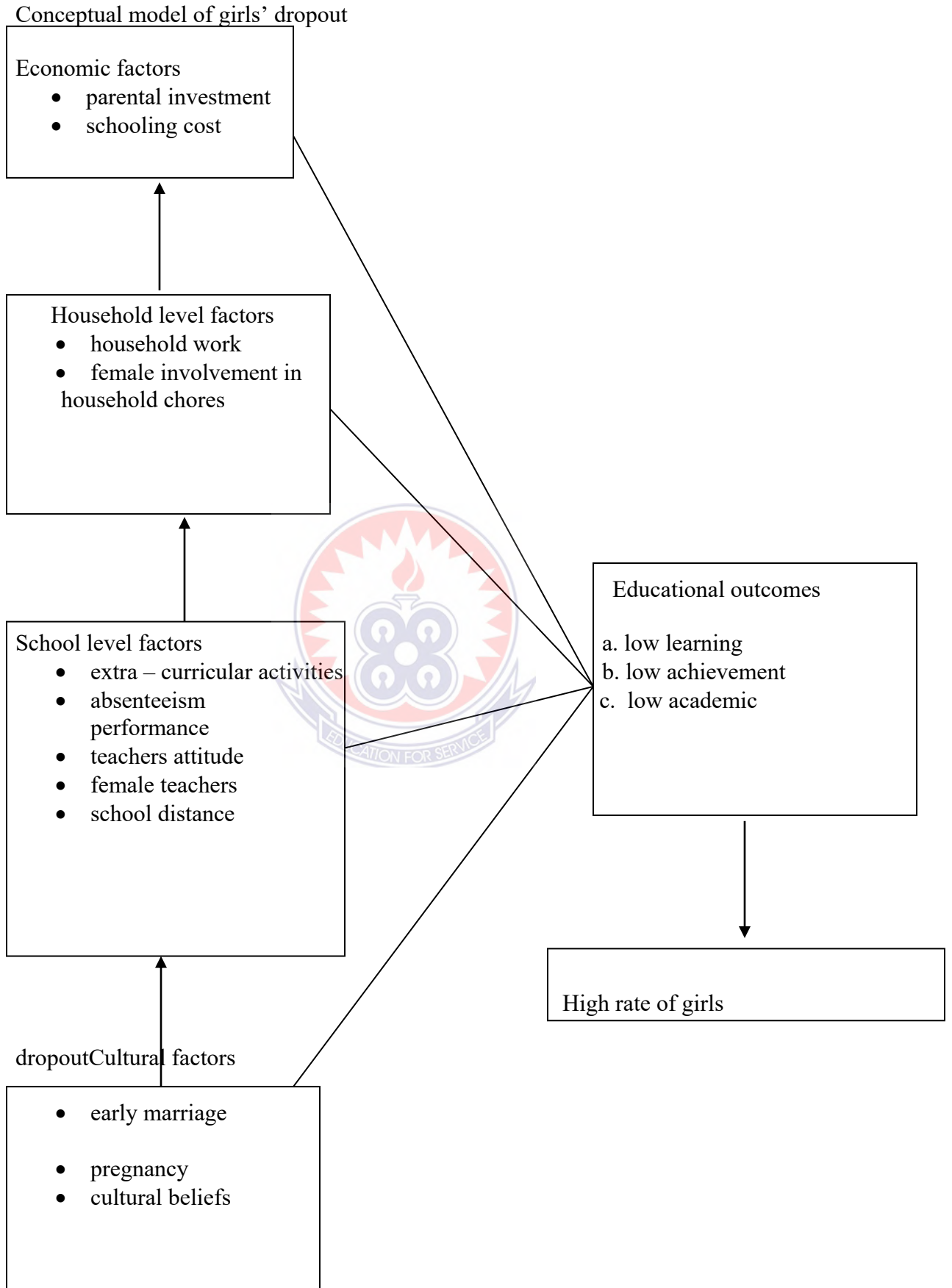
- **Child labor**

Child labor is another factor that account for students truancy and drop outs in school. Agyeman (1988) stated that African parents of today and parents of preindustrial societies such as the fisher folks, farmers and even the market women do not derive any pleasure in having their children in school. To such parents, it is an economic burden to send their children to school, thinking that if children should stop attending school and instead help to perform some other jobs that could bring income to the home, the better. According to Mendelievich (1979), 4% of the world's population who are fifteen years old or less participate in the labor force. Most of these working children live in the developing countries and normally work as unpaid family workers who help their families on the farm or in the small shops and commercial establishments. Children who work for third parties outside the family do not receive their wages but their parents get them. It could be deduced from this literates that economic environment of parent account for children working instead of going to school and those who attempt to go to school either go to school late or go home before closing time.

The menace of child labor exists in both the rural urban areas. MacLennan and Fitz (1985) compared the incidence of child labor in rural and urban areas and revealed

that the problems which rural working children encounter are exacerbated in urban settings. Whereas in the rural areas, child labor is traditionally carried out within the context of the household, urban child labor takes place without an employer employee structure. When children are incorporated in this structure, the parental protection that exist in domestic and aggressive activities are generally absent. Urban child labors work longer hours at strenuous and often dangerous tasks. Hence the effect on their schooling is more considerable. Children in both urban and rural area who are involved in child labor do not go to school regularly.





## CHAPTER THREE

### METHODOLOGY

#### 3.0 Introduction

This chapter presents the research design adopted for the study, the population, sampling, data source, data collection instrument, pre-testing of the instrument, the validity and reliability of the instrument, the data collection procedures, data analysis and ethical consideration. All these put together helped to gather information for the study.

#### 3.1 Research Design

According to Kothari (2004), a research design refers to the advance planning of the methods to be adopted for collecting the relevant data and the technique to be used in their analysis.

The researcher employed the descriptive survey research design. Descriptive survey research design is a type of research whereby investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviours or characteristics of the population (Creswell, 2012). According to Creswell, this procedure makes survey researchers collect quantitative data using questionnaires, and statistically analyzing the data to describe the trends about responses to questions and test research questions or assumptions. Therefore descriptive survey design is the procedure of describing, recording, analyzing and interpreting conditions (Agyedu, Donkor & Obeng, 2013).

Considering the nature of the study thus exploring female migration and drop outs in the Asante Akim South district, the descriptive survey research design was deemed

appropriate. This was because it made it possible to generalize the results of the study and might be applicable to other communities in other district.

Kothari (2004) posits that the descriptive survey research design is where a sample of the population is studied to determine its characteristics or relationship and it is then inferred that the population has the same characteristics or relationship.

### **3.2 Study Area**

The Asante Akim South District is one of the thirty districts in the Ashanti Region. The district was carved out of the old Asante Akim District council in pursuance of the governor's decentralization and local government reform policy. It was inaugurated in January 1998 with Juaso as the district capital.

The district is situated in the eastern part of the region and is the 'gateway' to Ashanti region from the Eastern and Greater Accra Region. It covers a total surface area of about 1, 153.3 square which form about 5% of the total area of the Ashanti Region and 0.5% of the total area of the country. (Annual Performance Report, 2012)

The district shares boundaries with Asante Akim Central Municipal in the North, Asante Akim North District in the Northwest and Bosome Freho District in the southwest, all in the Ashanti Region.

The population of Asante Akim South District according to the 2010 census is 117,245 representing 2.5% of the regions' total population. Males constitute 49.4% and females represent 50.6% about 83% of the population is rural

Out of the population 11years and above, 79.6% are literate and 20.4% are illiterates. The proportion of males who are literates is more than females.

### **3.3 Population**

Creswell (2005), defines study population as a group of individuals or people with the same characteristics and in whom the researcher is interested.

Shao (1999) also defines population as the complete set of subjects that can be studied: people, objects, animals, plants, organizations from which a sample may be obtained. Therefore the population for this study was focused on Breku a lumbering community. It comprised the two head teachers and all the 16 teachers of Breku D/A Primary and Breku D/A J. H. S which are the only public schools in the study area as well as 12 drop out girls 20 parents including the parents of the dropout girls, totaling 50 for the study.

### **3.4 Sample and Sampling Procedure**

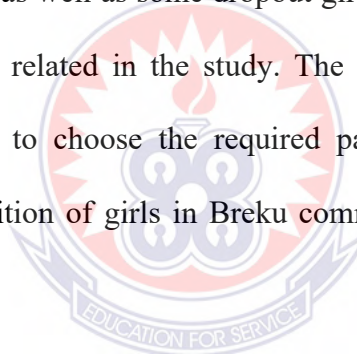
According to Borg and Gall, (1986), sampling is a technique used for selecting a given number of subjects from a target population as a representative of the population in research. Borg and Gall, (1986), defined sampling as a technique used for selecting a given number of subjects from a target population as a representative of the population in research. Kumar (1999) explains that a sample is a sub-group of the population which is an ideal representative of the entire population. Thus a group of people or things that are chosen out of a larger number and are asked questions or tested in order to get information about a larger group.

Purposive sampling was used to select all the 18 head teachers and teachers and 12 girls who dropped out of school in the year 2015. Simple random sampling was also

used to select 20 parents who could read and write including the parents of the dropout girls making a total of 50 for the study.

The researcher selected of Breku D/A Primary and Breku D/A J. H. S using purposive sampling technique, based on the fact that they are the only public basic schools in the lumbering community of Asante Akim South District and also prone to female migration and school dropouts due to the lumbering activities.

Creswell (2005) indicated that in purposive sampling, researchers intentionally select individuals and sites to learn or understand the central phenomenon of the situation. This is the reason the researcher settled on the teachers, the head teachers in the schools in the community as well as some dropout girls and parents as the participants or elements since they were related in the study. The researcher was convinced that the sampling strategy helped to choose the required participants or elements to explore female migration and attrition of girls in Breku community, in the Asante Akim South district.



### **3.5 Data Source**

The researcher used both primary and secondary data collection for the study.

#### **3.5.1 Primary Data**

The researcher used questionnaire as the techniques for primary data collection. Structured questionnaire was used to collect data taking into consideration the features of the response rate.



### **3.5.2 Secondary Data**

The secondary data was collected from books, published and unpublished materials. The main sources of the secondary data gathered were obtained from U.E.W-Kumasi library, other text books and from the internet.

### **3.6 Data Collection Instrument**

Questionnaires, with closed ended questions were administered to the 50 head teacher, teachers, girl dropouts and parents of the study area to collect data for the study. According to Kusi (2012), a structured questionnaire is a data collection instrument which is often used in quantitative studies. It contains predetermined standardized questions or items meant to collect numerical data that can be subjected to statistical analysis. Most participants feel more comfortable responding to predetermined responses than items that require them to express their views and feelings. The researcher used closed ended questionnaire in order to save time as well as to facilitate easy analysis as they would be in usable form immediately.

The questionnaire helped in collecting the needed data for the study in the quest to explore the problem of female migration and dropout in Breku community in the Asante Akim South district.

### **3.7 Pre-testing of the Instrument**

The purpose for piloting is to get the bugs out of the instrument so that the respondents in the study area will experience no difficulties in completing the

questionnaire and also enable one to have preliminary analysis to see whether the wording and format of questions is appropriate (Bell, 2008).

To determine its validity and reliability, the questionnaire was piloted. Ten questionnaires were administered on 10 of the respondents, selected randomly from the study area. The purpose of the pre-test was to enable the researcher to make necessary changes to items which may be inappropriate, determine the level of ambiguity of the questions for corrections and determine the percentage of responses. Ambiguous items were modified and inappropriate items, deleted or modified.

### **3.8 Validity and Reliability**

Polit and Hungler (1999), defines validity as the degree to which an instrument measures what it is supposed to be measuring. Thus, the validity of an instrument is the accuracy to which it measures, what it is supposed to measure or fulfills the function it was designed to fulfill. The validity of the instruments was ensured as after the researcher had designed the questionnaire, she submitted it to her research supervisor for vetting so that the necessary corrections and modifications could be made before they were finally administered to the respondents. This helped to identify the factors such as weaknesses, inconsistencies, duplication and ambiguities in the questionnaire for their modifications and deletions.

Mugenda and Mugenda (2003), asserts that reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials. To ensure reliability of the questionnaire, 10 questionnaires were administered on 10 of the respondents in the study area, twice in the pilot study with a two week grace period

between the first and the second test and the coefficient of reliability from the two tests, correlated.

### **3.9 Data Collection Procedure**

The data used in the study were collected personally from the respondents. In order to collect data from the selected schools, permission was given from the Asante Akim South District Director of Education. The head teacher and teachers were briefed about the purpose of the study. They were thereafter given the questionnaire to fill. The researcher visited the school after a grace period of two weeks to collect the questionnaire.

Caution must be taken when generalizing the findings of this study to the whole district and Ghana at large as the study focused only on the Breku community since it is a lumbering community in the district, therefore the findings in this work may not be the case in every community in the district and for that matter Ghana at large.

### **3.10 Data Analysis**

Polit and Hugler (1999), contend that before an analysis can begin, the researcher must develop what is known as a coding scheme, which is a plan for organizing responses into a form amenable to analysis. Data collection from these instruments was edited, evaluated and classified according to the specific research questions to ensure their completeness, consistency, accuracy and relevance. Quantitative data from the questionnaire was coded and entered into the Statistical Package for Solutions and

Services (SPSS) for onward analysis using descriptive statistics such as frequencies and percentages and presented in tables.

### **3.11 Ethical Consideration**

An introductory letter was obtained from the head of department of Educational Leadership at the University of Education-Winneba, Kumasi Campus before the researcher proceeded to the various schools to conduct the study. In addition an informed consent was sought from the head teachers, teachers, girl dropouts and parents for them to voluntarily participate in the study. They were assured of confidentiality and anonymity. In order to maintain anonymity of the respondents as well as the schools, the word head teacher, teacher and basic school, girl dropout and parents was used throughout the report when referring to the respondents or a particular school so that they remain unidentifiable. This protected the respondents' identities and motivated them to be more honest and forthcoming in providing the appropriate responses to the instruments.

The respondents were asked to propose a convenient place and time that would be most suitable for them so that it would not have to interrupt with their various schedules.

## CHAPTER FOUR

### ANALYSIS AND DISCUSSION

#### 4.0 Introduction

This chapter analyses and discusses the findings that came out of the study. The data gathered from the questionnaire on the 50 respondents which consisted of headmasters, teachers, girl dropouts and parents were presented in descriptive statistics. The chapter consists of the personal data of the respondents to address data on age, sex and educational background. The chapter also includes the presentation, analysis and discussions of the data gathered to address the research questions. The demographic data of respondents of this study is presented in Table 4.1.



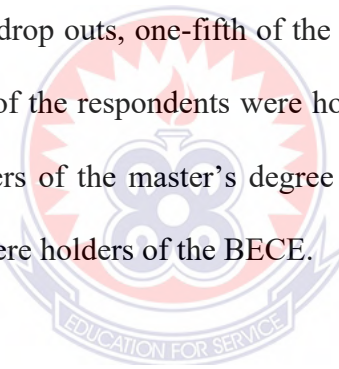
#### 4.1 Demographic Characteristics of Respondents

**Table 4.1: Demographic Characteristics of Respondents**

Variable	Frequency	Percentage
<b>Gender</b>		
Male	21	42
Female	29	58
<b>Total</b>	<b>50</b>	<b>100</b>
<b>Age</b>		
11-20	12	24
21-30	4	8
31-40	12	24
41-50	15	30
51-60	7	14
<b>Total</b>	<b>50</b>	<b>100</b>
<b>Qualification</b>		
School dropout	12	24
BECE	2	4
SSSCE/WASCE	10	20
Diploma	14	28
Bachelor's Degree	7	14
Master's Degree	5	10
<b>Total</b>	<b>50</b>	<b>100</b>

Table 4.1 indicates that majority of the respondents (58%) were females while slightly above two-fifth of the respondents (42%) were males. On the ages of the respondents, majority of respondents (30%) were aged between 41 –50, almost one-quarter of the respondents (24%) were aged between 11-20, almost one-quarter of the respondents (24%) again were aged between 31-40, 14% were aged between 51-60 while 8% were between the ages of 21 – 30. The result therefore indicated that majority of the respondents were matured enough to take part in the study.

On respondents' highest qualification, Table 4.1 further indicates that above one-quarter of the respondents (28%) were holders of the diploma certificate, almost one-quarter (24%) were school drop outs, one-fifth of the respondents (20%) were holders of the SSSCE/WASCE, 14% of the respondents were holders of bachelor's degree, 10% of the respondents were holders of the master's degree while 4% of the respondents who were some of the parents were holders of the BECE.



## **4.2 Analysis of the Research Questions**

### **4.2.1 Research Question 1: What are the perceived school factors that dominantly cause school dropouts?**

Dropout rate does not occur through a single factor; it is a composition of several factors. A number of studies have been conducted on girls' dropout issues based on particular regions, societies and cultural perspectives in various parts of the world. The respondents were asked to indicate their level of agreement on some perceived school factors that causes school dropout. The result is shown in Table 4.2.

**Table 4.2: Perceived School Factors that dominantly causes school dropout**

Variable	Response N (%)			
	Strongly Agreed	Agreed	Disagreed	Strongly Disagreed
Use of students for non-academic duties	21 (42)	8(16)	12(24)	9(18)
School distance too far from home	24(48)	22(44)	4(8)	-
Teachers' absence from classes	25(50)	10(20)	15(30)	-
Teachers attitude towards female students	22(44)	18(36)	10(20)	-
Students' abuse/humiliation	15(30)	22(44)	13(26)	-
Lack of female teaching staff	18(36)	21(42)	11(22)	-
Absenteeism	23(46)	20(40)	7(14)	-
Dislike for extra-curricular activities	26(52)	16(32)	8(16)	-

Table 4.2 depicts that slightly above two-fifth of the respondents (42%) strongly agreed that the use of students for non-academic duties is a school factor that causes girls dropout of school, 16% of the respondents agreed, almost one-quarter of the respondents (24%) disagreed while 18% strongly disagreed which shows that use of students for non-academic duties is a cause of school dropout. Almost half of the respondents (48%) strongly agreed that school distance too far from home is a school factor that causes girls dropout of school, above two-fifth of the respondents (44%) agreed, while only 8% disagreed which shows that school distance too far from home is a cause of school



dropout. The result agrees with Juneja (2001) who observed that if school distance is considered too far from home, young females drop out more due to the vulnerability to sexual harassment. Parents are afraid of the safety of their children when they have to travel long distances to school. Most female pupils who travel from those villages normally drop out of school due to sexual harassment they encounter on their way from school.

Ainsworth (2005) also found that the likelihood of attending secondary schools for girls decreases with greater distance compared to nearer distances. Nekatibeb (2002) also said that school distance is also an obstacle for girls' education in many countries in Africa. A large number of studies in African regions report that school distance can discourage girls from being educated for two major reasons.

One of them is the length of time and energy needed to cover long distances on empty stomachs. For example some of the pupils who come to school from some villages to where schools are in the district can walk almost one hour thirty minutes before they get to school. Another thing is parental anxiety about sexual safeguard of their daughters.

School distance gives a motivation to girls to stay in school. Ainsworth (2005), identified that the close proximity of school had a positive impact on girls.

Half of the respondents (50%) strongly agreed that teachers' absence from classes is a school factor that causes girls dropout of school, one-fifth of the respondents (20%) agreed while nearly one-third of the respondents (24%) disagreed which shows that the teacher's absence from class is a cause of school dropout. Above two-fifth of the respondents (44%) strongly agreed that teachers attitude towards female students is a school factor that causes girls dropout of school, above one-third of the respondents

(36%) agreed while one-fifth of the respondents (20%) disagreed which shows that teachers attitude towards female students is a cause of school dropout. The result is in conformity with Colcough, Rose and Tembon (2000) that teachers in schools more positively view boys to be performing better than girls so their attitude and their teaching practices have an impact on them. Nekatibeb (2002), saw that both female and male teachers do pay attention to boys than girls in the classroom.

This is supported by Fawe (2001) whose research shows that teachers were not conscious in using their language towards girls in the classroom. They also view girls as less intelligent to those boys and that girls are just there to marry early.

According to Njau and Wamahiu (1994), in a study on dropout rate in Sub-Saharan Africa, it was found that the cause of higher rate of girls' attrition was the attitude of teachers toward girls in school. Teachers favoured the boys than girls in terms of academic performance and achievement which led to dropout of girls from school.

Nearly one-third of the respondents (30%) strongly agreed that students' abuse/humiliation is a school factor that causes girls dropout of school, above two-fifth of the respondents (44%) agreed while slightly above one-quarter of the respondents (26%) disagreed which shows that students' abuse/humiliation is another cause of school dropout. Above one-third of the respondents (36%) strongly agreed that lack of female teaching staff is a school factor that causes girls dropout of school, above two-fifth of the respondents (42%) agreed while slightly above one-fifth of the respondents (22%) disagreed which shows that lack of female teaching staff is a cause of school dropout. The result confirms Njau and Wamahiu (1994) that lack of female teachers is an obstacle to girls' participation and enrolment in schools. Njau and Wamahiu stated that Afghan

people believe that girls should not be taught by male teachers, however, female teachers are not available in the society which is a reason for the low rate of female education. In some societies, parents make their daughters stop schooling before adulthood as female teachers are not available in schools but the fact is, female teachers are effective in achieving higher educational outcome for female students. In this respect, a number of studies have identified that having female teachers in schools have a positive impact on female students academic achievement.

Above two-fifth of the respondents (46%) strongly agreed that student's absenteeism is a school factor that causes girls dropout of school, two-fifth of the respondents (40%) agreed while 14% disagreed which shows that student's absenteeism is a cause of school dropout. Irregular attendance can be a precursor for dropout from school regardless of the gender of the pupil. However, it can be argued that school absenteeism can be cause for early dropout from school. The result affirms the assertion by Manacorda (2012) that girls are at a greater risk of absenteeism, repetition and drop out and have lower educational achievement than boys in upper primary school. There are some causes for girls' dropout because of absenteeism. For instance, teenage pregnancy among girls is commonly associated with frequent absence from school initially, then permanent and or temporary dropout. Girls drop out more because of absenteeism due to child labour, migration or household work. This is because a good deal of literature on household work found that girls do more household work than boys which may increase non-attendance in schools for girls. Again, it is observed in our Ghanaian setting that most girls especially from the rural areas are sent to the cities to live with guardians who may not be their family members. Such guardians may promise

to send these girls to school but when they get there, they no longer send these girls to school. When these girls don't feel comfortable living with such people and they return to their hometown again, they no longer go back to school due to shyness hence may absent themselves from school even if they are enrolled again.

Moreover, availability of toilets and access to feminine hygiene supplies impact on girls' absenteeism. In this regard, Gran (2013), indicates that female students were more likely to be absent if their toilets at school were dirty. In addition, Ngales (2005), found that in Ethiopia, female students were often absent in class during menstruation and frequent absence led to dropout from school.

Finally, slightly above half of the respondents (52%) strongly agreed dislike for extra-curricular activities is a school factor that causes girls dropout of school, nearly one-third of the respondents (32%) agreed while 16% disagreed which shows that dislike for extra-curricular activities is a cause of school dropout. There is several evidence that shows participation in extra-curricular activities vary by gender. Girls are usually less participative in extra-curricular activities than boys. The result is in tandem with Sue (2012) who investigated gender dynamics in the valuing of extra-curricular activities and their survey results showed a significant difference in the proportion of participation in extra-curricular activities of males and female students. Results showed that approximately 76% of male students participated in extra-curricular activities compared to only 48% of female students. Sometimes girls' participation in extra-curricular activities is constrained by lack of facilities in the schools.

Osiki (2008) observed that 90% of schools had extra-curricular facilities for boys but the facilities for girls were not available or were provided minimally. This occurs in schools in most developing countries.

Another problem is that some societies consider sports as a male activity. For instance, in Senegal participation in sports is socially and culturally prohibited for Muslim women (Hewett, 2010). In England, during the secondary school cycle, Muslim women face restrictions by their culture and religion to participate in sporting activities in schools (Benn, 2008; Carroll & Hollinshead, 1993).

#### **4.2.2 Research Question 2: What are the perceived home factors that dominantly cause school dropouts?**

Parental investment for children well-being can sometimes become gender biased. Although parents are altruistic to the gender of their children, they do not invest in education equally for all. For instance, it appears some parents in the district does not know the essence of taking their children to school so they pay little attention in providing exercise books, uniforms and even feeding to their children. As a result of this, when pupils become frustrated, they eventually drop out of school. In this regard, there is considerable evidence in the literature supporting this view that, there is gender bias in the case of parental investment in children (Glick & Sahn, 2000). The respondents were asked to indicate their level of agreement on some home factors that causes school dropout. The result is shown in Table 4.3.

**Table 4.3: Perceived Home Factors that dominantly causes school dropout**

Variable	Response N (%)			
	Strongly Agreed	Agreed	Disagreed	Strongly Disagreed
Lack of parental interest	25(50)	22(44)	3(6)	-
Parent's inability to provide academic needs	22(44)	16(32)	12(24)	-
Inability of parents to fulfill financial obligations	18(36)	32(64)	-	-
Helping parents on economic activities	22(44)	28(56)	-	-
Traditional norms and beliefs	16(32)	24(48)	10(20)	-
Caring for younger siblings	12(24)	26(52)	12(24)	-

Table 4.3 shows that, half of the respondent (50%) strongly agreed that lack of parental interest is a home factor that contribute to students drop out of school, above two-fifth of the respondents (44%) agreed while only 6% disagreed, which means that some parents do not have interest in the education of their girl child. The result substantiates that of Leug and Zhang (2008) who found out that parents preference for sons encourage more of them to invest for their son's well-being, in order to take care of their parents in the future. In fact, parental gender bias investment occurs particularly when parents have limited or lower income and resources causing girls to leave school earlier than boys.

Above two-fifth of the respondent (44%) strongly agreed that parent's inability to provide academic needs of the girl child is a home factor that contribute to students drop out of school, nearly one-third of the respondents (32%) agreed while almost one-quarter of the respondents (24%) disagreed which means that some parents do not provide academic needs of the girl child. The result supports that of Fuller and Laing (1999) and Grant and Hallam (2006) who found an association between a family's financial strength and the likelihood of the daughters dropping out. Again, due to underage parenting, most children whose needs are not met eventually dropout of school since they, the children, will have to fend for themselves and see themselves through school. This is a major problem in Asante Akim South District. When a girl entering adolescent does not get all what she needs, she finds a way of looking for those things for herself.

The entire respondents (100%) strongly agreed that inability of parents to fulfill financial obligations of the girl child is a major home factor that contributes to students drop out of school which means that inability of parents to fulfill financial obligations like school fees is a major home factor that contributes to students drop out. Schooling costs are sometimes linked to the gender of the children as parents sometimes become unwilling to pay school fees for their daughters. The result sustains that of Brown and Park (2002) whose investigation revealed that in rural China, parents incapability to pay school fees was the reason for the dropout of 47% of girls while 33% of boys dropout in elementary school.

Hunter & May (2002), found that school fees were significant reasons for the dropout rate of 27% of boys but 30% of girls before graduation in South Africa. From the families perspective, Shovan and Sengupta (2012) also observed that in poor households

in India, the cost of schooling for girls are likely to be higher while the benefits are more tenuous for them than boys. Though direct costs are similar for boys and girls, parents are less willing to spend on girls.

Again, all the respondent (100%) strongly agreed that the girl child, helping parents on economic is a home factor that contributes to students drop out of school which means that some parents use their girl child for economic activities instead of going to school. There is substantial literature regarding how a child's work has impact on his or her educational outcomes regardless of the gender of the child. The result confirms that of Brock and Cammish (1997) who observed that girls begin working at an early stage than boys especially in rural areas. Girls also tend to do more work in the house than boys.

Fuller and Liang (1999) also argued that if mothers work and get wages outside the home, female students take some of the responsibilities of the household which causes them to drop out. In general, girls take more loads on household chores than boys.

Almost one-quarter of the respondent (24%) strongly agreed that traditional norms and beliefs is a home factor that contribute to students drop out of school, above half of the respondents (52%) agreed while almost one-quarter of the respondent (24%) o disagreed, which means that traditional norms and beliefs is a hindrance to girl child education and drop out of school. The result corroborates that of save the children (2005) who indicates that cultural norms and beliefs constrain girls' education especially in many developing parts of the world. In these societies, traditional values and some religious beliefs constrain girls from making their own decisions and expressing their



own opinions. Chege and Sifuna (2006) also examined that many cultures favour education for boys more than girls.

Kapakasa (1992) also studied girls' persistence in school and found out that the initiation ceremonies have significant effect on girls' dropout rate when parents have more propensity to pay for the expenses of the ceremony than their daughter's education.

Sawada and Lokshin (2009) also identified that seclusion of women was a factor for girls' dropout. However, traditional values are stronger in rural areas in developing countries compared to urban areas and people often do not allow girls to leave homes even for schools.

Finally, almost one-quarter of the respondent (24%) strongly agreed that the girl child caring for their younger siblings at home is a home factor that contribute to students drop out of school, above half of the respondents (52%) agreed while almost one-quarter of the respondent (24%) o disagreed which means that some parents allow their girl child to care for their younger siblings and that contributes to drop outs in school.

The result substantiates that of Atayi (2008) that in Africa parents were more concerned about the role for girls at home, as in this role, girls do not need education since they are supposed to take care of the children and prepare meals. This assertion is also supported by Brock and Cammish (1997) who indicated that female students drop out of school to take care of their younger siblings. Canagarajah and Coloumbe (1997) also stated that if children less than six years are present at home, elder sisters are more likely to drop out of school.

### 4.2.3 Research Question 3: What are the perceived effects of dropouts in the district?

There are numerous effects of the girl child drop out of school. The respondents were asked to indicate their level of agreement on some of the rippling effects of the girl child school dropout. The result is shown in Table 4.4.

**Table 4.4 Some Perceived Effects of School dropouts in the district**

Variable	Response N (%)			
	Strongly Agreed	Agreed	Disagreed	Strongly Disagreed
Involvement in armed robbery	18(36)	21(42)	8(16)	3(6)
Early marriage	23(46)	17(34)	10(20)	-
Sexual promiscuity	18(36)	22(44)	6(12)	4(8)
Teenage Pregnancy	24(48)	18(36)	8(16)	-
Child labor	14(28)	19(38)	11(22)	6(6)
Migration due to poor economic background	16(32)	25(50)	9(18)	-

Table 4.4 shows that above one-third of the respondents (36%) strongly agreed that involvement in armed robbery is an effect of the girl child drop out of school, slightly above two-fifth of the respondents (42%) agreed, 16% of the respondents disagreed while 6% strongly disagreed which means that some girl child drop outs are sometimes lured by elderly armed robbers to involve in armed robbery as a means to

acquire wealth. Above two-fifth of the respondents (46%) strongly agreed that the girl child's involvement in early marriage is an effect of the girl child drop out of school, slightly above one-third of the respondents (34%) agreed while one-fifth of the respondents (20%) disagreed which means that some girl child drop outs involve themselves in early marriage. The result is in tandem with Holcamp (2009) who found that in rural areas girls attrition rate become higher because parents consider girls schooling as of no benefit when they would have to leave their own families after marriage. Mansory (2007) also identified that early marriage is a cause of dropout. A lot of research has highlighted on girls age and education and found out that when girls reach puberty, parents consider it as time for them to be married and tend to prepare girls for marriage instead of continuing schooling. Some studies argue that early marriage of girls is associated with dropout in certain context.

The PROBE team (1999), of India reported that a country's education might give girls better preparation for marriage, however, parents sometimes are reluctant to let their daughters have their education as higher education raises the cost of marriage for girls.

Shahidul (2012), also identified that in Bangladesh girls with lower socio – economic backgrounds drop out from school when schooling inflates dowry in the marriage market of girls. It has been observed that if girls have higher education but have lower socio – economic background, they face difficulties in getting a husband because the pattern in which parents need to pay higher amount of dowry to marry their educated daughter to similarly educated grooms may result in early dropout among girls.

Above one-third of the respondents (36%) strongly agreed that sexual promiscuity is an effect of the girl child drop out of school, above two-fifth of the respondents (44%)

agreed, 12% of the respondents disagreed while 8% strongly disagreed which means that girl child drop out of school may lead to the involvement in indiscriminate sex. Almost half of the respondents (48%) strongly agreed that teenage pregnancy is an effect of the girl child drop out of school, above one-third of the respondents (36%) agreed while 16% of the respondents disagreed, which means that teenage pregnancy results from some girl child drop outs of school. Teenage pregnancy is a significant effect of school dropout for girls. There are some specific characteristics with girls who drop out of school, which are: girls with poor school performance, girls who have experienced temporary dropout previously, low economic status, family migratory life styles and the consequent vulnerability of girls.

Also above one-quarter of the respondents (28%) strongly agreed that child labor is an effect of the girl child drop out of school, nearly two-fifth of the respondents (38%) agreed, slightly above one-fifth of the respondents (22%) disagreed while 6% strongly disagreed which means that when some engage in child labor to fend for themselves. The result agrees with Agyeman (1988) that child labor is another factor that account for students truancy and drop outs in school. Agyeman continued that African parents of today and parents of preindustrial societies such as the fisher folks, farmers and even the market women do not derive any pleasure in having their children in school. To such parents, it is an economic burden to send their children to school, thinking that if children should stop attending school and instead help to perform some other jobs that could bring income to the home, the better. Mendelievich (1979) also stated that 4% of the world's population who are fifteen years old or less participate in the labor force.

The menace of child labor exists in both the rural urban areas. MacLennan and Fitz (1985) compared the incidence of child labor in rural and urban areas and revealed that the problems which rural working children encounter are exacerbated in urban settings. Whereas in the rural areas, child labor is traditionally carried out within the context of the household, urban child labor takes place without an employer employee structure. When children are incorporated in this structure, the parental protection that exist in domestic and aggressive activities are generally absent. Urban child labors work longer hours at strenuous and often dangerous tasks. Hence the effect on their schooling is more considerable.

Finally, nearly one-third of the respondents (32%) strongly agreed that migration due to poor economic background is an effect of the girl child drop out of school, half of the respondents (50%) agreed while 18% of the respondents disagreed which means that some girl child drop outs migrate to other places in search of jobs due their poor economic background. Withdrawing from school to travel to urban areas mostly affects regular school attendance which usually leads to dropout. The result confirms that of Colcough, Rose and Tembon (2000) that some children enrol at the beginning of the school year but leave by the middle of the term as a result of their demand for their labour harvest time. Such children may re-enrol the following year in some grade but, again, are unable to complete when the season of migration comes.

In the northern region of Ghana, children especially females from poor rural communities migrate to wealthier localities in the south in search of employment (Afosaa, 2009).

Child migration to work and demands of the labour market influences schooling decisions and dropout patterns (Hunt, 2008). In situations where rural-urban migration exist with opportunities for children to work and earn money, school children often terminate their schooling in order to migrate and find work.



## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS**

#### **5.0 Introduction**

This chapter contains the summary, conclusions, recommendations and suggestions for further research.

#### **Summary of Findings**

The study was conducted to explore female migration and drop out in lumbering communities in the Ashanti Akim South district. The objectives of the study were to identify the perceived school factors that dominantly cause school dropouts, determine the perceived home factors that dominantly causes school dropouts and to find out the perceived effects of school dropouts in the district.

The researcher used descriptive survey design with closed ended questionnaire as the research instrument for the study. The population for this study comprised the two head teachers and all the 16 teachers of Breku D/A Primary, Breku D/A J. H. S which are the only public schools in the study area as well as 12 drop out girls 20 parents including the parents of the dropout girls, totaling 50 for the study. The researcher selected Breku D/A Primary and Breku D/A J. H. S using purposive sampling technique, based on the fact that they are the only public basic schools in the lumbering community of Asante Akim South District which is prone to female migration and school dropouts due to the lumbering activities. Purposive sampling was used to select all the 18 head teachers and teachers and 12 girls who dropped out of school in the year 2015. Simple random

sampling was also used to select 20 parents who could read and write including the parents of the dropout girls.

### **5.1.1 Main Findings**

#### **School Factors that dominantly causes school dropout**

The study revealed that school factors that dominantly cause female dropout are the use of students for non-academic duties, school distance too far from home, teachers' absence from classes, teachers' attitude towards female students, students' abuse/humiliation, lack of female teaching staff, absenteeism and dislike for extra-curricular activities.

#### **Home Factors that dominantly cause school dropout**

The study again unearthed that home factors that dominantly cause female dropout are lack of parental interest, parent's inability to provide academic needs, inability of parents to fulfill financial obligations, helping parents on economic activities, traditional norms and beliefs and the female girl child caring for younger siblings in the home.

#### **Effects of School dropouts in the district**

Some of the rippling effects of female school dropouts are involvement in armed robbery, early marriage, sexual promiscuity, teenage pregnancy, child labor and female migration due to poor economic background which parents must be aware of.

-



## Conclusions

The study concludes that, in effect female dropouts abound in our communities due to a lot of factors. There are some factors which come from the home and from the school. Notable among the school factors were the use of students for non-academic duties, school distance too far from home, teachers' absence from classes, teachers' attitude towards female students, students' abuse/humiliation, lack of female teaching staff, absenteeism and dislike for extra-curricular activities. The Ghana Education Service should do well to find lasting solutions to this unhealthy situation to improve upon the efficiency of the school climate.

Prominent among home factors that cause female school dropouts were lack of parental interest, parent's inability to provide academic needs, inability of parents to fulfill financial obligations, helping parents on economic activities, traditional norms and beliefs and the female girl child caring for younger siblings in the home. Parents should note that that if you educate a woman, you educate a nation as the saying goes, therefore they should create the enabling environment for the girl child to have a barrier free education. It is not the best to engage the girl child for domestic activities while it is time to go to school.

The girl child dropping out of school was not without negative effects, significant among the negative effect of the girl child school dropout were the girl child's involvement in armed robbery, early marriage, sexual promiscuity, teenage pregnancy, child labor and female migration due to poor economic background which parents must try to prevent. These social vices have a lot of bearing on the development of the nation as they have social cost for the nation and the citizenry as a whole and must be avoided.

### **5.3 Recommendations**

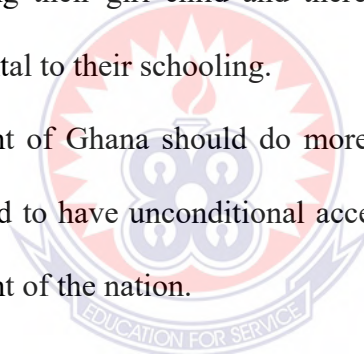
The following recommendations are made based on the findings of the study.

1. That the Ghana Education Service should create an enabling school environment devoid of impediments on students to promote effective teaching and learning to motivate student to have interest to attend school to avoid dropout.

2. The Ministry of Education should team up with the Ghana Education Service to organize regular training workshops for its staffs on effective schools to upgrade them on what make a school effective to chalk successes.

3. Heads of educational institutions should educate parents on the benefits they will derive from educating their girl child and therefore stop using the girl child for activities that are detrimental to their schooling.

4. The Government of Ghana should do more on her various interventions and campaign for the girl child to have unconditional access to education and als be able to complete for the betterment of the nation.



### **Suggestion for Further Study**

Further study should be conducted to explore female migration and drop out in the other communities which are not lumbering communities in the Ashanti Akim South district as this study was limited to the lumbering community.

## REFERENCES

- Afosaa, V. (2009). *Survival analysis of dropout rate at the basic school level: Case study, northern region*. A research paper in partial fulfilment of the requirement for obtaining Master of Philosophy in Mathematics.
- Agyedu, G. O., Donkor, F., & Obeng, S. (2013). *Teach yourself research methods*. Kumasi: Narco Printing works.
- Agyeman, D. K (1988). *Ideological education and nationalism in Ghana*. Universities Press.
- Ainsworth, M. (2005). *Socioeconomic determination of fertility in Sub-Saharan Africa: A Summary of the findings of a World Bank Resource Project*. Washington D.C.: The World Bank.
- Akyeampong, A. K. (2007). *Access to basic education in Ghana: The evidence and the Issues*. Country Analytical Report: CREATE, University of Sussex.
- Ampiah, J. G & Adu-Yeboah, C. (2009). Mapping the incidence of school dropout: A case study of communities in Northern Ghana. *Comparative Education*, 45(2), 219-232.
- Atayi, J. B. (2008). *Disabling barriers to girls' primary education in Aura district (Uganda): An international analysis*. A Research paper presented in partial fulfilment of the requirement for obtaining Masters of Arts in Development Studies.
- Basu A. M., (Eds.) (1996). *Girl's schooling, women's autonomy and fertility change in South Asia*. New Delhi: Sage Publications

- Bell, J. (2005). *Doing your search project. A guide for first-time researchers in education, health and social science* (4th ed.). Berkshire: Open University Press.
- Benn, T. (2002). *Muslim women in teacher training: Issues of gender, 'race' and religion*. London: Routledge.
- Brock, C. & Cammish, N. (1997). *Factors affecting female participation in education in seven developing countries*. Education Research Paper No. 9. London: DFID
- Brown, S. G (1991). *Education in the developing world, conflict and crisis*. New York: Longman Publishing.
- Canagarajah, S., & Coloumbe, H. (1997). *Child labour and schooling in Ghana. Labour markets and poverty*. Washington DC: World Bank.
- Carroll, B., & Hollishead, G. (1993). Ethnicity and conflict in Physical Education. *British Education Research Journal*, 19(1), 59-75.
- CEDAW (1979). *The globalization of women's status: Consensus/disconsensus in the world polity*. Western Washington University, Bellingham.
- Chege, F., & Sifuna, D. N. (2006). *Girls' and women's education in Kenya gender perspectives and trends*. Retrieved on 03/05/16 from [www.library.unescoicba.org/.../Girls%20Education/.../Girls%20and%20](http://www.library.unescoicba.org/.../Girls%20Education/.../Girls%20and%20)
- Colcough, C., Pauline, R. & Tembon M. (2000). Gender inequalities in primary schooling: The roles of poverty and adverse cultural practice. *International Journal of Educational Development*, 20(1), 5-27
- Creswell, J. W. (2012). *Educational research: Planning, conducting and evaluating quantitative and qualitative research* (4th ed.). Boston: Pearson Education, Inc.

- Dejnozka, E. L., & Kapel, D. E. (1991). *American educators' encyclopedia*. New York: Greenwood Publishers.
- Falkingham, J., & Baschieri, A. (2007). *Staying in school: Assessing the role of access, availability and opportunity cost*. Southampton statistical sciences research institute (S3RI). University of Southampton
- Fawe, K. (2001). *Gender responsive school management system*. Nairobi: Forum for African women Educationalists. Retrieved on 02/04/16 from [http://www.ungei.org/files/FAWE\\_GRP\\_ENGLISH\\_VERSION.pdf](http://www.ungei.org/files/FAWE_GRP_ENGLISH_VERSION.pdf)
- Fuller, B., & Liang, X. (1999). *Which girls stay in school? The influence of family economy, social demands and ethnicity in South Africa*. Washington, D. C: National Academy Press.
- Glick, P., & Sahn, D. E. (2000). Schooling of boys and girls in a West African Country: The effects of parental education, income and household structure. *Economics of Education Review*, 19, 63-87.
- Grant, M., Cynthia B. L., & Barbara, M. (2013). Menstruation and school absenteeism: Evidence from rural Malawi. *Comparative Education Review* 57(2), 260-284.
- Herbst, E. (1993). *In dust and chemistry in Astronomy*. NY: Hilger in Press.
- Hertz, B. (2006). Educating girls in South Asia: Promising approaches. UNICEF. <http://www.ungei.org/1612> 709. Html.
- Hewett, H. (2010). Senegal women tackle taboos to play sports (cover story). *Christian Science Monitor*, 16(7), 10-20.

- Holcamp, G. (2009). *Researching the girls' dropout rate in Malawi; Why girls dropout of primary schools and in what way this rate can be reduced*. Master thesis Specials Education.
- Juneja, N. (2001). *Primary Education for All in the City of Mumbai, India: The challenge set by local Actors School Mapping and Local – Level Planning*.
- Kapakasa, A. M. (1992). *Determinants of girls' participation and persistence in school*. Washington, DC: World Bank Population and Human Resource Division, South Africa.
- Kothari, C. R. (2004). *Research methodology: Methods and techniques* (2nd ed.). New Delhi: New Age International (P) Ltd.
- Kumar, R. (1999). *Research methodology: A step-by-step guide for beginners*. Melbourne: Addison Wesley Longman Australia Pty Limited.
- Kusi, H. (2012). *Doing qualitative research, a guide for researchers*. Accra: Emmpong Press.
- Leach, F. (2005). *An investigation study of the abuse of girls in African schools*. London: DFID.
- Leung, M. C. M., & Zhang, J. (2008). Gender preference, biased sex ratio, and parental investments in children in single – child households. *Review of Economics of the Household* 6(2), 91-110.
- Lloyd, C. B., Mete, C., & Sathar, Z. A. (2005). *Effect of gender differences in primary school access, type, and quality on the decision to enrol in Rural Pakistan*. Population Council, World Bank. Retrieved on 02/07/16 from [www.popcouncil.org/uploads/pdfs/wp/164.pdf](http://www.popcouncil.org/uploads/pdfs/wp/164.pdf)

- MacDowell, J., & Hostetler, B. (1996). *Handbook on counselling youth: A comprehensive guide for equipping youth workers, pastors, teachers and parents*. Nashville: W. Publishing Group.
- MaClennan, E. & Fitz J. (1985). *Working children. Low pay unit*. London UK.: Prentice Hall.
- Manacorda, M. (2012). School proximity and child labor evidence from rural Tanzania. *Board of Regents of the University of Wisconsin System*, 47(1), 32-63.
- Mansory, A. (2007). *Drop out study in basic education level of schools in Afghanistan*. Kabul: Swedish Committee for Afghanistan. Retrieved on 10/04/16 from [www.wateraidethiopia.org](http://www.wateraidethiopia.org)
- Mendelievich, E. (1979). *Child labour*. International labour office.
- Mugenda, O. M., & Mugenda, A. G. (2003). *Research methods: Quantitative and qualitative approaches*. Nairobi: Acts Press.
- Nekatibeb, T. (2002). *Low participation of female students in primary education: a case study of drop outs from the Amhara and Oromia Regional states in Ethiopia*. Addis Ababa, UNESCO.
- Njau, W., & Wamahiu, S. (1994). *Misterial consultation on school dropout and adolescent pregnancy*. Nairobi: Working Papers Series.
- Osiki, J. O. (2008). *Enhancing research powess of emotionally tensesd distance learners (DLS) through three behaviour techniques*. (Unpublished manuscript, under current review by Journal.

- Polit, D. F., & Hungler, B. P. (1999). *Nursing research principles and methods* (6th ed.). Lippincott Williams & Wilkins: Philadelphia. Publishers, Inc.
- Rice, P. F. (1981). *The adolescent development relationship and culture*. Boston: Allyn and Bacon.
- Save the children, state of the world's mothers, (2005). The power and promise of girls education. Retrieved on 12/05/16 from <http://www.google.co.ke/search>.
- Sen, A. (1989). Women's survival as a development problem. *Bulletin of the American Academy of Arts and Sciences* 43(2), 14-29. Retrieved on 22/02/16 from <http://www.jstor.org/stable,3824748>.
- Shahidul, S. M. (2012). Marriage market and an effect on girls' school dropout in Bangladesh. *Journal of Alternative Perspectives in the Social Sciences*, 4(2), 552-564.
- Shao, A. T. (1999). *Marketing research: An aid to decision making*, Retrieved on September 20, 2015 from [www.sbaer.uca.edu](http://www.sbaer.uca.edu),
- Shovan, G., & Susmita, S. (2012). Direct and opportunity costs of schooling a girl child: A case study of puncha block of purulia District, West Bengal, India. *International Journal of Current Research*, 4(12), 376-381.
- Sue, C. (2012) Who cares? Gender dynamics in the valuing of extra – curricular activities in higher education. *Gender and Education*, 24(1), 41-55.
- The PROBE Team, (1999). *Public report on basic education in India*. New Delhi: Oxford University Press.



UNESCO (2012). *World atlas of gender equality of education*. Published by the United Nations Educational, Scientific and Cultural Organization 7, place Fontenoy, 75352. Paris 07 SP, France.

UNESCO, (1982). *Education for rural development, a portfolio of studies: Education and rural community*. Paris: UNESCO.

UNESCO, (1987). *Coping with drop-out: A handbook*. UNESCO Regional Office for Education in Asia and the Pacific: Bangkok.

UNESCO, (2003). *Gender and education for all: The leap to equality, EFA global monitoring report 2003/04*. Paris: UNESCO.

United Nations (1948). *Universal declaration of human rights*. New York: United Nations.



**APPENDIX A**  
**INTRODUCTORY LETTER**

Dear Respondents;

I am a graduate student of the University of Education, Winneba-Kumasi Campus conducting a study to investigate female migration and dropping out of basic school in a lumbering community in the Asante Akim south District.

The questionnaire is meant for collecting data from you on causes and effects of female drop outs in basic schools. The study is purely for academic purposes and the information that you would give would be treated with confidentiality.

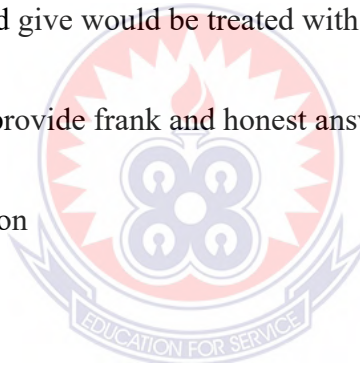
I hope you would provide frank and honest answers to the questionnaire.

I count of your co-operation

Yours faithfully

RITA DEBRAH

(GRADUATE STUDENT)



## APPENDIX B

### QUESTIONNAIRE FOR THE RESPONDENTS

#### SECTION A: DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

(1) Indicate your gender by ticking the appropriate box.

Male ( )

Female ( )

(2) Indicate your age in the appropriate box

(a) 11 – 20 ( )

(b) 21 – 30 ( )

(c) 31 – 40 ( )

(d) 41 – 50 ( )

(e) 51 – 60 ( )

(3) What is your highest academic qualification?

(a) School dropout ( )

(b) SSCE/WASCE ( )

(c) Diploma ( )

(d) Bachelor's Degree ( )

(e) Master's Degree ( )



**SECTION B: QUESTIONNAIRE FOR THE RESPONDENTS****Introduction**

The statement listed in the tables below involves various issues on female drop outs.

Please indicate by ticking the appropriate column which reflects your view on each of the statements

**SCHOOL FACTORS THAT THAT DOMINANTLY CAUSES SCHOOL DROPOUT**

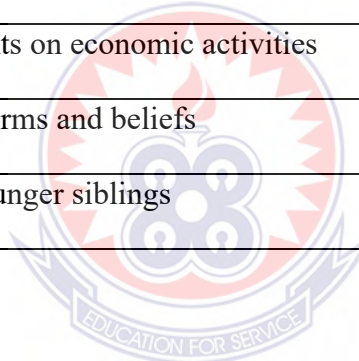
Please, respond to the statements by ticking [√] the number on the 4-point likert scale using the following keys: 1=**strongly agree**, 2= **Agree**, 3=**Neutral**, 4=**Disagree**, 5=**strongly Disagree**, as sincere as possibly.

	<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1	Use of students for non-academic duties				
2	School distance too far from home				
3	Teachers' absence from classes				
4	Teachers attitude towards female students				
5	Students' abuse/humiliation				
6	Lack of female teaching staff				
7	Absenteeism				
8	Dislike for extra-curricular activities				

**HOME FACTORS THAT DOMINANTLY CAUSE SCHOOL DROPOUT.**

Please, respond to the statements by ticking [√] the number on the 4-point likert scale using the following keys: 1=**strongly agree**, 2= **Agree**, 3=**Neutral**, 4=**Disagree**, 5=**strongly Disagree**, as sincere as possibly.

	<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
11	Lack of parental interest				
12	Parent’s inability to provide academic needs				
13	Inability of parents to fulfill financial obligations				
14	Helping parents on economic activities				
15	Traditional norms and beliefs				
16	Caring for younger siblings				



**SOME EFFECTS OF SCHOOL DROPOUTS IN THE DISTRICT**

Please, respond to the statements by ticking [√] the number on the 4-point likert scale using the following keys: 1=**strongly agree**, 2= **Agree**, 3=**Neutral**, 4=**Disagree**, 5=**strongly Disagree**, as sincere as possibly.

	<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
17	Involvement in armed robbery				
18	Early marriage				
19	Sexual promiscuity				
20	Teenage Pregnancy				
21	Child labor				
22	Migration due to poor economic background				

