

UNIVERSITY OF EDUCATION, WINNEBA

PARENTAL ATTITUDE TOWARDS FEMALE-CHILD EDUCATION IN THE  
KINTAMPO NORTH MUNICIPALITY



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**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**

AUGUST, 2016

## DECLARATION

### STUDENT'S DECLARATION

I, ANDREWS DONKOR, 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

Thanks to the Almighty God for making me who I am, for His abundant love, inspiration and good health throughout my study period at the University of Education, Winneba. To my parents, I will say thank you for the gift of life and the moral, spiritual and material help and support you gave me at Busuama when I was young. I also owe special gratitude and sincere thanks to the Kintampo S.D.A Junior High School staff for the support and kind words offered me during my course.

I am exceedingly grateful to Prof. Francis Owusu Mensah, my supervisor for his time, the constructive criticisms and guidance throughout this work. I am highly indebted to Prof. Francis Owusu Mensah Francis for his responsible, close and dedicated supervision of this work and all that he has done for me. I am equally grateful to Elder Solomon Mensah, Abuduka N. Frank, Stephen Kamakpe and Mr. Sylvester Anto for being so kind towards me. To the people, schools and offices that helped me during the fieldwork, again I say a big thank you, for without you I would not have come this far.

My deepest appreciation and gratitude also goes to my dear wife, Mensah Victoria, my two daughters; Juliet Sompeeh and Joana Somlonyoa and two sons, Kennedy Aleeba and Prosper Nyinasom and friends: Solomon Maalie, Charles Kamage, Kofi Anomah, Inusah Gbanha, Ansah Dominic as well as Mr. Prince Marfo and Mr. Charles Obeng (NSS Personnel 2015-2016). I am solely responsible for any short comings, error or omissions and commission found in this study.

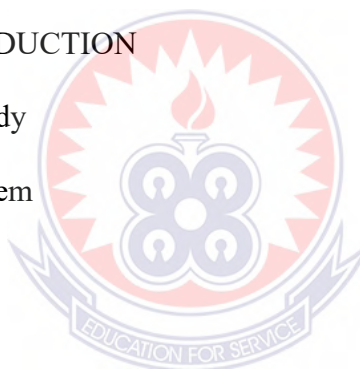
## **DEDICATION**

To my wife Victoria Mensah, my late father Mr. Kwaku Gyega, my late father- in-law Mr. Kofi Mensah, my children, my uncle Emmanuel Banyo and my brother Noah Asante.



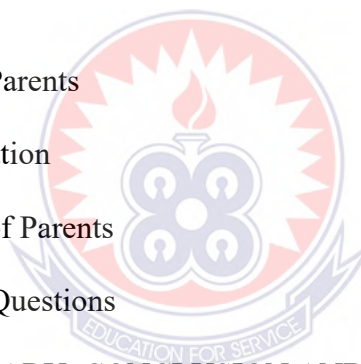
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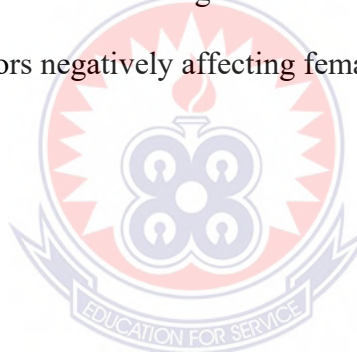
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## ABSTRACT

The purpose of this study was to examine the parental attitude towards female-child education in the Kintampo North Municipality. Respondents were two hundred and forty (240). This consists of thirty (30) teachers, one hundred students 190 students and twenty (20) parents. Two methods of data analysis were adopted, first, descriptive statistics involving the use of frequency, percentages and pie chart were used to present the data use to present data collected. The frequency was then converted into tabular representation to help establish the direction of the responds and conclusion drawn. A descriptive survey design was used. The target population for the study comprised teachers, pupils and parents in some selected schools in JHS Three (3) in Kintampo North Municipality. The findings of the study revealed that parental attitude towards female-child education negatively impacted girl child education in the Kintampo North Municipal. The results also indicated that there were also some factors militating negatively against girl-child education such as ignorance, economic factor, single parenting and early marriage. In the light of the research findings, the researcher recommends that sensitization and advocacy campaign of the advantages of female education should be highly embarked upon by government. And also, government and non-governmental organizations should institute economic empowerment measures in communities in order to limit other economic factors.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the Study.

Education has diverse significance in any society. Thus; it enables individuals to acquire employment in a department after undergoing a particular training of a specific skill in school. Education also has the function of improving each individuals standard of living as a result of gaining employment. Education is a human right that should be accorded to all human beings solely by reason of being human.

Educating girls is the single most important step governments can take to improve the wellbeing of their citizens and their economics. Investment in the education of women and girls pays significant dividends in economic growth, improved health, productivity and quality of life for both women and men and the nation as whole.

Government of the Republic of Zambia GRZ (2005) states that, prioritizing the enrolment and retention of girls in school is critical as the first step in promoting equal opportunity for women in Zambia. It has been proven that increased education for girls has a dramatic impact on the subsequent achievements and on the status of their families, socially and economically.

It is for this reason and others that the government in Ghana has to put in place certain facilities like furniture supply to schools, text books, classroom and other teaching and learning materials to enable the individual in his or her society to pursue education effectively. It can be seen that the relationship between education and development is well established such that education is a key in every development. However, what is

happening now is the hue and cry countrywide of most educationists over female-child education in school. This is more pronounced in rural settings.

Females were educated to be excellent in home keeping as preparing food, hair dressing, dress making and care for babies and the aged at home. The only difference was that wealthy females were educated to be domestic drudges. For this reason, females from rich and poor homes were brought up to be wives and mothers. Bennet in Banson (2001) opine that females were taught drawing skills such as embroidery, prano playing and dancing which would attract a husband. This perception about females being workers in the kitchen is still prevalent in Ghana today.

Christians Aime (2003) stated that the discriminating factor in education most especially girl-child education remains a disturbing factor in Africa. The ideas of equal opportunity, formal and substantive equality are concepts that still have to be well understood especially in Africa.

Sheila (2007) stated that, some parents are quoted as saying that educating a girl is a waste- either because she does not need to know the things taught in school but only to take care of a home and children-or that they need to focus on their sons, whose education in turn will help them when it comes time for their son to contribute to their caretaking later in life.

According to the Arsene (1998) parents in Northern Ghana think that since a daughter is useful to her family only when she is young, females are often withdrawn from school to assist with work on the farm. Parents in Kintampo North Municipality are of the notion that formal education for females is not important. They prefer the females

to trade, help in the farm or sell in the market, serve as house help, carry firewood, or charcoal for sale.

In Kintampo North Municipal of Ghana, admission, retention and completion rate of females in basic education lag behind that of their male counterpart. It is against this background that the researcher would like to search into the problems of parent's attitude towards the female-child education in Kintampo North Municipality in the Brong Ahafo Region of Ghana.

The District was named Kintampo North District by legislative instrument of the local government Act, Act 462, LI1762, and later upgraded to Kintampo Municipality by Legislative Instrument of the Local government Act, Act 462, LI1871. The Kintampo Municipality is one of the twenty- seven (27) Municipals or District in the Brong Ahafo Region of Ghana. Kintampo Municipal is located at Latitudes  $8^{\circ} 45'N$  and  $7^{\circ} 45'N$  and Longitudes  $1^{\circ} 20'W$  and  $2^{\circ} 1'E$ . It shares boundaries with five other Municipals name; Central Gonja Municipal to the North; Bole Municipal to the West; East Gonja Municipal to the North-East Kintampo South District to the South; and Pru District to the South-East. The Municipal Capital Kintampo, is about 130km away by road from regional capital and lies East of the Brong Ahafo Region Capital, Sunyani Ghana statistical service, (2014).

In terms of location, the Municipal is strategically located at the center of Ghana and serves as a transit point between the northern and Southern sectors of the country ([www.wikipedia.org](http://www.wikipedia.org)).

The ethnic composition of the Municipality is heterogeneous with the Mos and Nkoranzas being the indigenous custodians of the land. There are however, a large proportion of northern tribes which forms the third force in the Municipality not forgetting other Akan tribes, Ewes, Ga and others. Traditional Religion and Christianity are usually practiced by the indigenous people, while Christianity and Islam are usually practiced by the settlers. The Kintampo Municipality population stood at 95,480 comprising 47,302 (49.6%) male and 48,178 (50.4%) female; according to the year 2010 population and housing census. The Municipality has four zonal councils which are located in Kintampo, Babator-Kuma, Kadelso and New-Longoro.

Dr. Kwegyir Aggrey, said to educate a man is to educate an individual, but to educate a female is to educate a nation. This summarizes the essence of education of the female-child and indeed, every educable human being and so calls for special attention to focus on education of female-child. No country can afford to toil with the education of her citizens, especially, the female-child who will be the father or the mother of tomorrow, because education is the bedrock of all development.

Children are future leaders of tomorrow and mothers are guardians of the future and the first aim of every family and society should be to raise healthy and productive individuals who are physically, mentally, socially and psychologically well developed. They can be well attained through the education of the female-child who is the mother of tomorrow. In a developing country like Ghana, education is a key factor in the overall national development. This line of thinking has been the basis on which a series of workshops and symposia have been organized by the Ghana Education Service, Governmental agencies. Also Non-Governmental Organizations (NGO'S) have worked

to improve the female-child education in Kintampo North Municipal of the Brong Ahafo Region

## **1.2 Statement of the problem**

The education of female-child in Ghana has become a topical issue for discussion by teachers, researchers, government officials and other educational stakeholders. Despite the fact that the number of children attending and completing school year in year out is largely on the increase, it is boys who have benefited the more. Females are still under-represented in the education system. Majority of females leave schools without being able to construct simple sentences correctly or write the English Language which is the official Language of Ghana and for that matter illiteracy has a permanent effect on their social and personal development making them become second class citizens.

In spite of the significant progress made in the development of education in Ghana, since 1951, the level of female participation in formal education leaves much to be desired. Female education has remained a major challenge despite the international attention. With antecedents in the United Nation Universal Declaration of Human Rights, gender parity and gender equality in education goals and targets have been incorporated into global development frame-works since the Table Launch of Education for All movement in Jomtien, Thailand in 1990. Currently, both the Dakar framework for Action on EFA and millennium Development Goals include specific and time bound targets for the achievement of gender parity and gender equality in education (UNESCO, 2004;) Two competing perspectives concerning the relationship between girl's education and development are represented in the frameworks. Human capital perspectives , concerned

primarily with efficiency considerations, dominantly from girl's education as essential for national economic growth and poverty reduction. In contrast, linking girls' education with social justice, as it is in human rights and human capability approaches, entails conceiving education as an instrument of social change and for the achievement of human freedom Sen (1999).

The organization seeks to make education accessible to all children of school going-age irrespective of their religious, political and ethnic background. Some of the Education for All, (EFA) goals are:

- (i). achieving a 50% improvement in levels of adult literacy by 2015, especially for women and equitable access to basic and continuity education for all adults.
- (ii). Ensuring that by 2015, all children particularly females in difficult circumstances and those belonging to ethnic minorities have access to and complete free compulsory primary education of good quality
- (iii). Elimination of gender disparities in primary and secondary education by 2015 and achieving gender equality in education by 2015 with a focus of ensuring females full and equal access to and achievement in basic education of good quality.
- (iv). Expanding early childhood care and education.
- (v). Promoting learning and life skills for young people and adults.
- (vi). Improving the quality of education

Another supporting group is the Ghana Partnership for Education Grant (GPEG) which aims at four core elements as (i) Access (ii) Bridging the gender gap (iii) Quality; and (iv) Education Management (GPEG PIM , 2013 p. 2).

We also have Girl-Child Education Unit (GEU) established in February 1997. It aims as:



- (a) To help the enrolment of female child in school.
- (b) To adopt strategies to get females learn Mathematics and Science as their areas of studies. It was sponsored by the Department for International Development (DID) of the United Kingdom (UK).

The Girl-Child Education Unit officers visit communities to educate them on the need to send female child to school. The policy has been adopted because even though females constitute about 52% of Ghana's population, the proportion of literate female is far below that of their male counterpart. For instance, at the end of 1994/95 academic year, the national data indicated that females constitute 45%, 43%, and 25% of student population at Junior High, and Senior High School and tertiary levels of education respectively according to the Ministry of Education (MOE, 1995)

From Kintampo North Municipal Education Office, female-child enrolment from 2010 to 2014 in Junior High three (3) registered to write the Basic Education Certificate Examination (BECE) were presented in percentages as follows: 38.88%, 43.67%, 38.44% and 40.35% in 2010, 2011, 2012, 2013, and 2014 respectively as against their male counterparts. (Basic Education Co-coordinator, Kintampo North Municipality, 2014).

Females in sub-Saharan Africa stated that although poverty is very real constraint to education and the economics cost of education are prohibitive to some parents. Research in Malawi and Uganda suggested that lack of money in some cases may be an excuse for the reluctance of parents to invest in education of their wards, especially females. Most often, some parents do not perceive the value or importance of education for female. Education is of paramount importance to society. It affects all aspect of human life, including health and general wellbeing (Bruns & Alain, 2003).

Parents should know that an educated female is important asset to family and the society as a whole, since she can assist herself, other members of the family and society. Kweggir Aggrey (1875-1927) said if you educate a man, you have educated an individual, but if you educate a woman, you have educated a nation. It is therefore important that parents or communities are also encouraged to come out with programmes that will at least improve girls' education participation at the basic level.

A lot of parents still find it unimportant and a waste to send their female children to school; parents in Kintampo North Municipality are no exception. The low level of parental attitude of some parents in the Municipality does not encourage females to go to school. However, even when female attend school, many are generally not able to complete basic education level. This can result to most of the females resort to apprenticeship, kayaye, charcoal burning, early marriage and giving birth at a tender age. The failure of females to complete school does not help in the development of females in the Municipality and the nation as a whole. The Municipal therefore produce very few females who have risen high on the educational ladder. It is against this backdrop that the study seeks to investigate the parental attitude towards female-child education in the Kintampo North Municipality.

### **1.3 Purpose of the study**

The purpose of this study was to investigate the low participation rate of females in the Kintampo North Municipality. The study focused on identifying parental attitude which limits female education in the area as well as investigating whether the low

participation rate of females in formal education at Kintampo North Municipality has a link to the attitude of parents towards their education.

#### **1.4 Objective of the study**

Specifically, the study seeks to:

1. ascertain the attitude of parents towards the education of the female –child.
2. investigate the socio-cultural factors that affect negatively on female-child in education in the Kintampo North Municipality.
3. investigate whether parental attitude constitute a factor to lower participation rate of the female-child in education in the Kintampo North Municipal.

#### **1.5 Research Questions**

The research study aimed at finding answers to the following research questions:

1. What is the parental attitude towards female-child education in Kintampo North Municipality?
2. What socio-cultural factors impact negatively on female-child education in Kintampo North Municipality?
3. To what extent does the parental and guardian attitude affect the female-child education in Kintampo North Municipality?

#### **1.6 Significance of the study**

It is hoped that this study will add to the existing knowledge on female education.

The various stakeholders of education such as Ghana Education Service, the ministry of

education, Non-Governmental Organizations and Donor Partners will benefit severally from the findings of the study. In the first place, it is hoped that suggestions or recommendations given in this study will go a long way to influence policy directives on female-child education in general. Secondly, the study will assist them in the on-going campaign to promote female-child education in the nation. All in all, the results of the findings may lead to the adoption of measures to encourage females to pursue female education in the Kintampo North Municipality in particular and Ghana in general.

### **1.7 Limitation of the study**

Time, logistics and expected co-operation from respondents made the researcher limit the study to the Municipality. So the findings cannot be generalized. The study was also handicapped by financial constraints that limited the information gathered. Due to rising cost of travelling expenses and stationary, the researcher limited the frequency of travelling and the amount of questionnaires for circulation.

### **1.8 Delimitation**

The scope of the study was delimited to public junior High Schools in the Kintampo North Municipality. The study was delimited to the Kintampo North Municipality because of the low enrolment of females in the schools, low completion rate of females and the increasing rate of female drop-out in the area (Kintampo Municipal Office of Education, Record 2010-2014). The study was also delimited to Junior High School third year students, their teachers, guardians or parents in the Municipality because of easy access to them.

## **1.9 Organization of the study**

This study has been arranged in five (5) chapters. Chapter One deals with the background of study, statement of the problem, purpose of the study, limitation of the study, delimitation of the study, purpose of the study, objectives of the study, research questions, significance of the study, limitation of the study, and delimitation of the study, and organization of the study. Chapter Two deals with the literature review, the concept of female-child education, female education in Ghana, female education outside Ghana, factors that influence parental attitude towards female-child education in Ghana, factors that influence parental attitude towards female-child education outside Ghana, parental expectation of female education, parental educational background and female-child education, the role of socio-cultural practices and parents' attitude towards female education in Ghana, the role of socio-cultural practices and parents' attitude towards education of females outside Ghana, attitude of society towards female-child education, importance of female-child education and retaining the female-child in school.

Chapter Three deals with the methodology which the designs, characteristics of the population, the sample and sampling techniques used for the study, the instruments, validity, data collection procedure, data analysis procedure and ethical consideration.

Chapter Four focuses on presentation and discussion.

The final Chapter Five covers the summary of the main findings, conclusions, recommendations and suggestions of the study.

## CHAPTER TWO

### REVIEW OF LITERATURE

#### 2.1 Introduction

This chapter reviews relevant and related literature on the concepts, opinions and views expressed by other researchers and writers on female-child education to the topic.

Literature is reviewed under the following sub-topic;

- i. The concept of education
- ii. Female education outside Ghana
- iii. Female education in Ghana
- iv. Factors that influence parental attitude towards female-child education.
- v. Parental expectation of female education
- vi. Parental educational background and female-child education
- vii. The role of socio-cultural practices and parents attitude to female-child education.
- viii. Societal attitude to female education
- ix. Importance of female-child education
- x. Retention of the female-child in school.

#### 2.2 The Concept of Education

Education has been defined by many scholars from different dimensions; according to the Oxford Dictionary (C, 2015), education is the process of receiving or giving instruction, especially at a school or university. Ocho (2005) defines education as

the process through which individuals are made functional members of their society. Plato (427 – 347 BC), defined education as “the turning of the eye of the soul from darkness unto light” for John Dewey, the great American educator of the early 20<sup>th</sup> century stated that education is “ a process of the reconstruction and reconstitution of experiences, giving it a more socialized value through the medium of increased individual efficiency”. The main issue in Dewey’s definition is that education as an activity should first increase the efficiency of the individual. This will then lead to an improvement in society.

The United Nations Education Scientific and Cultural Organization (UNESCO), International standard of Education (1975) see education as comprising organized and sustained communication, designed to bring about learning. Agyeman, (1984) defined education as the process by which an individual born into the human society adapts to ways of life which includes skills and knowledge and functions effectively and efficiently as a member of that society.

Female-child education on the other hand refers to the formal education period that a female-child goes through to make her functional and literate and to function as an individual towards the contribution of nation building (Yakubu, 2006). Helena (1996) stated that female education is putting girls in school like boys are to go through the same western education available to boys.

### **2.3 Female Education outside Ghana**

According to UNESCO (2004) most studies conducted in the region have consistently identified economic factors as key determinants of girls' participation in school. In most of the countries in the region, the direct and indirect costs of schooling have been found to be major deterrent on girls' enrolment and persistence in school as there is a strong parental preference to educate boys over girls especially amongst the poor households. In order to mitigate the effects of direct and indirect costs of schooling, governments have abolished fees at primary level, introduced school fee waivers targeting girls, bursary and scholarship schemes for girls. However it was noted that despite the abolition of school fees, parents were often unable to meet indirect school costs. This posed a big challenge on the retention of those enrolled.

Oxfam (2005) reported that girls in Central and West Africa had the widest gap in the enrolment compared to boys. In Guinea Bissau, for example, just over 60 percent of girls as compared to 100 percent of boys enrolled in primary school. In more remote areas of Mali, Oxfam found that government statistics indicate that girls' gross enrolment rate was as low as 29 percent. So, if primary school enrolment figures for rural girls were so low, then one could presume that the number of girls who completed primary and secondary school was extremely low.

In Nigeria, like in many developing countries, the girl-child is marginalized educationally, technologically, socially and in nearly every aspect of life. In the survey conducted by Ashimolowo (2007), it was concluded that marginalization of the girl-child was due to cultural and economic constraints.



Kasond-Ng'andu, Chilala and Imutowana-Katukula, (1999) also noted that various reasons are responsible for the noted dropout rate among the girls in Zambia. Pregnancy is one of the major reasons contributing the girls dropping out of school. Other factors leading to girls' dropping out of school are; lack of role models at both community and school level and low parental expectations of what a girl can achieve academically.

According to the World Bank (2003), more than 350 million people, over half of Africa's population, live below the poverty line of one dollar a day. This implies that poverty too excludes children, including the female-child from schooling.

Machungwa (1993) noted that decisions of factors leading to girl's low completion in schools have concentrated on girls' negative value and attitudes towards education, poverty, unfair division of labour in the home, pregnancy, early marriage, low parents' and teachers' expectations. Valid as these issues may be, there could probably be subtle factors embedded in the minds of pupils that researcher need to get at, hence the imperative of carefully listening to the feelings of girls themselves about school.

## **2.4 Female Education in Ghana**

Female –child education is one issue of great concern to governments all over the world. In Ghana, various political parties shown concern about drop-out rate and poor performance or academic work of females in the educational level. This is because gender equality has been one of the challenges affecting female-child education. Evidence demonstrates that when women and men have equal opportunities, economics trend grows faster, the poor move quickly out of poverty and the well-being of men, women and children is enhance. Females constitute more than 51 percent of the entire

Ghanaian population and so education should be a prerequisite for them to be able to significantly contribute to the development aspirations of Ghana.

It is believed that when this section of population is properly educated, they will make immense contribution in terms of health, social and economic development more than we have today. This is how the United Nations Secretary General, Mr. Ban Ki Moon, puts it when he read his speech at the first international day for the girl child, “Investing in girls is a catalyst for changing the world. We must all do our part to let girls be girls and not brides”.

Daily Graphic, (2014) stated that of the 759 million adults lacking literacy skills, two thirds are women a share that has actually increase slightly over the last decade. In addition, female constitute 54 percent of the 69 million children across the world who do not go to primary school (GNECC features article, Daily Graphic, January 1, 2013).

According to a Ghana National education campaign coalition report, girls enrolment continues to decline progressively from the basic to the tertiary level of our education despite several interactions such as the education for all and the Millennium Development Goals (MDG). It is therefore vital for gender and poverty issues or problems need be addressed or tackled together through education and socialization. Empowering the female-child today and now could make them take informed choice or decisions about their own development. According to Jesse cited in Banson, (2001), government gives priority to and place emphasis on policies that will create an enabling atmosphere for increased accessibility of schools to females.

The Girls Education Unit (GEU) of the GES is one of the efforts to ensure female-child education in quantity and quality. GEU, (2002), found out that, the three Northern Regions have the lowest enrollment as regards female education.

Ghana has already demonstrated that the development of human resource is of outmost importance to her. It is for reason, successive governments realizing the importance of education for social and economic development have attempted with varying degrees of success to provide basic education for all children of school age. Evidence of this can be seen in the Acceleration Development Plan (ADP) of 1951, the education Act of 1961, Provisional National Defence Council (PNDC) Law 42 and the Free Compulsory Universal Basic Education (FCUBE) (Act of 1995). It is noted that the education reform policy of 1987 sought to reaffirm a government commitment to female education setting the target for admission and retention throughout the education system as 50% male and 50% female. Ghanaian Universities are whereby great opportunities to admit females with lower qualities grades on male students.

Ghana has also intentionally and strategically put in place measures or mechanism and government organizational changes aimed at bridging the gap between male and female equity in education and facilitating greater attention to gender and development issues. Ablekpe (1998) asserts that in Ghana and in the Ashanti Region of Ghana in particular, the realization of providing education for females of school age dawned on the early Wesleyan Missionaries culminating in the establishment of Mmofraturu Female School in Kumasi in Ashanti Region. The objective was that when the female-child was taken away from the wider and highly corruptible society or community and given

special training, she could grow up to be able to face the challenges of the fast changing world.

It is clearly stated in Girls PASS Scholarship Manual that the Girls PASS Scholarship is a programme to enable girls to attend, remain in and complete Junior High School (JHS) when they may not otherwise have been able to. It provides a package of school items to each girl chosen for the scholarship and covers the costs of the BECE examination fees. It further explains that needs-based complete scholarship package has been chosen because research in Ghana and elsewhere has shown that this kind of work helps girls to enrol in, remain in and perform well in school. The focus of the scholarship is Junior High School student because it is at this this level of Basic Education that girls are particularly likely to drop out, more than their male classmates. The programme targeted 55,000 girls to be chosen to receive the scholarship between 2013 and 2017.

The Girls PASS Scholarship is generously funded by the United Kingdom Department for International Development (DFID). According to the model, Seventy-Five (75) districts, including Kintampo North Municipal have been chosen because statistics have shown they are in the bottom third of districts when ranked according to educational indicators of deprivation and therefore have many need pupils.

The constitution of the Republic of Ghana provides direction for Basic Education delivery in this country. The 1992 constitution, Article 25 clause (1) states: “All persons shall have right to equal education opportunities and facilities and with a view of achieving the full realization of that right. In this regard, Basic Education shall be free, compulsory and should be available to all.

Head teachers Handbook (2010) p.5 stated that; The 1992 constitution of the republic of Ghana is therefore currently the fundamental law that guarantees the Ghanaian child his or her right to basic education. The constitution also commits the government of the Republic of Ghana and all other institutions charged with that responsibility to provide quality basic education for all Ghanaian children irrespective of their age, sex, religion, tribe, parentage, physical condition and locality.

The Free Compulsory Universal Basic Education (FCUBE) was a comprehensive sector-wide programme. It was introduced in 1995 in fulfillment of the 1990 International Convention of Education for All (EFA) and the 1992 constitution of the Republic of Ghana, to ensure that all children of school going age had the right and access to quality basic education. The FCUBE had three main objectives: to increase access and participation; to improve quality of teaching and learning and to improve efficiency in management. To ensure a success of the FCUBE, the Ministry of Education drew up a programme of action to achieve the objective of it by the year 2005. Therefore, the Ministry of Education, World Bank and UNICEF jointly organized a national seminar on females' education in June 1994 on females education or academic work in Ghana which advocated a special programme for eliminating the gender gap in educational participation and promoting social equity.

The Global Partnership for Education Fund Grant (GPEG) is another intervention from the multi-donor partnership allocated to the Republic of Ghana for a three year implementation period. The GPEG prioritizes key areas of the Government's Education Sector plan and the activities indicated under the grant aim the impact the priority areas. GPEG PROJECT IMPLEMENTATION MANUAL (2013) mentions four core elements

of GPEG as access; Bridging the Gender Gaps; Quality; and Education Management. It further explains that, Bridging the Gender Gap includes the objective of promoting highly trained and motivated GEU staff in the deprived districts; Develop Functional GEU, Ensure girl friendly guidance and counseling systems and maintain efficient statistics on girls' education through Emis (page 3).

To increase the level of females' participation in education, the female-child or girl-child education units have been established in the Ministry of Education in the coordinators at the regional and districts levels charged with the responsibilities for the access and retention of the female-child in school.

It could be deduced from the cited studies that many societies all over the world had an undesirable attitude towards the female-child education, recent development have shown that these societies have been sensitized on the female-child participation in education as a great ingredient to national development. In view of the efforts being made by government and Non-governmental Organizations, there is no doubt that it will go a long way to attain higher productivity, achievement and maximum female participation at all levels to close the gender gap by the year 2005 as postulated by Free Compulsory Universal Basic Education (FCUBE).

White paper on Education, Youth and Sports (2004), stated that Government will take steps to enhance gender equity at all levels and programmes of education. With the planned attainment of Universal Basic Education for ages 4 to 15 by 2015, and universal second cycle education by 2020, the present round of educational reform will have brought the idea of gender equality to fruition. Government notes with satisfaction that

the University Institutions on their own volition have introduced affirmative arrangements into their admissions policies such that the gender balance among their graduates is satisfactory. Government will pay special attention to the problem of female drop-outs at the lower levels of education. The positive trend where by various organizations, including traditional authorities and District Assemblies are promoting female participation in education will be encouraged and sustained (page 40-41).

FORUM for African Women Educationists (FAWE) report (2004) was that sixteen (16) districts have female-child related problems of which Kintampo North Municipality was inclusive. These Districts are Atebubu-Amanten, Kintampo, Wenchi, Nkoranza, Techiman, Pru all in Brong Ahafo Region. The rest are Ejura-Ashanti Region, Bunprugu-Yonyoo-Northern Region, Nkwanta and Krachi all in Volta region.

The Kintampo North Municipal had nothing to talk of in terms of females' education. For instance, 14.70%, 14.00%, 13.10% and 13.91% of total candidates for 2012, 2013, 2014 and 2015 respectively had between aggregate 6 – 30 of the total candidates registered for respective years (Kintampo Municipal Education Office).

## **2.5 Factors that Influence Parental Attitude towards Female-Child Education in Ghana**

UNICEF, (2005) found that parents attitude towards girls' education was very negative, especially in rural areas. Parents in rural areas needed to be convinced that educating girls was the most important thing one could do. When family income dictates that not all children can be educated or provided for, it is always the girl-child that is

pulled out of school to pave way for the boy child to continue with his education. Girls also miss school when there chores to be done at home or there is a sick family member to nurse.

In Malawi, girls are found to be disadvantaged in terms of schooling and this is related to a number of factors. First, fear of rape or mistreatment cause parents to delay girls' school enrollment, worrying for their girls' safety and long distances to school aggravates this, as cited by a study by Maluwa- Banda (2004).

When girls reach puberty, many parents view them as especially vulnerable fearing pregnancy and thereby also the inability to marry them off well. A dominant course of action is therefore to withdraw the girls from school. Nevertheless, pregnancy remains one of main courses for female dropouts Maluwa-Banda (2004). Consequently, pregnancy acts as a double-edged sword for girls' schooling. Secondly, a culture of early marriage leads to withdrawal of girls from school, often before finishing primary, World Bank (2010).

Agyeman, (1984) that families that are ill-disposed to formal education, no matter how affluent they may be, tend to be halfhearted about their children's education. This brings the negative attitudes of parents towards the female-child education, because if one is well educated, he may know the value of education but illiterates would not take serious note of education.

This simply means other parents who are well educated; whether the children are boys or girls, they care less, but illiterate parents do not value education and even if they



are to send their children to school, they normally consider boys because they feel that the female will end up in someone's house.

Banson (2001), stated that the Upper West and Brong Ahafo Regions prefer sending their boys to school instead of the females. He explains that educated females would end up in another man's house. Bista (2004), says social and culture beliefs, practices and attitudes often do not favour females in their pursuit of education to the same extent as boys. Cited an example, discriminatory values and norms against females are deeply rooted in society.

Fianu and Bukle (1994), identified teenage pregnancy and marriage as barriers to female education in Ghana. They strongly argued that the Ghanaian society's negative attitude towards the education of teenage mothers reduce female participation in education. Also the Kenya Times of 25<sup>th</sup> October, 1997: 23 stated in the Forum for African Women Educationist (FAWE) on the issues facing females, say "the problem of females' education included parental preference for boy's education". One disturbing feature that runs through the literature is the parental preference for boys' education.

## **2.6 Parental Expectation of Females' Education**

Gender roles affect parental expectations for females because the females are prepared or trained for the future husband. The female is prepared to be taken away from parents forever and concentrate largely on her new family. The notion of the female-child being lost by her parents forever may be one of the numerous factors why some parents would not want to invest in the education of such a person whose labour and toil only benefit her husband.

Therefore, community and parental expectations tend to be low thus affecting their attitude towards female's education and ultimately female's participation in education (Agyeman – Mensah, 1994 cited in Boakye, 1997).

Poor attitude of parents, according to CAMFED (1996) in sending their daughters to school may also originate from rather fewer opportunities opened to females in the job market. These include some intimidations some females go through in search of job though they may have the right requirement for that job market. As a result, some families tend to judge the values of female education on the basis of returns from the labour market and decide rather to invest in the education of boys because they are always better placed to explore any formal labour market opportunities.

## **2.7 Parental Educational Background and Female Education**

The background of Education of parents generally determines their attitudes towards education of their children and the level of education of parents is very crucial to the education achievement of their wards school. Many parents have limited knowledge about available careers for females and think women with very little education can be successful in pretty trade such as dress making, hair doing, baking and other similar trades Alhassan, (2004). Kingdon, (2005) found that the most important factors affecting educational attainment are parental background, wealth, opinions, individual ability, age at marriage and the quality of the primary school attended. These findings support the hypothesis that different parental educational background may lead to a girl's attainment gap. Herz and sperling, (2004) families with educated women have the advantage of better health higher income and an increased chance of educational attainment for the

next generation. Educational attainment by household heads is argued for as important in affecting the school participation. Better educated parents may assign greater value to education and there by extend children's presence in school (Amin et, al, 2006). Others pinpoint the positive side –effect higher parental education level may provide in terms of job contacts Brown & Park (2002).

Social status in educational ladder of the parent can determine a child's attainment in school. It reflects his association with important differences in types of learning experiences to which he/she exposed, the degree of economic security he possess and the way he/she is introduced to school. It probably plays a part in the ways he/she is fed, disciplined and stimulated intellectually. According to Agyeman (1984), it is true to say that poverty affects the chances of success of the child in school. A child who observes that his/her parents and older siblings are either unemployed or in poorly paid jobs as a result of low education is likely to develop a negative attitude to schooling.

Banson, (2002), also indicated that educated parents are also committed and willing to bear extra financial burden by providing the requisite educational facilities such as books, pens and others and part-time teachers for their female children. Though some of the semi-illiterates or illiterates may have good intention in educating their female-children, their inspiration is not as much as that of the educated parents. Banson emphasized that the education of parents has a positive impact on the number of female children that are sent to school. Parents with high educational background are more likely to send their female children to school than those without educational background are more likely to send their female children to school than those without educational background.

Dolphyne (1991) came out with a point that mothers who trade feel that they are doing very well in the market and if all their daughters or female children need education for it to be able to earn a decent income, than the earlier they start learning to trade with them the better. Females are therefore discouraged by such attitudes and they follow in their parents' footsteps in order to make money and that is exactly what the parents at Kintampo North Municipality do to their female.

Huesman and Anderson (2003), cited by Merrill Palmer Q. concluded that parents educational level when the child was eight (8) years old significantly predicted educational and occupational success for the child forty (40) years later.

Parent education and family interaction patterns during childhood also might be linked more directly to the child's development academic success and achievement oriented attitudes. In the general social learning and social-cognitive framework Bandura, (1986), behavior is shaped in part through observational and direct learning experiences. Those experiences lead to the formation of internalized cognitive scripts, values and beliefs that guide and maintain behavior over time Huesmann and Anderson, (2003).

Douglas (1970), also found out that in his study into the home and school relations that parents who are more interested in their children's education come predominantly from the middle or upper class. On the other hand, illiterate parents may not have the requisite experience or interest to help them understand their children's difficulties and their educational needs.

The main assumption is that female's participation in education largely depends on positive parental attitude. Through parental and community attitude is on its own. It is also influenced by a number of factors, some of which are immediate whilst others are

remote. A UNICEF (2002) publication on situational analysis on children for instance makes some revelation on reasons for poor enrolment and retention of female child education which includes mothers' attainment in education. This is a major contributor to children's participation in school. The higher education level the mother had received, the more likely she is to understand the importance, needs and benefits of sending her children to school, thus, contributing to higher enrolment of boys and females. The GES Journal (2014) 2<sup>nd</sup> Ed. Holds the view that a lazy student automatically harbours anxiety and fear for an exam. Both the teachers and parents must properly guide, monitor and motivate the child to learn and to prepare well for exams. The fact is that a well-prepared student can sit for an exam better than the one who sit not fully prepared.

## **2.8 The Role of Socio-Cultural Practices and Parents' attitude to Female Education.**

There are so many cultural and traditional factors that retire the enrolment of female-child education in Africa as well as Ghana. In some communities, especially in the Northern Ghana, there is the practice of betrothing females at a very young age sometimes at birth and marrying them of in late adolescence. The practice of early marriage often therefore leads to the end of the female's formal education. Bimoba's Practice the betrothal of infant to men. Infant betrothal is a situation where parents promise to give their daughter to men to marry when she becomes matured. The promise may be made even when the would-be wife is not conceived, let alone born. Betrothal is formally done at the house of the lineage head Konlan, (1988).

Wife exchange can also lead to termination of a girl-child education. According to Konlan (1998) all Bimoba marriage are centered on exchange marriage because whether

you eloped with your wife or she is betrothed to you, it is considered a 'debt' which you supposed to 'settle' by giving your in-law a girl for marriage at any point in time you have one. As head of the female it is one's due to make sure that if boys eloped their wives the 'debt' is settled by betrothing a daughter to one's in-law. Under this circumstance they cannot allow their daughters free choice of spouse while they have 'debt'.

Ghana has a number of examples of cultural practices that compromise females' access to education. For instance; dipo among the Krobos, Bragoro among the Ashanti's Otufu among the Gas and Trokosi in some rural areas. Trokosi system is a traditional system where a female of a parent serve as atonement to the trokosi cult of wrong doing of that particular parent accused. The services of the girl continues till such a time the leaders feel that parents sin have been properly toned for. Definitely the girl under service will not attend school at this time. Some females become pregnant while undergoing the trokosi service. Most of these females are past school age when they are released from bondage with no education or skills that would enable them to engage in income earning activities that would allow the level of independence.

Another cultural belief among Mo tribe is the menstruation of the married wife. The husband's belief is that the wife is not 'pure' within the first five days of menstruation and therefore will not need the service of the wife within that period. The female child is to stay in the home for those period and render service like food cooking, sweeping the fathers room, fetching water etc. staying away five days from school in every one month menstrual cycle of the mother indeed impedes the girl study in academic work.

Females were also considered a risk to education because they were likely to get pregnant or married and drop out of school and any money invested on their education would therefore be a waste.

Bista (2004) says social and cultural beliefs; practices and attitudes often do not favor girls in their pursuit of education to the same extent as boys. She cites an example was discriminatory values and norms against girls are deeply rooted in society. Different cultures construct gender categories differently and symbolize male, female and their relations differently; there is little doubt that distinctions on gender lines are universally made. The particular cultural instances of gender ideology may indeed diverge, but the function of this ideology universally is to distinguish and rank the sexes. In short, cultures value their gender differently. Within the social organization and cultural beliefs of a society, the gender complex is made up of preposition which when applied to individuals may bestow on them social approval and power, dignity and prestige; or they may have the opposite effect and imply that a person is unworthy or second rate.

Pauline and Tembon (1999) say that socio-cultural attitudes and traditions often determine the status of girls and women in society. Culturally the place of a woman is in the home. The expectation that girls will eventually marry and become housewives means that mothers considered what they learned at home as important as if not more as what they learn at school. Therefore the norm would be for girls to stay closer to their mothers as they grow up and to learn household skills and behaviours that prepare them for their future roles as wives and mothers. These socio-cultural beliefs cause parents to see the formal education of a girl as a deviation from accepted societal norms and practices. Formal education is therefore sometimes not perceived as appropriate for girls

and is consequently not valued. Cultural attitudes are so entrenched that even young girls of school age feel that they need only to learn how to cook: “girls are not allow to go to school because of tradition girls are born for boys and it is enough for a girl if she knows to cook and how to keep house”.

## **2.10 Role Model**

Baaffi and Agezo (2002) stated that the teacher is a role model to enhance learning and progress of pupils in school and community. They also explain that if more female teachers are in the educational system, the female pupils would be highly enrolled and retained in schools.

Dolphyne (1991) stated that an important factor that affected female’s enrolment in secondary and tertiary institutions was lack of exposure to successful professional women who could be effective role models for females in rural areas. This according to Dolphyne manifested itself in the findings of research conducted into female’s access to education in two localities during the United Nations decade for women.

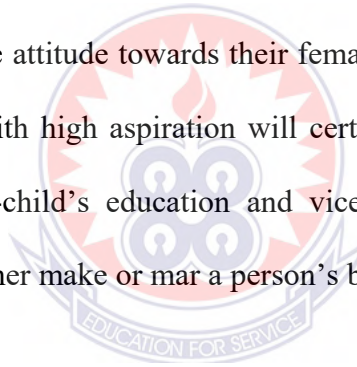
Even in our various villages and school where we have many female teachers, the female admire them and hoped to also become teachers one day. Also, parents who have role models in their communities would like their females to grow and become one of such significant figures. Role models serve as pivot of inspiration. Again there should be positive behavioural changed towards female child education.



### **2.11 Peer Influence**

Agyeman (1994) observed that children associate with their peer groups. Such groupings are based on sex, aged, class and interest. If the group value does not favour learning, the children would not perform well in class hence will not have interest in school. Others come together to play, learn, fish, swim and carry load for money.

This influence can easily make or mar the life of the female child as far as education is concerned, that is either progressing or becoming a dropout. As peers influence one another, in the same vein that parents can also be influenced by their friends towards the education of their children. Experiences from a friend can discourage a parent to have a positive attitude towards their female-child's education. Thus a parent who has a good friend with high aspiration will certainly be influenced in the positive way towards her female-child's education and vice versa. This peer as very strong organization agent can either make or mar a person's behavior towards something.



### **2.12 Societal Attitudes to Female Education**

Society views education as a tool of change for development. The various needs, aspirations or beliefs of society go to inform the programmes of the school and determine the functions and responsibilities of the school Rugh, (2002). Para-Mallam, (2010) stated that Nigeria is a society which is rife with gender stereotypes and brazes, which places a high premium on the male gender. From the moment a child is born the gender role education process begins. Male child is perceived as an asset that is highly treasured in most Nigerian homes. In education, priority is usually given to men because of the

cultural perception of their role as breadwinners. For females, the belief is that they will eventually marry and 'come under' their husbands; hence they are treated as inferior. Furthermore, to perpetuate the superiority of the male child over the girl-child, the girl-child is trained to put herself below her male siblings. In some homes, in order to make up for the financial inadequacy of the family, the girl-child is sent out to hawk in order to raise money for the family needs. Some of the girls are married off at a tender age so that the bride price will be spent on the education of the boy-child and on other family needs. In some cases, the girl-child may be given off for domestic labour in urban area for a regular income to the family. These traditional beliefs and practices have successfully provided two different developmental grounds in the same home for the growth of the boy-child and the girl-child Ezeliora and Ezeokana, (2011).

The psychological effect of gender stereotypes and socio-cultural beliefs on the girl-child is the internalization of the low value accorded them by society Ezeliora and Ezeokana, (2011). These beliefs together with other socializing processes observed for boys and girls are designed to instill a feeling of superiority to boys while girls are groomed to accept subjugation and inferiority with apathy Ras-Work, (2006). This established patriarchal system has long endured the passage of time cutting across geographical boundaries as well as class difference. Most of the common stereotypes that appear to threaten the female gender include:

- The belief that men are stronger than women.
- The belief that education is a waste of resources.
- The belief that men are the bread winners (if though it is known to be untrue in over economy).

- The belief that an educated girl will become morally lax.
- The belief that the women's place ends in the kitchen.
- The belief that male child will be a support for parents in the old age.
- The belief and high value placed on marriage and motherhood and their accompanying gender specific roles. These traditional practices and beliefs impose a lot of restrictions on the female gender.

According to Kofi Annan (2000), in a statement on the derail by government of the right to education for females, there were 37 million school age females around the world who were not in school. He further said that in the 12<sup>th</sup> century, the Arab philosopher, Ibn Rushed declared that a society which empowers its women is a society which is sure to succeed. "The Ghanaian Times", March 4, (2000 p.4). Society must therefore see females' education as an investment in human capital which has an overwhelming effect on the nation's economic development. The former UN secretary-general, Kofi Annan at the World Education Forum (2000) mentioned that: no development strategies better than one that involves women as central players. It has immediate benefits for nutrition, health, savings and reinvestment at the family, community and ultimate country level. In other words, educating females is a social development policy that works. It is a long term investment that yields exceptionally high returns.

Buchmann and Hunnum (2001) expressed that cultural behavior of head of the household, cultural beliefs and attitude towards women's role in the society play an important role in deciding the educational level of girls in family. Stith, Gorman and

Choudhury (2003) are of the opinion that low social and cultural values placed on female education reinforce the notion that young girl is not a viable candidate for education.

### **2.13 Importance of Female-Child Education**

Education is one of the most critical areas of empowerment of women as both the Cairo and Beijing conferences affirmed. It is also an area that offers some of the clearest examples of discrimination women suffer. Among children not attending school there are twice as many girls as boys, and among illiterate adults there are twice as many women as men.

Offering girls basic education is one sure way of giving them much greater power of enabling them to make genuine choice over the kinds of lives they wish to lead. This is not a luxury. The convention on the rights of the child and the convention on the elimination of all forms of discrimination against women establish it as a basic human. That women might have the chance of a healthier and happier life should be reason enough for promoting girls' education.

However, there are also important benefits for society as a whole. An educated woman has the skills, information and self-confidence that she needs to be a better parent, worker and citizen. An educated woman is, for example, likely to marry at a later age and have fewer children. And the children of an educated mother are more likely to survive. In India, for example, the infant mortality rate of babies whose mothers have received primary education is half that of children whose mothers are illiterate. An educated woman will also be more productive at work and better paid. Indeed, the dividend for

educational investment is often higher for women than men. ([www.unicef.org/sowc96/ngirls-retrieved,14th](http://www.unicef.org/sowc96/ngirls-retrieved,14th) July, 2016).

Laura Raney of the World Bank institute in a symposium on female education (2000), contributed that female education is the critical investment to reducing poverty, the future generation of women rests squarely on females education and that it is crucial to get females in school and to keep them there. It is against this background that one can revisit benefits this female education in Africa will bring. Dr. Kwegyir Aggrey (1875-1927) remarked that “if you educate a man, you educate an individual but if you educate a woman, you educate a nation”.

Dolphyne (1991) is of the view that, women as future mothers and the first educators of the young, their understanding of the cause of the normal happenings such as sickness and death will help eliminate superstition which is a major obstacle to progress. As homemakers who fetch water and firewood and dispose of household waste, their understanding of environmental issues will make tremendous impact on national programmes to save the environment.

It is generally accepted that improving girls’ education not only has an intrinsic value, but ultimately promotes improved family welfare and child health. Educated women make better choices for themselves and their families, particularly regarding health and nutrition. Several studies have shown that investment in girls’ education is indeed an investment in the family, Community and the nation GRZ, (2005). Helena, (1996) on her lecture delivered to students of the Kumasi Girls Secondary School listed the following importance of female education:

- Enhances their participation in national development.
- Improves their status in life
- Bringing about better health as future mothers as an educated mother can raise healthier families which bring about lower child mortality.
- Brings about smaller families because educated women tend to family planning practices because they understand and so reduce birth rates and so have fewer children. They also marry late because of the time they spend at school so have fewer children.
- Brings about greater national productivity because females who are educated have better employment and so earn more income to improve the status of the family and also contribute ideas to national development.
- Prevents early marriage and its attendant health and socio-economic problem.
- Social effect: educated mothers are very interested in all their children getting educated, even better than them and insist on their girls staying in school.

She also however stated obstacles to female education as; economic: education costs money in terms of school materials, uniforms and the absence of the girl on the farm, home or market, so if the family has limited funds, the female's education suffers. Social and cultural factors; religious, girls being the source of labour, early marriages; and long distance between the homes of the girls and school.

## **2:14 Retention of Female-Child in School**

Tietjen (1991) acknowledge that pregnancy is a major cause of dropout amongst adolescent girls in upper basic and high levels across the sub-Saharan region. In the past, girls in the majority of countries faced permanent expulsion from school once found to be pregnant. Several of the countries have now introduced policies of readmission that allow teenage mothers to complete school. FAWA (2004) has established that much greater emphasis needs to be placed on effective prevention of both dropout and pregnancies by counseling and extra support for those at risk of dropping out. Nyambura (2000) established further that FAWA in Kenya had emphasized the need for guidance and in school to curb pregnancy cases. Bennell, Hyde and Swainson (2002) in their study on the impact of HIV/AIDS epidemic on primary and secondary schooling in sub Saharan African establishment that school based programmes provide the opportunities to start educating children at an early age.

Ombuja, Yambo and Omolo (2012) established that poverty is a major obstacle to participation in education, particularly for girls, when families cannot afford school fees, girls stay at home. They indicated that an important intervention to counter this problem is provision of bursaries.

World Bank (2010) indicates in its study that increasing girl-child positive attitude towards education is possible by adjusting learning programmes to be friendly to the learners by improving the access to and quality of secondary education, teachers being friendly to the girls, providing female teachers as role models as role models, ensuring that teaching content and methods are fair and facilitates the learners of girls,

influencing changes in social and cultural practices such as child marriages and also lobbying for legal charges which keep girls in school after pregnancy.

FAWE (2001) Indicated in their study on centre of Excellency: Case Studies from Kenya, Rwanda, Senegal, Tanzania that schools have often become isolated, having few links with the community and that a majority of the problems faced by girls in school stem from the home set up and that if strategies for improving girls` education are not anchored in the grass root, that is in the community that the girl is part of them these strategies are not likely to yield sustainable result, thus FAWE centers of excellence decided that to improve quality in schools, communities had to be involved.

Desai and Thakka (2001) Cited Article 15(3) of Indian constitution 1950 that empowered the state to make special provisions to justify the special allocations and relaxation of procedures and conditions to explained a girl`s access to education. Ministry of Education has identified the country`s needs as stipulated in the children`s Act 2001 and have come up with education policies to promote students education in the country, Dawo (2009). Schools therefore must also identify their unique needs and develop strategies and programmes to meet these needs in line with MOE objectives to promote students participation in education.

To achieve the goal of keeping the female-child in school, government with the help of other supportive structures in the society can initiate children into safe family environment as soon as possible. They can also build gender equality and teach parents and community a right-based approach to parenting that will enable their female-children to be self-confident and successful.



The female-child can have a bright future if we can seriously deal with the deviances of girl-child education. Only gender equality and gender unbiased can secure and safe the female-child for a future.

### **2:15 Summary**

The literature reviewed shows that parental perception is influenced largely by their social-cultural and economic back-ground. It also attests that perception of female's education for instance would negatively affect parental attitude towards female's participation in education. The literature review also shows that there are huge benefits attached to female education.



## CHAPTER THREE

### METHODOLOGY

#### 3.1 Introduction

This chapter describes the research method used, the population, sample and sampling techniques used in the study. It also dealt with procedure for data collection. Procedure of data analysis, validity and reliability of instrument. A survey design was used to conduct this research.

#### 3.2 Research Design

A survey approach was used in conducting this research. A survey usually involves collecting data by interviewing a sample people selected to accurately represent the population under study (Sidhu (2006). Survey questions concern people's behaviour their attitudes, how and where they live and information about their backgrounds. The research design enables the researcher to administer the questionnaire to many respondents at the same time. This is in consonance with the opinion of Kerlinger (1973) that, survey design studies the large and small population by selecting and studying samples drawn from the population to discover the relative incidence, distribution and inter-relation of sociological and psychological variables of the study. Therefore the researcher has decided to adopt design because of its efficiency in drawing out information about feelings and views from large subjects. Various types of different research design can however be seen as expression of different research objectives. Thus

descriptive, explanatory, casual, experimental and comparatively study provide some different types of information (Peil, 1982).

This research design was chosen to find out parental attitude towards females or female education in the Kintampo North Municipality in Brong Ahafo of Ghana and how parental attitude to female-child education could be improved towards a fuller participation of females in formal education.

### **3.3 Population**

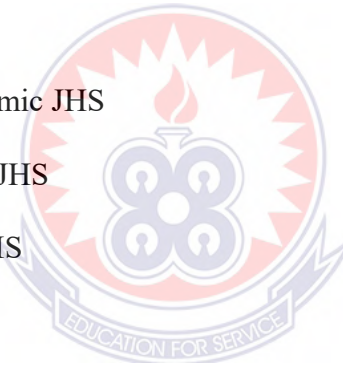
A population is defined as a complete set of individual cases or object with some common observation characteristics Mugenda and Mugenda, (1999).

Also, Population, according to Seidu (2006) is a sum aggregate or totality of the phenomenon which are of the interest to the researcher. It involves all the people, and institutions who are the subjects of the study.

The population for this was all form three students in Junior High schools in the Kintampo North Municipal. It also included all their teachers and their parents. The estimated number of the population is about eight thousand. The choice of the population in the Kintampo North Municipal as the area of the study was premised on the fact that observation shows that several indigenous females in the municipality do not go to school. The major occupations of the indigenous people are farming, charcoal burning, petty trading and fishing. It was observed that very few of those females who go to school manage to complete Junior High School. Many however drop out of school in the Kintampo Municipality. There is therefore, justification for the choice of the population and Kintampo North Municipal as the study area.

Below is the full list of both public and private basic schools in the municipality

1. Kintampo S.D.A JHS
2. Babatokuma L/A JHS
3. Kintampo Sakafia Islamic
4. New-Longoro L/A JHS
5. Kunsu L/A JHS
6. Busuama R/C JHS
7. New-Longoro Methodist JHS
8. Alhassan Akura L/A JHS
9. Gruma Islamic JHS
10. Gulumpe Saeed Islamic JHS
11. Ntariban Methodist JHS
12. Kintampo Presby JHS
13. Sakafia Islamic JHS
14. Asantekwa S.D.A JHS
15. Kintampo Methodist JHS
16. Kintampo R/C JHS
17. Badariya Islamic JHS
18. Fanyinama L/A JHS
19. Dawadawa L/A JHS
20. Soronoase L/A JHS
21. Kintampo Christian Education Complex JHS
22. Kintampo Saviour Preparatory



23. Kintampo Oxford International JHS
24. Beautiful Gate Preparatory
25. St. Benedict School Complex
26. Faith Preparatory School
27. Holy City International School
28. Christian Home
29. Kintampo Emmanuel International JHS
30. Just Love Preparatory School.

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

From those school communities, 30 teachers, 20 parents and 200 students were selected for the study. A sample is a small subset of the total population. Sampling is a process of identifying the individuals who participated in the study.

Amadahe and Gyimah (2002), stated that a sample is a small segment of a population selected for the study and analysis. For the purpose of the study, the researchers selected 10 schools made up of six (6) public schools and four (4) private Junior High Schools (JHS). The schools selected and other populations are found in the table 1.

**Table 1: Sampled Schools**

Schools Estimated	Students population/JHS 3			No. of Teachers	
	Male	Female	Total	No. of Parents	
Kintampo L/A JHS	51	36	87	8	
Kandige SDA JHS	12	12	24	6	
Babatokuma L/A	26	13	39	6	
New-Longoro Meth.	16	12	28	6	
Busuama R/C	32	26	58	7	
Just Love Prep.	19	24	43	6	
Kintampo C.E.C	47	26	73	6	
St. Benedict Sch.	15	11	26	6	
Holy City	15	14	29	6	
New-Longoro L/A	24	11	35	6	
<b>Total</b>	<b>257</b>	<b>185</b>	<b>442</b>	<b>63</b>	<b>200</b>

**Source: Records from Municipal Education Office (2014/2015).**

### 3.5 Sampling Techniques and Procedure

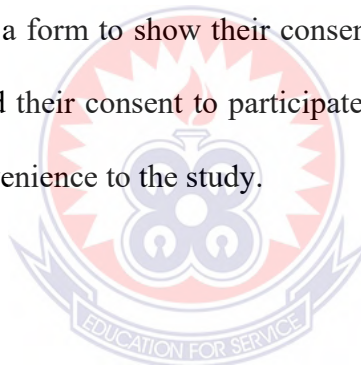
In every research, there is several techniques researchers use in getting their sample for a study. In this study, the researcher used a combination of sampling techniques in selecting the sample. It involves simple random, cluster and purposive sampling techniques.

In the Junior High School (J.H.S) teachers are not assigned to classes as they teach special subjects areas in all classes. First of all, schools in the municipality were clustered into private and public. Thereafter simple random method was applied to sample the schools in the following ways: Names of all the public schools in the municipal were written on pieces of paper and put in two separate boxes, which were placed on a table. The same process was used for the pupils to pick in turns for the private schools in the Municipality.

The private schools were included in the study to ensure fair and balanced representation of view. For a balanced and fair representation, the researcher decided to give quota to the number of boys and girls to be selected in each school. Ten boys and ten females were chosen from each of the ten schools. To give every student equal chance of being selected, the lottery method was used. That is, names of males and females in Junior High Schools three (JHS 3) class in each school were written on pieces of paper, put in two different boxes, shaken together and placed on two tables. In each school, two (2) students who were not Junior High School 3 class were invited to pick ten pieces of papers of from each of the two (2) boxes. In this way, the total number of students sampled was two hundred (200).

The researcher selected three (3) teachers from each school to give fair and equal representation to each of the ten (10) schools. However, one (1) slot and two (2) slots were given to female and male teachers respectively. This is because male teachers were more than female teachers in the selected schools. The method described earlier on was used to pick twenty (20) male teachers and ten (10) female teachers totaling thirty (30) for the sample.

Purposive sampling was for the selection of parent participants in this study. They were parent of the student's respondents in the study. Convenient sample technique was applied to select twenty (20) parents since the number was more than required number. These parents were given a form to show their consent to participate. Twenty-eight (28) of them positively showed their consent to participate but twenty (20) out of them were chosen as a matter of convenience to the study.



### **3.6 Instrumentation**

The instruments used to collect data were the questionnaire and interview schedule. The questionnaire consists of three sections, A, B and C. Section A solicited the following background information from the respondents: sex, age, educational background and working experience. In the case of students they were requested to indicate their class, age, occupation of parents, family size and marital status of parents and educational background of parents. With teachers, the questionnaire requested additional background information such as highest academic qualification, number of years of teaching experience and rank in the Ghana Education Service. The questionnaire



for parents also requested the same background information as indicated on the questionnaire for teacher.

Section B of the questionnaire for the students focused on problems and causes of drop out and benefits of females' education. For teachers, the involvement of parents in the education of their daughters to promote their education formed part of section B. The section C on all questionnaires contains statements on parental attitudes designed to find out the opinions and feelings of all the three categories of respondents. This approach made it possible to analysis and compare feelings and opinions of respondents on parental attitudes.

In addition to the questionnaire, an interview schedule was designed in order to have a face to face interaction with six (6) of the twenty (20) parents who were not educated and could therefore not fill out the questionnaire. Schedule had three sections just like the questionnaire. The section A of the interview schedule requested parents to provide background information such as sex, age, family size, occupation and marital status. Section 'B' focused on the kind of assistance parents give to their daughters to facilitate their schooling, while section C sought information on parental attitude as regard their female-child education.

### **3.7 Validity and Reliability of Instructions**

Validity is the degree to which any measurement approach to instrument succeeds in describing or quantifying what it is designed to measure (Hopkins, 2007).

The validity of any research project depends to a large extent on the appropriateness of the study instruments used to measure the variables.

Validity also ensures the extent to which the study instruments served the uses for which they were intended. To ensure the validity of the study instruments in this research, the questionnaires and interview schedule were discussed and revised with the assistance of colleague teachers. Afterwards, they were vetted by the researcher's supervisor in order to ensure both face and content validity of the instrument.

According to Ofori and Dampson (2011), reliability refers to the consistency to which a test or instrument would produce similar measurement given similar condition.

To establish the reliability of the instruments used in this study, pilot testing was conducted in two community schools within the municipality. Some of these schools were; Asantekwa S.D.A JHS, Techira R/C JHS, and Emmanuel International School. These schools and participants were not part of the main study. It involved 30 participants who comprised twenty (20) students, (12 boys and 8 girls), six (6) teachers and four (4) parents. Data from this study was subjected to Cronbach Alpha Statistical analysis to determine the reliability coefficient which was realized as  $r = 0.72$ . The questionnaire was therefore reliable or appropriate to be used to gather data for the main study.

### **3.8 Data Collection Procedure**

An introductory letter was collected from the Department of Educational Leadership (DEL), University of Education, Winneba before going to the field. The researcher visited the ten schools to solicit for the commitment and co-operation of the respondents and gave the questionnaire to both teachers and students to fill out.

Arrangement of visits was made to the schools one week later and collected the students' completed questionnaires.

The researcher went to the homes of the eight (8) literate parents to distribute questionnaires to them. One week after his first visit to those parents, the researcher went back to collect the completed questionnaires. He visited the twelve (12) illiterate parents and interviewed them using interview guides and wrote the responses of the parents interviewed after seeking their consent.

### **3.9 Data Analysis Procedure**

Quantitative Analysis of data was done with the help of the SPSS version 16.0 (Statistical Package for Social Sciences). The quantitative data were analyzed using inferential statistical tools such as correlation, to establish the relationship between parental attitude and female-child education, multiple regression analysis to determine the amount of the various contributing factors identified in female-child education. Besides, these percentages and means of some variables were found.

Two hundred and fifty (250) questionnaires were administered, but two hundred and forty (240) were well retrieved and the data was based on 240 respondents that were drawn from the Kintampo North Municipality. The respondents were made up of 190 students, 30 teachers from selected schools and 20 parents.

Two methods of data analysis were adopted. First, descriptive statistics involving the use of frequency, percentages and cross tabulation were used to present data

collected. The frequencies were then converted into tabular representation to help establish the direction of responses of the respondents and conclusion drawn.

### **3.10 Ethical Consideration**

The consideration of ethical issues is necessary for the purpose of the privacy as well as the safety of the participants. Among the significant ethical issues that would be considered in the research process include consent and confidentiality. The researcher took an introductory letter from the Department of Educational Leadership (DEL), University of Education, Winneba introducing him to the various schools where the study was carried out (sampled school).

Initial contact was made with the heads of schools in the sample via face-to-face meeting with each of them to seek permission to invite the schools, teachers and parents in their schools and homes to take part in this research. Once this permission is obtained, the researcher visited each of the participants and initial discussion was held to seek for their consent to participate in the exercise.

Another ethical guideline was to protect respondents' identity. This was accomplished by exercising anonymity and confidentiality. Participant identification was kept confidential and was only used in determining who had not responded for follow-up purposes.

## CHAPTER FOUR

### RESULTS AND DISCUSSION

#### 4.1 Introduction

This chapter presents the data analysis including its discussion of results.

The data of this study were presented in a descriptive statistics form to enhance easy understanding of the data gathered. The respondents were thirty (30) teachers, one hundred and ninety (190) JHS Three (3) students and twenty (20) parents.



**Table 4.1****Demographic characteristics of Junior High School Teachers**

Variable	Frequency	Percentage
<b>Gender</b>		
Male	20	66.7
Female	10	33.3
<b>Age</b>		
21-30	19	63.3
31-40	7	23.3
41-50	2	6.7
51-60	2	6.7
<b>Years of teaching</b>		
1-5	7	23.3
6-10	14	46.7
11 and above	9	30.0
<b>Level of education</b>		
Certificate 'A'	0	0.0
Diploma	12	40.0
1 <sup>st</sup> Degree	14	46.7
Others	4	13.3

Source; field work date 2016

#### **4.1.1 Sex Distribution of Respondents**

Table 4.1 of Teachers. Presented the background information of the sample showing that out of the thirty (30) teachers, 20 (66.7%) of them were males and the remaining 10 (23.3%) were females. This shows that there are more males teachers than female teachers in the various schools where researcher conducted his work. The researcher is of the view that increasing the number of female teachers could have a significant impact on female-child education.

In relation to the response from the teachers concerns of teachers' perception of increasing the number of female teachers to serve as role models was of very important.

#### **4.1.2 Distribution of Respondents by Age**

Outcome of the table 4.1 showed that out of the 30 teachers 19 respondents representing 63.3% were between 21 – 30 years, as against 7 others representing 23.3% were within 31 – 40 years. Also, 2 respondents representing 6.7% were between 41 – 50 teachers and the rest 2 representing 6.7% were from 51 - 60. It can be deduced from the data that majority of the basic school teachers in the Kintampo North Municipality are youth and can be said to be energetic to perform proper teaching activities.

#### **4.1.3 Number of years of Teaching**

The researcher found it important to find out the number of years the teachers had taught in the various schools. It was to ascertain how long they had witnessed incidences

of female's dropping out of schools completion of Junior High School or after completion of Junior High School.

Table 4 shows that seven (7) representing 23.3% of the teachers had spent between 1 – 5 years teaching; fourteen (14) representing 46.7% had spent 6 – 10 years teaching while nine (9) representing 30.0% had spent more than 10 years teaching. The result from the data indicate that majority of the teachers had spent much time teaching and that responses were likely to be reliable since the teachers had witnessed incidences of female's dropping out of school before completion of Junior High School or after completion of Junior High School.

#### **4.1.4 Level of education of teachers**

Table 4.1 attested that, no teacher was teaching with teacher cert 'A'. This represents 00.0%. However, 12 teachers representing 40.0% were holders of Diploma in Basic Education. It was also clear that 4 teachers representing 13.3% were holders of other certificates. From the table, majority of teachers in the Kintampo Municipal were professionally trained with full of pedagogy and andragogy.



**Table 4.2 Background information of the students' respondents**

Variable	Frequency	Percentage
<b>Gender</b>		
Male	125	65.8
Female	65	34.2
<b>Age</b>		
11-13	40	21.0
14-16	42	22.1
17-19	64	33.7
20 and above	44	23.2
<b>Highest academic expectation</b>		
University level	70	36.8
Profession qualification	88	46.3
Senior high school level	32	16.9
Basic education level	0	0.0
<b>Occupation of parents</b>		
Farming/fishing	91	47.8
Trading	71	37.4
Civil/public servants	19	10.0
Unemployed	9	4.8

**Source; field work data 2016**

#### **4.2.1 Sex distribution of students**

According to the outcome of table 4.2, out of the total 190 student respondents, 125 of them representing 65.8% are males while the rest 65 representing 34.2% are females. The data gathered indicate clearly that female-child school enrolment rate is on the decrease or at a very low rate and therefore, the need to put measures to forestall this incidence.

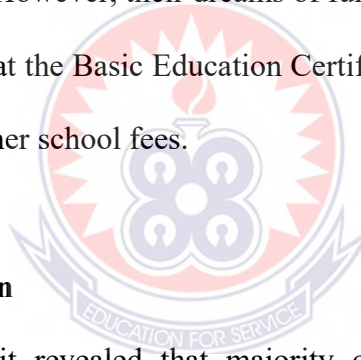
#### **4.2.2 Students Age Distribution**

Table 4.2, the age distribution of the students for this research indicates that 40 students' respondents representing 21% were between 11 – 13 years, 42 representing 22.1% were between 14 – 16 years while 64 students' respondents representing 33.7% were between 17 – 19 years. But 44 representing 23.2% had their ages between 20 and above. It can be deduced from the age distribution of the respondents that majority of the students were between the ages of 17 – 19 years. In the normal situation, a student of age between 17 – 19 years should have been in the Senior High School near completion or may have completed school. Many factors account for the delay in school enrolment. Traditional beliefs, financial problem and economic issues where children are used as helping hand on the farms and parents, trade are the major factors that account for this situation.

### **4.2.3 Views about Formal Education of Students**

Students' respondents expressed various views about their future plans for formal education. All respondents 190 (100%) said that they would like to continue their education after Junior High School. Thus, only 70 (36.8%) of students disclosed that they would continue their education up to the University level. 88 (46.3%) of students disclosed that they would continue their education up to the Polytechnic. While 32 (16.9%) students submitted that they would continue their education up to the Nurses Training College or College of Education.

The data gathered clearly shows that all students wish to continue their education after Junior High School. However, their dreams of further studies are dependent on good grades they would obtain at the Basic Education Certificate Examination (BECE) and the parental ability to pay higher school fees.



### **4.2.4 Parents' Occupation**

From Table 4.2, it revealed that majority of the respondents numbering 91 representing 47.8% of student parents were farmers. While 71 respondents representing 37.4% were fishers. But 71 parents representing 37.4% were traders. Also 19 parents representing 10.0% were gainfully employed in formal sector such as teaching, nursing, and civil servant and alike. However, 9 parents representing 4.8% were said to be unemployed.

**Table 4.3****Background information of parents**

Variable	Frequency	Percentage
<b>Gender</b>		
Male	14	70.0
Female	6	30.0
<b>Age</b>		
30 and below	9	45.0
31-40	4	20.0
41-50	4	20.0
51-60	2	10.0
61 and above	1	5.0
<b>Educational level</b>		
University degree	2	10.0
Professional qualification	1	5.0
'O' Level/SSCE	1	5.0
M.S.L.C/BECE	4	20.0
No education	12	60.0

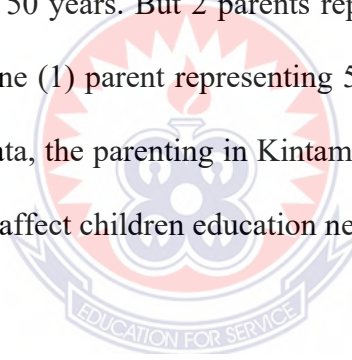
**Source; field work date 2016**

#### **4.3.1 Sex Distribution of Parents**

Table 4.3 shows that out of 20 parents, 14 respondents representing 70% were male while the rest 6 representing 30% were female. This means that, males responded more than females in the research.

#### **4.3.2 Parents Age Distribution**

From table 4.3 the age of parents in Kintampo North Municipal is discussed below: the age 30 years below, were 9 respondents representing 45.0%. Four parents representing 20.0% were between 31 – 40 years. While 4 respondents again representing 20.0% were between 41 – 50 years. But 2 parents representing 10% were between 51 – 60 years. The remaining one (1) parent representing 5.0% was above 60 years. It can be expressed that, from the data, the parenting in Kintampo North Municipal begins at quiet and early age which could affect children education negatively.



#### **4.3.3 Level of Education of Parents**

The researcher is of the view that level of educational attainment of the parents could affect their willingness and effort to further the education of their female children to the highest level. The levels of education of parents are shown in Table 3.3. It revealed that 2 (10.0%) had attained University Degree, 1 (5.0%) had Professional Qualification, 1 (5.0%) had G.C.E, 'O' level/SSSCE, 4 (20.0%) obtained MSLC/BECE, while 12 (60%) had no formal educational background. It can therefore be deduced from the results that the parents have not attained much as far as education is concerned. Thus, the level of

parent's academic achievement tends to have bearing on their children's educational progress. This can be supported with an assertion made by Agyeman (1986) that family that are ill-disposed to formal education, no matter how affluent they may tend to be halfhearted about their children education. This may bring about negative attributes of parents towards the female-child education, because if one is well educated, she or he may know the value of education but on illiterate parent is not likely take serious note of education.

Parents who have had formal education are more likely to make a mature and responsible choice or take good decision about their children's education than illiterate parent because they tend to understand problems involve in the problems involved in the provision of educational materials or logistic both at home and school for their children, especially the female-child (Anang 2000).

Alhassan (2004), concluded from his research findings that the socio-economic status of parents in an important factors which influences parents' aspiration or attitude towards their female-children education. Indeed socio-economic background has a great influence on the education of female-child and that it could impact positively or negatively on female children's education.

#### 4.4 Analysis of Research Questions

##### 4.4.1 Research Question 1: What is the Parental attitude towards female-child education in Kintampo North Municipality?

**Table 4.4: Parental Attitude towards Girl-Child Education**

S/No.	Variable	Agree Yes (%)	Disagree No (%)
1.	Do you want your daughter to be in school	7 (35.0)	13 (65.0)
2.	Are you concerned about your daughters dropping out of school	5 (25.0)	15 (75.0)
3.	Worried about your daughter dropping out of school	6 (30.0)	18 (70.0)
4.	Want your daughter to be in University	3 (15.0)	17 (85.0)
5.	Want your daughter to be in Polytechnic	12 (60.0)	8 (40.0)
6.	Want your daughter to be in Training College	5 (25.0)	15 (75.0)
7.	Want your daughter to be in the JHS	8 (40.0)	12 (60.0)
8.	Want your daughter to be in Primary School	9 (45.0)	11 (55.0)
9.	Care about your daughter's regularity at School	7 (35)	13 (65.0)
10.	Discuss daughter's academic performance	6 (30.0)	14 (70.0)
11.	Will be happy if your daughter drop out of School due to pregnancy	2 (10.0)	18 (90.0)
12.	I support my daughter with learning materials (eg. Books, table, etc.) at home	3 (15.0)	17 (85.0)
13.	I support my daughter with part time Teacher at home	9 (45.0)	11 (55.0)
14.	Female education is necessary	9 (45.0)	11 (55.0)
15.	I want my daughter to marry at very tender age	5 (25.0)	15 (75.0)

Source: Field Work Data (2016)

Table 4.4 represents the analysis on as to whether parents want their daughters to be in school or not, seven (7) respondents representation 35.0% are of the view that they want their daughters to be in school. On the opposite view, thirteen (13) representing

65.0% disagree that their daughters should be in school. With the item of parents have concern about their daughters dropping out of school or not, five (5) representing 25.0% are of the view that they are concerned about their daughters dropping out of school. On the other way round, fifteen (15) representing 75.0% disagree to their daughters dropping out of school. The results also show that six (6) respondents (30.0%) are worried about their daughters dropping out of school where as eighteen (18) representing 70.0% disagree that their daughters are not dropping out of school. Again, on the issue of parents wanting their daughters to study up to the University, three (3) representing 15.0% are of the view that they want their daughters to be in the University, but seventeen (17) representing 85.0% disagree. Parents were asked if they would want their daughters to be in the training college, five (5) respondents representing 25.0% responded positively that they want their daughters to be in training college, but 15 representing 75.0% responded negatively to the same item. To verify whether want daughters to be in the Junior High School (JHS), 8 representing 40.0% said yes while the remaining 12 representing 60.0% said no to disagree to the statement. Moreover, parents were asked if they want their daughters to be in Primary or not, 9 respondents represent 45.0% expressed that they want their daughters to be in the primary. But, 11 respondents representing 55.0% disagreed that their daughters should be in the primary. As to whether parents cared about their daughters regularity at school or not, seven (7) respondents representing 35.0% said yes while 13 respondents representing 65.0% said 'no' to that question.

Wanted to know further, if parents discuss their daughters' academic performance with them, 6 representing 30.0% said they discuss their daughters' academic performance



with them but 14 respondents, representing 70.0% said they do not discuss their daughters' academic performance with them. When wanted to know from parents about their concern when their daughters drop out of school due to pregnancy, 2 representing 10.0% of respondents said yes while the majority 18 parents representing 90.0% responded negatively. When parents were asked whether they support their daughters with learning materials (books, table, pen etc), 3 respondents representing 15.0% said yes while 17 representing 85.0% said no. Also, the question of whether parents support their daughters with part-time teachers at home, 9 representing 45.0% said yes while 11 respondents represent 55.0% said no. in finding out the necessity of female-child education, 9 respondents representing 45.0% agreed that female education is necessary, but 11 respondents (55.0%) disagreed.

Again, as to whether parents want their daughters to marry at tender age, five (5) respondents represent 25.0% demonstrated they have no problem with that, but 15 respondents representing 75.0% disagreed. This finding agreed with study of Kingbon (2005), he observed that the most important factors affecting educational attainment are parental background, wealth, and their opinions. This finding also confirmed to Herzan and Sperling (2004) that families with educated women have the advantage of better health, higher income and increased chance of educational attainment for the next generation. Amin et al (2006) also mentioned that better educated parents may assign greater value to education and thereby extend children's' presence in school is ascertained by this finding. The finding again support Douglas (1970) who found out that in his study into the home and school relations that parents who are more interested in their children's education came predominantly from the middle or upper class. In

summary, parental attitudes towards girl-child education in Kintampo Municipal is negative and therefore hinders their education.

#### 4.4.2 Research Question 2: To what extent does the attitude of parents and guardians affect the education of the female child?

**Table 4.5: Extent of parental attitude affecting female-child education**

Variable	To a very large extent (%)	To some extent (%)	Undecided (%)
If your daughter become pregnant, would you like her to continue her education after birth	3 (15.0)	13 (65.0)	4 (20.0)
Would you like your daughter to take up her mother's occupation	2 (10.0)	16 (80.0)	2 (10.0)
Does your occupation affect your daughters education	3 (15.0)	15 (75.0)	2 (10.0)
Do you think that education for female is necessary	1 (5.0)	16 (80.0)	3 (15.0)
I ask my daughters to look after younger sibling rather than going to school	2 (10.0)	15 (75.0)	3 (15.0)
I ask my daughters to help in household chores instead of going to school	5 (25.0)	13 (65.0)	2 (10.0)
I ask my daughters to support their mothers in their trade instead of going to school	5 (25.0)	13 (65.0)	2 (10.0)

**Source: Field Work Data (2016)**

Table 4.5 presents information as to whether a respondent like his/her daughter to continue her education after giving birth, three (3) representing 15.0% were of the view that to a very large extent they would allow their daughters to continue, while 13 respondents (65.0%) were of the view that to some extent they would allow their daughters to continue but 4 respondents (20.0%) were undecided.

Again, as to whether a respondent would like his/her daughter to take up her mother's occupation, two (2) respondents (10.0%) agreed to a very large extent, 16 respondents (80.0%) were of the view that to some extent they would allow their daughters to take up the mother's occupation, while two (2) respondent (10.0%) was undecided. Three (3) respondents (15.0%) agreed to very large extent that their occupation affects their daughter's education, 15 respondents (75.0%) agreed that to some extent their occupation affects their daughter's education but two (2) (10.0%) were undecided.

Again, one (5.0%) agreed that to a very large extent that female-child education is very necessary, 16 respondents (80.0%) also agreed that female education is necessary to some extent while three (15.0%) are undecided. In the same vein, 2 respondents (10.0%) to a very large extent that they will ask their daughters to look after their younger siblings rather than going to school, 15 respondents (75.0%) are of the view that they would ask their daughters to look after their younger siblings to some extent than going to school, but three (3) respondents representing 15.0% are undecided. Again, five respondents (25.0%) are of the view that to a very large extent, they would ask their daughters to help in household chores instead of going to school, 13 respondents (65.0%), agree that some

extent they would ask their daughters help with household chores instead of going to school but two respondents (10.0%) are undecided.

Finally, five respondents (25.0%) would ask their daughters to support their others in their trade to a very large extent instead of going to school, 13 respondents (65.0%) are of the view that to some extent they would ask their daughters to support their mothers in their trade instead of going to school, but two respondents (10.0%) are undecided.

To large extend, parental attitudes affect female-child education in Kintampo Municipal. The finding was support by the literature of Ezeliora and Ezeokana (2011), that in some homes, in order to make up for the financial inadequacy of the family, the girl-child is sent out to hawk in order to raise money for the family needs.

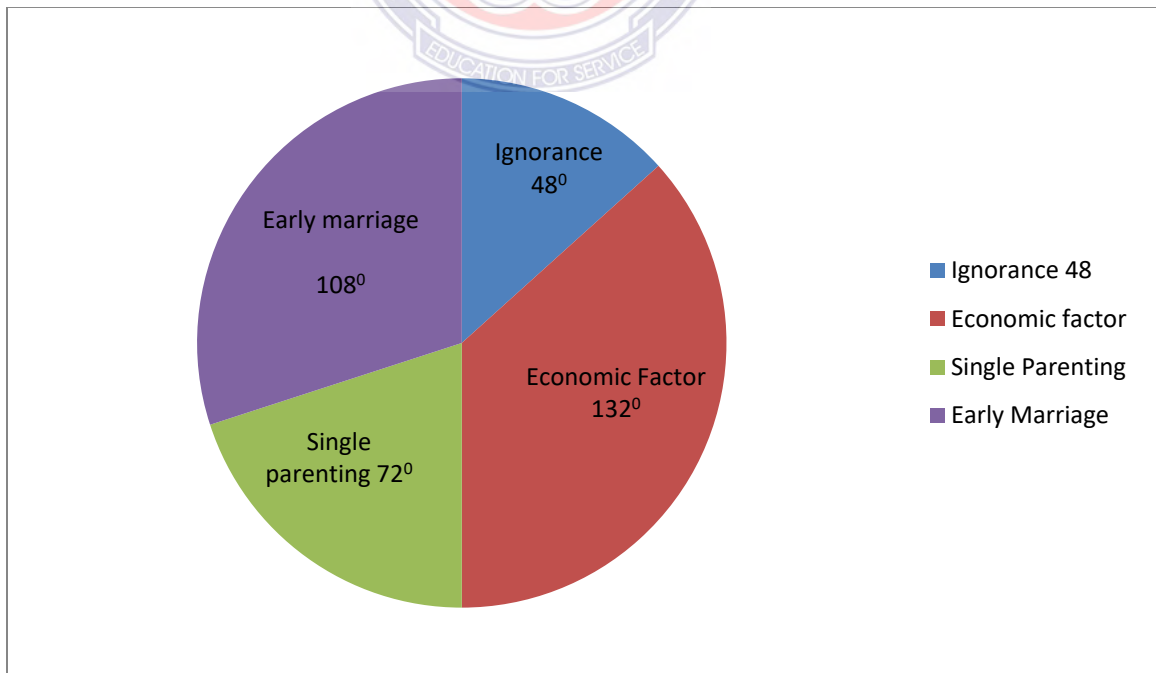
The finding also support that many girls are not given another chance to go back to school when they are pregnant. FAWA (2004) has established that, much greater emphasis needs to be placed on effective prevention of both dropout and pregnancies by counselling and extra support for those at risk of dropping out. It concludes by saying that, parental attitude towards female-child education is very hostile and therefore have devastating effect on them.

#### 4.4.3 Research Question 3: What socio-cultural factors impacting negatively on female education in the Kintampo North Municipal?

**Table 4.6 Socio-cultural factors negatively affecting female education**

Variable	Number	Degree ( $^{\circ}$ )
Stated factors		
1. Economic factors	11	$\frac{11}{30} \times 360^{\circ} = 132^{\circ}$
2. Early marriage	9	$\frac{9}{30} \times 360^{\circ} = 108^{\circ}$
3. Single parenting	6	$\frac{6}{30} \times 360^{\circ} = 72^{\circ}$
4. Ignorance	4	$\frac{4}{30} \times 360^{\circ} = 48^{\circ}$
Total	30	

**Figure 4.0 pie chart: factors affecting female education**



**Research Question 3: Sought to identify some negative factors influencing female education in Kintampo North Municipal. This research question 3 was addressed in question number 8 on teachers' questionnaire.**

Table 4.6 was converted to pie chart (figure 4.0) which was used to analyse research question 3. The major factors stated by the respondents to be militating against female education was presented in a pie chart in (figure 4.0). The total of 30 respondents was represented as a complete circle ( $360^{\circ}$ ) in pie chart form. Each factor was represented in corresponding degree as its portion. From the chart, 11 teachers, representing ( $132^{\circ}$ ) stated that economic factor is one of the major factors affecting girl-child education. Study by UNESCO (2004) supports this finding which stated that economic factors are key determinants of girls participation in school. It also explained that the direct and indirect cost of schooling has been found to be major deterrent on girls' enrolment and persistence in school as there is a strong parental preference to educate boys over girls especially amongst the poor household.

Early marriage was also prominent since 9( $108^{\circ}$ ) of the teachers indicated it. According Rebecca Kwei (2014), a survey conducted by the Women in Law and Development in Africa (WiLDAF), Ghana has one of the highest child marriage occurrence rates in the world.

Child marriage not only is recognized as a human rights violation but also as a barrier to development for which education is the bedrock. In spite of child marriage being a human rights violation and a barrier to development, child marriage persists, especially in poor and rural parts of countries in the developing world. It may be part of local tradition; parents may believe it safeguards their daughters' future; poverty or conflict

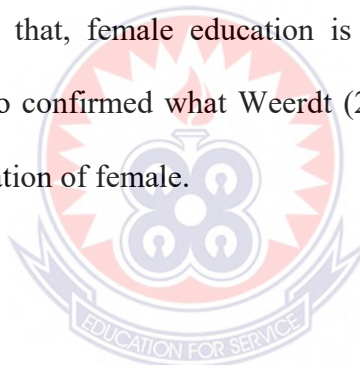
may propel it. But more often than not, child marriage is the outcome of fewer choices. Females who miss out or drop out of school are especially vulnerable to it while the more exposure a female has to formal education and the better-off her family is, the more likely marriage is to be postponed.

The issue of single parenting was the next common response from the teachers as a negative impact on female-child education recorded 6 (72<sup>0</sup>) responses. It has been the researcher's experience that students from single-parent households perform lower academically, exhibit more behavior problems and receive less parental support at school. The number of single-parents in today's Ghanaian societies is increasing yearly. Many children are being raised by single parents who struggle to make ends meet write teetering below the poverty links perhaps single mothers and fathers do not have as much time to participate fully in their child's schoolings thus adding to the challenges for children of single-parent families and also a contributor to female-child school drop-out.

Many females in Ghana drop out of school when they become pregnant (FAWE, 2004). During pregnancy, delivery and child care makes it difficult for the teenage females who get pregnant to continue. The attitude and social factors of parents, teachers, the community and society at large further complicates the issues due to the insults and stigmatization to which they are subjected. To buttress this point, supported youth participatory planning workshop (1999) where UNICEF had a discussion with street mothers revealed that pregnant females were often reprimanded rather than counseled or advised by teachers' parents or elders in the society resulting in street mothers and children.

Ignorance was the less indicated option as a factor that negatively impacted on female-child. Education in the Kintampo North Municipality considering four (48<sup>0</sup>) of the teachers' response. Since most of the teachers who took part in this study had spent much time in the various schools they had observed ignorance about the prospects of education and laziness on the part of the students negatively impacted on female-child education, it was however not the paramount factor that negatively impacted on female-child education in the Kintampo North Municipality.

Parents, because of ignorance of numerous benefits of female education some parents still responded centrally to what Lau Raney (2000) of the World Bank instituted in a symposium mention that, female education is the critical investment to reduce poverty. This finding also confirmed what Weerdt (2006) revealed that, ignorance and poverty hampers the education of female.





## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATION

#### 5.1 Introduction

This chapter presents the summary of the findings of the study, conclusions and recommendations. The study was undertaken to find out parental attitude towards female-child education in Basic Junior High Schools in the Kintampo North Municipal of the Brong Ahafo Region of Ghana. Some of the findings derived from data formed the basis for recommendations for improved parental attitude to female-child education in basic schools (i.e Junior High School three students).

#### 5.2 Summary of study

This study was undertaken to examine the low participation rate of female –child in formal education in Kintampo North Municipal. The study aimed to identify parental attitude which limits female education in the area. A lot of existing literature was used to search into the problem. The descriptive survey was used for the study. The population used for the study was third year Junior High School students, their teachers and the parents in the Kintampo North Municipal. Thirty (30) teachers, two hundred (200) students and twenty (20) parents respondents from ten (10) Junior High School (JHS) form the sample for the study. The percentage recovery of this sample was 96% as ten (10) students respondents questionnaire were not able to be retrieved. Thus, teachers (30) parents (20) and students (190) was used for the analysis.

The instrument used to collect data were questionnaire for teachers, students and some literate parents. But interviewed schedule was also used for some literate parents.

### **5.3 Summary of the main findings**

This study has revealed that, one, there is not much awareness about the importance of female-child education among parents in the Kintampo North Municipal. It was ascertained that, some parents do not purchase educational or learning materials such as books, pens furniture etc of their children at home and school.

Infact, educational level of parents from the finding affected why children, especially, female child were kept out of school.

Secondly, the findings of the study brought out factors that negatively impacted on female –child education in Kintampo North Municipal. Among these factors were, economic factors, early marriages, single parenting and ignorance which sum up to result teenage pregnancy and withdrawal from school.

Finally, the finding also suggested that girls should be encouraged to form clubs that would educate or sensitize them on the need for education. Motivation for female-child using incentives, awards and scholarships are very crucial in the girl-child education.

## **5.4 Conclusion**

The purpose of the study was to investigate the parental attitude towards female-child education in the Kintampo North Municipal of Brong Ahafo Region. From the findings and discussion, it could be concluded that parental attitude towards female-child education was negative and therefore has impacted negatively on their children education very seriously. Socio-cultural factors that militate negatively on female-child education were; economic status of the parents, early marriages among teenage girls, single parenting and ignorance of parents on education.

There is always a danger of understanding the power of the social –culture to change the girl-child status of education in the municipal. Some form of conscientisation is all it could take to help parents to help girls to enroll and remain in school for completion. Above all, enforcement of law on child labour, abolition of school fees and other related costs should be instituted in the municipality. Expansion of school feeding programmes in Junior High Schools to be considered very paramount. However, it is important to point out that a lot has gone into improving the girl-child education but a lot more still needs to be done. Unless parents are involved positively, nothing will be achieved.

## **5.5 Recommendations**

The recommendations based on the findings and conclusions discussed. The following recommendations are made:

1. Sensitization and advocacy campaign of the importance and advantages of educating females to the family, community and country should be highly embarked upon;
2. Parents should be encouraged to become more involved in the academic activities of their children thus, providing their female children with basic needs, school materials and fees so as to increase the urge of schooling in them;
3. To have effective schools, government, non-governmental organizations and other stake holders should institute economic empowerment measures in communities in order to mitigate the effects of impoverished home environment of girls.
4. More female teachers should be employed to teach the basic school and be promoted to administrative positions so that they can serve as role models for girls
5. Schools and communities should have recreational facilities. these can offer opportunities to girls to spend their leisure time constructively to encourage their schooling
6. The Ministry of Education (MOE) should provided the necessary facilitates to strengthen the teaching of Home Economics in schools.
7. Legislation to uphold the rights of the female-child to reduce negative practices like female genital mutilation and trokosi, system be outlawed
8. Institutions of scholarship to Needy but Brilliant Female-child should be established to aspire high;
9. Intensifying measures to increase parents' literacy level in general and mothers in particular;

10. proper training to PTA members to increase their awareness of their rights and responsibilities and thus their involvement in school managements;
11. Community-based activities to be initiated that challenges the gender status quo, using local media such as folklore, street drama and similar forms for awareness raising.



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**UNIVERSITY OF EDUCATION, WINNEBA**

*COLLEGE OF TECHNOLOGY EDUCATION, KUMASI*

**DEPARTMENT OF EDUCATIONAL LEADERSHIP**

P. O. Box 1277  
Kumasi

June 23, 2016

**TO WHOM IT MAY CONCERN**

**LETTER OF INTRODUCTION: ANDREWS DONKOR**  
**INDEX NO: 7141770028**

This is to confirm that Andrews Donkor is an MA student pursuing a programme in Educational Leadership at the Department.

Andrews is currently engaged in a research on "*Parental Attitude towards Female-Child Education in the Kintampo North Municipality.*" as part of the requirements for the award of Master of Arts Degree. \*

We should appreciate any courtesies that you could extend to him as he gathers data for writing the Project Work.

Thank you.

A handwritten signature in black ink, appearing to be 'F. K. Sam'.

**REV. FR. DR. FRANCIS K. SAM**  
*Head of Department*

## APPENDIX B

### UNIVERSITY OF EDUCATION, WINNEBA

#### DEPARTMENT OF EDUCATIONAL LEADERSHIP

#### QUESTIONNAIRE FOR TEACHERS

Dear Respondent,

The researcher is a student of the University of Education, Winneba, conducting a research on the topic: Parental attitude towards females-child education in the Kintampo North Municipal. Kindly answer the following questions: all your answers will be kept secret by me (Donkor Andrews).

Please answer by either ticking [✓] in one of the boxes at the right side of each question or statement where applicable or writing your response in the appropriate space provided.

1. Name of school.....
2. Sex            Male [ ]        Female [ ]
3. Age
  - (a) 21 – 30 years and below [ ]
  - (b) 31 - 40 years                    [ ]
  - (c) 41 – 40 years                    [ ]
  - (d) 51 – 60 years                    [ ]
4. How many years have you been in the service?.....
5. Your highest professional

- (a) Certificate 'A' [ ]
- (b) Diploma [ ]
- (c) B.A., Bsc., B.Ed. [ ]
- (d) Other (please specify).....

6. Boys and girls who are more in your school?

- (a) Boys [ ]
- (b) Girls [ ]

7. Do you think there are some people in the community who refuse to send their daughter(s) to school? Yes [ ] No [ ]

8. State, at least, three reasons why females in your school stop schooling

.....  
.....

What do females who complete schooling gain for

- (a) Themselves?.....
- (b) Their families?.....
- (c) Their community?.....

9. What do you think parents in your community can do to make their daughters go to school regularly?

.....  
.....

What should parents in your community do to make their daughters remain and complete their JHS programmes?

.....

.....

.....What should the community do to help the females complete JHS?

.....

.....

(a) How many teachers are in your school?

(b) How many of the teachers are females?

10. (a) Do you think an increase of female teachers in basic schools in your community will be a role model to girls to complete JHS?

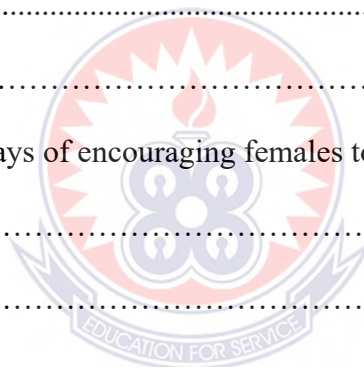
Yes [ ]      No [ ]

(c) If yes, why?.....

Suggest two ways of encouraging females to remain in school.

.....

.....





## APPENDIX C

### UNIVERSITY OF EDUCATION, WINNEBA

#### DEPARTMENT OF EDUCATIONAL LEADERSHIP

#### QUESTIONNAIRE FOR STUDENTS

Dear Respondent,

The researcher is a student of the University of Education, Winneba, conducting a research on the topic: Parental attitude towards females-child education in the Kintampo North Municipal. Kindly answer the following questions: all your answers will be kept secret by me (Donkor Andrews).

Please answer by either ticking [] in one of the boxes at the right side of each question or statement where applicable or writing your response in the appropriate space provided.

1. Sex                      Male []                      Female []
2. Age
  - (a) 11 – 12 years                      []
  - (b) 13 - 14 years                      []
  - (c) 15 – 16 years                      []
  - (d) 17 – 18 years                      []
  - (e) Above 18 years                      []
3. Do you attend school every day?                      Yes []                      No []  
If No, which of the following is/are your season(s)?
  - (a) Due to too much work                      []

(b) Lack of educational materials [ ]

(c) Lack of money to take to school [ ]

Other (specify).....

4. Whom do you stay with?

(a) Father [ ]

(b) Mother [ ]

(c) Both parents [ ]

(d) Guardian [ ]

(e) Alone [ ]

(f) Other relative:

(specify).....

5. Which of the following people does something to discourage you from going to school, or encourage you to go to school?

(a) Father [ ]

(b) Mother [ ]

(c) Both parents [ ]

(d) None [ ]

6. Who provides your school needs?

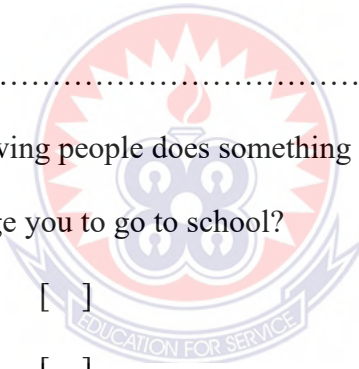
(a) Father [ ]

(b) Mother [ ]

(c) Both parents [ ]

(d) Guardian [ ]

(e) Myself [ ]



(f) Other relative: auntie, uncle, cousin (write which one).....

7. Do you help the one you stay with by doing something to bring home money/food?

Yes [ ]                      No [ ]

8. If 'Yes' to question 7 above, then by which of the following means?

(a) Selling of ice water [ ]

(b) Serving as a house help somewhere [ ]

(c) Selling of bread [ ]

(d) Fetching and selling of firewood [ ]

(e) Others

(specify).....

...

9. Do you like to continue your education after JHS?

Yes [ ]                      No [ ]

If 'Yes', which of the following should be your expected highest academic level?

(a) University/Polytechnic [ ]

(b) Professional qualification (e.g. teaching, nursing) [ ]

(c) Senior High Secondary Certificate [ ]

(d) Basic Education Certificate [ ]

10. Which of the following facilities are provided at home to enable you learn (Tick all those applicable to you)

(a) Books (writing and reading) [ ]

(b) Electric light/lantern/candle [ ]

(c) Table and chair [ ]

(d) Part-time teacher [ ]

(e) Others

(specify).....

11. (a) Would you like to take your mother's occupation?

Yes [ ] No [ ]

(b) If 'Yes', why?.....

(c) If 'No', why?.....

12. Which of the following would you like to do after your JHS Education?

(a) Enter into a business [ ]

(b) Learn a vocation (eg. Sewing, mason) [ ]

(c) Marry before I continue my education [ ]

(d) Get the highest education before I marry [ ]

(e) Stay in the house [ ]

(f) Others (specify).....

13. Will you like all your sisters or all females to go school?

Yes [ ] No [ ]

If 'Yes', what should be the highest academic level for them?

(a) University/Polytechnic [ ]

(b) Professional qualification (eg. Teaching, nursing) [ ]

(c) Senior high secondary certificate [ ]

(d) Basic education certificate [ ]

14. Do you consider sending females to school as waste of money?

Yes [ ]                      No [ ]

15. (a) (Females only) if you became pregnant, would you like to continue your education after giving birth?

Yes [ ]                      No [ ]

(b) (Boys only) if you impregnated a female, would you like her to continue her education after she has given birth?

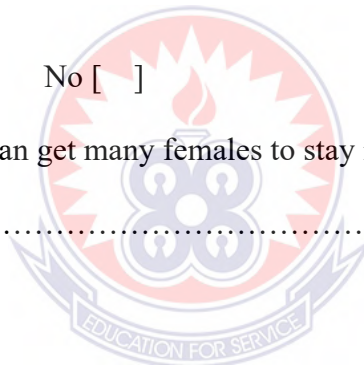
Yes [ ]                      No [ ]

16. Do you have any woman in your community or country whom you want to be like?

Yes [ ]                      No [ ]

17. Suggest how you can get many females to stay in school?

.....



## APPENDIX D

### UNIVERSITY OF EDUCATION, WINNEBA

#### DEPARTMENT OF EDUCATIONAL LEADERSHIP

#### QUESTIONNAIRE FOR LITERATE PARENTS

Dear Respondent,

The researcher is a student of the University of Education, Winneba, conducting a research on the topic: Parental attitude towards females-child education in the Kintampo North Municipal. Kindly answer the following questions: all your answers will be kept secret by me (Donkor Andrews).

Please answer by either ticking [] in one of the boxes at the right side of each question or statement where applicable or writing your response in the appropriate space provided.

1. Sex                      Male []                      Female []

2. Age

(a) 30 years or below                      []

(b) 31 - 40 years                      []

(c) 41 - 50 years                      []

(d) 51 - 60 years                      []

(e) 61 years and above                      []

3. Marital status

(a) Single                      []

(b) Married                      []

- (c) Divorced [ ]
- (d) Single parent [ ]
- (e) Separated [ ]
- (f) Widow [ ]
4. Highest educational level
- (a) University education [ ]
- (b) Professional qualification [ ]
- (c) G.C.E. 'O' and 'A' Level/SSSCE [ ]
- (d) M.S.L.C./BECE [ ]
- (e) Primary [ ]
- (f) No educational background (NIT) [ ]
5. Occupation
- (a) Farmer/fisherman
- (b) Artisan (Carpenter, sewing, hairdressing, mason) underline which one
- (c) Trader
- (d) Civil/public servant
6. Number of your children
- (a) Boys [ ] (b) Girls [ ]

**Part II (Attitude)**

7. Are all your daughters in school?
- Yes [ ] No [ ]
8. (a) Has any of your daughters ever stopped or withdrawn completely from school?

Yes [ ]                      No [ ]

(b) If yes, at what level or class?

i.      After university                      [ ]

ii.     After training college                [ ]

iii.    After JHS                                    [ ]

iv.     After SHS                                  [ ]

v.      After primary                            [ ]

9. If your response to question 8 above is ‘Yes’, why did she (or they) stop schooling or withdraw from school? Because of .....

(a) Pregnancy                                [ ]

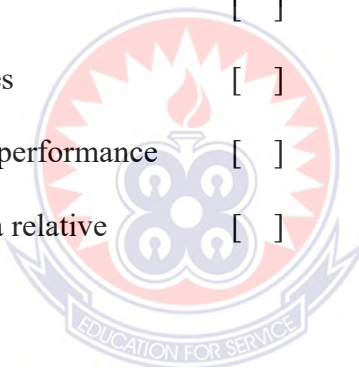
(b) High school fees                         [ ]

(c) Poor academic performance         [ ]

(d) Transferred to a relative              [ ]

(e) Other

(specify).....



10. At what stage do you want your daughter(s) to end her/their education?

(a) University                      [ ]

(b) Training college                [ ]

(c) Junior high school [ ]

(d) Primary                            [ ]

11. (a) Does or (Do) your daughter(s) attend school regularly?

Yes [ ]                      No [ ]

If ‘No’, why?



.....  
If 'Yes', how?  
.....

..... (a) Do you discuss your children's academic performance with them?

Yes [ ]                      No [ ]

If 'Yes', how do you do it?

i.      Both together              [ ]

ii.     Boys alone                      [ ]

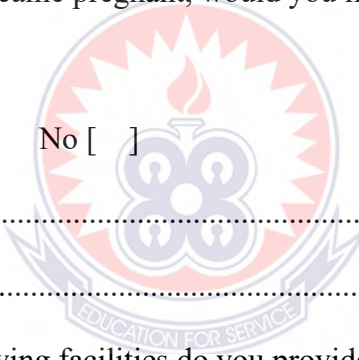
iii.    Females alone                      [ ]

12. If your daughter became pregnant, would you like her to continue her education after giving birth?

Yes [ ]                      No [ ]

(a) If 'Yes' why?.....

(b) If 'No', why?.....



13. Which of the following facilities do you provide at home to enable your daughter(s) learn?

(a) Books (reading and writing)                      [ ]

(b) Electric light/candle                      [ ]

(c) Table and chair                      [ ]

(d) Part-time teacher                      [ ]

(e) All the above                      [ ]

14. Would you like your daughter(s) to take up her (their) mother's occupation?

Yes [ ]                      No [ ]

15. (a) Does your occupation affect your daughters(s)' education?

Yes [ ]                      No [ ]

(b) If 'Yes', how?.....

16. (a) Do you think that education for females is necessary?

Yes [ ]                      No [ ]

(b) If 'No', why?.....

17. Which of these activities do you normally engage your daughter(s) in?

(a) Asking her/them to look after younger siblings [ ]

(b) Asking her/them to help in household chores [ ]

(c) Asking her/them to help in the mother's trade [ ]

(d) Other (specify).....

18. Which of these would you recommend for your daughter immediately after her basic education?

(a) To marry [ ]

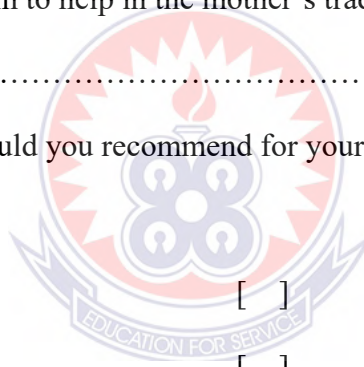
(b) Trading [ ]

(c) Technical education [ ]

(d) Vocational education [ ]

(e) Secondary high education [ ]

19. Give two suggestions on how to get females to retain in school till they complete as least Junior High School.



**APPENDIX E**

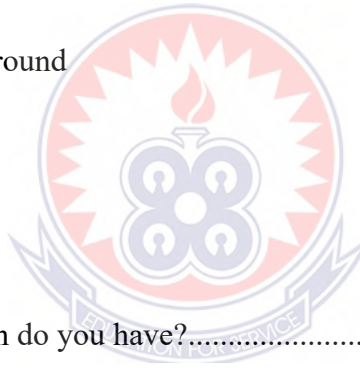
**UNIVERSITY OF EDUCATION, WINNEBA**

**DEPARTMENT OF EDUCATIONAL LEADERSHIP**

**INTERVIEW SCHEDULE FOR ILLITERATE PARENTS**

**Part I**

1. Sex                      Male [ ]                      Female [ ]
2. Age
3. Marital status
4. Educational background
5. Occupation



**Part II**

6. How many children do you have?.....
7. How many are females?.....
8. Are all your daughters in school? Yes/No
9. Has any of your daughters stopped schooling?
10. What was the cause of the stopping or withdrawal?
11. At what level did she stop?
12. At what level do you want your daughter(s) to end her/their education
13. If you get the chance of sending your children to school, which of them would you send, and why?
14. Do you want your daughter(s) to take up your occupation?

15. What would you do to help your daughter become what you wish for her?

.....

.....

