ASSESSMENT OF THE FACTORS INFLUENCING GIRL CHILD PARTICIPATION IN SENIOR HIGH SCHOOL IN THE BOLGATANGA MUNICIPALITY OF GHANA

BY

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DECLARATION

I hereby declare that this thesis is my own work towards the MSc. in Development Policy and Planning, and that to the best of my knowledge, it contains neither materials previously published by another person nor materials which have been accepted for the award of any other degree by this or other university except where due acknowledgement has been made in the text.

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ABSTRACT

The study is focused on Girl Child participation in Senior High Education. The main objective is to assess the factors influencing Girl Child participation in Senior High School Education in the Bolgatanga Municipality of Ghana.

The crossed – sectional Approach was adopted to undertake the research where data was collected from primary and secondary sources.

The Purposive sampling method was adopted for the data collection process. Simple random sampling technique (lottery method) was also employed in the selection of students, teachers and parents to ensure unbiased representation of the various units of analysis.

The study revealed that Girl child access and participation in Senior High School Education is influenced by bad cultural practices such as Exchange marriage, Betrothal, Early marriages, poverty coupled with parental attitude and perceptions of educating the Girl Child.

Also, there exist a considerable number of intervention programmes by the Ghana Education Service, Municipal Assembly NGOs and some institutions who in their diverse way try to promote girl child education in the Municipality.

Education is the right of every girl everywhere and key to transforming her life and the life of her community. Without education, girls are denied the opportunity to develop their full potential and to play a productive and equal role in their families, their societies their country and their world.Unfortunately, support programmes that exist target a considerable number of girls who get the needed support to continue their education. The lot is left out.

It is in this light that, the study made a number of recommendations towards the improvement of girl child participation in SHS; educating parents on girls education, the central government, the Ghana Education Service and NGOs should be committed in instituting scholarships/sponsorships, motivational packages and incentives to attract more girls to SHS, Bye laws should be instituted to ban all bad cultural practices , the requisite teaching and learning materials be provided and monitoring and evaluation team should be put in place to see the girl child in school.

Girls should embrace intervention programmes that are in to support them and wear a positive attitude towards their education, parents and the society should support such programmes to help the child build confidence in herself to pursue higher education.

ACKNOWLEDGEMENT

DEDICATION

This write up is dedicated to the Almighty God.

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ACRONOYMS

BECE	Basic Education Certificate Examination
CEDAW	Conventions on the Elimination of all forms of Discrimination Against Women
ESP	Education Strategic Plan
FCUBE	Free Compulsory Basic Education
GEU	Girls Education Unit
GPI	Gender Parity Index
GPRS	Ghana Poverty Reduction Strategy
GSS	Ghana Statistical Service
IMF	International Monetary Fund
MA	Municipal Assembly
MEO	Municipal Education Office
MDGs	Millennium Development Goals
MGCSP	Ministry of Gender, Children and Social Protection
MOWAC	Ministry of Women and Children Affairs
NCCE	National Commission on Civic Education
NGOs	Non- Governmental Organizations
OECD	Organization for Economic Co-operation and Development
PTA	Parent Teacher Association
SHS	Senior High School
STME	Science, Technology and Mathematics Education
UN	United Nations
UNCRC	United Nations Convention on the Rights of the Child
UNCT	United Nations Country Team
UNDP	United Nations Development Plan
UNESCO	United Nations Education Scientific and Cultural Organization
UNICEF	United Nations Children Education Fund
UPE	Universal Primary Education

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CHAPTER ONE

GENERAL INTRODUCTION

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1.1 Background to the Study

Gender inequality in schooling has received considerable attention worldwide and many developing countries, including Ghana have been struggling with the issues of achieving gender equality for several decades. At the 1990 World Conference on Education for All in Jomtien, Thailand, particular emphasis was placed on female education not only as a fundamental right, but also as an important means for economic and social development (UNESCO, 2003).

Education is central to the achievement of greater equality in society, including between men and women. Also, the Millennium Development Goals 2 and 3 underscore the importance of ensuring equal access to education for boys and girls, eliminating gender disparities in primary and secondary education, developing non-discriminatory education programs and curricula, and allocating sufficient resources for monitoring and implementing equitable educational reforms (UNESCO, 2003).

The questions of gender equity have received relatively little attention in localized education reform efforts in Africa and most developing countries. Unfortunately for most developing countries, girls seem to suffer more discrimination in terms of access and retention at all levels of education, particularly in secondary and higher education (UNESCO, 2007). Lack of education has been identified as a major obstacle to women's employment and development in society. According to the *2007 Education for All Global Monitoring Report,* out of the 77 million children who were not enrolled in either primary or secondary school worldwide in 2004, 57% were girls.

Sub-Saharan Africa alone accounted for 38 million (about 50%) out of the 77 million out of school children while South and West Asia accounted for 16 million and East Asia for 9.3 million in 2004. Data available indicate that countries with the largest numbers of out-of school children in 2004 were in Nigeria, Pakistan, India and Ethiopia. They were followed by Saudi Arabia, the Niger, Burkina Faso, Kenya, Côte d'Ivoure, Mali, Ghana and Mozambique (UNESCO, 2007).

In the 1980s, the trends of school enrolment and quality of education in Ghana were falling due to the negative effects of the International Monetary Fund's (IMF) structural adjustment programmes which led to a remarkable reduction in government expenditures for education (MoES, 2006). In the last decade, gender equity has become one of the most prominent issues in Ghanaian educational reform efforts. Throughout the 1990's, Ghana increased its investment in public schooling with about 35% of the national recurrent budget being allocated to the education sector, 60% of which went directly to promoting primary education (Care International, 2003).

The Ghana Poverty Reduction Strategy (GPRS) 2002 – 2004, Vision 2020 and the Education Strategic Plan (ESP) 2003-2015 clearly stated that high priority would be given to girl's and women's needs and targets, with objectives to provide quality education and health for all and to increase the access and participation of girls at all levels of education (Agyare-Kwabi, 2013).

Other measures taken to promote Universal Primary Education (UPE) and to fight gender inequalities in education in Ghana were the introduction of the Free Compulsory and Universal Basic Education (FCUBE) in 1997 and the establishment of the Capitation Grant in 2005 to abolish school fees to make education more accessible.

Additionally, the government of Ghana undertook some gender specific initiatives such as the creation of the Girls' EducationUnit (GEU) in 1997 and the Ministry of Women and Children's Affairs (MOWAC) in 2001, the introduction of food rations and scholarship schemes for poor girls, especially at the primary and secondary levels in its effort to achieve the Millennium Development Goals (MDGs) by 2015(Sutherland-Addy, 2002).

1.2 Problem Statement

The Ministry of Gender, Children and Social Protection (MGCSP) is charged with the responsibility of mainstreaming gender throughout the government ministries and departments while GEU has the following objectives; (1) increasing the enrolment rate of girls in Basic Education to equal that of boys; (2) reducing the dropout rate of girls in both Primary and Junior Secondary School; (3) increasing the transition rate of girls from Junior to Senior Secondary School; and (4) exposing as many girls as possible to Science, Technology and Mathematics Education (STME) (Sutherland-Addy, 2002).

The above efforts made by government have resulted in significant progress in all levels of the education sector, especially at the basic level. For example, the national gross primary school enrolment rate increased from 74% in 1999/2000 to 86.5% 2003/2004 and to 92.1% in 2005/2006 while the net enrolment rate increased from 59.1% in2004/2005 to 69.2% in 2005/2006 (Adamu-Issah et al, 2007).

There was also considerable progress in girls' enrolment, narrowing the gap between girls and boys gross enrolment figures. Boys' primary school enrolment rate increased from 89.5 to 95.3 while that of girls increased from 83.1 to 88.8 for the same period.

In general, these have resulted in an increase in retention and completion rates while the Gender Parity Index (GPI) which is a measure of the level of girls' participation in primary education increased from 0.93 in 2004/05 to 0.95 in 2005/06.

A close look at the statistics show that regions with the least girls' enrolment experienced more progress, for example girls" enrolment figures in Upper East region, Ghana, increased by 31.4% whereas the national average was 12.8% (Adamu-Issah et al, 2007; Care International, 2003; Sutherland-Addy, 2002). At the secondary level, gross enrolment increased from 37.4% in 2000 to 46.4% in 2006 and net enrolment increased from 31.8% in 2000 to 37.0% in 2005 (Higgins, 2009), in 2008/2009 Gross enrollment increased from 32.3% to 36.8% in 2009/2010 (MoE, 2012).University enrolment rate for females increased from 21% in 1991/92 to 26% in 1998/99 and to 34.3% in 2005/2006 academic year (Morley, 2007).

Despite the considerable progress made in the country towards improving educational access and retention for girls in the education sector, girls' schooling still lags behind that of boys sat all levels, particularly at the secondary and tertiary levels of education. Ghana thus failed to meet the MDG 2 target of achieving gender parity by 2015 and many children drop out of school before completing their primary education. More than one million children of school going-age in Ghana are not enrolled in primary school (Adamu-Issah et al, 2007).

Subsequently, the purpose of the study is to assess the factors influencing female participation in Senior High School in the Bolgatanga municipality of Ghana.

1.3 Research Questions

The following research questions served as a guide in achieving the research aim and objectives:

- What factors affect female access and participation in Senior High School Education?
- What role does the Government, NGOs and other institutions play in promoting female participation in Senior High School education?
- What is the impact of the implementation of interventionist programmes under the Education Reforms Programmes made on female access and participation in Senior High School education?

1.4 Objectives of Study

1.4.1 General Objective

The general objective of the study is to assess the factors influencing Girl Child participation in Senior High School in the Bolgatanga Municipality of Ghana.

1.4.2 Specific Objectives

The specific objectives of the study are to;

- examine the factors that affect female access and participation in Senior High School education
- identify reasons why parents keep their female children away from SHS.
- identify roles played by local Government, NGOsand other institutions in promoting female participation in SHS Education.
- examine the impact of intervention programmes on female participation in education.
- suggest appropriate measures to address the challenges that militate against female participation in Senior High School education.

1.5 Scope of Study

Gender disparity or inequality in education provision is prevalent at all levels of the Ghanaian educational system. Before 1974, some attempts were made by past regimes of this country at reforming the educational system to improve its performance and to evoke the active participation of all children (girls and boys) of school-going age. For example, Governor Guggisberg introduced the Education Act of 1921 and the Convention People's Party under the leadership of Dr. Kwame Nkrumah also introduced the Accelerated Development Plan for Education in 1952 which provided a fee-free elementary education to children between the ages of 6 and 12 years. Major educational reform programmes were however, introduced in

1974, 1987 and recently in 2007. The study focused on female participation in Senior High School education in the Bolgatanga Municipality.

1.6 Justification of Study

In the 1960s, most governments in developing countries, especially, Sub-Saharan African countries committed huge financial resources to promote educational development in a bid to accelerate economic growth (Assie-Lumumba, 1995, p. 19). Education provision has been characterized by the incidence of gender disparities for many reasons in most developing countries. Ghana initiated major education reforms in 1974 and 1987 to invoke the active participation of children of school-going age. Despite these reforms, the problem of gender inequality in education provision continues to persist in Ghana (GSS, 1999, p.11). The present study sets out against this backdrop of events to examine female participation in Senior High School education in the Bolgatanga Municipality with the view to assess the factors influencing Girl Child participation in SHS and make policy recommendations to address this developmental menace. The study is relevant because it will help to identify and understand the challenges confronting female access and participation in Senior High School education in Ghana and also will provide data for future studies into female participation in Senior High School education.

1.7 Limitations of the Study

Inadequate time and funds constituted constraints which limited the researcher's efforts to reach all schools. The Senior High Schools in the study areas were therefore sampled. Poor record keeping and data management posed some difficulties in extracting data from the existing literature in the schools and education offices and Municipal assembly.

1.8 Organization of the Study

The study is organized into five main chapters. Each chapter of the study addressed a specific theme.

Chapter One deals with background of the study, the problem statement, research questions, general objective, specific objectives, scope of the study, justification of the study, limitations and organization of the of the report. Chapter Two provided the theoretical framework and key concepts on which the study was based, in addition to a historical development of secondary education in Ghana

Chapter Three provided information on the study areas, discussions on data collected, research methodology and profile of the study area.

Chapter Four discussed the major findings of the study and their implications for sustainable female participation in education. Chapter Five discussed the summary, recommendations for improving female participation in Senior High School education and the final conclusion of the study.

CHAPTER TWO

GIRL CHILD PARTICIPATION IN SENIOR HIGH SCHOOL: A CONTEXTUAL REVIEW

2.1 Introduction

This chapter sheds more light on the topic under study. Through the review of related literature the study is repositioned in the appropriate theoretical perspective. The chapter also attempts to define key concepts and terms on which the study is based, provide a historical development of secondary education in Ghana, an attempt is also made to examine available literature which has been offered as major explanations for restricted or poor female participation in education in Africa and elsewhere in the world with a view to assessing their influence on female participation in secondary education.

2.2 Definitions of Key Concepts and Terms

The study is based on four main issues. These are Senior High School Education, Participation, Educational Reform, Intervention and Programmes. In order to gain a deeper understanding of, and develop a strong appreciation for the concepts and terms in these issues, it is necessary to explain them.

2.2.1 Senior High School (Secondary Education)

This kind of education comes after elementary or Junior High School but before tertiary education as it is in the Ghanaian educational system (Homby et al., 1963). Currently, the SHS education in Ghana takes three academic years to complete for a normal duration. It is expected to prepare the students for tertiary education.

2.2.2 Interventions

These are viewed as specific purposeful activities that may have a particular role to play within a program but can also be viewed as a stand-alone activity in their own right. For example, the provision of information about parent and child wellbeing to all new mothers, transport and support arrangements to enable parents/families to take part in social activities, the provision of support to children who are in need.Arange of activities that are known to be effective in contributing to the engagement of high risk families and the making of more

child friendly communities. It is a deliberate process by which change is introduced into peoples' thoughts, feelings and behaviours.

2.2.3Programmes

These consist of a number of coordinated interventions that take place or are made available over a period of time. Examples of programmes include education and support programmes aimed at parenting skill development (for example, Positive Parenting Programmes), day programmes, assertive outreach programmes targeting high risk cohorts and so on. Programmes may also be specific services or parts of services.

2.2.4Participation

Participation is the act of taking part in an activity or event. It also refers to consenting to do something with other people for the realization of a common goal. The right to participation is a basic human right and essential for realignment of power in favour of disadvantaged groups for social and economic development. According to the(United Nations Convention on the Rights of the Child(UNCRC) (2012)"Participation means the right to be involved in making decisions, planning and reviewing an action that might affect one's life. Having a voice, having a choice". For purposes of this study, the working definition of participation adopted is the act of a enrolling a child in a school or an institution of learning to undergo a programme of studies which is assessed at fixed periods to determine the learning outcomes of the learners.

2.2.5 Educational Reform

Education Reform is defined as the process of initiating a change to an educational system because of perceived or observed disparities or lapses and/or inefficiencies so that it can operate in an effective way to improve upon its operations to achieve efficiency of resources and meet set targets of a nation or state. For purposes of this study, we will adopt this working definition (UNESCO, 1979).For the purpose of this study, Educational reform refers to intended or enacted attempts to correct an identified problem.

2.3 Concept of Education

Education is the key to creating, adapting and spreading knowledge. But the gains in access to education have been unevenly distributed, with the poor seldom getting their fair share(World Bank,1999).

Education is the process of providing information to an inexperienced person to help him/her develop physically, mentally, socially, emotionally, spiritually, politically and economically (Atama, 2012). That is why at graduation ceremonies one hears the Vice-Chancellors pronounce these words while awarding degrees to their institutions' graduates, "you have been found worthy in character and learning…" In education parlance, it means that the individual has acquired adequate and appropriate knowledge, skills and attitude and values, known as cognitive, psychomotor and affective behaviours to be able to function optimally as a citizen. These behaviours are the focus of training individuals in institutions of learning. The planned and systematic training given in an institution of learning is formal education. The programme is organised, planned and systematically implemented. In an informal education, there is no plan and training is haphazard and incidental

It is a process through which the young acquires knowledge and realizes their potentialities and uses them for self-actualization, to be useful to themselves and others. It is a means of preserving, transmitting and improving the culture of the society. In every society, education connotes acquisition of something good, something worthwhile. An investment in economic future is never far from the surface. Cobuild (2006) also explains the concept of education as the process by which an individual develops his or her mind through learning at a school, college or university, and in the process of doing so he or she gains knowledge and skills from what is being taught.

For purposes of this study, the working definition of the concept of formal education adopted is the one that perceives the concept as the process of enrolling a child in an institution with demarcated physical structures provided with teaching-learning materials, equipment, and trained pedagogical professionals who impart knowledge and skills to people within specific time frame with the intent of making the child a useful individual or person and one who contributes to the realization of the development potentials of his or her community or nation (Abosi and Brookman-Amissah).

2.3.1 Types of Education

Education has been categorized into three domains by scholar: these are formal, informal and non-formal education. Formal education is learning about things taught in school and school-related experiences like sports and drama in a specially designed environment. Non-Formal Education constitutes educational activities like adult literacy courses and agricultural

extension services like evening classes organized outside of the school setting. Informal education is a non-organized learning experience related to on the job training, culture and norms of a group or society which one can acquire depending on how fast one acquires the skills imparted to learners.

For the purpose of this study, the researcher is interested in formal education. Formal education may be assigned diverse social and cultural characteristics at different times and places, but severing the linkage between schools and socioeconomic achievement is never a viable option (Bills, 2004). Hence, formal education is the path to socioeconomic success, and schooling as an investment in economic future is never far from reach. He also sees education as an investment because according to him, the economic value of education as stated in an American society report entitled; Educating America: An Investment for Our Future, is nearly classic in its depiction of the proper role of formal education in modern society. The report builds a powerful case, defining not only the contribution of education to individuals' social mobility, but to the economic growth of nations as well. These sorts of sentiments are not of course, peculiar to America society alone, but other societies as well.

2.4 Relevance of Education to Development

Education is intrinsic to development. Education is a key to a nation's development. Education enables individuals to acquire knowledge and skills which constitute the most important key to development and poverty reduction in the current international dispensation where knowledge is the leading generator of wealth (UNESCO, 2002). The presence of human and natural resources in a nation is a necessary but not a sufficient condition for development. Education provides the medium through which quality human resource is produced to exploit the natural resource endowment for economic growth and development in a nation.

Referring to the invaluable role of education in training human capital for national development, Addai-Mensah (2006) states that "A nation's most treasured and dynamic assets are its human resources. A country's growth and sustenance of development depends on the development of its human population through the provision of quality education. Putting adequate resources into and paying attention to the provision of quality education normally results in considerable strides in economic development and social transformation, and raises the quality of life of peoples".

Education also helps peoples to make informed choices or decisions regarding life-long issues such as life styles, diet and family size which have direct implications for health, fertility, life expectancy, productivity and per capita income growth levels of individuals and nations at large (UNESCO/OECD, 2002). Provision of universal primary education for both girls and boys on equal footing is the starting point for the realization of the invaluable contributions of education which should be supported with further training at secondary and tertiary levels.

2.5 Female Education and Development

Education is the prime mover in the lives of individuals and in a nation's development. Education also provides the key to economic asset for individuals and nations. According to Psacharapoulous and Patrinos every year of schooling lost represents a 10 to 20 per cent reduction in girls' future incomes. They argued that countries could raise per capita economic growth by about 0.3 per cent points per year or 3 per cent points in the next decade if they attained gender parity in enrolment (Psacharapoulous and Patrinos,2002).

When girls are educated it has implications for improved infant/child and maternal health with rippling effects on household incomes and nourishment. For instance, a literate woman gains access to employment more easily than the illiterate woman and tends to manage scarce capital better by bringing to bear the knowledge and skills acquired in training to ensure greater success. There is a direct relationship between female education and poverty reduction. Educated women tend to have smaller family sizes and reduced fertility which has great potential benefits for their future generation. For instance, UNDP's statistics have indicated that the high fertility rate in Tanzania and Ghana in the early 70s (1970-75) dropped drastically from 6.8 births per woman to 5.31 and 6.9 to 4.1 respectively between 2000 and 2005 due to continued and sustained efforts at ensuring the participation of girls in education in the two countries (UNDP, 2004b).

Female education is important for a nation's development. The relevance of female education to Ghana's national development process has long been recognized by scholars in the past. Dr. J. E. KwegyirAggrey once stated that when a man is educated it is an individual who has been educated but if a woman is educated it is a nation that has been educated (Christensen, 2007).

2.5.1 Female Education in the International Context.

Since time immemorial, education has been recognized as one single significant contributory factor to economic development World Bank, (1999, p. 16). The recognition of education as key to sustainable development, peace building and effective participation in the democratization process or governance system of a nation has informed several international gatherings. The 1948 Universal Declaration of Human Rights highlights the importance of education in this light (Wronka, 1998).

In the Article 26 of the Declaration, education was considered first and foremost as a fundamental human right of everyone. The Declaration recognised that "elementary" education would be free and compulsory, and that higher levels of education would be equally available on merit for the realization of the benefits of education. The World Conference on Education held in Jomtein, Thailand in 1990, introduced an expanded vision of "Education for All" with its six main goals which anchored education into a local, national and global context. Building upon the Jomtein Conference, after the World Education Forum in Dakar in April 2000 most governments in the world committed themselves to ensure that by 2015 all children would complete a full course of good quality primary education, significantly expand learning opportunities for youth and adults, halve illiteracy levels and eliminate gender disparities at all levels of education by 2015.

The overriding importance of achieving universal primary education by 2015 and eliminating gender disparity in primary and secondary education and at all levels of education by 2015 are a part of the Millennium Development Goals adopted by the UN General Assembly in 2000. The eight goals that the 189 countries signed included commitments to education, health and environmental sustainability (UNCT, 2003).

2.5.2 The National Context

Since 1925 female education has received official recognition and backing in the educational policy of this country. The Guggisberg's Sixteen Principles helped to put female education in the national context. Two of the sixteen principles (4 and 2) advocated equal opportunities for both boys and girls in basic education and the provision of secondary education with an educational standard that will help young men and women to enter a university (McWilliam and Kwamena-Poh, 1975).

The education reform programme of 1987 provided a great boost for the important role of female education in the development process of this nation. The legal framework for the reform which was set under the constitutional arrangement of the 1992 Constitution enjoined the government to put in place a system of education that will allow all children of school-going age to access a free compulsory universal basic education (fCUBE) within five years of the assumption of office by the year 2005. In the same vein, the 1992 Constitution also required the government to intensify efforts to achieve functional literacy and stressed the need for the provision of secondary and higher education.

Additionally, the government was required to create equal access to technical and vocational education on the basis of capacity by every appropriate means with progressive introduction of free education (Graham and Hormeku, 1996, p. 73). Gender equality has received attention in all spheres of the Ghanaian national life. The Ghana Government has promulgated many Acts on gender issues and also ratified some existing conventions with the ultimate aim of evoking contributions from all and sundry in the national development process. For instance, in 1986, the government ratified the convention on the "Elimination of all Forms of Discrimination Against Women and Children (CEDAW) (Awumbila, 2001, p. 56).

2.6 Development of Secondary Education

The provision of secondary education in Ghana dates back to the 1880s. Initially, the Christian missions established schools in their operational areas but later the government took up the task of establishing schools. For instance, the Wesleyan mission established two secondary schools; a wholly boys' school in 1876 and a girls' school in 1884 which developed into the Mfantsipim School and Wesley Girls' School in Cape Coast respectively. Also, the Anglican mission established the St. Nicholas Grammar School in 1910 now Adesadel College in Cape Coast.

The desire of the colonial government to provide quality education in the Gold Coast informed Governor Rodger's decision to set up the helps Stoke Commission which studied the education system and made recommendations leading to the establishment of the Prince of Wales co-educational secondary and training college now Achimota School in 1924 with some degree of autonomy and financial support of £68,000 grant annually representing about a quarter of the whole colony's educational budget. Meanwhile, the government continued to give financial support to the mission schools.

Between 1945 and 1955, due to the colony's improved external trade earnings, the government increased its expenditure on education from £347,561 in 1944 – 45 to £6,325,672 in 1945 – 55 with greater support to secondary education. Within the 26thperiod, the government established the Prempeh College and Opoku Ware Secondary School in Kumasi and the first secondary school in Tamale in the Northern Territories respectively (McWilliam and Kwamena,1975, p. 81). As a result, the number of recognized secondary schools increased to 12 in the Gold Coast. Some level of private participation was involved in the provision of secondary education at this time. For example, the Accra Collegiate and Grammar School was established.

The private schools charged fees to cover tuition and boarding for courses with duration of four to six years which led to the award of Cambridge Overseas School Certificate (Abosi and Brokman-Amissah, 1992, p. 14). Between the 1950s and 1960s a phenomenal increase in student enrolment and school facilities occurred. Sixth Form education was extended and this contributed to new dimensions in student assessment. For instance, in 1950, 29 candidates from Achimota School sat for the Cambridge Higher School Certificate Examination for the first time. They all passed. Also, in 1956, 930 candidates obtained the West African School Certificate. By 1966 when the CPP government was overthrown, the number of public secondary schools had increased to 105 with a total enrolment of 42,111. By the end of 1957, student enrolment in the 38 government-assisted secondary schools stood at 9, 860 and in middle schools it was about 115,831(McWilliam and Kwamena-Poh,1975, p. 87).

However, the number of secondary schools was not enough to absorb the increasing number of middle school leavers and to facilitate university education during this time. Therefore, when the Busia regime assumed power it established a number of Continuation Schools, secondary schools and diversified the curriculum. For instance, subjects such as commerce, agriculture, metal work and domestic science were introduced and accorded the status of academic subjects. During Limann's regime, the government in an attempt to reduce the cost of providing secondary education and increase its coverage, the government "deboardinized" boarding secondary schools and established new day secondary schools. Later, the Rawlings' regime initiated education reforms in September 1986 to promote technical and vocational education and achieve cost-effectiveness and cost recovery within the educational system. The government continued the policy of deboardinization and instituted quota allocation in admissions to public secondary schools (Abosi and Amissah-Brookman, 1992).

2.7 Factors Affecting Female Access and Participation in Education

The theoretical framework for this research draws on available international and national literature. A synthesis of studies conducted in Ghana, Africa and the world at large has identified a cascade of factors that affect female participation in education. These factors are multi-faceted and interrelated. They are synthesized into socio-economic-cultural practices and conditions, school-environment or school-related conditions, political and institutional policy practices of governments.

2.7.1 Socio-Cultural Practices

In many societies and communities, home-environment practices have been identified as significant influences which affect the education of children. Coombs postulated that cultural values, norms and practices, and attitudes significantly influence the enrolment and participation of children. He observed that these things contribute to sexual disparities in education of a given society (Coombs, 1989). Home-environment factors have a direct relationship with a child's education. Poor parental perceptions about the benefits of education and negative attitudes towards children's education contribute to low family investment in children's education in developing countries.

According to Fraser, parental attitudes exercise greater influence than intelligence in a child's education (Fraser, 1959). According to Clerk, studies by a group of ethnographers into the forces behind the success of children in the midst of poverty in Africa indicated that poor children of all family types succeed in their education because their parents inculcate discipline and good study habits into them (Clerk, 1983 cited in Astone and Mclanaham, 1991). Burns observed that in Buganda parents viewed western formal education with scepticism because educated girls became discontented, immoral and felt reluctant to undertake heavy field labour (that is farming).

Despite this, parents invested in their children's education because it offered opportunities for the expression of one's higher social status in the community and helped their sons to obtain lucrative jobs and daughters a higher bride-wealth in marriage (Burns,1964). Khan found similar practices in Nepal. He found that economic conditions have influenced cultural practices in a way that families actively promoted the education of their daughters to increase their chances of marrying a "white collar" husband and poor families concentrated their resources to educate one son through secondary education to obtain a lucrative job (Khan,

1993). Cultural sanctions on women have also been identified as a major factor which restricts girls' participation in education in societies and communities of Indian, African and Pacific cultures (Commonwealth Secretariat, 1988).

Psacharapoulos (1985) indicated that in the Middle East and North Africa, religious and socio-cultural traditions such as early marriage, child bearing and an unwillingness to allow girls to travel long distances have contributed to low participation of women in education in those regions. This pattern of educational provision and attendance is echoed in other regions of the developing world. In Nepal, for example, early marriage and motherhood account for 40 percent of girls who get married before age 15 (UNESCO, 2003a). Gender differences are seen as a significant influence which negatively affects female participation in education in many communities and societies.

The long traditional and conservative belief that a woman's role lies in the kitchen or home has tipped the balance in favour of male children in education in many countries. Lichter's study into high school drop-outs in some developing countries indicated that while 47 percent of boys indicated that their fathers earnestly desired college education for them only 17 percent of girls reported same. Similarly, 40 percent of boys and 32.5 percent of girls respectively indicated that their mothers wanted college education for them (Lichter1962). Progress has somehow been made into improving educational equality for males and females: the ratio of girls to boys is about 86 and 75 percents for primary and secondary schools respectively (World Bank, 2001; Lewis and Lockheed, 2006). The ratios above show that irrespective of the improvement through global campaign, girls are not yet still near boys and therefore have higher school dropout rates.

2.7.2 Socio-Economic Practices and Conditions

Certain socio-economic conditions and practices have been implicated for causing the early termination of children's education in some societies in the developing countries. Socio-economic status of families is the foremost factor. This relates to a family's level of educational attainment, occupation and income. Tadoro in his studies on school performance of children in some developing countries identified four determinants of a child's capacity to learn which eventually determine the child's participation in education. These are family environment (including income and educational level), peer group interaction and the type of children whom an individual associates with, the child's interest, intelligence and ability, and

early nutrition and health. He argued that these factors affect the performance of both sexes (Tadoro, 1985, cited in Zewide, 1994, p. 7).

Some studies have indicated that there is a positive relationship between a family's socio-economic status and the education of children. A child's educational attainment would be high if the child's family socio-economic status is high and vice versa "ceterus paribus". According to Kelly there is a strong correlation between parental income and social status and school enrolment of girls than for boys (Kelly, 1984). As the Robbins' Report (1963) observed despite the astounding academic abilities of children of manual working class and those of the upper middle-class, only 11 percent of children of lower manual working-class compared to 44 percent of upper middle class children went to grammar school.

Mac-Gayin's (1996) study into factors which influence educational attainment of children in Cape Coast found that about 94 percent of the subjects with lower than secondary school educational attainment had mothers whose educational attainment was lower than secondary education. Bishop indicated similar patterns of discrimination in education provision among university students in Pakistan. He indicated that the degree of literacy within a home and the attitude of parents towards education constituted the most significant influences for admissions of students into the university for literate or illiterate parents in Pakistan. He found that at the University of Karachi, children of parents with university education were in greater percentage of about twenty times more compared to children of illiterate parents (Bishop, 1989).

Economic considerations have motivated familial preference for investing in male education rather than female education over the years (Burns, 1964; Khan, 1993). The act of families placing high premium on the economic contributions of girls has been identified as a factor which restricts girls' participation in education. Handa (1996) found that for the academically elite high school, income was the single most influential characteristic affecting enrolment. Poverty has been implicated as a major underlying factor in the decisions of parents and families to invest less in female education. In many families in poor societies and communities, girls are tasked to make contributions in the form of child care, home production, agriculture and trade which are essential for the survival of family members and the education of siblings.

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Girls' contributions to their families begin at an early age and this underpins low priority given to female education in those communities. Investment in the education of boys in many poor families is seen, however, as a security for old age (Psacharapoulos, 1985). Again, Psacharapoulos argued that the phenomenon of low female participation in education goes beyond the issue of poverty. He observed that other factors such as parents' unwillingness to bear the educational cost of books, uniforms and other expenses contribute to low female participation in education. Khan (1993) found that both economic and cultural factors conspire to make women lag far behind men in terms of number of years of schooling and in grades achieved throughout the South Asian region. According to him early marriage, concern for girls' moral and physical welfare, segregation and seclusion in some countries combine in various ways to limit and restrict female education. On the economic front, he found poverty as the most pervasive barrier to female education in the South Asian region.

In the 1990s, the incidence of poverty compelled poorly educated rural and ethnic minorities like farmers and upland Kinh to drop below the poverty line with serious implications for their children's participation in education in Vietnam. As a result of the high incidence of poverty, in 1999 only 32 per cent of children of about 45 per cent rural farmers and minority Kinh ethnic this constituted only 8 per cent of majority ethnic minorities to enroll in upper secondary schools (Joint Report of Government and Donor-Non-governmental organizations poverty working group, 1999, Hanoi)

Cost-sharing in education has also been identified as a factor which conspires to restrict female participation in education in developing countries. During the 1980s most governments in the developing world introduced cost-sharing in the provision of essential social services such as education and health as a conditionality of neo-liberal market policies and structural adjustment. This was intended to reduce the cost of providing such services and release funds for other services. The introduction of structural adjustment policies caused widespread income disparities and marginalized poor and disadvantaged groups within the populations of those countries.

In Latin America and Sub-Saharan Africa the affected groups ended up with limited access to social services (Osei-Hwedie and Bar-on, 1999: Morales-Gomez, 1999). In Sub-Saharan Africa, the feminine group was the hardest hit in the educational sector. As a result, girls became disproportionately affected by the imposition of structural adjustment policies. In

Ghana, the implementation of neo-liberal market measures increased the burden on most women who managed households and this brought in its trail inequalities in the education of school-going children especially girls.

The introduction of higher user charges or fees increased educational costs to families in terms of higher school fees payment and this compelled households constrained by limited resources to prefer educating boys to girls (Nikoi, 1998; Aryeetey, 2000). This phenomenon became increasingly characterized by increased child labour for girls especially those of poor households as their overburdened mothers tasked them to provide help to earn income for the survival of their families (Nikoi, 1998; Commonwealth Secretariat, 1989). In Tanzania, the introduction of structural adjustment policies resulted in a dual effect of lower school enrolment and higher drop-out rate for girls (Meena, 1991).

In Sri Lanka, however, female participation in secondary education is reported to be higher than that of males. Girls' enrolment often surpassed that of males. Jayaweera (1991) indicated that gender is not an important influence but rather the type of school girls attended and the socio-economic status of a student were factors responsible for this healthy development. Jayaweera, however observed that throughout most of the region of Asia, the educational base for women's participation in technological studies and technological work was very limited.

2.7.3 School-Environment or School-Related Conditions

Academic performance of the sexes is a characteristic feature in the whole saga of gender inequality in education provision. Girls are perceived as being academically inferior to boys in many societies and communities in the developing countries. A study in Mali on academic performance of boys and girls found that almost a third of households surveyed admitted that they differentiated between girls and boys because they thought boys were more intelligent than girls (UNESCO, 2003a). Scholars are divided over the issue of female academic performance. Some of them argue that the assertion is real and attribute its causes to the socio-economic environment. Other scholars argue that the assertion is a perceived relationship in developing countries. Duncan's (1989) review of a study in Africa by Kann(1981) indicated that there was a weak relationship between the socio-economic background of parents and the academic achievement of students in Ugandan and Botswana's schools. Simmon and Alexander (1980) concluded differently. They postulated that home

background has important influences on the achievement of pupils and students in primary schools and lower secondary schools in those countries.

The role played by girls at home has been implicated as contributing to poor female performance at school. Most girls were tasked to provide domestic services in the form of cooking, care of siblings as training for their future roles as wives and mothers. This tended to affect their attendance and performance at school. A study which analyzed 'O' level (Grades 11 - 12) examination results in Botswana, Zambia and Kenya showed that girls performed poorer than boys in almost all subjects especially in the Physical Sciences, Biology and Mathematics.

The analysis, however, showed that girls did better in English Literature in all the three countries (Duncan, 1989 cited in Zewide, 1994). In Zambia, similar analysis, however, indicated lower girls' examination scores in English, Social Science, Mathematics and Physical Science. Poor female academic performance in Zambia was attributed to parental discouragement of girls to attend school, domestic responsibilities, early pregnancies and a school curriculum geared more towards boys than girls.

Chinapahs (1983), however, found no significant gender differences in achievement levels in the national examination results conducted at the end of primary level in Botswana. In Mauritius girls' performance was found to be better than boys. A similar pattern of female performance was found in the UK. Girls attained higher performance than boys in reading, mathematics, verbal and non-verbal reasoning in school examinations. Some of the reasons adduced as explanations for boys' poor performance included a tendency for boys' disregard for academic work, indulgence in "laddish behaviour and bravado acts and male peer-group pressure. Girls, however, emphasized collaboration and sharing (Arnot and Phipps, 2003).

In Chile, in university selection tests girls performed less well than boys as in the US National Assessment of Education Progress testing (UNESCO, 2003a). Female self-imposed low self-esteem has been identified as a factor which affects female participation in education and especially in science and technology studies in many countries. As a result of girls' poor perception of their academic prowess they tend to shy away from offering subjects such as mathematics and the physical sciences. This has affected female participation in scientific and technical education in most developing countries.

Houphouet-Boigny (2000) indicated that in Côte d'Ivoire female students in higher education chose liberal professions so that they can combine a career with family life rather than risk to enter into the study of the sciences. He found that in 2001-2002 female students' preference for specialized education accounted for a lower female enrolment rate (20 percent) at the Université de Cocody but 33 percent in private technical education. Similar trends are prevalent in other countries. In Chile, though girls have higher performance than boys at secondary level yet their enrolment in science and technology-related courses is lower than boys. Referring to the participation of the sexes in technical education at secondary level, it was found that from 1995 to 1996 girls achieved 82.2 percent in commercial specialization.

However, boys attained 58.5 percent and girls 13.1 percent respectively in industrial specialization (UNESCO, 2003a). The pervasiveness of the notion that girls are academically less intelligent than boys extends its influence beyond the home environment into the school system. Debele (1980) in her study of female education wastage identified the role of women in a society and the organisation of school system as major underlying factors which restrict female participation in education. At the school level, teachers indulge in segregative acts against girls. According to Evans and King (1991) the lack of female teacher role models, male discriminative attitudes and male "image" projection are some of the institutional barriers which affect female participation in the study of mathematics and the physical sciences at school. Sex role stereotyping in school textbooks is a significant influence.

The characterization of women in educational materials was found to be only 10 percent and in the few illustrations found they were portrayed as weak and passive characters, and providers of household chores (Braimah, 1980). According to sociologists of education, classroom interaction between boys and girls, and students and teachers exercise significant influence on the performance of girls. Male attitude especially among peers has been found to have negative effects on girls' aspirations in science. According to Kelly (1985), in Britain, adolescent boys consistently undermined girls' efforts to participate in science classes by making disparaging remarks about them and asserting that they (boys) considered science to be a male domain.

It has been found that in science and technology studies, teachers tended to answer boys more often than girls in mathematics and science classes but at the same time this also provided major explanations why teachers' pay more attention to girls in non-science classes (Margolis

and Fisher, 2002). Harding argues that there are no physical and intellectual barriers to women's full participation in science and technology studies except that in some countries formidable legal, cultural or socio-cultural barriers contribute to the devaluation and underutilization of women's knowledge in science and technology (Harding, 1992). Ellis (1987) has also debunked the assertion that women and girls have "low capacity" for mathematics and technological studies. He found that in the Caribbean women attained higher levels of literacy and numeracy than males. For instance, results in Secondary School Examinations at General Proficiency level showed that a larger proportion of females entered for chemistry and mathematics than males, and an equal proportion of girls as boys entered for the study of physics.

Nagat's(1993) studies into women's participation in science and technological studies in the regions of the Middle East and North Africa showed that higher proportions of women participated in science and engineering courses at university level than in western countries. Nagat attributed this healthy development to good access to science and mathematics education at the secondary level in the two regions of the world. According to Gail Kelly, analysis of student enrolment in natural sciences, medical and health-related fields in 41 countries in Asia, Latin America and Africa revealed that 50 per cent or more of the students who enrolled were women. He also found that in 13 countries the proportion of women who enrolled in the medical and health-related fields was greater than 50 per cent. He admitted, however, that female enrolment in engineering did not exceed 50 per cent in any of the countries. The highest percentage was 32 per cent in Cuba (Kelly, 1991).

According to an evaluation of the Science, Technology and Mathematics Education (STME) clinics organized in Ghana it was found that female participation in mathematics and science education was high. The report indicated that for a five-year period, from the beginning of the STME clinics in 1987 to 1992, the number of girls who entered for GCE "A" Level Science Examinations increased from 368 out of a total of 3,241 students to 2,212 girls out of 9,417 students. This amounted to 24 per cent which represented an increase of 13 percent. Also, in 1997, out of 47 doctors and five dentists who graduated from the Korle-Bu Teaching Hospital Medical School, 15 female doctors annexed 16 of the 21 prizes awarded to deserving officers. This achievement was attributed to the impact of the STME clinics (AnamuahMensah and Atakpa, 1999, cited in Sutherland-Addy, 2002).

2.7.4 Political and Institutional Policy Practices

Political and institutional policy practices of governments constitute significant factors that affect female participation in education in the developing world. The pervasiveness of the perception that girls are academically inferior to boys provides significant influences in decisions to sideline girls in education, employment and power sharing or governance systems. Women have become subjects of various forms of discrimination which impinge on their steady progression in the society. In some instances, women are subjected to discriminatory and segregative practices on the labour market and performance of schedules.

Raj (1982) argues that often a woman's long years of education and training do not constitute significant factors in female employment. According to him, most women suffer discriminatory acts such as lower grade placement, underpayment for equal work and shorter hiring/employment periods despite possessing equal or better qualifications than their male counterparts. The absence of adequate female role models and employment avenues for women underpins the under representation or marginalization of women in labour issues in developing countries.

Nevertheless, it is clear that in most African countries, few are appointed as principals. According to a 1993 UNDP Human Development Report in industrialized countries discrimination against women largely abounds in employment and wages with women getting less than two-thirds of the employment opportunities and about half the earnings of men.

Hussain et al.(1987)however, argues that discrimination against women labour market issues is not a phenomenon which affects every kind of job. In professions such as the medical and scientific spheres of human endeavour women were not discriminated against men. Rather, they were favoured and paid more highly than men. According to UNESCO data on labour issues in Pakistan, in the fields of engineering and technology, and teaching women were however paid significantly less. In Ghana, the provisions of Article 35 of the 1992 Constitution guarantee all persons equal opportunity to participate in all spheres of national life. Additionally, the government has ratified a convention which calls for an end to all forms of discrimination against women and children (Awumbila, 2001, p.56).

On the Labour market, the Industrial Relations Act of 1965 entitles women to equal pay and since 1971 women have been entitled to three months pay of maternity leave in the country (Aryeetey, 2000, p.338). Female participation in public life is however restricted due to a number of deep-seated socio-cultural structures, systems and practices such as traditional notions which advocate a preference for the education of male children. According to Oware, female access to the formal job market in urban areas is quite limited. This is because most women do not possess the required skills and qualifications for entry (Oware G, et al, 1998, cited in UNDP Ghana Human Development Report, 2007, p. 112).

CONCLUSION

This section leads to next chapter where appropriate methodology is presented to collect data to address the issues raised.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The study was intended to assess the factors influencing on Girl-Child participation in Senior High School. It includes the research design, profile of study area, the study population and sample size, sampling technique, research instruments used, data collection procedure and data analysis plan, validity and reliability, ethical considerations to achieve the objectives of the study.

3.2 Research Design

The research design employed in this study is a cross- sectional survey using a questionnaire as the prime instrument. This method was adopted to find out the factors or problems that meditate against female child participation in SHS. The design was chosen to deal with a cross – section of parents, female students, teachers, GES officers, District Assembly staff and an NGO staff, so that generalizations can be made from the samples representing the population (Creswell, 2005). Neuman (2000) argues that such an approach can be justified in terms of the nature of information gathered. The nature of such data justifies the suitability of the survey design employed.

The research variables for this study are the key issues that need to be analyzed. The variables are broadly grouped into two, namely dependent and independent variables. The independent variable is intervention programmes and the dependent variable is participation. Intervention programmes as an independent variable will influence the dependent variable thus, participation of the girl-child in Education. The dependent variables therefore are those whose outcome is dependent on solving the problem in the area (independent variable). In this study they include participation, income generation and good health).

3.3 Population of the Study

The population of the study comprised the female students and management of senior high schools in the UER of Ghana. Respondents for this study were drawn from a cross-section of both female students and school tutors of selected schools as well as from the Education Directorate in the region. The selection was influenced by ease of accessibility, concentration

of the schools in Bolgatanga municipality. All of these factors and considerations helped tohave a representative sample for the study.

3.4 Sampling Technique

Sekaran (2003) stated that through the lottery method (simple random sampling technique), the whole elements within the population of study are well considered and thought-out and every element has an equal chance of being chosen as the subject. He further added that the result of the whole population is grounded in the main objective of the study if the design is well carried out.

The purposive sampling methodwas adopted in selecting the four Senior High Schools in the Municipality,they include Bolgatanga girls SHS, Bolatanga SHS, Zamse Senior / Technical School and Bolgatanga Technical Institute.This method was also used to select,Afrikids – Ghana, GES and the Municipal Assembly.

SHS Female Students

The lottery method was engaged to select 92 female students from the four senior high schools randomly. Twenty-three female students were selected from each of the senior high schools using this process in order to ensure that there is fairness. The teachers gave a supporting hand in undertaking this exercise from each of the classes. Students were selected from each subject area that the schools operated that is, General Science, Business, General Art, Agriculture Science, Home Economics and Visual Art. Six or five students were selected from each subject area of schools that operate four subject areas, six or five also from five subject area schools, and then eight or seven from the three subject area schools. The higher values were preferable assigned to the subject areas with larger class sizes. In each area, adequate number of folded "yes or no" sheets of paper wasproperly merged and were drawn from by each female student, and those who picked the "yes" became the respondents. They all agreed and responded as was required.

Parents

The researcher took advantage of the Parent-Teacher Association (P.T.A.) meetings on the school grounds since it would be very difficult to trace the homes and parents of the female wards after the P.T.A. meetings. Eight or nine respondents were attended to in each of the

schools with the help of a co-researcher since it was really difficult to get the parents to stay behind for this purpose. With the effort of the teachers, the lottery technique was performed to get the required people to answer. It was a "yes or no" blind picking process which was carried out successful even though not all the parents participated. In total 34 respondents were attended to in all the four schools. Interview guides and questionnaires were used for the parents.

SHS Tutors

The lottery method was performed on the tutors in the four senior high schools to add up to the sample requirement. In each school two tutors were selected based on a bias-free enclosed "yes or no" blind picking. The headmasters supervised the process to ensure that there was enough sanity in the process towards getting the respondents. All the tutors complied and the two selected from each institution delivered in answering the questions. Questionnaire was used in collecting the data.

The Municipal Education Office

Both the lottery and the purposive sampling techniques were used at the Municipal Education Office. The Superior Officer was auto-included in the respondents' list and three other officers who were selected through blind picking of a "yes or no" lot. The process was supervised by the Superior Officer and was therefore successful. Questionnaires were primarily used at this level.

Municipal Assembly/Afrikids Ghana (NGO)

The Municipal Assembly and Afrikids Ghana were purposively selected. Tworespondents were chosen from each institution; questionnaire was given to the Municipal Assembly Planning Officer and the managers of Afrikids Ghana to complete.

3.5 Data Sources

In undertaking this research, data from both primary and secondary sources were collected. The data collected from secondary and primary sources were both quantitative and qualitative.

Primary data was collected directly from the field using both questionnaire survey and interview. The qualitative data was made up of individual in-depth interviews. Quantitative made use of semi-structured questionnaire to collect the information. These instruments were administered on the field. The researcher initiated primary data to precisely tackle the problem on board. With these instruments the population targeted included parents, Teachers, female students, key informants who included the Municipal Planning Officer and the Municipal Coordinating Director and NGOs institutions.

The secondary sources included published and unpublished reports, journals, articles, and books on topics related to the topic of study. The published and unpublished data were provided on the basis for the conceptual and theoretical frameworks which justify the study. The unpublished data consisted information from Municipal Assembly Medium-term Development Plans, papers and manuals from the Municipal Education Office. The published materials were gathered from documented literature in books and official publications research materials interest and other publications related to the subject matter. This was done to further supplement the data that was gathered during the field work.

Table 3.1Data Requirements and mode of collection

Units of Analysis	Data Requirements	Mode of Collection	Sample size
SHS Females	Parental attitude and perspective of female education, support programmes or packages available, what should be done by stakeholders	Questionnaire	SHS 1= 23 SHS 2= 23 SHS 3= 23 SHS 4=23
Parents	Customs and tradition that affect the female education, Awareness of Educational Reform programmes to promote female education and other interventions, what is expected of stakeholders on female education.	interview Guide Questionnaire	34
SHS Tutors	Academic performance, Interventions programme available ,the role of stakeholder in promoting female education	Questionnaire	SHS 1= 2 SHS 2= 2 SHS 3= 2 SHS 4= 2
Education Directorate	Performance and intervention programmes on female education ,the role of stakeholders in female education	Interview Guide Questionnaire	4
NGOs	Support programmes or packages, for female Education, impact of the programmes, challenges faced,	Interview Guide Questionnaire	2
Muni. Assembly	Support programmes or packages, for female Education, impact of the programmes, challenges faced,	Interview Guide Questionnaire	2

Source; Field Survey, May 2014

3.6 Research Instruments

In view of the nature of the topic, it was realized that questionnaires would be the main and the most appropriate instrument to use. Questionnaires are an inexpensive way to gather data from a potentially large number of respondents. The researcher gave a serious thought to the wording of individual questions. This was done to ensure that respondents answered objectively to the questions in the questionnaire. In all, 142 questionnaires were administered.

The questions were in the open ended and closed ended format. In the open ended question, the respondents formulated their own answers. In closed format, respondents were to choose between several given options. The open ended format allowed exploration of the range of possible themes arising from an issue. It was used where a comprehensive range of alternative choices could not be compiled.

The closed or forced choice-format was easy and quick to fill and also minimized discrimination against the less literate (in self-administered questionnaire) or the less articulate (in interview questionnaire). It was easy to code, record, and analyze results quantitatively and easy to report results (Leung, 2001).

3.6.1 Structured Interviews

The structured interview may be considered as an oral presentation of a written questionnaire. The interviewer read out the questions and the interviewees give their responses; while other interaction is kept to a minimum. The structured interviews have a fixed number of questions and even the possible responses are restricted. The questions in structured interviews are likely to be closed questions although this is not always the case. The structured interview is more efficient in terms of the time taken to collect the data and the degree of reliability and validity is greater than in the unstructured interview formats.

3.7 Data analysis

Data analysis played a major part in the completion of this study. Data was reviewed after the collection of filled questionnaires and compilation of data from the interview was also performed. A critical analysis was done after which the data was interpreted and tabulated. Both quantitative and qualitative analysis of data was done. Quantitative methods involves proceeding for the positivist assumption that, if something exists, it exists in some degree and can therefore be numerically measured. Qualitative methods were more of open-ended and required the researcher to elaborate with words convincingly, concerning the motive. The approaches for qualitative analysis of data involved data reduction, coding, tabulation and calculation of summarizing statistics. Microsoft Excel and Statistical Package for Social Studies (SPSS) were used. The scores for all questions were summed up and the average score taken.

3.7.1 Pre-Testing

After training research assistants, the instrument for the study was pre-tested at Asanteman Senior High School. Problems identified in the instruments such as unreliability of context were rectified before the administration of the questions and collection of data during the actual research work.

3.8 Ethical consideration

Ethical clearance was sought from the school of graduate studies and ethical committee from the selected schools, offered ethical support for the research. Informed permission was also sought from the regional education directorate, the municipal education directorate, the municipal assembly and Afrikids Ghana.

3.9 Profile of Bolgatanga Municipality

3.9.1 Topography

The Bolgatanga Municipality is centrally located in the Upper East Region of Ghana and its capital Bolgatanga. It has a land area of 1,620 km² and is boarded by North: Bongo, South: West and East Mamprusi Districts (N/R): Kassena-Nankana District East: Bawku West District.

The Municipality has gentle slopes ranging from 1% to 5% with inselberg outcropped uplands with more than 10% slope. Major rivers include the Red and White Volta tributaries. Other drainage systems include rivulets, streams, dams and dugouts.

3.9.2 Climate and Vegetation

The climate is classified as tropical and has two distinct seasons – a wet season that runs from May to October and a long dry season that stretches from October to April with hardly any rains. Mean annual rainfall is 950mm while maximum temperature is 45 degrees Celsius in March and April with a minimum of 12 degrees Celsius in December. The natural vegetation is that of guinea savanna woodland consisting of short deciduous trees widely spaced and a ground flora, which gets burnt by fire or scorched by the sun during the long dry season. The Municipality has three constituted forest reserves, which primarily protect most of the rivers in the Municipality.

3.9.3 Demographic characteristics

According to the Ghana Statistical Service (2012), the Municipal population stood at 131550 with a growth rate of 1.7%. This is disagagrate into 62783 (47.7%) males and 68767 (52.3%) females. The population density is 141.2 persons per sq.km. About 47.7% falls under the age of 15 years, 50.8% between 15 and 64 years and 1.5 % above 64 years. The rural population is predominantly indigenous and these are the Grunis, Talensis and Nabdams who

respectively occupy the Bolgatanga (North - Western), Tongo (Southern) and Nabdams (North – Eastern) areas of the Municipality. Bolgatanga Township has a cosmopolitan population of 46,162 which is ranked 18th biggest human settlement in the country. There are 3,932 houses in the township with 10, 091 households. Average household size is 4.5.

3.9.4 Educational Characteristics

The importance of education in the social and economic development of the people cannot be overemphasized. There are 302 schools in the entire Municipality, both private and public schools. Table 3.1 shows the number of educational institutions at the various levels in the municipality.

Table 3.2 Number of Educational Institutions in the Municipality for 2011 and 212

Category of Institutions	Number of Public Institutions		Number of Private Institutions	
	2011	2012	2011	2012
Nursery	-	-	28	28
KG	70	72	24	31
Primary	67	69	20	25
Junior High School	47	50	7	10
Senior High School	3	4	2	7
Technical	1	1	-	1
Secretarial	-	-	2	2
Polytechnic	1	1	-	-

Source:Bolgatanga Municipal Assembly,2012.

3.9.5 Spatial Organization

Spatial imbalances, polarization and economic segregation are manifest in the municipality with almost all facilities (education, health, good housing, commerce and industry, Police, judiciary, infrastructure, transport, Post and Telecommunication, electricity, hotels and restaurants) concentrated in the Bolgatanga Township.

3.9.6 Structure of Local Economy

There is a large agricultural sector most at the subsistence level, which accounts for 80% of the income of people. Crop/Livestock production constitutes important aspects of agricultural activities.

Income generating activities include small scale industries such as blacksmithing, crafts and small scale mining. These constitute the informal sector.

CONCLUSIONS

This section leads us into the next chapter where the retrieved data are presented, analysed and discussed to know the exact impact of the intervention programmes on the Bolgatanga Municipality.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSIONS

4.1 Introduction

This chapter presents analysis of findings and discussions of data with particular reference to the responses received as well as variables identified from literature. Correlation and cross tabulations were also used to show practical relationships between some variables. Before analyzing the data, the questionnaires were cleaned up to remove possible errors to ensure accuracy, consistency, uniformity and completeness. The data gathered were analyzed qualitatively and quantitatively. In order to ascertain very fair representatives from the study population, the survey targeted 200 respondents (Females, Parents, Educational and Municipal Assembly directorate) of which 142 successfully completed and returned their questionnaires recording 71 percent response rate. In an earlier study, Saunder (2007) had posited that a sample of 30 is ideal for statistical analysis. Inferring from the above, the researcher can confidently say that, there is a very strong reliability and validity index in the work.

4.2 Demographic Respondents

Samples were selected based on targeted units using the non-probability sampling method of random sampling, specifically the purposive sampling technique. This method ensured that representative samples of all the known elements of the population were covered in the sample

Table 4.1 Ages of Respondents

Age Group	SHS female	Education Directorate	Parents/guardians	SHS Tutor	NGOS/Ass	Total	Percent (%)
10-20	80	-	-		-	80	56
21-30	12	-	4	3	-	19	13
31-40		2	20	2	2	26	18
41-50		-	10	3	2	15	11
51-60		2	-	-	-	2	2
Total	92	4	34	8	4	142	100

Source: Field Survey, May 2014.

From table 4.2, 56 percent of the respondents were all SHS students in the age distribution of 10-20 years. 18 percent were between 31-40 years, 13 percent fall under 21-30 years, 11 percent were 41-50 years old and then just 2 percent were between 51-60 years of age. For all the 142 questionnaires retrieved, 92 of the respondents were SHS female students, 34 were Parents/Guardians, 8 were SHS tutors and 4 each were from Education Directorate and the NGOs/Municipal Assembly. Aside the greatest contribution by SHS female students between 10-20 years, Parents/Guardians between 31-40 years responded moderately also (20).

Table 4.2 Level of Education of Respondents

Level	parents	SHS tutors	Edu.direct	NGos/Ass	Total	Percentage (%)
Basic sch	10	-	-	-	10	20
SHS/Tec/voc	5	-	-	-	5	10
Tertiary	14	8	4	4	30	60
No formal edu.	5	-	-	-	5	10
Total	34	8	4	4	50	100

Source: Field Survey,May,2014.

From table 4.3, 60% of respondents from the categories interviewed revealed they have attained tertiary level of education. The next category attained Basic level education representing 20 percent; 10% respondents attained SHS/Tech/Voc.level of education. And 10 percent of respondents did not attain formal education. The research brought to fore, that most of the respondents (90 percent) were educated and would appreciate the importance of this piece of work.

4.3 SHS Female Perspective

The survey was carried in four (4) SHS in the Bolgatanga Municipality. This was based on convenient sampling. Because the population is large, the four secondary educational institutions were chosen at convenience by the researcher. These are also the prominent institutions that attract a lot of intervention programmes. The schools included;Bolgatanga Senior High Girls', Bolgatanga Senior High school, Bolgatanga Technical Institute and Zamse Secondary and Technical school. In all the schools selected a total of 92 female students were interviewed.

Figure 4.1 Distribution of Class sizes by Gender (females)
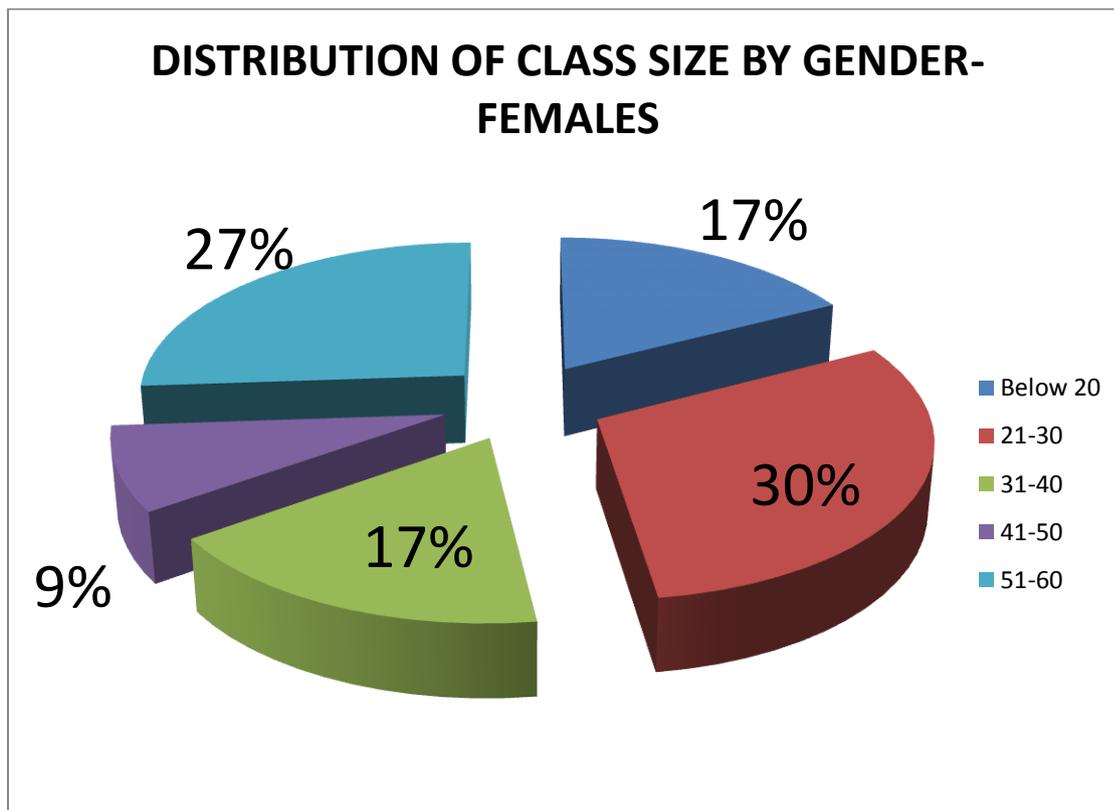
Source: Field Survey, May 2014**.**

The respondents, after making known the number of students in their various classes, further revealed the number of females in each class. This was their responses,28% of respondents said that, there were 1-20 females in their classes, 32% of respondents said there were 21-30 females in their classes. More so, 20%of respondents said there were 31-40 females in their classes, 12% of respondents said 41-50 females were in their classes and 26% of respondents said there were between 51-60 females in the class (this was in the Bolgatanga Girls School).From the cross tabulation, it was revealed that,there were more males in the classes than females,apart from Bolgatanga Girls' SHS.

4.3.1 Parental Attitudes and Perceptions on female participation in SHS

The study sought to find out how parental attitudes and perception influence female participation in Senior High School education. It was realized that the cultural practices keep the female child away from participating in SHS. Among these are:

✓ The practice of 'Koure- Gbee' in funeral ceremonies

Funeral ceremonies are common among all the tribes in the municipality. As custom demands, when one dies, the young girls are normally sent to the funeral house to stay and mourn with the bereaved parent(s), husband or wife. This system is known as 'Koure- Gbee' where the girls related to the bereaved gather to mourn and help the bereaved family for almost a week. As custom demands, a day is set for the selection of the women or girls present in the 'Koure - Gbee'. These girls are made to appear in the compound of the funeral house to be selected by the men present in the funeral ceremony. The field survey revealed that this act normally leads to some of the girls falling in love with the men who selected them.The girls sometimes stay with the men and decide not to return home which finally result in marriage. According to the survey, some of the girls engage in unhealthy sex during these funeral ceremonies and end up becoming pregnant or contracting diseases such as gonorrhea, syphilis and HIV/AIDS.

The research also revealed that most parents do withdraw their girl child from school for marriage on the fact that when they die their in-laws will perform their funeral rites in a "grand style", thus the in-laws perform their funerals by coming with different kinds of provision entertainment and the killing of animals for the preparation of food for days and money for pito brewing during such occasions. The in- laws and his people are responsible for expenses for the burial. There is the belief that when the girl child attains a higher educational level, there is the likelihood that she would not be married to a man within the surrounding communities. The occurrence of this situation would mean that when the parent(s) die(s), their funeral rites would not be performed in a "grand style". Hence the bereaved family would be "disgraced", thus the family will loss it good reputation when such happens and as such the funeral would be termed as a 'jankunu's' (cat's) funeral, thus when a cat dies its funeral is performed by children and society does not bother about it and is considered a big insult to the bereaved family.

This practice ('Koure - Gbee') does not only affect girl's school attendance but also contribute to poor academic performance which results in school dropout.

✓ The practice of 'Poho-kwah'

Farming is the major occupation of the people in the Municipality Most families depends on external support in carrying out their farming activities, this they normally do is to invite friends from different communities to help the weed their farms. The study revealed that

girls are normally invited to cook for the men who have come from far to help the on their farm. When the men retire from the farms in the evening, the girls are to keep the men in company as they relax. These men then choose the girls they want to be with. Then when the farming is complete, the chosen girls then make a visit to the men's communities. They sometimes stay with the men and refuse to return home which result in marriage. This thus affect girls attendance to school negatively, the study revealed that 30 percent of the parents interviewed have been victims.

✓ **Early Betrothal and Early Marriage of Girls**

Child betrothal is a common practice among the people and that hinders female education in the Municipality. With this system, the girl is given out to her future to-be husband's parents (betroth) and made to stay with the in-laws. She is made to serve the in-laws and does all manner of works in the future to-be husband's family until she experiences her first menstruation. At this point, she is then introduced to the husband and is considered as a married woman. Even if she performs well in the BECE she would not be allowed to participate in SHS.

Twenty parents interviewed revealed that early marriages are common among all the tribes in the Municipality. Four parents said Girls drop out of school as early as 12 years to get into marriage. It was indicated by another ten parents that marriages are contracted at the early ages which usually affect their education; two parents said they are victims of early marriages. The survey revealed that two of the female students were saved from early marriages by family friends and they are now grateful that they are in school.

✓ **The Dowry System of Marriage**

The dowry system of marriage is the payment bride price, a system where the family of the groom pays a dowry which includes the payment of three cows, sheep, goats, kola nut, tobacco and salt to the family of the bride. This practice of the dowry system has led to some parents withdrawing female children from school for marriage in order to get their cows and other items from their in-laws. The survey revealed that it is mostly practiced in the municipality.

An interview with the Education and Assembly Directorate, and Afrikids Ghana, an NGO have attested to the fact that the dowry system has immensely affected female education in the Municipality.

✓ **Exchange Marriages**

Birth, marriage and death are the rites of passage in the lives of people. Among these rites, only marriage is the one that is a matter of choice. Yet many girls are forced into marriages at a tender age to the detriment of their education. These girls are not always given the chance to exercise their right to choose as a human being. Young girls within the ages of 12 to 17 years are often exchanged for marriages without their consent. The findings from the field revealed that, this type of marriage is often practiced by the Gurunis and other minority tribes in the Municipality. The marriages are usually contracted at a very tender age where two families exchange their girls. The "exchanged girls" are made to marry a member of the exchanged family. This usually does not allow the girl child to be in school. It was revealed that this is causing a lot of girls and measures must be put in place to stop the practice.

✓ **Socio-Economic Status/Poverty**

Certain socio-economic conditions and practices have been identified as which restrict female participation in education in developing countries. With an interview with the parents during the study, 90% of the respondents revealed that, poverty, girls' involvement in family businesses, girls' provision of domestic chores and cost-sharing in education has kept some females from SHS.This has been asserted by (Coomb, 1989) that cultural practices, norms and values affect female education.

Impact and effectiveness of Gender Programmes

Table 4.3Programmes Available and Times Benefited by Female Respondents

Programmes	Times Benefited or available
CAMFED	Once a term
Girl Child Education	Twice in term
Scholarships	Yearly
STME	Once in a term
Girls Club	Three times in a year
Outreach programmes	Once in a year

Source: Field Survey, May, 2014.

Table 4.4, reveals the intervention programmes in support of female education and the number of times an individual can benefit. The female respondents in the various say they have at least benefited one or two of the programmes above,CAMFED programmes is once a term, Educative programmes for girls is twice in a term, Scholarships are given to them once a year, Girls club programmes – three times a year, outreach programmes are carried out at least once a year, from the study, female students concluded that the programmmes are good as they are made aware of their rights and how to protect them at all times.

Table 4.4 Reasons parents keep the female child from school

Reasons		Frequency	Percent
	Value male education than females	36	39
	Not paying their school fees	16	17
	Early marriage	8	9
	Source of labour	12	13
	Others	20	22
	Total	92	100

Source: Field Survey, May 2014

The result shows that 39% of parents value male education than female education.

Table 4.5Government Intervention Programmes Help to Improve Female Education at the SHS Level

Government Intervention Programmes	Frequency	Percent
Motivation in a form of scholarship	32	35
Free Education/subsidizing sch. Fees	32	35
providing the needed learning materials	20	22
Affirming legal framework that promotes the girl child education	4	4
Others	4	4
Total	92	100

Source: Field Survey, May 2014

Thirty-five percent of respondents expect government to improve female education at the SHS level by motivation in a form of scholarship to female students in particular. Another, thirty-five percent responded that government must implement free education/subsidizing school fees. Twenty-two percent respondents further stated that the government must provide the needed learning materials for students especially females. Four percent respondents each said that, government must affirm legal frameworks that, promote the girl child education and

other policies accordingly. The result is that more is expected from the government to influence female participation in SHS.

Table 4.6 What Parents/Guardians Must Do in Support of Female Education in SHS

Roles of Parents/Guardians	Frequency	Percent
Provides the needed support/Basic needs	40	44
Should support them spiritually and morally	16	17
Should support them psychologically	16	17
Female education must be seen or perceived as an investment or asset rather than liability	16	17
Others	4	5
Total	92	100

Source: Field Survey, May 2014

These were what respondents said the parents/guardians must do as ways of improving female education at the SHS level. Majority (44 percent) of the respondents said parents/guardians must do well to provide female wards with needed support/basic needs. Also, 17percentof the respondents said parents/guardians must support their female wards spiritually and morally, parents/guardians must support their female wards psychologically, parents/guardians must see female education and their female wards for that matter as investments or assets rather than liabilities. Five percent responded that parents/guardian must see their female wards succeed. The result is that the contribution of parents can influence female participation positively.

4.4Parents Perspective of Educational Reforms

The survey revealed that about 50percent of the parents interviewed undertake farming as their permanent occupation while 29percent of the parents engage in trading 15 percent in the civil service and 6percent are into other activities.

Table 4.7 Occupation of Parents

Occupation	Frequency of Respondents	Percentage
Farming	17	50
Trading	10	29
Civil service	5	15
Others	2	6
Total	34	100

Source: Field Survey, May 2014

From Table 4.11, most parents (50%) are farmersand thus has a great influence on their girl child participation in education. This is because the farming parents do not have perhaps adequate high level education themselves as compared to the other services where keen educational background is required. The parent with good educational background is more likely to influence the female child to participate in education than a less educated one.

Table 4.8Knowledge about Educational Reform Programme of 1974 and 1986

Awareness	Frequency	Percent
Yes	22	65
No	12	35
Total	34	100

Source: Field Survey, May2014

From Table 4.12, in an attempt to know if the respondents have heard about the Education Reform Programme of 1974 and 1986, the majority of the respondents (64 percent) affirmed that "yes" they had heard about the education reform programme. However,35 percent also indicated that they had not heard of the education reform programme. The general public in the Municipality therefore have considerable awareness of the educational reform programmes that governments had over time put in place.

Table 4.9 Changes brought by Educational Reforms

Changes	Frequency	Percent
Increase girls enrollment in school	16	47
Placing priority on girl child education	6	18
Have encourage equal education for both sexes	8	23
Others	4	12
Total	34	100

Source: Field Survey, May 2014

Table4.10 indicated the changes that the 1974 and 1986 educational Reform Programmes have brought to female education at SHS level in the Municipality. Most of the respondents (47 percent) stated that the educational reform programme has increased girls' enrollment at the SHS level in the municipality. However, 23 percent of total responses also affirm that the educational reform programmes have encouraged equal education for both sexes and 18 percent respondents said female education has been given priority. It is true that more girls

have been enrolled in schools but it's still inadequate as statistics indicate that female education is still lagging.

Table 4.10 Roles of NGOs to improve female participation in education at SHS

NGOs' role	Frequency	Percent
Motivating them psychologically.	13	38
Payment of school fees	12	35
Provision of learning materials	5	15
Organizing workshops for parents female child and community	4	12
Total	34	100

Source: Field survey, May 2014

From Table 4.11, a total of 12 respondents representing of 38 percent of the total respondents said the NGOs have helped improved female participation in education at the SHS level by motivating them psychologically and paying their school fees respectively. However, 13 percent of the whole sample size also averred that the NGOs have helped improve female participation in education at the SHS level by providing them with learning materials and organizing workshops twice a year for them.

Table 4.11 The Role Played by the Municipal Assembly to Improve Female Participation in the Education

Municipal Assembly's Role	Frequency	Percent
Organized health talk programme to enlighten the girls	9	26
Educating parents on the needs of girls child education	4	12
Collaborating with NGO's to sensitize societies on female education	13	38
Giving financial scholarships/Awards to students based on academic merits	8	24
Total	34	100

Source: Field Survey, May 2014

From Table 4.12, the majority of the respondents representing 38% of the total responses affirm that the Municipal Assembly has helped to improve female participation in the SHS level by collaborating with the NGOs to undertake sensitization programmes in order to impart vital female education awareness to societies. Again, 24 percent of respondents also averred that the Municipal Assembly has helped to improve female participation in the SHS level by organizing health talk programmes to enlighten the girls and giving scholarships/awards to students based on academic merits respectively. However, the minority of respondents forming 12 percent also attest that the Municipal Assembly has

helped to improve female participation in the SHS level by Educating parents on the needs of girl child education.

Table 4.12Contributions of Parents/Guardians to improve female participation in SHS education

	Frequency	Percentage (%)
Parents should dedicate their resources to support girl child education	18	53
Providing the needs of their wards	8	23
Support them socially, morally and spiritually	4	12
Perceiving girl child education as an asset rather than liability	4	12
Total	34	100

Source: Field survey, May2014

From Table 4.12, 53 percent of the total response said Parents/Guardians can help improve female participation in education at the SHS level in the municipality by dedicating their financial resources to support girl child education. Again, 23 percent of respondents said Parents/Guardians can help improve female participation in education at the SHS level in the municipality by providing the needs of their wards. However, 12 percentaverred that Parents/Guardians can help improve female participation in education at the SHS level in the municipalitybysupporting them socially, morally and spiritually and perceiving girl child education as an asset rather than liability respectively. This indicates that, parents have a greater influence on female education in an aspect.

4.5 SHS Tutors perspective

The survey clearly shows the gender disparity among teachers in the SHS schools in the Municipality. Among eight teachers interviewed, only two were females as indicated earlier. It can be said that the gender disparity among the teachers can affect the female teachers negatively in terms of decision making and participation in development issues. There is therefore the need to direct educational policies towards the girl child education and should be effectively implemented.

It was also revealed that, the importance of female education in national development efforts in the country cannot be over emphased, as it could empower the female to take up vital positions and leadership roles in the country. Female education could also improve economic

and socio – cultural development in the country. It was further revealed that the 1974, 1986 and 2007 educational reforms did not address female education adequately, and that current educational reforms should adequately address the issues well by putting in place measures to address female education in SHS well.

4.6 Academic Performance of Female SHS Students

The study revealed during the interview with respondents that, the academic performance of the female child is not bad as they perform well and even rub shoulders with their male counterparts. Now, females at the SHS level pursue effective science related coursesand dowell. This is reflected in Table 4.13 below.

Table 4.13 Performance of Female Students in the Municipality.

	Tutors	Educ. Directorate	NGOs/Assembly	Total	Percent (%)
Very Good	3	1	1	5	31
Good	4	3	3	10	62
Bad	1	0	0	1	7
Total	8	4	4	16	100

Source: Field Survey, May, 2014

From Table 4.17, data collected from Tutors, Education Directorate, Municipal Assembly and NGOs on the academic performance of females in SHS in the Mumicipality,62 percent said the performance was good, 31 percent ranked the performance as very good and 7 percent said the performance was bad. In short, the analysis reveals that female academic performance affects female participation in education at the Senior High School level (Tadoro, 1980, cited in Zewide, 1994).

4.6.1 Female Education in the Municipality

In an interview with the education directorate on the above issue, they all answered in the affirmative, the Girl child coordinator in the Municipality had this to say;*"female educationshould be encouraged and should be supportedtogo higher in the educational ladder, go into the offices and find out the number of female in there"(24th May,2014)*. He further stated that the directorate would like to see the female child being at par with the male counterpart in terms of performance, enrolment and the like and even should perform much

better than the male child since women are good planners and can help speed development in their communities and in the country as a whole.

It was also revealed that, even though the female child is willing to partake in SHS, they sometimes face some obstacles. Socio-cultural factors (early marriages) and economic factors (poverty,).These factors affect the female child academically and preventing her from furthering. Policies should be put in place to help the female child in higher educational level.

On the issue of what should be done, all four directorates had this in common; that a law should be enacted to ban cultural practices that do not support female education and that girls education week should be organised to educate them on their rights as children. The 1974 and 1986 did not address the issue of female education at the SHS adequately, the implementation was slow, and child coordinators were not available to carry out programmes in schools, they also asked for effective educational reforms. The study also revealed that GES has introduced some female related programmes to help promote female education in the SHS.Some of the programmes are Campaign for Female Education(CAMFED), Science, Technology and Mathematics Education (STME),Sensitization programmes carried out by Girl Child unit of GES.

4.7The Contributionof Institutions of female Access and Participation in Education

This sub-section discusses the contribution of the sampled institutions on Girl Child Education in the Municipality. These institutions include the Bolgatanga Municipal Assembly in collaboration with the other decentralized institutions in the Municipality and Afrikids Ghana.

4.7.1 The Municipal Assembly

The Municipal Assembly is one of the institutions that contribute to Girl Child Education. The contribution of the MA can be categorized into two. The first is funding which is a mandatory directive that stipulates the Municipal Assembly to use part of the Assembly's Common Fund for girl child education (GHC100 per year per child). The Municipal Assembly also has other initiatives laid down for the development of girl child education. In the area of other initiatives, the assembly supports the Municipal Education Office (MEO) with transportation and the delivery of materials such as books, chalks and furniture to the various community schools within the municipality. The Assembly also collaborates with the

MEO to carry out sensitization programmes using the information van in the various communities; this is normally done once a year.

The Assembly also offers extensive financial support schemes to brilliant but needy students in the Municipality. The Assembly in collaboration with the MEO supports girls who perform well in the BECE.These girls are given financial support (GHC200 per year per child) to cater for their financial needs in the SHS.

In addition, the Assembly in collaboration with the NCCE and Social Welfare undertake educative programmes twice in a year which are geared towards the improvement of girl child education. They talk to parents on the need for girl child education to development of the talents of the girl child for societal and national development in the communities such as Zaare, Dapotindongo, Tindasobiligo in the municipality.

4.7.2 Afrikids Ghana, Bolgatanga

The research revealed that Afrikids Ghana in its bid to improve upon female education considers female education as a serious issue in the municipality which needs pragmatic efforts. In order to protect the female child in schools, Afrikids undertakes sensitization programmes on the rights of children. Parents in their various communities are sensitised on the rights of the girl child in attaining higher educational status in the society twice every year. For instance in 2013, three workshops were held in some selected in the Dapuotindongo ,Zurangu and Zare communities to sensitise parents on the rights of the child and the need for their education.

Also, in its Endeavour to eradicate the cultural practices that affect female education in the Municipality, two workshops are held every year with the teenagers, parents and traditional leaders to educate them on the demerits of these practices. For instance, a workshop was held in the Municipality (Bolgatanga Catholic social centre) with the participants being Afrikids Ghana, parents, traditional leaders as well as teenagers in the Dapuotindongo community.

The organization is currently sponsoring about 15 females who are in various SHS including the four SHSs the study was undertaken. In an interview with one of the beneficiaries of this" package" in BolgatangaGirls' SHS,she had this to say, *madam, had it not been this support I wouldn't have been in school, I would have been married and given birth (19th May,*

*2014).*She further added that, she lost both parents at a tender age and her uncle who was supposed to take care of her, rather put pressure on her to marry and stop school, for he can't waste his money on her for another man, she said, as tears run down her cheeks.

Some parents confirmed that the organization has really helped them to focus their attention on the education of their female wards as they organize sensitization talks with them.

The Municipal Assembly has also been tasked to do sensitization talks to the people in the communities especially where festive activities are carried out.

The girl child coordinator of the Municipal Education office added her voice to some the programmes available for the female child in SHS.*We have put in place girls club in the various schools to educate the females to resist bad cultural practices and put their education (19th May 2014) first.* She further said she has been visiting the schools and other gathering to educate them on the importance of girl child education.

It was revealed that they work in partnership with the Municipal Education and the Municipal Assembly to create the awareness of female participation in SHS.Eventhough, in carrying out their activities they face challenges from parents and even sometimes the girl child unwillingness to participate in education they find delight in doing what they are supposed to do till they achieve their aim.

4.8 Impact of Intervention Programmes on Female Participation in SHS

4.8.1 Female Students' perspective

According to the female students' parental attitude and socio cultural factors are the main reasons for most females out of school. Some intervention programmes on female education organize by MA, MEO and some NGOs have brought consciousness to participants to know the importance of education, and also packages received in the form of sponsorship and other learning materials are key investment made on them to continue their education.

4.8.2 Parents' Perspective

Interviews with the parents revealed that sensitization programmes and other supporting packages for girl child by Afrikids and other NGOs in the municipality is good because they have come to realize that they do not have to take their wards out of school for other activities

like; farming, selling in the markets, other house chores but rather should support them with their basic needs and female education as an investment not liability.

4.8.3 SHS Tutors Perspective

For the tutors, they understand the importance of female participation, in an interview with them it was revealed that female participation in SHS will equip the female child with the basic skills and knowledge that she would be able to build upon when going high, for them the female performance is good but should encouraged to do better. The study further revealed that, intervention programmes for the female child has enlightened the students and those are package support has encouraged them to participate in SHS.They advocated for bad cultural practices lack of parental commitment for their female child's education and other practices that take girl out of school to be abolished in the municipality. It was also revealed that the gender disparity gap is still widened; stakeholders should take more pragmatic measures to encourage female participation in SHS.

4.8.4 Education Directorate

It is clear from the study that the GES is doing its best in sensitization programmes couple with annual STME camping for Girls. According to them even though these programmes are in place and helping a lot of female students and even their parents and community as a whole the gender disparity still exist in the Municipality. They revealed that this was so because there still exist bad cultural practices, values and behaviours at the community level that hold girls back from SHS.

4.8.5 NGOs/Municipal Assembly

Afrikids Ghana has been working towards the promotion of female participation in consultation with the Municipal Assembly and even the GES. The study revealed that, initiatives that are targeting females through information and advocacy of the value of education has positively contributing towards changing perceptions of education and allow girls to understand the benefits of education.

CHAPTER FIVE

SUMMARY OF FINDINGS, RECOMMENDATIONS AND CONCLUSIONS

5.1 Introduction

This chapter presents the key findings emanating from the analysis in the preceding chapter. The key findings are grouped under the various research questions which served as a guide in undertaking this research. Appropriate recommendations with regard to the key findings have been put in place to ensure effective policy formulation and implementation for the improvement of female participation in SHS education in the Municipality. Thus, the key components of the chapter include summary of findings, policy recommendations and a conclusion for the entire study.

5.2 Summary of Findings

In this subsection of the chapter, the major findings from the preceding chapter are summarised in relation to the research questions and objectives of the study. Below are the findings of the research conducted in the Bolgatanga Municipality.

5.2.1 Factors that affect female access and participation in SHS

Progress in achieving the education and gender MDGs depends not just on providing education but on addressing the barriers that prevent some children from starting or completing school. The research revealed that there are some cultural practices that cause low educational status of the girl child in the Bolgatanga Municipality. The major cultural practices that affect female education include the following:

1) The practice of Exchange Marriages

2) The practice of 'Koure - Gbee'

3) The practice of 'Poho-kwah'

4) Early Marriages
5) Child Betrothal
6) The Dowry System of Marriage

5.2.2 Reasons why parents keep their Girl child from SHS

The survey revealed that the education level of parents plays a major role in the girl child education.

1) Another important variable that contribute to the Girl Child staying out of school is poverty.

2) The girl child is used as a source of labour by the parents in the farm(60% of the female child)

3) Parents also keep their girl child out of school to give a helping handing their trading activities.

4) The girl child is also taken to be a care taker in the home.

5.2.3 The Role of Government, NGOs and other institutions in female participation in SHS

Municipal Education Office

1) Organize advocacy campaign for Female Education programmes.

2) Formation of Girls Club in schools by the Girls Education Unit.

3) Improvement in Science, Technology and Mathematics Clinics for Girls.

4) Workshops for teachers on female issues.

5) Organize sensitization programmes aimed at imparting vital female education consciousness unto societies in collaboration with NGOs.

Municipal Assembly

1) Offer extensive financial support schemes to needed but brilliant students especially for the Girl child.

2) Provision of learning materials.

3) Collaborate with NCCE to carry out sensitization programmes towards female education awareness and patronization.

4) Regular funding of Girl child activities such as inter-school academic competitions from the DACF.

Afrikids Ghana

Afrikids Ghana organization contributes to girl child education in the following ways.

1) The organisation undertakes sensitization programmes on the rights of children.
2) It organizes workshops with the teenagers, parents and traditional leaders to educate them on the demerits of these practices.
3) It provides sponsorship packages to the needed females in SHS.

Parents

1) Provision of basic needs such as uniforms, feeding and comfortable sleeping atmosphere.
2) Support them with their financial needs in terms of investing in books as compliment to the inadequate government supplied ones.
3) Support them morally and psychologically.
4) See them as investment asset not liability i.e. we should be always bound to meet their educational needs as and when required.

Tutors

1) Morally encouragement to learn
2) Give guidance and counseling
3) Organize sensitization talks
4) Identify needed students for support

The study also revealed that there were a number of intervention programmes carried out the Municipal Assembly, GES, NGOs and other institutions, below are some of the intervention programmes,

1) Community mobilization and sensitization programs to create awareness of the importance of education
2) Dissemination of materials communicating the value of schooling
3) Radio and television programs
4) Scholarships and provisions of other incentives
5) Formation of girls clubs and Annual Vacation Camps for Girls
6) Formation of the Science Teaching Math Education Clinics for Girls

5.2 Impact of Intervention Programmes of Female Participation in SHS Education

The research revealed that, policies and programmes by the GES, the municipal assembly, NGOs and other institutions have all had a positive impact on female participation in education. From the various categories of respondents the programmes has enlightened most of them and has encouraged them to stay in school.

On the schoolgirl's front, they foresee some benefits associated with having formal education, since most of them want to be doctors, lawyer, teachers, nurses etc. The most striking point raised by one of the schoolgirls was that: '*Education will make me have knowledge that I will bring to bear no issues related to my health and nutrition, unwanted pregnancies, domestic welfare environmental and sanitation*'.(20th May 2014).

On the part of parents, they see the need for their girl child to participate in SHS but blame it on poverty and other cultural practices. One parent said, *am happy that my daughter is being sponsored she would in future support me* (21[st]May, 2014)

It was noticed that the programmes are good but should cover greater number of Girls especially the sponsorship package.

5.3 Recommendations

In the light of the major findings of the research, the following policy recommendations are formulated for the improvement and sustainability of female education in SHS in the municipality and the nation as a whole.

BY- LAWS SHOULD BE ENACTED

- The municipal Assembly in conjunction with traditional authorities should enact by-laws to sanction parents who deny school going age females the opportunity to enroll or further their education
- Existing by- laws should be strengthened to sanction culprits.

SENSITISATION PROGRAMMES ON GIRL CHILD EDUCATION

- The ministry of Gender, Children and Social Protection in collaboration with the Municipal Assembly and the GES should do mobilization/sensitization on the importance of female Education.

- Cultural practices and entrenched beliefs that continue to be barriers to education should be addressed through sensitization programmes, education and community involvement in larger scale to address the situation

- Government through the ministry of education, Information, civil society organizations, NGOs, the media and community leaders must collectively initiate outreach and orientation activities to highlight the importance of female education and subsequently dispel the myth some people have about female education.

ECONOMIC EMPOWERMENT

- The ministry of Gender, Children and social protection should liaise with government and other agencies to empower parents (women group) economically through the LEAP programme and other credit facilities to help alleviate their poverty situation.

- Parents and guidance should be encourage to form smaller groups in order to have easy access to credit facilities to enable them provide for their wards needs especially the female child.

ENROLMENT DRIVE

- As a way of increasing access to the girl-child education, parents and guardian should be educated and be reminded of their primary responsibility in caring for and ensuring that their children especially the girl-child obtain minimum formal education

- More female teachers should be posted to the SHS by the GES to serve as role models to young females in the communities.

- Government in conjunction with Civil Society organization and NGOs must institute scholarship, awards or motivational packages for females and if already in place consolidated to attract more females especially the brilliant but needy ones. The so called perceived difficult courses like science must be associated with alluring packages to attract female students.

IMPACT OF INTERVENTION PROGRAMMES

- The impact of interventions programmes by GES, Afrikids and the Municipal Assembly is positive but should be on a larger scale to address the situation.

5.4 Conclusion

Education is an essential tool to national development. Improving the educational status of the citizenry through the girl child education presents enormous potentials for wealth creation and reducing poverty. It is therefore an undeniable fact that local institutions serve as valuable actors for girl child education, thus promoting education as a whole in the country. Local institutions in their bid to improve upon the girl child education encounter challenges which hamper their efforts. Thus, the recommendations made in this study should be taken into consideration by policy makers in order to spearhead the activities of these local actors in girl child education. Policies should be geared towards reducing challenges hindering local institutions which are into girl child education through enhancing accessibility and promoting effective means of transportation and providing a pooling mechanism for resource mobilization. Girl child education should be the course for all Ghanaians.

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KWAME NKRUMAH NIVERSITY OF SCIENCE AND TECHNOLOGY

COLLEGE OF ARCHITECTURE AND PLANNING

DEPARTMENT OF PLANNING

Assessing the Factors InfluencingGirl Child Participation in Senior High Schoolof

This research designed to solicit for data for the conduct of academic exercise on the above mentioned topic for the award of MSc degree in Development Policy and Planning, KNUST. Your support and cooperation is very much anticipated as information given will be treated with complete secrecy

Appendix IQuestionnaire for Senior High School Female Students

Name of Respondent ………………………………………………………….

a. Name of School   …………………………………………………………

b. Form or level   …………………………………………………………….

c. Name of interviewer …………………………………………………………

d. Questionnaire Number…………………………………………………………..

e. Date …………………………………………………………………………

A.Socio-economic Characteristics of Respondent.

1. Which of the following age groups do you belong?

a)10-20   b) 21 – 30

 c) 31 – 40   d) 41 - 50

2. How many students are in yourclass? ………………………………

i.   How many are females? …………………………………………

ii.   How many are males? …………………………………………

3. Is female education important in the development of this country?

   a.   Yes   b. No

   If Yes, Explain …………………………………………………………………….

   ……………………………………………………………………………………..

   If No, Explain …………………………………………………………………….

………………………………………………………………………

   4. In your opinion what are the perceptions of participation in SHS Education?

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

    5. Is female participation in education at SHS level affected by parental attitude in your municipality? ………………………………..

Give your reason (s) ……………………………………………………………………

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

B. Impact and effectiveness of Gender programmes initiatives

6. Are there any intervention programmes or support for female students in your school?

a. Yes   b.No

    If yes, what are those programmes or Support? …………………………

7. Have you ever received any support while in school? …………………………

    i.   What kind of support? ………………………………………………….

    ii.   How often do you receive the support? ………………………………...

8. How has this support or programme benefited you? ……………………………

………………………………………………………………………………………………

9.In what waydo you expect government to improve female participation in education at SHS level?

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

10. In order to improve female in education at the SHS level in your municipality, what do you suggest the following should do:

Parents/Guardians:

…………………………………………………………...

…………………………………………………………………………………………..

 End.

Thank you.

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Appendix II: Questionnaire for Parents and Guardians

Questionnaire Number …………… Name of Municipality…………………

A. Socio- economic characteristics of Respondent

1. Sex: Male [ ] Female [ ]

2. Age: 25 – 34 [ ]35 – 44 [ ] 45 – 54 [ ] 55 – 64 [ ]

3. What your educational level?

   a. Basic level   b. Secondary level

    c. Tertiary level   d. Others (specify) …………………………………………………….

4. What is your occupation? …………………………………………………………………

5. On the average how much income do you earn in a month?

6. Is your ward in SHS? …………………………………………

7. What is the name of the SHS your ward attends? ………………………………

8. Which form is your ward?   ………………………………………………………………….

9.How would you describe the level of female education at the Senior High School (SHS) in this municipality?

…………………………………………………………………………………………………

10.What are some of the socio- cultural practices that affect female participation in SHS?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

B. Impact and effectiveness of Gender programmes initiatives

11. Have you heard about the Education Reform Programmes of 1974 and 1986?
………………………

12. What changes has the 1974 and 1986 education Reform programme brought to female education at SHS level in the Municipality?

………………………………………………………………………………………………

………………………………………………………………………………………………

    a. Which bodies or organizations (e.g. NGOs, Municipal/Metropolitan Assembly etc) provide support for female participation in education at the SHS level here?

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

        …………………………………………………………………………

    b. How has the work of NGOs helped to improve female participation in education at SHS level here?

      Explain ……………………………………………………………………

      …………………………………………………………………

    c. How has the Municipal/Metropolitan Assembly helped to improve female participation in education at SHS level?

    d. Explain: ……………………………………………………………………

    …………………………………………………………………………

13. What can these stakeholders do to improve female participation in education at the SHS level in your municipality?

Parents/Guardians: ……………………………………………………………........................

 End.

Thank you.

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Appendix III: Questionnaire for Education Directorate

Questionnaire Number …………Name of Municipality……………………….

1. Sex: Male [ ] Female [ ]

2. Age: 25 – 34 [ ] 35 – 44 [ ] 45 – 54 [ ] 55 – 64 [ ]

3. Position/Rank: Director [ ] Assistant Director [ ] Principal Superintendent [ ] Other [ ]

B. Impact & Effectiveness of Municipal& Government Interventions

4. Should female education be encouraged in national development efforts in this country?

   Give your reason………………………………………………

5. How would you like female academic performance to be like in your municipality?

Explain: ………………………………………………………………………………………

…………………………………………………………………………

6. What are some of the obstacles to female participation in education at SHS level in your municipality?

   Please, list them: …………………………………………………………………………. …..

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

   ……………………………………………………………………….

7. How have these obstacles you listed in question affected female participation in education at the SHS level in institutions in your municipality?

   Explain: …………………………………………………………………………………….

8. Would you say that policies in the education sector have contributed to low female participation in education at SHS level over the last thirty (30) years?

Explain: …………………………………………………………………………………………

9. What should government do to improve female participation in education at the SHS level?

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

10. Did the Education Reform Programme of 1974 and 1986 address the issue of female education at the SHS level? Yes [ ]   No [ ]

Explain ………………………………………………………………………………………….

……………………………………………………………………………………….

……………………………………………………………………………………….

11 What interventions or female-related programmes have the GES introduced to improve female participation in education at the SHS level here?

…………………………………………………………………………………………

12 Has female participation in education at SHS level improved since the interventions?

Yes[ ]   No [ ]

How, explain …………………………………………………………………………………

13 What can these stakeholders do to improve female education at the SHS level in your municipality:

Parents/Guardians: …………………………………………………………….........................

Ministry of Education, Science and Sports …………………………………….

Municipal/ Assembly: …………………………………………………….

………………………………………………………………….…………

End.

Thank you,

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Appendix IV: Questionnaire for SHS Tutors

Questionnaire Number …………Name of Municipality……..………………

INTRODUCTION

Name of the Respondent ……………………………………………………….

Name of Interviewer   ………………………………………………….

Questionnaire Number   ………………………………………………………..

    A. Information on the socio- economic Characteristics of Respondents

1. Sex: Male [ ] Female [ ]

2. Age: 25 – 34 [ ] 35 – 44 [ ] 45 – 54 [ ] 55 – 64 [ ]

3. Name of SHS …………………………………………………………………

4. How many years have you been teaching in this school? …………………………..

B. Information on the performance and intervention programmes of Female Education in SHS

5. What role can female education play in national development efforts of this country?

    Explain: …………………………………………………………………………………

    …………………………………………………………………………

i.   Are you satisfied with the level of female in education at SHS level in your municipality?

       If your answer is "yes" explain,

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

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

ii.   If your answer is "no", what are the constraints to female in education at SHS level here?

…………………………………………………………………………………………

6. What is your view of female academic performance at the SHS level in your municipality?

   Explain: ……………………………………………………………………………..

7. How can female students' academic performance at SHS level in schools/institutions be improved in your municipality?

   Explain: …………………………………………………………………………………

8. Whose responsibility is it to ensure that female participation in education at the SHS level meets national standards?

   Explain: ………………………………………………………………………………….

9. In your opinion, was the issue of female participation in education at the secondary or SHS level addressed by the Education Reform Programmes of 1974 and 1986?

    Explain: ………………………………………………………………………………….

    …………………………………………………………………………

   i, In your view, what was the impact of the Education Reform Programme of 1974 on female participation in education at SHS level here? Explain, please, give specific examples:

   …………………………………………………………………………………

iii. What has been the impact of the Education Reform Programme of 1986 on female participation in education at SHS level here?

Explain, please, give specific examples:

………………………………………………………………………………

………………………………………………………………………………

10. Suggest means stakeholders can effectively use to address the issue of female education at the SHS level.

 School Authorities:

………………………………………………………………………………

Government: …………………………………………………………………………..

……………………………………………………………………………..

   End.

   Thank you.

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Appendix V   Institutional Survey Interview Guide

Date ……………………………………………….

1. What department / organization / institution do you represent?

……………………………………………………………………………..

2. Do you think female participation in SHS is a serious issue in the Municipality?

a.Yes   b. No

If yes, what are they? …………………………………………………………………..

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

……………………………………………………………………………….

……………………………………………………………………………….

4. Do you think current educational policies support Female participation in SHS?

a.Yes [ ]   b.No[ ]   c. I don't know [ ]

5. What measures has your department / organization / institution put in place to protect females in schools?

…………………………………………………………………………………………………

6. How successful do you think your department / organization / institution has been in protecting females in schools?

……………………………………………………………………………………….

7. How does your department /organization / institution contribute to the eradication of cultural practices – such as child marriage – that affects female participation in SHS?

…………………………………………………………………………………………..

8. What support do you offer the Girl Child?

…………………………………………………………………………………………….

9. What are challenges confronting your operations

………………………………………………………………………………………………

10 How does your outfit contribute to raising awareness in the municipality on Girl child Education and the importance anti – discrimination?

……………………………………………………………………………………..

11. Does your department / organization / institution provide teacher training to help prevent gender stereotyping?

 a. Yes [ ]   b No [ ]   c. I don't know.

12. How does your organization / department / institution help heighten teachers' commitment to protecting Girls against violence?

……………………………………………………………………………………

……………………………………………………………………………………..

 Thank you