

**USING SELECTED VISUAL ART ACTIVITIES AS A STRATEGY TO  
BOOST GIRL-CHILD EDUCATION AT TRABUOM IN THE ATWIMA  
KWANWONMA DISTRICT OF ASHANTI REGION**

By

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(Bed. Art Education)

A Thesis submitted to the School of Graduate Studies,  
Kwame Nkrumah University of Science and Technology, Kumasi,  
in partial fulfilment of the requirements for the Degree of  
**Master of Arts**  
(Art Education)  
**Faculty of Art**  
**College of Art and Social Sciences**

**July, 2012**

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## DECLARATION

I hereby declare that this submission is my own work towards the Master of Arts in Art Education and that to the best of my knowledge, it contains no material previously published by another person nor material which has been accepted for the award of any other degree of the University, except where due acknowledgement has been made in the text.

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## ABSTRACT

Education is a human right and not a privilege. Though the United Nations Conventions on the right of the child makes education a right to all children irrespective of age and gender, some children at Trabuom in Ashanti Region of Ghana are denied this right. Though the 1992 Constitution of Ghana guarantees Free Compulsory Universal Basic Education to every child of school going age irrespective of gender, religion, ethnicity or cultural background, some girls are being denied Basic Education. To explore this phenomenon, the study adopted the action research method to find out why some of the girls in Trabuom in Atwima Kwanwomma District of Ashanti Region do not go to school and then adopted some practical art activities that could encourage and sustain more girls' interest in school.

The study found the factors that negatively affect the girl-child education in the area as poverty, pregnancy, lack of female models, low level of parents' education, negative parental attitude towards education, low value attached to education and sexual harassment by male teachers. The study recommends that the district assembly should give the farmers and the traders in the community some soft loans to expand their farms and businesses to enable them earn enough income so that they can cater for their children. The district girl-child education officer should organise seminars on sex education for the girls to understand their bodies and the effects of teenage pregnancy which is rampant in the town to reduce and thereby encourage more girls to go to school and complete at the highest level. Furthermore, more female teachers must be posted to the town to serve as role models to the girls in the town. In addition, parents and guardians must be educated to know the importance

of girl-child education so that they will not be discriminated against. The district assembly should also assist girls who are needy but brainy to get access to school.

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## ACKNOWLEDGEMENT

I am most grateful to the Almighty God who by his grace and mercies granted me the wisdom, knowledge and strength to go about this work successfully. I also owe a special debt of gratitude to the head of department Nana Afia Opoku-Asare and my supervisor Dr. Mrs. Mavis Osei who for their patience and support helped to shape this thesis with the necessary suggestions and encouragement.

My heartfelt thanks go to my husband Mr. Felix Armah who by love, care and sacrifice gave me the needed attention and financial assistance to make my dream become a reality. Kay, may God richly bless you and increase your lifespan. I am exceedingly indebted to my parents, sisters and my brother for their encouragement and support. My deepest appreciation and gratitude also go to my children Lois, Obed, Gideon and Aaron for their co-operation and understanding throughout my study.

Special thanks go to all those who in diverse ways helped me to come out with this thesis successfully, not forgetting Daniel Akuoko, Ampadu Asiedu, Salomey Darkoa Appiah and Lovelance Evelyn Arhin for their suggestions and moral support during my research. Colleagues, I say a big thank you for without you, I would not have come to this far. I am also grateful to the government for giving me some money as a research grant to enable me complete my project successfully. May God bless you all. Amen.

July, 2012  
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## TABLE OF CONTENTS

TITLE PAGE.....	
DECLARATION PAGE.....	ii
ABSTRACT.....	iii
ACKNOWLEDGEMENTS.....	v
TABLE OF CONTENTS .....	vi
LIST OF PLATES .....	vii
LIST OF FIGURES.....	viii
LIST OF TABLES.....	ix
ABBREVIATIONS.....	xi

### CHAPTER ONE: INTRODUCTION

1.1	Background to the study.....	1
1.2	Statement of the Problem.....	1
1.3	Objectives.....	2
1.4	Research Questions.....	2
1.5	Delimitation.....	3
1.6	Limitations.....	3
1.7	Definition of Terms.....	4
1.8	Abbreviations.....	4
1.9	Importance of the study.....	5
1.10	Organization of the rest of the text.....	6

### CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1	Overview.....	7
-----	---------------	---



2.2	Meaning of Education.....	7
2.3	Types of Education.....	8
2.3.1	Formal Education.....	8
2.3.2	Informal Education.....	9
2.3.3	Non-formal Education.....	10
2.4	Educational Reform in Ghana.....	10
2.4.1	What is Gender.....	12
2.5	Gender Equity.....	13
2.6	Girl-Child Education.....	13
2.7	Factors that influence Girl-Child Education.....	13
2.8	Strategies to improve Girl-Child Education.....	20
2.9	Alternative Education for the girl child.....	24
2.10	Vocational Education.....	26
2.11	Entrepreneurial skills.....	27
2.12	Visual Arts Education.....	28

### **CHAPTER THREE: METHODOLOGY**

3.1	Overview.....	30
3.2	Research Design.....	30
3.3	Population.....	32
3.4	Sample and Technique.....	33
3.5	Data Collecting Instruments.....	34
3.6	Data Collection Procedures.....	36
3.7	Data Analysis Plan.....	50

### **CHAPTER FOUR: PRESENTATION AND DISCUSSION OF FINDINGS**

4.1	Overview.....	
4.2	Data collected through interview.....	51
4.2.1	Interview with the headmistress of Trabuom R/C JHS.....	51

4.2.2 Interview with the teachers at Trabuom R/C JHS.....	52
4.2.3 Interview with parents and elders of Trabuom.....	52
4.2.4 Interview with the students.....	54
4.3 Outcome of Observation.....	55
4.4 The Girls and their Practical Activities.....	56
4.5. Discussion of Main Findings.....	70

## **CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

5.1 Summary.....	75
5.2 Conclusions.....	77
5.3 Recommendations.....	78
REFERENCES.....	80
APPENDIX.....	88

## **LIST OF FIGURES**

Fig. 2.1: Factors that influence girls' education.....	18
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## **LIST OF TABLES**

Table 3.1: Sample size.....	33
-----------------------------	----



## ABBREVIATIONS

BECE: Basic Education Certificate Examination.....	12
ICT : Information Communication Technology.....	12
EFA : Education For All.....	25
JHS : Junior High School.....	28
BDT : Basic Design Technology.....	28

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## LIST OF PLATES

Plate 3.1: Teaching placement of cards.....	39
Plate 3.2: Cutting ribbons for the wreath.....	40
Plate 3.3: Teaching wreath making.....	40
Plate 3.4: Demonstrating pleating of ribbon and tacking on the frame.....	41
Plate 3.5: Students making a wreath.....	41
Plate 3.6: Assessing the made by girls.....	42
Plate 3.7 Introducing pearls to the girls.....	43
Plate 3.8 Demonstrating threading of pearls using elastic string.....	43
Plate 3.9 Teaching the girls how to fix locket on necklace.....	44
Plate 3.10 Demonstrating how to handle the crocheting pin.....	45
Plate 3.11 Observing the use of crocheting pin to make a loop.....	45
Plate 3.12 Demonstrating how to lay a warp.....	47

Plate 3.13 The girls were laying a warp for chair back.....	
47	
Plate 3.14 Demonstrating basic macramé knot.....	
49	
Plate 3.15 Teaching alternative macramé knot.....	
49	
Plate 4.1 A wreath that the girls were doing.....	
57	
Plate 4.2 A wreath made by the JHS 3 girls.....	
57	
Plate 4.3 This work was also done by the JHS 2.....	58
Plate 4.4 Discussing with girls about the method used in making the necklace.....	58
Plate 4.5 Some necklace made by the girls.....	
59	
Plate 4.6 The girls arranged their works for the researcher to inspect.....	59
Plate 4.7 The researcher was assessing the girls' work.....	60
Plate 4.8 Samples of knitted chair backs made by the.....	60
Plate 4.9 A knitted table cloth made by the girls.....	61
Plate 4.10 Some of the girls' work.....	61
Plate 4.11 Articles made by the girls.....	62
Plate 4.12 Vest made by one of the girls.....	62
Plate 4.13 Blouse was made by a JHS 2 girl.....	63
Plate 4.14 A pair trousers knitted by a JHS 3 girl.....	63
Plate 4.15 School bag knitted by two JHS 2 girls.....	64
Plate 4.16 Knitted vests by the girls.....	64

Plate 4.17 Bareback vest knitted by one of the girls.....	65
Plate 4.18 Articles presented by girls for exhibition.....	65
Plate 4.19 Singlet made by one of the girls.....	66
Plate 4.20 Sample of a woven chair back using a wooden frame.....	66
Plate 4.21 Chair back woven by the girls.....	67
Plate 4.22 Some bags that the girls made .....	67
Plate 4.23 Girls assembled their works for inspection and assessment.....	68
Plate 4.24 Macramé bag was made by a JHS 3 girl.....	68
Plate 4.25 Bags arranged for assessment.....	69
Plate 4.26 Bag made by two girls who are in JHS 2.....	69
Plate 4.27 Macramé bags arranged for exhibition.....	70
Plate 4.28 This was made by a JHS 3 girl.....	70



## CHAPTER ONE

### 1.1 Background of the study

Education is seen as a major tool for national development. Educating boys and girls produce similar increases in their subsequent earnings and expand future opportunities for both. However, when girls are educated, the society and the nation as a whole benefit much (UNICEF, 1990). Odaga and Heneveld (1995) are of the view that various institutions and individuals have advocated for the need to educate girls since education is a pivot around which everything revolves. Njeuma (1993), Gachukia (1992) and Namuddu (1992) point out that girls' participation in education has been identified as one of the most significant developmental challenges facing Sub-Saharan Africa. Generally, the enrollment rate of girls remains lower than that of boys, their drop out and absenteeism rates higher, and their achievements and performance are poorer particularly in Mathematics and Science (Harding, 1992).

The most daunting challenge in Ghana's education system is that of promoting girl- child education. A country's development greatly lies on the shoulders of women because they play a major role in the society. This is what Kofi Annan, former UN Secretary General meant when he cited Dr. Kwegyir Aggrey's statement that "if you educate a man, you educate an individual but if you educate a woman, you educate a whole nation" at the World Education Forum in 2000.

### 1.2 Statement of the Problem

Girl-child education is recognized as one of the critical pathways to promote social and economic development. Offorma (2009) shows that girls do not have access to school despite the concerted efforts to push the cause. Fiscal crises, civil strife, political instability, drought, endemic poverty and persistently high

demographic pressures on the education systems have resulted in stagnation in enrollment and a decline in quality (Asmal, 2003). In view of this, the government of Ghana introduced the FCUBE (Free Compulsory Universal Basic Education) in 1996 to promote access to basic education for all children in the country (World Bank Report 2004).

Despite the numerous campaigns made by the Ghana government and other stakeholders in the country, female enrollment at Trabuom in the Atwima Kwanwoma District of Ashanti Region is very low as many girls do not go to school. A preliminary study at the Trabuom Roman Catholic (R/C) Junior High School (JHS) revealed that out of a class size of 40 students, in each class, there were 13 girls and 27 boys in JHS 1A, 11 girls and 29 boys in 1B. 2A had 7 girls and 33 boys while 2B had 12 female girls and 28 male students. In JHS 3, the 3A class had 9 girls and 31 boys whereas 3B had 12 girls and 28 boys. This shows a clear gender disparity between girls and boys enrolled in school. With this problem in mind, the researcher sought to understand why few girls were enrolled in the school.

### **1.3 Objectives of the Study**

1. To establish the factors that influence girls' enrollment at Trabuom R/C JHS.
2. To identify and explore visual arts activities that can encourage and sustain girls' interest in school.
3. To assess the impact of the selected visual art activities on the girls' enrollment at Trabuom R/C JHS.

### **1.4 Research Questions**

1. Why are some female students at Trabuom not going to school?



2. What selected visual art activities can be used to encourage and sustain the girls' interest in school?
3. What impact will the selected visual art activities have on the girls' at Trabuom R/C JHS?

### **1.5 Delimitation**

The research was limited to Trabuom in the Atwima Kwanwoma District of Ashanti Region with Trabuom Roman Catholic Junior High School as a case study. The focus was on girls between 12 and 16 years of age, particularly those in J.H.S One, Two and Three. The choice of the age range was based on the fact that girls who normally drop out of school are within this particular group.

### **1.6 Limitations**

The study was limited by the fact that only the period allocated to vocational skills (Visual Art) on the JHS time table could be used through the research. Negotiating access to the girls took a long time before the researcher was allowed to interview them. This limited the amount of data collected because she could not interview the number of girls she intended to solicit data from. Some parents and elders collected copies of the questionnaire but returned them unanswered after keeping them for two weeks with the reason that girls' education is not important because the girls will grow and get married which does not require school education. The low level of education in the study area made it difficult to use the designed questionnaire to collect data from a large number of people. Some respondents also thought the researcher was carrying out a government exercise so they demanded to be paid for their input. Besides, the researcher had to plead with some of the respondents who were farmers before she got the opportunity to interview them.

They were simply not willing to leave their farm work for the interviews because they realized that they were not going to be paid for it. The research grant from the government was inadequate to satisfy payments demanded by respondents for data required to complete the thesis.

### **1.7 Definitions of Terms**

Education: The process by which the mind develops through learning at a school, college or University.

Girl-Child: A biological female child from birth to eighteen years of age.

Junior High School: Educational institution in which children who complete the primary school attend for three years.

Vocational Education: Education given to students to enable them acquire skills which will help them gain employment in future.

Crocheting: A type of needlework that uses a hooked needle to pull a thread into interlocking looped stitches to form a fabric.

Macrame : A creative and decorative art of knotting.

### **Abbreviations**

BECE: Basic Education Certificate Examination.

JHS : Junior High School.

BDT : Basic Design Technology.

EFA : Education For All.

ICT : Information Communication Technology.

## 1.8 Importance of the Study

1. It is a fact that when girls are educated the society in which they live also develops. Thus, when the girls grow and become mothers, they are able to help reduce fertility rate, infant and maternal mortality, enhance family health and improve on their children's education. According to Lifanda (2005), women who are educated are able manage their homes, educate their children and also give their children food that has the needed nutrients which can help them grow very well.

2. Besides, the outcome of this study will be valuable to both teachers and parents in the sense that if a girl is not academically good, there are some vocational skills that the girl can be taught so that she will be able to make ends meet in future. Agyenim-Boateng (2011), says when students learn visual arts as a course they acquire some skills and knowledge which help them to become self reliant.

3. The study will help to eliminate some bad impressions and misconceptions about girl-child education. For instance the notion that if a girl is educated, she will definitely end up in the kitchen.

4. The study will create an awareness that negative cultural practices like early marriage, the "trokosi" system where young virgins are sent to shrines to serve the fetish priest for the offense committed by a relative, and child betrothal that hinder human development and progress especially with regards to the girl-child are not good.

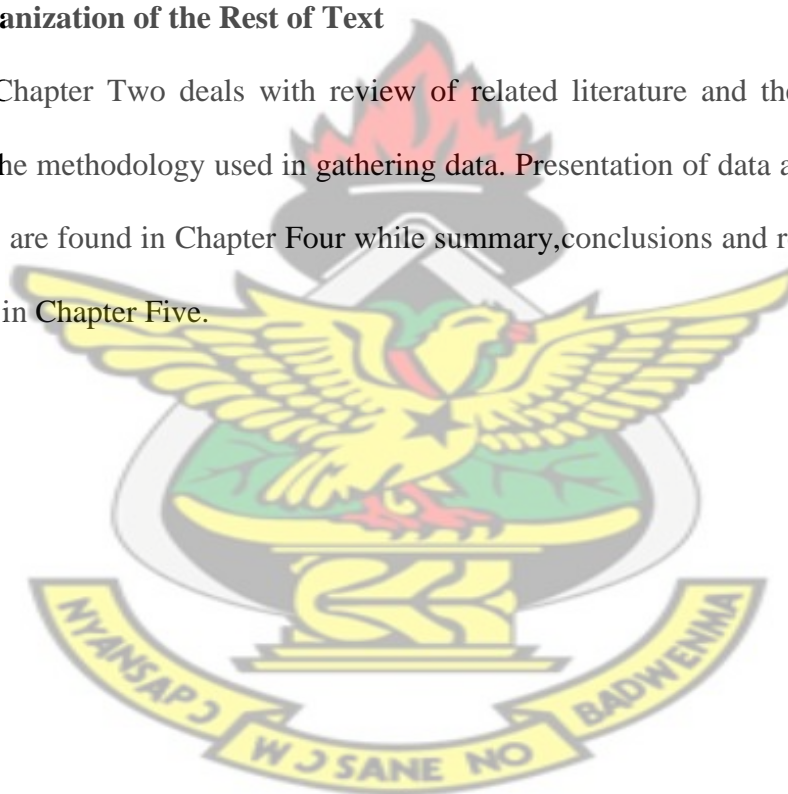
5. The outcome of the study will be valuable for the training of teachers, particularly art teachers. This is because it will enable them to identify the appropriate methods to use in teaching.

6. The thesis provides a body of knowledge that will serve as a reference to researchers. For example researchers who will conduct research in similar situations can use this work as a source of reference,

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### **1.9 Organization of the Rest of Text**

Chapter Two deals with review of related literature and the Chapter Three entails the methodology used in gathering data. Presentation of data and discussion of findings are found in Chapter Four while summary, conclusions and recommendations are also in Chapter Five.



## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### 2.1 Overview

This chapter forms the framework of the study. The researcher selected and reviewed documents that are related to the study. Apart from definitions of education and their types, the review also focuses on factors that influence girl-child education, gender equity and vocational education which were sourced from books, theses and other secondary sources.

#### 2.2 Meaning of Education

Education has been defined to mean many things by various authors. Offorma (2009), Afful Broni and Ziggah (2006), Ocho (2005), Bhushan (1997) and Aggarwal (1995) see education as the process of providing information to an inexperienced person to help him or her develop physically, mentally, socially, emotionally, spiritually, politically and economically. These authors say that the definition given means that the individual has to acquire adequate and appropriate knowledge, skills and attitudes 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.

Annor (1997), Bishop (1995) and Shafritz (1988) are of the view that education is what happens to human beings from the day they are born to the day they die. They perceive education beyond schooling and think it is a process that covers the total lifespan of every human being. This implies that education is more than a formal process and amounts to something more than formal learning as well.



Antwi (1992) sees education as sharing, transmission or imparting of knowledge that is worthwhile. He adds that education is a process which involves helping those who are taught to become aware of what is happening. Arends (2002) claims that the proper meaning of education covers these four important aspects of how we become educated:

1. The necessity of having and manipulating knowledge, skills and information.
2. The helpfulness of teachers, without requiring them.
3. The constant need to see through the inherent illusion that arises from our unconscious mind.
4. Our inability to influence our states of mind.

Based on the four criteria given, Arends sees education as a process of cognitive cartography which is explained as what all learners do to develop a map of reliable methods of getting from negative state of mind to positive state of mind.

It can be inferred from the various definitions that education is the process of creating the awareness which leads to critical thinking and in effect leads to human development. In other words, education opens one's eyes about something for the person to get an interest in it and then develop a positive attitude towards that.

## **2.3 Types of Education**

### **2.3.1 Formal Education**

Norris (1999) and Nie, Junn & Stehlik-Barry (1996) explain formal education as a process which helps one to acquire verbal and cognitive proficiency so that he/she would be able to construct his/her own ideas and thoughts critically. The definition above indicates that formal education aims at opening people's minds so that knowledge and skills acquired can be used profitably. Besides, Krueger & Mikael



(2001) and Farrant (1996) agree that formal education is a process whereby children are provided with the tools for learning, such as reading, writing and manipulating numbers. It also introduces the children to the richness of the wider world and gives them the chance later on to obtain work and make a meaningful contribution to society. The authors imply that when children are given the necessary tuition, they will be able to read and write. When they are able to do so, it will help them to develop themselves and the society as a whole.

Annoh (1997) has the same idea as Shafritz (1988) that formal education is the process of acquiring new knowledge and skills through the benefit of structured teaching. They further explain that formal education is that which is deliberately planned and is guided by specific aims and objects, it should be time bound.

### **2. 3. 2 Informal Education**

Norris (1999), Annoh (1997) and Shafritz (1988) have indicated that informal education is the process of acquiring new knowledge and skills without the benefit of structured teaching. Thus, it is based on a style or approach in which desired skills or behaviours are reached through means that are not intentionally organized, structured or planned. The authors simply see informal education as a way of behaviour that has been traditionally accepted by the society and does not necessarily take place in the conventional classroom although some aspects of informal education do occur in the classroom.

Roy and Woodcock (2010) point out that informal education is that learning which goes on outside of a formal learning environment such as a school, a college or a university. In other words they view informal education as learning which occur outside the classroom or lecture theatre. Smith (1997) adds that informal education is

just the learning that goes on in our daily lives or learning projects that we undertake for ourselves. It can be seen that informal education is incidental as it does not occur in the formal classrooms and is not planned. It occurs unintentionally and the education can come from anywhere including one's home and church.

### **2.3.3 Non-Formal Education**

According to Spronk (1999), non-formal education is any skill that one acquires while he or she is growing. Carron and Carr-Hill (1991) define non-formal education as all educational activities organized outside the formal system and designed to serve identifiable clientele. Farrant (1996) sees non-formal education as any organized activity, outside the structure of the formal education system that is consciously aimed at meeting specific learning needs of particular groups of children, youths or adults in the community. Addison (2009) adds that non-formal education takes many forms like adult education, continuing education, on-the- job training, accelerated training, farmer or work training, functional literacy, extension services and second-chance schools. These three types of education reviewed are relevant to the study in the sense it will help the researcher to know how to explore the selected visual art activities with the girls.

### **2.4 Educational Reform in Ghana**

Ghana's education has gone through a lot of amendments since independence. According to Agyenim-Boateng (2011), as soon as Ghana gained independence, the Education Act of 1961 came into being and the Dzobo Report also gave birth to the Junior Secondary School (JSS) Concept in 1973. In 1974, the New Structure and Content of Education designed by the Dzobo Committee were implemented. There

was also an Education Commission Report on Basic and Secondary Education which also brought about the 1987/ 88 Education Reform Programme.

The Free Compulsory Universal Basic Programme which was enshrined in the 1992 Constitution was introduced in 1996 and the Ghana Education Trust Fund set up by the GET Fund Act 581 was implemented in 2000 to make sure that every child gets access to basic education in Ghana. The Jophus Anamuah-Mensah's Committee 1992 Constitution was introduced in 1996 and the Ghana Education Trust Fund set up by the GET Fund Act 581 was implemented in 2000 to make sure that every child gets access to basic education in Ghana. The Jophus Anamuah-Mensah's Committee which was set up by the former president of Ghana, H. E John Agyekum Kuffour in 2001 also reviewed the education system and proposed a new structure to resolve the flaws identified by the Committee. The 29 member Anamuah-Mensah Committee report brought about the 2007 Educational Reform which is still in use but with a slight change to that of Senior High School (Ghana Government Official Portal website, 2010).

The new Education Reform had the following elements: two years of Kindergarten, six years of Primary School and three years of Junior High School and four years of Senior High School education. This makes up a total of eleven years Universal Basic Education. From the JHS, students who pass the Basic Education Certificate Examination (BECE) are expected to enter the SHS for four years. The current government has reverted this from four to three years. At the SHS, students are expected to offer any course of their choice for a period of four years (now three years).

The Anamuah-Mensah Committee also placed emphasis on Literacy, Numeracy, Creative Arts, ICT and Problem Solving Skills at the Basic level. Apart

from the Kindergarten and Lower Primary where the Ghanaian Language of the school's location is used alongside English, at all other levels the medium of instruction is English.

The New Education Reform also introduced Creative Arts to the Primary school curriculum and Basic Design and Technology to the Junior High School (JHS) curriculum. Both constitute the nine-year Basic Education system in Ghana. These subjects were introduced in the basic school curriculum to enable both primary and JHS students to exhibit their inherent skills so that these skills could be used to solve problems in the society in which they live. The reform designed the JHS curriculum to consist of nine subjects which are English Language, Mathematics, Integrated Science, Social Studies, Ghanaian Language, Information Communication Technology, Religious and Moral Education, French and Basic Design and Technology. The Basic Design and Technology comprise Pre-Technical Skills, Home Economics and Visual Arts and students can choose to study one of these areas. The general aim of the JHS courses is to equip students with basic life skills which can help them to solve some problems in life.

## **2.5 What is Gender?**

According to Fant (2008), gender is being male or female. Evans-Solomon (2004) explains gender as the perception of maleness or femaleness related to our membership in a given society. Fant(2008) is of the view that the society assigns roles based on a person's sex. He adds that some of the roles are assigned while some are shaped by ideology, culture, religion and economic development. Gender roles, according to the author, are learned behaviours in a given society or community or

other social groups through activities, tasks and responsibilities that are perceived as fit for males and females.

### **2.5.1 Gender Equity**

According to Osita-Oleribe (2007), gender equity is whereby both males and females are given equal opportunity either in school, work place and the society in which they live. Ngounoue (2010) also adds that gender equity is a fair and reasonable way of behaving towards males and females so that both are treated equally without any discrimination.

### **2.6 Girl-child Education**

According to Evans-Solomon (2004), girl-child education is any formal education that the girl-child receives to enable her acquire knowledge, skills, good habit, values and attitudes. The values that the girls acquire through education can help them to exhibit their talents. Offorma (2009) explains girl-child education as education girls receive through learning and it can be formal or informal. She adds that it is very important that girls are given equal opportunities as boys to enable them use what they have learnt to solve problems in their society. Girl-child education has since been given a boost in some parts of Ghana (Evans-Solomon, 2004).

### **2.7 Factors that Influence Girl-Child Education**

Randell and Gergel (2009) and Rena (2007) give some of the factors that influence Girl-Child Education as follows:

- Curricula that reinforce traditional gender stereotypes.
- Cost of Primary and Secondary Education.



- Inadequate sanitation facilities and lack of provision of sanitary.
- Cost of basic and secondary education.
- Sexual harassment by male teachers and classmates
- Lack of female teachers as role models

Ocho (2005) adds that in developing countries, despite the decrease in the gender gap, girls still receive less education than boys for reasons such as institutional structure which exhibits biases against girls' school choice and cultural impediments. In India, specifically Andhra Pradesh, Rena (2007) found that parents' inability to pay their wards' school fees have made them to decide not to send their girl children to school because of inadequate income. Rena (2007) claims that parents try to keep the girl- children in the house with the view that the girls will help them both in the farm and also take care of the younger siblings. On the other hand, parents in Andhra Pradesh who managed to send their girl-children to school withdrew them so that they can help their mothers to manufacture local cigarettes known as "beedi" which they sell to earn money for survival as well as for the girls' marriage in future. Other factors that militate against girl-child education, according to Fant (2008) and King & Hill (1993), are demand and supply factors while Hyde (1993) adds household, societal and institutional factors.

Lungwangwa, Kelly & Sililo (1999) agree with Odaga and Heneveld (1995) that the factors that impede girl-child education are school-related factors, political and institutional factors, socio-cultural factors and socio-economic factors. The school-related factors and political and institutional factors represent supply whiles socio-cultural factors and socio-economic factors represent demand. The socio-economic and socio-cultural factors can further be characterized as limiting the



demand for female education. The authors opine that at the household and community levels, demand for female education is limited, particularly in poorer communities and rural areas. The authors claim poverty is a major depressing factor that prevents female education and where resources are scarce and choices have to be made, boys are more likely to be sent to school.

Socio-cultural factors are a major deterrent to schooling for girls. This is because some parents hold very strong negative views or are ambivalent about girls' schooling and see little relevance in formal education for girls. Bista (2004) and Houston (2003) are of the opinion that social and cultural beliefs, practices and attitudes often do not favour girls in their pursuit of education as boys. The authors cite factors that influence girl- child education in Ghana as financial factors, societal / parental attitudes to girls' education and lack of female role models. Houston's(2003) explanation is that financial strain on parents particularly parents in the rural areas who are unable to provide some basic needs of their girl-child is an obstacle for their girl- child to further their education.

Kasente (2004) and Kukuru (2003) mention that in Uganda, early marriage is a factor that influences girl- child education. They found out that when the girl- child grows and marries, it helps the family to escape the route from poverty. The authors found that parents think that if their girl children are sent to school, they will get pregnant and the parental investment in them will be a waste of money. Holmes (2003) expounds that overall, females receive less education than males, and they tend to dropout, or are withdrawn earlier for economic and social-cultural reasons. According to Holmes, the opportunity cost of sending female children to school in the rural areas of Uganda is very high. Parents therefore push their girls to marry early

and the early marriage of the girls helps the parents to acquire a lot of money since the benefit of their schooling will not be accrued to their parental household.

Lifanda (2005) also emphasizes on the negative social attitudes and cultural practices which serve as a hindrance to girl child education in Nigeria mainly because parents have preference for their boys' education over that of girls. The reason given is that the family name is preserved in the lineage of the male child, hence the male or boy child should be given better education than the girl-child. Lifanda explains that the belief that women are mainly brought up for the purpose of reproduction and domestic activity hinders the need to educate the girl-child as it is considered a waste of resources. The author further explains that some fathers in Nigeria think it is of no use to send their girl-child to school because she will by all means marry and will become another person's family member. Also, if a girl-child is educated, it will be very difficult for her husband to control her in marriage due to the knowledge she has acquired. Lifanda (2005) also mentions that one ethnic group in Mali prevents girls from attending school because their religious beliefs and attitudes remain very strong and for that matter women are not allowed to participate in literacy classes. He again points out that girls are not permitted to be seen in public places where they would mingle with the opposite sex. For this same reason, the girls in a village in Nigeria are also not able to attend school.

According to Randell & Gergel (2009), the four main factors that affect girls' education in Nigeria are macro-level factors, legal and policy factors, school-related factors and socio-cultural factors. The authors explain the various factors as follows: the macro-level factors are poverty, inadequate educational resources, HIV/AIDS, continued economic dependence on former colonial powers, and urban versus rural resource disparities. The legal and policy factors are lack of government funding for

schools and teachers, lack of free basic education and lack of financial incentives for girls education. They outline the school-related factors as curricula that reinforce traditional gender stereotypes, inadequate sanitation facilities and lack of provision of sanitary materials for teenage girls, lack of female teachers as role models and sexual harassment by male teachers and classmates. Randell & Gergel give the socio-cultural factors as sexual and gender based violence, child labour and domestic labour, early marriages and education for boys being more highly valued.

It can be inferred from the literature cited that the factors that limit girls participation in formal education ranges from finance to religion and male attitudes to women and girls. These factors have been categorized by Odaga & Heneveld (1995) in Figure 2.1. As seen from the diagram below, the outcome for girls is absenteeism, high levels of dropout and levels of illiteracy particularly in the developing countries.



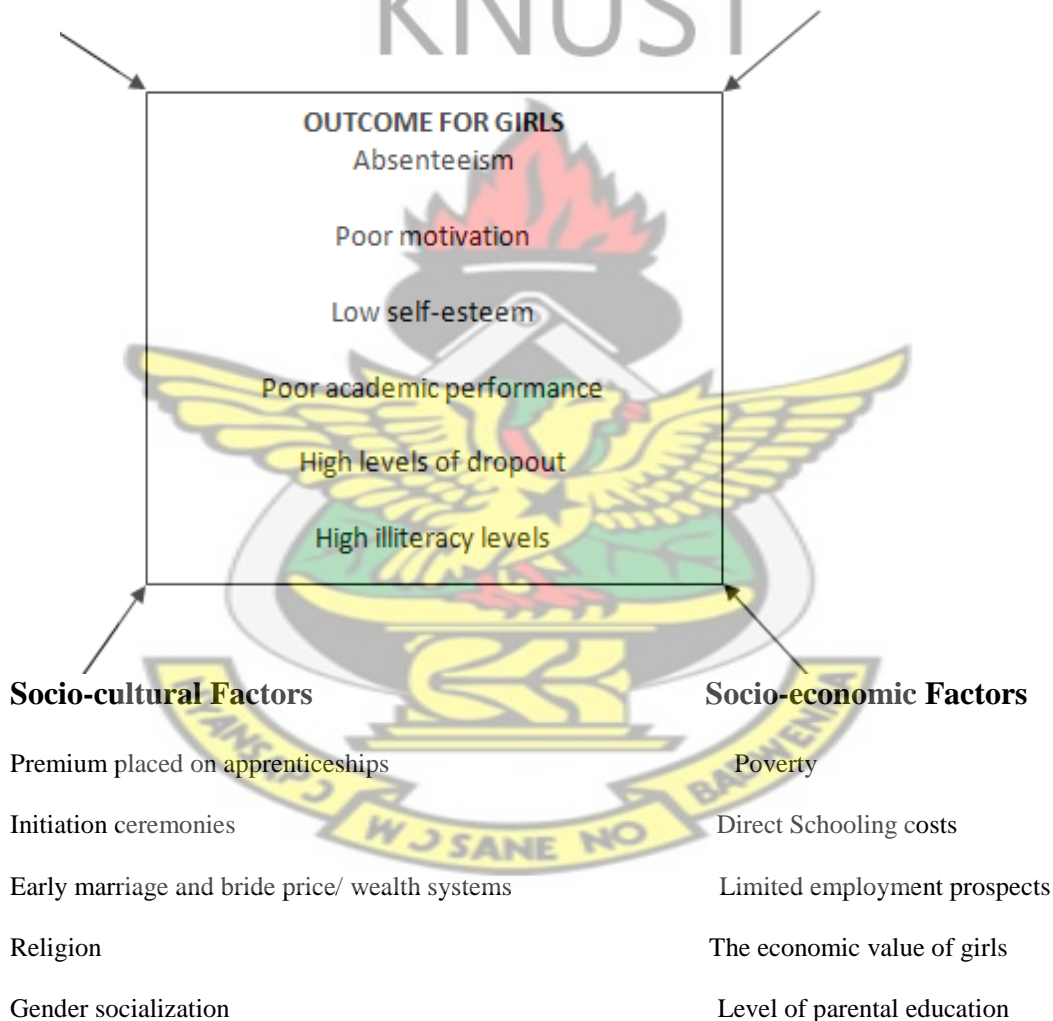
**Fig 2.1: Factors that influence girls' education.**

**School Related Factors**

Prohibitive costs of schooling  
 Irrelevant curricula  
 Long distance to schools  
 Sexual harassment and/or liaison  
 Pregnancy

**Political and Institutional Factors**

Political instability and civil strife  
 Unclear girls' education strategy  
 Low status of women  
 Fiscal crisis  
 Limited employment



Source: Odaga and Heneveld (1995)

Adetunde and Akensina (2008) cite some of the factors that influence the girl-child education in the Kassena-Nankana District of Upper East Region, Ghana, as poverty,

long-held negative attitudes about women's intellectual capabilities, teenage pregnancy, early marriage, examination failure in mathematics and science, and the traditional division of household labour that continues to keep vast numbers of girls out of the classroom.

Furthermore, Wilson (2010) adds that some of the barriers to girls' education are low levels of parents' education, religious practices, poverty and pregnancy. Wilson stresses that due to these factors some girls in Africa, especially Malawi, are unable to go to school as their male counterparts. As a result, girls have been relegated to the background and find it difficult to forge ahead in life.

Anin and Huq (2008) are of the opinion that girls in Bangladesh are prevented from schooling by marriage. According to them, parents prefer collecting dowry prices on their girl children than to send them to school. The reason is that the parents think it is a waste of resources to send the girl child to school because at all cost the girl will marry and her education will be useless.

Ngounoue (2010), Hart (2009), Uwakwe (2008) and Osita-Oleribe (2007) assert that girl-child education has suffered several setbacks over the years due to socio-cultural, economic and political factors. They add that girls constitute the largest population of illiterate children world wide and because they are discriminated against in education they are unable to occupy high positions as their male counterparts. In view of this there has been a serious human and economic impact on the society. Hart stresses that despite the Kenyan government's abolition of fees, more than 800,000 children continue to miss out in education particularly girls. By investigating why girls were still out of school, Hart (2009) found the cause to be pregnancy, sexual harassment, negative parental attitude towards education and gender stereotypes. Although these factors exist, Hart believes girls need to be



empowered in order to become future leaders, self-fulfilled individuals and role models in the communities. In Malawi, cultural factors and gender-specific attitudes about the division of labour also shape decisions about whether a child should or should not be in school (Davison and Kanyuka,1992).

## **2.8 Strategies to improve Girl-Child Education**

Mumba (2002) explains education as a tool which helps human beings to develop very well. Education for girls in Zambia was not encouraging so the Programme for Advance Girls Education (PAGE) was instituted in 1994 to focus on capacity building, gender sensitization, and quality education for all children especially girls. This was done to empower girls and women to fully participate in economic and social development of the nation. Pigozzi (1999) thinks an important aspect of the measures that can be taken to mediate girl child education is to check the mental and physical health of the girl, her economic needs and educational needs. The author insists that life skills such as safety and sanitation are very important to the girl-child so she must be taught this. To Pigozzi attention must be paid to skills training to increase the livelihood of girls and women.

To increase the participation of girls in secondary school in Malawi, the government of Malawi in 1993 adopted a policy which allowed girls who had become pregnant to return to school one year later (Mazloun, 2000). This was because 585 girls were dismissed from school due to pregnancy from 1997 to 2000 while 541 were readmitted within that same period as a result of the policy. Bernard (2000) is of the view that making education free and compulsory is the keystone of any national plan to eliminate gender disparity in education and achieve universal education. Bernard emphasizes the need to make the classroom more child-centred and gender sensitive so that there will be high enrolment rate for girls. Bernard adds that both male and



female teachers must receive training in gender awareness in the classroom and be given regular salaries so that they can help implement the policies that will be introduced. Furthermore, the author adds that allowing young mothers to return to school and providing alternative education for girls also increase girls' participation in education. Bernard (2002) cites an example that in 2000, Chile allowed girls who had dropped out of school due to pregnancy to continue and complete their education after they have given birth while in Turkey, learning centres were opened in five provinces to enable girls who did not get formal education acquire alternative education.

Another strategy that Bernard (2002) talks about is to recruit more female teachers who can serve as role models and make the girls feel more comfortable in school. Besides, girls must be given the opportunity to participate in sports because female athletes gain recognition and they become mentors to others. Through sports, girls are given the chance to be leaders and improve their confidence and self-esteem.

According to Vescio (2005), sports play a major role in girl-child education. That is when girls are involved in sporting activities it helps them to stay in school and the sports also broaden their minds. He suggests that girls should be forced to engage in sports so that it can be used as a strategy to boost girl-child education. Similarly, Bernard (2002), says sports can contribute to achieving gender parity in education because as girls participate in sports, they acquire new interpersonal skills. And through additional social networks, the girls gain access to different opportunities which allow them to become more engaged in school and community life. The author cites an example that in Romania, sports has increased school participation among girls and their academic performance as well. Lincove (2006) agrees with Bruce (1997) that educating girls produces considerable social and welfare benefits, such as lower infant mortality and fertility rates.

In Bruce's (1997) view, girls' education in Ghana has some strategies which are quantitative (targeting access to and participation in education), and qualitative (focusing on transforming the learning environment and increasing achievement). They also include improving management efficiency, which could increase retention and completion. Other strategies that can help increase access to education of girls are:

- Use of role models.
- Mobilising parents, communities and the private sector in support of girls' education.
- Supporting guardians or parents to cater for their children or wards schooling.
- Addressing local problems.

The qualitative strategies in girls' education are:

Making education relevant to the lives of girls

- Providing incentives to female teachers to teach in remote areas.
- Providing teachers with sensitisation and training.
- Increasing the supply of school infrastructure or teaching and learning materials.

In a speech on the strategies to increase girls' education, Kofi Annan, UN Secretary General mentioned at the World Education Forum in 2000 that

No development strategy is better than one that involves women as central players. It has immediate benefits for nutrition, health, savings and reinvestment at the family, community, and ultimately country level. In other words, educating girls is a social development policy that works. It is a long term investment that yields an exceptional high return. We need those with power to change things to come together in an alliance for girls' education: governments, voluntary progressive groups and above all, local communities, schools and families. (p.11)

Tomasevski (2005) and DeJaeghere (2004) are of the view that there must be a strategy which will ensure that all girls start and finish primary school. Their reason is that education is a lever to provide girls with choices in life. Because primary

education may not be enough, the authors add the need to apply human rights law to mould girls' education. This suggests that girls should have an equal right in education and their equal rights should be promoted through education. Tomasevski (2005) and DeJaeghere (2004) further stress that integrating girls into mainstream schools without altering curricula and textbooks perpetuates the stereotypes that impede gender equality. They indicate that some textbooks tend to portray women as staying at home while men are making history. An example is where textbooks in Peru, women are mentioned ten times less than men while in Croatia, the study of secondary school textbook showed that sons are the subject of 42% of the material on family life, and daughters only 17%.

The Government of Ghana introduced an Education Strategic Plan from 2003 to 2015 which indicated that there should be increase in access to and participation in education and training (Ameyaw Akumfi, 2003). Thus, girls and other disadvantaged groups, must be encouraged to enroll in school. Besides, the Education Strategic Plan stipulates that there must be improvement in the quality of teaching and learning for enhanced girls' achievement in school. Vocational/Technical education must be improved and extended to all schools so that girls will be motivated to go to school.

Randell and Gergel (2009) outline some strategies that can improve girl-child education and these strategies are as follows. The first strategy is making the classroom more child-centred and gender sensitive. To the authors teachers should involve students in their lessons so that the girls will be able to participate actively in class. The authors cite an example in Guatemala, where teachers used participatory teaching and learning methods to encourage girls to express themselves freely in class. In addition, teachers make full use of the local language in teaching for students to understand whatever is being taught and this has improved the enrolment rate of

girls in schools. Randell and Gergel mention that in Zambia, the Ministry of Education has recruited and trained teachers to become sensitive to gender and child rights issues in the country. They recommend that both female and male teachers should receive training in gender issues so that they can cope with every student in the classroom. Without this, some teachers may value and encourage boys' participation in class more than they value girls' and may allocate school tasks along strict gender lines, leaving girls to sweep the floors and the toilets.

Another strategy that Bernard (2002) mentions is eliminating gender bias from textbooks and learning materials. He outlines that in Viet Nam, the government has developed a new gender-sensitive teacher-training module which ensures that textbooks are gender neutral and has increased girls' enrolment in school to 28 percent. More so, Bernard (2002) is of the view that supplying safe water and latrines encourage girls to go to school. The reason is that some girls drop out of school at the onset of menstruation partly because there are no separate toilet facilities for both boys and girls. This shows that a wide variety of strategies could be implemented to promote girls' education across the world.

## **2.9 Alternative Education for the girl child**

According to Dennis and Fentiman (2007), alternative education is the overarching term that refers to all types of education programmes that are often not considered formal education programmes by agencies, governments and donors. To them, alternative education normally goes on outside the classroom. The authors explain that alternative education programmes are generally designed for children and youth who have missed the opportunity to go to school or who have dropped out of school.



Baxter and Bethke (2009) define alternative education as a perspective and not a procedure or programme. They explain that alternative is based upon the belief that there are many ways to become educated as well as many types of environments and structures within which this may occur. The authors stress that alternative education helps to achieve the goals of Education for All (EFA) and improvement of the quality of education. Baxter and Bethke say there are two broad types of alternative education programmes which are those that provide an alternative means of access to education (for example, accelerated learning programmes and home-based or community-based schools) and those that are alternative in curriculum provision.

The authors explain the alternative access programmes as those that provide alternative methods of delivery to “fill the gap” of education provision for children who are not enrolled in the formal system due to age, gender, ethnicity or geographical location. Alternative access programmes generally include the use of a formal curriculum and pedagogy. According to the Baxter and Bethke(2009), case studies in Nepal, Sierra Leone as well as Liberia reveal that the introduction of such programmes often improve quality at the learner level but may not always address quality concerns related to the overall education system. Alternative curriculum provision programmes are those that offer non-traditional/alternative subjects such as HIV and AIDS prevention or landmine awareness within traditional formal curricula and sometimes in parallel to the formal system. Alternative curriculum provision programmes are designed to change behaviour.

The discussion shows that alternative education may aim to support different types of skills to those in the formal system (professional and vocational training programmes) or aim to provide additional support to young children who might still have the opportunity to gain access to the formal system but require a particular kind



of support to enable them do so. As Rose (2007) says, alternative education covers all educational activities that fall outside the traditional school system including special programmes for school dropouts, gifted students and home schooling.

## **2.10 Vocational Education**

According to Addison (2009), vocational education is instruction intended to equip individuals for industrial or commercial occupation. It may formally be obtained either in Trade Schools, Technical /High Schools, or on the job.

Vocational education in schools is a related modern development and that until the 19<sup>th</sup> century such education, except for the professions, was provided only by apprenticeship. Annor (1989) is of the view that vocational education has the advantage of producing self-employable persons, reducing rural-urban migration. Being more practical oriented in approach, it help to produce the needed labour force for industrial and technological development, and it leads to productivity and national development.

Chin-Aleong (1993), Strong (1990) and Pucel (1990) as cited in Akyeampong (2002) add that the aim of vocational education is to give training for the various vocations like catering, basketry, leatherworks, and textiles. They further state that the traditional and universally accepted purpose of vocational education in general has been the provision of occupational skills for employment. Kyere (2009) as cited in Asante Kyei (2006) and Puakyiene (1996) say vocational education help learners acquire academic and technical knowledge and skills that prepare them for further education or career. The authors imply that vocational education may serve as a means to an end but may not be the end itself. This indicates that learners may acquire

the fundamental knowledge and skills necessary for higher education and training in post secondary institutions or workplace itself through vocational education.

## **2. 12 Entrepreneurial Skills**

Anayakoha (2006) as cited in Oviawe (2010) claims the entrepreneur is one who chooses or assumes risks, identifies business opportunity, gathers resources, initiates actions and establishes organization or enterprise to meet such demand or market opportunity. The author says the entrepreneur is seen as an independent, self-sufficient individual who is willing to sink or swim with his/her ideas. Thus the entrepreneur is a person who in the bid to survive makes profit and owns his/her own business. The author opines that the entrepreneur utilizes his abilities effectively and potentials confidently and further awakes his ability to maximize his potentials through the discovery of new and existing business ideas. Oviawe adds that through the process involved in entrepreneurship, success habits are imparted as the person develops entrepreneurial integrity and entrepreneurship skills are equally learnt in the process.

Eno-Obong (2006) claims entrepreneurship refers to an individual's ability to turn ideas into action. It includes creativity, innovation and risk taking as well as the ability to plan and manage project in order to achieve objectives. This supports individuals, not only in their everyday lives at home and in society but also in the workplace. To him the entrepreneur should be able to identify available opportunity for personal, available opportunities for personal, professional and business activities, Besides, he should be able to relate to proactive project management (involving, for example the ability to plan, organise, manage, lead and delegate, analyse, communicate, debrief and evaluate and record). Rwigema and Venter (2004) as cited

Isaacs, Visser, Friedrick and Brijlal(2007) define entrepreneurship as the process of conceptualising, organizing, launching and through innovation- nurturing a business opportunity into a potentially high growth venture in a complex, unstable environment. From the above definition, at least four key components can be deduced: firstly, it involves a process which is therefore manageable, secondly it creates value in organisations and the market place where there was nothing before, thirdly, it also requires resources uniquely integrated as the purposeful intervention by an educator in the life of the learner to impart entrepreneurial qualities and lastly, skills to enable the learner to survive in the world of business.

Alberti, Sciascia and Poli (2004) agree with Rwigema and Venter and add that entrepreneurship education is the structured formal conveyance of entrepreneurial competencies, which in turn refers to the concepts, skills and mental awareness used by individuals during the process of starting and developing their growth- oriented ventures. Acquisition of entrepreneurial skills could be facilitated through Visual Arts education.

## **2.12 Visual Arts Education in Ghana**

According to Addison (2009), art is a discipline for the development of the intellect. To him, the development of the senses of sight, feeling, beauty, balance, order and appreciation, are necessary for the promotion of learning, and is made possible through artistic training. Art is therefore an essential tool in education. Agyenim-Boateng (2011) says art is human conception made manifest by the skilful use of a medium. It signifies a doing, a making, a fashion or putting together. Art usually implies anything that is accomplished by human skill. Art is thus described as a pivot around which creativity revolves and the basis of all forms of education.

The Ghana Visual Arts programme which is offered at the Senior High School (SHS) comprises Basketry, Ceramics, Graphic Design, Leatherwork, Picture making, Sculpture, Jewellery, Textiles and General Knowledge in Art (Addison, 2009). Apart from General Knowledge in Art which is a core course and compulsory for all Visual Arts students, each student is required to study two other Elective subjects as a means of getting them exposed to a variety of vocational skills and career opportunities. On the other hand, Visual Arts is an option of Basic Design and Technology (BDT) which is offered at the JHS level which has of Pre-Technical Skills and Home Economics as the other options. At this level, the students offer all three areas in the first and second year of JHS and then at JHS 3 major in one of these areas. The aim for the BDT at the JHS level is to help students develop the ability to think and act creatively with visual materials. This will help students acquire some skills so that after school students who would not be able further their education can set up their own businesses after gaining some more knowledge and skills through apprenticeship. According to Addison (2009), the study of Visual Arts provides a creative base for small-scale and rural art industries. Students who take the programme seriously are able to acquire skills like cutting, designing, drawing, painting and the rest to produce high quality products which can attract a good market. The implication is that JHS students who study Visual Arts could gain entrepreneurial skills that would enable them to survive if they end their formal education at this level. Visual Arts activities can thus boost girl-child education and empower JHS female students to achieve survival skills that they can engage in as a livelihood in and outside of school.

### **CHAPTER THREE**

#### **METHODOLOGY**

### 3.1 Overview

This chapter discusses the process of data acquisition and how the research was planned. It covers the research methodology used, the size of the population for the study and sampling techniques employed in selecting the participants from whom data for the study were obtained. This gives a vivid explanation of the population and sample sizes, and the data collection instruments and procedures used.

### 3.2 Research Design

The researcher employed qualitative method for the study. Qualitative research method is the type of methodology in which the description of observation is not ordinarily expressed in quantitative terms (Leedy & Ormrod 2005). Although qualitative research uses numbers or numerals, it places more emphasis on methods of description such as narration and observation. The qualitative research method analyses, describes and gives interpretations to insights that are discovered. It asks broad questions and collects data from participants.

According to Enti (2008), the aim of qualitative research is to select either informants or documents or visual images who or that will best answer the research question(s) or meet the objectives of the study. The four parameters that must be noted in such a study are (1) the setting or where the research will take place, (2) the actors, that is those who will be observed or interviewed, (3) what the actors will be observed doing or interviewed about, and (4) the process (the evolving nature of events undertaken by the actors within the setting). However, data gathered from qualitative research are sometimes expressed in quantitative terms such as tables and charts.



Given (2008) is also of the view that in quantitative and qualitative analysis it is important to summarise all data gathered so that it will be very easy to study it. In qualitative research, descriptive statistics are typically observed in mixed method for example, action research, or other qualitative designs. In this study, the researcher used participatory action research in order to acquire the necessary information about why the girls at Trabuom do not attend school and then find an intervention to resolve the existing problem.

Participatory action research method is a method in which the researcher works with the group under investigation, that is to say he or she takes a lead of the group on what is to be done (Creswell, 2002). McAlpine (2005) explains that participatory action research is based on the fundamental principle that people are best equipped to research when they are able to understand, explain and address issues bordering them. Participatory action research protagonists maintain that practitioners are more likely to make better decisions and engage in more effective practices if they are active participants.

### **Profile of the Sampled School**

Trabuom Roman Catholic Junior High School (R/C JHS) is located within the Atwima Kwanwonma District of Ashanti. It was established in 1935 by one Rev. Muuwsen who started the school with only five students. Because the school is a faith-based (mission) school, it is being managed by the Rev. Father of the local church in the town and he supervises the activities of the school. The school has two streams with one headmistress. Teachers are appointed by the Ghana Education Service. The school has a population of about 250 students and the boys are about 190 and the girls are about 60. The classrooms are over crowded and the boys and girls sit

together. It is the only basic school in the town. Some of the students also come from nearby villages to the school. The level of discipline in the school is very low and so norms and traditions such as punctuality and regularity are not observed by both teachers and students. The school has a very big land and so it has used some for a school farm and also a big football pitch. The male teachers who teach in the school are 14 while female teachers are 4. The uniform that the students wear is the same as the uniform that all catholic schools wear which is green and white for the girls and white shirt and khaki shorts for boys.

### **3.3 Population**

Population here refers to the group of people the researcher used to get the results of the study (Leedy & Ormrod, 2005). According to Agyenim Boateng (2011), target population (ideal choice) is the actual population for which the researcher would use the findings to generalize the research findings. The target population in this enquiry comprised all female students in the Junior High Schools within Trabuom educational circuit their teachers their parents. From this heterogeneous population, the accessible population consisted of all female students of Trabuom R/C JHS, teachers and parents. The adult target population was made up of teachers, the headmistress of the school, District Education Officers, the Queen Mother, elders of the community and parents.

### **3.4 Sample and Sampling Technique**

Sampling, according to Leedy & Ormrod (2005) is the process of selecting a number of individuals for a study in such a way that the individual selected will represent the larger group. Fraenkel & Wallen (2009) explain sample as a group in a research study from which information is obtained. The purposive sampling technique

was used to select the population of students. Convenience sampling technique was also employed to select those who could provide the needed data. Besides, the researcher had to use convenience technique to select students for the project.

### Sample

The sample use for the research were girls chosen from JHS 1-3 for both streams A and B. Ten girls were chosen from each class and the criteria for the selection was based on punctuality and regularity. Besides, the headmistress of the school and ten other teachers were also sampled and their selection were also based on punctuality and regularity. There were seven male teachers and three female teachers. In addition, one hundred and forty three parents and elders were conveniently sampled. Out of this number, sixty were male and eighty three were female. The total number of population sampled were 215

**Table 3.1 Sample size**

Participants	Male	Female	Ages	Experience
Headmistress		1	38	12years+
Teachers	7	4	30+	10years+
Parents& Elders	60	83	40+	0
Students		60	13+	0
Total	67	148		

### 3.5 Data Collecting Instruments

Observation and interview were the data collection instruments adopted for the study.

## Observation

According to Fraenkel and Wallen (2009), the researcher can choose either to observe or participate in the activities taking place. Observation in a qualitative study is intentionally unstructured and free-flowing. Thus the researcher shifts focus from one thing to another as new and potentially significant objects and events presents themselves (Given, 2008). There are types of observing behaviours; however, non-participant observation technique was adopted in order to achieve the stated objectives. Non-participant observation is a method of data collection in which the researcher do not participate in the activity being observed but rather “sit on the sidelines” and watch. The researcher does not directly involve him or herself in the situation he or she is observing. The naturalistic observation was used in the sense that she observed the girls in their natural setting and did not make any effort whatsoever to manipulate variables or to control their activities. The researcher used to observe the girls during teaching and learning process every day for a period of eight weeks. The technique used by the researcher was appropriate in the sense that it gave her the opportunity to gather and also record the necessary data.

### Observation check list

Observation check list is a set of questions or guidelines that the researcher writes down to guide him or her on what to look for during the observation process. The researcher checks his or her observations against the checklist to prevent him or her from observing things which would not be relevant to the project. The observation check list was used to guide the researcher on what to look out for when observing participants ( Agyenim-Boateng, 2011). An observation check list was also used as a guide for the researcher to follow and observe specific behavior that goes on in and

out side the classroom ( Appendix E). This was to assist the researcher to observe the behaviour, activities, movements and relationships between teachers and students.

## **Interview**

According to Ackroyd & Hughes (1983), interviews are encounters between a researcher and a respondent in which the latter is asked a series of questions relevant to the subject of the research. The respondents' answers constitute the raw data which is analyzed at a later point in time by the researcher. The four major types of interview according to Cohen & Manion,(1989) are the structured interviews which is strictly formal, unstructured interviews that are the open situation, having gender flexibility and freedom thus the non- directive interviews and the focused interviews. The researcher opted for the unstructured and focused interviews. The unstructured interviews were chosen because it would allow the informants to express themselves freely and also enable the researcher acquire rich information. On the other hand, the hallmark of the focused interviews was to use group interaction to generate data and insights that would be unlikely to emerge without the interaction. The technique inherently allows observation of group dynamics and firsthand insight into the respondents' behavior and attitudes.

## **Interview guide**

According to Fant (2008), an interview guide is similar to a questionnaire and both are set of questions to be answered by participants of a study but with an interview guide, the questions are administered by the researcher and information



gathered are recorded. The set of questions which the researcher wrote was used as a guide to acquire information from all participants (Appendices B, C, D).

### **Validation of the selected data collection instruments**

This was done through editing of the prepared questions by the researcher, friends and research supervisor. The interview guide was piloted with friends to make the questions free from error.

### **Data collection procedure**

The researcher went to the selected school to administer the research instrument and the respondents who were involved were the headmistress, 11 teachers and 60 female students and 143 elders and parents. Interview dates were scheduled with the respondents and the researcher met them at the appointed times for their response on the proposed days. The headmistress of the school was also interviewed to seek their opinion about the issue under study. This was after copies of prepared interview guide had been given to her in advance for prior study.

Besides, one-on-one interviews were conducted to collect data from the headmistress and teachers of Trabuom R/C JHS. The researcher initially planned to use focus group interview with teachers but after the first meeting, the researcher realized the contribution and answers from the teachers were almost the same so she changed her plan to one-on-one interview. On the part of the students, the researcher conducted focus group interviews while face-to-face interviews were conducted with the elders and parents. The researcher asked questions and the respondents provided answers and their answers were recorded. Responses gathered from the respondents

were documented and later sent to them to verify the data gathered from them. Observation was also used to gather data on teaching and learning activities from the teachers and students. The researcher did so by sitting in the various classes to observe the methods the teachers used in teaching and how the students participated in the lessons.

**Objective One:** To establish the factors that influence girls' enrollment at Trabuom R/C JHS. To achieve this objective, the researcher had direct interviews with the population which comprised the following: The headmistress of Trabuom R/C JHS, Kontihene of Trabuom, Queen Mother of Trabuom, nine elders of Trabuom, P.T.A chairman of Trabuom R/C JHS, S.M.C chairman of Trabuom R/C JHS, assembly man of Trabuom, parents and guardians and teachers and students of the school. Besides, the researcher also managed to observe some of the teachers during teaching and learning process for a period of eight weeks to find out what goes on in the classroom. This aided the researcher to gather some important data she needed. In observing the female students, the researcher employed non-participant observation because she did not want to control their activities in the classroom. She was interested in the data needed for the study.

**Objective Two:** To identify and explore Visual Arts activities that can encourage and sustain the girls' interest in school. To achieve the stated objective, the 60 girls who sampled were grouped according to classes and the researcher used a step-by-step method to teach the girls how to do the Wreath, Crocheting, Weaving, Necklace and Macrame. These activities were selected based on the following: (1) the standard of the students, that is based on their ability and performance (2) availability of tools

and materials, and (3) the prices of the tools and materials. The activities or projects which were carried out with the girls were wreath making, necklace or choker making, crocheting and making of macramé bags. The girls who were engaged in the practical activities were always interviewed and observed while the activities were going on and the responses and observations were recorded.

The initial setting of the practical activities was in front of the classrooms but later it was changed to a classroom. The reason for the change of venue was that the school is by the road side and so whatever goes on in the street attracts the girls' attention. Also, the time for the practical session was changed from the second break to after school from 2.30pm to 4pm because the second break was just 20 minutes which was not enough for the researcher to do practical activities with the girls. These practical activities lasted for eight weeks during which the researcher met the girls on Mondays, Wednesdays and Fridays. The researcher used the first two weeks for the introduction of the selected visual art activities and the tools and materials used. The remaining six weeks was used for the project. Basically, the researcher taught the girls how the various articles were done and made sure that the girls followed systematically the techniques used in making the selected articles. Again, the researcher ensured that all the girls who were selected for the practical activities were able to do all the selected visual art activities which were introduced and master them.

### **The procedure adopted for the Visual Art Activities**

#### **Project One: Wreath**

##### **Tools and materials used**

Grass frame, ribbons, office pins, sellotape, a pair of scissors, brush, adhesive, cardboard, wrapper and cellophane.

### Procedure

1. To begin with, the cardboard was cut into a desired shape and then placed on both sides of the frame which was made of grass.
2. After that adhesive was applied on the cardboard and then a wrapper was wound around it.
3. Ribbons were then cut into desirable shapes and designs, and then tacked with the office pins on one side of the frame where the wrapper had been placed.
4. When the researcher finished the designs that she wanted to have on the surface, she then covered the wreath with transparent cellophane to help protect the wreath from attracting dust and unwanted particles. Plates 3.1-3.6 illustrates the process adopted to complete the project.



Plate 3.1 Teaching placement of card board on grass frame.





Plate 3.2 Cutting ribbons for the wreath.



Plate 3.3 Teaching wreath making.





Plate 3.4 Demonstrating pleating of ribbons and tacking on the frame.



Plate 3.5 Students making a wreath.



Plate 3.6 Assessing the wreath made by the girls

### **Project Two: Necklace**

#### **Tools and materials used**

Pearls, elastic string, cutter, pliers, locket and metal string.

#### **Procedure**

The second project that the researcher taught the girls was the type of necklace which people normally refer to as “choker”.

1. The researcher drafted the shape that she wanted the necklace to assume on a piece of paper.
2. After the drafting, the researcher cut required length of string with the cutter and passed it through the tiny holes of the pearls and strung it.
3. Then researcher strung the pearls into the desired patterns and shapes and used a similar method to make both the accompanying ear rings and bracelet.

4. The pliers were used to bend the metal string to shape it into the ear rings while the locket was also fixed at the ends of the necklace the hand. Plates 3.7-3.9 show the processes involved.



Plate 3.7 Introducing pearl to the girls.



Plate 3.8 Demonstrating threading of pearls using elastic string.





Plate 3.9 Teaching the girls how to fix locket on necklace.

### **Project Three: Crocheting**

#### **Tools and materials used**

Crocheting pin, a pair of scissors, tape measure and crocheting thread.

#### **Procedure**

1. The researcher hung the crocheting thread on the edge of the crocheting pin which looked like a hook and then created a loop.
2. She created several loops and then interwove the loops alternatively to create the desired shape and design.
3. The interwoven loops were used to make the various articles. Plates 3.10-3.11 show the processes involved.



Plate 3.10 Demonstrating how to handle the crocheting pin.



Plate 3.11 Observing the use of crochet pin to make a loop.



## **Project Four: Chair backs**

### **Tools and materials used**

Wooden frame, nails, a pair of scissor, tape measure, hammer and stranded cotton.

### **Procedure**

1. To begin with, the nails were fixed at intervals one inch on the rectangular wooden frame which was made by a carpenter.
  2. The researcher then used the stranded cotton to lay a warp on the longer side of the frame and the weft on the shorter side of the frame.
  3. Then the researcher used the one-over-one and one-under-one method in interlacing the warp and the weft. This means one weft laid over one warp and one warp laid under one weft. This was done continuously to complete the whole weaving process.
  4. The tape measure was used to measure the length and the breadth of the woven chair back while the pair of scissors was used to cut the woven chair back from the frame.
- These steps are illustrated in Plates 3.12 and 3.13



Plate 3.12 Demonstrating how to lay a warp.



Plate 3.13 The girls were laying a warp a the for chair backs.

## **Project Five: Macrame bags**

### **Tool sand Materials**

Nylon cords, a pair of scissors, zip, needle, thread, tape measure, matches, lining and candle.

### **Procedure**

1. At the beginning, the researcher measured the nylon cord with a tape measure and then cut the nylon cord into desirable lengths with the pair of scissors.
2. She then joined the cords in a loop form one by one to make a basic knot which is known as square knot.
3. After joining all the cords, the researcher then used the alternative square knot method to weave the bags to desirable size and shape.
4. The edges were secured tightly and the candle was used to burn off the ends the all edges which were hanging.
5. The researcher then sewed the lining using the needle and thread and then fixed it at the opening of the bag.
6. Finally, the zip was fixed at the opening of the woven bag so that it can be opened and closed. Plates 3.14 and 3.15 show the processes involved.



Plate 3.14 Demonstrating basic macramé knot.



Plate 3.15 Teaching alternative macramé square knot.



### 3.8 Data Analysis Plan

The data collected were assembled, described, analyzed and the facts interpreted in narrative form and where applicable, pictures were used to give more detail to the discussion provided in the next chapter.

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## CHAPTER FOUR

### PRESENTATION AND DISCUSSION OF MAIN FINDINGS

#### 4.1 Overview

This chapter presents the procedure for analyzing data gathered from respondents, observation and interviews; data collected during the practical activities with students and their works.

#### 4.2 Data collected through interview

##### Interview with the headmistress of Trabuom R/C JHS

When the headmistress of the school was interviewed, it was revealed that some of the girls do not come to school because they have nobody to take care of them. She added that some of the girls are made to sell at the market in order to help their mothers to cater for their families. The headmistress said “A girl had to go to Kumasi everyday to buy fish from the cold store before coming to school and by the time she gets home, it is already 9.30am and so she does not come to school at all”. Besides, she explained that due to lack of parental control some of the girls get pregnant and drop out of school. The headmistress added that some of the girls are academically weak and so they either absent themselves from school or are not punctual to school and for that reason, she has visited those girls’ parents yet they are not regular to school. The headmistress said she went to the District Education Office to see the officer in charge of girl-child and discussed the issue with her. The officer came to the school to form a girls’ club and made one of the female teachers the coordinator of the club with the officer as the patron.

Through the interview, the headmistress said she consulted the PTA to provide toilets and urinals for both the girls and the boys because she realized that both the boys and

girls were using the only toilet in the school. This, she said, this could be a factor that deters the girls from coming to school.

### **Interview with the teachers at Trabuom R/C JHS**

The response from some of the teachers interviewed indicated that about 80% of the girls in the school stay with their grandmothers. Due to old age, the grandmothers are not able to check the girls and that is why they do not attend school. More so, the teachers said that there are no role models in the town whom the girls would look up to that is why some of them do not go to school. The teachers added that the girls in the town do not attend school due to poverty. They said the reason was that some girls come to school without eating and for that matter they find it difficult to stay in school. Another thing they mentioned was that some of the girls do not get their basic needs like sanitary pad, books and school uniform and so they find it difficult to come to school.

One of the teachers interviewed mentioned that some of the male teachers who try to help some of the girls because of their plight tend to impregnate them and they drop out of school. In addition, the interview revealed that some of the girls sell things in the night and so whenever they come to school, they sleep in class and are unable to perform and because of that, they do not attend school.

### **Interview with parents and elders of Trabuom**

Some of the parents interviewed mentioned that they are single parents and for that matter they find it difficult to provide everything for their children. Some said they are divorcees while others said they are widows and widowers. One of the parents said that men who are still married to their wives and are staying with them do

not take care of their children especially the girl-child. The reasons are that (1) if a girl is sent to school she will end up in the kitchen and (2) in the Akan society, the system of inheritance is matrilineal and so it is the duty or responsibility of the uncles of the girls to take care of them. He said “I see it to be a waste of time and money to take my girl-child to school because after all she will grow and get married and so it is not necessary to waste money on her. If the mother insists that she wants her daughter to go to school, then she should let the brother take her daughter to school since she is the property of the uncle. But as for me, I will take care of my nephews and nieces because they are my property” (personal interview, 12<sup>th</sup> January, 2012) .

The elders interviewed also revealed that about 70% of parents in the town are illiterates and so they do not know the essence of education especially for the girl-child that is why some of the girls do not attend school. Besides, the elders said that many couples in the town have between eight and ten children and they do not have money too so they find it difficult to take their children to school. The elders added that some of the teachers in the school are part of the existing problem. They said the reason is that 80% of the teachers stay in Kumasi and for that matter they do not come to school early and so the students take advantage of that and do not come to the school.

Again, during the interview, the elders mentioned that some of the male teachers harass the girls’ that is why some of the girls do not come to school. They explained that if a male teacher proposes to a girl and she refuses, the teacher punishes that girl severely that is why some girls do not go to school. The elders also said that if girls are sent to school, they do not acknowledge the customs and cultural values of the society in which they lived and that is why some families feel reluctant to send their girl children to school. The Queen mother also said that some of the

parents have the perception that girls' perform less than boys in school and so no matter what if girls are sent to school, they will waste the monies that have been invested in them. The Queen mother added that some of the girls go for video shows and wake keeping sleep around with men and so they get pregnant from that and then drop out of school. She said for this reason she has asked the Unit Committee members to go round in the night and catch girls who roam about and then charge their parents for not taking good care of their children.

### **Interview with the students**

The girls who were interviewed also revealed that some of the male teachers do harass them and that is why some of them do not come to school. They further explained that if a teacher proposes to a girl and the girl refuses, that teacher will make sure that he punishes that very girl any time he sees her. One of the girls whom I interviewed mentioned that a teacher proposed to her and she refused and since then she has been getting zero in that teacher's subject.

Other girls said they do not get their basic need like sanitary pads and panties from their parents' that is why they do not attend school. The girls added that some of the teachers beat and embarrass them when they are unable to answer questions in class that is why they do not go to school. Some of the girls interviewed said they stay with their step mothers and so they do a lot of work in the house and for that matter, are unable to come to school early that is why they do not have interest in schooling.

The girls said the headmistress had assured them that she was trying to get scholarship from the district assembly for the needy but brilliant girls in the school. They further mentioned that they want the headmistress to inform the authorities so

that more female teachers can be posted to the school so that the male teachers cannot abuse them sexually.

#### **4.2 Outcome of Observations**

The researcher used an observation checklist to observe both teachers and students in the classroom. It was observed that some of the teachers do not ask the girls questions during instructional periods. These teachers, most of the time, direct their questions to the boys in the classroom. In view of this the girls always become quiet and dull in class. This normally happens during science and mathematics lessons. In addition, it was observed that the teachers do not use teaching-learning materials during the teaching and learning process. For example, the researcher observed a Social Studies lesson when the teacher was a lesson on teaching topic “The Ten Regions of Ghana and their Capitals”. This teacher did not bring a map of Ghana to the classroom and neither did he sketch it on the board. The students were just looking at him while he was talking without making any contribution. Again, it was observed that because teachers do not involve the girls in their lessons, they do not pay attention in the classroom at all but rather they always sit at the back and converse.

It was also observed that the girls were interested in practical subjects like Basic Design and Technology (BDT) which consists of Visual Arts, Pre-Technical and Home Economics. For example, whenever there was a practical lesson in Home Economics, the attendance of girls in the school increased. Furthermore, it was also observed that some of the teachers send the girls to go and buy food for them during classes hours which makes the girls miss lessons. A teacher told me that the girls’ do



not normally participate in lessons that was why he always sent them to go and buy food for him. The researcher also observed that the rate at which some of the teachers used canes on the girls was too much and so they were always timid in the classroom. For the fear of being caned and humiliated when a question was answered wrongly, the girls chose not to participate in the lessons in class.

In addition, it was observed that about 75% of the girls always sleep in class while teachers were teaching. It was also observed that girls stay with people who are not their relatives and because they have chores to do, do not come to school early and for that matter teachers mark the register before they come.

#### **4.3 The Girls and their Practical Activities**

After collecting the necessary data from the respondents, the researcher selected some girls for the project. The 60 girls who were involved in the practical activities were those who were purposely selected for the study. The criteria for the selection of students were based on punctuality and regularity. The researcher chose visual art activities which were wreath making, necklace making, making of macramé bags, crocheting and weaving of chair backs and taught the girls. These activities were easy to make and sell well. Before the whole project started, the researcher introduced the girls to the tools and materials that she intended to use for the various projects. She then grouped the girls and then begun the whole project of making of the wreath, choker or necklace, crocheting, weaving of chair back and making of macramé bags. Plates 4.1- 4.28 show the processes the researcher took the girls through and the products that were made.



Plate 4.1: A wreath that the girls were doing.



Plate 4.2: A wreath made by the JHS 3 girls.



Plate 4.3: This work was also done by the JHS 2 girls.



Plate4.4 Discussing with girls about the methods used in making the necklace.





Plate 4.5: Some necklaces made by the girls.

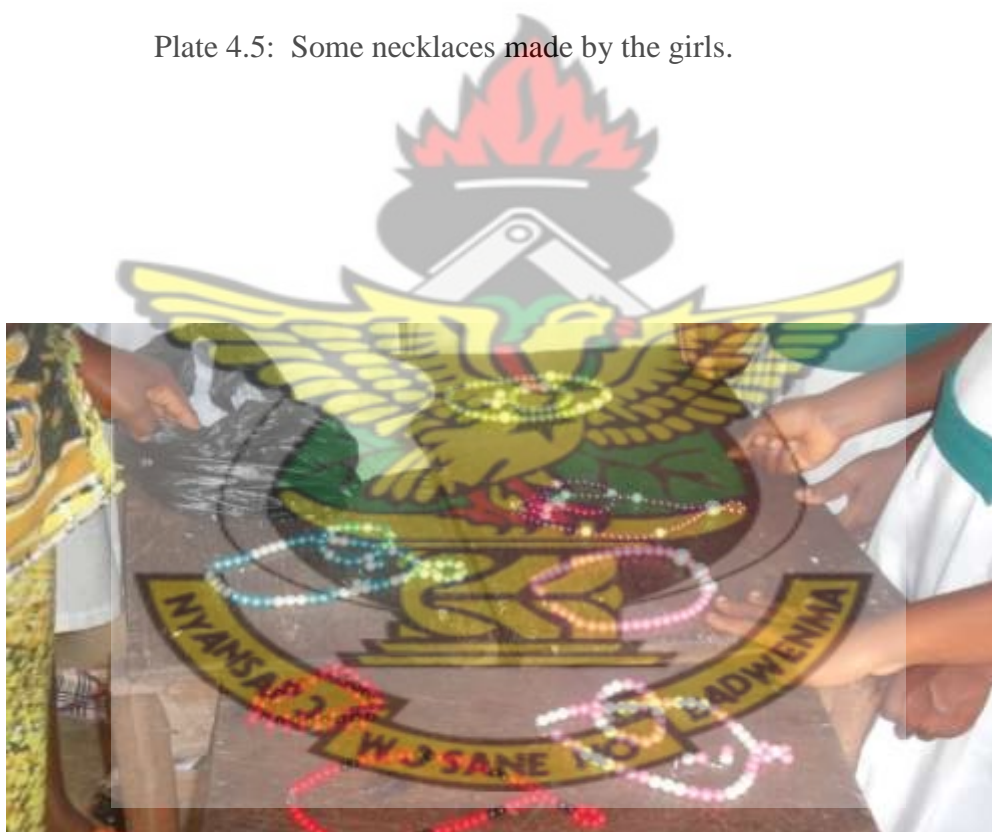


Plate 4.6: The girls arranged their works for the researcher to inspect.



Plate 4.7: The researcher was assessing the girls' works.



Plate 4.8: Samples of knitted chair backs made by the girls





Plate 4.9: A knitted table cloth made by the girls



Plate 4.10: These are some of the girls' work.



Plate 4.11: Some articles made by the girls



Plate 4.12: A vest made by one of the girls





Plate 4.13: This blouse was made by a JHS 2 girl.



Plate 4.14: A trousers knitted by a JHS 3 girl.



Plate 4.15: A school bag knitted by two of the JHS 2 girls.



Plate 4.16: Some knitted vests by the girls.





Plate 4.17: A bare back vest knitted by one of the girls.



Plate 4.18: Articles that the girls presented for exhibition.





Plate 4.19: A singlet made by one of the girls



Plate 4.20: A sample of a woven chair back using a wooden frame



Plate 4.21: A chair back woven by the girls



Plate 4.22: These are some of the bags that the girls made.





Plate 4.23: The girls assembled their works for the researcher to inspect and assess.

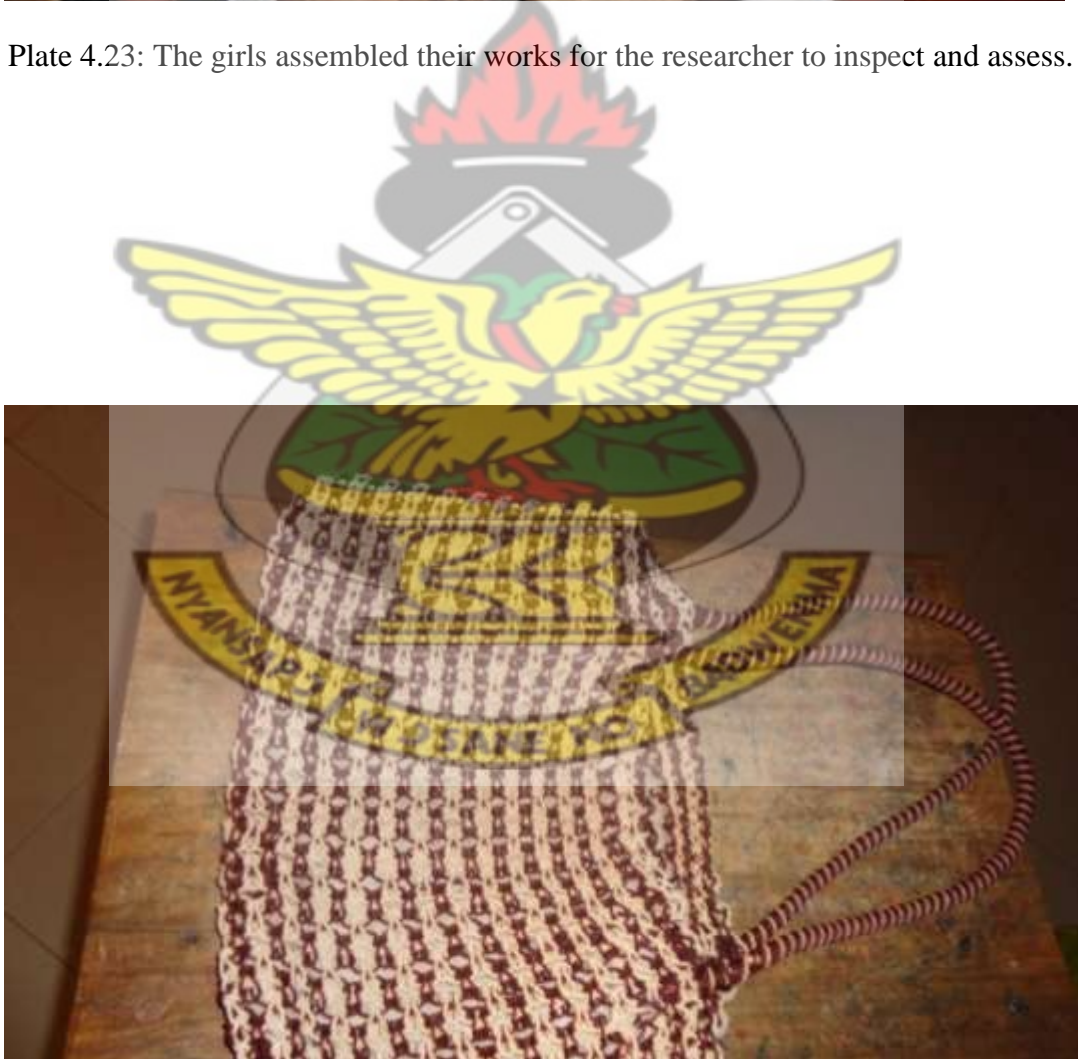


Plate 4.24: This macramé bag was made by a JHS 3 girl



Plate 4.25: These bags were arranged for assessment

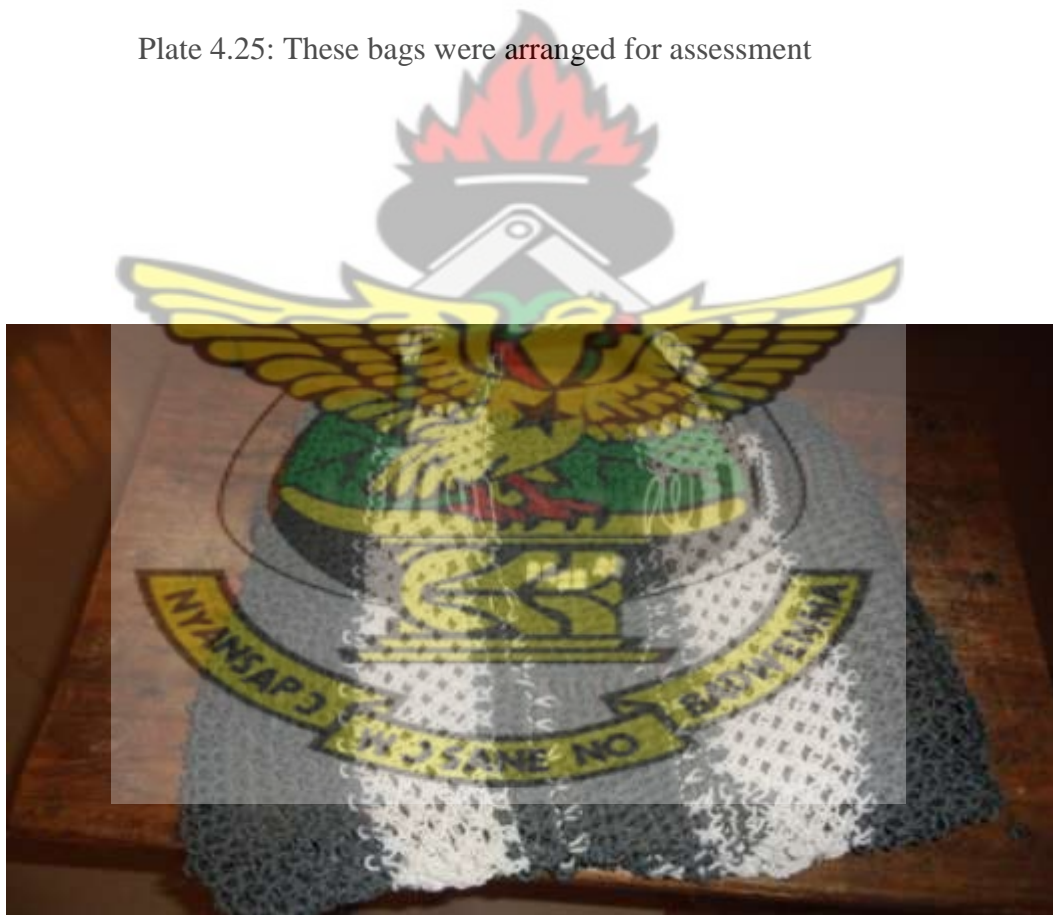


Plate 4.26: This bag was made by two girls who are in JHS 2.





Plate 4.27: These macramé bags were arranged for exhibition.



Plate 4.28: This was made by a JHS 3 girl.

#### 4.4 Discussion of Main Findings

The study sought to answer the following questions:



1. To establish the factors that influence girls' enrollment at Trabuom R/C JHS.
2. To identify and explore Visual Art activities that can encourage and sustain the students' interest in attending school.
3. To assess the impact of the selected Visual Art activities on the girls' enrollment at Trabuom R/C JHS?

### **1. Assessing the factors that deter female students of Trabuom R/C JHS from attending school.**

It was ascertained through the study that the major factor that militate against girls' education at Trabuom R/C JHS is poverty. The reason is that some of the girls' parents are too poor to provide basic needs like sanitary pad, school uniform, shoes and exercise books to make it easy for them to stay in school.

Secondly, it was found from the study that some of the male teachers harass the girls sexually and so they do not have interest in being in school. The fact that a teacher should propose love to a girl who is still in school is bad enough but for him to go to the extent of punishing a girl who refuses such advances any time he sees the girl is rather infringing on the rights of the girl. This makes it difficult for the girl to enjoy being in school and also exercise her right to education and freedom of association. Also because some of the teachers do not involve the girls in their lessons, the girls do not see the need to attend school. Another key factor that affects the girls at Trabuom R/C JHS is that some of their parents are not educated and so they do not know the importance of girls' education. In view of this, some of the parents pay more attention to their boys' education than the girls, thinking it is a waste of resources to send the girl-child to school. After all, they will marry and their education will not be of any benefit.

More so some of the girls drop out of school due to pregnancy. It was realized from the study that because some of the girls do not get their basic needs supplied by their parents, they follow men with the aim of acquiring money to cater for themselves and this leads to pregnancy and eventually drop out of school.

In addition, some of the teachers' negative attitude towards girls also affects girls' education at Trabuom. Some teachers have the impression that the girls are not good academically and so they always send them to go and buy food when classes are going on and this has discouraged some of the girls.

## **2. Selected Visual Art activities**

The researcher selected five Visual Art activities and then took the girls through the process of making the related articles so that the girls could adopt them. Although the girls were deemed to be academically weak, it was found out from their works that they were very good in practical activities. In fact about 85% of the girls exhibited high level skills and talents in the works that they executed. It was also found out that the girls were not dull as some of the teachers claimed because they were able to follow all the steps that were used to do the various art works.

Again, during the eight weeks project period, the attendance of girls to school was very high. This was evident when the number of girls in JHS 1A rose from 13 to 22 at the start of the project. Formally, the enrollment for JHS 1A was 40 students and out of that number 13 were female students and now there are 45 students in 1A and 22 of them are female students. When it came to 1B, the female students' were 11 out of 40 students but now the class is having 21 female students out 45 students. The form 2A class was having 7 female students out of 40 students but now the class has 35 students of which 15 are female. In form 2B class, the female students were 12 out

of 40 students and now the female students have increased 18 while the enrollment is still 40. The form 3A and 3B had 16 and 19 female students' respectively. Initially, the females in 3A were 9 but the number increased to 16 during the practical activities while the 12 female students in 3B also increased to 19. All the girls who were selected for the study participated actively in the practical activities. They were regular and punctual to school and even the truant started coming to school in order to be part of the activities.

Again, the researcher realized that the girls who were very good helped those who were not all that good to master the skills which were being taught. Some of the girls also commented that they never new all these things are taught in school and if they had known they would not have been in the house.

### **3. The Impact of Visual Art activities**

After practical activities the researcher realized that the enrollment of girls in the school had increased from about 35% to about 50%. This was evident through the checking of the attendance register every week. The truant also started coming to school regularly. Some of the girls also bought their own materials and made some of the items and sold them.

Besides, the two female teachers in the school also learnt the visual art skills that the researcher taught the students and were seen practising with all girls in school and so the headmistress asked the BDT (Home Economics) teacher to teach these visual art activities to the students on every Friday during the second break. Also, through the activities that the researcher engaged the students in, the headmistress of the school has written to the district director of education that she needs a Visual Art teacher in the school. According to the headmistress next academic year the school

will offer Visual Arts as part of BDT which consists of the three The BDT subject has three areas which are Pre-technical skills, Home Economics and Visual Arts. She said she has seen that every individual has got his or her potentials and so no one should be denied of these. This demonstrates the feasibility of using Visual Arts to promote girls' education.

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## CHAPTER FIVE

### SUMMARY, CONCLUSIONS, RECOMMENDATIONS

#### 5.1 Summary

This chapter provides the summary, conclusions and recommendations of the research undertaken. The objectives of the study were:

1. To establish the factors that influence enrollment of girls at Trabuom R/C JHS.
2. To identify and explore Visual Arts activities that can encourage and sustain girls' interest in school.
3. To assess the impact of the selected Visual Art activities on girls' enrollment in Trabuom R/C JHS.

The researcher asked the following research questions.

1. Why are some female students at Trabuom not going to school?
2. What selected Visual Art activities can be used to encourage and sustain the girls' interest in school?
3. What impact will the selected Visual Art activities have on the girl at Trabuom R/C JHS?

The focus of the study was to find out why girls at Trabuom are not interested in school and then identify and explore selected visual art activities that will encourage and sustain the girls' interest in school. Participatory action research methodology was used. Interviews and observation were the main data collection instruments. Purposive and convenience sampling techniques were used to select respondents for the study.

The researcher selected five visual art activities and then used eight weeks to teach girls how to do those activities. Data gathered were assembled, analyzed and interpreted. The following findings were made at the end of the study:

1 .The study revealed that sexual harassment by male teachers is a factor that affects girls' education at Trabuom. According Hart (2009) although girls continue to miss out in school due to sexual harassment and other related factors, they need to be empowered in order to become future leaders, self-fulfilled individuals and role models in the communities.

2. Some parents in the study area do not give recognition to girls' education because of their negative attitude. This has led most of the girls to become prostitutes, truants and low academic achievers. A girl's development greatly lies on the level of education that she acquires or attains and so parents must endeavour to send their girls to school to enable them develop and improve upon their lives (Offorma 2009).

3. Poverty is one of the major factors that hinder girls' education at Trabuom. The reason is that about 75% of parents at Trabuom are small scale farmers and have between eight to ten children so they are unable to send their children to school and cater fully for their needs.

4. There is only one toilet in the school and it is used by both the boys and girls and so when the girls come to school, they are unable to use the facility for the fear of meeting a boy in there. This makes them uncomfortable to be in school for fear of needing the use of the toilet.

5. The teachers in the school do not use appropriate methods in teaching their lessons and they also do not involve the girls in their lessons because they think the girls are not academically good. So the teacher must use variety of methods in teaching to help students acquire the needed skills and knowledge.

6. The low level of parents' education is a contributory factor to low girls' education at Trabuom. As the study, revealed about 85% of parents are illiterates and so they do not know the importance of education and for that matter they do not want to take their children to school.

7. The study revealed that there are very few female role models whom the girls would look up to. The reason is that the school has two streams with 18 teachers and out of this number only 3 are female. The primary school which is also a double stream has 12 teachers and out of this number, only 2 are female. This gives a male female teacher ratio of 6:1. For this reason, the girls do not get enough female teachers to relate to as their role model to encourage them to pursue education to a higher level.

8. The study revealed that some of the teachers have wrong perceptions about the girls. The reason is that some of the teachers claimed the girls are dull and cannot do anything but when the girls were introduced to the visual art activities, they exhibited creative skills and produced good quality works. This suggests that the girls are intelligent in practical ways and not absorbing abstract lessons.

## 5.2 Conclusions

This study has shown that although there are several factors that influence girl-child education, something important can be done to either reduce their negative effects on the girls or stop this completely. The measures that can be taken are as follows:-

1. Motivating all students in class irrespective of gender to do well in school.
2. Providing adequate basic amenities like toilets and urinals in schools for boys and girls

3. Finding ways to control birth among couples in communities.
4. Checking male teachers who harass girls sexually in schools.
5. Discarding the negative attitudes about girls' education among parents.
6. Introducing teachers to a variety of methods of teaching to enable them promote learning.
7. Teaching vocational skills in schools.
8. Gathering and preparing quality teaching and learning materials for lessons.

If these and other relevant measures are taken into consideration girl-child education which has become a stumbling block to development will improve and help girls' to attain a maximum height in the society.

### 5.3 Recommendations

Considering the finding and conclusions drawn from the research, it is recommended that:

1. The government must enact a law that will compel parents to send their female children to school and anyone who goes contrary to this must be dealt with severely to serve as a deterrent to others.

2. Teachers, parents and guardians should not discriminate against the girl-child but rather encourage them and let them know that they are equally important as the boy-child. This will let the girl-child back up in school and also feel that she is very important.

3. Alternative education must be introduced in the basic education system. This means that areas like life skills, home science and vocational skills should be reintroduced in the school curriculum so that girls who are not academically good in general can choose the areas that have been mentioned above and then specialize in it.



4. The Ministry of Education (MOE) could train more female teachers who will be posted to the various towns and villages that have few female teachers to serve as role models to the girls in those areas. Also, male teachers who harass and be friend the girls must be dealt with severely to serve as a deterrent to others.

5. More so, I will recommend that girls who get pregnant in school and drop out of school should be re- admitted after delivery so that they can continue their education.

6. The researcher recommends that the Ghana Art Teachers Association (GATA) should try and organize workshops and seminars for teachers at the basic school level every term to enable them acquire some knowledge and skills in art.

7. The Ministry of Education should try and post a Guidance and Counselling teachers to every basic school so that those teachers can help mould the character of students in the various schools.

8. The researcher recommends that Visual Art should be a subject on its own at the JHS level. That is the Visual Art should not be put under Basic Design Technology (BDT) where Pre-technical skills and Home Economics are combined with the Visual Art.

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## **APPENDIX A**

**KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY**

**COLLEGE OF ART AND SOCIAL SCIENCES**

**DEPARTMENT OF GENERAL ART STUDIES**

### **INTERVIEW GUIDE FOR THE OFFICER IN CHARGE OF GIRL-CHILD EDUCATION FROM THE DISTRICT EDUCATION OFFICE**

KNUST

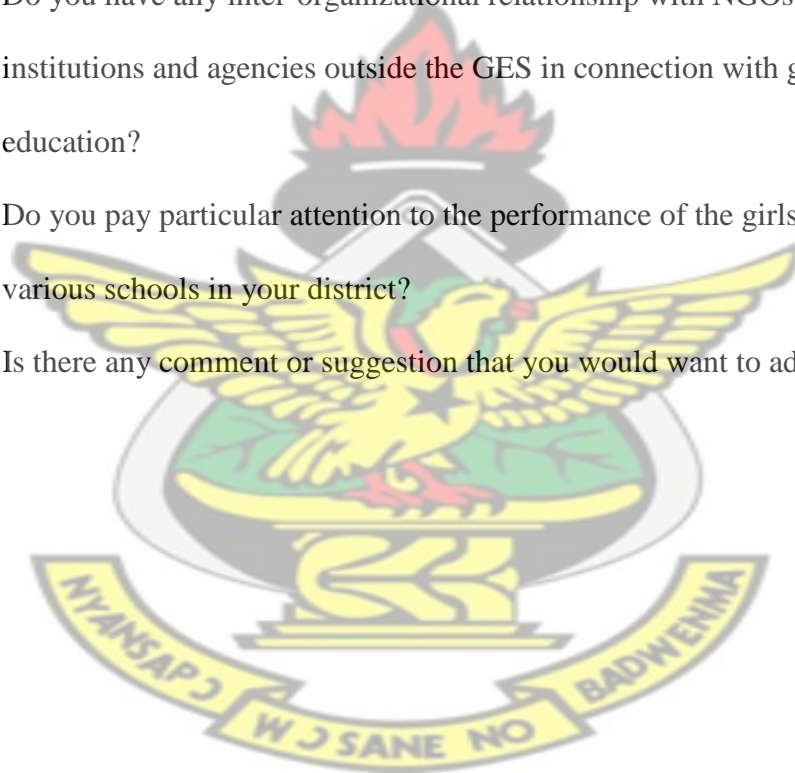
#### **Introduction**

Education is a key to success and without it one can never develop properly. Knowing this, the government of Ghana introduced the FCUBE for all children in the country. Yet some of the girls at Trabuom do not attend school. I would therefore be grateful if you could give me some of the reasons why some of the girls in the town do not attend school. You are kindly requested to study these questions carefully and be adequately prepared to answer them on the scheduled date.

#### **Questions**

1. Can you please give brief background information of your duties in relation to girl-child education?
2. What role do you play as the officer in charge of girl-child education in the district?
3. How many schools do you have in the district?
4. Are you able to go round all the schools in the district every term?
5. Do you have girl-child co-ordinators in all the schools in the school?
6. Do you organise workshops and seminars for the co-ordinators in the schools?

7. What do you think are the problems that prevent some of the girls from attending school?
8. What measures can you put in place to solve some of the problems?
9. Does the GES provide funds for running the activities of the girl-child?
10. How many girls have dropped out of school due to pregnancy?
11. After delivery, are the girls re-admitted to the school?
12. Can you mention some strategies that you have put in place for the girls in your district?
13. Do you have any inter-organizational relationship with NGOs and other institutions and agencies outside the GES in connection with girl-child education?
14. Do you pay particular attention to the performance of the girls in the various schools in your district?
15. Is there any comment or suggestion that you would want to add, please?



## **APPENDIX B**

**KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY**

**COLLEGE OF ART AND SOCIAL SCIENCES**

**DEPARTMENT OF GENERAL ART STUDIES**

### **INTERVIEW GUIDE FOR THE HEADMISTRESS OF THE SCHOOL**

#### Questions

1. Please, can you give me a brief background of yourself?
2. Before assuming your current position where you teaching?
3. What role do you play as the head of the school in connection with the girl-child education?
4. How often do you attend workshops and seminars?
5. Have these workshops and seminars been helpful to you in your work?
6. How many girls do you have in the school?
7. Are the girls regular and punctual to school?
8. What are some the problems that you face pertaining to girls education in the school?
9. How are you solving these problems?
10. Do some of the girls get pregnancy while in school?
11. How do the teachers in the school relate to the girls?
12. Do the female teachers relate well with the girls?
13. To what extend have you improved girls' education in the school?
14. Do you organise in service training and workshops for your teachers?
15. Do parents bring complains about their girl-children to the school?
16. Is there any other thing you want to add to what we have discussed so far?



17. How would you compare the performance of the girls to that of the boys in the school?

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**APPENDIX C**  
**KWAME NKRUMAH UNIVERSITY OF SCIENCE AND**  
**TECHNOLOGY**  
**COLLEGE OF ART AND SOCIAL SCIENCES**  
**DEPARTMENT OF GENERAL ART STUDIES**  
**INTERVIEW GUIDE FOR TEACHERS**

Questions

1. What are your academic qualifications?
2. How many years have you been in the teaching profession?
3. How long have you been in this school?
4. Have you been attending seminars, workshops and in service?
5. What subject do you teach?
6. Do the girls in your class perform well in your subject?
7. How do the girls in your class behave when you are teaching?
8. Do they participate in your lessons?
9. What are some of the methods that you normally use in your teaching?
10. When you compare the boys to the girls who perform better in your class?
11. Are the girls regular and punctual to school?
12. How often do they come to school?
13. Do the girls pay attention when you are teaching?

## APPENDIX D

**KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY**

**COLLEGE OF ART AND SOCIAL SCIENCES**

**DEPARTMENT OF GENERAL ART STUDIES**

### **INTERVIEW GUIDE FOR THE STUDENT**

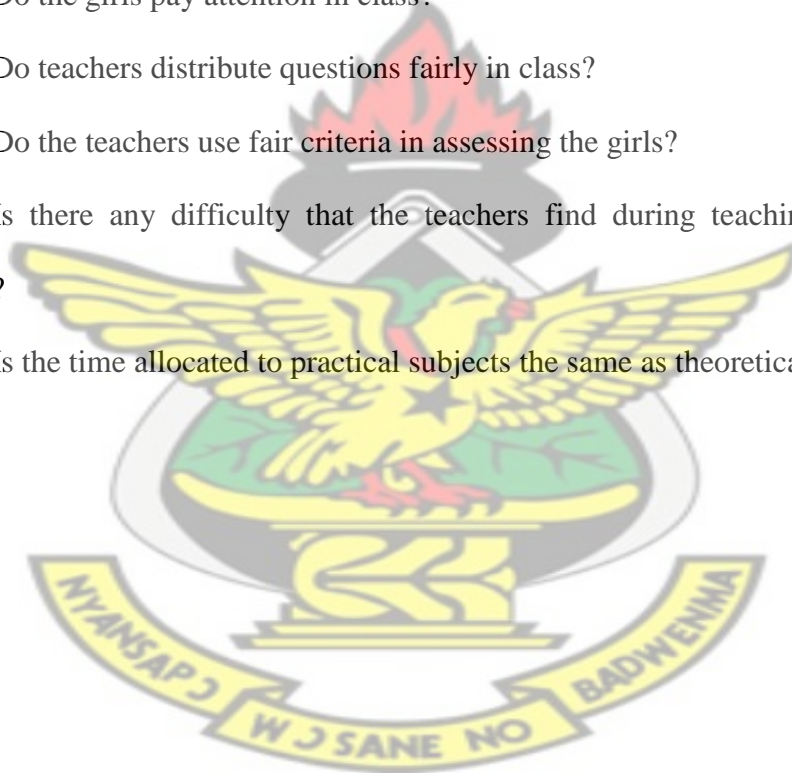
#### Questions

1. How many children do your parents have?
2. Are they all alive?
3. How many boys and girls do you have in your family?
4. Are your parents still marrying or they have separated?
5. Do you stay with your parents or someone else?
6. What do your parents do for a living?
7. How many sisters do you have in the secondary school?
8. Why are some of your female friends not in school?
9. Do your friends tease you if you do not perform in examination?
10. Why do most of your female friends come to school late?
11. Do the teachers in the school harass you when you come to school?
12. Who buys your sanitary pad and your clothes for you?
13. Have you ever had an affair with any of the male teachers in the school?
14. Why are you not interested in school?

## APPENDIX E

### OBSERVATION CHECKLIST

1. Do girls come to school?
2. How often do they come to school?
3. Do the girls participate in class activities?
4. Do teachers use the appropriate teaching and learning material as well as methods?
5. Are there enough text books for books for all the students in class?
6. Do the girls pay attention in class?
7. Do teachers distribute questions fairly in class?
8. Do the teachers use fair criteria in assessing the girls?
9. Is there any difficulty that the teachers find during teaching and learning process?
10. Is the time allocated to practical subjects the same as theoretical subjects?





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