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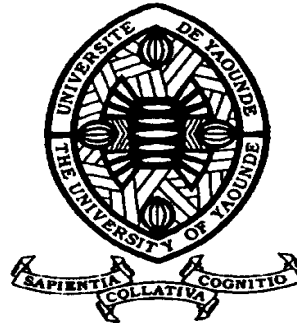
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UNIVERSITY OF YAOUNDE I

FACULTY OF SCIENCES OF

EDUCATION

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SPECIALIZED

EDUCATION

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POST GRADUATE SCHOOL FOR

SOCIAL AND EDUCATIONAL

SCIENCES

**PARENTAL FACTORS THAT IMPACT GIRLS'  
ATTENDANCE IN POST-PRIMARY EDUCATION: THE  
CASE OF SELECTED SECONDARY SCHOOLS IN BOYO  
DIVISION**

A dissertation submitted in partial fulfillment of the requirement  
for the award of a Master's  
Degree in Sciences of Education and Educational Engineering

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i

DEDICATION

To

My beloved parents of blessed memory:

Late SONG Denis CHONGWAIN

and

Late NAMBONG Juliana

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## TABLE OF CONTENTS

AKNOWLEDGEMENTS .....	ii
TABLE OF CONTENTS.....	iii
ABSTRACT .....	vii
RESUME .....	viii
LISTS OF TABLES AND FIGURES .....	ix
LISTS OF ABBREVIATIONS.....	xi
CHAPTER I.....	1
INTRODUCTION OF THE STUDY.....	1
BACKGROUND OF THE STUDY.....	1
STATEMENT OF THE PROBLEM.....	9
THE OBJECTIVES OF THE STUDY.....	11
THE RESEARCH QUESTIONS .....	11
THE RESEARCH HYPOTHESES.....	12
THE SCOPE OF THE STUDY .....	12
THE SIGNIFICANCE OF THE STUDY.....	13
DEFINITION OF KEY CONCEPTS.....	14
CHAPTER II.....	16
REVIEW OF LITERATURE AND THEORETICAL FRAMEWORK.....	16
The need for education .....	16
Gender Parity and Gender Equality in Education.....	20
The Need for girls’ attendance in post-primary education .....	22
International Framework for Gender Equality in Education .....	24
GIRLS EDUCATION IN CAMEROON .....	27
The Barriers to Girls’ Education in Cameroon.....	29
Changing attitudes towards girls’ education in Cameroon.....	30
Human Rights of Women: Theory v/s reality.....	30
Preference of Sons over Daughters .....	31

Right to girls' Education.....	32
HUMAN RIGHTS OF CHILDREN-CRC AND CAMEROON'S COMMITMENT .....	33
The right of the child to education .....	34
The development of the child .....	34
Provisions in the Constitution of Cameroon on education .....	35
IMPORTANCE OF GIRLS' EDUCATION.....	36
Education for Removing Gender Disparities.....	38
Strategies for Promoting Girls Education.....	40
EMPIRICAL LITERATURE REVIEW.....	42
Parents' attitudes and girls' attendance in post-primary education .....	43
Parents' educational background and girls' attendance in post-primary education.....	47
Parents' socio-cultural beliefs and girls' attendance in post-primary education .....	49
Parents' socio-economic background and girls' attendance in post-primary education ...	53
THEORETICAL FRAME WORK .....	56
Bronfenbrenner's Ecological Systems Theory .....	56
Abraham Maslow's theory of Hierarchical Needs.....	59
Ruth Pearson's Gender relations theory.....	62
CHAPTER III.....	64
RESEARCH METHODOLOGY .....	64
RESEARCH DESIGN.....	64
AREA OF THE STUDY .....	65
POPULATION OF THE STUDY.....	66
VALIDATION OF THE RESEARCH INSTRUMENT.....	73
Validity of the instrument.....	73
Reliability of the Instrument .....	74
METHOD OF DATA ANALYSIS .....	77
Representing the Data.....	78

Bivariate Descriptive Statistics .....	78
The Student t test and One way ANOVA.....	78
Multiple regression analysis .....	80
CONCLUSION .....	86
CHAPTER IV .....	87
PRESENTATION AND ANALYSIS OF DATA .....	87
Presentation and description of Data.....	87
Distribution of respondents according to schools.....	87
Distribution of respondent according to class.....	88
Distribution of respondent according to age.....	89
Distribution of respondents according to marital status of parents.....	90
Distribution of respondent according to parents' level of education .....	91
Distribution of parents interviewed according to their personal characteristics.....	92
PRESENTATION AND DESCRIPTION OF RESPONDENTS' OPINIONS ON OUR STUDY VARIABLES .....	92
Distribution of girls' opinions on parents' attitudes towards the girl child education.....	93
Distribution of the respondents' opinions on parents' educational level.....	94
Distribution of the respondents' opinions on parents' socio-cultural beliefs.....	95
Distribution of the respondents' opinions on parents' socio-economic background.....	96
Distribution of the respondents' opinions on girls' attendance in post-primary education .....	97
Distribution of parents' opinions on girls' attendance in post-primary education.....	98
VARIABILITY OF GIRLS' ATTENDANCE IN POST-PRIMARY EDUCATION BY PERSONAL CHARACTERISTICS .....	99
Variability of girls' attendance in post-primary education by school.....	99
Variability of girls' attendance in post-primary education by class.....	102
Variability of girls' attendance in post-primary education by age category .....	103
Variability of girls' attendance in post-primary education by parents' marital status ....	104

Variability of girls' attendance in post-primary education by father's level of education .....	106
Variability of girls' attendance in post-primary education by mothers' level of education .....	107
VERIFICATION OF RESEARCH HYPOTHESES .....	109
Parents' attitudes towards the girl child education and girls' attendance in post-primary education (RH1) .....	110
Parents' educational background and girls' attendance in post-primary education (RH2) .....	111
Parents' socio-cultural beliefs and girls' attendance in post-primary education (RH3) ..	112
Parents' socio-economic background and girls' attendance in post-primary education (RH4) .....	113
Prediction of girls' attendance in post-primary education.....	114
CHAPTER V.....	117
DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS .....	117
SUMMARY OF FINDINGS .....	117
DISCUSSION OF FINDINGS .....	118
DISCUSSION OF RESULTS FROM GIRLS.....	118
DISCUSSION OF RESULTS FROM PARENTS.....	123
RECOMMENDATIONS.....	126
LIMITATIONS OF THE STUDY .....	128
SUGGESTION FOR FUTURE RESEARCH .....	129
GENERAL CONCLUSION .....	130
BIBLIOGRAPHICAL REFERENCES .....	132
APPENDICES.....	141

## ABSTRACT

There is compelling evidence that parental factors significantly impact girls' attendance in post-primary education. The disparity in the education of male and female youths is a global issue generally in developing countries and particularly Cameroon. Enhancing girl-child attendance in post-primary education is based on parental attitudes, parents' level of education, socio-cultural and socio-economic factors. The purpose of the present study was to identify the parental factors that affect girls' attendance in post-primary education in Boyo division and to explore the relationship between our study variables. The study reviewed literature based on four specific objectives; parents' attitudes towards girl-child education, parents level of education as well as socio-cultural and socio-economic factors on girls' attendance in post-primary education. The ecological systems, needs hierarchy and gender relation theories were used not only to substantially explain the position of parental participation in girls' education but also to generate strategies to promote parents' participation in their girl-children's education. This qualitative study sought to explore secondary sources of data and to establish how parents in Boyo division were involved in their girl-children's education. The descriptive survey design was adopted for this study. Semi-structured interviews (for parents) and the open-ended questionnaire (for girls) were used in this qualitative study covering four (4) post- primary schools. Respondents were selected through the use of chain reference sampling and sampling by case. A total of one hundred and thirty eight (338) participants were selected. The sample consisted of 50 parents and 338 girls who attended both the public and private secondary schools in Boyo division. Data were gathered from the participants via valid and reliable questionnaire. Descriptive statistics were used to analyze the background information of the participants. The Pearson's Product Moment Correlation Coefficient was employed to explore whether there was a significant relationship between parental factors and girls' attendance in post-primary education. The results revealed that parental factors affect girls' attendance in post-primary education. Based on the discussions, conclusion is drawn and suggestions made on ways of bringing education to the doorstep of the girl- child in Cameroon. Girls' attendance in education is influenced by parental factors. Parents actually indicated and revealed that parents' related factors hindered girls' attendance. It was recommended that parents should be willing to learn about how they could overcome the barriers in the participation of their girl-children's education. Girls should be given equal access as boys to education; there should be



a legal support for girl-child education and government should empower parents to understand the importance of educating the girl-child.

## **RESUME**

La disparité dans l'éducation des jeunes garçons et filles est un problème global, particulièrement dans les pays sous-développés comme le Cameroun. L'amélioration de la participation de la fille dans l'enseignement secondaire dépend de l'attitude parentale, du niveau d'éducation parental, des facteurs socioculturels et socioéconomiques. Le but de la présente étude était d'identifier les facteurs parentaux qui affectent la participation de la jeune fille dans l'enseignement secondaire dans le département de Boyo (région du Nord-Ouest) et d'explorer les relations entre les variables étudiées. Quatre hypothèses de recherche ont été formulées pour guider cette étude. L'étude récence les travaux autour de quatre objectifs : l'attitude parentale vis-à-vis de l'éducation de la jeune fille ; le niveau d'éducation parental, de même que les facteurs socioculturels et socioéconomiques de la participation de la jeune fille au secondaire. Cette étude étant théorique, explore les données de sources secondaires pour indiquer la participation de la gente féminine, plus particulièrement dans l'acquisition des connaissances et compétences dans le secteur éducatif. L'étude s'est appuyée sur la théorie des systèmes écologiques de Bronfenbrenner, la théorie de la hiérarchie des besoins de Maslow et la théorie du genre de Ruth Pearson. L'échantillon est constitué de 50 parents et 338 élèves filles qui fréquentent à la fois des établissements secondaires dans le département de Boyo. Les données ont été collectées des participants au moyen d'un questionnaire valide et fiable. La statistique descriptive a été utilisée pour analyser les caractéristiques personnelles des sujets. Le coefficient de corrélation de Pearson a été utilisé pour explorer les relations entre les facteurs parentaux et la participation de la jeune fille dans l'enseignement secondaire. Les résultats révèlent que les facteurs parentaux affectent la participation de la jeune fille dans l'enseignement secondaire. En s'appuyant sur les discussions, la conclusion est tirée et des suggestions sont faites sur les manières de faciliter l'éducation de la jeune fille au Cameroun. La participation de la jeune fille dans l'éducation est influencée par les facteurs parentaux. L'étude recommande que le gouvernement et les autres parties prenantes dans l'éducation de la jeune fille doivent s'efforcer de créer des conditions socio-politiques et économiques favorables qui vont décourager les préférences sociales pour les enfants masculins et les croyances traditionnelles qui voudraient que la place de la femme soit à la cuisine. Les filles devront avoir les mêmes chances comme les garçons pour l'éducation ; il

doit y avoir un cadre légal pour l'éducation de la jeune fille et le gouvernement devrait fortifier les parents.

## LISTS OF TABLES AND FIGURES

### TABLES

Table 2.1: Global “Education for All” Goals.....	26
Table 3.1: Distribution of population .....	<b>Erreur ! Signet non défini.</b>
Table 3.6: Synoptic Table (Tables of hypotheses and variables).....	83
Table 4.1: Distribution of the respondent according to schools .....	87
Table 4.2: Distribution of respondent according to class .....	88
Table 4.3: Distribution of respondent according to age category .....	90
Table 4.4: Distribution of respondent according to marital status of parents.....	90
Table 4.5: Distribution of respondent according to parents’ level of education.....	91
Table 4.6: Distribution of parents interviewed according their personal characteristics .....	92
Table 4.7: Distribution of the respondents’ opinions on parents' attitudes towards the girl child education.....	93
Table 4.8: Distribution of the respondents’ opinions on parents' educational level .....	94
Table 4.9: Distribution of the respondents’ opinions on parents' socio-cultural beliefs .....	95
Table 4.10: Distribution of the respondents’ opinions on parents' socio-economic practices..	96
Table 4.11: Distribution of the respondents’ opinions on girls’ attendance in post-primary education.....	97
Table 4.12: Distribution of parents’ opinions on girls’ attendance in post-primary education	98
Table 4.13: Analysis of the effect of schools on girls’ attendance in post-primary education .....	101
Table 4.14: Analysis of the effect of class on the girls’ attendance in post-primary education .....	102
Table 4.15: Analysis of the effect of age category on girls’ attendance in post-primary education.....	103
Table 4.16: Analysis of the effect of parents’ marital status on girls’ attendance in post-primary education.....	105
Table 4.17: Analysis of the effect of father’s educational level on girls’ attendance in post-primary education.....	106
Table 4.18: Analysis of the effect of mother’s educational level on girls’ attendance in post-primary education.....	107

Tableau 4.19: Means, standard deviation and correlations between our study variables.....	110
Table 4.20: Coefficients of the regression model for girls' attendance in post-primary education.....	115
Table 4.21: Summary table of the verification of research hypotheses of our study.....	116

## FIGURES

Figure 1.1: National evolution of students' enrolment in Cameroon.....	9
Figure 4.1: Distribution of the respondent according to schools .....	88
Figure 4.2: Distribution of respondent according to class .....	89
Figure 4.3: histogram of age of respondent .....	89
Figure 4.4: Distribution of respondent according to marital status.....	91
Figure 4.5: Graph of the variability of the girls' attendance in post-primary education by school.....	101
Figure 4.6: Graph of the variability of the girls' attendance in post-primary education by class .....	103
Figure 4.7: Graph of the variability of girls' attendance in post-primary education by age category.....	104
Figure 4.8: Graph of the variability of girls' attendance in post-primary education by parents' marital status .....	105
Figure 4.9: Graph of the variability of girls' attendance in post-primary education by father's educational level.....	107
Figure 4.10: Graph of the variability of girls' attendance in post-primary education by mother's educational level .....	109
Figure 4.11: Scatter plot showing the correlation between parents' attitudes towards the girl child education and girls' attendance in post-primary education.....	111
Figure 4.12: Scatter plot showing the correlation between parents' educational level and girls' attendance in post-primary education.....	112
Figure 4.13: Scatter plot showing the correlation between parents' socio-cultural beliefs and girls' attendance in post-primary education.....	113
Figure 4.14: Scatter plot showing the correlation between parents' socio-economic background and girls' attendance in post-primary education .....	114

**LISTS OF ABBREVIATIONS**

AIDS:	Acquired Immune Deficiency Syndrome
ANOVA:	Analysis of variances
CCHS:	Christ the King Comprehensive High School
DDT:	Direct delivery technique
EFA:	Education for All
FTI:	Education for All Fast Track Initiative
GBHS:	Government Bilingual High School
GSS:	Government Secondary School
HIV:	Human Immune Virus
MDGs:	Millennium Development Goals
NGOs:	Non-Governmental Organizations
NRC:	National Research Council
PTA:	Parents Teachers Association
SMAC:	Saint Maria Goretti Vocational College
SPSS:	Statistical Package for the Social Sciences
UFPE:	Universal Free Primary Education
UNDP:	United Nations Development Programme
UNESCO:	United Nations Educational Scientific and Cultural Organization
UNGEI:	United Nations Girls Education Initiative

UNICEF: United Nations Children's Emergency Fund

WHO: World Health Organization

## CHAPTER I

### INTRODUCTION OF THE STUDY

#### BACKGROUND OF THE STUDY

##### Historical background

Education is the process through which an individual acquires adequate and appropriate knowledge, skills, attitudes, values and behaviour necessary to function optimally as a citizen (Boonprasert, 2010). It is also the belief that no nation can develop without proper formal education of its citizenry since education is considered the bedrock of all facets of development of any nation (Anho, 2011). Hence, no country can afford to toy with the education of its citizenry, especially that of the girl-child. According to the popular adage, “educate a man, and you educate an individual, but educate a woman and you educate a nation”. This buttresses the fact that education of the girl-child is a key factor in the development of the country, communities and the individuals with regard to their families, employment opportunities, economic empowerment and social accomplishment (Wood, 2001).

The inception of the universal Free Primary Education (UFPE) in Cameroon following a decision of the Cameroonian President in the year 2000, where access to education was made free for children in public primary schools, and with the main goal of attaining education for all by the year 2015, is in recognition of the need to educate as well as develop its citizenry. Again, the roadmap for the Cameroonian education sector which was flagged off in 1995 during the National Education Forum held on May 22<sup>nd</sup> to 27<sup>th</sup>, which include, among others, access and equity: standards and quality assurance. These were steps in the right direction as gains were made in form of marginal increase in enrolment; however, there are still some challenges in terms of access, equity, achievement in school subjects and retention/dropout, especially among girls.

The major concern in secondary education is ensuring that students stay in school until they complete their education, because dropping out denies individual students their fundamental human right to education. Internationally, the individual right to education has been repeatedly affirmed in many treaties and conventions such as The 1948 Convention on the Rights of the Child in which our country is a signatory, Act 26 of that declaration stipulates

that “Every child has the right to education” Education shall be free at least at the elementary level and fundamental stages. Also it stipulates that there should be an encouragement in the development of different forms of secondary educations including general and vocational education making them available and accessible to every child and taking appropriate measures such as the introduction of free education and offering financial assistance. At least in the elementary stages education should be free and compulsory (UNESCO, 2001)

It is a well-known fact that the schooling of the girl-child has crucial value for both the girl-child and the nation’s development. The rate of girls’ participation in formal schooling is one of the indicators of the nation’s development level. Independent of the quality and content of academic programs, the benefits of girls’ education increase with each level of education (Rugh, 2000). Education enables girls to participate in the development of the community and the household because educated women exercise their personal rights to take part in political and economic decision-making both in the community and in the household (UNESCO, 2000). The educational participation of girls improves the main national development indicators such as lowered infant and maternal mortality, longer life expectancy, lower fertility rates and improvements in health, nutrition, literacy and economic growth (Rugh, 2000).

Girl’s education is not only important as a social indicator or an engine for economic development leading to a greater level of health, economy, security, liberty and participation in social and political activity, but can possibly yield higher rate of return than any other investment available in developing world (World Bank, 2002). UNICEF (2004) report indicates that girls’ education leads to more equitable development, stronger families, better services, better child health and effective participation in governance. Despite the obvious benefits of education to national development, research findings indicate that girls’ participation in education is adversely lower than that of boys.

Some children enroll in school but do not remain until graduation. A dropout is any student, who for one reason or the other leave school prematurely before graduation, without transferring to another school. School Dropout in this study, therefore, refers to someone aged 7 to 15 years who at one time attended school but currently is not in school irrespective of the length he/she was in school This is most common in rural areas where there is abject poverty, ignorance and children form a recognizable part of the family labour force (Kamla-Ra, 2007). It has been strongly observed that the girl-child has not had a fair chance to qualitative

education as a result of socio-economic, school related and other societal factors (Alika&Egbochukwu, 2010). The report of UNICEF (2004) indicated that about 7.3 million children do not go to school, of which 62% are girls. Sometimes even when the educational possibilities are present the girl-child may not be able to access them. Access to education has been defined by Offorma (2009) to include availability, convenience, ability and the opportunity to be educated and according to her, despite concerted efforts to push their cause forward, millions of girls still cannot access education or drop out of school because of their peculiar circumstances. Cameroon is among the 15 countries in sub-Saharan Africa reported to have more than one million girls out of school (UNICEF, 2003).

Discrimination of girls in education furthermore persists in many African societies due to customary attitude; gender biased and prioritized child education systems (Kabira, 1992). Lack of education affects other aspects of the life of a woman and that of children in Africa. It was estimated that every additional education a girl receives after primary education, child's survival rates increases by about 5%. In Africa, about 18 million girls are without education and more than 2/3 of Africa's 200 million illiterate adults are women. To enable girls participate in education, parents are expected to provide adequate teaching and learning facilities, protection against early pregnancy and marriages, provision of personal effects like pads for personal hygiene, less housework to enable them have humble time for school homework, prompt school fees payment, clothing and nutrition, positive motivation to change attitude, good accommodation at home and above all be role models in all actions and talks that parents portray (GCN, 2004).

Odaga and Heneveld (1995) assert that gender disparities exist at the primary level of education. These are largely explained by the fact that parents are disinterested in their girls' education. Other factors are cultural constraints, high fees or poor economic conditions. One of the explanations for low participation of girls in education is the parent's level of education and lack of interest in girls' education which they think that investing in a girl's education is often considered a waste of money and resources as there is a common view that boys will earn and therefore support the parents financially after getting a good job whereas parents do not see their girls working or bringing home any income once they leave home. They marry them off and after that they are seen as the responsibility of their husbands. This perpetuates a cycle of discrimination against girls in terms of educating them. However,



generally when either of the parents is literate or when the mother is literate, there is a higher chance that parents would want to send their daughters to school.

Parental perceptions or investment behaviour concerning the irrelevance of girls' education influences both the enrolment and persistence of female pupils in schools. Odaga and Heneveld (1995) indicates that the educational investment behaviour or decisions of most African families is based on gender-differentiation, birth-order and number of siblings. According to them, parents often consider that boys are a better investment than girls and that they are also better at school. Davison (1993) indicates that parental decisions to educate boys are also influenced by patrilineal inheritance systems where boys are prime beneficiaries. According to him, there is a strong belief among families that, once married, girls become a part of another family and the parental investment is lost.

Furthermore, Odaga and Heneveld (1995) postulate the view that other educational agencies are more efficient than formal education systems at preparing girls for life which is another factor for keeping or sending girls to school. Apprenticeships in sewing or trading are still popular among parents who seek for their daughters to acquire some skills before marriage. Tied up with these tendencies, parents often give the excuse of lack of resources for not educating their daughters.

The attitude of the parents demonstrates the supporting nature and involvement of parents in their children's education. As regards this study, attitude signifies a complex mental state involving beliefs and feelings and values and dispositions to act in certain ways towards people (Feldman, 2000). The parental attitude can be negative or positive. The negative attitude of the parents regarding education can prevent their girl children from getting education. With less parental support in school work, low level of motivation and poor self-esteem of girl children can result to low attendance in post-primary education. Positive attitude of the parents can be beneficial to their children in many cases and can be reflected in improvement in class performance, creating interest among children to learn, and higher achievement scores in reading and writing. The parents' decision to educate boys and not girls shows a high level of discrimination at the household level. The girls are denied educational opportunities for being seen as unproductive in their ability to support the family financially in the future. Such parental attitudes further perpetuate stereotypes. These kinds of stereotypes limit opportunities and choices for women, both in the present and the future.

Socio-cultural factor, socio-economic and attitude of parents on girls' education have not kept pace with modernity (United Nations, 1993). Education is an investment whose returns are highly valued throughout the world. Worthen and Sanders (1987) observed that in most nations' education is increasingly reviewed as a primary means of solving social problems. Through education, people acquire knowledge, skills and attitudes necessary for sustainable economic growth and general development. In Cameroon, as in many developing countries, trends of gender inequality are not only in education but also in the labour market, political leadership and social and economic spheres. Education is a key factor in determining development trends, particularly in contemporary world. National governments have embraced the idea of equal education for all as a matter of priority.

The participation of girls in secondary education had lagged behind compared to that of the boys in rural areas of Cameroon in terms of their participation in secondary education as enrolment percentage rates. In the context of this study, school participation is seen as means of offering children a say in their education, listening to them and involving them as much as possible in school life. It means valuing their opinions and ideas and giving them control of their learning. It is to this effect that it became a great concern to encourage girls in the secondary institutions to work hard to prepare them for adulthood responsibilities and enable them to fit well and compete favorably in the job market. The WHO (2001), in the ICF, defines participation as involvement in life situations, which occurs across many locations, including environments of work, school, play, sport, entertainment, learning, civic life and religious practice. This definition is broad because it includes children's participation in school environments as well as in more voluntary, extra-curricular activities, such as recreation and leisure. The participation of girls in secondary education is of great importance to the nation's socio-economic development, social-cultural growth and for women empowerment. It shapes the whole destiny of a person hence a lot of values are added to life style. This calls for the participatory involvement of parents, teachers, government and other stake holders in enhancing girl-child participation in secondary education through provision of basic requirements which to a greater extent should come from the parents.

### **Theoretical background**

The study is based on human capital theory. According to human capital theory, participation in education is an investment in human capital made because of the expected returns later in life (Becker 1964). In the case of young children, the investment decision is generally made

by the parents or other caretakers. They are expected to weigh off the future benefits of sending their children to school against the immediate costs. Those benefits can be for the child, but also for the parents themselves, because in the absence of pension systems, children may be the old-age security. The decisions made by the parents need not be rational; they are influenced by how the parents perceive the world around them -- which not necessary is in line with reality and they may be colored by cultural norms and values that may legitimize existing inequalities.

The costs of schooling include besides the direct costs of books, school fees, uniforms and travel costs also opportunity costs of the children not being able to help at home, in the household or at the family farm, or to earn additional money with child labor (Basu 1999; World Bank 2002; Admassie 2003). Because the costs weigh heavier for poorer households, the first, rather obvious, socio-economic hypothesis is on the effect of poverty: Children from low income households are expected to have lower participation rates than children from other households.

Besides household income, the occupations and educational levels of the parents are also expected to play a role. According to status attainment theory, in modern societies, parents have less possibilities to ascertain a good position in society for their children via direct occupational transmission or via transference of capital, because education becomes more and more important as a means of social mobility (Blau & Duncan 1967; Treiman & Ganzeboom 1990). In these societies, parents are expected to invest more in the education of their children than in less developed societies. The theory also implies that social groups for which direct transference of capital is still important like farmers may feel less need to invest in the education of their children than people in dependent employment. Of the people in dependent employment, we would expect the non-manual employees to be most aware of the importance of education and we would expect them to invest most in their children's education. Our second socio-economic hypothesis, therefore, predicts educational participation to be lowest among children of farmers and highest among children whose fathers have nonmanual occupations.

The effects of father's occupation are expected to be the strongest for the educational participation of sons. As the labor force participation of women is very low in the countries under study, social mobility of women might take place mostly via their marriage with a promising husband. However, for daughters of working women, this may be different.

According to the resource theory of conjugal power (Blood & Wolfe 1960; Rodman 1972) the degree to which the partners can influence important household decisions depends on the extent to which they bring in valued resources into the marriage. This implies that mothers who are gainfully employed and hence contribute to the household income have more influence on family decisions than women who are not employed. It seems likely that such more independent women may be better able to create the possibility for their daughters to go to school.

With regard to the educational level of the parents, similar processes may play a role, with the parents using their human capital to increase their children's chances to get education (Treiman & Yip 1989). Parents who have reached a certain educational level can be expected to want their children to reach at least the same level (Breen & Goldthorpe, 1997). We therefore expect higher levels of education of the parents to lead to higher participation levels of their children. For the educational participation of girls, the education of the mother will probably be especially important (Emerson & Portela Souza, 2007). Mothers who have succeeded in completing a certain level of education have experienced the value of education and also know that it is within the reach of girls to complete that level. Therefore, we expect them to use the power and insights derived from their higher education to make sure that their daughters can go to school too.

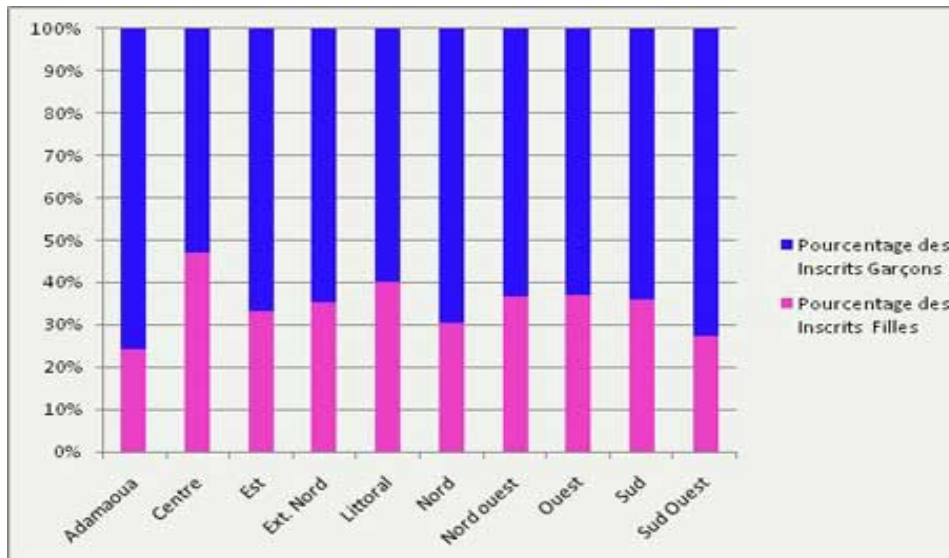
The focus on economic factors of the human capital approach has been criticized by researchers who consider the major causes of the gender gap in education to be cultural and institutional (Colclough et al. 2000). According to these researchers, the strategies of national governments and international agencies like the World Bank aimed at increasing girls' participation in developing countries do not acknowledge the link between girls' under-enrollment and women's status in society.

They have concentrated too much on improving the supply of education and too little on the factors at home (demand side) that restrict participation (need for the girl's labor; lack of mobility, etc.). Colclough et al. (2000) argue that poverty may be a major cause of under-enrollment, but that the gender differences in enrollment are the product of cultural practices. Illiterate women are economically and for their information strongly dependent on their male family members and thus may play an important role in the reproduction of the prevailing values including the values which stress a subordinate position of women to the next generation. Once this circle is broken and women get education, the chances increase that

their daughters can get education too. With regard to the influence of socio-cultural factors, we expect to find a lower educational participation among girls whose mothers are controlled stronger by their families (as indicated by the age the mother got her first child), and among girls living in rural areas, where the influence of traditional values tend to be strongest. In addition to this, the investment parents make in the education of their daughters may depend on the marriage traditions in the region where they live. In regions where girls tend to marry into the families of their husbands, parents may be less willing to invest in their education, because the returns to this investment go to the husband's family (Smits & Gündüz-Hosgör, 2006).

### **Contextual background.**

The context of this study is based on parental related factors and girls' attendance in post-primary education. As regards the general enrollment of girls and their retention in post-primary education in Cameroon it is interwoven with the parental perception about girls and their role in education. In spite of the educational laws in Cameroon and according to Economic Survey (2006), Enrolment rates were almost the same at post-primary for both boys and girls. The gap started to widen as more girls left school than boys in certain parts of the country especially in rural areas. In Cameroon, between 10,000 to 13,000 girls left school each year due to some parental related factors. Girls made up less than half of secondary enrolment. Dropout rates among girls in schools between ages of 13-18 are currently estimated at 45% compared to 37% of boys. Based on the estimate of 10,000 girls leaving school every year, the government lost its annual budget. National evolution of students enrollment from 2010 to 2013 academic years also show that though enrolment rates in secondary schools were higher for girls; fewer girls completed secondary schools compared to boys.



(Source: MINSEC, 2013)

Figure 1.1: National evolution of students' enrolment in Cameroon

Looking at the figure above, indicate that boys' enrollment in post-primary education for the past four academic years justified that there is great disparity in the school attendance of girls compared to that of the boys. Therefore, this national statistics compared with divisional data of Boyo collected from Divisional delegation of Secondary Education indicated that girls' attendance in post-primary education in the division was not matching that of the boys

In this context we think that parents can be to a larger extent indexed with the girls' low attendance in post primary education. This increased occurrence of gender disparities at post-primary education is largely explained by the fact that parents are disinterested in their girls' education. This study therefore sought to find out the perceived parental factors causing low attendance of girls in post-primary education in rural areas, especially in the case of Boyo division in the North West region of Cameroon.

## STATEMENT OF THE PROBLEM

In Cameroon successive governments have initiated several education reforms since independence, such as the National Development Plan on education (1976-61) which states that "education is an instrument for economic, social, political and cultural development of the country. Furthermore, Law N° 98/004 of fourteen April 1998 to lay down guidelines for education in Cameroon and some of the international treaties signed and ratified by Cameroon, specifying the need to provide educational standards on human rights in order to eliminate gender disparities in primary and secondary education by 2005. Despite all these

measures and efforts made, gender disparity in education still continue to exist and in this context, a lot still has to be done to remedy this educational disparity in education that exists between the boy and girl child in terms of access to education. However, the innovations introduced and the improved facilities, many children especially the girl-child who avail themselves of educational opportunities hardly complete their schooling before the first terminal point. Nevertheless, in developing countries 75 million secondary school age students remain not enrolled in school and 41 million of them are girls-approximately 55%. For that reason, it is absolute clear that there are still many things to do in order to reach the target of gender equality in education, namely fair treatment of all girls and boys in the education system (UNICEF,2005). As a result, the low attendance of the girl-child in secondary education in Boyo division has become a marked feature of the educational system especially at the secondary school level where these factors are absolutely a burden to the girl-child education. This explains the fact that it is not because the girls are not intelligent or not hard working in school but it is largely due to their parental related factors influencing the education of the girl child which results in their low participation in secondary education.

It has been observed that the low attendance of girls in secondary schools in Boyo division is largely due to the fact that some parents have got a very poor perception or attitude towards girls' education which eventually culminates into their low attendance in schools. Most parents in the villages are not aware of the importance of education and therefore see no use of taking their girl-children to school, for they believe that it is just a waste of resources and time. More so, some parents do not care whether the girl-child has gone to school or not. Some parents do not have anything good to talk about education, because they personally do not seem to see any advantage from it, so you find that they also discourage their girl-children from going to school because they see no use, their girl-children had to better stayed at home and made quick money other than going for education which is for the future that they cannot wait.

However, the present study is interested in investigating the parental factors affecting the low attendance of the girl-child in post-primary education in Boyo Division of the North West Region of Cameroon in order to confirm or refute the claim of gender disparity in post-primary education in favour of boys and to find out why girls are still unable to stay in school. It is hoped that the study will take a global look at this problem especially in the entire area where the problem is seriously pronounce.

## **THE OBJECTIVES OF THE STUDY**

Based on the problem and the variables of study the following objectives were formulated, the main objective of the study is to establish whether the parents' related factors have compelling influence on girls' attendance in post-primary education in Boyo division of the North West Region.

This main objective above was therefore subdivided in to specific objectives listed below as follows:

- 1- To find out whether parents' attitudes towards girls education have significant impact on girls' attendance in post-primary education
- 2- To investigate whether parents' educational backgrounds have significant impact on girls' attendance in post-primary education
- 3- To find out whether parents socio-cultural beliefs have significant impact on girls' attendance in post-primary education. .
- 4- To find out whether the parents' socio-economic backgrounds have significant impact on girls' attendance in post-primary education.

## **THE RESEARCH QUESTIONS**

The research is guided by the major research question which is formulated as follow: "To what extent do parental related factors have significant impact on girls' attendance in post-primary education?"

From the general research question, four specific research questions were formulated as follows:

- 1- To what extent do parents' attitudes towards girls' education have impact on girls' attendance in post-primary education?
- 2- To what extent do the parents' educational backgrounds have impact on girls' attendance in post-primary education?
- 3- To what level do parents' socio-cultural beliefs have impact on girls' attendance in post-primary education?
- 4- To what extent do parents' socio-economic backgrounds have impact on girls' attendance in post-primary education?



## **THE RESEARCH HYPOTHESES**

According to Leedy (1974), a hypothesis is a logical supposition, a reasonable guess, an educated conjecture which may give direction to thinking with respect to the problem and thus, aid in solving it. For the case of this research, while the general hypothesis will be the answer to the general research question, the specific hypotheses will be the answers to the specific research questions. Our research has two kinds of hypotheses: a general hypothesis and four research hypotheses.

The research study is guided by the following general research hypothesis which is formulated as follows: “Parents’ related factors have significant impact on girls’ attendance in post-primary education”.

From the general research hypothesis, four (4) specific research hypotheses are formulated as follow:

- 1- The parents’ attitudes towards girls’ education have significant impact on girls’ attendance in post-primary education,
- 2- The parents’ educational backgrounds have significant impact on girls’ attendance in post-primary education.
- 3- The parents’ socio-cultural beliefs have significant impact on girls’ attendance in post-primary education
- 4- The parents’ socio-economic backgrounds have significant impact on girls’ attendance in post-primary education

## **THE SCOPE OF THE STUDY**

As for the content, it covered areas of the parents’ socio- economic and cultural factors that influence the probability of girls’ attendance in post-primary education. Social reasons like cultural and religious beliefs, social exclusion, low social positioning, reasons are worth mentioning which may include unemployment, wage work by children, vulnerability, unpaid family labour, sibling responsibility, early marriages, unwanted pregnancy and high cost of education. This may largely depend on parents’ socio-economic, socio-cultural beliefs and educational backgrounds towards girls’ education. The parents’ decision to educate boys and not girls shows a high level of discrimination at the household level. The girls are denied educational opportunities for being seen as unproductive in their ability to support the family financially in the future. Such parental attitudes further perpetuate stereotypes

As regards spatial delimitation, it was concentrated on parents and girls, and the study covered some selected secondary schools within Boyo Division of the North West Region of Cameroon.

### **THE SIGNIFICANCE OF THE STUDY**

The findings and recommendation of the study will be of great significance to various stakeholders involved in the campaign for the promotion of girl-child access to education in that they will get to know the main problems facing the girl-child education hence prepare to face the challenge head on. It is hoped that the findings will benefit the Ministry of Education, Education planners, teachers, parents and the whole of Cameroon society in general. It will be possible to appreciate the problems facing girl-child education in the society and prepare to design ways of facing the challenges, whether social, economic or cultural in order to make it possible for the girl child to access education. This will ensure that gender disparity is reduced. As it is only through education for all, that a wide range of benefits, such as increased growth, enhanced productivity across sectors, increased individual earnings, enhanced democracy and good governance, could be achieved to enhance development for the country.

To the government:

It would become a reference point for decision makers and educational planners to realize that parents' image towards girl's education, cultural practices and parents' socio-economic status affect the advancement of the education of the girl-child in Cameroon.

It would sensitize governments and other agencies concerned with children education in the area to be gender sensitive and ensure gender streaming in admission, award of scholarships and recruitment into various levels and positions.

To the parents and guardians:

It would serve as a source of enlightenment to parents and guardians on the values of educating the girl-child thereby erasing all the earlier beliefs about educating the girls.

The result of the findings will sensitize and encourage parents to be aware of their roles and obligations in supporting the girl child participation in education

To the pupils and students:

The results of this study would serve to save the girl-child from all discriminations, sharp practices as well as exposure to unwanted pregnancies, and other forms of dangers.

It would serve as a point of advocacy for the rights of the girl-child to education and equality in other spheres.

To the teachers :

The results will enhance necessary provisions of the teaching-learning resources and know-how to enable girls to fully participate well in schools and highly motivate the girl child aspiration in education

It would help teachers to develop strategies on how to make the girls to have a positive attitude towards their full participation in education.

### **DEFINITION OF KEY CONCEPTS**

In social sciences, each discipline has its own terminology that is specific to it. But in our daily use of language, we are faced with the problem of semantics, where words are usually confused and misinterpreted to mean what they are not supposed to be. Here, we will give a clear and concise definition of terms and concepts around which our research is focused to avoid misunderstanding and to make the fundamental concepts of the work more operational

**Attitudes:** According to Feldman (2000), attitudes are learned predispositions to respond in a favourable or unfavourable manner to a particular person, behavior , belief, or things. This refers to positive or negative pre-disposition to think, feel, perceive and behave in a certain way towards people, objects, events or situations or participation.

**Impact.** This refers to contributing or playing a role towards something's success or failure like contributing towards girls' attendance in post-primary education

**Access.** This refers to availability of opportunity to secondary education and other educational facilities

**Socio-cultural.** The socio-cultural refer to the people's way of life as expressed throughout their attitudes, virtual beliefs, values and pedagogy systems from generation to generation through the community's socialization systems, (Brock andCammish, 1991) Socio-cultural refers to large scale forces within cultures and societies that affect the thoughts, feelings and attitudes. According to Wikipedia, socio-cultural factors are things that affect lifestyle, such as religion, family or wealth. These can change over time. These are the factors that affect our

thoughts and behaviour in social situations. Social factors affect how we behave in social situations.

**Economic factors.** These refer to business activities, for examples; farming practices and other jobs which earn salaries or wages or income.

**Socio-economic.** This refers to combination of social and economic factors

**School dropouts.** School Dropout in this study, refers to someone aged 7 to 15 years who at one time attended school but currently is not in school irrespective of the length he/she was in school

This research work was organized into five chapters. Chapter One was comprised of an introduction consisting of background information of the study, statement of the problem, the objectives of the study, the research questions, the research hypotheses, the scope of the study, the significance of the study and the definition of basic concepts .Chapter Two provided a review of literature related to parental factors (parents' attitudes towards girls' education, parents' educational background, parents' socio-cultural and socio-economic factors) influencing the participation of the girl-child in secondary education and discusses issues on girls' education. The chapter was also composed of theoretical and conceptual framework of the study. Chapter Three provided the research methodology. It describes the research design, population studied, sampling techniques adapted, instrumentation, primary and secondary data, data collection procedures and the data analysis plan. Chapter Four dealt with analysis and discussion of the main findings of the research. Chapter Five provided the summary, conclusions, and recommendations for improving and promoting girls' participation in secondary education

## **CHAPTER II**

### **REVIEW OF LITERATURE AND THEORETICAL FRAMEWORK**

#### **Introduction**

This chapter contains the summary of the existing research literature most relevant to the purpose of this study. First of all, the need for education, girls' access to education and gender parity and equality in education are examined in line with the current state of girls' education in the world. Then, the need for girls' attendance in post- primary education in particular is discussed and international framework for gender equality in education is presented. Afterwards, girls' education in Cameroon, barriers to girls' education in Cameroon are reviewed by means of relevant research studies conducted in Cameroon. Furthermore, the right to girls' education is discussed. Importance of girls' education in Cameroon is analyzed by examining education for removing gender disparities, ways of enhancing girl-child education in Cameroon and strategies for promoting girls' education in Cameroon respectively. Last of all, some reviewed research empirical works on parental related factors that significantly impact on their girls' education are presented and this section finally examined the three vital theories related to the study

#### **CONCEPTUAL FRAMEWORK**

##### **The need for education**

In today's world, education is regarded as one of the essential means for achieving long term development goals and improving both social and economic standards of living (Subrahmanian, 2007). In other words, education is a crucial and fundamental instrument

directing many aspects of economic, political and social life (Mendy, 2008). It plays a vital role to eliminate social and economic injustices inherent in many communities. At the present day, as a result of the changes and developments in information technology and communication system, education has become even more important. The welfare and happiness of a country depend on equipping the citizens with continuous and quality education. The knowledge and the skills gained through education process have accretion value for any country's development. For this reason, the education level of the society and the quality of human resources are the impulsive forces of socio-economic development. The countries advancing their level of education will experience the positive consequences of it in various fields. Tchombe (1994) defines education as individuals' process of learning the values and the norms of the society they were born and live in, improving the things that they learn and transferring them to the next generations. From this perspective, the prior reason for society's need for education is the aim of keeping the current cultural values alive and transferring them to the upcoming generations. Education is also necessary for enabling sustainable development, and for keeping social unity and the present political state of the country. Moreover, education facilitates adaptation process to keep up with the innovations for society's welfare.

Education and schooling are fundamental and constitutional human rights of any child. Among other institutions of education school has a more important role as it is the place where the children utilize the socialization process and vital life principles. They learn about life and its purpose by exploring their intuitions, feelings, thoughts and beliefs at school. (Yalın et al, 2005). The children without access to education will be deprived of their human rights and prevented from improving their talents and interests in the most basic ways (UNESCO, 2003). In order to expand children's opportunities in life, they should be encouraged to have access to, enrollment in, and completion of education. Fuke (2007) argues that education plays a vital role in building capabilities and opening opportunities for children from all backgrounds. They will have a chance to make a difference in their world by understanding the structures that shape their world through a quality education. At individual level, people can develop their current potential, discover their strengths and become productive members of society by an adequate education. Similarly, education has direct influence on improving communication abilities of individuals by helping them gain literacy, emphatic understanding and broader world perspective. By means of education people will be able to use their imagination and their reasoning for solving the problems they face. In short,

education enables individuals to investigate the world that surrounds them and to reach the self-actualization level (Dilli, 2006).

### **Girls' access to education**

Fuke (2007) argues that education plays a vital role in building capabilities and opening opportunities for children from all backgrounds. UNESCO (2003) stipulates that children without access to education will be depriving them of their human rights and preventing them from improving their talents and interests in the most basic ways. Therefore, access simply means the right to education. It is also the opportunity provided for the girl-child to be educated. Access deals with the availability, convenience and ability to be educated. It is true that many governments make provision for the education of their citizens, but the provisions most of the time do not take cognizance of the peculiarities of the girl-child. In that case the girl-child may not have access to education, which is a fundamental human right.

Rihani (2006) asserts that education is the right of every girl everywhere and key to transforming her life and the life of her community. Without education, girls are denied the opportunity to develop their full potential and to play a productive and equal role in their families, their societies, their country and their world. According to Odaga and Heneveld (1995), schools in Africa are often substandard, especially in rural and isolated areas, means that even the few girls lucky enough to get access to an education often receive one of the poor quality and limited duration. Many schools in Cameroon as well as other African countries are nearly destitute, with classes being held in crowded, poorly constructed structures, in which there is very limited access to didactic materials, and even less access to text books and computers. Also, some parental socio-cultural practices place major obstacle to the education of girl-children in Cameroon. Although much has been done to improve the caliber and existence of girls' education in African countries, there is still much that needs to be done.

Odaga and Heneveld (1995) argue that the largest hurdle that needs to be overcome before all African girls can get the education is the prevailing social thought that discourages or minimizes the importance of education for girls. To stop this, countries in Africa and Cameroon in particular, the government need to pass laws banning the early marriage practices that keep girls out of school. Finally, African governments must pass legislation that

makes the education of girls mandatory for primary school, and then enforce these laws stringently, especially in the rural communities.

Research has shown that millions of girls do not have access to school despite the concerted efforts to push the cause forward. Okeke, et al (2008) and Alabi & Alabi (2012) identified child labour, poverty and lack of sponsorship, quest for wealth, bereavement, broken home, engagement of children as house helps, as factors or the clog in the wheel of children's access to education. According to World Bank (2003), More than 350 million people, over half of Africa's population, live below the poverty line of one dollar a day. This implies that poverty excludes children, including the girl-child, from school.

In the meantime Odaga and Heneveld (1995) assert girls are sometimes abducted for marriage when they are no more than eight years. In West Africa, they are recruited from poor rural families to work as domestic servants in coastal cities. In Cameroon, it is not very difficult to find a house help, mostly girls, in virtually every household. In a report by Human Rights Watch 2008, warns that sexual violence and abuse are hampering girls' access to education. In this case, girls are simply been barred from school.

The right to education, which is a fundamental human right, is frequently denied to girls in some Africa countries. The then United Nations Secretary General, Kofi Annan, stated that in Africa, when families have to make a choice, due to limited resources, of educating either a girl or a boy child, it is always the boy that is chosen to attend school. In Africa, many girls are prevented from getting the education entitled to them because families often send their daughters out to work at a young age, so that they can get the additional income they may need to exist beyond subsistence level, and finance the education of sons.

It was been reported in BBC News (2006), that African patriarchal societal viewpoint favours boys over girls because boys maintain the family lineage. Additional reasons why girls do not have adequate access to education in Africa include the fact that many have to stay home to nurse sick relatives and people with certain diseases such as HIV/AIDS. Also, in some cases uneducated mothers are another reason that makes such mothers believe their daughters do not need to be educated. Furthermore, some families do not believe in education of girls.

Despite the introduction of free primary education in the country which accounted for an increase in enrolment, a sizeable number of children, especially girls, still find themselves out of school due to a number of reasons. These reasons include: demands for their labour in the



homes such as assisting in looking after their young siblings; child marriage, doing house chores and looking after the sick member of the family (Aderinto 2000; Togunde & Carter 2008). Some of the girls are given to marriage against their wish and when they refuse, they are threatened with death. This study therefore, examined the general problem facing girl-children and the implications on the education opportunities available to them.

### **Gender Parity and Gender Equality in Education**

The educational and cultural position of a society can be estimated by determining to what extent education is provided to all children equally. Becoming aware of this truth and having sensitivity about it can also be elicited through education (Yalin et al, 2005).

However, in the present world, education is portrayed by extensive gender inequalities (Unterhalter, 2007). In spite of improvements and developments in the field of education, in many regions of the world female education constitutes a problem. Women do not enjoy the same education opportunities as men and gender inequalities continue in the society. Girls' educational experience is still affected by factors related to gender, religion, economic status, age and geographical location. All these factors have an impact on girls' enrollment, retention, achievement and performance (Annin, 2009). Girls comprised two thirds of the children denied their right to education, despite the fact that girls' education offered the greatest overall returns for economic development (Govinda, 2008) In 2006, only 59 of 176 countries accomplished equal number of girls and boys in both primary and secondary education (UNESCO,2009). Consequently, achieving gender parity and equality in education stands to be one of the most outstanding problems in the field of education. Before analyzing the current state of girls' education and the problem of gender equality in detail, it is better to clarify the differences between the terms "gender parity" and "gender equality". There should be a clear analytical and operational distinction between the concepts of gender parity and equality in order to ensure proper usage of these terms and the measurement of progress towards them (Subrahmanian, 2005). As an indicator of gender equality, gender parity is a formal notion of equality and it is defined by access and participation in education (Subrahmanian, 2007). In other words, gender parity is a rather narrow aspiration and it is a numerical concept referring to equal proportion of boys and girls enrolled in the education system (Aikman and Unterhalter, 2007; UNESCO, 2003). "It is measured by the ratio between the female and male values for any given indicator, with parity being equal to one" (UNESCO, 2003,). The statistics reveal that many countries are making progress regarding

gender parity, especially in primary education. Girls' enrollment rates tend to increase in many countries but gender parity indicator has some limitations. First of all, even if it is important, measuring the access to and participation in education are not signs of processes of education. Moreover, gender parity indicators are static measures so relational perception of "gender" makes it necessary to analyze the dynamic processes shaping gender inequalities in different areas of human life (Subrahmanian, 2005).

The statistics on access and achievement illustrate only partial aspect of gender inequality. As a more complex notion gender equality comprises various aspects of education and assessment of gender equality is more difficult (Unterhalter, 2005). Equal number of boys and girls in education is a starting point for reaching gender equality as an educational goal (Subrahmanian, 2005). The limited nature of the gender parity makes it necessary to measure and discuss other dimensions of gender equality to have a broader portrayal of girls' education (Aikman and Unterhalter, 2007). Equality of outcomes regarding the length of schooling, achievement, academic qualifications, and more specifically equal job opportunities and earnings are associated with gender equality (UNESCO, 2003). In addition to all these factors other dimensions of equality should be argued. "Indicators of gender equality thus need to be extended beyond the education system to a selected range of other indicators of gender equality, as a way of alerting educators to the deep links between education and other social institutions and processes" (Subrahmanian, 2005). The unequal power relations between women and men cause the gender inequalities in the society (Subrahmanian, 2007). The reasons and consequences of gendered forms of power, the practices endowing women and men with unequal life opportunities triggering the inequalities in other areas of social division are both the results and the causes of gender inequalities in education (Unterhalter, 2005).

Gender roles assigned by the society and coupled with certain cultural practices cause different forms of inequality between males and females. The gender inequalities make women disadvantaged in terms of their access to resources, economic opportunities and participation in democratic process and other fields of social life (Annin, 2009). In order to achieve gender equality it is important to overcome the obstacles which hinder equal opportunities for both sexes-such as discriminatory laws, customs, practices and institutional processes (Aikman and Unterhalter, 2007). The progress towards equality involves changes in formal laws and institutional practices, values of the society and opportunities offered to men and women in different areas of social life (Subrahmanian, 2005). Consequently, reaching the

gender equality in education necessitates that fundamental freedoms and choices be enjoyed by women and men on equal terms. Full gender equality entails offering girls and boys the same chances to go to school. Moreover, it should be assured that they enjoy teaching methods and curricula free of stereotypes and academic orientation and counseling unaffected by gender bias (UNESCO, 2003).

### **The Need for girls' attendance in post-primary education**

The World Health Organization (2001), in the *International classification of functioning, disability and health*, defines participation as involvement in life situations, which occurs across many locations, including environments of work, school, play, sport, entertainment, learning, civic life and religious practice. This definition is broad because it includes children's participation in school environments as well as in more voluntary, extracurricular activities, such as recreation and leisure. From this definition, participation in school means offering children a say in their education, listening to them and involving them as much as possible in school life. It means valuing their opinions and ideas and giving them control of their learning.

“Educate a woman, educate a nation” is a commonly used expression in Africa, reflecting the need for girls' education. The word “family” is sometimes used instead of “nation”. In either version, the value of educating a girl for her family's health, economic status, and access to education is emphasized (Rihani, 2006). The returns of girls' education can be observed in diverse settings. As revealed by the research studies, uneducated women are more likely to suffer from poverty, illness, and malnutrition (Scully, 2006). Moreover, female education increases women's labor force participation rates and earnings, and contributes to the household and national income (Roudi-Fahimi and Moghadam, 2003; World Bank, 2009a). Thus, the communities with low level of educated women population have lower productivity. Besides helping generate additional income and breaking the vicious cycle of poverty, investments in female education results in other economic and social benefits (Tembon and Fort, 2008). In other words, more education for girls yields benefits for the society and the community by lessening poverty and reinforcing economic growth. The economic prospects for girls in developing countries can be made better by the help of access to education (Wagner, 2008). Results of a 100- country study by the World Bank indicate that the annual per capita income growth is increased by 0.3 percent on average when the participation of girls' secondary education is increased by 1 percentage point (Dollar and Gatti 1999). Apart

from economic returns, girls' education adds other social benefits to the women's lives and to the whole society. There is a direct relationship between literacy, power and empowerment (Aikman and Unterhalter, 2007). By increasing their political and democratic participation and reducing domestic violence education offers greater empowerment for women (Subrahmanian, 2007). Through more schooling especially secondary education and beyond, a young woman gets a new sense of responsibility for herself and empowerment to shape her own future rather than having her future shaped first by her father and then by her husband (Murphy and Carr, 2007). RoudiFahimi and Moghadam (2003) assert that educated women become more aware of legal rights and they are politically more active. Likewise, while discussing the benefits of girls' secondary education, Rihani (2006) points out that secondary education contributes to the civic participation and democratic change by equipping students with critical thinking. Thus, it can be argued that the adjustments and enhancements in women's economic, social, cultural and political status will be achieved if it is ensured that they enjoy equal rights, opportunities as men.

Apart from being an agent of women's empowerment female education contributes to the development of the upcoming generations. Dilli (2006) points out that mothers' education level is an important determiner of children's educational attainment and opportunities. When mothers are educated, children, especially girls, have higher level of educational enrolment and attainment (Roudi-Fahimi and Moghadam, 2003).

Another benefit of female education is related to the reduction in women's fertility rates. Murphy and Carr (2007) assert that reproductive health risks of adolescent girls including early and unwanted fertility declines with their educational attainment. The results of the econometric studies within individual countries indicated that one extra year of female schooling reduces fertility by approximately 5 to 10 percent (Summers, 1994). Fuke (2007) noted that the number of live births, lower infant and maternal mortality rates and increased likelihood of a mother's health care for her children are health outcomes associated with girls' education. Educated women have fewer and healthier children than women with no formal education as they have greater awareness of contraceptives use and family planning methods and delayed age of marriage and childbearing (Sabrahmanian, 2007; World Bank, 2009a).

In the same way, women's educational attainment is associated with healthier families. Women's education contributes to health at family level by increasing access to and use of information, improving use of health service and by increasing the proportion of family

income earned by and allocated by women. More specifically, continued schooling has important consequences for maternal health and mortality, as well as child mortality and survival by delaying the marital and first pregnancy age (Subrahmainian, 2007).”As education expands women’s horizons, opens up better earning opportunities and improves women’s position in the family and society, couples tend to have fewer children and to invest more in the health and education of each child” (Herz and Sperling, 2004, p.4). Women's increased earning capacity resulting from higher level of education has a positive effect on child nutrition as well (Roudi-Fahimi and Moghadam, 2003). Therefore, the children of educated women have higher survival rates and they tend to be better nourished and healthier as women with some formal education are more conscious of child immunization, nourishment and hygiene (World Bank, 2009a).

Likewise, education reduces maternal mortality as educated women more likely to have better knowledge about health care practices and they tend to have fewer and better-spaced pregnancies and seek pre-and post-natal care (World Bank, 2009a). Thus, an additional year of schooling for 1,000 women is estimated to prevent two maternal deaths (Summers, 1994).

### **International Framework for Gender Equality in Education**

Among the few global goals that have been consistently and deeply supported is the notion that every child in every country should have the chance to complete at least a primary education. 1990 World Conference on Education for All in Jomtien, Thailand set this goal to be achieved by 2000. The World Education Forum in Dakar in 2000 reaffirmed and extended the Jomtien commitment, bringing an emphasis on schooling quality while underlining that universal primary completion had not yet been reached. Universal primary completion and gender equity in primary and secondary education were affirmed again in that same year as Millennium Development Goals (MDGs)

Achieving gender equality in education is emphasized at different internationally accepted goals and meetings. Education for All (EFA) is an international commitment to offer the opportunities of education to “every citizen in every society”. By focusing on the different levels of education specifically, the EFA goals target to meet the needs of all children, youth and adults by 2015 (Gardner, 2008). EFA goals to be achieved by 2015 are as the following:

- Expand and improve comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.

- Ensure that by 2015, all children, particularly girls, those in difficult circumstances, and those belonging to ethnic minorities, have access to a complete, free, and compulsory primary education of good quality.
- Achieve a 50 percent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.
- Eliminate gender disparities in primary and secondary education by 2005, and achieve gender equality in education by 2015, with focus on ensuring girls' full and equal access to and achievement in basic education of good quality.
- Improve all aspects of the quality education and ensure excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills (World Bank, 2009b).

The conference was sponsored by development agencies such as UNICEF, UNESCO, UNDP, and the World Bank (Fuke, 2007). At the World Education Forum in Dakar, in 2000, United Nations Girls Education Initiative was launched. UNICEF is the lead agency for the UNGEI, which works for eliminating gender discrimination and disparity in education by the help of actions at global, national, district and community level

Dakar framework emphasized that “the heart of EFA lies at country level”. The participants of World Education Forum had the responsibility of attaining the goals and targets of EFA and required the governments to achieve and maintain the goals as well. UNESCO provided guidelines to assist countries to attain girls' education-related goals and increase their efforts. Two significant documents are the Guidelines for Preparing Gender Responsive EFA Plans and the Preparation of National Plans of Action Country Guidelines

Universal primary completion cannot be achieved without a significant acceleration of current progress. In addition to financing gaps, faster progress necessitates combining substantial policy, capacity and data gaps in many developing countries

In 2000, the United Nations Millennium Declaration put forward The Millennium Development Goals (MDGs) aiming to reduce poverty, hunger, disease, discrimination, lack of access to resources and to promote gender equality, education, health and sustainable development by 2015 The MDGs are novel in the sense that that they involve concrete, time-bound, quantitative targets for action. In fact, they intensify some of the 12 critical areas

recognized by the Beijing Platform for Action which was approved by all 189 United Nations member countries at the Fourth World Conference on Women in 1995.

Likewise, they are parallel to other international conventions and treaties that guarantee the rights of women and girls (The World Bank Gender and Development Group, 2003). Two of the MDGs address education specifically. MDG 2 focuses on universal primary education with the target of ensuring that by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary education. MDG 3 entails promoting gender equality and empowering women with specific target to eliminate gender disparity in primary and secondary education, preferably by 2005, and in all levels of education by 2015 (UN, 2009).

In 2002, a global partnership named Education for All Fast Track Initiative (FTI) was founded by the World Bank and other development partners (World Bank, 2009c). UNESCO, UNICEF, the World Bank, the regional development banks and all major bilateral donors for education support the new initiative. FTI aims at accelerating the MDG process and assist low in-come countries to meet the education Millennium Development Goals (MDGs) and the EFA goal that all children complete a full cycle of primary education by 2015. Within the framework of FTI compact, the developing countries design and implement education plans and donor partners align and provide complementary support concerning these plans (Bruns, Mingat, and Rakotomalala, 2003; and World Bank, 2009c).

Even if the international policy context (EFA, the BPFA, and the MDGs) regards education as an effective instrument for ensuring gender equity in education and in society in general, poverty, gender-based violence and HIV/AIDS stand to be significant threats to the achievement of set goals and targets. Gender inequality may prevent the attainment of other Millennium Development Goals, particularly the ones relating to child mortality, maternal mortality, poverty, and universal primary education. Thus, progress in important development goals largely depends on ensuring gender equality in education (Ghaida and Klasen, 2004). Briefly, as a tool of sustainable development educating girls and women stands to be an outstanding issue as it is emphasized by the goal of gender equality in international framework. Table 2 summarizes the global education for all goals

*Table 2.1: Global “Education for All” Goals*

<b>DAKAR WORLD EDUCATION FORUM GOALS</b>	<b>MILLENNIUM DEVELOPMENT GOALS</b>
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Expand and improve comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged	
Ensure that by 2015 all children, particularly girls, children in difficult circumstances, and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality.	Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling
Ensure that the learning needs of young people and adults are met through equitable access to appropriate learning and life skills programs	
Achieve a 50 percent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and	
Eliminate gender disparities in primary and secondary education by 2005, and achieve gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality	Eliminate gender disparity in primary and secondary education, preferably by 2005, and at all levels of education no later than 2015
Improve all aspects of the quality of education and ensure excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy, and essential life skills.	

Source: (Bruns, Mingat, and Rakotomalala, 2003)

### **GIRLS EDUCATION IN CAMEROON**

During the colonial era, female education was particularly encouraged by the missionary societies in Cameroon. Government did not see their use for administration. Consequently, the number of girls in government schools was low. The only government school for girls at that time was in Douala and it was handed over to the Basel Mission in 1897. But again



another government school for girls was created in Douala in 1903. For the missionary societies it was necessary to create convents. They considered that the education of girls was best in the convents. Girls represented about 10% of the total school population of mission schools. The low representation was due to the general condition of the woman in Cameroon and her family status which tended to make her very reserved and not to expose her to outside world. Many parents at the time felt that girls had not the same enthusiasm for learning as the boys.

It was rare to find a girl who could go beyond the advanced primary school where German occupied a serious place in the curriculum and in training institutions beyond primary schools. Consequently, missionary societies created special curricular for girls so that they learnt sowing, embroidery, housewifery and so on; side by side with general education received in vernacular schools where many girls could be found (Ojong, 2005)

Over the past decade, Cameroon has made significant steps in making education more accessible to its children and in driving up its school enrolment rates. According to figures from UNICEF, the country's net primary school enrolment rate is now at around 84%, making it one of the highest ranking nations in West and Central Africa. However, simple statistics rarely tell the whole story. While enrolment rates are rising, many are concerned that girls continue to lag significantly behind their male counterparts.

A study by the Ministry of Women's Empowerment and the Family published in 2012 found that for every 100 boys in education in Cameroon in 2009/2010, there were only 85 girls. Despite some efforts to correct this inequality, this ratio has remained stubbornly consistent since 2002/2003, and notably this gender disparity widens as you travel from the urban centres to the further-flung and more poverty-stricken hinterlands.

While enhancing access to education is important, ensuring that gender disparities are also addressed in the process will be crucial if education is to help raise all communities out of poverty and develop.

Like many other countries in sub-Saharan Africa, Cameroon has run up against a number of barriers that mean it is more difficult to ensure girls attend school and do not drop out than boys. And often the source of continuing gender discrimination lies in a complex mix of traditional attitudes and economic calculation.

“Some parents prefer to give priority to boys’ education because they believe girl will soon get married so they see less need to invest in her,” explains JaïreMoutcheu, Plan International’s Cameroon Communications Adviser. “Some don’t have enough resources and prefer to focus the little they have on the education of the boy.”

However, sometimes it goes further. In some instances, parents see girls as economic burdens and attempt to marry them off as early as possible. Despite long years of campaigning against child marriages, many girls who have barely reached puberty, especially in Cameroon’s northern and eastern regions, continue to be forced into early marriage.

### **The Barriers to Girls’ Education in Cameroon**

UNICEF (2009) report asserted that there are an almost unequal number of boys and girls attending primary education in sub Sahara African countries. But girls’ participation in secondary education is far less than that of boys; only 33 per cent of students are girls. Girls are yet to use their secondary education to find further learning avenues that are linked directly to livelihoods, economic opportunities, and social and political empowerment. This has contributed to continuing the traditional gender roles in which women are confined to multiple household tasks and remain deprived of a decision-making role. In Cameroon, the main issues affecting girls' participation in education are:

***Limited public investment in education.*** Classes are overcrowded, teachers are in short supply and inadequately trained, and school hygiene and sanitation facilities are inadequate.

***Low demand for education.*** In some areas, despite degrees of progress, schooling is still perceived to be unresponsive to cultural or religious customs and practices.

***Discrimination against girls’ schooling.*** Discrimination against girls’ schooling is common practice in many schools, within families and in communities. Therefore, maintaining girls in school is a problem to be tackled because they often are removed from school and kept at home for domestic chores and preparation for early marriage.

***Direct and indirect costs of school.*** The cost of learning materials and other school-related expenses are difficult for low-income families to bear, and boys often receive first priority.

***No birth certificate.*** The absence of a birth certificate precludes eligibility to take the final exam at primary level and many children, particularly girls, are not registered.

### **Changing attitudes towards girls' education in Cameroon**

Over the years, the government has made efforts-often with the help of NGOs such as UNICEF and Plan International-to boost the school attendance of girls. There have been sensitization campaigns targeting parents and communities, some schools have been made more girl-friendly such as by fitting enclosed toilet facilities, programmes have been created to help provide books and scholarships to girls, and schemes to help those who have dropped out of school return have been established. Meanwhile, a new effort backed by the government of Japan and UNICEF could see the construction of "girl-child friendly" primary schools especially in areas with lowest enrolment for girls; enhanced incentives for girls attending schools such as food handouts; and strengthened support for women's advocacy groups promoting girls' education.

However, in many of these measures, progress has so far been slow if steady. And many see the crucial change necessary as being that in cultures and attitudes.

Marie Therese Abena, Cameroon's Women's Empowerment Minister, for example, is optimistic about the improvements that have been made – "It's not yet 100%, but we're improving," she says – but emphasizes that lasting change has to come from the ground up. "It's you, your brother, sister, grandmother who still believe in female genital mutilation; your grandfather who still believes in sending a girl to marry before the age of 15," she says. "So each one of us has to do their own share of the work so that we can see the girl-child evolve in our society and contribute." (Ministry of Women's Empowerment and the Family, 2012 report).

### **Human Rights of Women: Theory v/s reality**

Ours is a deeply perplexing age in relation to rights, on the one hand there is a virtual explosion of human rights enunciations and on the others there is a growing disregard of rights and cynicism about over future. The proliferation of human rights instruments seems to have caused critics of human rights to form a right weariness and a right wariness. Thus we are in a situation where there is a notable increase in affirmations as well as violations of human rights, wherein all struggles articulate themselves in the language of human rights and invoke the 'Politics of rights' making human rights into bargaining points for the enhancement of power. Human rights of children and those of a girl child have also become victims of this power game. The only viable long lasting way to protect human rights of

children is through educating them and that too with a big emphasis on the education of girl child which should supersede education of male child as a girl educated is a family educated, a family educated is a society educated, a society educated is a nation educated and if all nations are thus educated than in the whole wide world no one will remain uneducated.

Education enlightens and an enlightened woman only can stand up for protection of her human rights and for those of her fellow sisters who may be being deprived and discriminated against due to various religious and socio-economic factors. By educating girl child we set in a process of empowering women, who will be able not only to defend their rights and live with dignity but also to contribute to the development of entire society.

Here the questions arise as to why a girl child is discriminated against and deprived? The root cause of this practice lies in various socio-cultural, economic and religious factors, which make us ignore the rights of girl child and our duty towards them with open eyes.

### **Preference of Sons over Daughters**

According to UNICEF report (2007), discrimination against girl child is the direct outcome of son preference. Three major factors contribute to this preference.

- **First**, The continued belief is the economic utility of sons as family labor, wage earners as well as support for parents during old age. Dowry also serves as an economic incentive to have sons just as it serves as a disincentive to have daughters.
- **Second**, Socio-cultural factors like patrilineal descent and inheritance as well as other aspects of kinship building serve to create conditions that sustain female disadvantage and inequality.
- **Third**, Within religion sons have been accorded the unique privilege of performing various rites and rituals, including the last rites for deceased parents. All these factors create a higher premium on having sons.

Though religious and socio-cultural factors tip the balance in favour of boys especially in traditional societies, it is also true that no society has liberated itself economically, politically or socially without a sound base of educated women. Many country experiences around the world have demonstrated that investment in educating women is the most precious

investment a society cannot make. Still, the gender gaps in education, i.e., the difference between the enrollment ratio of boys and girls and literacy ratio of men and women, exist in all the regions of the developing world.

### **Right to girls' Education**

If the most basic value is of survival and everything comes after that the first right is the right to be born and not to be aborted purely because one is a girl. This right of survival is being snatched away (female feticide) with the help of modern science and technology in contravention to existing laws that forbid any such activities. Women, due to their ignorance of such laws and help unavailable at hand in adverse circumstances suffer unspeakably because they are not educated and hence are unable to defend their unborn and fend for themselves in such circumstances. If a girl is born, despite all efforts to the contrary, the question comes of their right to remain alive and live, live with dignity, and as an individual a term not understood well in connection with female species. Here we are concerned, directly with the right to education. This also implies the right to information about law, health care and opportunities in different fields of activity including the right to a career. Only when this right is protected one can expect to have a congenial atmosphere for the protection and promotion of human rights of women.

It is widely accepted that formal schooling between 6-11 years of age is vital for proper development of the child, when supplemented by mother at home. Hence, education by formal or informal means can become a major tool for removing the bias against the girl child. It will usher in a new era for her and for her country. She will become an asset and not a burden, if a girl child is education. To repeat the words of Nehru, the first Prime Minister of India, "To awake the people, it is the woman who must be awakened, once she is on the move, the family moves, the village moves and the nation moves (Report of the Fourth World Conference on Women in 1995).

Materu and Mendy (2007), theoretically and formally all agree that educating a girl child is essential still their education does not get the highest priority among the family's, survival concerns in a state of abject poverty. Even when education is free, there are many costs to attending a school including uniforms, textbooks and participation in social activities of the school. Added to this is the opportunity cost of sending girls to school when they could be helping at home with household work or with family's income-earning activities. This also

explains the higher school dropout rate for girls when they are growing up, since their opportunity cost for staying at school keeps increasing for their families.

The supply side factors such as lack of conveniently located schools, flexible hours, irrelevant curricula, non-availability of female teachers and the absence of single sex schools play an even greater role in preventing girls from enrolling in schools. The location of a school is an important factor affecting parent's decision. Longer distance is often perceived as a threat to a daughter's security and might make the parents reluctant to send their daughters to school. So, all these factors will have to be accounted for while planning for girl education if we have to succeed.

### **HUMAN RIGHTS OF CHILDREN-CRC AND CAMEROON'S COMMITMENT**

According to United Nations Convention on the rights of the child (1989), drafted by the UN commission on Human rights, laid down a set of international standards and measures intended to protect and promote the well-being of children in society. Like most of the over sovereign nations of the world in which the government of Cameroon also signed the convention. The convention draws attention to four sets of civil, political, social economic and cultural rights of every child. These are:

***The right to survival:*** This right includes the right to life, the highest attainable standard of health, nutrition and adequate standards of living. It also includes the right to a name and a nationality.

***The right to protection:*** This includes freedom from all forms of exploitation, abuse, inhuman or degrading treatment and neglect including the right to special protection in situations of emergency and armed conflicts.

***The right to development:*** This right includes the right to education, support for early childhood development and care, social security and the right to leisure, recreation and cultural activities.

***The right to participation:*** This right includes respect for the views of the child, freedom of expression, access to appropriate information and freedom of thought, conscience and religion.

The convention states that these rights shall be extended to all children without discrimination of any kind, irrespective of the child's or his or her parents or legal guardians

race, nationality, color, sex, language, religion, political or other opinion, national, social origin, property, disability, birth or other status.

Article 28 and 29 of the convention (CRC) put emphasis upon education of children as an instrument of protecting and promoting their human rights.

### **The right of the child to education**

States parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular :

Make primary education compulsory and available free to all;

Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need;

Make higher education accessible to all on the basis of capacity by every appropriate means;

Make education and vocational information and guidance available and accessible to all children;

Take measures to encourage regular attendance at schools and the reduction of dropout rates.

States parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention.

States Parties shall promote and encourage international cooperation in matters relating to education, in particular with a view to contributing to the elimination of ignorance and illiteracy throughout the world and facilitating access to scientific and technical knowledge and modern teaching methods. In this regard, particular account shall be taken of the needs of developing countries (United Nations Convention, 1989).

### **The development of the child**

States Parties agree that the education of the child shall be directed to:

The development of the child's personality, talents and mental and physical abilities to their fullest potential;

The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;

The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;

The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;

The development of respect for the natural environment: No part of the present article or article 28 shall be construed so as to interfere with the liberty of individuals and bodies to establish and direct educational institutions, subject always to the observance of the principles set forth in paragraph 1 of the present article and to the requirements that the education given in such institutions shall conform to such minimum standards as may be laid down by the State (United Nations Convention, 1993).

### **Provisions in the Constitution of Cameroon on education**

The constitution of Cameroon provides a large number of rights and freedom to the people of Cameroon. This constitution declares that the human person, without distinction as to race, religion, sex or belief, possesses inalienable and sacred rights. This affirms our attachment to the fundamental freedoms enshrined in the Universal Declaration of Human Rights, the Charter of the United Nations and The African Charter on Human and Peoples' Rights, and all duly ratified international conventions relating thereto, in particular, to the principles:

These rights in other words, if denied or neglected, cannot be procured by the citizen through the courts. Thus the classification of the rights of the citizen into these two categories could be interpreted as placing mechanical values on these rights relative to each other. Political will determines the manner in which laws are enforced. In fact, the very act of placing education in either category of rights can well be perceived to be the primary expression of such a political will. Right to education could not be made a fundamental right (as had been discussed with the Constituent Assembly of Cameroon due to various reasons) and was only accepted as part of directive principles of state policy. This could be taken, on reflective considerations, as a lack of political will (Amended Constitution of the Republic of Cameroon, 2008).



## IMPORTANCE OF GIRLS' EDUCATION

Education in essence, has two main objectives; to instill broad based knowledge, including professional skills, which enables a person to deal with the material demands of his/her life and secondly, to make him or her a particular kind of person - a person who can live at peace with himself and his fellow human beings and in harmony with animate and inanimate nature.

Education becomes a very powerful instrument for protection and promotion of human rights if right type of education is provided to all right from the beginning. Education helps a person grow cognitively, intellectually and emotionally and enables a person to take right decisions on the basis of logic and reason. It is my firm belief that if women are to be empowered and their human rights protected and promoted in Cameroon, we will have to concentrate on educating the girl child who is often discriminated against and whose rights are relegated to background in comparison to those of the male child and the irony of all this is that she is not even aware of the prevailing situation which undermines her worth as an individual and makes her a second grade citizen.

Girls' education is one of the most effective ways for ending poverty in developing nations. The benefits of their education are seen by individuals, their families, and throughout society. These benefits include:

- Reducing the number of babies women have;
- Lowering infant and child mortality rates;
- Lower maternal mortality rates;
- Protecting against HIV/AIDS infection;
- Increased number of women with jobs and higher earnings and;
- Benefits that last many generations.

According to UNESCO (2009) report on "*Thematic studies on girls' education*"; Education for girls can have the benefit of delaying marriage and pregnancy for young girls. Instead of a girl getting married before age 20 and often suffering abuse by her husband, girls who attend primary and secondary school are more likely to have a say in who they marry. Girls who attend school also are able to use more effective methods of family planning and therefore have fewer and healthier babies. An educated girl and woman will have learned about

HIV/AIDS and know many different ways to protect herself from getting the disease. Every year of schooling helps a girl make better decisions for her and her family.

Women who attended school often have healthier families. These women are more likely to seek medical help from clinics or doctors. Because they can read, literate women can understand a doctor's detailed instructions and follow up for help if needed. These women also can read nutritional labels and provide their family healthy meals that promote growth and lower cholesterol. Education also teaches young ones the importance of keeping herself and her house clean and safe.

As their families are healthier, so is the mother. She is less likely to be a young mother since she stayed in school and will have better-spaced pregnancies that are healthy for her body. Education is amazing: the World Bank determined that each year of school prevents 2 maternal deaths out of 1000 women each year.

Sending your daughters to school can be challenging to your pocket book and her safety. You can protect them with your support and involvement in their education. This will curb most teacher or student harassment that they would feel uncomfortable with (World Bank Report 2012)

In short, women's education has been a janus-headed phenomenon in Cameroon for a long time. On the one hand, owing to the cumulative effects of a strong political will and a supportive ideological climate, women's entry into all levels and types of education has been a consistent national priority following a decision of the Cameroonian President in the year 2000, access to education was made free for children in public primary schools.

On the other hand, a strong patriarchal culture reflected in gender discriminatory traditions and practices (such as son preference, early marriage, and gender-based seclusion and segregation reinforced by traditional beliefs as well as scarce economic resources have acted as barriers to women's education in Cameroon. There have been positive developments on account of various programs, projects and campaigns aiming at schooling of girls in recent years.

However, at educational processes following primary education, we witness a drop in schooling rates of girls and female illiteracy still poses a problem for the country. Women are

still subject to discriminatory practices, largely because of a lack of education and a high illiteracy rate (Commission of the European Communities, 2006).

### **Education for Removing Gender Disparities**

Education can become a very powerful instrument for protection and promotion of human rights, if right type of education is provided to all right from the beginning. For this, first of all, gender disparities will have to be reduced and finally removed, not an easy task of any means. This can be achieved only when girls are helped to value their own worth and usefulness to the society and this can be done only by educating them.

To provide universal elementary education to all first of all, all gender disparities will have to be removed, especially in a country like India whose religious and socio-cultural traditions favor the male child.

The Jomtien Declaration (1990) was quite specific on this point; "The most urgent policy is to ensure access to, and improve the quality of, education for girls and women. The report presents a severe point agenda for accelerating girl's education and for eliminating gender disparities. Some of the suggestions that should be taken care of India are,

Compulsory primary education laws' must be enacted and penalties for non-enrollment of girls should be severe. (It is the primary duty of parents to enroll and keep their children in schools and should be made so by law of the land).

Grants for education by the central government to provincial/state governments or by various governments to NGO's should contain a provisions that the amount of grant be reduced by the extent of disparity that prevails in the enrolment of girls and boys.

Supply side constraints should be overcome; for example by locating schools within easy reach of community, by maintaining, flexible hours, by establishing single sex school's if so desired by the community, and by offering scholarships to girl students to compensate their families for loss of their economic work at home.

The provision of more female teachers is a critical factor; the proportion of female teachers should be raised from the present 31 percent to at least 50 percent as soon as possible. Community participation in planning and managing schools should be increased. Concrete steps must be taken to enhance the overall status of women in society.

### **Ways of Enhancing Girl-Child Education In Cameroon**

Education is an important tool in liberating and correcting the societal and institutional injustice and discrimination against girl-children. In enhancing girl child education, a wholesome approach must be taken, starting from parents' attitudes. As in the case of study the government needs to change the curriculum to be responsive to the demands of girl-child education, the value and education system must change to suit the educational need of girl-child (UNESCO, 2008). The Cameroon government has promulgated laws and decrees so as to improve access to education of the girl-child especially Law N° 98/008 of fourteen April 1998 laying down guidelines for education in Cameroon and Decree N° 2001/O41 of nineteen February 2001 instituting the principle of free education in Cameroon. Of significance also is the fact that a number of NGOs should be allowed to operate in areas where early marriage is prevalent. NGOs as well as government agencies should step up the efforts in educating the people on the importance of girl child education and the inherent dangers of marrying them off to older men at younger age.

The governments, in collaboration with NGOs should established centres where girls can rescued from early marriage and counseled them alongside their parents; the need to effectively monitor the programme/scheme cannot be overemphasized. If government will strictly implement and monitor these schemes/programmes, this will create opportunities for the children who have been out of school to pursue their lifelong dreams.

Braun et al (2004:11) observed that 'feeding children in school has paid significant educational dividends in Bangladesh, the same should be encouraged for rural and urban poor children in Cameroon A school feeding programme in Bangladesh, for instance, has resulted in a 35% overall increase in enrolment and a remarkable increase 44% increase of girls.' It is recommended that governments should emulate Bangladesh so as to achieve the Millennium Development Goal number two, which is attaining Universal Basic Education. Most of these are to be found in the urban areas, leaving very few teachers in the rural areas. Teachers should be equitably distributed and social amenities put in place in the rural areas to retain teachers.

The socio-cultural context of Cameroon is such that is multi-cultural, multi-linguistic and multi-religious based. Such diversity and value system must be the focus of education to ensure that quality education is given to the children. All round girl child empowerment from the grass root level is another way out of girl child education in Cameroon. Feasible and pragmatic programmes directed at increasing girl child rights, privileges, and opportunities

should be aggressively pursued by individuals, organizations and government agencies. Such programmes may include free and compulsory education for girl children, organizing girls' movement, girls' forum, and gender sensitive activities that tend toward promoting the rights and privileges of girl children. The government should strengthen the power of her relevant agencies in protecting child rights and enhancing their opportunities. Such agencies should be empowered to deal with the protection of children's right where children's courts can be set up to provide speedy trial of offences against children or of violation of child rights. They should also be actively involved in addressing problems associated with trafficking of children for labour and prostitution, discrimination in education, physical and sexual abuse and other age-long cultural practices that are against the health and social wellbeing of girl children. Government should also ensure the parents from rural areas are enlightened on the need to educate and reduce the bias toward the girl child

Girls need a safe and supportive educational environment, free from abuse, with separate toilet facilities, safe drinking water, equal attention with boys and a gender sensitive curriculum. The school curriculum also needs to be revisited, to ensure gender and cultural sensitivity and to include life skills, HIV/AIDS education, citizenship and conflict resolution "Non-formal education, essential to increasing access for out-of-school girls, needs to be accredited as a complementary means of learning. If the government, all stakeholders in the private and public sectors and the entire citizenry will join UNICEF in the fight against girl-child discrimination in attaining basic education for the developmental processes of the nation, accelerating the girl-child education" will be a fight that can be won in Cameroon as it was obtainable in other part of the world.

### **Strategies for Promoting Girls Education**

According to UNGEI (2002) report, nations around the world have formulated a number of strategies that have been successful in promoting girls' education in different settings.

- *Advocacy for girls' education.* This is the most important strategy for raising awareness in society about the economic and social benefits of girls' education, and the economic and social costs of keeping girls uneducated. Parents need to be convinced that the benefits of educating daughters outweigh the costs.
- *Lower the costs for parents.* Lowering the costs by eliminating school fees, the requirement of school uniforms, providing scholarships to girl and day-care facilities

for younger siblings have been found effective by many countries. Bangladesh, India, and Guatemala have experimented successfully with scholarship programme for girls, especially to encourage them to persist in secondary schools.

- *Develop relevant and gender-sensitive curricula.* To increase parental demand for girls' education, the curriculum must be made relevant for girls' everyday life and future job requirements; it should link education with farming, health, nutrition, sanitation, and local environment; employ the local language; and eliminate gender stereotyping.
- *Promote recruitment and training of female teachers.* Many countries are trying innovative ways to recruit and train female teachers, such as financial incentives; quota systems and lowering the minimum qualifications but making up for this by intensive training and close supervision.
- *Improve access by reducing distance to school and providing culturally appropriate facilities in response to girls' special needs.* Innovations such as satellite schools, cluster schools, and multi-grade classes have been used to increase the availability of schooling facilities.
- *Promote community participation in planning, development, and management of education programs.* Develop flexible school calendar, timing, and mode of teaching around girls' domestic chores. Community participation in planning ensures this.
- *Promote literacy training of parents.* Many countries cite lack of parental education as an important constraint on girls' education. But in order to be effective in attracting participation, adult literacy training for women needs to be combined with skill training and income - generating activities.
- *Use of multiple delivery system.* Formal, non-formal, and alternative schools, and all forms of communication, both traditional and modern, need to be used to provide education to girls. This is essential in view of the inadequacy of funds, physical facilities, and trained teachers.

All of the above strategies are based on two guiding principles: first, the principle of affirmative action for girls' education must be applied; girls must be targeted as the main beneficiaries in programme design and delivery. Second, the overall status of women in society must be improved, as girls' educational deprivation cannot be separated from the broader issue of women's status.

## **EMPIRICAL LITERATURE REVIEW**

This section is organized to include the findings of past researchers and how various scholars and educationists have looked at the problems of attendance of girl child in secondary education due to parental factors. Some of the issues to be addressed will be parent's attitudes towards girl education, parent level of education, socio-cultural practices and socio-economic factors affecting girl child participation in secondary education.

First of all, the need for education in general and gender disparity and inequality in education is examined in line with the current state of girls' education in the world. Psychological and socio-cultural factors have an adverse impact on girl's education. There are some barriers, taboos and prejudices against formal education in many tribal societies. It is feared that the girls will go astray after receiving education. There are also fears of the educated tribal girls losing their moorings and being cast adrift without any goal. These psychological feelings of parents prevent girls from obtaining secondary education. Deep-rooted socio-cultural and traditional practices have contributed in perpetuating gender bias, which adversely impact on girl's education. At home parents' negative attitude towards education prevents them from going to school.

Despite the known benefits of female education and the international studies carried out to increase girls' enrollment, there still remain factors affecting girls' education negatively. Especially in developing countries, with case study of rural areas in Cameroon where socio-cultural factors and patriarchal norms impact girls' education. Studies carried out to assess the gender equity in education in Africa noted poverty, cultural practices, poor school infrastructure, low quality, natural disaster, and conflict as barriers to girls' education (Herz and Sperling, 2004; Hyde, 1993). In their study, Brock and Cammish (1997) examined seven developing countries and came up with a number of factors influencing female participation in education. Their study revealed that several interrelated social, economic and religious factors affected girls' education in particular. Geographical location of the school, socio-cultural factors such as male dominated practices, early marriages, girls' heavier domestic and subsistence workload, education factors like lack of resources, gender bias in teaching materials, low teacher quality and moral, lack of female primary teachers were cited among the outstanding factors influencing female participation in education. In the same way, in order to find out the causes of gender inequality in primary education, Colclough et al, (2000) conducted case studies in Ethiopia and Guinea. The results of their study revealed that

poverty and a wide variety of cultural practices had a negative impact on girls' education compared to boys. Moreover, it was found out that household work, cultural practices of early marriage of girls, as well as gendered division of labor limit girls' available time for school.

### **Parents' attitudes and girls' attendance in post-primary education**

Parental attitude is a measure or an index of parental involvement. A child, brought up with affection and care in the least restrictive environment would be able to cope up better with the sighted world. Therefore, the family shapes the social integration of the child more than a formal school. Turnbull (1983) has identified four basic parental roles- parents as educational decision makers; parents as parents; parents as teachers and parents as advocates. Since the parent's attitude is so important, it is essential that the home and school work closely together, especially for children with disabilities. The Warnock Report (1978) stresses the importance of parents being partners in the education of their children. The role of parents should actively support and enrich the educational processes. Korth (1981) states that parents should be recognized as the major teacher of their children and the professional should be considered consultants to parents. Tait (1972) opines that the parents' psychological well-being and the ease or difficulties with which they decipher the cues that facilitate the socialization process influence the personal and social development of the child. It is the parents who exert the major influence on the development of the child from birth to maturity. One of the most important attributes of parental attitude is consistency. As children mature into adolescence, family involvement in their learning remains important. Family involvement practices at home and at school have been found to influence secondary school students' academic achievement, school attendance, and graduation and college matriculation rates. Despite its importance, however, families' active involvement in their children's education declines as they progress from elementary school to middle and high school. Research suggests that schools can reverse the decline in parent involvement by developing comprehensive programs of partnership.

Family involvement is the strongest predictor of child educational outcomes. This dimension associated significantly with children's motivation to learn, attention, task persistence, receptive vocabulary skills, and low conduct problems. Family involvement in education has been identified as a beneficial factor in young children's learning (National Research Council [NRC], 2001; U.S. Department of Education, 2000). It is, therefore, a key component of national educational policies and early childhood programs. Much of the research on parent



involvement, as it relates to children's outcomes, has emphasized the relationship between specific parent involvement behaviors and children's achievement. Parental involvement at school (e.g., with school activities, direct communication with teachers and administrators) is associated with greater achievement in mathematics and reading. Higher levels of parent involvement in their children's educational experiences at home (e.g., supervision and monitoring, daily conversations about school) have been associated with children's higher achievement scores in reading and writing, as well as higher report card grades. Other research has shown that parental beliefs and expectations about their children's learning are strongly related to children's beliefs about their own competencies, as well as their achievement. Parents who evidenced high levels of school contact (volunteering in the classroom, participating in educational workshops, attending Policy Council meetings) had children who demonstrated greater social competency than children of parents with lower levels of school contact (Parker et al., 1997). It was hypothesized that home-based involvement would be most strongly associated with positive classroom learning outcomes and that direct school-based involvement would predict lower levels of conduct problems. Home-Based Involvement activities, such as reading to a child at home, providing a place for educational activities, and asking a child about school, evidenced the strongest relationships to later preschool classroom competencies. These activities were related to children's approaches to learning, especially motivation and attention/persistence, and were found to relate positively to receptive vocabulary.

Odaga and Heneveld (1995) indicate that the attitude of the parents signifies that they often consider that boys are a better educational investment than girls and that they are also better at school. The parental attitude can be negative or positive. The negative attitude of the parents regarding education and schooling can prevent their girl children from getting education. With less parental support in school work, low level of motivation and poor self-esteem of girl children can result. Positive attitude of the parents can be beneficial to their girl children in many cases and can be reflected in improvement in class performance, creating interest among girl children to learn, and higher achievement scores in reading and writing.

The growing awareness regarding education makes many families value their girl children's education and act favorably towards schooling and education of their girl children. They become a part of the decision making process of school, and decide their children's future regarding higher education. Therefore, it is imperative to assess the degree of favorableness of

attitude in tribal communities so as to estimate the success of awareness programmes and endeavors with regard to universal elementary education.

Parental perceptions or investment behaviour concerning the irrelevance of girls' education influences both the enrolment and persistence of female pupils in schools. Odaga and Heneveld (1995) indicate that the educational investment behaviour or decisions of most African families is based on gender-differentiation, birth-order and number of siblings. The view that other educational agencies are more efficient than formal education systems at preparing girls for life is another factor for keeping or sending girls to school. Apprenticeships in sewing or trading are still popular among parents who seek for their daughters to acquire some skills before marriage. Tied up with these tendencies, parents often give the excuse of lack of resources for not educating their daughters.

The Girl-child education in Africa and in Cameroon has for a long time been plagued by pedagogy of differences, by way of education, that stresses on the differences and not the similarities between boys and girls. This type of education places the boy on a superior platform to that of the girl. The problems of the girl-child education start right at home. It is at this level in the community that girls are educated differently from boys. The parents, siblings, relatives and even the neighbours perceive girls to be radically different from boys. They wrongly believe that, boys are more intelligent, more capable, more responsible and therefore more important to the society than girls. Although both girls and boys are brought up together at home and in the community the girls are forced to grow up differently through this oppressive socialization. They are not given the same opportunities as boys to prove their potentials. As a result the girls grow up believing that they are grossly inferior to boys just because they are girls. As gender bias prevails in the society girl-child education will continue to suffer social discrimination. Davison (1993) indicates that parental decisions to educate boys are also influenced by patrilineal inheritance systems where boys are prime beneficiaries. According to him, there is a strong belief among families that, once married, girls become a part of another family and the parental investment is lost.

The view that other educational agencies are more efficient than formal education systems at preparing girls for life is another

According to Tischels (1986) the term gender may be defined as the socially learned pattern of behaviour and psychological or emotional expressions of attitudes that distinguishes male

and female in the society. Such behaviour is learnt through socialization in the society and in school. This socialization has affected the girl-child in terms of access to education, completion and achievement. The girls are made to feel inferior to boys and less important than boys in the society. Girls will therefore not be willing to go for those things that are believed to be for boys. They will not strive to outshine the boys in anything including education in case they get ex-communicated in the society because of going against the norms. Those girls that behave differently are ridiculed and laughed at in the society and this makes them uncomfortable and therefore unwilling to compete effectively with boys. Previous research in the field of education has made revelation to the effect that for many years the girl-child has been deprived of her right to adequate education through gender socialization. A survey, international study of evaluation of Education achievement (IEA) by Comber & Kelves of 1973 show a glaring gender gap in favour of the boy-child in many countries of Western and Eastern Europe, Asia and North America. The boy-child continues to perform better than the girl-child academically in terms of enrolment, retention, completion and achievements. A similar study in African countries, portrayed a similar situation where girl-child is over-shadowed by the boy-child as regards education performance. In Kenya, Kinyanyui, 1987 came up with a picture of inadequate girl-child education in terms of enrolment, retention and completion. The number of girls who join school in class one is obviously lower than that of boys and of those girls who join school only a few complete school life. For various reasons some girls drop out of school while the boys continue learning and complete school.

Girls are also displayed as under-achievers in many African countries. Recent research by Montel et al of 1997 carried out across African countries revealed that more boys are achievers at higher levels compared to girls. The percentages range from 37 % in Ghana to 44 % in Tanzania, gender influences the academic performance in favour of boys. The girl child participation in education faces other challenges some of which are culturally tailored to meet the cultural and social expectations of the community and not that of individual girl-child. This attitude towards the girl-child by the society deprives her of equal chances in education to those of boys. The Boys are treated with more dignity and seriousness and are given most of the chances in education. Family funds will be geared towards boy education. Where poverty strikes leading to scarcity of funds in the family, the girl-child is sent home to work so as to assist the parents in raising funds to educate her brother. This situation compromises the girl-child education.

### **Parents' educational background and girls' attendance in post-primary education**

The parents' level of education has an exceeding role to play as a principal influence on girl-child participation in secondary education. Okwara (1992) observes that those girls whose parents had received formal education tend to have positive attitude in participation in secondary education than those girls whose parents did not go to school at all. Mworira (1993) comments that for a child to make the most of his/her educational needs she/he should have an easy access to the basic instruments of education like books, newspapers, light and silence for convenient study and all these needs could only be understood by those parents who had undergone formal education; the home environment must be supportive towards girl child academic participation for a positive self-esteem.

The likelihood that girls would remain in school could also be influenced by cultural attitudes with the family. Parents who themselves were educated other things being equal were highly positive to impart a view of schooling among their children. Studying in other parts of less industrial world, almost invariably report that the educational experience and outlook of parents was transmitted to their off springs in many instances, parental education was more significant predictor than any other factor. A study of the determinant of education participation among a large sample as the rural population of Botswana in 1974 for example found that the education of the household was the single most important determinant factor. Research carried by UNICEF (2004) in 55 countries and two Indian states found that children of educated women were much likely to go to school and the more schooling the women had received the likelihood of their children benefiting more from education. To add on, if educated girls become mothers, there was a high chance that they would send their children to school thereby passing on and doubling benefits both for themselves and society.

Borrow (1984) backs this by his research that revealed a relationship between students' socio-economic status in terms of their parents' level of education and type of occupation. The study confirmed that there was a strong relationship between students' occupation aspirations and their parents' socio-economic status as well as parents' level of education. Essentially, parents tend to become role models for their children and therefore it is not surprising that students tend to take careers resembling those of their parents

Educational Background of the parents on the other hand is found to be another influential factor on their children's education. According to Ersado (2005), educational level of household members is influential particularly on children and it determines their access to

schooling. The notion is widely accepted as the most consistent determinant of child education. Also higher parental or household head level of education is associated with increased access to education. (Ainsworth et al, 2005). Parental education and retention in school has been linked together by putting forward many reasons and opinions of scholars. It has been observed that non-educated parents cannot provide the support or often do not appreciate the benefits of schooling.

The educational background basically means the type of education acquired by an individual; it can be western or religious depending on the environment and geographical location. Educational background may be the number of schools attended and the type of certificates obtained right from primary to tertiary level. Research shows that pupils from families where parents have less education tend to systematically perform worse in schools than pupils whose parents have more education. According to Nannyonjo H. (2007) students from educated parents who attended and finished senior four or senior six or university performed considerably better than the students with parents who did not finish primary or just finished primary school. Students whose fathers had university degree may likely expect to have the highest increase in test score. Similarly Okumu et al (2008) cited in Robert Onzima (2010) in a study of Socioeconomic Determinants of Primary School Dropout found that high academic attainment of the parents significantly reduces chances of primary school drop out for both boys and female children in rural and urban areas. Also, educated parents are more concerned and more effective in helping their children in academic work. In doing so, they are also able to supervise and monitor their children's academic progress. And this can in no small measure contribute to the academic progress of children. But parents with low educational attainment mostly do not care to supervise their children's performance due to lack of sufficient knowledge to face the challenge and this will discourage the children and may lead to their dropping out of school. Educational level usually creates differences between people in terms of access to information and the level of proficiency in benefiting from new knowledge, whereas income creates differences in access to scarce material goods.

In families where parents happen to experience difficulties in reading and writing continuously, there is a danger that low literacy is passed on to the next generation( Cooter, 2006).In another research Dearing et al. (2004) put forward that, the importance of literacy development stretches far beyond children's school achievements. Well-developed literacy

ability is an important condition for children's development in other intellectual and social areas and vice-versa.

### **Parents' socio-cultural beliefs and girls' attendance in post-primary education**

The socio-cultural refer to the people's way of life as expressed throughout their attitudes, virtual beliefs, values and pedagogy systems from generation to generation through the community's socialization systems, (Brock and Cammish, 1991) Socio-cultural refers to large scale forces within cultures and societies that affect the thoughts, feelings and attitudes. According to Wikipedia, socio-cultural factors are things that affect lifestyle, such as religion, family or wealth. These can change over time. These are the factors that affect our thoughts and behaviour in social situations. Social factors affect how we behave in social situations.

Sen, (1992) in his study found that the cultural factors may play an intermediate role. They influence the choices made by individuals, through their own attitudes, and those of the people in their close environment. With respect to culture, India is part of what Caldwell (1982) has called "the belt of classical patriarchy" that stretches from North Africa to China and includes both Muslim, Hindu and Confucian cultures. His result indicated that the cultural factors show that belonging to a disadvantaged caste or tribe is negatively associated with schooling. Girls belonging to a scheduled caste are less in school in rural areas and girls belonging to a scheduled tribe are less in school in urban areas. The odds of being in school are also significantly reduced for children whose mothers had their first child at a young age and for children whose mothers have a preference for boys over girls. The percentage of women compared to men in the age group 20–59 is positively related to the odds of being in school in rural areas, thus his result indicated that in districts with less "missing women" the chances of children being in school are higher.

Nadia (2010) identified cultural and social barrier for girls to access education in as given below;

1. High illiteracy among parents who do not realize the importance of education for girls.
2. Poverty leads parents to prefer boys for schooling than girls.
3. Women have low status in some tribal societies. They are regarded as less intelligent; responsible for house work and serving the men –folk of the family.

4. Early marriage is very common, therefore, girls are prepared for housekeeping rather than for school education. These barriers are deeply rooted in centuries- old- customs. In order to eliminate these barriers such customs must change.

Afrol (2007), explains that in Maasai community, for example, family and peer pressure for early marriages is one most cited reason that girls dropout of school. In the Maasai culture the girls are taught that circumcision is a rite of passage into womanhood and that once circumcised they should not continue with their education but to be married off since school is for children. Maasai women are traditionally valued on the basis of how many children they can produce for their husbands but not by how educated or economically successful they might become. Again, in the Maasai culture, girls sleep in separate houses without supervision and when a girl becomes pregnant before marriage, she brings disgrace and reduces bride price to the family. This is why parents insist that their daughters leave school and marry early.

Mohammed (2004) equally reported that a girl may be withdrawn from school if a good marriage prospect arises. Early marriage is a socio-cultural factor that hinders the girl child's access to school. Some parents, in an attempt to protect their teenage daughters, give them out to wealthy old friends. Some of these girls who attempt to escape from such forced marriages end up in disaster. Efforts should be made to ensure that girls go to school and complete their schooling.

The study by Holmes (2003) found out that overall; females receive less education than males, and they tend to dropout, or are withdrawn earlier for both economic and social-cultural reasons. The study further argues that the opportunity cost of sending female children to school in rural areas, where girls are married quite early, is high because benefits of their schooling will not accrue to their parental household. Similarly Kasente, (2004) explains how early marriages influence children's dropping out of school especially as regards the girl child as it is perceived by parents that marrying off the girl child is an escape route from poverty.

Odaga and Heneveld (1995), further note that parents worry about wasting money on the education of girls because they are most likely to get pregnant or married before completing their schooling and that once married, girls become part of another family and the parental

investment in them is lost this therefore perpetuates parents discouraging the girl child from continuing with school.

Several studies noted that the domestic responsibilities of girls inhibit girls' education. Especially older girls in the families are disadvantaged as they have the responsibility of taking care of younger siblings and helping with the household chores. Besides their school work, girls have to accomplish several gender roles such as cooking, fetching water, working for family income and others (Hyde, 1993).

Dreze and Kingdon (1999) assert that there is a negative impact on girls' education in families with members who are dependent on others for care and rearing such as elders and young children. In a parallel way, Lewis and Lockheed (2006) noted the presence and number of young siblings as a barrier for girls' education because of increased amount of excessive household labor assigned to girl children in the household. Case studies revealed that domestic responsibilities accounted for girls' absence from school and their low performance in the school assignments. Moreover, teenage girls abandon school in order to help their mothers with the domestic chores

Lewis and Lockheed (2006) remarked that 77 million children were out of education system in the world especially the girls and these girl children belonged to low-income families and ethnic minority groups having no interest in girls' education. By giving examples from different countries it was indicated that girls were more affected from negative conditions in all disadvantaged groups. Furthermore, the barriers to girls' education were categorized under three groups. In the first category, factors such as compulsory education, giving priority to boys' education, language barriers were listed. Psychological inadequacies of school and the quality of education were handled under the second category. The third category included the factors determining parental demand for education, parents' low level of education, believing that education has no returns, the security concerns (First National Conference Report, 2005)

Dilli (2006) carried out a study to figure out the reasons for girls' being out of school. 200 girls who did not attend the school and 202 parents were surveyed in 2005-2006 education year. The results of the study illustrated that girls do not go to school because of inadequate financial means and parents' negative attitudes towards girls' schooling. Besides, parents thought that schooling was not agreeable for girls who entered the puberty. Educating the boys were considered more important than educating the girls in the families as helping their



mother at home and dealing with household works were thought to be girls' prior responsibilities rather than going to school. Moreover, the idea that schooling the girls was unnecessary as their husbands would take care of them when they got married, early marriages, socio cultural and religious norms, the distance of schools from home were the other factors influencing girls' education negatively.

Chege and Sifuna (2006) observe that parents tend to discourage their daughters to acquire too much education for fear that they would have difficulties in finding educated husbands or being good wives. In such cases, the cultural beliefs of the households influence their attitudes and practices in relation to girl child education. The parental attitudes determine the child's chance of education as the parents control initial decision of a child to attend school often influence the nature of a child participation in education. Chege and Sifuna have shown that culture favors education for the boys as opposed to that of the girls; therefore boys received more parental support than girls did.

Save the children (2005) indicate that cultural norms also inhibit girls access to education in many parts of developing world. Social traditions and deep rooted religions and cultural beliefs may make it unacceptable for a girl to express her opinions, make decisions for herself or participating in activities with boys of her age. Other studies suggest that social traditional environment, which is rooted in culture, creates the barriers that rob females of their human identity and social rights. A negative attitude toward women dowry system, control of women's lives, male privilege and time constraints as well as the multiple roles women perform are some of the cultural barriers impeding women access to education According to Tanye (2003), marriage puts girls in bondage thereby suppressing their efforts towards higher education. Dowry places women under the rigid control of husbands. Wives become property of and slaves to their husbands and their families.

According to Peasgood (1999), as cited in Colough (2003), some cultural practices have a serious impact on the girls' self-esteem since they reinforce the feeling of unworthiness in them. Some parents argue that girls are less interested in school and that will make less effort to stay on. As a result, such parents send their boys to school and leave girls at home to be taught chores like, cooking, laundry and baby care by their mothers.

In the meantime, Odaga and Heneveld (1995) assert that Religion is frequently associated with low female participation in schools. The reasons have to do with the fear of parents

based on the assumption that western education promotes values and behaviour for girls that are contrary to cultural norms. Brock and Cammsih (1991) imply that religion is a proxy for cultural views about appropriate female roles as there are examples among entrepreneurial Muslim communities which invest their wealth in the education of their daughters. Christian communities also withdraw their daughters because they fear that formal schooling brings about non-traditional customs to girls. Particularly, the possibility of pregnancy among teenage girls and the economic responsibility for their adult daughters and grandchildren induces many christian parents to take off many of their daughters rather than keep them in schools.

Odaga and Heneveld (1995) indicate that fear of pregnancy is another factor for parents to remove their children from schools. They refer to a study in Cameroon where Christian parents were found to marry off their daughters at puberty even if they have not finished primary school for fear of pregnancy. The health implications of teenage pregnancy are another reason for early dropouts

### **Parents' socio-economic background and girls' attendance in post-primary education**

Low income is a function of poverty. The level of family income is one of the most influences on demand on secondary education and translates on participation of secondary education (FAWE 2009). According to Nkinyangi (1980), girls tended to be victims of drop out as opposed to boys in families with low income status. For instance, in a situation where parents cannot pay fees for both boys and girls, the latter are obviously a sacrifice. Boys are allowed to proceed while girls dropout. Badan (1997) showed that there was significant relationship between poverty, involvement of girls in house work or farming, religious education of girls, early marriages of girls, lack of children's interest, with drop out of girls at primary schools level.

The major reasons parents offer for not educating their children or for removing them from the school are no more than the fees for registration, admission and examination. Parents Teachers Association (PTA) levies, the cost of books and uniforms, the provision of other daily monetary demands to their daughters, and the cost of transportation to and from the school on daily basis. These reasons have been discussed from several perspectives. Graham-Browne (1991) and Nejema (1993) argue that low socio-economic status which include poverty and the fiscal crises which force families to cover shortfalls have a devastating impact on households and the education system as far as children's education is concerned.

Glewwe & Chang et al (2010) link the severity of direct costs with the shift of educational costs to parents in the name of cost sharing. It has been mentioned earlier that in Nigeria, about 7.3 million children are out of school and 62% of the total population is female children mostly due to poverty of their households (UNICEF, 2004). In general, several studies suggest that the direct costs or financial constraints affected children and lead to their low participation in schools.

Fizbe & Shady (2009) observed that the opportunity costs of schooling are associated with labor shortage, resources and services lost due to sending children to school. Child labor is indispensable to the survival of many rural households in Sub-Sahara Africa: agricultural work, domestic work (cooking, collecting fuel, and fetching water) marketing as well as child care services are required from children. The need for domestic labor has grown also with the rapid growth of urban areas. Poor rural parents responded by sending their children into the domestic labor market in exchange for regular cash income..

Mutindi (2001) reveals that high cost of schooling was the major barrier to girls' education. She also identified gender assumptions that limited allocation of resources to girls and deny them access to meaningful educational opportunities. According to Hallman & Grant (2006), early school leaving and adolescent pregnancy are strongly associated with low economic status. Lloyd and Mensch (1995) reveal that rather than pregnancy causing girls to dropout , lack of social economic opportunities for girls and women and the demands placed on them, coupled with the gender inequalities of education system, may result in unsatisfactory school experiences , poor academic performance and endorsement of early motherhood.

Dilli (2006) carried out a study to figure out the reasons for girls' being out of school. 200 girls who did not attend the school and 202 parents were surveyed in 2005-2006 education year. The results of the study illustrated that girls do not go to school because of inadequate financial means and parents' negative attitudes towards girls' schooling. Besides, parents thought that schooling was not agreeable for girls who entered the puberty. Educating the boys were considered more important than educating the girls in the families as helping their mother at home and dealing with household works were thought to be girls' prior responsibilities rather than going to school.

Materu (2007) asserts that girls' education is affected by financial needs, traditional and cultural practices, poor quality of environment and learning process, inadequate healthcare,

insecurity, civil unrest, un-enforced laws and policies protecting girls and women. In his study Mendy (2007) investigated the political, social, economic, and structural factors that limit girls' education in Sub-Saharan Africa. The results of the interview with the parents indicated that many parents believed investment in girls' education is not acquiescent as the investment in girls education is a waste of time and resources. They are concerned about the sexual safety and security of their daughters, from classmates, teachers and random individuals. Moreover, poverty is revealed as the biggest factor preventing girls' education in sub-Saharan Africa.

Onocha (1985) concludes that a child from a well-educated family with high socio-economic status is more likely to perform better than a child from an illiterate family. This is because the child from an educated family has a lot of support such as a decent and good environment for academic work, parental support and guidance, enough textual and academic materials and decent feeding. He or she is likely to be sent to good schools where well-seasoned teachers will handle his or her subjects. Children's academic achievement was found to be affected by varying family processes. Campbell and Wu (1994) said that the home environment and family processes provide a network of physical, social and intellectual forces and factors which affect the students' learning. According to them, the family level of encouragement, expectations, and education activities in the home are related to socio-economic status, while Song and Hattie (2004) agreed that families from different socio-economic groups create different learning environments that affect the child's academic achievement. There is no doubt that parents' attitudes help to condition their children's attitudes. A parent who shows complete regard for education might have some effect upon his or her children's education progress. Many studies have examined the relationships among those constructs and students' achievement. Schunk, Pintrich and Meece (2008) affirm the fact that there is a consistent finding of motivation being related to achievement behaviors. In a nutshell the influence of socio-economic and educational background of the parents on their children education cannot be undermined.

Based on the fore going discussions and empirical researches in the reviewed literatures, it could be evidently agreed that the socio-economic status and financial well-being of the family greatly affects the participation of children in schooling and minimize the high level of dropout in Cameroon

## **Conclusion**

The above discussion, it is evident that the parental related factors toward girls' education are important in determining school attendance and academic achievement of the girl-child. From the preceding literature review, an important gap in knowledge emerges that the present study attempts to fill. Most of the studies investigating on the factors influencing girl-child education have put emphasis on the social, economic, cultural factors. These leaves out a major aspect that contributes to girl-child education: such as parental related factors impacting girl-child education-The role of the girl-child in promoting her own education. The girl-child knowledge on education, its importance to her life and that of her family

In view of the above challenges and hindrances to the girl-child education, there is need to carry out a research to establish the real factors that negatively influence girls' attendance in post-primary education. This will also help to map out the strategies to overcome the challenges so as to make the girl-child benefit fully from the educational opportunities available in the country. This will help girl-child grow into an informed adult able to make informed decisions, for her own benefit, and that of the society at large

## **THEORETICAL FRAME WORK**

Kerlinger (1986) states that a theory is “ a set of uncorrelated constructs (concepts), definitions and propositions that present a systematic view of a phenomenon by specifying relations among variables, with the purpose of explaining and predicting phenomenon”. Theories in psychology in general are ideas and opinions suggested by some psychologists to organize, predict and explain facts about human behaviour and development. In this respect, we examined Bronfenbrenner's ecological systems theory, Abraham Maslow's theory of hierarchical needs and Ruth Pearson's gender relation theory. These theories relate to human growth and personal development.

### **Bronfenbrenner's Ecological Systems Theory**

According to Bronfenbrenner (1979), this theory looks at a child's development within the context of the system of relationships that form his or her environment. Bronfenbrenner's theory defines complex 'layers' of environment, each having an effect on a child's development. This theory has recently been renamed 'bioecological systems theory' to emphasize that a child's own biology is a primary environment fueling her development. The interaction between factors in the child's maturing biology, his immediate family/community environment, and the societal landscape fuels and steers his development. Changes or

conflicts in any one layer will check throughout other layers. To study a child's development then, we must look not only at the child and her immediate environment, but also at the interaction of the larger environment as well. Bronfenbrenner in his theory structures it into five ecological systems:

The microsystem-this is the layer closest to the child and contains the structures with which the child has direct contact. The microsystem encompasses the relationships and interactions a child has with her immediate surroundings (Berk, 2000). Structures in the microsystem include family, school, neighborhood, or childcare environments. At this level, relationships have impact in two directions - both away from the child and toward the child. For example, a child's parents may affect his beliefs and behavior; however, the child also affects the behavior and beliefs of the parent. Bronfenbrenner calls these bi-directional influences, and he shows how they occur among all levels of environment. The interaction of structures within a layer and interactions of structures between layers is key to this theory. At the microsystem level, bi-directional influences are strongest and have the greatest impact on the child. However, interactions at outer levels can still impact the inner structures.

The mesosystem-this layer provides the connection between the structures of the child's microsystem (Berk, 2000). Examples: the connection between the child's teacher and his parents, between his church and his neighborhood, etc.

The exosystem-this layer defines the larger social system in which the child does not function directly. The structures in this layer impact the child's development by interacting with some structures in her microsystem (Berk, 2000). Parents' workplace schedules or community-based family resources are examples. The child may not be directly involved at this level, but he does feel the positive or negative force involved with the interaction with his own system.

The macrosystem-this layer may be considered the outermost layer in the child's environment. While not being a specific framework, this layer is comprised of cultural values, customs, and laws (Berk, 2000). The effects of larger principles defined by the macrosystem have a cascading influence throughout the interactions of all other layers. For example, if it is the belief of the culture that parents should be solely responsible for raising their children, that culture is less likely to provide resources to help parents. This, in turn, affects the structures in which the parents function. The parents' ability or inability to carry out that responsibility toward their child within the context of the child's microsystem is likewise affected.

The chronosystem-this system encompasses the dimension of time as it relates to a child's environments. Elements within this system can be either external, such as the timing of a parent's death, or internal, such as the physiological changes that occur with the aging of a child. As children get older, they may react differently to environmental changes and may be more able to determine how that change will influence them.

Bronfenbrenner's theory therefore is relevant in this study in the sense that unlike various development theories that place emphasis on the nature and nurture interaction in the development of children, Bronfenbrenner's ecological system theory looks at the child's environment in terms of its quality and context. According to Bronfenbrenner, the interaction within these environments becomes more complex for a child when he develops. The arising of this complexity depends on the growing and maturation of child's physical and cognitive structures. So, given that nature continues on a given path, how does the world that surrounds the child help or hinder continued development?" The ecological model of Bronfenbrenner's theory attempts to explain the differences in individual's knowledge, development and competencies through the support, guidance and structure of the society in which they live. In this regard therefore, girls' education depends largely on the support, guidance and structure of the society which has to do with cultural traditions and practices of their parents. In many cases the education of children is linked with the cultural tradition and practice of their parents who are said to be the microsystem according to ecological theory. Many at times cultural traditions and practice of the parents used to contradict the Western system of education as a result they may serve as barriers to its effectiveness

Bronfenbrenner, (1989) emphasises that the informal education that takes place in the family is not merely a pleasant prelude but more of a powerful prerequisite for success in formal education from primary level onward. It may be profitable and may provide long term effect if parents are encouraged to send their daughters to school, even though with attendance at primary education, most of our young girls do not still have basic knowledge and skills that are products of initial formal education, and that are necessary for effective participation in our society. Besides, the essential basic skills of 3Rs are now hardly sufficient for the growing specific competence required by our changing and evolving society today

From the above theory, it is evident that the parents' positive attitude towards child's education is important in determining the participation of the children in schools. Favourable attitude towards education enhances parental involvement. Unfortunately, Parent's attitude

towards their children's education is affected adversely by lack of support and guidance in their children's participation in schools. However, the theory aims to explain that the parents should exhibit a positive and favourable attitude towards their children's education as a result of increasing awareness of values of education through their support and guidance

### **Abraham Maslow's theory of Hierarchical Needs**

Feldman (2000) points out that one of the most widely mentioned theories of motivation is the hierarchy of needs theory put forth by psychologist Abraham Maslow. Maslow saw human needs in the form of a hierarchy, ascending from the lowest to the highest, and he concluded that when one set of needs is satisfied, this kind of need ceases to be a motivator. As for his theory these needs are:

**Physiological needs:** These are important needs for sustaining the human life. Food, water, warmth, shelter, sleep, medicine and education are the basic physiological needs which fall in the primary list of need satisfaction. Maslow was of an opinion that until these needs were satisfied to a degree to maintain life, no other motivating factors can work.

**Security or Safety needs:** These are the needs to be free of physical danger and of the fear of losing a job, property, food or shelter. It also includes protection against any emotional harm.

**Social needs:** Since people are social beings, they need to belong and be accepted by others. People try to satisfy their need for affection, acceptance and friendship.

**Esteem needs:** According to Maslow, once people begin to satisfy their need to belong, they tend to want to be held in esteem both by themselves and by others. This kind of need produces such satisfaction as power, prestige status and self-confidence. It includes both internal esteem factors like self-respect, autonomy and achievements and external esteem factors such as states, recognition and attention.

**Need for self-actualization:** Maslow regards this as the highest need in his hierarchy. It is the drive to become what one is capable of becoming; it includes growth, achieving one's potential and self-fulfillment. It is to maximize one's potential and to accomplish something. As each of these needs is substantially satisfied, the next need becomes dominant. From the standpoint of motivation, the theory would say that although no need is ever fully gratified, a substantially satisfied need no longer motivates. So if you want to motivate someone, you



need to understand what level of the hierarchy that person is on and focus on satisfying those needs or needs above that level.

According to humanist psychologist Abraham Maslow, our actions are motivated in order to achieve certain needs. Maslow first introduced his concept of a hierarchy of needs in his 1943 paper "A Theory of Human Motivation" and his subsequent book *Motivation and Personality*. This hierarchy suggests that people are motivated to fulfill basic needs before moving on to other more advanced needs (Maslow, 1987).

While some of the existing schools of thought at the time (such as psychoanalysis and behaviorism) tended to focus on problematic behaviors, Maslow was much more interested in learning more about what makes people happy and the things that they do to achieve that aim. As a humanist, Maslow believed that people have an inborn desire to be self-actualized, to be all they can be. In order to achieve this ultimate goal, however, a number of more basic needs must be met first such as the need for food, safety, love, and self-esteem.

This hierarchy is most often displayed as a pyramid. The lowest levels of the pyramid are made up of the most basic needs, while the more complex needs are located at the top of the pyramid. Needs at the bottom of the pyramid are basic physical requirements including the need for food, water, sleep, and warmth. Once these lower-level needs have been met, people can move on to the next level of needs, which are for safety and security

As people progress up the pyramid, needs become increasingly psychological and social. Soon, the need for love, friendship, and intimacy become important. Further up the pyramid, the need for personal esteem and feelings of accomplishment take priority. Like Carl Rogers, Maslow emphasized the importance of self-actualization, which is a process of growing and developing as a person in order to achieve individual potential (Maslow, 1987).

Maslow believed that these needs are similar to instincts and play a major role in motivating behavior. Physiological, security, social, and esteem needs are **deficiency needs** (also known as *D-needs*), meaning that these needs arise due to deprivation. Satisfying these lower-level needs is important in order to avoid unpleasant feelings or consequences.

Maslow termed the highest-level of the pyramid as **growth needs** (also known as *being needs* or *B-needs*). Growth needs do not stem from a lack of something, but rather from a desire to grow as a person.

Maslow's theory is therefore relevant in this study because its emphasis and considerations are on the provisions of the basic needs for one to achieve the higher needs. The theory is concerned with achievement of self-actualization at the top of the pyramid which can only be attained through education.

Unfortunately the girl-child is not always motivated at home and at school. They are often deprived of these basic needs by the society. The schools and the entire environment settings should endeavour to provide all the learners with these physiological needs or else the individual may end up in disillusionment.

In school setting, teachers should be careful to guide girls to divert their sexual libido at adolescence to some vigorous school activities and games like soccer, handball or basketball rather than the in-door games and stereotype daily routines that the girl child is permanently engage in at home; such vigorous activities should be extended also at home. This could be reducing the problem of early pregnancy which happens to be one of the causes of school dropout for girls.

When girls feel that they are not secure at school home proper learning may not take place. The buildings, toilets and other physical structures and even the distance to school should be secure and adequate. According to Maslow safety needs come, after hunger has been satisfied and clothing provided (Feldman, 2000).

Another level of needs that the girl-child seems to lack is the love and affiliation need. The girl-child is often given names and made to feel that she is worthless. They are often grouped separately from boys and made to compete with them in activities that are likely to favour boys to win making the girls a laughing stalk. Teachers and parents should therefore facilitate and encourage fair groupings and group activities that favour on the learners and award the good effort made by them towards their education. Such negative comments common at home that sound negative to girls' motivation should be avoided in order to encourage the girls to work hard in academics for attainment of self actualization. The teachers and parents should show acceptance to the girl child so that she can feel recognized, have a sense of self-worth and belongingness (Jones & Crandall, 1991).

The overall implication of Maslow's Theory is that education may be considered to be the key to self actualization. If the girls are denied the basic needs and opportunity of participation in secondary education then their self-actualization is consequently hampered. It

further advocates that the physiological, security and social needs to be met in the first place in order for the girl-child to transcend self-esteem and self-actualization.

### **Ruth Pearson's Gender relations theory**

According to Pearson (1992), society views all activities that are carried out to be based on social roles and interactions of men and women. The assumption is that gender roles are dictated by society. The society seems to have the ultimate authority on the precise nature of what women and men actually do, and their real contribution to the production and reproduction which turns out to be biased against women.

The theory asserts that gender roles are dictated by society through its norms and values. Rono (1999) posits that the notion of gender roles and activities have a strong ideological content based on the values and norms persistent in a society which are reflected in the gender division of labour. Based on such ideologies, society seems to have an ultimate authority on the precise nature of what women and men actually do, and their real contribution to production and reproduction which turns out to be biased against women (Pearson, 1992:12). Existential social structures with regard to division of labour determine the duty spheres of women and men in the society. Because of such bias, the performance of men and women in nearly all spheres of life such as education business, environmental conservation, development projects and the like are bound to vary.

Proponents of gender relations theory, such as Rono (1999) and Emerik (1999) argue that women have been relegated to performing reproductive and undervalued roles within the households. These roles include those of caregiving since women have been brought up as good nurturers for children including the sick within the society. However, it should be understood that these care roles are performed alongside other reproductive duties that women and girls perform thus increasing the burden of work.

The gender roles are imparted through family socializations and family set ups. They are further reinforced through avenues such as school, religious institutions and community centres. Under this theory, gender forms the single most criterion governing production and distribution of resources. For example, in traditional set up, the family is headed by the male parent. The patriarchal ideology therefore is dominant. The roles assigned to women are narrowly defined since they are expected to be good mothers and wives. Pearson's gender relations theory was appropriate for this study because it emphasizes the various social,

cultural and economic norms and standards which must be considered for women to take the opportunities to participate in social activities such as education. These cultural and economic norms emphasized in the theory are the factors that affect Girl Students' academic achievement in school. This theory is relevant for this study because it captures the variables. In the traditional set up the family is headed by a house head, a position held by the male parent. The patriarchal ideology is thus dominant. The roles assigned to women are narrowly defined. They are expected to be good wives and mothers, girls and women are seen as subordinates and education for them is less important. Studies on the situation of girl's education shows that, disadvantage and discrimination starts even before birth with parental and societal negative attitudes which stress the value of sons against daughters (Wamahiu, 1995; Heneveld, 1995). The benefits of education for girls can be explained by the effect that education has on girls' achievement. Educated girls acquire and use new personal, social and economic behaviours that in turn affect societal change (Moulton, 1997). As such gender becomes a crucial factor in deciding who goes to school and for how long (Psacharopoulos and Woodhall, 1985) before parents make the decision, considerations are taken concerning family priorities. In most cases, girls are more disadvantaged by cultural factors operating within the home and school than boys. They also include socio-cultural and economic considerations for example, parental level of education, occupation, family size, traditional division of labour, early marriages and negative perception by parents regarding girls education, and hence this hampers Girl Students' academic achievement. From the studies and the literature, various factors either independently or dependently influence pupils learning.

Girls and women are seen as subordinates hence education to them is not important. Since the distribution of resources is done by a man as dictated by patriarchy, the woman has always been in a disadvantaged position as compared to men. The situation of girls' education shows that the disadvantage and discrimination of girls start before birth with parental and societal negative attitudes.

This ideology is the root cause of gender discrimination in education. Since education is an investment which are profitable, parents choose to educate boys over girls. Before parents make decisions on who is to go to school and for how long, gender becomes an important factor.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **Introduction**

This chapter describes the procedure for executing the study under the following sub-headings: research design, area of study, population of study, sample and sampling techniques, description of the instrument, validation and reliability of instrument, method of data collection and method of data analysis.

#### **RESEARCH DESIGN**

According to Luma et al (1999), a research design refers to all procedures selected by a researcher to aid in the understanding of a particular set of questions or hypotheses. According to Mbua (2003), a research design is a plan or blueprint which specifies how data relating to a given problem should be collected and analyzed. The survey design was adopted. The researcher selected this design because it allows for drawing of inferences (Hart, 1969). Also, this design was opted for because it involves the collection of data from a portion of the population to accurately and objectively describe existing phenomena; in that it allows the study of representative samples which permit inferences from the population that would be too expensive to study as a whole. The researcher found out that the most appropriate design to be used is the survey design because it provides the procedural outline for the conduct of any given investigation and because it is a systematic means of data collection. Survey research design was adopted in order to determine girls' opinions about attitudes of their

parents towards girl-child education and to inquire if it has an impact on girls' attendance in school.

Survey research designs are procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population. In this procedure, survey researchers collect quantitative, numbered data using questionnaires or interviews and statistically analyze the data to describe trends about responses to questions and to test research questions or hypotheses. They also interpret the meaning of the data by relating results of the statistical test back to past research studies. This investigation being non-experimental in nature, a survey is conducted to gather information from a sample of secondary school girls by means of structured questionnaires

This study adopted a descriptive survey design. Sapsford (2007) defines survey research as the collection of quantifiable data from a population for purposes of description on identify verifications that may point to casual relationships. This design was appropriate for the study because it captured students' opinions, beliefs and attitudes about the parents related factors affecting the girl child participation in secondary education.

The descriptive survey design is useful in the sense that it involved the collection of information, and then it was assessed and finally, described the data analysis regarding the effect of girl-child attendance in post-primary education.

### **AREA OF THE STUDY**

The area of research refers to the geographical location covered by the study. The study entitled "parental factors that impact girls' attendance in post-primary education" was conducted in some selected secondary schools in Boyo division in the North West Region of Cameroon. Boyo division has four sub divisions namely: Fundong, Bum,Njinikom and Belo sub divisions. Boyo division is bounded on the north Donga-Mantung and Bui divisions, on the west by Menchum division, on the east by Ngoketungia division and on the south by Mezam division. The capital of Boyo division is Fundong. The geographical feature in the Boyo division is undulating and the area is composed of steep hills and deep valleys. The division inhabitants are the Bikoms (Kom) and other coming from all over the national triangle. It has favorable climate suitable for settlement and a fertile soil. It comprises over 30 villages with an estimated population of over a hundred and thirty thousand inhabitants. The population is semi-urban and semi-rural, with the majority of the population engaged in

agriculture, which takes about 70% of the active population. The main crops cultivated are maize, coco yams, sweet potatoes, groundnuts, cassava and plantains. The main cash crops are Arabica coffee, Robusta and cocoa to a lesser extent. Other agricultural practices include cattle rearing, pig rearing and poultry. An estimated 10% of the population is involved in the civil service, especially in the teaching profession, nursing and administration. About 20% are involved in the informal sector, in occupations like motorbike riding, petit trading etc. education wise, Boyo division has a multitudes of nursery schools, primary schools, technical schools, general secondary schools, lay private/mission schools and one government teacher training college.

The study was carried out in two sub divisions of Boyo division; Fundong and Njinikom sub divisions respectively. This choice was purposively selected because of high schooling rate, the presence of many secondary schools with high gender disparity.

## **POPULATION OF THE STUDY**

### **Population**

Population of study is a set of finite elements well defined beforehand and on which observations are based (Grawitz, 1986). It is also a group of individuals available or at the availability of the researcher. In order words a population is the totality of objects or individuals, having one or more characteristics in common that are of interest to the researcher and where inferences are to be made the population of this study comprised all secondary schools girls and their parents in Boyo division. Amin (2005) defines the target population as the population to which the researcher ultimately wants to generalise the results. In this study, the target population for the study was girls and parents of the selected secondary schools: The selected schools were GBHS Fundong, CCHS Fundong, GSS Muloin, and Saint Maria Goretti Vocational College (SMAC) Njinikom, in Boyo division, Northwest Region of Cameroon. Therefore, the target population of this study was consisted of 2800 girls. Out of four sub divisions in the Boyo division, only two sub divisions were selected. The two sub divisions involved in this study were Fundong and Njinikom sub divisions. This category was selected because they comprise of the major composition of parental indicators in girls' attendance and the school as a community its operations were affected by the attendance of girls.

### **Accessible population**

The accessible population is the one from which the researcher draws the sample of his study. In the case of this study, the accessible population was comprised the following schools: GBHS Fundong, CCHS Fundong, GSS Muloin, and SMAC Njinikom. The four schools were randomly selected from each of the public and private secondary schools categories for equal representation of girl students in the sample frame of girls of this study. The population was selected keeping in view the specific nature of the study in the sense that the researcher wanted such a population where the students might have some orientations to be able to understand the questions asked by the researcher and relatively wider understanding about the parental factors that impact the attendance of the girl-child in secondary education

*Table 3.1: Distribution of accessible population*

<b>Schools</b>	<b>Number of girl-students</b>	<b>Number of parents</b>	<b>Total</b>
Government Bilingual High School (GBHS) Fundong	118	18	136
Government Secondary School (GSS) Muloin	76	12	88
Christ the King Comprehensive High School (CCHS) Fundong	76	12	88
Saint Maria Goretti Vocational College (SMAC)	68	08	76
<b>TOTAL</b>	<b>338</b>	<b>50</b>	<b>388</b>



**Source : Primary data**

## **SAMPLE AND SAMPLING TECHNIQUES**

### **Sample population**

A sample is defined as a fraction of population on which the study is carried out. It is the limited number of elements selected from the population which is the representative of that population. It belongs to the set of individuals on which the results is applied. According to Sidhu (2003), sampling is the process of selecting a representative unit from a population. Similarly, Cohen and Manion (1994) expand this definition by explaining that in sampling, the researcher endeavours to collect information from a smaller group or subset of the population in such a way that the knowledge gained is representative of the total population under study.

A sampling technique is a plan which specifies how elements should be drawn from a population. The selection of schools, girl-students, and parents was carried out using simple random sampling technique. The available parents and girl-students in the schools were the respondents in the study. The researcher used the purposive sampling technique to choose the area to work with, i.e. Boyo division. This researcher found this technique appropriate because it is an area he grew up in. Furthermore, since there are both private and public schools in Boyo division, the researcher through the purposive technique, selected one lay private school, one mission school and two public schools. The researcher selected the above mentioned schools because they were found to be experiencing some parental factors problems on girls' attendance in post-primary education. Thus, the researcher selected the above mentioned schools because they were representative of the number of secondary schools in Boyo division.

Amongst the government and lay private schools in Boyo division, the sample population was drawn from the following schools;

- Government Bilingual High School (GBHS) Fundong
- Government Secondary School (GSS) Muloin
- Christ the King Comprehensive High School (CCHS) Fundong
- Saint Maria Goretti Vocational College (SMAC) Njinikom

The sample was made up of forms three, four and five, lower sixth and upper sixth girl-students and parents of the same classes. A total of three hundred and eighty eight (388) girl-

students and fifty (50) parents were randomly selected from the above mentioned schools and a total number of 319 girls and 33 parents were sampled.

*Table 3.2: Summary of the sampled population*

<b>N/S</b>	<b>School</b>	<b>Population of girls</b>	<b>Girls sampled</b>	<b>Population of parents</b>	<b>Parents sampled</b>
<b>1</b>	GBHS Fundong	<b>118</b>	<b>110</b>	<b>18</b>	<b>14</b>
<b>2</b>	GSS Muloin	<b>76</b>	<b>74</b>	<b>12</b>	<b>09</b>
<b>3</b>	CCHS Fundong	<b>76</b>	<b>72</b>	<b>12</b>	<b>10</b>
<b>4</b>	SMAC Njinikom	<b>68</b>	<b>63</b>	<b>08</b>	<b>06</b>
<b>5</b>	<b>Total</b>	<b>338</b>	<b>319</b>	<b>50</b>	<b>33</b>

### **Sampling technique**

Sampling according to Amin (2005) is the process of selecting elements from a population in such a way that the sample elements selected represent the population. The study employed the following sampling techniques namely; simple random sampling, and purposive sampling. Purposive sampling means a sampling technique in which a researcher uses his or her own knowledge of the population and chooses to include in the sample only some particular respondents who have the relevant information to the study. This was applied in selecting the schools. According to Amin (2005), a simple random sampling is a sample obtained from the population in such a way that samples of the same size have equal chances of being selected. Mbuu (2003) also states that the simple random sampling technique ensures that each member of the population investigated has a chance of being selected on its own merit rather than on some predetermined criteria, which may disfavour or favour him. The researcher decided to use this technique to minimize the introduction of the researcher's bias in the sample composed, for some errors that usually arise from the improper classification not to occur. This was applied in the selection of girls and their parents.

### **Variables of the Study**

A variable is anything capable of changing. The two types of variables used in this research were the Dependent variable and the independent variable. The dependent variable is an element in a mathematical expression that changes its value according to the value of other elements present. It is equally known as the effect. The independent variable is a variable that is manipulated in an experiment in order to observe the effect on another variable. It is also known as the cause. According to Erickson and al (1982), a problem has an independent variable with at least two or more independent variable which could be observable cases for an investigation.

The following variables were used in the study,

### **Independent variable**

- Parents' attitudes influence girls' education
- Parents' educational background impact girls' education
- Parents' socio-cultural beliefs influence girls' education
- Parents' socio-economic background impact girls' education

### **Dependent variable.**

- Attendance of girls in post-primary education

### **Instruments used for the research**

Instruments are the tools or materials that are used during any research. The instruments used during the research were the questionnaires and the interview guide

### **Questionnaire:**

According to Nworgu (1991; 83), the questionnaire is by far the most frequently used instrument in educational research. The reason for choosing questionnaire was simply to have precise answers from the respondents. The questionnaires were addressed to forms three, four and five, lower sixth and upper sixth girls-students and also for the parents in all the four selected schools. They were all closed ended questions. The researcher chose the

questionnaire for the research because it is not expensive; it does not take time to administer and is a reliable instrument for any survey research. The kind of questionnaire used was a simple scale questionnaire

A set of questionnaires were carefully designed to facilitate the collection of relevant data from the respondents, and taking in to account the already set objective of the study, and the hypotheses

The questionnaire was prepared by the researcher in collaboration with classmates and the project supervisor. It was accompanied by a cover letter reassuring the respondents of the confidentiality of their answers. It has five parts. The first part had to identify demographic situation of the respondent (question items 1-6). The second part had items designed to collect data on parents' attitudes towards girls' education, (items 7-18). The third part had items based on parents' educational level (items 19-24). The fourth part contained items focused on parents' socio-cultural beliefs (items 25-36). The fifth part had items based on the parents' socio-economic practices (items 37-47). The last part had items based on the participation of the girl child in schools. (Items 48-64) Once the questionnaire was ready, it was validated.

#### **Administration of questionnaires:**

A questionnaire can be administered using various means; it can be done through telephone, through internet, through post, even face to face. The researcher personally visited the schools concern and made an appointment with the principals. Before the administration of the questionnaires, we went first of all towards the administrative personnel of the various schools to inform them on the objective of being there and to get their authorization to carry out the work there. The researcher subsequently visited the schools on the fixed dates and personally administered the questionnaires. The researcher also collected the documents and information from the principals on different occasions. Through this way, we benefitted from their assistance because they had to help us talk to the students.

The questionnaires were distributed to the students selected. Some parents of these students were interviewed in their homes, although the researcher had difficulties because some of the parents were not present at home and others have left to their farms for work. Some of them decided not to attend for interview.

Students who were given questionnaires were asked to fill them in class. In the cause of distributing the questionnaires, the class teachers offered the researcher their assistance in giving them to students. But before distributing the questionnaires to the students, the

researcher introduced himself and told the students what the research was all about, he further gave the instructions to follow and how to answer the questionnaires.

However when the students finished filling, the questionnaires were immediately collected and counted to make sure that all were returned. In fact all the students did not give back the questionnaires because some complained that they needed a cool head back at home so as to give their proper answers to the items and due to this fact some were permitted to take their questionnaires back home and to bring them back the next day, so the researcher used mostly two days in each school.

One school was treated at a time until all the four (4) schools were completed. In most of the schools, the researcher was assisted by the teachers who were present in class; this was to make sure the work go faster and for him to continue his lesson.

### **The use of the Interview guide**

Amin (2005) defines as an oral questionnaire where the investigator gathers data through direct verbal interaction with participants. In case of our study, in order to compliment data collected from questionnaires, an interview guide was used. This was also done to ensure their veracity of information collected from parents. The choice of using an interview guide was made to obtain first hand information on parental factors that impact girls' attendance in post-primary education. Here, we obtained information through a one-one interaction with interviewees

The researcher used the direct delivery technique (D.D.I) of instrument to the respondents. This method was preferred because it avoided instrument mortality and had a high rate of return from the respondents.

The research used four research assistants who were instructed on what to do and they were distributed in each of the selected secondary schools of this study while the researcher coordinated the work.

The data collected from the questionnaires were rated on a four point rating scale as follows. The responses to the questionnaires were weighed in Likert tradition of strongly agree (SA) = 4, agree (A) = 3, disagree (D) = 2, strongly disagree (DA) = 1. Values were assigned to the four (4) points rating scale as shown above. The ratings were summed up and mean rating obtained by dividing the summed ratings by the number of the rating as shown below.

$$\begin{array}{ccccccccccc} \text{(SA)} & & \text{(A)} & & \text{(D)} & & \text{(DA)} & & & & \\ 4 & & + & & 3 & + & 2 & + & 1 & = & 10 \end{array}$$

Summed rating mean (x)  $10 \div 4 = 2.5$

## **VALIDATION OF THE RESEARCH INSTRUMENT**

### **Validity of the instrument**

Validity is the ability of an instrument to measure the variable it is intended to measure (Amin, 2004). Every measuring instrument is designed for a specific measurement. If it is correctly designed, it measures what it is supposed to measure. If it is faulty, then it measures something, which may not be what it is supposed to measure.

According to Polit and Hungler (1991), there are four types of validity for measuring instruments designed to collect quantitative data, these are; Construct validity, Content validity, Criterion validity and Face validity. In the case of this study, the researcher chose Content and face validity from among the other types of validity because they are more appropriate to the work.

**Face validity:** an item is said to have face validity when it tries to measure what it is to measure. To ensure face validity of the instrument in this study, the questionnaires were given to the supervisor who carefully examines the items in them. Some of the items that were not clearly understood were then restructured for better understanding. After the readjustment of the items, they were considered valid and fit for administration.

**Content validity:** content validity refers to the degree at which the items represent the content of the concept being measured. To ensure content validity, the questionnaires were handed to the supervisor who then made some adjustment to ensure that they fit the content of the variables before being fit for administration

Content and face validation checked and commented on the appropriateness, expressional standard and sequence which was established for the instrument. The comments, observations and corrections of these experts were used to improve the quality of the items they rated appropriate based on their judgment of the items in relation to the study.

For this study, the researchers reviewed the objectives of the study and questionnaire items to decide on the appropriateness of the test items and to ensure that all the questions asked in the research questions and hypotheses was fully exhausted.

To do this effectively, related literature was reviewed and key concepts identified which was cross examined by the experts (statisticians and my supervisor) to evaluate the content and items against the study.

### **Reliability of the Instrument**

Amin M.E, (2005) defined reliability as a measure of how consistent the results from a test are. Reliability is a measure of the degree to which a research instrument yields consistent results after a repeated trial. An instrument is reliable when it can measure a variable accurately and consistently and obtain the same results under the same conditions over a period of time. To test reliability of the instrument the Cronbach alpha test technique was used. To do this, two secondary schools in Bum and Belo sub divisions of Boyo division were randomly selected and used because Bum and Belo sub divisions are within the area of the study having the same characteristics. These schools for trial testing were not used in the final study. The result from the pilot study was used to determine the internal consistency reliability index and this showed that the items in the questionnaire were understood and easily rated by the respondents. The internal consistency reliability of the instrument was tested using Cronbach Alpha Formula. If the alpha value is a score of 0.8, the score is considered high enough to judge the instrument acceptable and reliability.

The following results were obtained for each scale, the first scale (parents' attitudes towards the girl child education) which consist of 12 items recorded an acceptable internal consistency ( $\alpha= 0.715$ ). The second scale on parents' educational level which consist of 6 items, recorded an acceptable internal consistency ( $\alpha= 0.755$ ). The third scale on parents' socio-cultural beliefs with 12 items had an acceptable internal consistency ( $\alpha= 0.877$ ). The scale on parents' socio-economic practices consisting of 11 items also recorded an acceptable internal consistency ( $\alpha= 0.731$ ). The scale on participation of the girl-child in school which consist of 17 items recorded an acceptable internal consistency ( $\alpha= 0.781$ ).

The values of cronbach's coefficient alpha which have been calculated according to scale presents in a general manner an acceptable internal consistency signifying that our instrument is reliable.

**Table 3.3: Justification of reliability:** To ensure the reliability of the questionnaire, we used the Cronbach's coefficient alpha based on all the indicators

<b>Hypotheses</b>	<b>Cronbach's coefficient alpha</b>	<b>Decision</b>
Parents' attitudes	0.715	Acceptable
Parents' educational background	0.755	Acceptable
Parents socio-cultural beliefs	0.877	Acceptable
Parents' socio-economic background	0.731	Acceptable
Attendance of girls	0.781	Acceptable

From the above table it showed from the values of Cronbach's coefficient alpha that the questionnaire was reliable and ready for administration.

**Table 3.4: the administration and return of questionnaire**

<b>Schools</b>	<b>No of questionnaires given out for students</b>	<b>No of questionnaires received from students</b>
<b>GBHS Fundong</b>	118	110
<b>GSS Muloin</b>	76	74
<b>CCHS Fundong</b>	76	72
<b>SMAC Njinikom</b>	68	63
<b>Total</b>	338	319
<b>Percentage</b>	100%	94.37%

Source: Primary data

From the above table, it showed that the researcher gave a total of 338 questionnaires to students which gave a percentage of 100% and received 319 with a percentage of 94.37%.



**Table 3.5: the administration and return of interview guide**

<b>Schools</b>	<b>No of interview programmed for parents</b>	<b>No of parents interviewed</b>
<b>GBHS Fundong</b>	18	14
<b>GSS Muloïn</b>	12	09
<b>CCHS Fundong</b>	12	10
<b>SMAC Njinikom</b>	08	06
<b>Total</b>	50	33
<b>Percentage</b>	100%	78, 7%

From the above table, it showed that the researcher programmed a total of 50 interviews to parents which gave a percentage of 100% and 33 parents were interviewed with a percentage of 78,7%.

#### **Difficulties Encountered:**

The difficulties we encountered during the research was that during the administration of the questionnaires, we could not meet all the girls-students in school on that very day, and some of the parents had no time to attend to our interviews and others were not found in their homes, while some of the parents were busy working on their farms. Some students took the questionnaire and did not return them the next day, thus causing delay in the recuperation and tallying of the questionnaire.

Furthermore, some of teachers in class were very reluctant to assist because their time of teaching was disturbed by the researcher. The researcher had to just beg them by telling them

how important the research is to him before they could cooperate. This exercise took about three (3) weeks for completion.

## **METHOD OF DATA ANALYSIS**

Both descriptive and inferential statistics were used to analyze the responses and verify the hypotheses. For qualitative data, responses were coded, summarized and reported in relation to the specific research questions as provided by the different groups of respondents. Tables, percentages, charts, mean, standard deviations were used to analyze the data. Also the Statistical Package for Social Sciences (SPSS) version 21.0 was used for data analysis.

In this particular study, data analysis consisted of a combined statistical tool to analyze the data obtained from the experiment and the survey. To organise and give meaning to our data, we used various statistical tools: descriptive statistics, mean, standard deviation, the univariate analysis of variances (ANOVA), the Pearson Product Moment Correlation Coefficient and the Stepwise multiple regression analysis. To describe our data analysis techniques, we followed the steps by explaining what we did and the statistical tools involved. Quantitative data analysis of this study involved two major steps:

1. Data preparation in which data was logged, checked for accuracy, and entered into the computer using SPSS, which was designed to analyze, display, and transform data (Trochim & Donnelly, 2007).
2. Data organization was developed and documented into a database structure that integrates the various measures present in the data (Trochim & Donnelly, 2007).

The survey consisted of questionnaire administration in the various school of our sample. Surveys are the primary source for data collection of this nature. In so doing, the results from the 4-point Likert scale questions of the survey were analyzed using SPSS software. Frequencies of distribution such as frequency tables (Trochim & Donnelly, 2007) were used to describe multiple variables such as standardized test scores and demographic data. The central tendency of a distribution “is an estimate of the center of a distribution of value” (Trochim & Donnelly, 2007, p. 266) used to determine and describe the median of sets of values of the data that require this approach. Ranges, which are measures of dispersion in a frequency distribution (Trochim & Donnelly, 2007) were also used to describe the variability of data values.

In order to do this, researchers summarized the data, so that readers can construct a mental picture of the relationship between the data and the phenomena under study.

## **Representing the Data**

Trochim and Donnelly (2007, p.83) stated that the use of graphic displays is “particularly valuable in making the logic of mixed-method design explicit”. In this perspective, Tufte (2006) affirmed, “Most techniques for displaying evidence are inherently multimodal, bringing verbal, visual, and quantitative elements together” (Tufte, 2006, p. 83). The researcher also used tables to report results related to the research questions. According to Creswell and Plato Clark (2007, p.135), “These visual forms depict the trends and distributions of the data” and allow readers to better understand the quantitative results of the study in a summarized form.

## **Bivariate Descriptive Statistics**

A frequent goal in data analysis is to efficiently describe and measure the strength of relationships between variables (Muijs, 2004). In this regard, bivariate descriptive statistics describes such relationships.

## **The Student t test and One way ANOVA**

The research was conducted with a sample of girls who had personal characteristics and the univariate analysis of variances (one way-ANOVA) was used to determine the variability of the attendance of girl-child in post-primary education by personal characteristics (school, class, age, marital status of parents and parents’ level of education).

## **Correlation**

The correlation coefficient was used to test our research hypotheses. The purpose was to measure the degree of association between the independent variables in our research hypotheses and attendance of the girl-child in post-primary education, symbolize by the correlation coefficient.

The correlation coefficient is a simple descriptive statistic that measures the strength of the linear relationship between two variables (Amin, 2005). The value of the correlation coefficient  $r$  ranges from -1 for a perfect negative correlation, to +1 for a perfect positive correlation. The degree of association between two variables is described by the coefficient of correlation, which indicates the strength of this association. In this study, in order to determine existing relationships between two variables, the researcher used the Pearson’s  $r$  correlation coefficient because the purpose of this study was to predict the dependent variable

from the independent variable (Muijs, 2004). In so doing, the Pearson Product Moment Correlation coefficient was used because the data in this study are parametric, that is, its interpretation does depend on the population fitting a parameterized distribution. This means that the quantitative data in this study was numerical interpretation. The researcher also preferred to use parametric statistics because there is generalization of the results of this study to a larger population.

***Interpreting the Pearson's Product Moment Correlation Coefficient:*** The usefulness of the correlation depends on its size and significance (Muijs, 2004). If  $r$  reliably differs from 0.00, the  $r$ -value is statistically significant, that is, does not result from a chance occurrence, implying that if the same variables were measured on another set of similar subjects, a similar  $r$ -value would result. If  $r$  achieves significance, it is possible to conclude that the relationship between the two variables was not due to chance.

According to Muijs (2004), the size of any correlation generally evaluates as follows:

<b>Correlation value</b>	<b>Interpretation</b>
0.00 to 0.10	Weak
0.11 to 0.29	Low
0.30 to 0.59	Modest
0.60 to 0.79	Moderate
0.80 to 0.89	Strong
0.90 to 1.00	Very strong

On the other hand, it is important to state that correlation does not imply causation. In this regard, just because one variable relates to another variable does not mean that changes in one cause changes in the other. In other words, other variables may be acting on one or both of the related variables and affect them in the same direction. Cause-and-effect may be present, but correlation does not prove cause (Fraenkel and Wallen, 2000). In this study, the researcher was not interested in verifying if the occurrence of one variable caused or increased the occurrence of the other variable. The researcher was only interested in determining the strength of the correlation between the variables.

***Coefficient of Determination ( $r^2$ ):*** The relationship between two variables can be represented by the overlap of two circles representing each variable as in Figure xx. If the circles do not overlap, no relationship exists. The area of overlap represents the amount of variance in the

dependent (y-variable) than can be explained by the independent (x-variable). The area of overlap, called the percent common variance, calculates as  $r^2*100$

### **Multiple regression analysis**

In order to gain a full understanding of the nature of girls' attendance in post-primary education in Cameroon, it was necessary to proceed with a more refined statistical tool (Stepwise multiple regression analysis) to see which of our variables emerge as the best predictor for the girls' attendance in post-primary education. Multiple regression deals with the use of many predictor variables to predict a criterion variable (Amin, 2005). Correlation and regression analysis are related in the sense that both deal with relationships among variables. Neither regression nor correlation analyses can be interpreted as establishing cause-and-effect relationships. They can indicate only how or to what extent variables are associated with each other. The correlation coefficient measures only the degree of linear association between two variables. Any conclusions about a cause-and-effect relationship must be based on the judgment of the analyst.

### **Restatement of hypotheses and indicators:**

The indicator is what helps us to recognize a variable. Each of the modalities has its indicators.

#### **For the independent variables**

##### **Hypothesis 1**

There is a significant relationship between parents' attitudes towards girls' education and their attendance in post-primary education.

##### **Indicators**

- ignorance of the importance of girls' education
- Inspiration for money
- preferential treatment to boys than girls
- gender differentiation
- lack of motivation and support

##### **Hypothesis 2**

There is a significant relationship between parents' educational background and girls' attendance in post-primary education

##### **Indicators:**

- literacy level of the parents

- ☐ types of certificates obtained
- ☐ educational and occupational status
- ☐ career profile
- ☐ social influence

### **Hypothesis 3**

There is a significant relationship between parents' socio-cultural beliefs and girls' attendance in post-primary education

#### ***Indicators:***

- ☐ religious practices
- ☐ cultural beliefs.
- ☐ fear of early pregnancy
- ☐ bride price
- ☐ early marriages
- ☐ initiation to womanhood ceremonies
- ☐ risk of abduction
- ☐ fear of sexual harassment

### **Hypothesis 4**

There is a significant relationship between parents' socio-economic background and girls' attendance in post-primary education.

#### ***Indicators:***

- ☐ parent economic income
- ☐ girl-child labour
- ☐ lack of parental effects
- ☐ employment for domestic work
- ☐ home/parental services

### **For the dependent variable**

#### **-Girls' attendance in post-primary education**

#### ***Indicators:***

- ☐ regular attendance in school
- ☐ competency

hard work in school

involvement in school and household activities

Table 3.6: Synoptic Table (Tables of hypotheses and variables)

General Hypothesis	Research Hypotheses	Variables: Independent Variables (IV) and Dependent Variables (DV)	Indicators	Modalities	Measurement Scales	Question Items
Parents related factors have a significant impact on the girls' attendance in post-primary education	<u>RH1</u> :The parents' attitudes girls' education has a significant impact on girls' attendance in post-primary education,	<u>IV1</u> : Parents' attitudes towards girls' education	<ul style="list-style-type: none"> <li>- ignorance of the importance of girls' education</li> <li>- Inspiration for money</li> <li>- preferential treatment</li> <li>- gender differentiation</li> <li>- lack of motivation and support</li> </ul>	strongly agree agree -strongly disagree -disagree	Nominal scale	Items 7-18
		<u>VD1</u> : girls' attendance in post-primary education	<ul style="list-style-type: none"> <li>- Regular attendance in school</li> <li>- Hard work in school and performance</li> <li>- Involvement in the school and household activities</li> </ul>	Very Frequently Frequently Occasionally Rarely		Items 48-64
	<u>RH2</u> :The parents' educational background has a	<u>IV2</u> : Parents' educational background	<ul style="list-style-type: none"> <li>- literacy level of the parents</li> <li>-types of certificates</li> </ul>	-strongly agree -agree	Nominal scale	Items 19-24



	significant impact on girls' attendance in post-primary education,		obtained - educational and occupational status - career profile - social influence	-strongly disagree -disagree		
		<b>VD2:</b> girls' attendance in post-primary education	- Regular attendance in school - Hard work in school and performance - Involvement in the school and household activities	Very Frequently Frequently Occasionally Rarely		Items 48-64
	<b>RH3:</b> The parents socio-cultural beliefs has a significant impact on girls' attendance in post-primary education,	<b>IV3:</b> Parents' socio-cultural beliefs	-r eligious practices - cultural beliefs. - fear of early pregnancy - bride price - early marriages -initiation to womanhood - risk of abduction - fear of sexual harassment	-stronglyagree -agree -stronglydisagree -disagree	Nominal scale	Items 25-36

		<b>VD3:</b> girls' attendance in post-primary education	<ul style="list-style-type: none"> <li>- Regular attendance in school</li> <li>- Hard work in school and performance</li> <li>- Involvement in the school and household activities</li> </ul>	<ul style="list-style-type: none"> <li>Very Frequently</li> <li>Frequently</li> <li>Occasionally</li> <li>Rarely</li> </ul>		Items 48-64
	<b>RH4:</b> The parents' socio-economic practices has a significant impact on girls' attendance in post-primary education,	<b>IV4:</b> Parents' socio-economic practices	<ul style="list-style-type: none"> <li>- parent economic income</li> <li>- girl-child labour</li> <li>- lack of parental effects</li> <li>- employment for domestic work</li> <li>- home/parental services</li> </ul>	<ul style="list-style-type: none"> <li>- strongly agree</li> <li>- agree</li> <li>- strongly disagree</li> <li>- disagree</li> </ul>	Nominal scale	Items 37-47
		<b>VD4:</b> : girls' attendance in post-primary education	<ul style="list-style-type: none"> <li>- Regular attendance in school</li> <li>- Hard work in school and performance</li> <li>- Involvement in the school and household activities</li> </ul>	<ul style="list-style-type: none"> <li>Very Frequently</li> <li>Frequently</li> <li>Occasionally</li> <li>Rarely</li> </ul>		Items 48-64

## **CONCLUSION**

This chapter enhances the methodological aspects of this study. Here, the population of study has been discussed including the sampling technique and sample of study. In order to collect data for this study, we used the questionnaire and an interview guide. This enabled us to triangulate the data collected so as to avoid a myopic view of things. The validity and the reliability of these instruments have been established and the data collection plan has been presented. In this chapter, our research variables have also been discussed and a recapitulative table presented at the end to show the summaries of the hypotheses, the variables and indicators including the statistical tool used for data analysis which is the Statistical Package for Social Sciences (SPSS).

## CHAPTER IV

### PRESENTATION AND ANALYSIS OF DATA

This chapter presents the results of data which were collected through the use of the questionnaire constructed in relation to the variables of study. The technique used in presenting the data is one where the various characteristics are presented and analyses made to show their impact on the study as a whole. It uses tables and charts to give a descriptive representation of results. The first part of this chapter starts with the analysis of background characteristics, and then proceeds with the analysis of different variables, while being attentive to the existence of possible relationship between variables.

#### **Presentation and description of Data**

In this section, we are going to present and analyse the data collected from the sampled population with respect to the personal characteristics of the respondents and the data obtained from the opinions of the respondents following the order of items in constructed questionnaire.

#### **Distribution of respondents according to schools**

Table 4.1 and figure 4.1 indicate that the highest number of respondents (118) in the sample population came from G.B.H.S Fundong making a percentage of 34.912% and was followed by G.S.S Chuaku-Muloin and CCHS Fundong with 76 girls each, making up 22.49% each of the sample population; and the least came from VS Njinikom where 68 girls responded to the questionnaire making up the percentage of 20.12%.

*Table 4.1: Distribution of the respondent according to schools*

	<b>Frequenc y</b>	<b>Percenta ge</b>	<b>Cumulative Percentage</b>
GSS Chuaku-Muloin	76	22.49	22.49
VS Njinikom	68	20.12	42.60
GBHS Fundong	118	34.91	77.51
CCHS Fundong	76	22.49	100.00
Total	338	100.00	

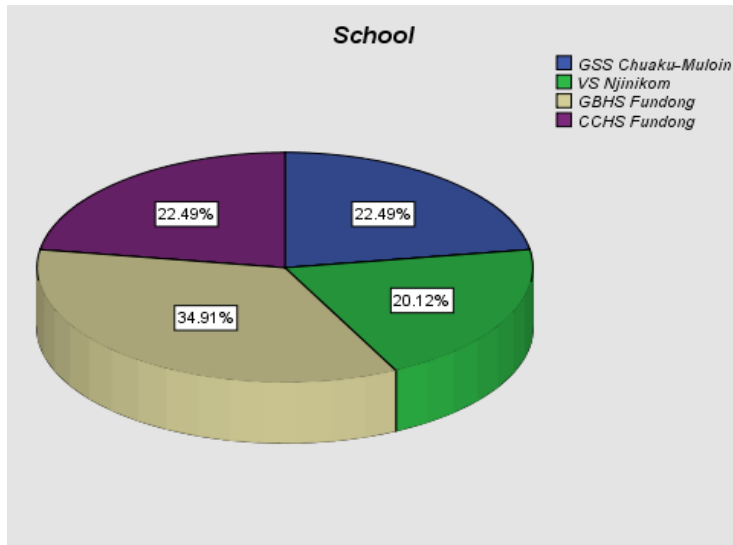


Figure 4.1: Distribution of the respondent according to schools

#### Distribution of respondent according to class

Looking at Table 4.2 and figure 4.2, they indicate that the highest number of respondents (129) in the sample population are students from Form Three, making a percentage of 38.16% and was followed by students from Form Four (108), making 31.95%. The rest of students in our sample population distribute themselves among the other classes: Form Five (47), making 13.91%, Lower sixth (38), making 11.24%, and the least came from Upper sixth where 16 girls responded to the questionnaire making up the percentage of 4.73%.

Table 4.2: Distribution of respondent according to class

	Frequency	Percentage	Cumulative Percentage
Form Three	129	38.16	38.16
Form Four	108	31.95	70.11
Form Five	47	13.91	84.02
Lower Sixth	38	11.24	95.27
Upper Sixth	16	4.73	100.00
Total	338	100.00	

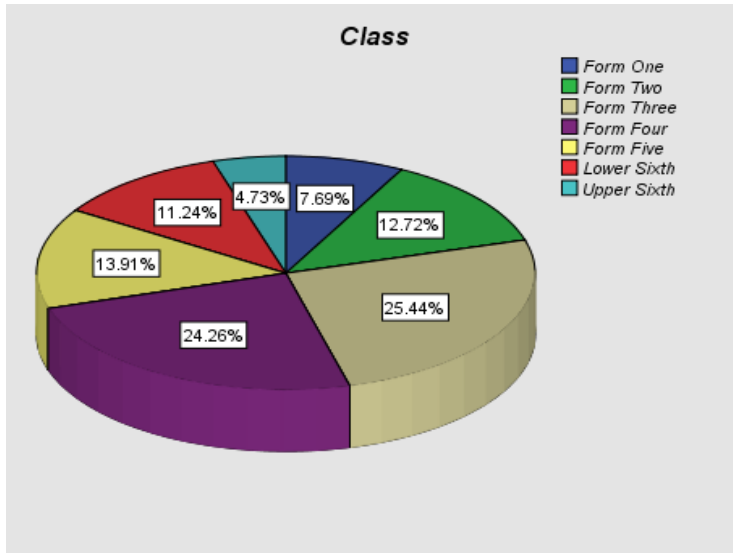


Figure 4.2: Distribution of respondent according to class

### Distribution of respondent according to age

Age is considered a very significant factor in this study because the reasoning and the needs of individuals differs according to age. Distribution of the sampled population according to age would effectively provide a proper respond to the research question. Figure 4.3 below present the histogram of age of the respondents. It reveals that the mean age of the girls is ( $M = 14.83$ ) with a standard deviation of ( $SD = 2.032$ ), showing a small dispersion of age among students of our sample population.

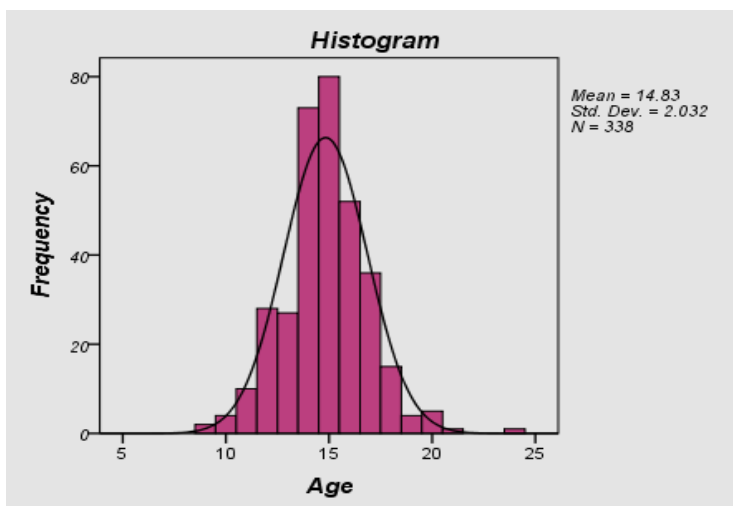


Figure 4.3: histogram of age of respondent

When the ages of our respondents are categorized, the results obtained, as revealed by table 4.3 shows that the majority of the girls were between 15 and 18 years old with the total number of 183 girls making up 54.14% of the total sampled population.

*Table 4.3: Distribution of respondent according to age category*

	<b>Frequency</b>	<b>Percentage</b>	<b>Cumulative Percentage</b>
≤ 10 yrs	6	1.78	1.78
11-14 yrs	138	40.83	42.60
15-18 yrs	183	54.14	96.75
> 18 yrs	11	3.25	100.00
Total	338	100.00	

Still from the table above, it can be seen that another important proportion (40.83%) of the respondents are girls of age ranges between 11 and 14 years, that is, 138 girls. These proportions show that about 95% of respondents' age range between 11 and 18 years old.

#### **Distribution of respondents according to marital status of parents**

Table 4.4 and figure 4.4 present the distribution of respondents according to marital status of their parents. They show that 73.08% of the respondents have married parents. The statistics shows that 9.76% of the respondents have parents that are divorced and 8.88% of the girls have parents that are widow. It can be noticed that the number of girls who have single parent got the least proportion (8.28%).

*Table 4.4: Distribution of respondent according to marital status of parents*

	<b>Frequency</b>	<b>Percentage</b>	<b>Cumulative Percentage</b>
Single	28	8.28	8.28
Married	247	73.08	81.36
Divorced	33	9.76	91.12
Widowed	30	8.88	100.00
Total	338	100.00	

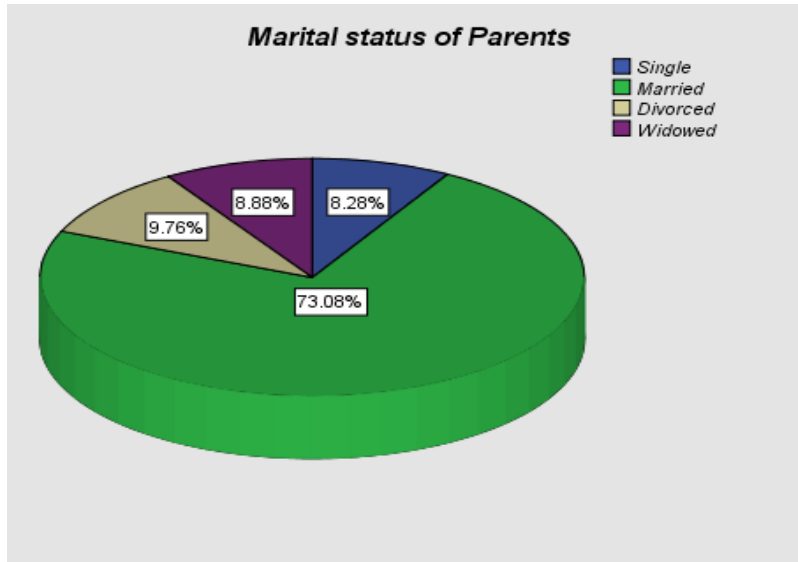


Figure 4.4: Distribution of respondent according to marital status

#### Distribution of respondent according to parents' level of education

The table 4.5 presents the distribution of respondents according to the highest level of education of their parents. We observe from the above table that 35% of the respondents (about 120 girls) have a secondary school level.

Table 4.5: Distribution of respondent according to parents' level of education

	Mother's Level of Education			
	Father		Mother	
	Frequency	Percentage	Frequency	Percentage
Primary	82	24.26	121	35.8
Secondary	115	34.02	120	35.5
University	104	30.77	61	18.05
None of these	37	10.95	36	10.65
Total	338	100	338	100

On the other hand, while 30.77% of fathers have a university level, 18.05% of girls have the same level. Also, while 35.80% of mothers have a level of primary school, only 24.26% of fathers have that level. It can be noticed that about 10% of parents have no previous formal education.



### **Distribution of parents interviewed according to their personal characteristics**

Table 4.6 displays the personal characteristic of parents interviewed in the course of this research. It shows the participation to the study of 29 female parents making a percentage of 58.00%, against 21 male parents making up 42.00% each of the sample population.

Looking at the ages of parents, the results revealed that the majority of parents were between 36 and 40 years old with the total number of 26 parents, making up 52.00% of the total sampled population. Still from the table below, it can be seen that another important proportion (22.00%) of the respondents are parents of age ranges between 41 and 45 years, that is, 11 parents.

*Table 4.6: Distribution of parents interviewed according their personal characteristics*

	<b>Modalities</b>	<b>Frequency</b>	<b>Percentage</b>
Sexe	Male	21	42
	Female	29	58
Age range	<= 35 yrs	8	16
	36-40 yrs	26	52
	41-45 yrs	11	22
	46-50 yrs	1	2
	> 50 yrs	4	8
Religion	Christian	38	76
	Muslim	11	22
	Pagan	1	2
Marital status	Single	9	18
	Married	37	74
	Divorce	4	8

The results from table 4.6 also display the distribution of respondents according to their religion. We observe from the above table that 76% of the respondents (about 38 parents) are Christians, against 24% of parents who reported being Muslim and Pagan.

The distribution of parents according to their marital status shows that 74.00% of the parents are married, against 18.00% of single parents and 8% of parents are divorced.

### **PRESENTATION AND DESCRIPTION OF RESPONDENTS' OPINIONS ON OUR STUDY VARIABLES**

In this section, we are going to present and analyse the data collected from the sampled population with respect to the personal characteristics of the respondents and the data

obtained from the opinions of the respondents following the order of items in constructed questionnaire.

### **Distribution of girls' opinions on parents' attitudes towards the girl child education**

Table 4.7 below presents the distribution of the opinions of the respondents on parents' attitudes towards the girl child education. From the results in the table, we observe that parents attach value to arranging tutorials for their children ( $M = 2.49$ ) indicating that parents want the success of their children; so they constantly encourage and motivate their children to go to school ( $M = 2.41$ ).

*Table 4.7: Distribution of girls' opinions on parents' attitudes towards the girl child education*

	<b>Mean</b>	<b>Std. Deviation</b>
My parents think that schooling is good only for the boy child than girls	2.35	1.338
My parents think educating the girl-child is waste of resources and time	2.31	1.278
My parents feel that my education is only to prepare me for future marriage and childbearing	2.38	1.227
My parents believe that boys are more intelligent than girls when educated.	2.06	1.132
My parents' decisions to educated boys are based on patrilineal inheritance systems where boys are prime beneficiaries of their properties when they died.	2.15	1.150
My parents have the strong belief that when girls are educated once they are married they become a part of another family.	2.05	1.074
My parents frequently advise me to do my homework.	2.16	1.156
My parents help in doing my home work together.	2.13	1.075
My parents monitor my regular school attendance.	2.27	1.107
My parents contact my teachers to check my school attendance and academic performances.	2.35	1.123
My parents value arranging tutorials for me	2.49	1.156
My parents constantly encourage and motivate me to go to school	2.41	1.206
Valid N (listwise)		

This interest of the parents for the education of the girl child does not overall the fact that they still believe that the education of the girl is only to prepare her for future marriage and childbearing ( $M = 2.38$ ). The better return of education is seen from schooling the boy child than the girl.

### **Distribution of the respondents' opinions on parents' educational level**

Table 4.8 provides the distribution of the respondents' opinions on parents' educational level and how it affects their education. The results on the table revealed that parents' educational level enables them to supervise and monitor the academic progress of their children ( $M = 2.81$ ). This signifies that a very high majority of the respondents agreed being monitored by their parent to success, and thus, influence their retention in school ( $M = 2.80$ ).

*Table 4.8: Distribution of the respondents' opinions on parents' educational level*

	<b>Mean</b>	<b>Std. Deviation</b>
My parents' educational status influence my retention in school	2.80	1.146
My parents' level of education encourage me to fully participate in my education	2.35	1.157
My parents' educational background enable me to have high chance to benefit for my school needs	2.37	1.024
My parents' educational level enable him to supervise and monitor my academic progress	2.81	1.178
My parents' occupational status helps me to receive sound education and parental support.	2.70	1.137
My parents' occupational status encourage me to fully participate in education	2.72	1.195
Valid N (listwise)		

The participation of respondents to school is due to a bigger part on their parents occupational status ( $M = 2.72$ ), which helps them to receive a sound education and parental support ( $M = 2.70$ ). It appears from the results in table 4.8 that parents' educational level plays a significant role on the education of their girl child.

### Distribution of the respondents' opinions on parents' socio-cultural beliefs

Table 4.9 provides the distribution of the respondents' opinions on parents' socio-cultural beliefs and how it affects their education. Parents believe that protecting female virginity increase economic returns to the family based on bride price paid to the family ( $M = 2.54$ ). This signifies that some parents can force their adolescent girl to accept marriage when there are not yet old enough to marry ( $M = 2.48$ ). Thus, parents customs and traditional beliefs may hinder the girl child education ( $M = 2.45$ ).

*Table 4.9: Distribution of the respondents' opinions on parents' socio-cultural beliefs*

	<b>Mean</b>	<b>Std. Deviation</b>
My parents customs and traditional beliefs hinder my education	2.45	1.244
My parents have the fear that western education and religious values are contrary to cultural norms	2.18	1.078
My parents' refusal to educate the girl-child is because they want to protect the female virginity before marriage	2.47	1.268
My parents are discouraged that when girls acquire too much education they will have difficulties to find educated husbands	2.40	1.234
My parents have the belief that protecting female sexuality and pre-marital pregnancy influence their social status in the society	2.29	1.106
My parents believe that protecting female virginity increase economic returns to the family based on bride price paid to the family	2.54	1.221
I am forcefully propose for early marriage	2.27	1.308
My parents negotiate the marriage without my knowledge	2.38	1.319
I am always force to accept marriage whenever it is good offer for the family.	2.48	1.206
I am frequently invited to attend female genial rites	2.06	1.145
I am always instructed to attend initiation ceremonies to womanhood during school hours.	2.36	1.318
My parents always force me to stay back home to prepare food and look after my siblings.	2.08	1.181
Valid N (listwise)		

In their beliefs, some parents may be afraid when girls acquire too much education, they may likely have difficulties to find educated husbands ( $M = 2.40$ ). This push some parents to negotiate marriage without their girl child knowledge ( $M = 2.38$ ). It appears from the results in table 4.9 that parents' socio-cultural beliefs play a significant role on the education of their

girl child.

### **Distribution of the respondents' opinions on parents' socio-economic background**

Table 4.10 provides the distribution of the respondents' opinions on parents' socio-economic practices and how it affects their education. The results on the table reveal that parents' socio-economic practices enables them to sponsor and support the academic demand of their children ( $M = 2.88$ ). This signifies that a very high majority of the respondents agreed the success in their education depend to a certain extend to the cost of living of the family ( $M = 2.85$ ). That is why some parents may see school fees payment as a burden to the family ( $M = 2.56$ ).

*Table 4.10: Distribution of the respondents' opinions on parents' socio-economic practices*

	<b>Mean</b>	<b>Std. Deviation</b>
My parents' level of earnings (income) has an impact on my education	2.49	1.197
My parents' economic status influence my education	2.49	1.063
My parents' believe that girls can generate money for the family	2.88	1.043
My parents' prefer to me to take care of other family members children for money	2.36	1.225
My parents' prefer me to involve in hawking and daily generation of income	2.42	1.252
My parents often engaged girls in house works thereby discouraging their education	1.93	1.208
My parents provide me with my school uniforms	2.45	1.251
My parents pay my school fees on time	2.42	1.164
My parents see school fees payment as a burden to the family	2.56	1.113
My parents provide me with all my school needs and pocket allowance	2.26	1.102
My parents cost of living influence my education	2.85	1.022
Valid N (listwise)		

In that line, parents' economic status significantly influence the education of their offspring ( $M = 2.49$ ). Nevertheless, parents feel oblige to pay their daughters school fees on time and provide them with school uniforms. It appears from the results in table 4.10 that all this are possible through parents' socio-economic practices playing a significant role on the education of their girl child.

### Distribution of the respondents' opinions on girls' attendance in post-primary education

Table 4.11 provides the distribution of the respondents' opinions on girls' attendance in post-primary education. The results from the table revealed that participation of the girl-child in school was mainly expressed through their frequency of regularly attending school ( $M = 2.93$ ) and the frequency of attending the tutorial lessons programmed per day ( $M = 2.85$ ). The outcome of this frequency of attending school is seen in the good performance of the girl in the class tests and examinations ( $M = 2.75$ ). These results encourage parents to pay school fees ( $M = 2.75$ ) and encourage their girl child to hardwork in their school work ( $M = 2.65$ ). The girl student feels encourage when their parents take real interest in their progress in school ( $M = 2.65$ ). It appears from the results in table 4.11 that participating in the teaching-learning process and extra-curricular activities organized by the school, enables the girl child to develop real interest in intellectual matters and stay longer in school.

*Table 4.11: Distribution of the respondents' opinions on girls' attendance in post-primary education*

	Mean	Std. Deviation
Frequency of attending school	2.93	1.223
Frequency of participating in the teaching-learning process and extra-curricular activities organized by the school	2.64	1.143
Frequency of attending the lessons programmed per day	2.85	1.211
Frequency of performing well during class test and examinations	2.75	1.090
Frequency of encouraging for hard work and passing examinations by your parents	2.65	1.157
Frequency of your parents taking personal interest about your progress in school	2.53	1.211
Frequency of parents paying your school fees	2.73	1.203
Frequency of staying away from school because your parents have not paid your school fees	2.06	1.213
Frequency of your parents taking you to the farms on schools days	1.96	1.227
Frequency of going to sell in the markets during school periods	2.05	1.205
Frequency of hearing from relatives that you are ready for marriage	2.16	1.228
Frequency of feeling like leaving school	1.96	1.204
Frequency of feeling like school is boring	1.96	1.185
Frequency of leaving school to go to visit friends or go to video clubs	1.93	1.151
Frequency of being punished because of your absence from school	1.95	1.159
Frequency of your parents supporting your unnecessary absences from school	1.82	1.224
Frequency of thinking that your parents do not consider your education	2.01	1.288

is important		
Valid N (listwise)		

With respect to the participation of the girl-child in school, it shows that a very high majority of the respondents are willing to put more effort in their education and to become succeed in school to be able to support their parent. In relation to the parents' investment, majority of the respondents agree to commit themselves to study notwithstanding the difficulties they may face.

### **Distribution of parents' opinions on girls' attendance in post-primary education**

Table 4.12 provides the distribution of parents' opinions on girls' attendance in post-primary education. The results from the table reveal that parents disagree to the fact that girls to be accorded as much resources as boys for their education (62%). To the fact that boys and girls are equally intelligent and can perform equally, 46% of parents disagree against 42% of parents who were not sure. Most of the parents (60%) agree that educating the girls means preparing them for future marriage and child bearing, meanwhile, a good proportion of parents (58%) was not sure that educating the girl guarantees more secure family and old age support, but 42% of parents totally disagree to it.

*Table 4.12: Distribution of parents' opinions on girls' attendance in post-primary education*

	Agree		Not sure		Disagree	
	Freq	Pct	Freq	Pct	Freq	Pct
Girls have to be accorded as much resources as boys for their education	16	32	3	6	31	62
Boys and girls are equally intelligent and can perform equally	6	12	21	42	23	46
Educating the girls means preparing them future marriage and child bearing	30	60	4	8	16	32
Girl education guarantees more secure family and old age support	0	0	29	58	21	42
Education makes girls more understanding and self-confident	3	6	28	56	19	38
Educational background affect the education of the girl-child	11	22	14	28	25	50
Social status in the society influence the education of the girl-child	19	38	22	44	9	18
The social and cultural practices contribute to the discontinuation of the girls' education in your area	26	52	3	6	21	42
The low level of girls' education is hindered by religious beliefs	18	36	24	48	8	16
Other major obstacles for the education of the girls	4	8	18	36	28	56

Personal income has an effect on the girl-child education	28	56	6	12	16	32
lack of girls' personal effects hinder their education	29	58	9	18	12	24
Girls' schooling caused shortage of labour at home	14	28	15	30	21	42
Direct cost play an important role to pull or push girls out of school	5	10	27	54	18	36

The opinions that education makes girls more understanding and self-confident were refuted by 38% of parents we have interviewed, with 56% of parents who were not sure about that fact. The parents disagreed that the educational background affects the education of the girl-child (50%). But most of these parents (52%) agreed against 42% of parents that the social and cultural practices contribute to the discontinuation of the girls' education in the area. Personal income has an effect on the girl-child education, most of the parents (56%) agreed to it against 32% of parents who disagreed totally to that fact. With respect to girls' attendance in post-primary education, their opinions show that a very high majority of parents are willing to put more effort in their education, for them to succeed in school and be able to support their parents. In relation to the parents' investment, majority of the parents agreed to commit themselves to support their girl-child notwithstanding the difficulties they may face.

### **VARIABILITY OF GIRLS' ATTENDANCE IN POST-PRIMARY EDUCATION BY PERSONAL CHARACTERISTICS**

The usual goal in data analysis is to efficiently describe and measure the strength of relationships between variables (Muijs, 2004). In this regard, bivariate descriptive statistics describes such relationships. The survey was conducted with sample population of secondary school girl in the Boyo division with special interest in their background characteristics. So, the one way-ANOVA test is used to determine the variability of the participation of the girl-child in school by background characteristics (school, class, age category, parental marital status, Level of education of father and mother).

#### **Variability of girls' attendance in post-primary education by school**

Literature shows that the participation of the girl-child in school varies according to school. We want to look at the variability of the participation of the girl-child in school across the school attended by the respondent. We will be addressing the question: does the girls' attendance in post-primary education differ across school? Since this is a case of comparison



between many means, we are going to use a univariate analysis of variance to assess the variability of the girls' attendance in post-primary education across school as shown in the table 4.13 below.

Table 4.13: Analysis of the effect on school on girls' attendance in post-primary education

School	Group descriptives statistics				ANOVA test	
	N	Mean	Std. Deviation	Std. Error	ddl	F
GSS Chuaku-Muloin	76	2.4915	.54047	.06200	(3, 334)	10.131** *
VS Njinikom	68	2.2050	.40684	.04934		
GBHS Fundong	118	2.2817	.33221	.03058		
CCHS Fundong	76	2.1796	.22112	.02536		
Total	338	2.2905	.40063	.02179		

Note: N = 338, \*\*\* p < .001

The results shows that on average, the participation of the girl-child in school significantly vary across schools,  $F(3, 334) = 10.131$ ,  $p < .001$  ; It means that the girls' attendance in post-primary education is significantly influence by the school they attend.

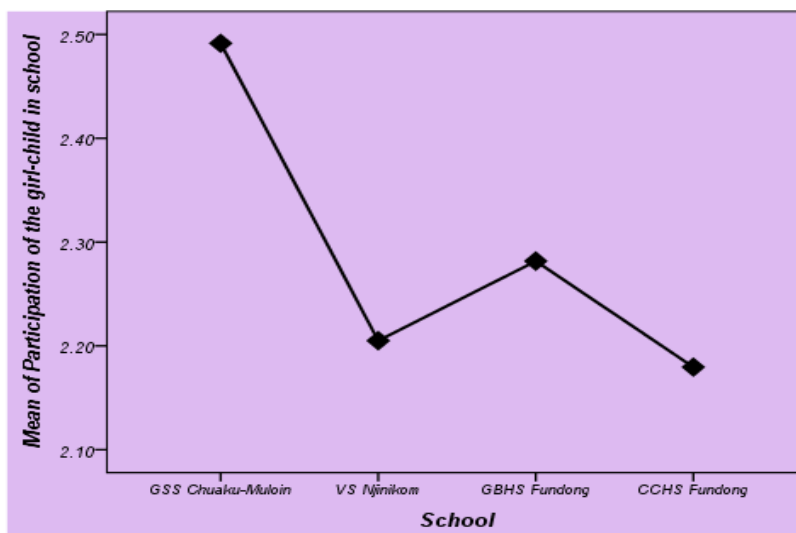


Figure 4.5: Graph of the variability the girls' attendance in post-primary education by school

The overall analysis as illustrated in figure 4.5, revealed a significant difference in the girls' attendance in post-primary education for the different school,  $F(3, 334) = 10.131$ ,  $p < .001$  ; meaning that, the girls' attendance in post-primary education is affected by the school they attend. We can then conclude that the girls' attendance in post-primary education differs across schools in this area.

### Variability of girls' attendance in post-primary education by class

Literature shows that the participation of the girl-child in school varies according to their level in school. We want to look at the variability of the participation of the girl-child in school across the class attended by the respondent. We will be addressing the question: does the girls' attendance in post-primary education differ across the level in school? Since this is a case of comparison between many means, we are going to use a univariate analysis of variance to assess the variability of the girls' attendance in post-primary education by class as shown in the table 4.14 below.

*Table 4.14: Analysis of the effect of class on the girls' attendance in post-primary education*

Class	Group descriptives statistics				ANOVA test	
	N	Mean	Std. Deviation	Std. Error	ddl	F
Form One	26	2.5656	.54603	.10709	(6, 331)	3.444***
Form Two	43	2.3242	.54677	.08338		
Form Three	86	2.3140	.38064	.04105		
Form Four	82	2.1765	.31277	.03454		
Form Five	47	2.2941	.35655	.05201		
Lower Sixth	38	2.2554	.26245	.04258		
Upper Sixth	16	2.2831	.38854	.09714		
Total	338	2.2905	.40063	.02179		

Note: N = 338, \*\*\* p < .001

The results shows that on average, the participation of the girl-child in school significantly vary across their class (level in school),  $F(6, 331) = 3.444$ ,  $p < .001$ ; It means that the participation of the girl-child in school is significantly influence by their level in school.

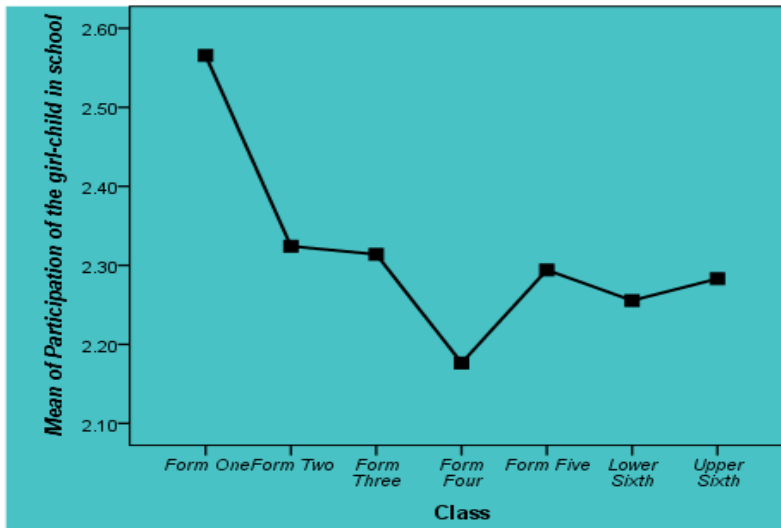


Figure 4.6: Graph of the variability the girls' attendance in post-primary education by class

The overall analysis as illustrated in figure 4.6, revealed a significant difference in the girls' attendance in post-primary education by class,  $F(6, 331) = 3.444$ ,  $p < .001$ ; meaning that, the girls' attendance in post-primary education is affected by their level in school (class). It appears that the girls' attendance in post-primary education differs across the class level in school in this area.

#### Variability of girls' attendance in post-primary education by age category

Literature shows that the participation of the girl-child in school is affected by age. We want to look at the variability of the participation of the girl-child in school across age category of respondent. We will be addressing the question: does the girls' attendance in post-primary education differ across the different age category? Since this is a case of comparison of many means, we are going to use a univariate analysis of variance to assess the variability of the girls' attendance in post-primary education across age category of respondent as shown in the table 4.15 below.

Table 4.15: Analysis of the effect of age category on girls' attendance in post-primary education

Age	Group descriptives statistics				ANOVA test	
	N	Mean	Std. Deviation	Std. Error	ddl	F
<= 10 yrs	6	2.2745	.66621	.27198	(3, 334)	.008 ns
11-14 yrs	138	2.2911	.42976	.03658		
15-18 yrs	183	2.2896	.35916	.02655		
> 18 yrs	11	2.3048	.55545	.16747		

Total	338	2.2905	.40063	.02179		
Note: N = 338, ns = p > .05						

The results shows that on average, the girls' attendance in post-primary education does not significantly vary across age category,  $F(3, 334) = 0.008$ ,  $p > .05$ ; It means that the girls' attendance in post-primary education is not significantly influence by their age category.

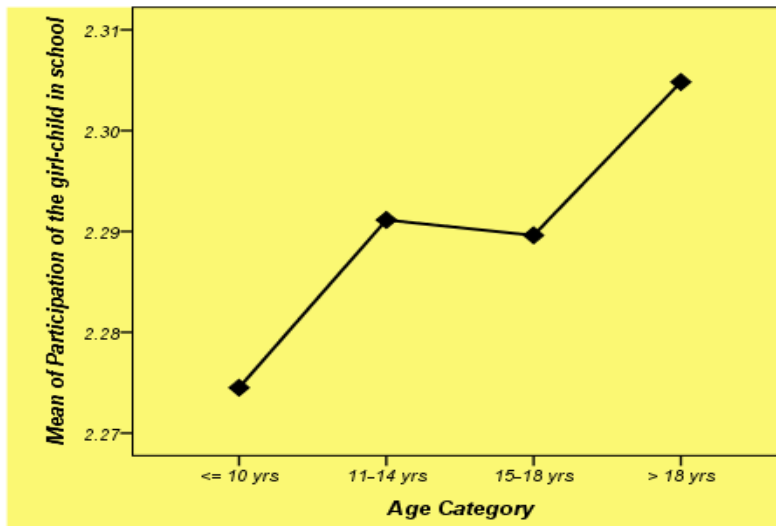


Figure 4.7: Graph of the variability girls' attendance in post-primary education by age category

The overall analysis as illustrated in figure 4.7, revealed a non-significant difference in the girls' attendance in post-primary education by age category,  $F(3, 334) = 0.008$ ,  $p > .05$ ; meaning that, the girls' attendance in post-primary education is not affected by their age category. We can then conclude that the girls' attendance in post-primary education does not differ across the age category of the girls in this area.

### **Variability of girls' attendance in post-primary education by parents' marital status**

Literature shows that the participation of the girl-child in school is affected by parents' marital status. We want to look at the variability of girls' attendance in post-primary education by the parents' marital status of the respondent. We will be addressing the question: does the girls' attendance in post-primary education differ according to the different parents' marital status? Since this is a case of comparison of many means, we are going to use a univariate analysis of variance to assess the variability of the girls' attendance in post-primary education by parents' marital status of the respondent as shown in the table 4.16 below.

Table 4.16: Analysis of the effect of parents' marital status on girls' attendance in post-primary education

Parents' marital status	Group descriptives statistics				ANOVA test	
	N	Mean	Std. Deviation	Std. Error	ddl	F
Single	28	2.3004	.43591	.08238	(3, 334)	0.498 ns
Married	247	2.2898	.40444	.02573		
Divorced	33	2.2299	.34905	.06076		
Widowed	30	2.3529	.39746	.07257		
Total	338	2.2905	.40063	.02179		

Note: N = 338, ns =  $p > .05$

The results shows that on average, the girls' attendance in post-primary education does not significantly vary according to parents' marital status,  $F(3, 334) = 0.498, p > .05$ ; It means that the girls' attendance in post-primary education is not significantly influence by their parents' marital status.

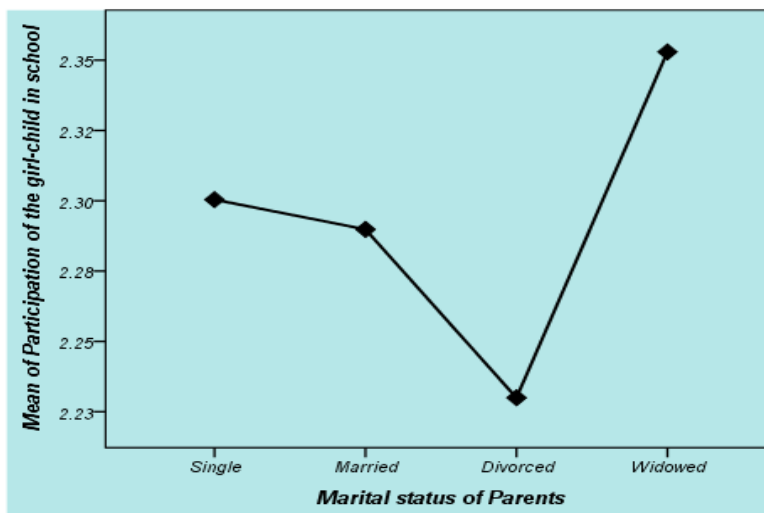


Figure 4.8: Graph of the variability girls' attendance in post-primary education by parents' marital status

The overall analysis as illustrated in figure 4.8, revealed a non-significant difference in the girls' attendance in post-primary education by the parents' marital status,  $F(3, 334) = 0.498, p > .05$ ; meaning that, the girls' attendance in post-primary education is not affected by their parents' marital status. It can be seen that the girls' attendance in post-primary education does not differ according to parents' marital of the girls in this area.

### Variability of girls' attendance in post-primary education by father's level of education

Literature shows that the participation of the girl-child in school varies according to their parent's level of education. We want to look at the variability of the girls' attendance in post-primary education by the father's level of education. We will be addressing the question: does the girls' attendance in post-primary education vary by father's level of education? Since this is a case of comparison of many means, we are going to use a univariate analysis of variance to assess the variability of the girls' attendance in post-primary education by father's level of education as shown in the table 4.17 below.

*Table 4.17: Analysis of the effect of father's educational level on girls' attendance in post-primary education*

Father's Edu Level	Group descriptives statistics				ANOVA test	
	N	Mean	Std. Deviation	Std. Error	ddl	F
Primary	82	2.4347	.45100	.04981	(3, 334)	6.392** *
Secondary	115	2.2496	.37935	.03537		
University	104	2.1985	.35656	.03496		
None of these	37	2.3561	.37918	.06234		
Total	338	2.2905	.40063	.02179		
Note: N = 338, *** p < .001						

The results shows that on average, the girls' attendance in post-primary education significantly vary by their father's level of education,  $F(3, 334) = 6.392$ ,  $p < .001$ ; It means that the girls' attendance in post-primary education is significantly influence by their father's level of education.

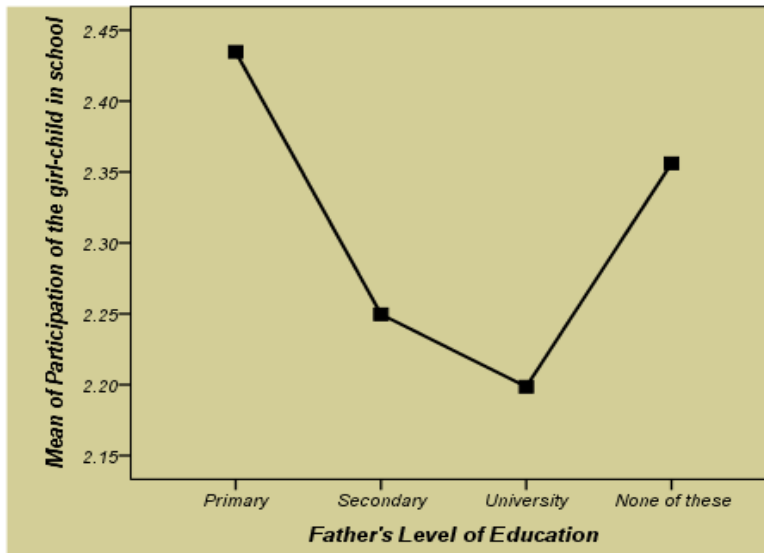


Figure 4.9: Graph of the variability girls' attendance in post-primary education by father's educational level

The overall analysis as illustrated in figure 4.9, revealed a significant difference in the girls' attendance in post-primary education by father's level of education,  $F(3, 334) = 6.392$ ,  $p < .001$ ; meaning that, the girls' attendance in post-primary education is affected by their father's level of education. It appears that the girls' attendance in post-primary education does vary according to fathers' level of education in this area.

### Variability of girls' attendance in post-primary education by mothers' level of education

Literature shows that the participation of the girl-child in school varies according to their parent's level of education. We want to look at the variability of the girls' attendance in post-primary education by the mother's level of education. We will be addressing the question: does the girls' attendance in post-primary education vary by mother's level of education? Since this is a case of comparison of many means, we are going to use a univariate analysis of variance to assess the variability of the participation of the girl-child by mother's level of education as shown in the table 4.18 below.

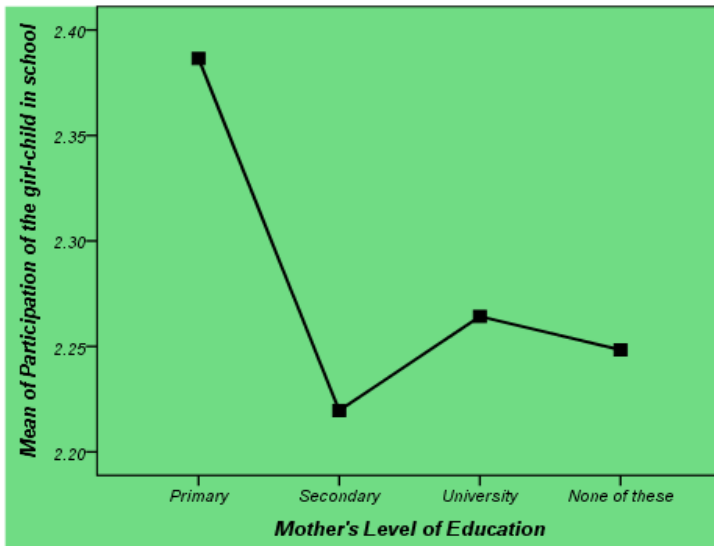
Table 4.18: Analysis of the effect mother's educational level on girls' attendance in post-primary education

Mother's Edu Level	Group descriptives statistics				ANOVA test	
	N	Mean	Std. Deviatio	Std. Error	ddl	F



			n			
Primary	121	2.3865	.43762	.03978	(3, 334)	3.885** *
Secondary	120	2.2196	.36451	.03328		
University	61	2.2642	.39862	.05104		
None of these	36	2.2484	.33545	.05591		
Total	338	2.2905	.40063	.02179		
Note: N = 338, *** p < .001						

The results shows that on average, the girls' attendance in post-primary education significantly vary by their mother's level of education,  $F(3, 334) = 3.885$ ,  $p < .001$  ; It means that the girls' attendance in post-primary education is significantly influence by their mother's level of education.



*Figure 4.10: Graph of the variability girls' attendance in post-primary education by mother's educational level*

The overall analysis as illustrated in figure 4.10, revealed a significant difference in the girls' attendance in post-primary education vary by mother's level of education,  $F(3, 334) = 3.885$ ,  $p < .001$ ; meaning that, the girls' attendance in post-primary education is affected by their mother's level of education. We can notice that the girls' attendance in post-primary education does vary according to mothers' level of education in this area.

## **VERIFICATION OF RESEARCH HYPOTHESES**

In this section, we are going to verify our research hypotheses. As a statistical tool, the Pearson correlation coefficient will be used to test our research hypotheses. Also, we will use multiple regressions to assess the predictive nature of parental factors on the girls' attendance in post-primary education. The statistical processing of the data was done through the SPSS software (SPSS 21.0 for Window) as shown in table 4.19 below.

Tableau 4.19: Means, standard deviation and correlations between our study variables

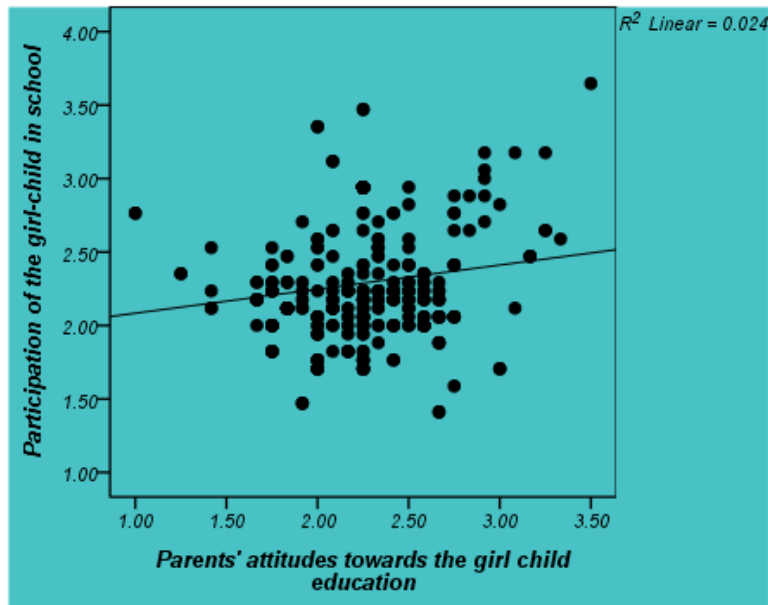
	Study Variables	1	2	3	4	5
1	Parents' attitudes towards the girl child education	-				
2	Parents' educational level	.162**	-			
3	Parents' socio-cultural beliefs	.182***	-.191***	-		
4	Parents' socio-economic practices	.366***	.384***	.422***	-	
5	girls' attendance in post-primary education	.154**	.350***	.252***	.337***	-
	Mean	2.260	2.472	2.330	2.395	2.290
	SD	.3772	.640	.796	.331	.400

Note: N = 338, \*\* p < 0.01, \*\*\* p < 0.001

Table 4.19 above displays the correlation matrix of our study variables. The results show majors strong correlations between our study variables, namely between the independent variables (parents' attitudes towards the girl child education, parents' educational level, parents' socio-cultural beliefs and parents' socio-economic practices) and the dependent variable (girls' attendance in post-primary education). The results also display the means and standard deviations of the variables. The standard deviations show that there is a relative dispersion of scores for each variable.

#### **Parents' attitudes towards the girl child education and girls' attendance in post-primary education (RH1)**

Parental attitude is a measure or an index of parental involvement. A child, brought up with affection and care in the least restrictive environment would be able to cope up better with the sighted world. That is why the first research hypothesis (RH1) claims that the parents' attitudes towards girls' education influence their participation in secondary education. The shape of scatter plot in figure 4.11 displays the direction of the relationship showing the relationship between parents' attitudes towards girls' education and the girls' attendance in post-primary education.

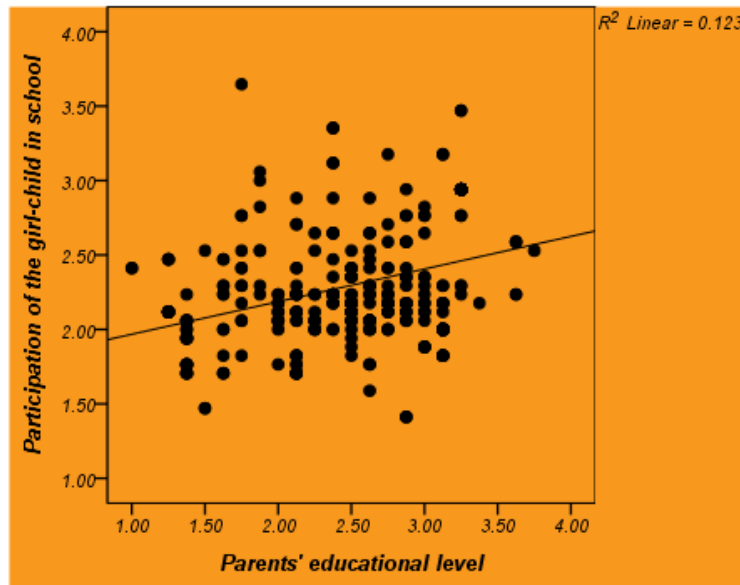


*Figure 4.11: Scatter plot showing the correlation between parents' attitudes towards the girl child education and girls' attendance in post-primary education*

The results have shown that there was a significant positive correlation between parents' attitudes towards girls' education and the girls' attendance in post-primary education,  $r(336) = .154$ , ( $p < .01$ ). From this result we can conclude that parents' attitudes towards girls' education significantly influences the girls' attendance in post-primary education. This test-value gives a coefficient of determination of 0.024, meaning that 2.4% of the variability of the girls' attendance in post-primary education is explained by parents' attitudes towards girls' education.

### **Parents' educational background and girls' attendance in post-primary education (RH2)**

The parents' level of education has exceeding role to play in principals' influence on girl-child participation in secondary education. Okwara (1992) observes that those girls whose parents had received formal education tend to have positive attitude in participation in secondary education than those girls whose parents did not go to school at all. That is why the second research hypothesis (RH2) claims that the parents' educational level influences their participation in secondary education. The shape of scatter plot in figure 4.12 displays the direction of the relationship showing the relationship between parents' educational level and the girls' attendance in post-primary education.



*Figure 4.12: Scatter plot showing the correlation between parents' educational level and girls' attendance in post-primary education*

The results have shown that there was a significant positive correlation between parents' educational level and the girls' attendance in post-primary education,  $r(336) = .350$ , ( $p < .001$ ). From this result we can conclude that parents' educational level significantly influences the girls' attendance in post-primary education. This test-value gives a coefficient of determination of 0.123, meaning that 12.30% of the variability of the girls' attendance in post-primary education is explained by parents' educational level.

### **Parents' socio-cultural beliefs and girls' attendance in post-primary education (RH3)**

Socio-cultural factors are things that affect lifestyle, such as religion, family or wealth. These can change over time. These are the factors that affect our thoughts and behaviour in social situations. Social factors affect how we behave in social situations. That is why the third research hypothesis (RH3) claims that the parents' socio-cultural beliefs influence their participation in secondary education. The shape of scatter plot in figure 4.13 displays the direction of the relationship showing the relationship between parents' socio-cultural beliefs and the girls' attendance in post-primary education.

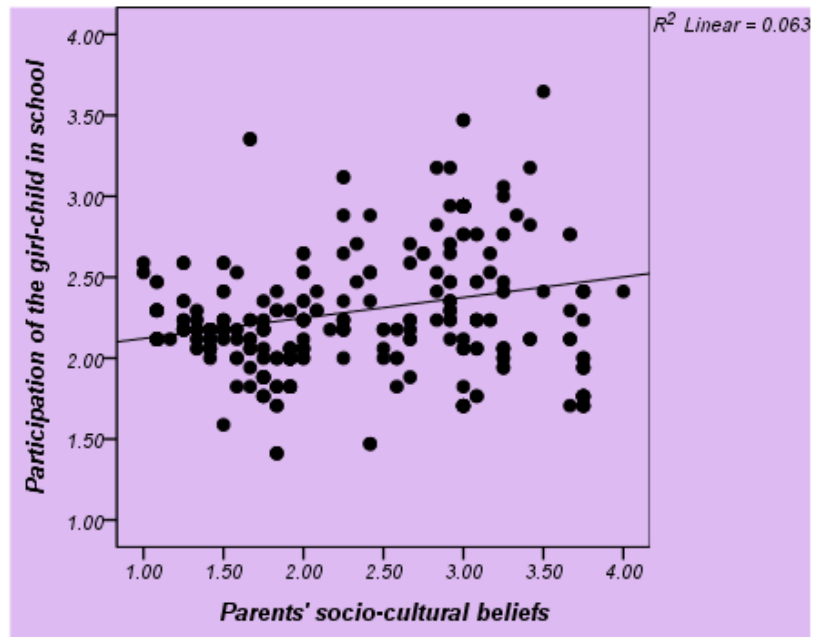
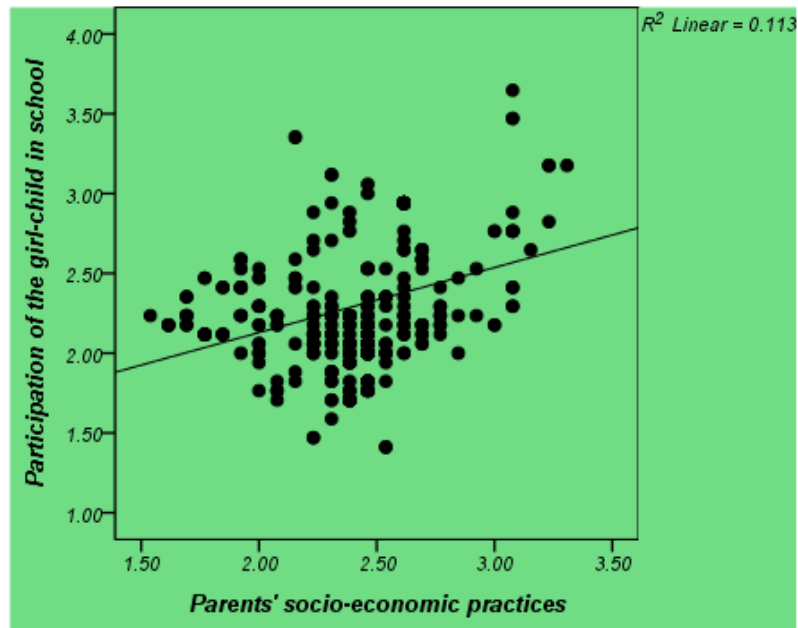


Figure 4.13: Scatter plot showing the correlation between parents' socio-cultural beliefs and girls' attendance in post-primary education

The results have shown that there was a significant positive correlation between parents' socio-cultural beliefs and the girls' attendance in post-primary education,  $r(336) = .252$ , ( $p < .001$ ). From this result we can conclude that parents' socio-cultural beliefs significantly influence the girls' attendance in post-primary education. This test-value gives a coefficient of determination of 0.063, meaning that 6.30% of the variability of the girls' attendance in post-primary education is explained by parents' socio-cultural beliefs.

#### **Parents' socio-economic background and girls' attendance in post-primary education (RH4)**

The level of family income is one of the most influences on demand on secondary education and translates on participation of secondary education (FAWE 2009). That is why the fourth research hypothesis (RH4) claims that the parents' socio-economic practices influence their participation in secondary education. The shape of scatter plot in figure 4.14 displays the direction of the relationship showing the relationship between parents' socio-economic practices and the girls' attendance in post-primary education.



*Figure 4.14: Scatter plot showing the correlation between parents' socio-economic background and girls' attendance in post-primary education*

The results have shown that there was a significant positive correlation between parents' socio-economic practices and the girls' attendance in post-primary education,  $r(336) = .337$ , ( $p < .001$ ). From this result we can conclude that parents' socio-economic practices significantly influence the girls' attendance in post-primary education. This test-value gives a coefficient of determination of 0.113, meaning that 11.30% of the variability of the girls' attendance in post-primary education is explained by parents' socio-economic practices.

### **Prediction of girls' attendance in post-primary education**

Several authors have emphasized the importance of the participation of the girl-child in school and have provided prescriptions for improving their participation. In that line, much research has been carried out to predict the girls' attendance in post-primary education. After a multiple hierarchical regression analysis, we consider now the parameters of the model for the girls' attendance in post-primary education.

In the first model,  $R^2 = .125$ . This implies that the predictor variable (parents' educational level) accounts for 12.50% of the variability of the girls' attendance in post-primary education. But the second model is a better one, because  $\Delta R^2 = .228$ . This implies that the predictor variable (parents' educational level and parents' socio-cultural beliefs) account for 22.80% of the variability of the girls' attendance in post-primary education. Thus, the second

model is a better predictor of the girls' attendance in post-primary education.

*Table 4.20: Coefficients of the regression model for girls' attendance in post-primary education*

Model		B	Std. Error	Beta	t	R <sup>2</sup>	ΔR <sup>2</sup>
1	(Constant)	1.749	.082		21.418* **	.125	.228
	Parents' educational level	.219	.032	.350** *	6.853** *		
2	(Constant)	1.263	.105		12.015* **	.228	.105
	Parents' educational level	.259	.031	.413** *	8.455** *		
	Parents' socio-cultural beliefs	.167	.025	.331** *	6.765** *		
<i>Note : N = 338, *** = p &lt; .001</i>							
a. Dependent Variable: Girls' attendance in post-primary education							

The table 4.20 below presents b-value estimates. These values indicate the individual contribution of each predictor to the model. Parents' educational level significantly predicts the girls' attendance in post-primary education,  $\beta = .413$ ,  $t(336) = 8.455$ ,  $p < .001$ , and parents' socio-cultural beliefs significantly predict the participation of the girl-child in school,  $\beta = .331$ ,  $t(336) = 6.765$ ,  $p < .001$ . Parents' educational level and parents' socio-cultural beliefs emerge as the best predictors of the girls' attendance in post-primary education. It means that to improve the girls' attendance in post-primary education in this area, intervention should be on parents' educational level and parents' socio-cultural beliefs.

This chapter sets out to present and analyze the data which were obtained through the use of the questionnaire constructed in relation to the variables of study. Tables and charts were used to give a descriptive representation of results. The univariate analysis of variances was used to assess the effect the background characteristics on the girls' attendance in post-primary education. The verification of research hypotheses was done through the use of Pearson correlation coefficient; and the stepwise multiple regression was use to predict the girls'



attendance in post-primary education. The next chapter will be dealing with the discussion of findings.

Table 4.21: Summary table of the verification of research hypotheses of our study

Null Hypotheses	$r_{cal}$	df	$\alpha$	$r_{crit}$		Decisions	Observations
H <sub>01</sub>	0,154	336	0,05	0,113	0,024	$r_{XYcal} > r_{XYcrit}$ H <sub>0</sub> is rejected and H <sub>a</sub> is confirmed. There was a significant positive correlation between parents' attitudes towards girls' education and the girls' attendance in post-primary education	$r^2 = 0,1436 < 0,3$ There is a weak correlation between parents' attitudes towards girls' education and the girls' attendance in post-primary education
H <sub>02</sub>	0,350	336	0,05	0,113	0,123	$r_{XYcal} > r_{XYcrit}$ H <sub>0</sub> is rejected and H <sub>a</sub> is confirmed. There was a significant positive correlation between parents' educational level and the girls' attendance in post-primary education	$r^2 = 0,124 < 0,3$ There is a weak correlation between parents' educational level and the girls' attendance in post-primary education
H <sub>03</sub>	0,252	336	0,05	0,113	0,063	$r_{XYcal} > r_{XYcrit}$ H <sub>0</sub> is rejected and H <sub>a</sub> is confirmed. There was a significant positive correlation between parents' socio-cultural	$r^2 = 0,063 < 0,3$ There is a weak between parents' socio-cultural beliefs and the girls' attendance in

						beliefs and the girls' attendance in post-primary education	post-primary education
H <sub>04</sub>	0,337	336	0,05	0,113	0,113	$r_{XYcal} > r_{XYcrit}$ H <sub>0</sub> is rejected and H <sub>a</sub> is confirmed. There was a significant positive correlation between parents' socio-economic practices and the girls' attendance in post-primary education	$r^2 = 0,113 < 0,3$ There is a weak between parents' socio-economic practices and the girls' attendance in post-primary education

## CHAPTER V

### DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

In this chapter, the findings of the study are discussed after which conclusions and recommendations are drawn. For clarity and chronology, it is arranged by these contents and then by the four research questions that the study sought to answer. Thus, the chapter is divided into three subsections namely, discussion, conclusions and recommendations.

#### SUMMARY OF FINDINGS

The current study sets out to investigate the parents' related factors influencing girls' participation in secondary schools in Boyo division and to explore whether their perceptions show significant differences with respect to certain background variables. The following research question has guided our investigation: "To what extent do parents' related factors affect the participation of the girl child in secondary education? The tentative answer to our research question produced our main research hypothesis: "Parents' related factors have an impact as regards to the girl child participation in secondary education"

A survey was conducted through the use of questionnaires and interview. The data collected were analysed, and the following findings of the results were obtained:

The parents' attitudes towards girls' education influences their participation in secondary education,  $r(336) = .154, (p < .001)$ .

The parents' educational background has an impact on the girl-child participation in secondary education,  $r(336) = .350, (p < .001)$ .

The parents' socio-cultural beliefs influence the participation of the girl child in secondary education,  $r(336) = .252, (p < .001)$ .

The parents' socio-economic practices influence the participation of the girl child in secondary education,  $r(336) = .337, (p < .001)$ .

Generally, from the result gotten and after the verification of the four hypotheses, one can summarily say that there is a significant correlation between parents' related factors and the participation of the girl-child in school in the Boyo division.

## **DISCUSSION OF FINDINGS**

The discussion is arranged according to the four objectives of the study. Therefore, the section is subdivided into the following subsections: parents' attitudes towards girls' education parents' educational background, parents' socio-cultural beliefs and parents' socio-economic practices influence the participation of the girl child in secondary education. In the first place we shall deal with the discussions of findings based on results got from questionnaire administered to the female students and secondly the findings of results got from the parents' interviews.

## **DISCUSSION OF RESULTS FROM GIRLS**

### **Hypothesis One**

#### **There is a significant relationship between parents' attitudes towards girls' education and girls' attendance in post-primary education**

The study was to establish the extent to which parents' attitudes towards girls' education influence their participation in secondary education. Majority of respondents accepted that parents' involvement has an impact on girls' participation in secondary education. From the overall finding, the attitude of the respondents was found to be extremely favorable on parents' attitudes towards the education of their children. The finding of results on the attitude of parents refutes the earlier findings that parental attitude and involvement is generally negative. The study throws light on the fact that parents' involvement is the strongest predictor of girls' educational outcomes. This dimension associated significantly with girls' motivation to learn. Parents' involvement in education has been identified as a beneficial

factor in learning. Many of the research studies on parent involvement, as it relates to girls' outcomes in education, has emphasized the relationship between specific parent involvement behaviors and children's achievement. Parental involvement at school (e.g., with school activities, direct communication with teachers and administrators) is associated with greater achievement. Higher levels of parent involvement in their daughters' educational experiences at home (e.g., supervision and monitoring, daily conversations about school) have been associated with children's higher achievement.

In the meantime, parents' positive attitude towards girls' education is important in determining school attendance and academic achievement of the girl-child. Favorable attitude towards education enhances parental involvement in girl-child's present and future studies. Parent's attitude towards their girls' education is affected adversely by low socio-economic status and since the girls constitute the disadvantaged population, it is expected that the attitude of parents of girls will be unfavorable towards education. However, the present finding aims to examine whether the parents, today, exhibit a positive and favorable attitude towards their girl-child education as a result of increasing awareness of values of education through Government Endeavour's and initiatives.

From the results, the attitude of the parents towards girls' education signifies that the supporting nature of parents in their children's education. The parental attitude can be negative or positive. The negative attitude of the parents regarding education can prevent their girl-child from getting education. With less parental support in school work, low level of motivation and poor self-esteem of girl-child can result. Positive attitude of the parents can be beneficial to their girl-children in many cases and can be reflected in improvement in class performance, creating interest among children to learn, and higher achievement.

The growing awareness regarding girl-child education makes many parents value their girl-children's education and act favorably towards education of their girl-children. They become a part of the decision making process of school, and decide their girl-children's future regarding higher education. Therefore, it is imperative to assess the degree of favorableness of parents' attitude in girls so as to estimate the success of awareness programmes and endeavors with regard to universal elementary education.

## **Hypothesis Two**

### **There is a significant relationship between parents' educational background and girls' attendance in post-primary education**

The findings revealed that a majority of the respondents felt that the parents' level of education hinders girls from participating in secondary education. Parents with little or no education do not understand the importance of girl education. They are therefore reluctant to take their daughters to school. Majority of the respondents also revealed that girls suffer discrimination from parents as regard to access to education especially in secondary education. The parents prefer educating boys and not girls. They do not understand the value for girl education because girls will get married off while boys will remain with them at home.

Significantly, girls' education was affected with the level of education of their parents and it is reflected in the high aspirations of the more educated for the education of their own children. Fathers' and mothers' educational aspirations were found to be the most consistent factors affecting the girls' participation in secondary education.

The results showed that the children from families where parents have less education tend to systematically do not participate fully in their education than those whose parents have more education. This can be related to Nannyonjo H. (2007) assertion where students from the educated parents who attended and finished senior four or senior 6 or university performed considerably better than the students with parents who did not finish primary or just finished primary school. Students whose fathers had university degree may likely expect to have the highest increase in test score. Similarly Okumu et al (2008) cited in Robert Onzima (2010) in a study of Socioeconomic Determinants of Primary School Dropout found that High academic attainment of the parents significantly reduces chances of primary school drop out for both boys and female children in rural and urban areas. Also educated parents are more concerned and more effective in helping their children in academic work. In doing so, they are also able to supervise and monitor their children's academic progress. And this can in no small measure contribute to the academic progress of children. But parents with low educational attainment mostly do not care to supervise their children

The outcomes of his research favoured the female children by relating the improvements in parents' education to the education of both sons and daughters.. In order to bolster sustained access to education for many girl- children, provision of adult education programmers should be encouraged to promote and counter the educational deficit facing many households.

### **Hypothesis Three**

#### **There is a significant relationship between parents' socio-cultural beliefs and girls' attendance in post-primary education**

The study was to establish the level to which parents' socio-cultural beliefs affect the participation of girls in secondary education. The study revealed that religious and cultural beliefs, early marriages, bride price and initiation to womanhood are the dominant factors that have an adverse impact on girls' participation in secondary education. The deep-rooted socio-cultural and traditional practices of parents have contributed in perpetuating of gender bias, which adversely impact on girls' education. At home parents negative attitude towards education prevent them from going to school. But those who reach school are likely to face non-supportive environment in the classroom and in school.

The findings of this study have revealed a very slow progress in girl-child participation in secondary education over the years due to socio-cultural and tradition practices of parents. The enrolment of has been in favour of boys, which is a clear expression of male dominance in academic activities and a rift in gender issue. Moreover, findings have indicated that cultural practices serve as hindrance to girl-child education and that inaccessibility of the girl-child to education makes her vulnerable to early marriage, denial of rights and child-labour.

The finding of this study on the parents' socio-cultural beliefs affecting the girl-child participation in secondary education showed that participants rated all the socio-cultural items high. Hence, fear of public criticism of sending girls to school, cultural condemnation, females being culturally meant for domestic works, lack of girls rights were considered as the socio-cultural factors influencing the girl-child education in the division. However, among these factors, females being culturally meant for domestic works and positive attitude towards boys' education were rated higher than the others. The above findings support the conclusion, UNESCO (2001) that there is a lot of disinterest and ignorance concerning the education of girls. They observed that many girls suffer the society's neglect of their education; such children have become vulnerable to various ills in the society.

Also, the study found out that some religious factors like lack of religious obligation to western education, parental commitment to the girl-child marital life, moral condemnation of girl-child education, lack of religious legal action for girl-child education, fear of early pregnancy, love of, non-recognition of western education, fear of conversion to other religion, and undue exposure of girls to western education were rated high by participants. These were the religious factors revealed by the participants. These findings support the earlier

conclusions of literature reviews that many parents do fear that the involvement of girls in education might bring moral decadence. Such may include female promiscuity, exposure of female bodies, inducement by opposite sex, pre-marital pregnancy, and abortion or illegitimate children. They also observed that girl-child education will threaten girl-child chances of legitimate, cultural and religious marriage which the parents believe would deprive girls' moral training and orientation.

#### **Hypothesis Four.**

##### **There is a significant relationship between parents' socio-economic background and girls' attendance in post-primary education**

The study was to establish the extent to which parents' socio-economic practices have an impact on girls' participation in secondary education. Most respondents felt that parents' economic income, lack of personal effects and lack of school fees greatly hinder girls from joining secondary education. Lack of school fees is tied to the high poverty levels of the rural parents and their poor attitudes towards girl education. Furthermore, poor economic condition of the parents is great hindrance to successful education. Most of the parents in the rural areas of Boyo division are practicing shifting cultivation as their primary occupation. Due to this practice they do not have sufficient food to feed the entire family throughout the year. So education for them is a luxury to the girl child which they can hardly afford. Sometimes the girl child is an asset and contributes to the family economy. In the same light, due to poor economic condition both the parents go out for work and the girls take care of the youngsters at home. So the parents are of the opinion that if the girl child is taken away from her household work to attend schools, it will further reduce the economy stability of the family.

Results of this study indicated that when the number of children in the family is high, family's financial resources becomes insufficient for the school expense. Under this condition, the girl's education is charged off and states that poverty becomes a hindering factor when educational expenses for girls are concerned. More specifically, it is not education in general but education of girls that is not considered as a priority, so what is stated as an economic factor is also a cultural one. In order to find out the causes of gender inequality in primary education, Colclough et al, (2000) conducted case studies in Ethiopia and Guinea. The results of their study revealed that poverty and a wide variety of cultural

practices had a negative impact on girls' education compared to boys. In the present study, poverty was considered as a hindering factor for girls' education by the parents. A good number of the respondents expressed that their parents preferred to spare money for boys' education as they could not meet the educational expenses of all their children.

The average income of parents was found to have a significant effect on their girls' education. The results indicated that average income was significant for the barriers to girls' education. This finding is confirmed to the literature (Dilli, 2006); where he asserted on parental socioeconomic status as measured by household income and parental education are among the determining factors of children's education. The preference of covering family expenses instead of the cost of education influences girls' educational attainment negatively. Parents consider survival as the main priority as a result of poverty. Thus, parents with low income had difficulties about affording their children's education and when they had to make a decision about this issue, they preferred to make girls to help household chores rather than going to school. Even if education is free, families must pay for uniforms and materials. Moreover, transportation, boarding schools or renting house for their children constitute extra cost for families. For many parents suffering severe economic hardship the contribution from the household budget makes it difficult to support their children's education (UNICEF, 2007). Parents' low income was found to be the most outstanding factors hindering girls' education as revealed by the literature. As they experience economic hardship, for many parents investment in girls' education is a waste of time and money. The present study revealed consistent results as well. Parents mean that they will send their daughters to school if the expenses are met by the government. In spite of the returns of girls' education, for the parents with low income, economic hardship was an important barrier for girls' education in the present study. Therefore, it can be concluded that parents would not resist letting their daughters attain education if they are provided with financial means.

## **DISCUSSION OF RESULTS FROM PARENTS**

### **Hypothesis One.**

**There is a significant relationship between parents' attitudes towards girls' education and girls' attendance in post-primary education.**

The first specific alternative hypothesis in this study states that there is a significant relationship between parents' attitudes towards girls' education and girls' attendance in post-



primary education. Most of the parents interviewed has the perception that educational investment of most families is based on gender-differentiation, birth-order and number of siblings. According to them, parents often consider that boys are a better investment than girls and that they are also better at school than girls. A proportion of parents (54%) interviewed reported that parental decisions to educate boys are also influence by family inheritance where boys are prime beneficiaries. A majority of the parents interviewed indicated that there is a strong belief among families that once married, girls become a part of another family and absolutely the parental investment is lost.

### **Hypothesis Two.**

**There is a significant relationship between parents' educational background and girls' attendance in post-primary education.**

The second specific alternative hypothesis in this work states that there is a significant relationship between parents' educational background and girls' attendance in post-primary education. The overall results indicated that the majority of parents interviewed and whose daughters attended school have no education. This proportion of parents with no education amounted to 75% in the area of study. Most of the parents interviewed, it was figured out that the effect of parental education level on their perception of girls' education was significantly related. The results indicated that parents' level of education had a great effect on the dimension of girls' education. It was noticed that majority of parents were either elementary school graduates or not and the number of parents from higher level of education stood to be very low. In this wise it was confirmed that if parents had low level of education, it was expected that they will hold negative views of girls' education. This finding shows the extent to which parents had little attention to the education of their daughters. The trend from the finding, it is absolutely clear that the more parents are educated the higher is the degree of girls' attendance in post-primary education and vice versa. Therefore, it can be concluded that many girls do not attend post-primary education because they come from homes whose parents are illiterates and absolutely these parents do not give importance to girls' education because of their low educational background.

### **Hypothesis Three**

**There is a significant relationship between parents' socio-cultural beliefs and girls' attendance in post-primary education**

The third hypothesis in this work stipulates that there is a significant relationship between parents' socio-cultural beliefs and girls' attendance in post-primary education. Out of the thirty-three (33) parents interviewed, twenty five (25) parents had the conviction that socio-cultural beliefs and other traditional practices play a significant role in decisions to the low attendance of girls in secondary schools. Some of them, (fifteen parents) testified that in their culture where female seclusion is practiced, the impact of this tradition on girl's attendance after puberty is substantial. Majority of the parents reported that they always keep their daughters out of schools after their menstruation for the fear that they might be victims not only of sexual harassment but also of seduction by their teachers which might also lead to early pregnancy. This assumption is supported by the affirmation of Odaga and Heneveld (1995) indicate that fear of pregnancy is another factor for parents to remove their children from schools. They refer to a study in Cameroon where Christian parents were found to marry off their daughters at puberty even if they have not finished primary school for fear of pregnancy.

In the meantime, some of the parents reported that the payment of bride price and early marriage enhance the social status of the family and acts as a mechanism for curbing female sexuality and pre-marital pregnancy. Due to emphasis placed on female virginity before marriage, these practices were perceived by some parents to increase economic returns to the family through bride health.

A good number of parents (75%) interviewed reported that according to them traditional gender roles play an important in their culture. It was revealed that it is mainly men's responsibility to maintain the family. Thus it is considered unnecessary for girls to go to school. Similarly, families would not like their girls to go to school as they believe it is not appropriate for girls to share the same environment with boys. Therefore, from the finding it can absolute clear that because of socio-cultural and traditional beliefs and practices parents who live in rural areas and who are not educated perceived higher number of barriers to girls' education.

#### **Hypothesis Four.**

**There is a significant relationship between parents' socio-economic background and girls' attendance in post-primary education**

The fourth and the last hypothesis of this work stipulates that there is a significant relationship between parents' socio-economic background and girls' attendance in post-primary education. The highest proportion (75%) of all the respondents (parents) interviewed reported that low attendance of girls in school is due to low parental income as an indicator of socio-economic status of a family. Most of the parents interviewed indicated that with the low income they had to make a choice about the education of the girls, they preferred to make girls to help household chores rather than going to school.

Out of the 33 parents interviewed, 23 parents indicated that when the number of children in the family is high, family's financial resources become insufficient for the school expense. Therefore, under this condition, the girl's education is charged off and this indicates that poverty becomes a hindering factor when educational expenses for girls are concerned.

The results of this study from parents interviewed revealed that poverty has a negative impact on girl's education compared to boys and poverty is considered as a hindering factor for girl's education by the parents. Parents expressed that they preferred to spare money for boy's education as they could not meet the educational expenses of all their children. In our context we discovered that many parents interviewed did not send their girls to school for that fact that school costs play a significant role in the attendance of girls, the reason being that the low income of parents makes it difficult to cover these costs of schooling. From this finding, it is clear that among the direct school costs considered, the cost of school materials are the costs that strongly influence parents to make a choice and to decide upon the attendance of their daughters' education.

## **RECOMMENDATIONS**

From the findings of the study, it is evident that girl child suffers discrimination from parents in their participation in secondary education. It is therefore recommended that:

Parents' attitudes towards girls' education should be positive for fact that education enables girls to participate in development of the community and household because educated girls exercise their personal rights. Therefore, parents need not only to send the girl children to school but they must also provide them with basic school facilities in order to promote their effective stay in school

Irrespective of the influence of parents' low educational levels and occupations, parents should fully demonstrate positive attitudes towards the education of their daughter.

Parents on their part have to care and follow up girls' education and this will help to equally reduce the low attendance of girls in post-primary education.

Parents' permanent efforts should be able to improve socio-cultural and traditional beliefs that affect girls' education. This will help to eliminate harmful socio-cultural practices which affect girls and finally the elimination could play an influential role to the parents to send their daughters to school

Parents' socio-economic background should not be consider as a yard stick to measure the income level of the parents but they should adopt a poverty alleviation strategy to provide basic schools to both boys and girls. In short, it is required that providing girls with the basic financial support to buy their school needs will help to solve some of the barriers to stay in schools

Parents should be educated on the values of modern education to the girl-child, so that they should take advantage of Universal Basic Education (UBE) programmes and educate their girl-children. Furthermore, efforts should be made to sensitize the parents on the importance of education to all their children without discrimination.

Government and other stakeholders in women affairs should strive to create conducive enabling socio-political and economic conditions which will discourage societal preference for male children and the traditional belief that the position of a woman is in the kitchen.

All the stakeholders in women affairs and development should focus on the provision of formal education to women as well as improving their working conditions while at the same time facilitate their access to resources like land, credit and technology as a way of enhancing their relevance in the society.

The government should establish policies to enhance girl child education in secondary education and to enforce parents to take all children to school without discrimination.

The government at all levels should legislate the rights of the girl-child education. The government should make sure that all laws prohibiting malpractices against girl-child and women are rigorously implemented and anybody who goes against such laws be sanctioned irrespective of their positions and society.

Government at all level, NGOs, media houses should be involved in awareness programmes on the education of the girl-child.

Awareness should be made to sensitize parents on the fact that an end can only come to poverty cycle through educating the girl-child. The reality is that an uneducated girl that marries early also gives her child in marriage very early; so she becomes a grandmother who

eventually has to fend for grand-children who could not be adequately supported by (her daughter) their mother. Thus, the unmerciful cycle of poverty continues.

Gender balance curriculum and education policies should be established. Such curriculum must consider the interest of the girl-child so that she is motivated to learn.

Professional counsellors and social workers should create national awareness on women education (including adult education) through public awareness campaigns, rallies, and seminars

Collaborating with government and non-governmental organizations in reviewing school curriculum and teaching materials for gender sensitivity and for sustainable vocational and pedagogical skills

Government and Non-Governmental Organizations (NGOs) and philanthropists could support the education of the girl-child by giving them adequate scholarships and free education.

Community heads, chiefs or traditional rulers and village heads should be aware that the world is moving fast and changing and that there are some certain beliefs and traditions that needed to be modified. Beliefs such as the place of the girl-child or woman are in the kitchen because they will be married away.

Cameroon girl-child should be sensitized about their rights. Many of them do not know their Fundamental Human Rights, such as the right to education, right that could allow them to challenge and reject all conditions that seek to make them inferior, subjugate them, oppress and deny them equal access to policy and decision-making positions.

## **LIMITATIONS OF THE STUDY**

In the course of this study, not everything went on so smoothly. There were certain barriers the researcher encountered that could infringe on the results of the study. These problems were:

The major limitations of the study on parental factors affecting girl-child participation in secondary education are that the quality of the estimates might have affected the reliability of the data. The errors arising out of lack of cooperation of the respondents, understanding of the language, exaggeration or evasion of information might have affected the results.

Some of the respondents did not readily give the exact information without assistance and this has caused a problem in the research work.

Moreover, the scarcity of time and resources prevented the wider coverage of the locality and sample, and the results, therefore is not highly generalizable.

### **SUGGESTION FOR FUTURE RESEARCH**

The study focused on girl-child participation in secondary education in a very small area in Boyo division of the North West Region of Cameroon. Further research should be carried out on girl child attendance in secondary education in other areas of Cameroon to get more information on girl-child participation in secondary education that is more conclusive. Research should also be done on other factors that influence girl child participation in secondary education beside school related factors. Future studies could compare a larger sample in both urban and rural areas on girl-child participation in secondary education to shed more light on the issue of parental factors and other related factors affecting girls' education in Cameroon.

It will be interesting to extend this study to others areas in the North-West region and others areas in Cameroun, to compare the effect of girls' characteristics, parental socio-cultural factors on girl-child participation in secondary education. The results have shown that the parents' factors have a significant effect on the participation of the girl-child in school; it will thus be interesting to conduct studies on other major factors related to the participation of the girl-child in school.

This study could also be enriched by developing good analysis of other indicators. Also, using a mixed-method research could yield better sources of information to broaden the understanding of the participation of the girl-child in school. It would also be interesting to add a large number of variables that could likely influence the participation of the girl-child in school.

### **Conclusion**

This chapter has dealt with the presentation and discussion of research findings. Our four (4) specific research hypotheses were all confirmed based on the results of our statistical analysis where the calculated value of the Pearson correlation coefficient in all cases were more than the critical value of the Pearson correlation coefficient. It was therefore confirmed that a significant association really exist between parental related factors and girls' attendance in post-primary education. This means that if education stake holders in the domains of education want to promote girls' education the need to sensitize parents on the values of modern education to the girl-child, so that they should take advantage of Universal Basic

Education (UBE) programmes and educate their girl-children. Finally, recommendations were made to the government, the parents and other educational partners.

### **GENERAL CONCLUSION**

The main objective was to assess the extent to which parental factors impact girls' attendance in post-primary education. The use of questionnaire and the interview guide helped us to triangulate the information methodologically wise. Data analysis proved that there is a significant relationship existing between parental factors and girls' attendance in post-primary education. Therefore from the findings it was noted that the girl child loves education and would wish to pursue it to secondary level and beyond for purposes of self-development. The study however concludes that parental related factors negatively influence girl-child participation in secondary education. Several factors such as parents' attitudes, educational background, socio-economic and cultural factors have led to the girl child not to participate in secondary school education.

Culturally, girls are discriminated against by the parents who prefer to educate boys denying the girl child that family support she really needs. Faced with all these problems and predicament, they cannot do so much as far as development of their communities and the nation is concerned. This situation therefore calls for a decision by the society to take adequate steps to eliminate these practices which affect girl-child participation in secondary education in order to achieve a gender fair and gender friendly society which will make it possible for girls to be integrated in to the development process through their participation in education. To improve girl child participation in secondary education, it is important that she gets support and encouragement from both the family and the school. This is very necessary because an educated girl is not only an asset to herself but also to the society and nation at large.

Conclusively, Education is a human right and an essential tool for achieving the goals of equality, development and peace. Non-discriminatory education benefits both boys and girls and thus ultimately contributes to more equal relationship between men and women, and promoting gender equity in education systems creates a healthy, educated and productive human resource base. It is time therefore to begin to do the right thing to train and educate our girls. It is time to stop the insult of poverty and dependence and minimize the culture of begging by maximizing the great resource God gave us in women. It is time to train and re-train the girl child. If something is not done urgently, the Millennium Development Goals (MDGs) will suffer a major setback.

In the words of Kofi Annan, the former United Nations Secretary General, “No development strategy is better than one that involves women as central players. It has immediate benefits for nutrition, health and savings and reinvestments at the family, community and ultimately, country level. Educating the girl child is a social development policy that works and a long term investment that yields an exceptionally high return”. Although the Cameroon Government has promulgated a number of edits and legislations on Universal Basic Education, it is time to make these legislations effective by making our primary and secondary schools centres’ of learning, equipped with the right kind of resources and manpower for effective learning. All barriers must be eliminated to enable all girls to develop their full potential through equal access to education. The Fourth World Conference on Women pointed out that, government should promote a policy of mainstreaming a gender perspective into all policy programmes in order to generate awareness of the disadvantaged situation of girl children.

Also, parents must be made to understand the benefits of education through community based information dissemination techniques. The use of mass media like televisions and radios which most people do not have access to should be reduced and town criers, village based crusades and enlightenment programmes, use of religious centres and market awareness activities carried out and on regular basis.

If education must serve the society, it must produce people who carry much more than certificates. It must produce people, both normal and exceptional ones, with the right types of knowledge, ability and attitude to put them to work for the good of the society. It is therefore imperative that in order to improve the educational base of the typical Cameroonian woman and by extending her socio-political and economic status, government, community leaders,



parents, professional guidance counsellors and other stakeholders should take cognizance of the importance of girls' education.

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## APPENDICES

### QUESTIONNAIRE TO STUDENTS

*Dear Respondent, the researcher is a student of Master of Education of the University of Yaoundé 1. You have been selected to participate in this study. The information you provide will be treated with confidentiality and entirely used for the purpose of this study. Thank you in advance for your cooperation.*

#### 1-IDENTIFICATION

*Instructions: Please write the appropriate choice in the space provided and mark (X) in the box that correspond to your answer.*

**1. School:**

**2. Class:**

**3. Age:**

**4. Marital status of Parents**

1. Single     2. Married     3. Divorced     4. Widowed

**5. Father's Level of Education**

1. Primary     2. Secondary     3. University     4. None of these

**6. Mother's Level of Education**

1. Primary     2. Secondary     3. University     4. None of these

#### II-PARENTS' ATTITUDES TOWARDS THE GIRL-CHILD EDUCATION

*N/B: Please indicate on a scale of 1 to 4; if you Strongly Agree (SA), for instance, tick 1, or if you Strongly Disagree (SD), please tick 4. Tick the number that best shows your views and current situations.*

**Please, tick the appropriate number to indicate your current view to the following statements .**

	1	2	3	4
7. My parents think that schooling is good only for the boy child than girls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. My parents think educating the girl-child is waste of resources and time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. My parents feel that my education is only to prepare me for future marriage and childbearing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. My parents believe that boys are more intelligent than girls when educated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. My parents' decisions to educated boys are based on patrilineal inheritance systems where boys are prime beneficiaries of their properties when they died.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. My parents have the strong belief that when girls are educated once they are married they become a part of another family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. My parents frequently advise me to do my homework.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. My parents help in doing my home work together.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. My parents monitor my regular school attendance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. My parents contact my teachers to check my school attendance and academic performances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. My parents valuing arranging tutorials for me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. My parents constantly encourage and motivate me to go to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Strongly Disagree (SD) (1), Disagree (D) (2), Agree (A) (3), Strongly agree (SA) (4).*

### III-PARENTS' EDUCATIONAL LEVEL

*N/B: Please indicate on a scale of 1 to 4; if you Strongly Agree (SA), for instance, tick 1, or if you Strongly Disagree (SD), please tick 4. Tick the number that best shows your views and current situations.*

Please, tick the appropriate number of your choice to the following statements .				
	1	2	3	4
19. My parents' educational status influence my retention in school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. My parents' level of education encourage me to fully participate in my education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. My parents' educational background enable me to have high chance to benefit for my school needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. My parents' educational level enable him to supervise and monitor my academic progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. My parents' occupational status helps me to receive sound education and parental support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. My parents' occupational status encourage me to fully participate in education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Strongly Disagree (SD) (1), Disagree (D) (2), Agree (A) (3), Strongly agree (SA) (4).*

### IV-PARENTS' SOCIO-CULTURAL BELIEFS.

*N/B: Please indicate on a scale of 1 to 4; if you Strongly Agree (SA), for instance, tick 1, or if you Strongly Disagree (SD), please tick 4. Tick the number that best shows your views and current situations.*

Please, tick the appropriate number to indicate your current view to the following statements .				
	1	2	3	4
25. My parents customs and traditional beliefs hinder my education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. My parents have the fear that western education and religious values are contrary to cultural norms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. My parents' refusal to educate the girl-child is because they want to protect the female virginity before marriage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. My parents are discouraged that when girls acquire too much education they will have difficulties to find educated husbands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. My parents have the belief that protecting female sexuality and pre-marital pregnancy influence their social status in the society	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. My parents believe that protecting female virginity increase economic returns to the family based on bride price paid to the family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. I am forcefully propose for early marriage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. My parents negotiate the marriage without my knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. I am always force to accept marriage whenever it is good offer for the family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. I am frequently invited to attend female genial rites	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. I am always instructed to attend initiation ceremonies to womanhood during school hours.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. My parents always force me to stay back home to prepare food and look after my siblings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Strongly Disagree (SD) (1), Disagree (D) (2), Agree (A) (3), Strongly agree (SA) (4).*

### V-PARENTS' SOCIO-ECONOMIC PRACTICES

*N/B: Please indicate on a scale of 1 to 4; if you Strongly Agree (SA), for instance, tick 1, or if you Strongly Disagree (SD), please tick 4. Tick the number that best shows your views and current situations.*

Please, tick the appropriate number to indicate your current view to the following statements .				
	1	2	3	4
37. My parents' level of earnings (income) has an impact on my education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. My parents' economic status influence my education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. My parents' believe that girls can generate money for the family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. My parents' prefer to me to take care of other family members children for money	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. My parents' prefer me to involve in hawking and daily generation of income	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. My parents often engaged girls in house works thereby discouraging their education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. My parents provide me with my school uniforms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44. My parents pay my school fees on time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45. My parents see school fees payment as a burden to the family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46. My parents provide me with all my school needs and pocket allowance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47. My parents cost of living influence my education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Strongly Disagree (SD) (1), Disagree (D) (2), Agree (A) (3), Strongly agree (SA) (4).*

## VI-PARTICIPATION OF THE GIRL-CHILD IN SCHOOL

*N/B: Please indicate on a scale of 1 to 4; if you Rarely (RA), for instance, tick 1, or if you Very Frequently (VF), please tick 4. Tick the number that best shows your views and current situations.*

Please, tick the appropriate number to indicate your current view to the following statements .				
	1	2	3	4
48. How often do you attend school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49. How often do you participate in the teaching-learning process and extra-curricular activities organized by the school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50. How often do you attend the lessons programmed per day?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51. How often do you perform well during class test and examinations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52. How often are you encouraged for hard work and passing examinations by your parents?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53. How often do your parents take personal interest about your progress in school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54. How often do your parents pay your school fees?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55. How often do you stay away from school because your parents have not paid your school fees?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56. How often do your parents take you to the farms on schools days?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57. How often do you go to sell in the markets during school periods?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58. How often do you hear from relatives that you are ready for marriage?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59. How often do you feel like leaving school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
60. How often do you feel like school is boring?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
61. How often do leave school to go to visit friends or go to video clubs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
62. How often have you been punished because of your absence from school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
63. How often do your parents support your unnecessary absences from school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
64. How often do you think that your parents do not consider your education is important?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Rarely (1), Occasionally (2), Frequently (3), Very Frequently (4).*

Thanks for your kind collaboration

### Interview Guide for Parents:

Dear parents, am carrying out a research for the partial fulfillment of Master's degree in education, University of Yaoundé 1. Please kindly assist me with the following information that will help me complete the study. Your answers shall be treated confidentially.

#### A-IDENTIFICATION

##### 1; *Your sex*

Masculine  Feminine

##### 2; Your *age* range,

21-25  26-30  31-35  36-40  and above

##### 3 your *faith*;

-Christian  Muslim  pagan

##### 4; *Your marital status*

Single  married  divorce

#### B-PARENTS' ATTITUDES TOWARDS THE GIRL-CHILD EDUCATION

To what extent do you think with following statements?

5. Girls have to be accorded as much resources as boys for their education.

Agree  Not Sure  Disagree

6. Boys and girls are equally intelligent and can perform equally

Agree  Not Sure  Disagree

7. Educating the girls means preparing them future marriage and child bearing

Agree  Not Sure  Disagree

8. Girl education guarantees more secure family and old age support

Agree  Not Sure  Disagree

9. Education makes girls more understanding and self-confident

Agree  Not Sure  Disagree

### **B-PARENTS' EDUCATION BACKGROUND**

10. Do you think your educational background affect the education of the girl-child?

Agree  Not Sure  Disagree

11. Does your social status in the society influence the education of the girl-child

Agree  Not Sure  Disagree

### **C-PARENTS' SOCIO-CULTURAL BELIEFS**

12. Do you believe that the social and cultural practices contribute to the discontinuation of the girls' education in your area?

Agree  Not Sure  Disagree

13. Do you think the low level of girls' education in hindered by religious beliefs?

Agree  Not Sure  Disagree

14. What could be other major obstacles for the education of the girls?

15. Are girls usually forced for early marriages?

Agree  Not Sure  Disagree

### **D-PARENTS' SOCIO-ECONOMIC BACKGROUND**

16. Do you agree that your personal income has an effect on the girl-child education?

Agree  Not Sure  Disagree

17. Do you think lack of girls' personal effects hinder their education?

Agree  Not Sure  Disagree

18. Do you agree that girls' schooling caused shortage of labour at home?

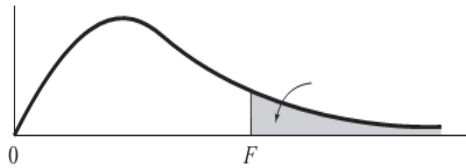
Agree       Not Sure       Disagree

19. Do you think direct cost play an important role to pull or push girls out of school?

Agree       Not Sure       Disagree

Thanks for your kind collaboration

## Appendix F: Critical Values of the F Distribution



**Table 1**  $\alpha = 0.05$

		Degrees of Freedom for Numerator															
		1	2	3	4	5	6	7	8	9	10	15	20	25	30	40	50
Degrees of Freedom for Denominator	1	161.4	199.5	215.8	224.8	230.0	233.8	236.5	238.6	240.1	242.1	245.2	248.4	248.9	250.5	250.8	252.6
	2	18.51	19.00	19.16	19.25	19.30	19.33	19.35	19.37	19.38	19.40	19.43	19.44	19.46	19.47	19.48	19.48
	3	10.13	9.55	9.28	9.12	9.01	8.94	8.89	8.85	8.81	8.79	8.70	8.66	8.63	8.62	8.59	8.58
	4	7.71	6.94	6.59	6.39	6.26	6.16	6.09	6.04	6.00	5.96	5.86	5.80	5.77	5.75	5.72	5.70
	5	6.61	5.79	5.41	5.19	5.05	4.95	4.88	4.82	4.77	4.74	4.62	4.56	4.52	4.50	4.46	4.44
	6	5.99	5.14	4.76	4.53	4.39	4.28	4.21	4.15	4.10	4.06	3.94	3.87	3.83	3.81	3.77	3.75
	7	5.59	4.74	4.35	4.12	3.97	3.87	3.79	3.73	3.68	3.64	3.51	3.44	3.40	3.38	3.34	3.32
	8	5.32	4.46	4.07	3.84	3.69	3.58	3.50	3.44	3.39	3.35	3.22	3.15	3.11	3.08	3.04	3.02
	9	5.12	4.26	3.86	3.63	3.48	3.37	3.29	3.23	3.18	3.14	3.01	2.94	2.89	2.86	2.83	2.80
	10	4.96	4.10	3.71	3.48	3.33	3.22	3.14	3.07	3.02	2.98	2.85	2.77	2.73	2.70	2.66	2.64
	11	4.84	3.98	3.59	3.36	3.20	3.09	3.01	2.95	2.90	2.85	2.72	2.65	2.60	2.57	2.53	2.51
	12	4.75	3.89	3.49	3.26	3.11	3.00	2.91	2.85	2.80	2.75	2.62	2.54	2.50	2.47	2.43	2.40
	13	4.67	3.81	3.41	3.18	3.03	2.92	2.83	2.77	2.71	2.67	2.53	2.46	2.41	2.38	2.34	2.31
	14	4.60	3.74	3.34	3.11	2.96	2.85	2.76	2.70	2.65	2.60	2.46	2.39	2.34	2.31	2.27	2.24
	15	4.54	3.68	3.29	3.06	2.90	2.79	2.71	2.64	2.59	2.54	2.40	2.33	2.28	2.25	2.20	2.18
	16	4.49	3.63	3.24	3.01	2.85	2.74	2.66	2.59	2.54	2.49	2.35	2.28	2.23	2.19	2.15	2.12
	17	4.45	3.59	3.20	2.96	2.81	2.70	2.61	2.55	2.49	2.45	2.31	2.23	2.18	2.15	2.10	2.08
	18	4.41	3.55	3.16	2.93	2.77	2.66	2.58	2.51	2.46	2.41	2.27	2.19	2.14	2.11	2.06	2.04
	19	4.38	3.52	3.13	2.90	2.74	2.63	2.54	2.48	2.42	2.38	2.23	2.16	2.11	2.07	2.03	2.00
	20	4.35	3.49	3.10	2.87	2.71	2.60	2.51	2.45	2.39	2.35	2.20	2.12	2.07	2.04	1.99	1.97
22	4.30	3.44	3.05	2.82	2.66	2.55	2.46	2.40	2.34	2.30	2.15	2.07	2.02	1.98	1.94	1.91	
24	4.26	3.40	3.01	2.78	2.62	2.51	2.42	2.36	2.30	2.25	2.11	2.03	1.97	1.94	1.89	1.86	
26	4.23	3.37	2.98	2.74	2.59	2.47	2.39	2.32	2.27	2.22	2.07	1.99	1.94	1.90	1.85	1.82	
28	4.20	3.34	2.95	2.71	2.56	2.45	2.36	2.29	2.24	2.19	2.04	1.96	1.91	1.87	1.82	1.79	
30	4.17	3.32	2.92	2.69	2.53	2.42	2.33	2.27	2.21	2.16	2.01	1.93	1.88	1.84	1.79	1.76	
40	4.08	3.23	2.84	2.61	2.45	2.34	2.25	2.18	2.12	2.08	1.92	1.84	1.78	1.74	1.69	1.66	
50	4.03	3.18	2.79	2.56	2.40	2.29	2.20	2.13	2.07	2.03	1.87	1.78	1.73	1.69	1.63	1.60	
60	4.00	3.15	2.76	2.53	2.37	2.25	2.17	2.10	2.04	1.99	1.84	1.75	1.69	1.65	1.59	1.56	
120	3.92	3.07	2.68	2.45	2.29	2.18	2.09	2.02	1.96	1.91	1.75	1.66	1.60	1.55	1.50	1.46	
200	3.89	3.04	2.65	2.42	2.26	2.14	2.06	1.98	1.93	1.88	1.72	1.62	1.56	1.52	1.46	1.41	
500	3.86	3.01	2.62	2.39	2.23	2.12	2.03	1.96	1.90	1.85	1.69	1.59	1.53	1.48	1.42	1.38	
1000	3.85	3.01	2.61	2.38	2.22	2.11	2.02	1.95	1.89	1.84	1.68	1.58	1.52	1.47	1.41	1.36	

Source: The entries in this table were computed by the author.



Table V

Loi du  $r$  de Bravais-Pearson (Probabilités bilatérales)

Seuil ddl	0.20	0.10	0.05	0.02	0.01	0.001	0.0001	0.00001
1	0.9512	0.9878	0.9971	0.9997	1.0000	1.0000	1.0000	1.0000
2	0.8002	0.9002	0.9502	0.9802	0.9902	0.9992	1.0000	1.0000
3	0.6872	0.8055	0.8785	0.9345	0.9589	0.9913	0.9982	0.9997
4	0.6085	0.7294	0.8116	0.8823	0.9173	0.9742	0.9920	0.9976
5	0.5510	0.6696	0.7546	0.8330	0.8747	0.9510	0.9807	0.9924
6	0.5069	0.6216	0.7069	0.7889	0.8345	0.9251	0.9657	0.9842
7	0.4717	0.5824	0.6665	0.7499	0.7978	0.8984	0.9482	0.9734
8	0.4429	0.5495	0.6320	0.7156	0.7647	0.8723	0.9295	0.9608
9	0.4188	0.5216	0.6022	0.6852	0.7349	0.8472	0.9104	0.9470
10	0.3982	0.4974	0.5761	0.6582	0.7080	0.8235	0.8913	0.9324
11	0.3804	0.4763	0.5531	0.6340	0.6837	0.8011	0.8726	0.9176
12	0.3647	0.4577	0.5326	0.6122	0.6615	0.7801	0.8545	0.9027
13	0.3508	0.4410	0.5141	0.5924	0.6413	0.7605	0.8370	0.8879
14	0.3384	0.4261	0.4975	0.5744	0.6227	0.7421	0.8203	0.8734
15	0.3273	0.4125	0.4823	0.5579	0.6057	0.7248	0.8043	0.8593
16	0.3171	0.4002	0.4684	0.5427	0.5899	0.7086	0.7890	0.8455
17	0.3079	0.3889	0.4557	0.5287	0.5752	0.6933	0.7744	0.8322
18	0.2994	0.3785	0.4439	0.5157	0.5616	0.6789	0.7604	0.8193
19	0.2915	0.3689	0.4330	0.5035	0.5489	0.6654	0.7471	0.8068
20	0.2843	0.3600	0.4229	0.4922	0.5369	0.6525	0.7344	0.7948
21	0.2776	0.3517	0.4134	0.4817	0.5258	0.6404	0.7223	0.7832
22	0.2713	0.3439	0.4045	0.4717	0.5153	0.6289	0.7107	0.7720
23	0.2654	0.3367	0.3962	0.4624	0.5053	0.6179	0.6996	0.7612
24	0.2599	0.3299	0.3884	0.4536	0.4960	0.6075	0.6889	0.7508
25	0.2547	0.3234	0.3810	0.4452	0.4871	0.5976	0.6787	0.7408
26	0.2499	0.3174	0.3740	0.4373	0.4787	0.5881	0.6689	0.7311
27	0.2453	0.3116	0.3674	0.4298	0.4707	0.5791	0.6596	0.7217
28	0.2409	0.3062	0.3612	0.4227	0.4630	0.5705	0.6505	0.7127
29	0.2368	0.3010	0.3552	0.4159	0.4558	0.5622	0.6418	0.7040
30	0.2328	0.2961	0.3495	0.4095	0.4488	0.5543	0.6335	0.6955
31	0.2291	0.2915	0.3441	0.4033	0.4422	0.5467	0.6254	0.6874
32	0.2255	0.2870	0.3389	0.3974	0.4359	0.5394	0.6177	0.6795
33	0.2221	0.2827	0.3340	0.3917	0.4298	0.5323	0.6102	0.6718
34	0.2189	0.2787	0.3293	0.3863	0.4240	0.5256	0.6029	0.6644
35	0.2157	0.2748	0.3247	0.3811	0.4184	0.5190	0.5960	0.6572
36	0.2128	0.2710	0.3204	0.3761	0.4130	0.5128	0.5892	0.6502
37	0.2099	0.2674	0.3162	0.3713	0.4078	0.5067	0.5827	0.6435
38	0.2071	0.2640	0.3122	0.3667	0.4028	0.5009	0.5763	0.6369
39	0.2045	0.2606	0.3083	0.3622	0.3980	0.4952	0.5702	0.6306
40	0.2019	0.2574	0.3045	0.3579	0.3933	0.4897	0.5642	0.6244
50	0.1808	0.2308	0.2734	0.3219	0.3543	0.4434	0.5134	0.5708
60	0.1651	0.2110	0.2502	0.2950	0.3250	0.4080	0.4740	0.5289
70	0.1530	0.1955	0.2320	0.2738	0.3019	0.3799	0.4425	0.4949
80	0.1431	0.1831	0.2173	0.2567	0.2831	0.3570	0.4165	0.4666
90	0.1350	0.1727	0.2051	0.2424	0.2674	0.3377	0.3946	0.4427
100	0.1281	0.1639	0.1948	0.2302	0.2541	0.3212	0.3758	0.4221
200	0.0907	0.1162	0.1382	0.1637	0.1810	0.2300	0.2705	0.3054
300	0.0741	0.0950	0.1130	0.1340	0.1482	0.1886	0.2222	0.2513
400	0.0642	0.0823	0.0980	0.1161	0.1285	0.1637	0.1930	0.2185
500	0.0574	0.0736	0.0877	0.1040	0.1150	0.1466	0.1729	0.1959
1000	0.0407	0.0521	0.0621	0.0736	0.0815	0.1040	0.1227	0.1392

**Class \* School**

			School				Total	
			GSS Chuaku- Muloin	VS Njiniko m	GBHS Fundon g	CCHS Fundong		
Class	Form One	Count	14	12	0	0	26	
		% of Total	4.14%	3.55%	0.00%	0.00%	7.7%	
	Form Two	Count	27	16	0	0	43	
		% of Total	7.99%	4.73%	0.00%	0.00%	12.7%	
	Form Three	Count	25	9	22	30	86	
		% of Total	7.40%	2.66%	6.51%	8.88%	25.44%	
	Form Four	Count	10	20	17	35	82	
		% of Total	2.96%	5.92%	5.03%	10.36%	24.26%	
	Form Five	Count	0	8	28	11	47	
		% of Total	0.00%	2.37%	8.28%	3.25%	13.91%	
	Lower Sixth	Count	0	1	37	0	38	
		% of Total	0.00%	0.30%	10.95%	0.00%	11.24%	
	Upper Sixth	Count	0	2	14	0	16	
		% of Total	0.00%	0.59%	4.14%	0.00%	4.73%	
	Total		Count	76	68	118	76	338
			% of Total	22.49%	20.12%	34.91%	22.49%	100.00 %

**Attendance of the girl-child in school**

	N	Mean	Std. Deviation	Std. Error
GSS Chuaku- Muloin	76	2.491 5	.54047	.06200
VS Njinikom	68	2.205 0	.40684	.04934
GBHS Fundong	118	2.281 7	.33221	.03058
CCHS Fundong	76	2.179 6	.22112	.02536

Total	338	2.290 5	.40063	.02179
-------	-----	------------	--------	--------

Attendance of the girl-child in school					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.511	3	1.504	10.131	.000
Within Groups	49.577	334	.148		
Total	54.089	337			

Attendance of the girl-child in school

	N	Mean	Std. Deviation	Std. Error
Form One	26	2.5656	.54603	.10709
Form Two	43	2.3242	.54677	.08338
Form Three	86	2.3140	.38064	.04105
Form Four	82	2.1765	.31277	.03454
Form Five	47	2.2941	.35655	.05201
Lower Sixth	38	2.2554	.26245	.04258
Upper Sixth	16	2.2831	.38854	.09714
Total	338	2.2905	.40063	.02179

Attendance of the girl-child in school					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.178	6	.530	3.444	.003
Within Groups	50.910	331	.154		
Total	54.089	337			

Attendance of the girl-child in school

	N	Mean	Std. Deviation	Std. Error
--	---	------	----------------	------------

<= 10 yrs	6	2.2745	.66621	.27198
11-14 yrs	138	2.2911	.42976	.03658
15-18 yrs	183	2.2896	.35916	.02655
> 18 yrs	11	2.3048	.55545	.16747
Total	338	2.2905	.40063	.02179

Attendance of the girl-child in school					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.004	3	.001	.008	.999
Within Groups	54.085	334	.162		
Total	54.089	337			

## Attendance of the girl-child in school

	N	Mean	Std. Deviation	Std. Error
Single	28	2.3004	.43591	.08238
Married	247	2.2898	.40444	.02573
Divorced	33	2.2299	.34905	.06076
Widowed	30	2.3529	.39746	.07257
Total	338	2.2905	.40063	.02179

Attendance of the girl-child in school					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.241	3	.080	.498	.684
Within Groups	53.848	334	.161		
Total	54.089	337			

## Attendance of the girl-child in school

	N	Mean	Std. Deviation	Std. Error
Primary	82	2.4347	.45100	.04981
Secondary	115	2.2496	.37935	.03537
University	104	2.1985	.35656	.03496

None of these	37	2.3561	.37918	.06234
Total	338	2.2905	.40063	.02179

Attendance of the girl-child in school					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.937	3	.979	6.392	.000
Within Groups	51.152	334	.153		
Total	54.089	337			

#### Attendance of the girl-child in school

	N	Mean	Std. Deviation	Std. Error
Primary	121	2.3865	.43762	.03978
Secondary	120	2.2196	.36451	.03328
University	61	2.2642	.39862	.05104
None of these	36	2.2484	.33545	.05591
Total	338	2.2905	.40063	.02179

Attendance of the girl-child in school					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.824	3	.608	3.885	.009
Within Groups	52.265	334	.156		
Total	54.089	337			

#### Correlations

Descriptive Statistics			
	Mean	Std. Deviation	N
Parents' attitudes towards the girl child education	2.2601	.37724	338
Parents' educational level	2.4719	.64017	338
Parents' socio-cultural beliefs	2.3306	.79596	338
Parents' socio-economic practices	2.3951	.33110	338
Attendance of the girl-child in school	2.2905	.40063	338

**Matrix of correlations between variables**

		1	2	3	4	5
Parents' attitudes towards the girl child education	Pearson Correlation	1	.162 <sup>*</sup>	.182 <sup>*</sup>	.366 <sup>**</sup>	.154 <sup>**</sup>
	Sig. (2-tailed)		.003	.001	.000	.004
	N	338	338	338	338	338
Parents' educational level	Pearson Correlation	.162 <sup>**</sup>	1	-	.384 <sup>**</sup>	.350 <sup>**</sup>
	Sig. (2-tailed)	.003		.191 <sup>*</sup>	.000	.000
	N	338	338	338	338	338
Parents' socio-cultural beliefs	Pearson Correlation	.182 <sup>**</sup>	-	1	.422 <sup>**</sup>	.252 <sup>**</sup>
	Sig. (2-tailed)	.001	.191 <sup>*</sup>		.000	.000
	N	338	338	338	338	338
Parents' socio-economic practices	Pearson Correlation	.366 <sup>**</sup>	.384 <sup>*</sup>	.422 <sup>*</sup>	1	.337 <sup>**</sup>
	Sig. (2-tailed)	.000	.000	.000		.000
	N	338	338	338	338	338
Attendance of the girl-child in school	Pearson Correlation	.154 <sup>**</sup>	.350 <sup>*</sup>	.252 <sup>*</sup>	.337 <sup>**</sup>	1
	Sig. (2-tailed)	.004	.000	.000	.000	
	N	338	338	338	338	338
**. Correlation is significant at the 0.01 level (2-tailed).						

**Stepwise Multiple Regression**

<b>Descriptive Statistics</b>	Mean	Std. Deviation	N
Attendance of the girl-child in school	2.2905	.40063	338
Parents' attitudes towards the girl child education	2.2601	.37724	338
Parents' educational level	2.4719	.64017	338
Parents' socio-cultural beliefs	2.3306	.79596	338
Parents' socio-economic practices	2.3951	.33110	338

Variables Entered/Removed <sup>a</sup>			
Model	Variables Entered	Variables Removed	Method
1	Parents' educational level	.	Stepwise (Criteria: Probability-of-F-to-enter <= .050, Probability-of-F-to-remove >= .100).
2	Parents' socio-cultural beliefs	.	Stepwise (Criteria: Probability-of-F-to-enter <= .050, Probability-of-F-to-remove >= .100).

a. Dependent Variable: Attendance of the girl-child in school

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.350 <sup>a</sup>	.123	.120	.37582	.123	46.964	1	336	.000
2	.478 <sup>b</sup>	.228	.223	.35303	.105	45.771	1	335	.000

a. Predictors: (Constant), Parents' educational level

b. Predictors: (Constant), Parents' educational level , Parents' socio-cultural beliefs

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6.633	1	6.633	46.964	.000 <sup>b</sup>
	Residual	47.456	336	.141		
	Total	54.089	337			
2	Regression	12.338	2	6.169	49.496	.000 <sup>c</sup>
	Residual	41.751	335	.125		
	Total	54.089	337			
a. Dependent Variable: Attendance of the girl-child in school						
b. Predictors: (Constant), Parents' educational level						
c. Predictors: (Constant), Parents' educational level , Parents' socio-cultural beliefs						

Coefficients <sup>a</sup>										
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF
1	(Constant)	1.749	.082		21.418	.000	1.588	1.909		
	Parents' educational level	.219	.032	.350	6.853	.000	.156	.282	1.000	1.000
2	(Constant)	1.263	.105		12.015	.000	1.056	1.469		
	Parents' educational level	.259	.031	.413	8.455	.000	.199	.319	.963	1.038
	Parents' socio-cultural beliefs	.167	.025	.331	6.765	.000	.118	.215	.963	1.038
a. Dependent Variable: Attendance of the girl-child in school										

### Scales analysis

Statistiques sur échantillon unique				
	N	Moyenne	Ecart-type	Erreur standard moyenne
Parents' attitudes towards	338	2.2601	.37724	.02052



the girl child education				
Parents' educational level	338	2.4719	.64017	.03482
Parents' socio-cultural beliefs	338	2.3306	.79596	.04329
Parents' socio-economic practices	338	2.3951	.33110	.01801
Attendance of the girl-child in school	338	2.2905	.40063	.02179

<b>Test sur échantillon unique</b>						
	Valeur du test = 2					
	t	ddl	Sig. (bilatérale)	Différence moyenne	Intervalle de confiance 95% de la différence	
					Inférieure	Supérieure
Parents' attitudes towards the girl child education	12.676	337	.000	.26011	.2197	.3005
Parents' educational level	13.552	337	.000	.47189	.4034	.5404
Parents' socio-cultural beliefs	7.637	337	.000	.33062	.2455	.4158
Parents' socio-economic practices	21.937	337	.000	.39508	.3597	.4305
Attendance of the girl-child in school	13.329	337	.000	.29046	.2476	.3333