

**Ghanaian Secondary Students' Education, Labor, and Migration Outcomes**

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ABSTRACT:

Article 25(1) of Ghana's 1992 constitution states that basic education should be free and that secondary and higher education should be accessible to all (Ayentimi et al., 2021). The importance of education has become more prominent in Ghana due to its direct correlation with economic growth (Bowles, 2013). However, a barrier to this growth is the educational inequity that persists in the Ghanaian education system, specifically at the pre-tertiary level. Professor Ivory's "African Futures Project" is a multi-year longitudinal interview project that assesses the educational, labor, and migration outcomes of a cohort of high school students in Ghana, Kenya, and South Africa. The study obtains data through surveys and qualitative interviews, which are then examined using qualitative data analysis software to highlight the characteristics, aspirations, beliefs, backgrounds, and resources of the secondary students from those countries. The goal of the study is to contribute knowledge on the effect of educational resources, educational inequity, and gender inequity on African secondary school students' labor and migration outcomes. The results of the study show that Ghanaian secondary school students, especially those in northern Ghana compared to southern Ghana, do not believe that their education is effective because the schools themselves lack career-oriented mentoring, materials, and practical learning opportunities. Additionally, the education is not effective because students personally have a lack of familial support and money to pay for materials. This has led to interviewees seeking tertiary education abroad to receive job opportunities in knowledge-based economies. However, the conclusions established may not be completely accurate because the interviews analyzed only consisted of public schools and partial data.

LITERATURE REVIEW:

**SPATIAL EDUCATIONAL PROGRESSION**

- *Educational Development in Northern vs Southern Ghana*

In 2000, the Millennium Development Goals were established with one of its goals focused on universal access to basic education by 2015 (Rolleston, 2011). Ghana is a country where this aim was achievable because progression towards the goal was being made with enrollment in basic education nearly doubling from 3.5 million students to seven million students from 2000 to 2011 (Graham, 2013).

In the 19th century, Britain set up a colonial system in Ghana that gave political power to the local elites while hindering the upward mobility of minority populations; this was especially present in the educational system. The main goal of the colonizers in educating Ghanaians was to convert them to the Catholic, and broader Christian, faith for missionary and assimilation purposes (Graham, 2013). However, education is generally more accessible to wealthier adolescents and adolescents in urban areas who typically reside in Southern Ghana. This can be attributed to colonizers primarily wanting to educate children who they saw as “qualified” (Balwanz & Darvas, 2013).

Therefore, education is not implemented equally in different parts of Ghana. The value and quality of education in Southern Ghana are better than that of Northern Ghana because education there was established earlier. After World War II, education became more easily accessible in Southern Ghana compared to Northern Ghana (Behrends & Lentz, 2012). Before the 1930s, education in Northern Ghana was not as emphasized, and seeking higher education was not considered the norm. Therefore Northern Ghana lacks development compared to Southern Ghana. Apart from development, this lack of education promotes poverty because

poverty is a cause and consequence of low education levels. This then turns into a cycle of poverty where children do not get to go to school because they lack resources because they are poor and since they do not go to school, they remain poor (Rolleston, 2011).

- *Educational Progress in Northern Ghana*

While education in Southern Ghana was formalized in the 17th century, in North-West Ghana, the first government-run primary school opened in 1917 in Wa. In the 1920s, the British lifted their restrictions on missionary activities promoting the spread of Catholic schools. During the 1960s, the Nkrumah administration worked with the Catholic Church to increase primary, middle, and secondary school opportunities in North-West Ghana. The first generation of students, dating between the mid-1930s and the early years of World War II, would usually continue their education until they got to middle school. If they did continue their education, they would usually continue it to pursue careers such as teaching or nursing which were respected. The second generation of students, dating between World War II and the 1950s had more opportunities to go to university and pursue high-level jobs (Behrends & Lentz, 2012).

The education requirements and aspirations of Ghanaian adolescents were projected to increase greatly with the third generation, consisting of students after the 1950s, because of the growing number of adolescents that were completing basic school and pursuing higher education, but that did not occur. Ghanaian political and economic turmoil in the 1970s and 1980s made achieving higher education harder, including a lack of scholarships. Therefore, third-generation students preferred to do professional training in their home area (Behrends & Lentz, 2012). Despite this, there was a wave of highly skilled African immigrants who sought education opportunities in North America and Europe in the 1960s and 1970s (Bowles, 2013).

- *Domestic Generational Effects*

The educational growth that has occurred in Ghana has had generational effects (Bowles, 2013). The children of secondary students are more likely to pursue university degrees (Behrends & Lentz, 2012). Additionally, if a father had more education, then the child would be more likely to enroll in school compared to if the father had a lower level of education (Gaddah et al., 2015). Despite the advances in educational accessibility as generations progress, Ghanaian students from low socioeconomic backgrounds are less likely to be educated (Rolleston, 2011).

### **LACKS OF PRE-TERTIARY EDUCATIONAL SYSTEM IN GHANA**

#### *- Educational Resource Inequity*

Education inequity is especially a problem in the Northern, Upper East, and Upper West regions of Ghana which fall behind the rest of Ghana in terms of educational attainment (Senadza, 2012). A way in which the Ghanaian government has tried to help those in poverty have a better chance of getting an education is through subsidies, which in this case is a sum of money granted by the government to students to help them get an education. However, this method is not effective because not every student starts at an equal standing in terms of resources. While everyone gets a subsidy, those who are wealthier can use their extra money to pay for more resources for their child within that school giving that child more access to resources. For example, everyone goes to free public school but families that have more money can pay for extra things to help their children such as clubs or extra classes giving their child more of an advantage (Gaddah et al., 2015).

In low-middle income countries, such as Ghana, according to Buchmann (2002), home possession data is a more accurate way of evaluating socioeconomic status than parental education or occupation. Examples of home possessions include houses, cars, boats, appliances,

and digital equipment (Bofah & Hannula, 2017). Specifically, students from high socioeconomic status (SES) families are distinguished from the middle and lower class because they have higher access to computers, internet, and electricity in their homes.

Additionally, high SES students benefit from parents who support their child's education by paying for private tutors and extra classes. This is different from low SES families who have limited financial resources, which restricts their ability to provide their children with learning materials (Bofah & Hannula, 2017). Low SES homes lacked basic access to educational materials including books and uniforms (Evans & Ngatia, 2018). In addition to the lack of materials that students from low SES families are more likely to have, lower parental involvement, school absenteeism, enrollment and dropout, and poor teacher quality are all associated with students from low SES families (Bofah & Hannula, 2017).

Apart from the resources that students have, the resources that schools can provide to students play a pivotal role in whether or not children go to private or public schools or whether they choose not to attend school at all. First, the resource that negatively impacts the enrollment of students in private schools is expensive school fees. Second, resources that negatively impact the enrollment of students in public schools are a lack of teachers and poor school facilities. Third, the resource that negatively impacts the enrollment of students in both primary and public schools is a lack of textbooks. Overall, the most important determinant of whether or not a child goes to school is distance. The longer the school distance, the less likely that the child will attend school (Gaddah et al., 2015).

- *General Gender Inequity*

A key detriment to the effectiveness of education in Ghana is gender inequity which stems from a culture of patriarchy that is present in Ghana's society (Ayentimi et al., 2021). This problem primarily affects northern Ghana which is primarily rural and has the districts with the lowest gender parity (Ansong et al., 2018). Though Ghana has made strides in reducing gender inequity compared to the Global South with the fifth chapter of its Constitution emphasizing that women have access to fundamental human rights, Ghana still faces gender inequity (Ayentimi et al., 2021). Gender inequity in Ghana intensifies in rural communities because patriarchal culture is often used to push back against supposed "foreign" Western ideals. Women and men are expected to follow so-called "traditional" cultural norms and if they don't, their rebellion is viewed as illegitimate or cultural imperialism. Women in these communities are expected to adhere to domestic roles and hold positions that are viewed as subordinate to men. Men get to leave home and get training to pursue public activities. Furthermore, girls are expected to view men as stronger and more responsible while boys are socialized to control women. Therefore, men often use cultural practices as rationalization for practices that limit the opportunities that women have (Dako-Gyeke & Owusu, 2013).

First, this has led to women being less likely to be educated than men. In the opportunity that both a male and female student can go to school, families who have limited resources tend to use those resources on educating boys rather than girls (Senadza, 2012). Second, many mainstream studies hold that women are less likely to be enrolled in tertiary educational programs than men (Ayentimi et al., 2021). However, it is important that I discuss opposition to this mainstream view. Asravor (2021) states that one average female gets three months more schooling than males. Additionally, more females have a bachelor's degree compared to males.

Despite this, the study by Asravor (2021) also points out that males are more likely to have a master's degree and PhD certificate than females so it can still be concluded that women still have a disadvantage when it comes to education achievement compared to men. Additionally, males are as much as four times more likely to have progressed beyond lower secondary school (Rolleston, 2011). Moreover, more females than males have partially completed primary education with an indication of high school drop-out rates for females at this level (Senadza, 2012).

The higher the education level that someone achieves, the more likely they are to receive greater earnings (Ayentimi et al., 2021). Especially since after the 1950s, in North-West Ghana, higher education had become a prerequisite to obtaining professional careers (Behrends & Lentz, 2012). Therefore, according to mainstream studies, women have a harder time than men obtaining upward economic mobility (Ayentimi et al., 2021). This explains how women are set up to participate in a cycle of poverty because they are not given the opportunity to obtain the education needed to get higher paying jobs or to get promoted in their current jobs (Asravor (2021; Rolleston, 2011).

- *Importance of Addressing Educational Resource Gender Inequity*

It is important that this problem is addressed not only because it is an injustice but because women have higher returns on education than men which means that female investment in education is beneficial to Ghana's development (Asravor, 2021). Additionally, it is important for this problem to be addressed because women contribute heavily to the development of the world with their talent pool (Ayentimi et al., 2021). However, this can be changed through the implementation of educational investments in educational expenditure, the number of classrooms, and the availability of writing places (Ansong et al., 2018).

## **DEVELOPMENT OF TERTIARY EDUCATIONAL SYSTEM IN GHANA**

### *- Shift in Economies*

After World War II, the United States government saw how the contributions of research, especially by researchers and engineers, added to the success of the war. This led the government to dedicate more funds towards research and directly correlated this research as an important element of development. This growth in research led to a shift from manufacturing-based economies to knowledge-based economies. While manufacturing-based economies focus on industry, knowledge-based economies are characterized by the production and use of technology and information as an important part of economic activities (Bofah & Hannula, 2017).

### *- Research Disparities*

Knowledge is becoming increasingly important in global competition. Globalization has increased the ‘commodification’ of knowledge in the international market for high-skill labor (Sawyer, 2004). Knowledge is a global public good that has played a role in the internationalization of the production and distribution of knowledge (R&D). However, privileged countries spend more money on R&D investments than low-middle income countries. All low-middle income countries spend less than one percent of their gross domestic product (GDP) on R&D compared to the two to three percent that most privileged countries do. This has led to a growing economic divide between privileged and low-middle income countries.

Research conducted in multinational corporations primarily takes place in privileged countries while only a small number of it takes place in low-middle income countries. Therefore, research funding from abroad is higher in North American and European countries. Furthermore, in countries, especially in Africa, little research is funded by national authorities, but instead 70-90% of the funding for its research comes from foreign aid. This includes

multilateral aid from the World Bank and European Union and bilateral aid from the United States, Canada, France, and the United Kingdom (Sanyal & Varghese, 2006).

Apart from the spatial disparities, there are also gender disparities. Female researchers are underrepresented in R&D. Specifically, in the United States, women make up less than 20% of the total number of researchers. In both developed and underdeveloped countries, this is due to the smaller number of women pursuing higher education. Overall, in order to narrow the gap between privileged and low-middle income countries in terms of research capacity, low-middle income countries must have more money invested in research, increase staff training and availability, better the capacity of the system to retain people in R&D activities, and expand the higher education system (Sanyal & Varghese, 2006). Investment in research is important for countries, especially low-middle income countries, to efficiently compete with the global economic environment (Abugre, 2018).

- *Universities' Key Role in Research*

A key part of the monetary investments that must be done to enhance research initiatives are investments in higher education (Sanyal & Varghese, 2006). In order for a university to be fully competitive, its research and teaching should be a top priority (Abugre, 2018). Universities produce new knowledge from research that is done with the aim of playing a role in the economic growth and development of countries (Sawyer, 2004). In privileged countries, university enrollments increased in the 1990s and therefore more part-time position offers and staff appointments were put in place to advance the growth of higher education.

In low-middle income countries, the 1960s was a time of national liberation and developing countries worked to better their higher education system. Public investment in higher education became more prioritized and many countries relied on sending students abroad to get

higher education. Students had more of a desire to be educated abroad due to value shifts by the internationalization of R&D (Sanyal & Varghese, 2006). While Ghanaian students still want to keep their traditional practices, they want to live modern lives, further their careers and enjoy a ‘Westernized’ lifestyle (which can be identified as carrying middle-class ideals) as they get more immersed in globalization (Behrends & Lentz, 2012).

### **EDUCATIONAL GROWTH WITH INTERNATIONAL RESOURCES:**

The lack of material and social resources in Ghanaian schools and value shifts, due to the growth in knowledge-based economies, have caused many Ghanaian students to go abroad to pursue tertiary education (Gaddah et al., 2015; Sanyal & Varghese, 2006). As more African immigrants went abroad to be educated, the population of first and second-generation immigrants in North America and Europe grew because those immigrants were also having their children abroad. From an international perspective, these children who are born abroad have additional resources to help their educational attainment and future success (Bowles, 2013).

Apart from having a higher likelihood that they will go to school up to the tertiary level, unlike domestic students, these students obtain social networks and cultural competencies. Schools in Ghana are primarily filled with residents of the community or district that they are in, resulting in a lack of diversity in classrooms (Bowles, 2013). For example, schools in the Dargara district of Ghana are primarily filled with Daraga residents (Behrends & Lentz, 2012) . This hinders the social networks which students can have because they wouldn’t be able to meet anyone outside of their community or district (Bowles, 2013).

Additionally, the children of African immigrants who received education abroad have dual citizenship in Ghana and the West (primarily North America and Europe). Being able to

have both connections allows these children to obtain international and domestic opportunities (Bowles, 2013). For example, Bowles (2013) tells of an account of a woman who built a successful spa business in Ghana with the land she received from her Ghanaian secondary schoolmate's father while running it using Western business methods that she learned from a university in the United States. Similarly, having access to both the Global North and Global South help these children know the mannerisms of different continents and cultures and help them to better navigate the globalization of the world (Bowles, 2013).

Moreover, there is another group of Ghanaians that have left Ghana, to get access to resources, and return to Ghana called "burgers." "Burgers" are Ghanaian residents who did not receive education beyond the primary level. Therefore, traditionally, they fit the description of someone who has a high likelihood of belonging to the lower class in Ghana. However, "burgers" leave Ghana and obtain blue-collar jobs in the West where they are still seen as lower class. This allows them to achieve socioeconomic mobility in Ghana to not be in the lower class but instead in the middle and upper class because the money in Western countries is worth more in Ghana. This phenomenon is referred to as the "paradox of migration" where people change the economic system of their home country by changing their "assigned" socioeconomic status by going abroad. While they are abroad, "burgers" are still viewed as lower class but when they come back to Ghana, they can be part of the middle or upper class (Nieswand, 2014).

### **LABOR OUTCOMES AFTER SCHOOLING:**

#### *- General Outcomes*

As education increases, employment increases. The labor outcomes of students are affected by their parents. If a student's parents aren't able to supply them with educational

resources, then they are less likely to get good employment that provides them with financial security (Rolleston, 2011). Apart from educational resources, there is a positive influence of parents' occupation on children's occupation. First, children of parents employed in high-paying and prestigious occupations in Ghana have an increased likelihood to be employed in similar occupations themselves. Therefore, these children have more of an advantage than children who come from low SES families whose parents may not be in high-paying jobs. Second, a mother's occupation is found to have a much greater impact on the offspring's occupation than that of fathers, especially for their daughters (Baffour et al., 2021).

- *Gender Inequity*

Ghana's workforce can be split into three categories: private formal sector, private informal sector, and formal public sector. Eighty percent of Ghana's workforce is in the private informal sector. Ghana's private informal sector is primarily composed of women in poor working conditions (Ayentimi et al., 2021). In rural Ghana, there are fewer opportunities for employment due to the lack of human investment, especially in education, compared to urban Ghana (which is primarily in the South) (Amuakwa-Mensah et al., 2016). Therefore, many women are rural to urban migrants that are from the poorer regions of Northern Ghana and have migrated to the South to seek employment in domestic work. Additionally, some women and girls in this position use brokers to seek domestic work internationally (Awumbila et al., 2019).

Numerous women and girls who are in these positions have more constraints on their upward economic mobility because they are exploited. This is done by stripping them of their ethnic background, giving them jobs that don't pay well and/or have unethical work requirements or conditions, "trapping them" in the system (because the women and girls often

can't give up this source of money), and not making them knowledgeable of their rights and support systems (Awumbila et al., 2019).

However, not all women in the private informal sector pursue domestic work. There has been a trend of children of Ghanaian parents who received Western education having the desire to go to Ghana and pursue entrepreneurship in art, music, and fashion. These children establish businesses in Ghana such as jewelry stores giving most of them the opportunity to become a part of Ghana's upper class. Despite this, gender inequity persists because the women working in the informal business sector often got blamed in the late 1900s for the lack of economic development in Ghana with the state claiming that they are causing a spike in the price of goods leading to tariff barriers on trade (Bowles, 2013).

Women have also pursued occupations apart from domestic work and business. Particularly, after the 1950s, in North-West Ghana, more women pursued STEM (Science, Technology, Engineering, and Math) fields other than home science. However, it was uncommon for women to pursue a political career even though it was common for men to pursue political activities along with their job in teaching and/or as chief (Behrends & Lentz, 2012). This has led to a lack of policies that work to support women because they are underrepresented in the government (Ayentimi et al., 2021). Furthermore, when women do enter the workforce, the wage increase is higher for them compared to men at the start of their career but decreases faster. This shows that there is a gender pay gap that negatively affects women and that it is harder for women to move up the ladder or be promoted in certain jobs (Asravor, 2021).

**CONNECTION TO INTERVIEWS:**

- *Lacks of Ghanaian Secondary School Education System*

Despite the importance of education for social networking, increase in human capital, job obtainment, and in the development of Ghana, as described above, to Ghanaian students, education in Ghana is not effective. This is primarily the sentiment among students in or closer to the northern region of Ghana where educational activity is not as strong as in southern Ghana.

First, this can be attributed to the lack of support that students feel that they receive in school. Across all the schools, more students stated that their secondary school had a lack of mentoring compared to those who stated that their secondary school did have mentoring. Therefore, a majority of the students interviewed stated that they sought familial advice about school and their educational and occupational future. Because of this, students are limited to the knowledge that their familial network has in order to make future progress.

If students don't have those familial resources, then they are put at a disadvantage. Students from secondary schools in the central region and northern region of Ghana stated that they had uneducated parents who did not know much about the school system, so they were less engaged with faculty. Another student from QPHS, stated that since their parents were not educated, they only knew about doctors being a respectable profession. Apart from a lack of education, there can be a lack of familial involvement in school, especially for students residing in the North, due to in-migration. Students attending school in Fumbisi stated that their parents were not able to be as involved in their schoolwork and school activities because their parent had moved to the South to seek work.

By contrast, students in AGHS and PBHS, both single-gendered schools for girls and boys respectively, stated that their parents had high connections with faculty. A specific example

stems from the account of a boy at PBHS whose father and headmaster of the school are business partners. When students have this opportunity to have faculty that are close to their family, they have increased social capital which benefits students academically by receiving private lessons from teachers that have close relationships with families and economically by receiving discounts or extensions on school fees.

Second, students don't feel supported in school because they lack resources. In AGHS, an all-girls school, about two-thirds of the students reported having a lack of materials (textbooks, boards, furniture, tables, books, and classrooms/infrastructure), labs, assistance outside of the classroom, materials, mentoring, an orderly environment, libraries, temperature control in the facility, basic necessities, labs, and/or quality teachers. This can be compared to ASHS, a co-educational school, where about two-fifths of students stated that they lacked these resources. Students who attend FSH, in northern Ghana, had the greatest reporting of having a lack of materials. Specifically, students repeatedly expressed their need for books, the internet, and money as non-people mentoring resources. In terms of people mentoring resources, students stated that they need more career-oriented advice from professionals, and clubs (such as Cadet, sports, Debate, and Science & Math Groups).

Though Ghana has eliminated school fees, some schools still require students to pay for various materials, putting students who come from low SES families in a vulnerable state. Specifically, a student attending a secondary school in Nadowli stated that their parents had to give them money to pay for their uniform including tracksuits, cardigans, and neckties.

Lastly, students do not feel supported in school because they state that Ghanaian schools focus too heavily on technical learning rather than practical learning, especially for students attending the all-girls secondary school. This can be explained by the prevalence of women

doing domestic work or work related to home science in the private informal work sector

(Awumbila et al., 2019).

- *International education*

Due to the reasons stated above and value shifts from communal development to self development, according to the interviews, more students would prefer to get educated abroad (Behrends & Lentz, 2012). In fact, a student attending secondary school in Legon stated that he preferred that his children go to school abroad. Multiple students asked the interviewer for tips and help with out-migration. International schools that students mentioned included Harvard University, Massachusetts Institute of Technology (MIT), and Oxford University. Apart from the United States and Europe, a student from a school located in Nadowli stated that they wanted to study journalism in Korea.

Students who have family members who have already pursued education abroad or work abroad have more resources to navigate going abroad, due to social networking, for tertiary education compared to students from northern Ghana had the highest number of students stating that they had no relatives who had left Ghana.

- *Labor outcomes*

In addition to the need students feel to be educated internationally, many students stated that they also wanted to work abroad due to the lack of job opportunities in Ghana. However, according to the interviews, there is almost a 50/50 split between students who want to work abroad and students who want to work in Ghana. This split can be attributed to the dissonance between a lack of job opportunities in Ghana and the desire for students to contribute to the development of Ghana (Behrends and Lentz, 2012).

After World War II and the shift of many Ghanaians to self development and engagement in technology over industry, STEM fields grew in popularity (Bofah & Hannula, 2017). Students who attend secondary school in the Ashanti region of Ghana stated that at their school and other schools, pursuing home science or arts was looked down upon, and pursuing science was more respectable. This can be shown in the fact that the top two general fields that secondary students want to pursue were STEM-based (including engineering and medicine) and entrepreneurship based. On one hand, a majority of the students wanting to work in STEM came from an all-boys school in Southern Ghana. On another hand, a majority of the students wanting to work in entrepreneurship were tied between an all girls school and co-ed school both in the central region of Ghana. This pursuit at the all girls school can be connected to the growth of women in Ghana who get educated abroad and come back to Ghana to open up businesses (Bowles, 2013).

Despite this, Northern Ghana is not as technologically focused as Central and Southern Ghana. In secondary schools located in Northern Ghana, more students, than any other region, have parents who are farmers. Additionally, multiple students who attend school in northern Ghana indicated that they have relatives who have or that they have done galamsey work which is illegal mining in Ghana.

- *Variability in Student Experiences*

It is important that I acknowledge that a majority of the students interviewed still see the importance of school. In fact, about 70% of students interviewed stated that they were happy with about 46% of those students correlating their happiness with the fact that they get to continue school or with academic achievement. A student attending secondary school in Aburi stated that she was happy to go to school and not just for the education that she receives but for the community that she has there that she got to celebrate her birthday with. Therefore, the

educational pursuits and labor outcomes of secondary school students vary based on factors that affect the resources and mentalities that students have.

## **DISCUSSION AND CONCLUSION**

Economic growth is directly correlated with educational investment. Especially since globalization has also made having a competitive educational research system essential for countries to engage in the international economy (Bofah & Hannula, 2017). Additionally, education is correlated with higher household wealth and job attainment (Rolleston, 2011). Therefore, Ghana has been taking more of a priority towards improving its educational system.

While education attainment and quality have increased in Ghana, there are still inequities that persist. These inequalities can be seen in the differences in educational attainment and socioeconomic status of Northern and Southern Ghana (Behrends & Lentz, 2012). Northern Ghana is poorer than Southern Ghana and Northern Ghana has a slower progression toward education than Southern Ghana making it poorer (Bofah & Hannula, 2017). Additionally, mainstream studies state that females are less likely to be educated than males (Ayentimi et al., 2021). Furthermore when students are given the opportunity to be educated, they are often given subpar education due to a lack of material and social resources.

Due to these inequities, many Ghanaian students decide to pursue their tertiary education abroad primarily in Europe and North America (Bowles, 2013). When they go abroad, they experience benefits such as increased social networks and higher SES status attainment. When students finish their education and enter the workforce, many of them will enter Ghana's private informal sector which is primarily composed of women in poor working conditions. However,

outside of the informal sector, STEM and business fields have grown in popularity among students (Behrends & Lentz, 2012).

The interviews used in this writing were collected as a part of Professor Ivory's "African Futures Project" and contain personal accounts of the experiences of Ghanaian secondary students at schools across Ghana while highlighting the shortcomings of the Ghanaian secondary educational system including a lack of mentoring, inequities that come from familial resources, and lack of resources. Granted, there are limitations to the analysis that I did with the interviews. First, I only looked at the interviews for students in public schools so my sample size wasn't inclusive of private secondary schools. Second, I only analyzed one school that is ranked a tier B school or as a school that is selective but not the most selective or the least selective. Even for this school, I am still in the process of coding it so the results used in this paper only account for one-third of the interviews.

However, my results and content analysis aren't completely invalid due to my sample size because I looked at schools from the regions of Ghana (northern region, central region, and southern region). In conclusion, it is important that global attention be put on Ghana's education system because education is being globalized, and through the improvement of Ghana's education system, it will be economically competitive internationally.

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