

**SCHOOL OF GRADUATE STUDIES AND RESEARCH
GHANA INSTITUTE OF JOURNALISM**

**EXAMINING THE ELECTRONIC MEDIA AND THE PROMOTION OF
RIGHT-AGE ENROLMENT IN KINDERGARTEN IN THE GA WEST
MUNICIPALITY OF ACCRA**

BY

ALFRED CYRIL ANNUM

(MADC 19061)

**A DESERTATION SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES AND
RESEARCH, GHANA INSTITUTE OF JOURNALISM IN PARTIAL FULFILMENT OF
THE REQUIEMENTS FOR THE AWARD OF A MASTER OF ARTS (MA) DEGREE IN
DEVELOPMENT COMMUNICATION**

OCTOBER, 2020

CANDIDATE'S DECLARATION

This research project is my original work. It has not been presented for the award of any degree or assessment in part or whole. Where references are made, they have been duly acknowledged.

Candidate: Alfred Cyril ANNUM, Index Number: MADC 19061 (WEEKEND)



Candidate's Signature:
.....

Date:

SUPERVISOR'S CERTIFICATION

I hereby declare that the preparation of this dissertation was supervised by me in accordance with the guidelines of supervision of dissertation laid down by the School of Graduate Studies and Research, Ghana Institute of Journalism.



September 28, 2020

(Dr. Collins Adu-Bempah Brobbey)

Date

DEDICATION

This research project is dedicated to my wife, Trudy and our two daughters- Cheryl and Karen. To these beautiful women who suffered the brunt of my long absence from home- especially on weekends- I wish to convey to them that the pursuit of knowledge is a life-long process.

ACKNOWLEDGEMENTS

I wish to express my heartfelt gratitude to my supervisor, Dr. Collins Adu-Bempah Brobbey, Acting Dean, Graduate School and Research of the Ghana Institute of Journalism and Visiting Assistant Professor, United Nations University for Peace, Addis Ababa, Ethiopia for his guidance and constructive criticisms from the inception of this project to the very end.

I also acknowledge the support of the staff of UNICEF Ghana especially those at the Education Division and the Ghana Education Service (Basic Education Division), for sharing useful information regarding Right Age Enrolment in kindergarten.

Finally, I wish to appreciate the respondents of this study, who assisted immensely in the data collection at a challenging time such as this COVID-19 era.

TABLE OF CONTENTS

DECLARATION.....	ii
SUPERVISOR’S CERTIFICATION	iii
DEDICATION.....	iv
ACKNOWLEDGEMENTS	v
ACCONYMS	x
LIST OF TABLES AND FIGURES.....	xi
ABSTRACT.....	xv
CHAPTER ONE: GENERAL OVERVIEW AND BACKGROUND	Error! Bookmark not defined.
1.0 Introduction.....	1
1.1 Statement of Problem	3
1.2 Research Questions	Error! Bookmark not defined.
1.3 Research Objectives.....	Error! Bookmark not defined.
1.4 Scope of the study.....	Error! Bookmark not defined.
1.5 Significance of the Study	Error! Bookmark not defined.
1.6 Chaptalization	6
CHAPTER TWO: LITERATURE REVIEW.....	Error! Bookmark not defined.
2.0 Introduction.....	Error! Bookmark not defined.

2.1 Key Concepts of the Study	8
2.1.1 Concept of Human Development.....	8
2.1.2 Right-Age Enrolment Concept	10
2.1.3 Communication for Development Concept	12
2.2 Theoretical Foundation	14
2.3 Empirical Review	16
2.3.1 Parents Attitude Towards Pre-primary Education	16
2.4.2 Parents Economic Background & Enrolment.....	17
2.4.3 Right Age of Child to begin Pre-Primary Education	18
2.4.4 Parents Souce of Information about Pre-school	19
2.4.5 Summary of Literature Review	19
CHAPTER 3: RESEARCH METHODOLOGY	21
3.0 Introduction.....	21
3.1 Research Design	21
3.2 Variables	22
3.3 Information Gathering	22
3.4 Location of the Study.....	22
3.5 Target Population	23
3.6 Sampling Technique and Sample Size	23
3.6.1 Sampling Technique	23

3.6.2 Sample Size	24
3.7.1 Survey Questionnaire	26
3.8 Pilot Study.....	26
3.9 Validity	26
3.10 Reliability.....	27
3.11 Data Collection Techniques	27
3.12 Data Analysis.....	28
3.13 Logistical & Etical Considerations.....	28
3.1.14 Limitations.....	28
CHAPTER FOUR: DATA ANALYSIS & INTERPRETATION	30
4.1 Analysis of Key Findings	31
4.1.1 Motherhood/Care-giving.....	31
4.1.2 Age of Respondents	32
4.1.3 Levels of Education.....	33
4.1.4 Marital Status.....	35
4.1.5 Languages Spoken and Understood.....	36
4.1.6 Knowledge of Kindergaren Education.....	37
4.1.7 Children in Kindergarten.....	38
4.1.8 Reasons for Enrolling Child in Kindergarten.....	39
4.1.9 Reasons for Not Enrolling in Kindergarten	41

4.1.10 Relationship Between Age of Child and Preschool Class.....	42
4.1.11 Kindergarten Messages Seen/Heard	44
4.1.12 Source of Messages About Kindergarten Education	44
4.1.13 Language of Message Seen/Heard	45
4.1.14 Message Comprehension	46
4.1.15 Messages Seen/Heard on Kindergarten Enrolment.....	47
4.1.16 Message Persuasion	49
4.1.17 How Messages Influenced Respondents	51
4.1.18 Any Different Actions Taken?	50
4.1.19 Different Actions Taken	52
4.1.20 Reasons for Non Action	54
5.0 CHAPTER FIVE: DISCUSSIONS OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS.....	Error! Bookmark not defined.5
5.0 Introduction.....	Error! Bookmark not defined.5
5.1 Summary of Key Findings	Error! Bookmark not defined.5
5.1.2 What is the Role of Electronic Media in Right Age Enrolment?	56
5.1.3 Electronic Media a Catalytic Agent in Right Age Enrolment	58
5.1.4 Electronic Media Facilitates Enrolment at the Right Age in Kindergarten.....	59
5.2 Conclusions and Recommendations	62
Bibliography	64

!Unexpected End of

Formula.....66

ACRONYMS

AIDA: Attention, Interest, Desire Action

COVID-19: Corona Virus Disease 2019

ECD: Early Childhood Development

ECCD: Early Childhood Care & Development

ECDE: Early Childhood Development Education

EMIS: Education Management Information System

FCUBE: Free Compulsory Universal Basic Education

GDP: Gross Domestic Product

GOG: Government of Ghana

KG: Kindergarten

SBCC: Social & Behaviour Change Communication

SDG: Sustainable Development Goal

SPSS: Statistical Package for the Social Sciences

UNICEF: United Nations Children’s Fund

USAID: United States Agency for International Development

LIST OF TABLES

4.1.1: Motherhood/Care-giving.....	31
4.1.2: Age of Respondents.....	32
4.1.3: Levels of Education.....	33
4.1.4: Marital Status.....	35
4.1.5: Language Spoken and Understood.....	36
4.1.6: Knowledge of Kindergarten Education.....	37
4.1.7: Children in kindergarten.....	38
4.1.8: Reasons for Enrolling in kindergarten.....	39
4.1.9: Reasons for Not Enrolling in kindergarten.....	41
4.1.10: Age of Child versus Preschool Class.....	42
4.1.11: Kindergarten Messages Seen/Heard.....	44
4.1.12: Source of Messages about Kindergarten Education.....	44
4.1.13: Language of Message Seen/Heard.....	45
4.1.14: Message Comprehension.....	46
4.1.15: Messages Heard/Seen on Kindergarten Enrolment.....	47

4.1.16: Message Persuasion.....	49
4.1.17: How Messages Influenced Respondents.....	51
4.1.18: Any Different Actions Taken?.....	51
4.1.19: Different Actions Taken.....	53
4.1.20: Reasons for Non Action.....	55

LIST OF FIGURES

Figure 1: Age Distribution.....	33
Figure 2: Educational Attainments.....	34
Figure 3: Language Proficiency.....	37
Figure 4: Children’s Enrolment in KG.....	39
Figure 5: Reasons for Enrolling Child in KG.....	40
Figure 6: Age and Corresponding Class.....	43
Figure 7: Message Comprehension.....	47
Figure 8: Key Messages Seen/Heard.....	48
Figure 9: Message Persuasion.....	50
Figure 10: Reasons for Actions Taken.....	53

ABSTRACT

The study appraises the role of the electronic media in the promotion of right-age enrolment in kindergarten in the Ga West District of the Greater Accra Region of Ghana. The study employed the quantitative approach, using questionnaires as an instrument to elicit information from the respondents. The data was analyzed using SPSS software programme. The findings from the analysis of the data gathered show that though several factors contributed to parents' enrolment of children in kindergarten, the role of the Electronic Media- specifically Television and radio in promoting right age enrolment in kindergarten is significant. The findings further revealed that there is high enrolment rate of children in kindergarten in the sampled municipality. The key factors for this high number include the agenda-setting and persuasive nature of the electronic media, and the level of importance parents place on kindergarten education. Despite the high numbers of child enrolment, some of the enrolled children are not in age-appropriate classes. Based on the above findings, the study concludes that the electronic media, which are the harbingers of change in the Ga West Municipality, have done well in creating awareness and stimulating parental enrolment of their children but there is the need for other interventions to ensure that these children are properly placed in their respective pre-school classes indexed to their ages. The study therefore recommends among others that the use of the electronic media in driving enrolment at the pre-primary level should not be a one-off campaign but a periodic activity especially during the start of the new school year. The society generally and community influencers and opinion leaders should help sensitize parents to enable them send their children to kindergarten at the right age. To this end, faith-based organizations and metropolitan, municipal and district assemblies as well as

non-governmental organizations in the educational sector, should lead this charge. School authorities must also consider organizing Open Days for parents to serve as parental reminders whilst teachers and school heads must ensure that the children are appropriately placed in their classes when they enrolled. Finally, other channels of mass communication media- such as print, digital, Out-of-Home and community activations should be massively used to promote right-age enrolment in KG, not only in Ga West, but in the entire country.

Keywords: Electronic Media; Promotion of Kindergarten Education; Right-Age Enrolment; Ga West District; Accra

CHAPTER 1

GENERAL OVERVIEW AND BACKGROUND TO THE STUDY

1.0. Introduction

Every country's most treasured resource is its children. Without them, there is no future. Between the ages of 3 and 6, children have more than 85 percent of their brain already formed. These early years provide a critical window of opportunity for girls and boys to build the foundations of learning and develop skills that can help them succeed in school and over the course of their lives. Quality early childhood education triggers this cycle in motion. Children who fall behind at a young age often never catch up with their peers, perpetrating cycles of underachievement and high drop-out rates that continue to harm vulnerable children into their youth (A World Ready to Learn: Prioritizing Quality Early Childhood Education-UNICEF Global Report, p.4, April 2019).

Since independence, governments of Ghana have shown commitments towards achievement of universal primary education through various policy directives and interventions. Notable examples in recent times are: Education Strategy Plan (2010-2020), Growth and Poverty Reduction Strategy, Free Compulsory Universal Basic Education (FCUBE) Programme and the 1992 Constitution of Ghana. Other strategies include the Capitation Grant, (school fee abolition), expansion of Early Childhood Development Services, promotion of measures to improve Gender Parity in primary schools and the introduction of Nutrition and School Feeding programmes (Adamu-Issa, M. Elden, L. Forson, M & Schroef, T, 2007). Despite these commitments, a key challenge for Ghana's education sector is ensuring that, all children of school going age enrol at the right age of four in Kindergarten and have uninterrupted basic

level education. According to the Lancet Medical Series (2016), when learning starts at the right age of four years, achievement and attainment are greater in primary school and beyond. In Ghana, over 390,000 Kindergarten children are out of school during these vital years of their lives; and about 600,000 children enrolled in Kindergarten were of primary school age (over/under age, EMIS 2016-2017). Ghana faces a shared challenge to ensure that all 4 year olds- including those with special needs- enrol in kindergarten for a better future. Against this backdrop, the Ghana Education Service and UNICEF with the collaboration of key stakeholders in education development came out with a 4 year Social and Behaviour Change Strategy (SBCC) aimed at addressing the challenges at Ghana's basic education level in 2016. The SBCC focuses on two major intervention areas: (i) ensuring that all children of school-going age start Kindergarten at age four (ii) ensuring that all pupils are retained in school until they complete at least basic education. Building on these developments, the Ministry of Education and Ghana Education Service in collaboration with UNICEF and USAID embarked on a Communication for Development initiative which included the employment of a mass media campaign across Ghana to inform Ghanaians of the benefits of Right Age Enrolment and to encourage participation, in 2019. The campaign involved Television, radio, press and billboard advertising as well as Below-The-Line activities such as the distribution of leaflets and community engagement activations. At the back of this campaign, this study seeks to examine the role of the Electronic Media (ie. Television and Radio) in creating awareness and buy-in of the Right-Age Enrolment messages among parents with young children especially in peri-urban area of Ga West Municipality (ie. Amasaman and its environs).

1.1. Statement of Problem

The importance of enrolling children in Kindergarten at the right age of four years cannot be over-emphasized. Internationally, increasing enrolment in preschool is generally lauded as a successful development, as research has shown that access to preprimary education has significant positive impacts on children's later educational and other life outcomes (Rao et al, 2016). However, with 390,000 Ghanaian kindergarten children out of school, and about 600,000 children enrolled in kindergarten but of primary school age (EMIS 2016-2017), opportunities for these children to reach their full potential is compromised. This prevailing challenge is a call to action for Ghanaian parents and care-givers to cease the opportunity to invest in this critical early start, by enrolling their children in Kindergarten at age four.

Whereas a plethora of literature exist on pre-primary education internationally, there is very limited literature on the factors that influence parents' enrolment in kindergarten in Ghana. In Australia, a study on Preschool participation among indigenous children, (Hewitt and Walter, 2016) posited that children of lone parents, low employment and lower income families are less likely than their counterparts to attend preschool. Kihia (2017) also cited parents' attitude towards Early Childhood Development Education (ECDE), parents' economic background, teachers' qualifications and influence of Feeding Programmes as some of the determinants of Pre-school Enrollment in selected preschools in Kenya. Brunette, et. al, (2017) also explored among others, the sources of information about pre-primary education in Kumi and Mbale, both in Uganda among parents. According to the study, many parents received information from schools and neighbours about preprimary education for their children more than from the electronic media. These findings suggest that the frequency of Television and radio as a source

of information in both districts was low. Kabay, Wolf and Yoshikama also studied Parental Perceptions of Early Childhood Education in Urbanizing Ghana, (*International Journal of Educational Development*, 57, 2017, p. 44-53). Among the key findings is the fact that majority of parents considered financial concerns as a primary determinant of when their child would enrol in school. In another study, Asemah, Edegoh and Olumuji (2013), appraised the role of the mass media in promoting girl-child education in the Jos Metropolitan Local Government Area of Nigeria, and concluded that girl-child education is not given due recognition since the media which are the agents of social change is used minimally and therefore did not fare well in creating awareness about girl-child education.

While many scholars as well as studies conducted by international institutions that deal with child welfare have drawn linkages between quality pre-primary education and the positive transformation in learning outcomes throughout a child's lifetime, understanding the specific role of the electronic media in promoting children's preschool participation is hampered by a paucity of research. This study argues that there is a linkage between awareness and uptake of right-age enrolment in kindergarten messages and the mass media and therefore there is a knowledge gap within the literatures on early childhood education. This study aims to fill this gap while simultaneously contributing to the extensive body of literature by looking critically at the degree at which the electronic media (ie. Television and radio) helps in the decision making process of parents and care givers when it comes to Right Age Enrolment in Kindergarten.

1.2 Research Questions

1. Does the Electronic Media play any role in promoting Right-Age Enrolment in Kindergarten?

If it does what role does it play?

2. Is the Electronic Media a catalytic agent in Right-Age Enrolment in Kindergarten? Why do you think it is?

3. Suffice to say that Electronic Media facilitates enrolment at the right age in kindergarten, in reality how does it do it?

These are frequently asked questions and which will help to establish the reason d'etre of this study or help us reach the heart of the problem under consideration.

1.3 Research Objectives

This study has two-fold objectives, broad and specific. Broadly speaking this study investigates the extent to which Electronic Media (ie. Television and Radio) promotes right-age enrolment in kindergarten especially in peri-urban Accra-using the Ga West Municipality as a case study.

However, specifically, it sought to:

1. Identify the specific media channels that are useful and helpful in the promotion of right-age enrolment in kindergarten
2. Examine the message(s) or information sent by electronic media to persuade or convince the Target Audience to adopt or participate in right age enrolment in kindergarten
3. Ascertain and analyze the involvement of the electronic media in promoting right-age enrolment in kindergarten.

1.4 Scope of the Study

The population under investigation are parents with children aged below 5 years in Ghana. These are typically parents whose children are not yet enrolled in school at all or not enrolled at the right age. Since the Right Age problem is most prevalent in peri-urban and rural locations, a community that fits this description and yet not far from the capital city will be selected purposively for the study. This study will focus on advertising campaigns in the Electronic Media (ie. Television and Radio) relative to Right Age Enrolment in Kindergarten.

1.5 Significance of the Study

The study seeks to inform development agents in Ghana and Non-Governmental Organizations about elements to be considered in society in the implementation of development programmes and to make appropriate media choices for effective social change.

From the findings of the study, Development Agents, Development Communication Consultants, Project Managers, Media Owners, Marketing Communications Agencies and students may add to their body of knowledge in the effective use of electronic media for social mobilization. The outcome of the study may also contribute to community development initiatives, especially as it relates to Early Childhood Education.

1.6 Chaptalization of the Study

This study is structured into five chapters. Chapter one deals with the background, statement of problem, objectives and research questions, scope of the study, significance of the study and Chaptalization of the study. Chapter Two deals with introduction, theoretical foundation, review of related and relevant literature, assumptions, conceptual definitions of terms,

operational definitions of concepts and importance of the study. Chapter Three provides the methodology, methods, research design, population, sampling technique and sample frame and size, sources of data collection and data collection instruments and techniques of data analysis. Chapter Four provides the analysis and interpretation of key findings, while Chapter Five summarizes the key findings, draw conclusions and makes recommendations.

CHAPTER 2

LITERATURE REVIEW

2.0 Introduction

In order to develop theoretical insights that might enhance the understanding of Early Childhood Development participation, it was necessary to do a literature review. The literature review aims at bringing out existing knowledge relative to pre-school enrollment, unearth what is still not known about the determinants of children's enrollment in kindergarten in the Ga West Municipality of the Greater Accra Region. This review is in three parts: The first part looks at the key underlying concepts in order to contextualize the study. The second part of the review examines the theoretical framework and the third part examines relevant previous work and documents the results of other studies that are closely related to the proposed research work. The review was done on a number of literature resources. These sources included books and journal articles from the Ghana Institute of Journalism School of Graduate Studies and Research. The other literature sources included academic articles from the Internet, and government and donor partner policy documents on Right Age Enrolment in Kindergarten.

2.1 Key Concepts of the Study

2.1.1 Concept of Human Development

As a Development Communication student, the concept of development is an integral part of this study- and more importantly, Human Development. "Development" has been defined and explained in a multiplicity of ways by various scholars. It is generally acknowledged as a broad concept. To this end, it involves economic, social, political and human perspectives. However, the fulcrum upon which the first three concepts hinge on is Human development. Economic

growth may bring material gain to the people but development is much about enrichment of the lives of all the people in society (Edwards 1993:80). Amartya Sen buttressed this point when he posited that there is no automatic relationship between the rate of economic growth and improvement in life expectancy or literacy. Sri Lanka for instance have less per capita Gross Domestic Product (GDP) than Brazil and yet it is far better in terms of higher education, life expectancy, and health. (Sen, *Development: Which way now?* 1993).

Again, Cuba, a low income country, performs far above many rich countries in terms of life expectancy and healthcare services (Telesurvtv, 2015). Development is a qualitative change, which entails changes in the structure of the economy, social environment and political disposition. The overall object of national development is human development, the purpose of which is to enlarge people's choices for greater access to knowledge; better nutrition and health services, more secure livelihoods; security against crime and physical violence; political and cultural freedoms; and a sense of participation in community activities (Khalid et al, 2015).

Moreover, an important strategy in the Ghanaian developmental context is the development of the human potential, spearheaded by education. According to the Ghana Education Service, Education is a key tool for the rapid development of any nation and must therefore receive premium attention in national planning efforts. Education empowers citizens with knowledge, skills and the ability to among other benefits fight poverty, prevent diseases, make informed choices in good governance and survive in a fast changing technology-based globalized world (Social and Behaviour Change Communication Strategy for Improving Quality and Access to Basic Education, 2016, p.9). This position is in line with the universal right to education which

is recognized by the United Nations. This is further demonstrated through its inclusion in Sustainable Development Goals (SDGs). SDG 4 (Target 2) enjoins governments to ensure that by 2030, all girls and boys have access to quality early childhood development, care and pre-primary education.

2.1.2 Right Age Enrolment Concept

In Ghana for instance, many parents consider a number of developmental milestones before sending their children to pre-school. These include end of breastfeeding, the ability to talk, general health etc. (Kabay et al., 2017). This is the paradigm that the Ghana Education Service wants to change. *Right Age Enrolment* is the age at which a child is enrolled for basic education, ie. starts Kindergarten at age 4 and Primary Class One at age 6 (Ghana Education Service, SBCC for Improving Quality and Access to Basic Education, 2016, p.6). The Right-Age Enrolment concept is an integral component of Early Childhood Development which refers to all the essential policies and programmes required to support the healthy development of children from birth to eight years of age (UNICEF Global Report on Early Childhood Education, 2019).

Meanwhile, across the developing world, investing in children's learning and well-being in the early years is a growing phenomenon. Currently, 175 million children of pre-primary age are not enrolled in school (A World Ready to Learn: Prioritizing quality early childhood education-UNICEF Global Report on Pre-Primary Education, 2019, p. 8). Nevertheless, good early childhood care and education has a significant and positive impact on children from disadvantaged groups, making it a sound and equitable investment linking it to long term

positive impacts on education outcomes. In Ghana, access to basic education for all school age children is a human right guaranteed by the 1992 Constitution (GOG, 1992). Realizing the important role early childhood plays in the formative years of an individual, the Government of Ghana's policy on Early Childhood Care and Development (ECCD) has included two years of Kindergarten, as part of its commitment to Free, Compulsory, Universal, Basic Education (FCUBE).

It is important to know that since 2000, Ghana has actively worked towards universal access to pre-primary education and currently boasts of gross enrolment of 1.8 million and achievement of gender parity in Kindergarten. (EMIS 2018-2019). Despite high gross enrolments, age-appropriate enrolment remains a challenge. A large majority of children between 4 and 5 years- who should be in Kindergarten are not; More than 390,000 Ghanaian kindergarten of preprimary age are still not enrolled in kindergarten and disparities still exist among poor families and rural communities (EMIS 2016-2017).

Furthermore, developing countries including Ghana for instance, with high numbers of children not in pre-primary education are missing a critical investment opportunity and are at risk of suffering deep inequalities from the start. The Ministry of Education and Ghana Education Service are progressively financing, to equitably expand access and ensure high quality Early Childhood Development (ECD) services to the door step of all children. Efforts have been made and 1,171 Kindergarten model schools are under construction in phased approach, with over 100 completed, new pre-service play-based curriculum framework have been completed for tutors from Colleges of Education and Kindergarten teachers to improve

school readiness respectively. A further collaboration with Development Partners including UNICEF, other Non-Governmental Organizations and stakeholders in the Early Childhood Education space have been adopted with a focus on systems strengthening to deliver results in the classroom and at scale. In 2017, additional efforts were made to promote school readiness and early learning benefitting parents and other stakeholders and the provision of platforms for the populace to discuss issues of Right-Age Enrolment.

More so, this crusade was undertaken by UNICEF using Inter-Personal Approach where a network of over 8,800 stakeholder groups were reached to advocate for improved Right Age Enrolment, inclusion, retention and completion through their respective networks in 20 districts (UNICEF, Right Age Enrolment Brief, 2018, p.16). Having completed the Inter-personal campaign, a major mass media campaign aimed at sensitizing parents on the need to enroll all 4 year olds in Kindergarten, including those with special needs was embarked upon by UNICEF in collaboration with the Ministry of Education, Ghana Education Service and United States Agency for International Development (USAID) across Ghana in 2019.

From the foregoing, one may have reason to conclude that Right Age Enrolment is about enrolling all 4 year olds including those with special needs for a better future.

2.1.3 Communication for Development Concept

Development is neither a simple nor straight forward linear process. It is a multidimensional exercise that seeks to transform society by addressing the entire complex interwoven strands, living in pulses which are part of an organic whole (Haqqani, 2003 as cited by Khalid et. al, 2015). Where the media comes in development process is through what is generally referred

to as “development communication”. This is the type of communication which is consciously packaged by the sender such that the message content or the information sent could persuade, encourage or convince the receiver or target audience to adopt an attitude and participate in actualizing a development plan or goal. At certain instances, the message sent aims at making the target audience adopt a positive attitudinal change towards a development purpose. Development Communication has been engaged in finding a niche in the efforts to tackle the formidable problems of underdevelopment and marginalization of millions of people and thousands of communities worldwide through a process of directed social change (Khalid, Ahmed & Mufti, 2015, p. 48).

For example, most African countries-including Ghana- have numerous challenges of development not least of all are poor access to education, poverty and health, inadequate infrastructure, poor social services, gender inequality, etc. and that is why the idea of using the mass media to mobilize around development issues has always been considered attractive.

Khalid et al., (2015:53) argues that the positive role of the mass media has been recognized in third world countries because information dissemination plays a key role in bringing about social change among the receivers. Besides being a powerful news gathering and news disseminating platform, media is an institution with deep social foundation. A relationship of reciprocity between media and society lends it the strength it enjoys. Whether print or electronic, the appeal of the media is “massive and profound”.

Effective use of mass media in Ghana has a multiplicity of benefits in so far as development is concerned: potentially it can increase public understanding of the goals of development

programmes, drive public support for development programmes as well as help people function better in their respective communities. Considering that education is a critical tool for the rapid development of any nation, media effectiveness is crucial in driving awareness and uptake of key and supporting messages on Right Age Enrolment at Basic Education level across all target groups.

2.2 Theoretical Foundation

Theories are very useful tools that help us accomplish many such important outcomes as: organize our thoughts and ideas about the world, generate and explain relationships and interrelationships among individuals, groups and entities, improve our predictions and expectations about people, groups and organizations and achieve better understanding of the world (Hambrick, 2007). As a principle therefore, theories underpinning this study will be reviewed to examine their relevance and to give guidance towards responding to the research problem stated in Chapter 1 of the research design.

For the purpose of this study and to elucidate reader's comprehensibility of the nuances and trajectories of kindergarten education, the following theories will be examined- Agenda Setting Theory, Diffusion of Innovation Theory and the AIDA Communication Theory.

The Agenda-Setting Theory which was proposed by Maxwell McCombs and Donald L. Shaw in 1972-73 assumes that the Media sets agenda for the public to follow. The theory holds that mass media can influence the audience's thinking and directly or indirectly contribute to the forming of the audience's opinions. The roles of media in national development lie in their capacity to teach, manipulate, sensitize and mobilize people through information

dissemination- (Ucheanya, 2003 as cited by Chineye Nwabueze). In line with the Agenda Setting Theory, the media charts a course for the public by creating in the minds of the people, issues that would be viewed as priority issues including development programmes and policies- (Nwabueze, 2005). The foregoing implies that the media plays a significant role in the socialization of its members, namely their attitudes, preferences and mannerisms. Consequently, as noted by Folarin (1998), Agenda Setting Theory implies that the media pre-determines what issues are regarded as important at any given time in a given society.

The Agenda Setting Theory is relevant to this study in that, the thoughts of people within a society is fueled by the information conveyed to them through the media. Thus by bringing information about Right Age Enrolment on to the front burner in 2019, the media was able to set the agenda for parents and care-givers with children under five years and the nation at large. Whilst it is a theoretical fact that the media does set the agenda for society, the adoption of a new idea or behaviour is a gradual process.

The Diffusion of Innovation Theory, for instance was developed by Rogers, (2003), seeks to explain how, over time, an idea or product gains momentum and diffuses (or spreads) through a specific population or social system. The overarching premise of this theory is that change occurs over time and is dependent on five key factors, namely- Awareness, Knowledge and Interest, Decision, Trial or Implementation, Confirmation or Rejection of the behaviour. Rogers identifies five subgroups on the basis of the audience's characteristics and propensity to accept and adopt innovation. These are, Innovators, Early Adopters, Early Majority, Late Majority and Laggards.

Moreover, the Diffusion of Innovation Theory is relevant to the study in that it is important to identify which category people fall in to know how to communicate and engage them. In between these theories is the AIDA Communication Theory. The abbreviation AIDA stands for Attention, Interest, Desire and Action. The AIDA Model (also called the ‘hierarchy of effects’ model) was formulated by Elmo St. J. Lewis. These are the four stages that a consumer goes through when watching or viewing an advertisement.

And hence Lewis argues that first and foremost, the role of an advertisement is to attract the customers. Once an advertisement grabs attention, it has to invoke interest towards the product in the minds of the consumers. After creating an interest, the communication has to bring desire in consumers’ mind to use the product or service and finally the consumer has to take a favorable action towards the product by ultimately purchasing the product or taking a favourable action. This model is relevant to the study in that it helps to shed light on the ‘hierarchical effects’ of the Electronic Media- especially Television- in the enrolment at the right age in kindergarten.

2.3 Empirical Review

Several factors have been identified as influencing pre-school participation in general.

2.3.1 Parents Attitude towards Pre-Primary Education

In the context of this study, parental attitude is defined as the level of importance parents and caregivers place on preschool or kindergarten education and how this attitude impacts child enrollment. In their International Development Working Paper, Repetition of Primary 1 and Pre-primary Education in Uganda, Brunette, et al (2017) noted that in the districts of Mbale

and Kumi, in Uganda, many parents perceived access to pre-primary education as a means for children to get a head start in gaining foundational academic knowledge. Similarly, Kabay et al. (2017) as cited by Bidwel, et al. (2014) advanced that majority of caregivers of young children in Ashaiman, Ghana viewed preschools primarily as educational establishments as opposed to child centers and were therefore motivated to send their children to preschool. On the other hand, Asemah et al., (2013) were of the view that when it comes to girl-child education in Jos, Nigeria, most parents are scared of sending their children to school in distant places and would rather keep them at home. Hewitt and Walter (2014), re-echoed Asemah et al (2013) when they argued that remoteness of preschool influenced participation negatively among indigenous children in Australia.

2.3.2 Parents Economic Background and Enrollment in Preprimary

In Australia, where preprimary school is non-compulsory but has become a social norm, 88% of indigenous children in remote areas were enrolled in preschool in 2014- up around 55% in 2006 (Australian Bureau of Statistics, as cited by Hewitt and Walter 2014). The same study found that household income of indigenous Australians was not significantly associated with preschool attendance. Kabay, Wolf and Yosikawa (2017) conducted a similar study on Parental Perceptions of Early Childhood Education in Urbanizing Ghana. This study however disclosed that majority of parents mentioned financial concerns as a primary determinant of when their child would enrol in school. Similarly, an overwhelming majority of parents (83%) in the Ugandan districts of Mbale and Kumi, who did not send their children to preprimary school cited the inability to pay for it as the key reason for the decision (Brunette, et al., 2017). It is

essential to note that the Government of Uganda does not offer free preprimary education so families must seek a non-state provider at their own expense.

2.3.3 Right Age of Child to begin Pre-Primary Education

Although age is possibly an important determinant of school readiness, some scholars have argued that the presence of ‘physical and motor development, social and emotional development, approaches towards learning, language, cognition, and general knowledge’ is what matters (Wesley and Buysse 2003, 352). As a result, children should not enter school until they have developed these critical skills (Datar 2006). Kabay, Wolf and Yoshikawa (2017) in their study, found that a number of developmental milestones were mentioned as the appropriate age to begin preprimary.

For instance, these include the end of breastfeeding, the ability to talk and general health. The overarching notion from this study is that, parents believed that enrolling in school at a young age enables children “to pick things very quickly.” Brunette et al., (2017) also disclosed that approximately 70% of parents believed that children 3–4 years of age are ready to start preprimary education. The current policy of the Ghana Education Service as spelt out in their Strategy for Improving Quality and Access to Basic Education, (2016-2020), is that the “Right Age” for enrolment of children in school is for every child of school age to start kindergarten at age four and progress to Primary Class One by age six.

2.3.4 Parents' Source of Information about Preschool

Various sources of information about preschool education influenced parents in varying degrees in the literature reviewed. According to Brunette et al., (2017), parents' expectations for pre-primary learning are based on their observations of others (36% of respondents in Mbale and 31% in Kumi). Parents also form their expectations of pre-primary education from reflecting on their own experience attending pre-primary school (37% in Mbale compared with 12% in Kumi). In Kumi, many parents also received information from schools and neighbors, whilst the frequency of TV and radio as a source of information in both districts was low. Asemah, Edegoh and Olumuji (2013), in their Assessment of the Mass Media as Tools for Promoting Girl-Child Education in Jos Metropolis, acknowledges that, though certain challenges such as poverty, early marriage, sexual abuse, sexual violence, religion, culture, and illiteracy confront the girl-child in terms of education, the media have a crucial role to play in the promotion of girl- child education, but the extent to which the media are used in doing this is to a very minimal extent.

2.3.5 Summary of Literature Review

The literature reviewed has brought into sharp focus the factors that contribute to pre-primary education in both developed and developing countries. Key among these factors are varying parental attitudes, economic status of parents, the right age of enrolling a child in preprimary school and the sources of parental information that motivates enrolment.

The reviewed literature suggests the accent that parents put on pre-primary education vary significantly. Whilst preprimary education is seen as providing a "head start" for children by some parents, remoteness of the school from the house and security issues may prove to be

solid barriers that negatively affect a parent's decision to send a child to school. Parents with financial challenges may also not be able to afford pre-school education for their children- especially in places where government subsidy or waivers are unavailable. Reviewed literature also suggests that the "right age" for parents to send their children to school is not specific and depends on a myriad of criteria. Again, parents depend on several sources of information to make that critical decision to send their wards to preschool.

The literature review reveals that studies similar to the current study have not been carried out in both Ghana and in the other jurisdictions. The closest study- Role of the media in promoting girl-child education in Jos Metropolis (Asemah et al., 2013), is not kindergarten-specific and also limited by gender. Furthermore, with the exception of Kabay et. al (2017), all the other studies reviewed may not be applicable to Ghana as a result of cultural and policy differences. There is therefore a felt need to fill the gap by assessing the role of the electronic media in the promotion of right age enrolment in kindergarten in Ghana.

CHAPTER 3

METHODOLOGY

3.0 Introduction

In this section, the methodological approaches used in order to answer the research objectives are discussed along with the rationale for the choice of the appropriate methodology and sampling procedures. The research design, target population, sampling technique and sample size, research instruments and data collection techniques will be discussed.

3.1 Research Design

The two research approaches available are the qualitative and quantitative approaches. The quantitative has its main goal of using numbers and statistics and seeks to quantify the issues by the use of statistical tools and analysis. Qualitative approaches on the other hand, provides understanding of the issues within the context of the study (Creswell, 2003). A research design specifies the details and the approach to implementing the research (Malhotra, 2010). Saunders et al, (2009) also argues that, there is no unique way of doing research as the best research is designed based on the given objectives. This position was reiterated by Yin (1994) who also believes that the most important condition for differentiating among various research strategies is identifying the research question being asked. Saunders et al, (2009) went further to suggest three types of research designs namely exploratory, descriptive and explanatory and noted that based on the objectives of any study, it is possible to have a combination of designs

3.2 Variables

The independent variables of the study were parents' attitudes, parents' economic background, and sources of information about preprimary education. Enrollment of children in pre-schools was the dependent variable. Parents' attitudes towards pre-school education was measured by gauging parents' perceived importance of pre-school education. Parents' economic background was established by looking at level of income and household income. Awareness of right age enrolment to be measured via their sources of information.

3.3 Information gathering

The study will employ a quantitative approach to answer the survey questions. This is because the nature of the issues being investigated are best handled quantitatively as this also affords the researcher the opportunity to generalize the findings to the wider population.

3.4 Location of the Study

The Ga West Municipal district with its capital Amasaman will be divided in to 4 parts- East, West, South, North. This is to enable the researcher allocate equal importance to all parts of the Amasaman community and ensure that all areas have an equal opportunity to be included. The motivation to choose Ga West was also due to its proximity to Accra with its cosmopolitan nature which makes it possible to reach a diverse group of respondents. It must also be noted that the endemic regions with regards to Right Age Enrolment of kindergarten education was mostly rural and deprived communities. Pockets of such characteristics are present in certain urban areas. The selected location provides the best opportunity to investigate the problem. It must also be noted that data from the GES on school enrollment served as a basis for sampling in the desired location.

After the areas are selected, the researcher will select a starting point during data collection and apply the random route walk using the right hand rule, and jumping 3 households in the case of densely populated areas or 5 in the case of sparsely populated locations.

3.5 Target Population

The target population will be the Ga West Municipality. Within each selected household, women aged 15 to 59 years who are mothers or caregivers with children between the ages 4 and 10 years will be selected to be interviewed.

3.6 Sampling Techniques and Sample Size

This section shows how the sampling will be carried out in order to achieve a representative coverage of the target population.

3.6.1 Sampling Techniques

Sampling techniques help to select the desired respondents for a study. In sampling there is the need to strike a balance between cost and accuracy of the results. Two ways of sampling available for researchers are probability sampling and non-probability sampling. Probability sampling gives each member of the target population an equal chance of being included in the sample, thus minimizing the chance that the sample will include a disproportionate number of individuals from a particular sub-group (Malhotra, 2010). In the choice of sampling, the more diversified and heterogeneous the population is, the greater the need to assure representativeness through probability sampling. The random sampling technique is more appropriate as it reduces bias, allows for calculation of sampling errors, confidence intervals and is theoretically sound and, also permits the generalization of results while also ensuring external validity.

3.6.2 Sample Size

The total population of research locality, the Ga West Municipality is 219,788 according to the Ghana 2010 Population Census. This is made up of 107,742 males and 112,046 females. The sample for this study however will be taken from Amasaman which is the capital of the Ga West Municipality. For this study we will draw the sample from females between ages 15-64 years which is a universe of 72,100 females. This study will however be focused within the Amasaman area.

Usually, if a complex analysis such as a multivariate analysis is required, the sample size needs to be large in order to generate sufficiently reliable results. For factor analysis, it is required that we have a minimum sample of 100 respondents (Hair et al., 2006;).

According to Daniel (1999), if the proportion is larger than 5% ($n/N > 0.05$) with a finite population, the following formula is appropriate.

$$n' = \frac{NZ^2P(1 - P)}{d^2(N - 1) + Z^2P(1 - P)}$$

Where, n' = sample size with finite population,

N = Population size, 72,100

Z = Z statistic for a level of confidence, 5% CI= 1.96

P = Expected proportion (in proportion of one), 50%, and

d = Precision (in proportion of one). 0.05

Now using this formula at 5% confidence interval produces the results below:

Sample Size determination	
Total Population	72,100
Error Margin	5%
Confidence Interval	95%
Z-Value	1.96
Proportion Estimate	50%
Sample Size without population size	384

Based on the above approach, out of a universe of 72,100 and with a minimum confidence of 95% plus an error margin of +/- 5% resulted in a sample size of 384.

3.7 Research Instruments

The data collection instrument will be a questionnaire. The questionnaires will be administered face to face by the researcher. The first part of the questionnaire for the survey will be related to the general information about the education of children, care giving while the other parts focused on demographic details of the respondents. Before data is collected, the instrument will be piloted. This is critical to eliminate any potential confusion that could arise using the instrument due to incomprehension. Changes will therefore be effected after the pilot to ensure alignment with the intended outcome before data collection.

3.7.1 Survey Questionnaire

Given the quantitative nature of the study, the researcher designed questionnaire based on the study questions and objectives. The advantage of questionnaire is that the information is collected in a standardized way and are simple and quick for the respondent to complete. The questionnaire will be made of the following parts among others;

- 1) Background information
- 2) Enrollment information about children in pre-schools,
- 3) Awareness of right age of enrolment
- 4) Parents' attitudes towards right age enrolment

3.8 Pilot Study

A pilot study will be conducted ahead of the study. This piloting will happen in another location deemed to be endemic with the similar right age enrolment issues within the Greater Accra region. The questionnaires will be administered to respondents in areas similar to those in the sample. To ensure that pilot participants are not included in the main study, a different location will be selected to mirror the target research location.

3.9 Validity

The researcher will ensure construct validity by developing the research instruments based on the study objectives. Using the right variables and pre-testing same will provide the appropriate indicators for the various variables in the study. To assess the internal consistency of the constructs, Cronbach's Alpha Reliability Test will be applied. As a general rule of thumb, it is recommended that the Cronbach's α with a 0.60 value is acceptable (Hair, et al., 2006). Convergent

and discriminant validity tests will also be performed to determine construct validity. As noted by Hair et al. (2006), factor loadings with estimates at 0.50 or higher are considered significant.

3.10 Reliability

Test-retest reliability will be measured by administering a test twice at two different points in time. Pallant (2010), suggests that a cut-off point of 0.7 is the lower limit for reliability.

3.11 Data Collection Techniques

The respondents for the study will be sampled randomly in-home at survey location over the fieldwork period. Respondents will then be screened for eligibility to participate in the study. As part of the recruitment criteria they should have children Under 5 years before proceeding with the main survey. Those who do meet the screening requirements will not be included in the survey. Every 5th household will be sampled. So for example, if the 1st household was sampled, 6th household will be the next. Data collection will be carried out through computer-assisted personal interviews (CAPI). CAPI is a process of administering interviews by the help of computers or tablet computers. CAPI (computer-assisted personal interviews) have been noted to have an effect on data quality. The survey was administered face to face with the researcher posing the questions and entering the responses directly on his tablet computer. The advantage of using CAPI lies in the fact that data entry will be done directly as the interview progresses and data is accessible real time. CAPI makes questionnaire flow freely because the relevant questions are posed making it easy for respondents to answer the questions posed and thereby enhancing data quality. Dent (1999) recognizes that the well-known advantages of technology are that they provide an improved research quality and faster execution.

3.12 Data Analysis

The data collected will be analyzed with SPSS software, bearing in mind the objectives of the study. In the first place, descriptive analysis will help to get a clear picture of response patterns while principal component analysis will be used to reduce the data in order to unveil unobserved variables. In the first place, data will be checked for errors and logic. Open-ended responses will also be extracted and assigned codes before capturing.

3.13 Logistical and Ethical Considerations

A variety of ethical and legal issues will be considered during the research. This is the recommended practice in any research that includes human subjects (Malhotra & Birks, 1999). These include informed consent, access and acceptance, and confidentiality and anonymity (Robson 1993).

3.1.4 Limitations

This study examined from the perspective of respondents, the role of the Electronic Media in the promotion of Right Age Enrolment in Kindergarten in the Ga West Municipality of the Greater Accra Region. However, the study has a number of notable limitations:

First the data available did not allow for an account of respondents' income levels vis-à-vis child enrolment in kindergarten. It is likely that household income levels may influence the findings. For example, in their study, Brunette et al. (2017) found that virtually all parents who did not send their children to pre-primary school cited the inability to pay for it as the key reason for their decision. A second limitation is the exclusion of Print, Out-of-Home, Digital and even Experiential Marketing in the study. It would have been insightful in understanding the respective contributions of these other channels within the mass media framework in driving uptake of child enrolment in

pre-primary education. The third limitation is the geographical scope of the study. This study focused mostly on Amasaman- a peri-urban community on the fringes of the capital city, Accra. A similar study should be carried out in a typical rural setting far away from a major city for comparative purposes. As stated by Hewitt & Walter (2014), it is likely that area differences, particularly in remote areas, can influence the findings.

CHAPTER 4

ANALYSIS OF THE ELECTRONIC MEDIA AND THE PROMOTION OF RIGHT-AGE ENROLMENT IN KINDERGARTEN IN THE GA WEST MUNICIPALITY OF ACCRA

4.0: Introduction

This chapter will be dedicated to the analysis and interpretation of the key findings. The data collected was processed in response to the research objectives, research questions and problems that inspired the study. The primary goal of data collection was to establish the role of the electronic media in promoting right age enrolment in kindergarten among mothers with children under 5 years of age. The study was conducted at Amasaman in the Ga West Municipality of the Greater Accra Region of Ghana. The findings are organized in four parts.

The analysis begins by establishing the demographic credentials of the sample. The second part gauges respondents' knowledge and awareness of kindergarten education. The third part of the analysis ascertains kindergarten enrolment messages seen/heard in the Electronic Media whilst the fourth part examines how these promotional messages seen/heard impacted respondents' actions and inactions in respect of right age enrolment in pre-primary education.

Frequency distribution tables, bar charts, and pie charts were used in presenting the data analyzed.

4.1. Analysis of Key Findings

(a) Demographic Features

Table 4.1.1: Motherhood/Care-giving

Do you look after any child below 5years?	Own Child		Not my own child	
	Frequency	Percentage	Frequency	Percentage
Yes	380	100%	25	6.7%
No	0	0%	355	93.3%
TOTAL	380	100%	380	100%

Source: Field Data, Ga West Municipality (2020)

As natural care-givers, mothers play a significant role in the development of their children. Studies by Zhang (2011) suggests that the support and encouragement of significant others at home, in this case, the mothers, that children receive can in the long run help the children's educational attainment. Consequently, for purposes of gauging the perception and understanding of kindergarten education among care-givers as well as establishing the factors that influence them in enrolling their children in kindergarten, all the respondents sampled in this study were female with children under 5 years of age (See Table 1 above). Additionally, 6.7% of these mothers also took care of children that were not biologically theirs.

Table 4.1.2: Age of Respondents

Age	Frequency	Percentage
20-25 years	26	6.8%
26-30 years	76	20.0%
31-35 years	190	49.9%
35+	88	23.2%
Total	380	100%

Field Data, Ga West Municipality (2020)

With the growing evidence of many women marrying beyond their teenage years, respondents interviewed had a minimum age of 20 years with majority of them (nearly 50%), aged between 31-35 years. (See Table 4.1.2 above). Globally, the age at which people enter first union has increased in many regions of the world in recent years (Muraco and Curran, 2012; Cherlin, 2014; Ortega, 2014). In monitoring the United Nations World Marriage Data (1970-2008) for 217 countries, Ortega (2014) observes that there has been a postponement of marriage at the global level by an average of two years since the 1970s. The sample selection of this study seems to corroborate this assertion.

Figure 1: Graphical Representation of Age Distribution:

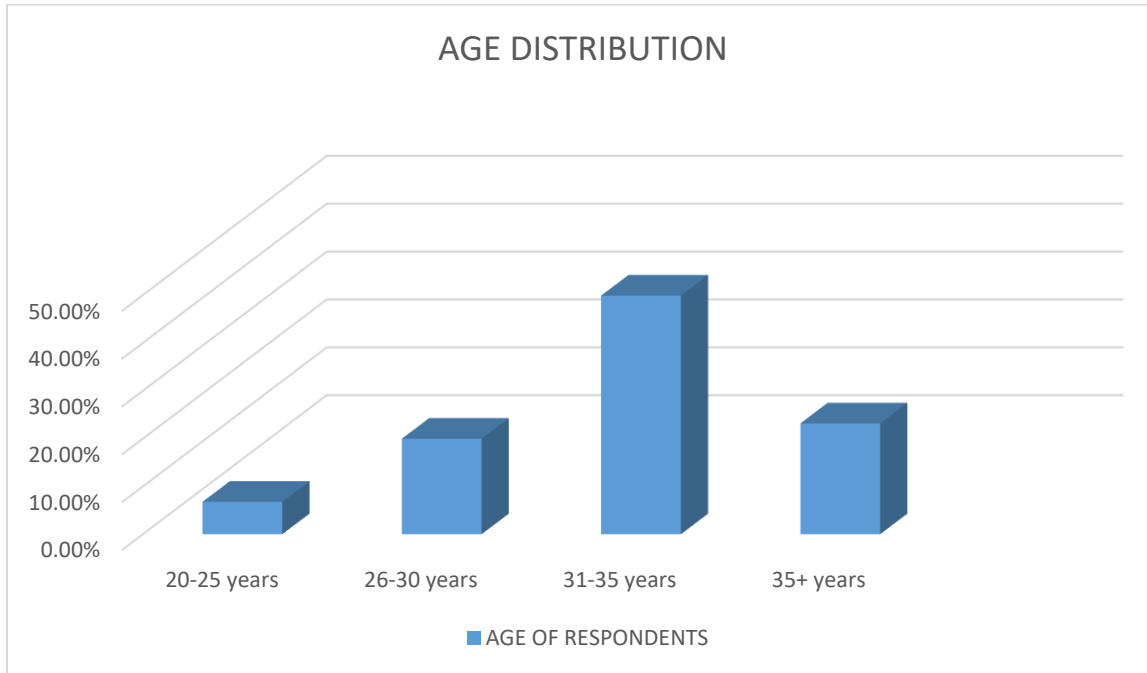


Table 4.1.3: Level of Education

Highest Level of Education	Frequency	Percentage
No Formal Education	25	6.7%
Some Primary Education	51	13.4%
Completed Primary	38	10.0%
Some Secondary/High School	202	53.2%
Completed Sec/High School	26	6.8%
Post-Secondary/High School	25	6.7%
Completed University	13	3.3%
Total	380	100%

Source: Field Data, Ga West Municipality (2020)

Despite their semi-rural setting, majority of respondents sampled (70%) have a minimum attainment of some secondary or high school education (See Table 4.1.4 above). Beyond showing how far Ghana has come since independence relative to education, Michelle, C and Ayana, D. (2006), (cited by Njoroge, 2011), concluded in their works that parents who were educated had better attitudes towards their children’s schooling than the illiterate ones.

Figure 2: Graphical Representation of Levels of Education:

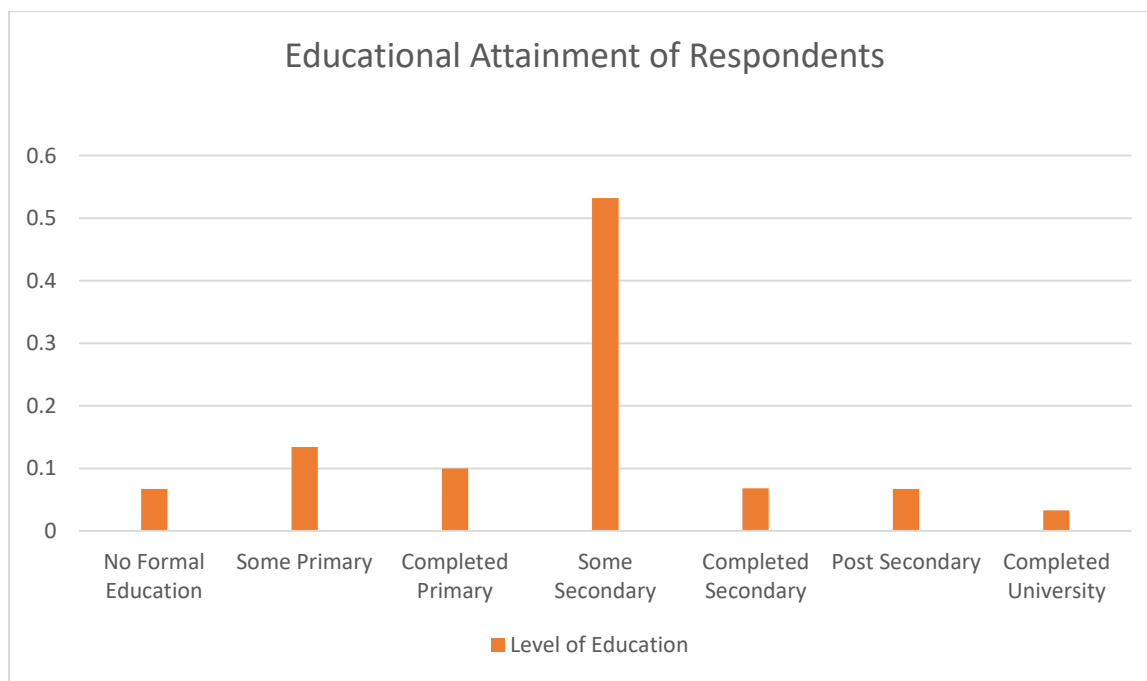


Table 4.1.4: Marital Status

Marital Status	Frequency	Percentage
Single	39	10.2%
Married	316	83.25%
Cohabiting	13	3.3%
Separated/Divorce	13	3.3%
Total	380	100%

Source: Field Data, Ga West Municipality (2020)

An overwhelming majority of respondents (83.25%) are married, whilst a further 3.3% are co-habiting, as indicated in Table 4.1.4 above. Literature is replete with data that suggest linkages between parents' marital status and enrolment of their preschool children. For example, in her research conducted in the Mwingi Zone of Kenya, Katwii (2016), found that 66.7% of people studied, agreed that single families do not take their children early to school due to domestic and financial responsibilities.

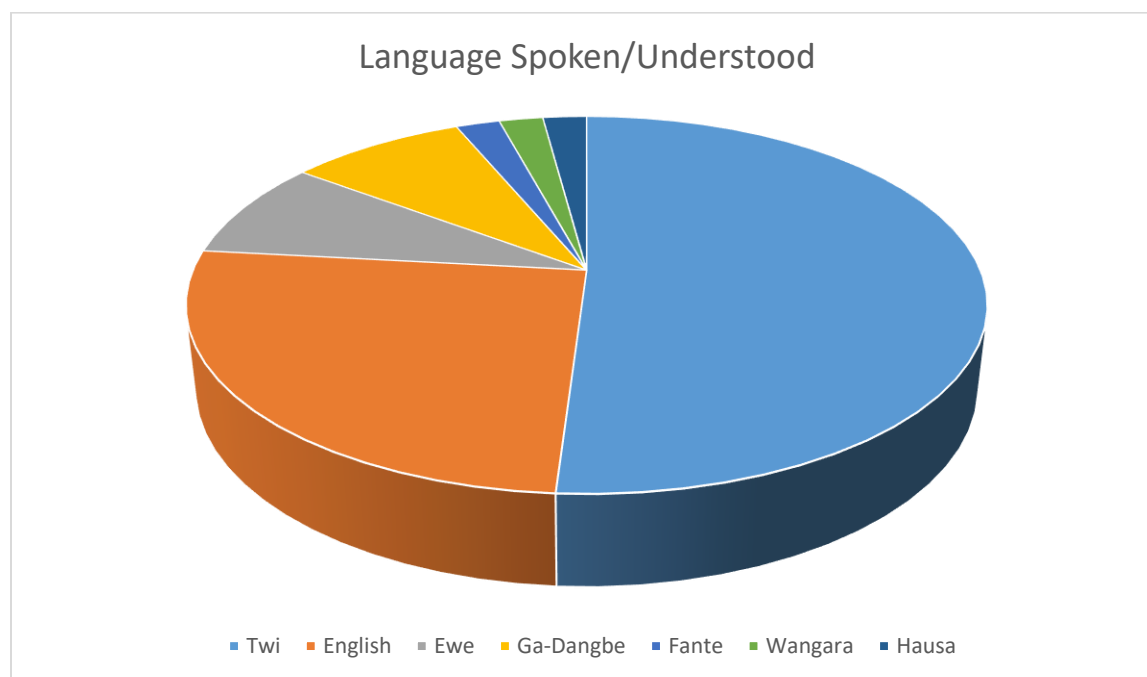
4.1.5 Language spoken and understood

Language	Frequency	Percentage
Twi	304	79.8%
English	153	40.2%
Ewe	50	13.2%
Ga-Dangbe/Krobo	51	13.3%
Fante	13	3.3%
Wangara	13	3.3%
Hausa	13	3.3%
Total	380	100%

Source: Field Data, Ga West Municipality, (2020)

Seven languages were spoken and understood by mothers interviewed. However, majority of the respondents were proficient in the Twi language (79.8%) and a further 40% of respondents spoke and understood English. (See Table 1.4.5). The spoken languages in the sampled area must be viewed within context of the high degree of linguistic heterogeneity in Ghana. According to Obeng (1997), this has led to the development of various forms of diglossia with languages serving different functions in different communicative contexts. Overall, three languages - English, Akan and Hausa - have emerged as the most important lingua franca in Ghana.

Figure 3: Graphical Representation of Language Proficiency



(b) Knowledge/ Awareness of Kindergarten & Enrolment

Tale 4.1.6: Knowledge of Kindergarten Education

Kindergarten Knowledge	Frequency	Percentage
Yes	368	96.7%
No	13	3.3%
Total	380	100%

Source: Field Data, Ga West Municipality (2020)

A whopping 96.7% of mothers interviewed were aware of kindergarten education generally as compared to only 13% who did not. (See Table 4.1.5 above). Not surprisingly, the Ghanaian government was the first nation in Sub-Saharan Africa to pass national legislation for universal access to Early Childhood Education (Kabay et. al, 2017). This high awareness level among the

sampled population is also a reflection of efforts by the Ghana Education Service (GES) to improve quality and access to pre-primary education over the years. In its Social & Behaviour Change Communication Strategy document (2016), the GES disclosed that the number of kindergartens doubled from 6,321 to 13,263 between 2001/02 and 2010/11 academic years and increased to 1,134,371 (82.7%) by 2015.

Table 4.1.7: Children in kindergarten

Children in Kindergarten?	Frequency	Percentage
Yes	266	69.9%
No	114	30.1%
Total	380	100%

Source: Field Data, Ga West Municipality (2020)

Kindergarten enrolment among children of mothers sampled is generally high. Almost 70% of respondents have children they are caring for enrolled. (see Table 4.1.7). This is significant given that all the respondents have children under 5 years. In comparison, recent estimate of national enrollment in Ghana among three- and four-year olds, according to Kabay, et al. (2017) is at 68.7%. The key challenge is whether or not the children are enrolled at the right ages- which is an area this study will attempt to unearth.

Figure 4: Graphical Representation of Children's Enrolment in Kindergarten

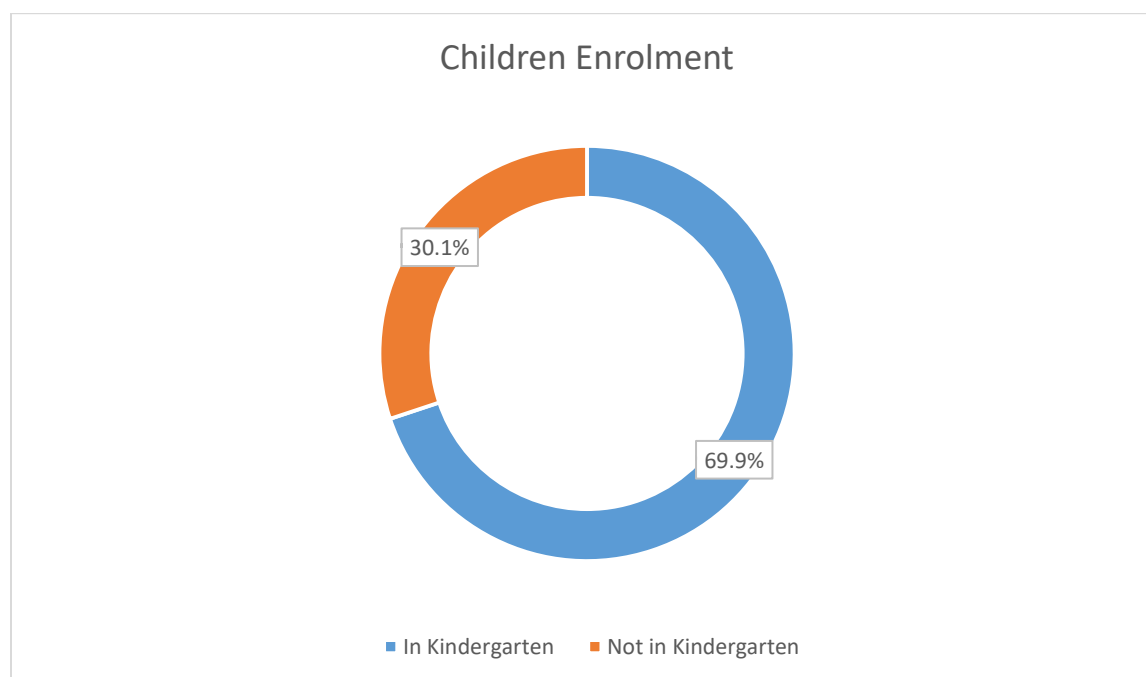


Table 4.1.8: Reasons for Enrolling Child in Kindergarten

Reason Child is in KG	Frequency	Percentage
So S/he can learn	190	71.4%
S/he has reached the right age	25	9.6%
So I can focus on my work	38	14.3%
S/he disturbs a lot	13	4.8%
Total	266	100%

Source: Field Data, Ga West Municipality, (2020)

Majority of respondents (71.4%) took their children to kindergarten in order that their children can learn. (See Table 4.1.9). This learning expectation is replete in literature. For example, in the works of Kabal et al. (2017) in the Ashaiman and Madina areas of Accra, parents discussed wanting

preschool to be a foundation for future learning. Brunette et al (2017) also reported that many parents perceived access to preprimary as a means for children to get a head start in gaining foundational academic knowledge. These educational benefits are even more likely to be reaped by children from disadvantaged backgrounds. (Also see Collins et al., 2000; Elliot, 2006; Lynch, 2005; Magnuson et al., 2004; Mukherjee, 1999; Sylva et al., 2009). Harrison et al.'s (2009).

Figure 5: Reasons for Enrolling Child in Kindergarten

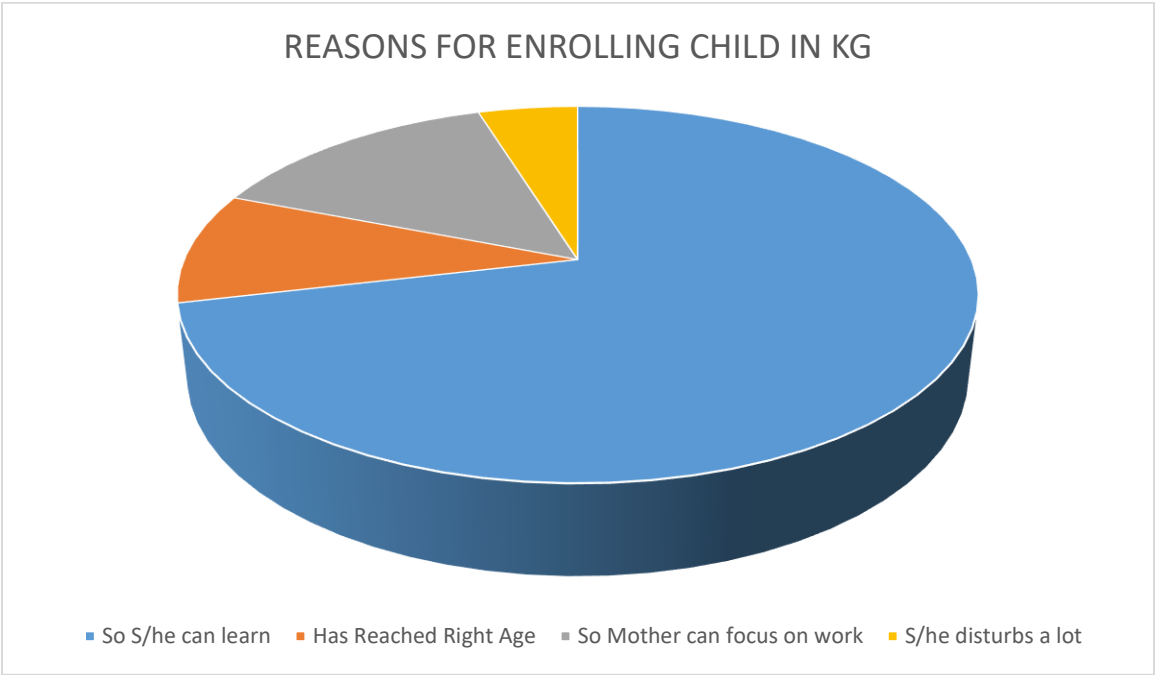


Table 4.1.9: Reasons for not enrolling Child in kindergarten

Reason Child is not in KG	Frequency	Percentage
Too Young	102	89.0%
No Money	13	11.0%
Total	114	100.0%

Source: Field Data, Ga West Municipality (2020)

Reasons ascribed by the 30.1% of parents who did not enrol their children were basically two: Nearly 9 out of every 10 respondents considered these children not ready whereas another 11.0% cited financial challenges for non-participation of their wards in pre-school (See Table 4.1.9 above). This data is consistent with the study by Hewitt & Walter (2014), which confirms school-readiness capacities among children and financial stress of parents as factors contributing to lower participation of kindergarten education.

Table 4.1.10 Relationship Between Enrolment Age and Pre-school Class

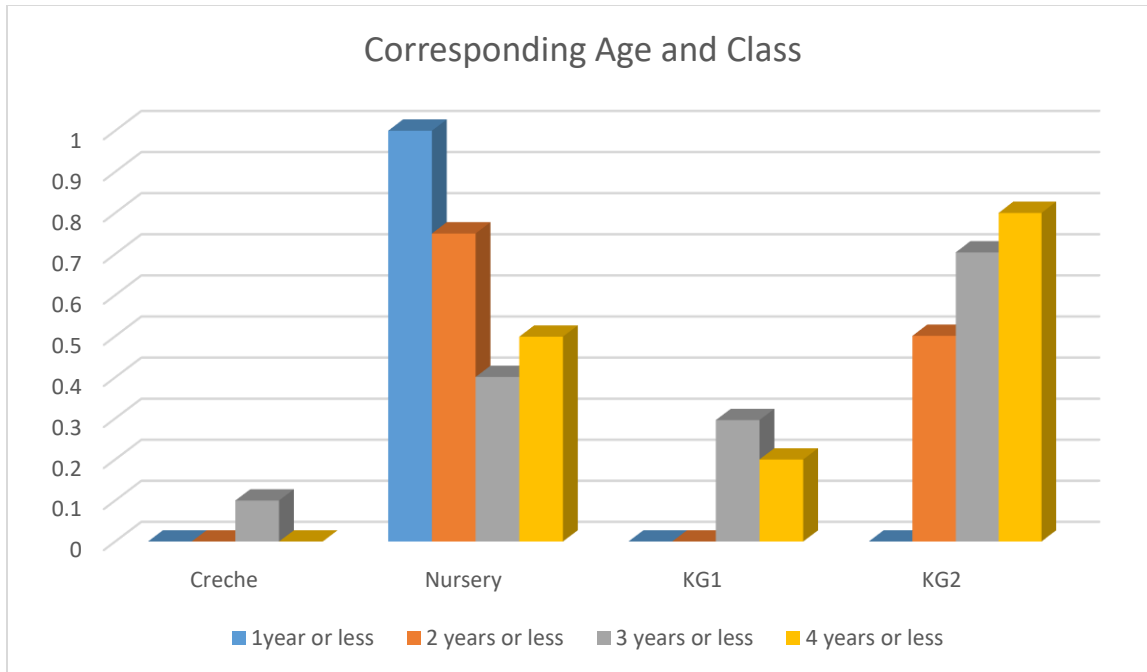
	Which Class is S/he?									
	Total		Crèche		Nursery		KG1		KG2	
Age	N	%	N	%	N	%	N	%	N	%
1 year or Less	13	4.8%	0	0.0%	0	0%	13	10.1%	0	0.0%
2 years or Less	127	47.7%	26	100%	38	75%	51	40.1%	63	49.9%
3 years or Less	37	14.0%	0	0.0%	0	0%	37	29.6%	25	20.0%
4 years or Less	165	62.1%	0	0.0%	25	50.1%	89	70.4%	102	80.0%
TOTAL	266	100%	26	100%	51	100%	126	100%	127	100%

Source: Field Data, Ga West Municipality (2020)

With reference to Table 4.1.10 above, children were distributed in the sample as follows: 1 year or less- 13 children, 2 years or less- 127 children; 3 years or less- 37 children; 4 years or less- 165 children. In interpreting the data, it is worth noting that mothers had multiple children in various classes. Out of the 266 children enrolled, majority are aged 4 years or less. At the crèche level, all the children were 2 years or less, while the distribution of children in nursery was 75% for those aged 2 years or less and 50% were aged 4 years or less. In all, 126 mothers also had children in KG 1 spread across all the age groups. More children were however in KG2 at age 2 years or less, compared to the KG 1 class. The above discussion suggests that though most of the children were enrolled at the right age of 4 years in KG, age-appropriate enrolment is still a challenge and

therefore requiring further interventions. The Ghana Education Service (GES), defines Right-Age Enrolment as “ensuring that every child of school-going age starts Kindergarten (KG) at age four and is in Primary Class One by age six” (GES SSBC, May 2016 p.10).

Figure 6: Relationship between Age and Class



(c) Awareness of Kindergarten Enrolment Messages

Table 4.1.11: KG Enrolment Message Seen/Heard

Heard/Seen Messages on Right Age Enrolment in KG?	Frequency	Percentage
Yes	380	100%
Total	380	100%

Source: Field Data, Ga West Municipality (2020)

Mass Communication becomes very important while communicating ideas intended to change behaviour of people right from developing awareness to adoption of an innovation (Khalid et al., 2015). As per Table 4.1.11 above, every respondent interviewed were aware of the promotional messages, 10 months after the campaign on Right Age Enrolment in KG in the sample location. Whilst this may be due to the optimal media exposure to the appropriate target groups using relevant media channels, it accentuates the fact that the role of media in national development lie in their capacity to teach, manipulate, sensitize and mobilize people through information dissemination (Ucheanya, 2003 as cited by Chinenye Nwabueze).

Table 4.1.12: Source of Messages about Kindergarten Education

Where Did You hear/see	Frequency	Percentage
Radio	114	30.1%
TV	380	100%
Total	380	100%

Source: Field Data, Ga West Municipality (2020)

From the above data (Table 4.1.12), a third of respondents mentioned radio as their source of kindergarten educational messages, whereas all respondents could recall Right Age Enrolment messages seen on TV. This media variance is consistent with Wyer & Shrum (2015), and further demonstrated by Busselle & Shrum, (2003); O’Guinn & Shrum, (1997); Shrum & O’Guinn, (1993); Shrum, Wyer, & O’Guinn, (1998); that is, events that appear frequently on television and provide visual images are likely to be more accessible in memory than the situational context in which they were encountered.

Table 4.1.13: Language of Message Seen/Heard

Language	Radio		TV	
	Frequency	Percentage	Frequency	Percentage
Akan	114	100%	368	96.7%
English	26	22.5%	128	33.6%
Ga-Dangbe	0	0.0%	13	3.3%
Total	114	100%	380	100.0%

Source: Field Data, Ga West Municipality (2020)

According to IPSOS Ghana Audience Measurement Data (2019), the Communication for Development Campaign on Right Age Enrolment in KG was transmitted in 7 languages- namely, English, Akan (Twi), Fante, Ewe, Ga-Dangbe, Dagbani and Dagare in the Greater Accra Region for radio and nationally for TV. However, study respondents could recall hearing or seeing messages in Twi and English for Radio and Twi, English and Ga-Dangbe for TV. Of these, an overwhelming majority of mothers interviewed (96.7%) saw the Twi version of kindergarten

messages on TV as per Table 4.1.13 above. This underscores not only the respondents’ proficiency in the language but is a corollary of the assumption that visual images are easier to recall than verbally coded representations (Wyer & Shrum, 2015).

Table 4.1.14 Message Comprehension

Message Comprehension	Radio		TV	
	Frequency	Percentage	Frequency	Percentage
Very Easy	89	77.9%	292	76.7%
Quite Easy	25	22.1%	25	6.7%
Somewhat Easy	-	-	51	13.3%
Quite Hard	-	-	13	3.3%
Total	114	100%	380	100%

Source: Field Data, Ga West District (2020).

As pointed out in Table 4.1.14 above, only 3.3% of respondents who saw the KG messages on TV found it “quite hard” to understand and non for the respondents who heard on radio. According to Wyer & Shrum (2015), the characteristics of the message recipients (ie. their purposes for using the information, their prior knowledge of the communication’s referents, their attitude toward the position being advocated for and the cognitive strategy they use to extract meaning from the message) can influence the comprehension of the communications that are transmitted in the media, and this comprehension, in turn, can affect recipients’ attitudes toward the messages’ referent.

Figure 7: Graphical Representation of Message Comprehension

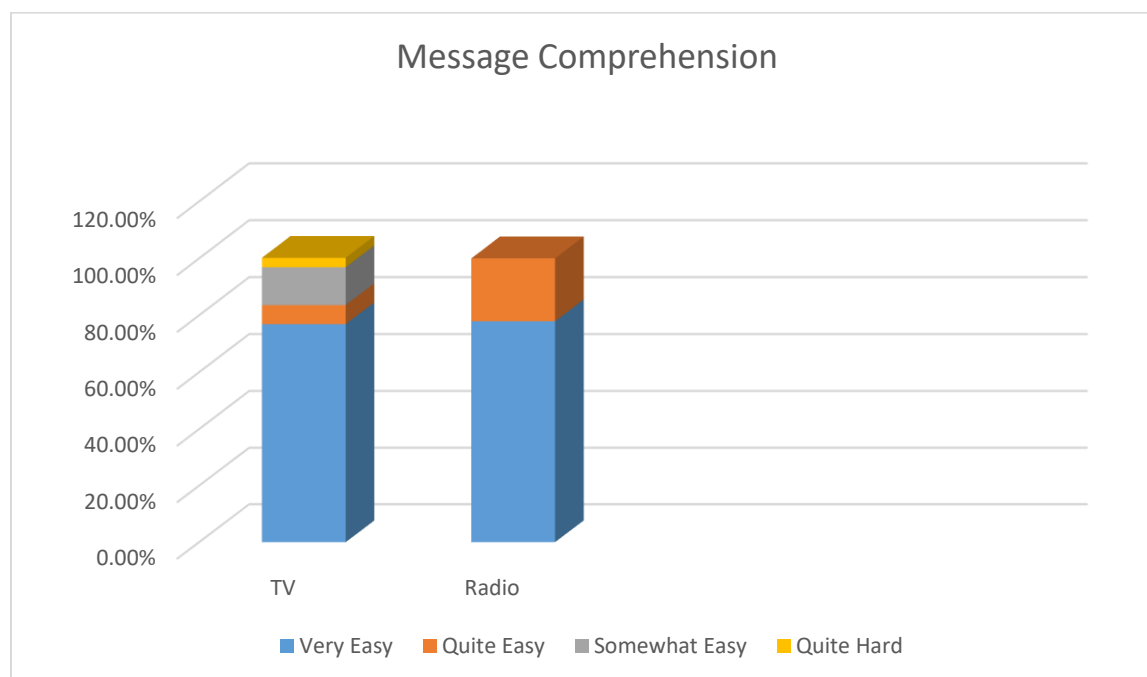


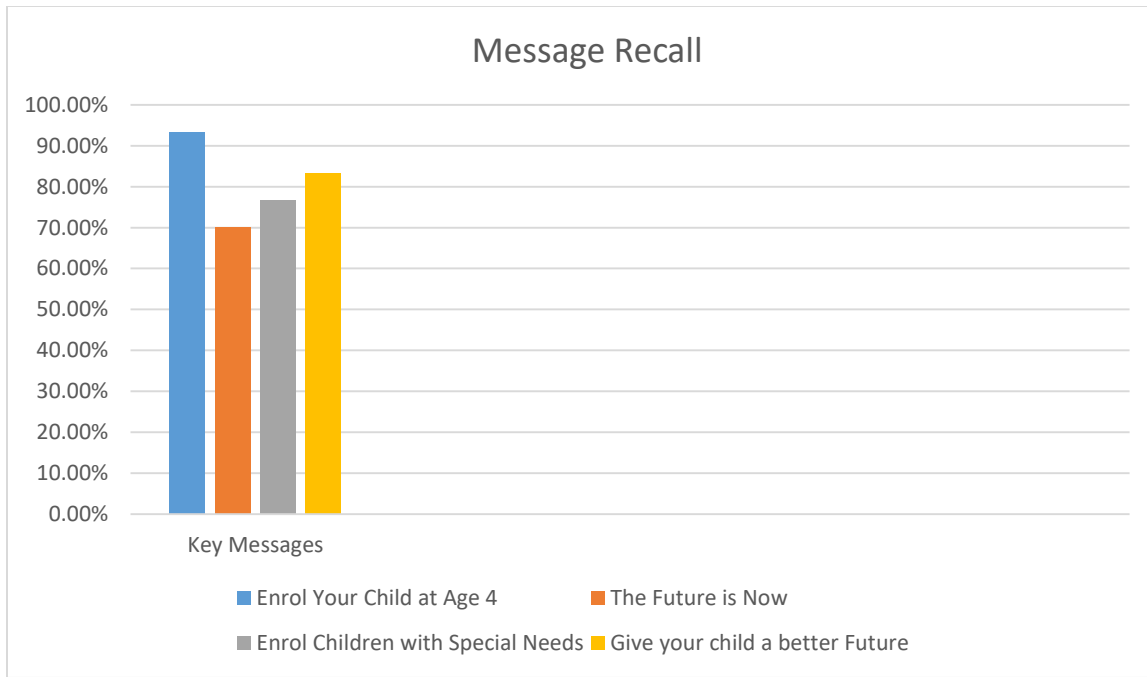
Table 1.4.15: Messages seen/heard on kindergarten enrolment

Message	Frequency	Percentage
Enroll your child/children in KG at age 4	355	93.3%
Their Future is Now	266	70.0%
Enroll your 4 year old child, including those with special needs in KG	291	76.6%
Give your child a better future by enrolling him/her in KG at the right age	317	83.3%
TOTAL	380	100%

Source: Field Data, Ga West Municipality (2020)

Mothers and care-givers interviewed, were able to point to key and supporting messages they heard or saw on TV and radio with respect to Kindergarten promotion. As indicated in Table 4.1.15 above, a whopping majority (93.3%) remember the ‘call-to-action’ message to “enroll their child/children in KG at age 4”. Other messages recalled also spurred mothers on to provide their children with the foundations of learning. Greenwald (1968), provide further insights to this data when he posited that message recipients’ attitudes are determined less by the implications of the message content that they can recall than by their cognitive responses to the message at the time they encounter it.

Figure 8: Graphical Representation of Key Messages Seen/Heard



(d) Message Persuasion/Influence

Table 4.1.16: Message Persuasion

Persuaded to act on Enrolment message?	Frequency	Percentage
Yes	368	96.7%
No	13	3.3%
Total	380	100%

Source: Field Data, Ga West Municipality (2020)

In trying to underscore its role, Khalid et al., (2015) described the media -electronic or print- as virile tools of applying persuasive efforts to influence people's actions towards a particular direction. Against this backdrop, an overwhelming majority of interviewees (96.7%) felt persuaded to act on the key messages seen or heard in the electronic media as per the above Table 4.1.16. Consequently, the electronic media is able to furnish the respondents with the necessary beneficial information to enable them enrol their children in kindergarten at the right age of 4 years.

Figure 9: Graphical Representation of Message Persuasion

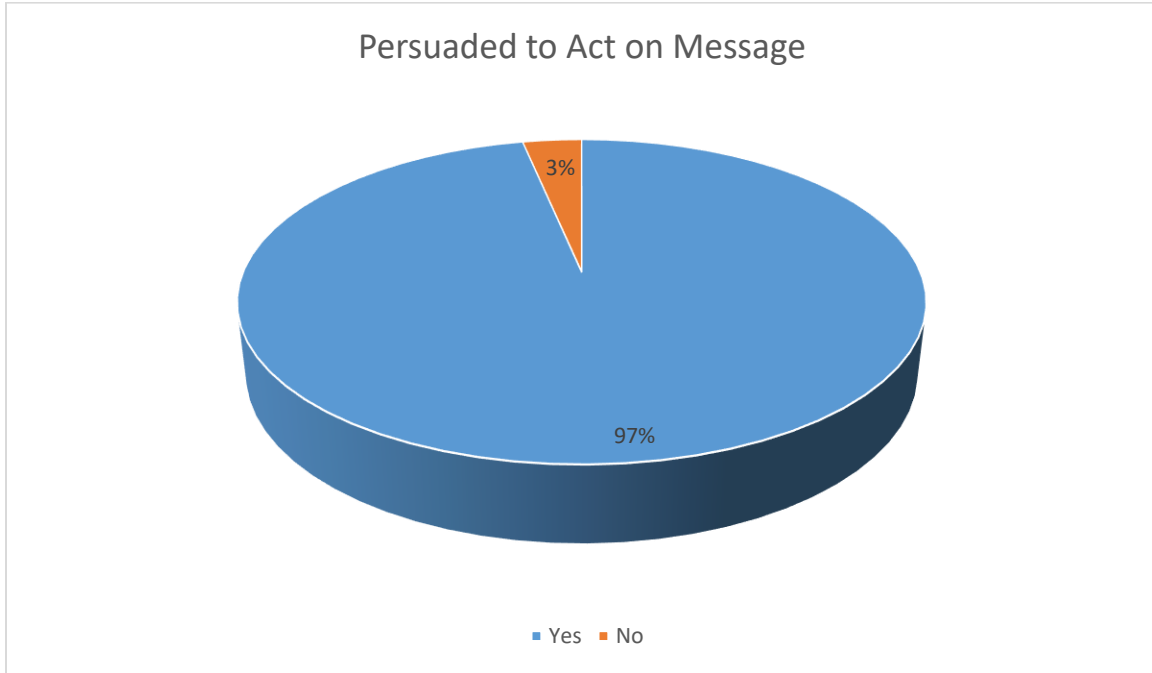


Table 4.1.17: How message Influenced Respondents

Message Influence	Frequency	Percentage
Made me much more likely to enroll my child in KG	355	93.3%
Made me a little more likely to enroll my child in KG	13	3.3%
Made no difference/ I was not bothered	13	3.3%
TOTAL	380	100.0%

Source: Field Data, Ga West Municipality (2020)

With regard to uptake of key and supporting messages, 93.3% of respondents disclosed that the communication they saw/heard made them “much more likely to enrol” their child/children in kindergarten. (See Table 4.1.19). This data reinforces the view that the (electronic) media leads to formation of attitude through establishment of values for the society and thereby build a climate of change (Khalid et al., 2015).

Table 1.4.18: Any Different Action Taken after seeing/hearing KG Messages?

Action	Frequency	Percentage
Yes	63	16.6%
No	317	83.4%
TOTAL	380	100.0%

Source: Field Data, Ga West Municipality (2020)

Table 4.1.20 above points to 83.4% of respondents who have not yet taken any action after seeing the promotional KG messages in the electronic media. Only 16.6% of the sample have taken actions consistent with the messages received. This data may be understandable given that nearly 70% of respondents already have children in kindergarten at the time of the study (Reference Table 4.1.7). Additionally, as stated in the theoretical framework of this study (2.3 above), the Diffusion of Innovation Theory developed by Rogers (2003), points out that the adoption of a new idea or behaviour is a gradual process; some people would readily respond while others take their time or resist until they are confronted with enough evidence or feel threatened.

Table 1.4.19: Different Actions taken after seeing/hearing KG Messages

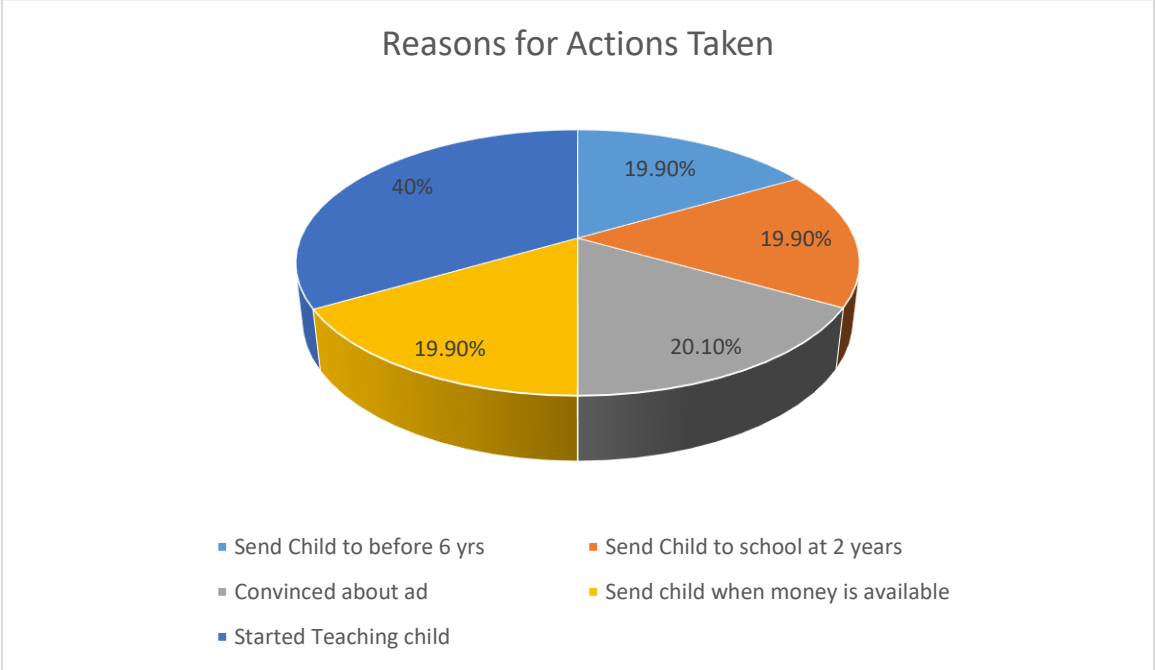
Action	Frequency	Percentage
My first born was 6years before enrolled her in KG	13	19.9%
I've planned of sending my child to school at age 2years	13	19.9%
My children didn't go to KG at the right age but the advert has convinced me	13	20.1%
If I have the money I would have send my child to school	13	19.9%
Education is important so I've started teaching my child at school	25	40%
TOTAL	63	100.0%

Source: Field Data, Ga West Municipality (2020)

For those respondents who have taken some actions after seeing the KG communication in the electronic media, nearly all of them are convinced of the importance of pre-school education and plan sending their wards to KG as soon as it is practicable. (See Table 4.1.21, above). As succinctly put out by UNICEF in their Global Report (2019), Early Childhood Education, provides a critical window of opportunity for girls and boys to build the foundations of learning and develop skills that can help them succeed in school and over the course of their lives. Attending an early

childhood education programme is therefore one of the strongest predictors for supporting a child's readiness for school, regardless of household income level.

Figure 10: Graphical Representation of Actions Taken by Respondents



\

Table 4.1.20: Reasons for Non Action taken after seeing/hearing KG Messages

Reason for Not Taking Action	Frequency	Percentage
(Waiting) Because I've learned that age 4 is a right age for a child to start learning	25	8.3%
I understand the benefit of education	76	25.1%
It is good at giving the child the right foundation	102	33.5%
I want my kids to be prominent just like Bawumia's wife	25	8.3%
All my children had gone to KG at age 2 (now I have to wait till Age 4)	13	4.2%
I'm fully convinced about the benefit of early child education	25	8.3%
Because I don't want my child to be left behind	25	8.1%
I don't have money now for my child to start school	13	4.2%
TOTAL	317	100%

Source: Field Data Ga West Municipality (2020)

Respondents provided multiple reasons why they have not taken any action since seeing or hearing KG-specific messages in the electronic media. As indicated in Table 4.1.22 above, respondents' non-action is largely hinged on their conviction of the inherent benefits of Kindergarten Education. Outside of the dialed up benefits, only 4.2% of responses ascribed their inaction to financial barrier. But even then, UNICEF (2019) reiterates that quality pre-primary programmes, can reduce achievement gaps caused by poverty or other social factors, and help the most vulnerable children keep up with their peers, giving them a fairer chance in their educational journey.

CHAPTER 5

SUMMARY OF KEY FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The study's broad objective was to investigate the extent to which the Electronic Media promotes right-age enrolment in kindergarten in the Ga West Municipality of the Greater Accra Region of Ghana. In achieving this, the study first examined the respondents' demographic features. As noted in literature, social characteristics of the primary parent are associated with their children's pre-school attendance. Since these features have proven significant, it will serve as the foundational underpinning of the study. The study progressed to find out the knowledge and awareness of kindergarten education among respondents, awareness of kindergarten promotional messages in the media and finally, how the packaged kindergarten-specific messages persuaded or influenced the respondents to take action. This final chapter will serve as the concluding chapter where the findings will be discussed in response to the research questions outlined above. The findings are then summarized highlighting the prominent findings. This chapter will also explore the limitations of the study and make recommendations that will influence policy and inform future studies in the subject area.

5.1 Summary of Key Findings

The findings of this study will be presented in response to the research questions outlined, drawing on all the data sources available to present a complete picture of the study outcomes.

Parental demographic and social characteristics have been linked in literature to the enrolment of children in Early Childhood Education. For instance, parents' academic level has been associated

with children's school attendance as well as basic intellectual growth (Buckingham, Wheldall, & Beaman-Wheldall, 2013). Similarly, children from single parent families start assuming much more domestic and financial responsibilities leading to heavy burdens on them and consequently poor enrolment in preschools (Katwii, 2016). In this study, findings at the household level show that literate, married women over and above their teenage years have a strong knowledge and understanding of kindergarten education. These mothers conceptualize Early Childhood Education as a foundation for future learning and as a result majority of them have their children enrolled. Respondents' expectation that KG is a place for child learning is consistent with Kabay et al. (2017) and Brunette et al. (2017). However, the emphasis on 'learning' by respondents is at variance with the Ghana Education Service (GES) policy that sets dual goals-academic and socialization- for pre-school education. Parental expectations of study respondents thus present the GES with a need for the reinforcement of policy dialogue with parents for better management of their expectations.

5.1.2 What is the role of the Electronic Media in promoting Right-Age Enrolment in Kindergarten?

As the Ghana Education Service (GES) work to progressively finance, equitably expand and ensure high quality Early Childhood Development (ECD) services to the door step of all children, it is important that this work considers sources of information about kindergarten enrolment and the persuasive factors that trigger parental action for uptake. Aside setting a strong foundation for learning, quality, pre-primary education helps make education systems more effective and efficient and is an effective strategy for promoting economic growth.

Findings from this study indicate that the Electronic Media plays a pivotal role in promoting enrolment in kindergarten in the Ga West Municipality of the Greater Accra Region of Ghana. Research Question 1- *“What is the role of the Electronic Media in promoting Right-Age Enrolment in Kindergarten?”* -was answered to the effect that all the respondents interviewed were aware of kindergarten enrolment messages from the electronic media 10 months after the Right Age Enrolment campaign. TV penetration is benchmarked at 82% in Ghana (IPSOS Ghana, 2019); Yet the study recorded 100% recall of Kindergarten promotional messages on TV among mothers during the study period in the study area. This lays credence to existing literature that visual images are easier to recall than verbally coded representations (Wyer & Shrum, 2015).

Radio has long been the leading medium in Ghana, generating the highest engagement levels with a penetration of 85% (IPSOS, 2019). However, in this study, less than a quarter (31.1%) of respondents sourced their KG enrolment messages from this medium. According to the National Communication Authority (NCA, 2017), there are 505 licensed FM stations in Ghana. Such proliferation and fragmentation has led to programme loyalty at the expense of channel loyalty among listeners. The finding that TV and radio are major sources of KG enrolment messages tend to suggest that continuous marketing efforts through the electronic media are likely to be effective in changing parents’ beliefs about pre-primary education. Consequently, these parents will not set their expectations about pre-primary education based only on what is in their immediate environment, ie. their own experience, their neighbours’ experience and information from their own childhood school (Brunette et. al (2017). Overall, this study confirms that respondents’ exposure to TV and to a lesser extent, radio was both positively associated with pre-school awareness creation and enrolment.

5.1.3 Electronic Media a catalytic agent in Right Age Enrolment

Many scholars have written about the catalytic nature of the media generally and the electronic media in particular. As highlighted in the Literature Review, Ucheanya (2003) avers that the roles of media in national development lie in their capacity to teach, manipulate, sensitize and mobilize people through information dissemination. Sequel to Ucheanya (2003), Asemah, Edegoh & Olumuji (2013) also demonstrated the catalytic role of the electronic media. According to them, “the media can bring about positive attitudinal change in the audience. They set agenda for the people to follow in any society. The media are therefore, crucial to opinion formulation and eventual outcomes of events”.

Against this backdrop, it is important to note that in the study under discussion, specific messages sent by the electronic media included “Leave no child behind”, “their future is now” and “include those with special needs” were mentioned by respondents as take-outs from what they saw or heard. Further analysis of the study, showed that a whopping majority of respondents recalled the overarching message of “enrolment”. Out of the messages recalled, nearly all respondents were persuaded to act on the messages they received. To this end, it can be inferred that children are more likely to attend pre-school if their mothers receive inherent beneficial messages about kindergarten education in the electronic media. The electronic media’s ability to drive awareness and uptake of key and supporting messages on kindergarten enrolment in the Ga West Municipality of Ghana underscores its role as a catalytic agent of social change.

5.1.4 Electronic Media facilitates enrolment at the Right-Age in Kindergarten

The starring role of the media in national development is very well recorded in media and related studies. Basically the media are described as performing three functions or roles of information, education and entertainment. These are the conventional social functions the media render to the public, but which is equally applicable in broader sense in national development pursuit (Khalid et al. 2015). Through these three basic functions, the media is able to make the society, society members or the nation as well as the leadership of the very society, aware of the importance and need to undertake certain processes of national development.

With respect to Right Age Enrolment in kindergarten, consciously packaged kindergarten-specific promotional messages were sent by the sponsors and transmitted by the electronic media to persuade, encourage or convince parents with children under 5 years to enrol all children- including those with special needs- in kindergarten at the right age of 4 years. As reflected in the findings, the information and views communicated through the electronic media have great impact on respondents' knowledge, attitudes and practices and future actions relative to child enrolment in kindergarten in the study area.

The Electronic Media's facilitation of Right Age Enrolment among respondents in the sampled area is a process. In the literature reviewed, reference was made to the AIDA Communication Theory. The abbreviation AIDA stands for Attention, Interest, Desire and Action. These are the four stages that audiences go through when watching or viewing an advertisement. First and foremost, the role of the KG advertisement was meant to attract the audience. Once the promotional messages grab their attention, it has to invoke interest towards their participation. Interest then led to desire to enrol a child in to the KG. Finally, the respondent had to take a favorable action towards the offer. The 'hierarchical effects' of the Electronic Media- especially

Television- suggest that each respondent will go through each process differently and therefore not all target audiences will respond in the same manner at the same time. To this end, even though an overwhelming majority of respondents in the study were persuaded by the promotional messages, results show that age-appropriate enrolment is not being fully adhered to by respondents. An analysis of the results show that most children in KG 1 were 4 years or less though other age groups were found in the same class. In the foregoing, it seems obvious that beyond the persuasion ability of the electronic media to get children enrolled, parents consider other reasons for a child's readiness for pre-primary school. These include child being able to speak well, a child being able to follow directions and a child being big in size (Brunette et al. 2017). This phenomenon can improve when the electronic media constantly carry out campaigns that are aimed at promoting age-appropriate enrolment in the schools which must be reinforced by school authorities' refusal to accept children into age-inappropriate classes.

Learning begins long before formal school enrolment, and research demonstrates the positive impact of quality preschool programs. The early childhood years are formative in setting the framework for later educational achievement (Elliot, 2006; Magnusson, Ruhm, & Waldfogel, 2004; Sylva, Melhuish, Sammons, Siraj-Blatchford, & Taggart, 2009) with the benefits of preschool magnified for those from disadvantaged backgrounds (Lynch, 2005; Schweinhart et al., 2005).

Several factors have been identified as responsible for the enrolment of children in Early Childhood Education. At the household level, Hewitt & Walter (2014) notes that children from households with lower maternal education; with more financial stress; with more children in the household; living in a less advantaged neighbourhood; and who have a mother with poorer

parenting behaviour were less likely to be enrolled in pre-primary education. Findings from the study have confirmed that some demographic characteristics of mothers, such as age, marital status and literacy influenced pre-school participation positively.

Findings further show that the electronic media is positively associated with awareness creation among parents and the enrolment of their children in kindergarten. The media as agents of social change set the agenda for the public to follow, suggesting that the continuous exposure to messages churned by the electronic media is likely to be effective in changing parental beliefs about pre-primary education. According to Asemah et al (2013), people tend to think along the lines of issues that are raised and treated by the media; as most of the issues and things that people think and worry about are based on what they watch on television, listen to on radio (and read in newspapers and magazines). The electronic media's ability to drive awareness and uptake of key and supporting messages on kindergarten education in the Ga West Municipality therefore underscores its role as a harbinger for change.

Again, the study reinforces the crucial role that the electronic media play in getting children enrolled in pre-school by their parents. As indicated in the literature review, quality pre-primary education sets the stage for a positive transformation in learning outcomes throughout a child's lifetime. Successful pupils move more efficiently through the education system, which makes investing in quality early learning opportunities cost-effective, lessening the need for remedial efforts and resources to make up for lost learning (UNICEF, 2019). The electronic media was able to make mothers develop positive attitude towards kindergarten enrolment, by setting the agenda for the public to follow. Respondents' recall of promotional messages was very high and were persuaded by the benefits espoused by the media to enroll their children. However, age-appropriate

enrolment was not fully observed across the kindergarten classes. This discrepancy between age of enrolment and class suggests that school authorities are not insisting on the right age enrolment policy espoused by the GES and promoted by the electronic media, requiring further interventions.

5.2 Conclusions and Recommendations

A young child's brain is full of innate potential, and the early years offer an irreplaceable window of opportunity to set a path towards success in primary school and later in life (UNICEF, 2019). Quality early childhood education generates a positive sequence of learning. Without pre-primary education at the right age, these children often never catch up with their peers, causing vicious cycles of class repetitions, high dropout rates and underachievement that negatively impact exposed children into their grown up years. Based on the findings arrived at in this study, the researcher concludes that the electronic media have a crucial role to play in the promotion of right age enrolment in kindergarten not only in the Ga West Municipality but across Ghana. But outside of the media's role, other stakeholders must play their part. Therefore, the following recommendations are advanced:

1. The Right-age enrolment campaign should be done periodically- especially prior to the opening of a new academic year to sensitize parents, care-givers, opinion leaders and other influencers of its benefits to the children, parents and the larger community.
2. Other mass communication channels such as print and out-of-home media can be deployed to complement the electronic media to enhance enrolment success.
3. Faith-based organizations and metropolitan, municipal and district assemblies as well as non-governmental organizations in the educational sector, should be encouraged to

participate actively in the right age enrolment initiative in the Ga West Municipality and other regions of the country.

4. The Ghana Education Service, should periodically organize open days to sensitize parents and other stakeholders on the importance of right-age enrolment in kindergarten
5. School authorities must ensure that age-appropriate enrolment is adhered to across all the pre-school classes.

BIBLIOGRAPHY

- Brunette, Crouch, Cummiskey, Dick, Henry, Jordan, Merseth, Nabacwa, Pressley and Weatherholt, 2017. Repetition of primary 1 and pre-primary education in Uganda. *International Development Working Paper, Issue No. 2017-02/June 2017*
- Cresswell, J. W., 2003. Research Design: Qualitative, Quantitative and Mixed Methods Approaches; *Sage Publications*
- Ghana Education Service. The Social and Behavioural Change Communication Strategy (SBCC) 2016-2020); May, 2016
- Edwards, N. D. Openness, Trade Liberalization and Growth in Developing Countries. *Journal of Economic Literature*, XXXI (September, 1993); pp. 1358-1393
- Hoffman, & Maynard. Economic Costs and Sexual Consequences of Teens Pregnancy. *The Urban Institute Press, Washington D.C.* (2008) pp. 164.
- Kabbay, Wolf, Yoshikawa. “So that his mind will open”: Parental Perceptions of Early Childhood Education in Urbanizing Ghana. *International Journal of Educational Development, Issue 57* (2017), pp 44-53)
- Katwii, R. Parental Characteristics Influencing the Enrolment of Pre-school Children in Mwingi Zone, Kitui County, Kenya (2016).
- Khalid, Ahmed & Mufti. Media and Development in Society: Continuity and Challenges. *Journal of Humanities and Social Science; Vol. 20* (Nov., 2015) pp 47-54
- Njorege, J. A. Study of Factors Influencing Children Enrolment in Pre-school Education in Thogoto and Karai Zones in Kikuyu Division, Kikuyu District, Kiambu County, Kenya, 2011
- Obeng, S. An Analysis of the Linguistic Situation in Ghana, (1997). *African Languages and Cultures; Vol 10, 1997-Issue 1.*

Organization, UN. 2015-2030. UN Sustainable Development Goals

Sager M. Communication for Development: A Practical Guide. *Swiss Agency for Development & Cooperation (July 2016). p.7*

Sen, Amartya; Development: Which Way Now? (1993)

UNICEF, 2019. A World Ready to Learn: Prioritizing Early Childhood Education, Global Report; *UNICEF, New York, April 2019.*

Walter, Hewitt, &. Preschool Participation among Indigenous Children in Australia. *Family Matters, Vol No. 95*

Wyer, Scrum, &. The Role of Comprehension Processes in Communication and Persuasion. *Media Psychology, 18:163–195, 2015*

Zhang, L. Mothers' Educational Expectations and Children's Enrollment: Evidence from Rural China. *Gansu Survey of Children and Families Papers, (2011). 23*

Other Sources:

2016-2017, EMIS

2016; Lancet Medical Series

APPENDIX

QUESTIONNAIRE FOR GHANAIAN WOMEN WITH CHILDREN UNDER 5 YEARS

INTRODUCTION

MY NAME IS ALFRED CYRIL ANNUM. I AM CONDUCTING A FIELD STUDY ON THE SUBJECT: **RIGHT-AGE ENROLMENT IN KINDERGARTEN AS A PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER OF ARTS (MA) DEGREE IN DEVELOPMENT COMMUNICATION AT THE SCHOOL GRADUATE STUDIES AND RESEARCH, GHANA INSTITUTE OF JOURNALISM.** THIS STUDY IS SEEKING THE OPINIONS OF GHANAIAN WOMEN WITH CHILDREN UNER FIVE YEARS ON ENROLMENT OF THEIR CHILDREN IN KINDERGARTEN EDUCATION. I CAN ASSURE YOU THAT WE ARE CONDUCTING A BONA FIDE RESEARCH PROJECT AND ARE BOUND BY THE MARKET RESEARCH SOCIETY’S CODE OF CONDUCT. AS SUCH, ALL YOUR ANSWERS WILL BE TREATED IN THE STRICTEST OF CONFIDENCE AND YOU WILL RECEIVE NO ASSESSMENT CALLS BECAUSE OF THIS RESEARCH. NOTHING YOU SAY TODAY WILL BE ATTRIBUTED TO YOU AS A PERSON. SO PLEASE FEEL FREE TO ANSWER ALL THE QUESTIONS.

INTERVIEW IDENTIFICATION	
DISTRICT/TOWN/CITY	<u>INTERVIEWER’S NAME &</u> <u>SIGNATUR</u> <u>E</u>

AREA.....
LOCALITY/SUBURB
STREET NAME 	SUPERVISOR'S NAME & SIGNATURE
RESPONDENT'S NAME.....
RESPONDENT'S PHONE NUMBER

SCREENING

S1. Could I just ask you a few questions about yourself to see if you are one of the people we want to talk to?

Yes	1	CONTINUE		No	2	TERMINATE INTERVIEW
------------	----------	-----------------	--	-----------	----------	--------------------------------

D1. GENDER?

M (TERMINATE)	F
--------------------------	----------

D2. Do you have any children of your own below 5 years?

Yes	1	No	2	TERMINATE INTERVIEW
------------	----------	-----------	----------	--------------------------------

D3. How many children of your own do you have?

		WRITE IN
--	--	---------------------

D4. What are the ages of your children? (**IN YEARS**)

--	--	--	--	--

D5. Do you also look after any children Below 5 years that are not your own?

Yes	1	No	2
------------	----------	-----------	----------

D6. How many children who are not your own do you look after?

		WRITE IN	LEADING ZERO
--	--	---------------------	-------------------------

D7. What are the ages of these children that are not your own? **(IN YEARS)**

--	--	--	--	--

D8. In what capacity, do you look after these children who are not your own children? **WRITE IN RESPONSE BELOW**

STEP MOTHER	1	DISTANT FAMILY/FRIEND OF CHILD'S PARENTS	4
GRANDMOTHER	2	TEACHER AT CRECHE/KG	5
AUNTIE	3	HEAD TEACHER AT A CRECHE OR KG	6

D9. What is the main language you usually speak?

--

WRITE IN

D10. What other languages do you also speak and understand?

--

--

WRITE IN

D11. What is the highest level of education you have completed?
[CIRCLE APPROPRIATE CODE, DO NOT PROMPT]

No formal education	1	Some University	7
Some primary education	2	University complete	8

Completed Primary education	3
Some secondary / high school	4
Completed secondary / high school	5
Post-secondary qualifications, other than university e.g. diploma or degree from technical school or college	6

[DO NOT READ]

Do not know	98
Refused	99

D12. How old are you, i.e. your age in completed years on your last birthday? **POST CODE**

BELOW

Under 15 years	1	TERMINATE
15-19 years	2	
20-25 years	3	
26-30years	4	
31 – 35 years	5	
35 years+.....	6	

D13. What is your marital status?

Single	1	
Married	2	
Co-habiting/ not married but living together	3	

Separated/Divorced	4	
--------------------	---	--

V1. Do you know about Kindergarten education?

Yes	1
------------	----------

No	2
-----------	----------

V2. Is any of your children in kindergarten?

Yes- 1 (GO TO V4)	No- 2 (CONTINUE)
--------------------------	-------------------------

(If No) Why is your child/children not in Kindergarten?

V3.	No KG near my home	1
	Child is too young	2
	Do not have money	3
	Busy with work	4
	Other (Specify)	

V4. (If yes) How old is your child and which class is s/he?

AGE OF CHILD	CLASS	
1 year or less	Creche	1
2 years or less	Nursery	2
3 years or less	KG 1	3
4 years or less	KG 2	4
Other (Specify)		5

V5. Why did you enroll your child in Kindergarten?

So s/he can learn	1
S/he has reached the right age	2
So I can focus on my work	3
Because I can afford it	4
Because my friend's child is in KG	5
Other (Specify)	6

V6.

Have you heard any messages about right-age enrolment of children in kindergarten in the media in the last 10 months?

Yes	1	No	2 (END INTERVIEW)
------------	----------	-----------	--------------------------

IF YES@ V6 ASK

V7. Where did you hear/see the messages about kindergarten education?

Radio	1
Tv	2
Billboard/Outdoor	3
Social Media	4
Internet	5

Other	6
-------	---

**CHECK RESPONSES TO V7. FOR ALL WHO HEARD KINDERGARTEN MESSAGES
ON RADIO, CODE 1:**

V8. In what language did you hear the messages for kindergarten
education
for children on **radio**?

--

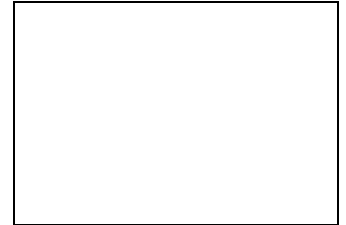
UNDERSTANDING

V9 How easy was it to understand what was going on in the advert?

Very easy	1
Quite easy	2
Somewhat easy	3
Quite hard	4
Very hard	5

**CHECK RESPONSES TO V7. FOR ALL WHO SAW/HEARD KINDERGARTEN
MESSAGES ON TELEVISION, CODE 2:**

V10. In what language did you hear the messages for kindergarten education for children on **TV**?



UNDERSTANDING

VII. How easy was it to understand what was going on in the advert?

Very easy	1
Quite easy	2
Somewhat easy	3
Quite hard	3
Very hard	4

READ OUT:

CE1. What are the messages of the advert on kindergarten enrolment you heard or saw? Please think about the advert as a whole and not individual executions **MULTIPLE MENTIONS**

ALLOWED

Key Message:

CE2. Which ONE message did you get most strongly about the advert? SINGLE CODE ONLY

MESSAGE	All impressions CE1. Multiple allowed	Key impression CE2. Single Code
Enrol your child/children in KG at age 4	1	1
Their future is now	2	2
Leave no child behind	3	3
Enrol your four year old child, including those with special needs in Kindergarten	4	4
Give your child a better future by enrolling him/her in Kindergarten at the right age.	5	5
OTHER (SPEFIFY)	6	6

CE3. Who do you think the advert was aimed at? SINGLE RESPONSE (SEE BELOW TABLE)

CE4. Who else do you think it's aimed at? MULTIPLE ALLOWED (SEE BELOW TABLE)

	CE3. Main Target	CE4 Who else?
People like me	1	1
Everyone	2	2
Parents/guardian	3	3
Children not in enrolled in KG	4	4

CE5. Thinking about the advert you've seen for right age Enrolment, which one of these phrases applies? **One code only**

I couldn't fail to remember it was for enrolling children in KG	1
It is quite good at making me remember it is for enrolling children in KG	2
It is not all that good at making me remember it is for enrolling children in KG	3
It could have been for any social intervention	4
It could have been for almost anything	5

CE6. Are you persuaded to do what the advert tells you?

Yes	1
------------	----------

No	2
-----------	----------

CE7. How did the advert persuade or influence you?

Made me much more likely to enroll my child in KG	1
Made me a little more likely to enroll my child in KG	2
Made no difference/ I was not bothered	3
Made me less likely to enroll my child in KG	4

CE8. IF CODE 1 & 2 IN CE7, Why are you persuaded to do what the advert tells you? Why not?

--

CE9. IF CODE 3 & 4 IN CE7, Why are you not persuaded to do what the advert tells you?

--

CE10. As a result of seeing or hearing the message in the advert have you done anything different from when you had not seen or heard the advert?

Yes	1
------------	----------

No	2
-----------	----------

CE11. IF YES IN CE10, What is it that you have done differently because of seeing or hearing the message in the advert?

CE14. IF NO IN CE10, Why have you not done anything differently after seeing or hearing the message in the advert?

THANKS FOR PARTICIPATING IN THE INTERVIEW

APPENDIX

MAP OF GA WEST MUNICIPALITY

