

Promoting Gender Equality in Ghana: Sociocultural Factors in Perspective

Abstract

Despite many efforts in promoting gender equality, the issue has not become obsolete. Gender inequality with respect to education continues to exist as it finds its expression in socio-cultural factors. This paper explores sociocultural factors that contribute to gender disparity with respect to education. Using semi-structured interviews, the study explores the views of university faculty members regarding sociocultural factors that affect gender educational inequality and solicit their views on interventions being implemented to promote gender equality. The findings of the study show that gendered division of labour is the predominant socio-cultural practice that promotes gender inequality with respect to education and must be reviewed using advocacy and community engagement. The authors therefore argue that unless these socio-cultural practices hegemonized in African society is done away with, gender inequality with respect to education will never become obsolete. There is therefore the need to create awareness and sensitization of the negative effects of socio-cultural practices using African indigenous knowledge and education to promote self-emancipation of females, and an agenda for education and development.