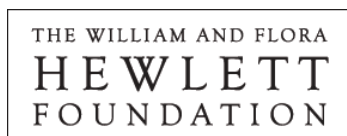


# **Early Labour Market Transitions of Women in Low-Income African Countries**

**Working Paper No. 2**

## **Early Labour Market Transitions of Women in Low Income African Countries A Descriptive Analysis for Ghana**

Louis Boakye-Yiadom\*  
Nkechi S. Owoo\*



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\* Department of Economics, University of Ghana.

### **Abstract**

The age at which women exit out of full-time education, first enter the labour market and their early fertility experiences all have important consequences for their employment outcomes and wellbeing later in life. This paper presents descriptive analyses on the nature and patterns of these socioeconomic factors, using the 2012/2013 Ghana Living Standards Survey (GLSS6) data and the 2014 Ghana Demographic and Health Survey (GDHS) data. Results are disaggregated by age, gender, locality and household wealth status of these individuals. First, we find that educational attendance is higher among young men compared to young women, and higher in urban areas compared to rural areas. Second, the average age at which individuals begin working in Ghana is approximately 15 years, with notable variations between urban and rural dwellers, and between poor and non-poor households. The gender difference in the age at which individuals start working is, however, small. Third, the average age at first marriage among women of child-bearing age is 20 years. We also find that early marriage and childbirth are negatively correlated with women's educational outcomes. Apart from highlighting gender differences, the results provide us with a foundation to carry out a more rigorous investigation into this important subject.

The work is part of a multi-country research project to examine labour market transitions for young girls in Burkina Faso, Ethiopia, Ghana, Kenya, Tanzania, and Uganda funded under the auspices of the Growth and Economic Opportunities for Women (GrOW) programme. The GrOW program is jointly funded by Canada's International Development Research Centre (IDRC), UK's Department for International Development (DfID), and The William and Flora Hewlett Foundation. Opinions stated in this paper are those of the authors, and do not necessarily reflect the views of the GrOW programme or its funding partners.

## **1. Introduction**

Gender welfare disparities in developing countries are very much related to the differences in labour market outcomes between males and females. The gender gaps in labour market outcomes are, in turn, influenced by male-female differences in early labour market transitions. In the case of women especially, these issues are inextricably linked to the age at which they exit out of full-time education, the age at which they enter the labour market, and their early fertility experiences. Any of these three socioeconomic factors can influence a woman's employment outcome and wellbeing later in life. Clearly, a thorough investigation of the above issues requires a careful analysis of the linkages amongst education, the labour market, and fertility, especially as they relate to females. In the case of Ghana, there is an apparent dearth of studies that thoroughly examine the issues raised. While a couple of studies – Sackey (2005) and Baah-Boateng et al. (2013) have analysed aspects of the broad issues, a comprehensive and rigorous analysis that uses more recent data would be insightful. A useful starting point for such a study, however, is an examination of relevant descriptive statistics that provides basic, but very useful information on the issues of interest. This is the primary goal of the present paper.

This paper provides descriptive statistics of educational attendance and attainment levels among individuals in Ghana. It also explores women's fertility patterns, using information on their age at first marriage, age at first birth and also the total number of children ever born to women. We use tables and graphs in the presentation of these descriptive data, and further disaggregates the information by gender, age-groups and rural/urban localities, in order to determine whether important within- and between- group differences are present.

Two main datasets are employed in the analysis – the 2012/13 Ghana Living Standards Survey (i.e. GLSS6) data and the 2014 Ghana Demographic and Health Survey (GDHS) data. The GLSS6 dataset is the sixth and latest of the nationally-representative GLSS datasets. It has data on 16,772 households and over 72,000 individuals. The first Ghana Living Standards Survey was conducted in 1987, with the second taking place in 1988. The third, fourth and fifth rounds were conducted in 1991/92, 1998/99 and 2005/06 in that order. The GLSS6 dataset has detailed information on households' demographic characteristics, education, health, employment and time use, migration and tourism, housing conditions, household agriculture, and access to financial services and asset ownership. This dataset is therefore suitable for the description of educational attendance and attainment levels in Ghana, as information was collected on current school enrolment, educational attainment, educational expenditure, adult literacy rates and apprenticeship training.

The 2014 Ghana Demographic and Health Survey (GDHS) is a nationally representative survey of 9,396 women aged 15-49 and 4,388 men aged 15-59, from 11,835 interviewed households. The primary purpose of the GDHS was to generate recent and reliable information on fertility, family planning, infant and child mortality, maternal and child health, and nutrition. In addition, the survey collected information on malaria treatment, prevention, and prevalence among children age 6-59 months; blood pressure among adults; anaemia among women and children; and HIV

prevalence among adults. Information on women's fertility patterns is presented using data from the GDHS. We examine the distributions of women's age at first birth and first marriage by their locality and age group. We also examine women's fertility patterns by household wealth status.

In view of the fact that a considerable portion of this paper makes reference to "poor" and "non-poor", a note about our working definition of these is appropriate. We adopt the definition of "poor" and "non-poor" used by the Ghana Statistical Service (GSS). Thus, the poverty line implied in our use of the terms "poor" and "non-poor" is the expenditure of a minimum consumption basket required by an individual to fulfil his or her basic food and non-food needs. For the GLSS6 data, this poverty line is GH¢1,314 per year.

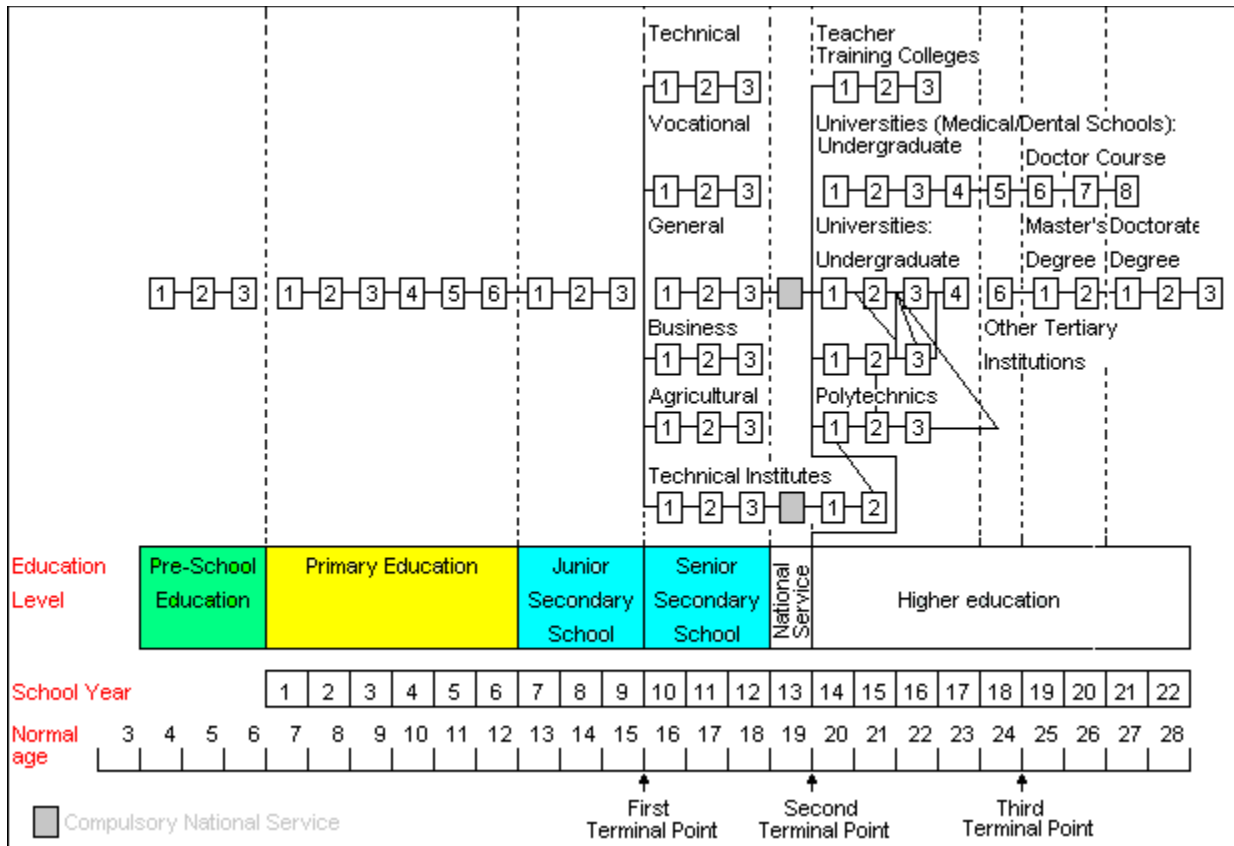
The remainder of the paper is presented as follows: The next section examines educational attendance and attainment of males and females by age group, gender and locality. The third section examines statistics on the early labour market experience of girls and young women, as well as that of boys and young men. In the fourth section of the paper, we present women's fertility trends by age group, locality and household wealth status. The fifth and final section summarizes the major findings of the paper.

## **2. Education Attendance**

This section provides descriptive statistics on individuals' educational attendance by age groups between five and twenty-nine years, educational level, urban and rural locality, and household wealth quintiles. The analysis did not take the study design into account when generating the descriptive statistics, nor did it apply survey weights. The study applied five categories of educational attendance defined as follows: individuals not currently enrolled in school (at the time of the survey) and had never attended school; kindergarten; basic education (comprising primary school and junior secondary school); second-cycle education (comprising vocational, technical, and senior secondary school education); and bachelor's and other tertiary education (comprising nursing, polytechnic, and other tertiary education).

Generally, as indicated in Figure 1 below, individuals attend pre-school or kindergarten from about 3-6 years of age; basic education from 6-15 years of age; second-cycle institutions from 15-18 years of age; and undergraduate education from 19- 23 years of age. Other levels of tertiary education, such as nursing and polytechnic, may also be achieved within the latter age range.

**Figure 1.1: Education Levels and Components in Ghana**



Source: Ministry of Education, Ghana (2014)

In Ghana, the six years of primary education and the three years of Junior Secondary School (now Junior High School) are compulsory. In order to proceed to Senior Secondary School (now Senior High School), students must pass the Basic Education Certificate Examination (BECE). Senior High School, in contrast with Junior High School, is neither compulsory nor free of charge although this level of schooling is subsidised by the government. Children whose families cannot afford the expense often drop out of school at this stage to find work to complement the family income. Students who proceed beyond the secondary school level may select from among several alternatives including general, vocational, technical, and agricultural education.

**i. Educational Attendance by Sex and Age Group**

Table 2.1 presents data on educational attendance by sex and age group. Educational attendance refers to students who were currently studying at a school at the time of the survey. Students classified as ‘not in school’ were not enrolled in school and had never attended school by the time of the survey. Generally, the majority of males and females were attending basic school, with a

higher proportion of males enrolled compared to females. A higher proportion of young women, 16.7%, were not attending school compared to 11.4% of males. A slightly higher percentage of males, compared to females, were also attending kindergarten, second-cycle institutions, and university.

Generally, educational attendance rates for both males and females appear to be similar in the first three age groups, but some differences emerge in the last two age groups. For instance, a higher proportion of females in the 20-24 and 25-29 years age group were not attending school compared to their male counterparts. In contrast, more males than females in the two age groups were attending second-cycle institutions.

**Table 2.1: Educational Attendance in Percent, by Sex and Age Group (in years)**

	5-9		10-14		15-19		20-24		25-29		Total	
	F	M	F	M	F	M	F	M	F	M	F	M
Not in school	11.2	10.6	5.5	6.3	9.5	8.1	48.5	19.9	85.5	58.3	16.7	11.4
Kindergarten	33.9	34.2	1.2	1.3	0.1	0.1	0.1	0	0.1	0	12.0	12.2
Basic	54.9	55.1	93.1	92.1	65.9	69.0	9.5	22.4	0.8	3.6	62.1	65.3
2 <sup>nd</sup> -Cycle	0	0.1	0.2	0.3	24.1	22.4	28.9	43	4.4	13.6	7.4	8.9
Bachelor's	0	0	0	0	0.3	0.2	7.4	11.0	5.2	16.7	1.0	1.6
Other Tertiary	0	0	0	0	0.2	0.2	5.7	3.7	4.0	7.9	0.8	0.7
Total	100	100	100	100	100	100	100	100	100	100	100	100
N	4806	4982	4419	4688	2815	3070	1098	1186	897	582	14035	14508

*Source: Authors' computation from the 2012/13 Ghana Living Standards Survey data*

The proportion of individuals who were 'not in school' was relatively low from age 5 to age 19, but this proportion increased significantly among students aged 20 years and above. This result might indicate that in the past, after completing Senior High School, older students generally joined the labour force and did not necessarily enrol into a tertiary programme. More females than males belonged to this category.

## ii. Educational Attendance by Locality, Sex and Age Group

Table 2.2 gives a summary of educational attendance differentiated by urban and rural locality. Educational attendance appears to have been higher in the urban areas compared to the rural areas for both males and females in the sample. Additionally, negligible proportions of those in the age categories 20-24 and 25-29 years in the rural areas attended university and other tertiary institutions, particularly the females.

The data reveal a number of important differences in educational attendance between males and females residing in rural and urban areas. In all age groups, the proportion of females who were not attending school was markedly higher than that of males. The differences in school attendance between males and females were more pronounced in rural areas compared to urban areas. In urban

areas, almost all males and females in the 10-14 years age category were enrolled in basic education, but in the rural areas a smaller fraction of those in the same age category were enrolled.

**Table 2.2: Educational Attendance in Urban and Rural Areas by Sex and Age Group**

<b>Panel A. Urban Area</b>												
	5-9		10-14		15-19		20-24		25-29		Total	
	F	M	F	M	F	M	F	M	F	M	F	M
Not in school	4.1	2.6	2.3	1.0	3.8	1.0	26.4	7.2	62.9	27.9	7.8	3.1
Kindergarten	32.6	33.7	0.8	0.7	0.1	0	0	0	0.4	0	10.2	11.7
Basic	64.3	63.6	96.5	97.4	58.7	61.9	7.1	12.4	0.9	2.1	66.6	67.1
2 <sup>nd</sup> -Cycle	0	0.1	0.4	0.8	36.3	36.1	33.8	48.7	8.6	16.8	11.3	13.0
Bachelors	0	0	0	0	0.7	0.7	19.3	24.7	16.4	37.4	2.4	3.8
Other Tertiary	0	0	0	0	0.4	0.4	13.5	7.0	10.8	15.8	1.6	1.3
Total	100	100	100	100	100	100	100	100	100	100	100	100
N	1603	1673	1725	1556	1154	1051	394	429	232	190	5108	4899
<b>Panel B. Rural Area</b>												
	5-9		10-14		15-19		20-24		25-29		Total	
	F	M	F	M	F	M	F	M	F	M	F	M
Not in school	14.9	14.7	7.5	8.9	13.4	11.9	60.8	27.1	93.4	73.0	21.8	15.6
Kindergarten	35.0	34.5	1.5	1.6	0.1	0.2	0.1	0	0	0	13.0	12.4
Basic	50.2	50.8	91.0	89.4	70.9	72.7	10.8	28.1	0.8	4.3	59.6	64.3
2 <sup>nd</sup> -Cycle	0	0.0	0.1	0.1	15.5	15.3	26.1	39.8	2.9	12.0	5.2	6.9
Bachelors	0	0	0	0	0.1	0	0.7	3.2	1.4	6.6	0.2	0.5
Other Tertiary	0	0	0	0	0.1	0.1	1.4	1.9	1.7	4.1	0.3	0.3
Total	100	100	100	100	100	100	100	100	100	100	100	100
N	3203	3309	2694	3132	1661	2019	704	757	665	392	8927	9609

*Source: Authors' computation from the 2012/13 Ghana Living Standards Survey data*

### iii. Educational Attendance by Sex, Household Poverty Status and Age Group

Table A.1 in the appendix presents data on educational attendance by poverty status, sex, and age group. Educational attendance appears to have been higher in non-poor households for both males and females. In non-poor households, 12.4% of females and 6.6% of males were not in school, while in poor households 24.1% of females and 18.4% of males were not in school. The attendance of basic education by children from poor and non-poor households was, however, not distinctly different. This result could perhaps be explained by the fact that this level of education is compulsory and free in Ghana.

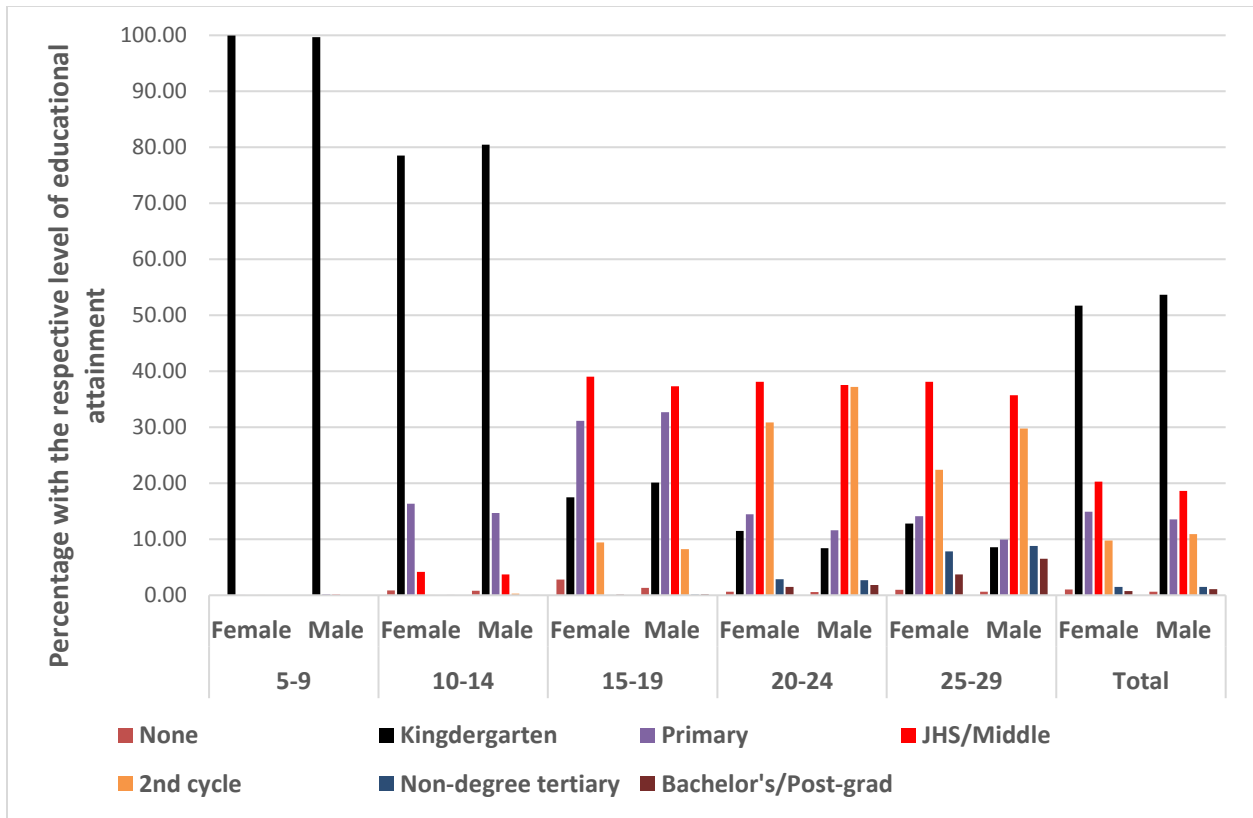
The proportion of individuals attending second-cycle institutions (second-cycle education comprises vocational, technical, and senior secondary school education) was twice as large in non-poor households compared to poor households. Additionally, the proportion of individuals enrolled in a Bachelor's programme was higher in non-poor households compared to the poor households.

#### **iv. Educational Attainment**

In this subsection, we generate weighted statistics on educational attainment to enable us capture national patterns. The distribution of educational attainment across age groups and gender provides additional insight into gender differences in education. In Figure 2.1 below, we observe that gender disparities in educational attainment are generally not very noticeable in the age groups 5-9 and 10-14. This is plausibly due to the fact that at this stage, issues that adversely affect girls' school attendance, such as teenage pregnancy, are absent. It is not surprising therefore that in the higher age groups, gender disparities in educational attainment become slightly more pronounced. Regarding the attainment of second-cycle education in the 20-24 age bracket, 30.9 percent of females attained this level of education, while the corresponding statistic for males is 37.2 percent. Similarly, whereas 22.4 percent of females in the age range 25-29 had second-cycle educational attainment, the share of males in the age group who have this educational attainment is 29.8 percent. The statistics on educational attainment for urban and rural dwellers are shown in Tables 2.3 and 2.4 below, while those for the poor and non-poor segments of the population are shown in Tables A.2, and A.3 in the appendix. In general, the pattern of gender differences in educational attainment within urban and rural localities largely reflect what is observed at the national level.



**Figure 2.1: Educational Attainment across Age Groups, by Sex - National**



Source: Generated by authors, using GLSS6 data.

**Table 2.3: Educational Attainment Statistics in 2012/13 – Urban**

Educational attainment categories	Age groups and gender categories											
	5-9		10-14		15-19		20-24		25-29		Total	
	F	M	F	M	F	M	F	M	F	M	F	M
None	0.0	0.0	1.1	1.5	3.7	2.0	0.7	0.6	0.9	0.8	1.3	1.0
Kindergarten	100.0	99.6	72.0	72.9	12.0	12.0	7.7	4.9	7.9	3.3	44.1	46.6
Primary	0.0	0.3	21.1	20.2	29.0	31.3	9.7	6.7	12.0	7.2	15.0	13.2
JHS/Middle	0.0	0.0	5.7	4.8	42.4	42.7	34.9	36.2	36.9	33.2	22.2	20.3
2nd cycle	0.0	0.1	0.1	0.6	12.7	11.6	40.4	45.1	27.7	35.8	14.0	15.0
Non-degree tertiary	0.0	0.0	0.0	0.0	0.0	0.2	4.1	3.7	9.5	10.3	2.2	2.1
Bachelor's/Post-graduate	0.0	0.0	0.0	0.0	0.2	0.3	2.5	2.8	5.1	9.4	1.3	1.9
Total	100	100	100	100	100	100	100	100	100	100	100	100
N	1,551	1,643	1,732	1,569	1,566	1,367	1,224	1,090	1,121	922	7,194	6,591

Source: Authors' computation from the 2012/13 Ghana Living Standards Survey data

**Table 2.4: Educational Attainment Statistics in 2012/13 – Rural**

Educational attainment categories	Age groups and gender categories											
	5-9		10-14		15-19		20-24		25-29		Total	
	F	M	F	M	F	M	F	M	F	M	F	M
None	0.0	0.0	0.6	0.2	1.7	0.7	0.5	0.6	1.2	0.4	0.7	0.3
Kindergarten	99.9	99.7	85.7	87.1	24.3	27.7	17.0	12.9	22.3	16.7	61.0	60.9
Primary	0.1	0.1	11.2	9.8	33.7	34.0	21.3	17.7	18.1	14.2	14.9	13.9
JHS/Middle	0.0	0.3	2.5	2.7	34.9	32.4	42.9	39.2	40.5	39.7	18.0	17.0
2nd cycle	0.0	0.0	0.0	0.0	5.4	5.2	17.0	27.5	12.2	20.5	4.7	6.8
Non-degree tertiary	0.0	0.0	0.0	0.0	0.0	0.1	1.1	1.4	4.6	6.5	0.6	0.8
Bachelor's/Post-graduate	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.7	1.1	2.1	0.1	0.3
Total	100	100	100	100	100	100	100	100	100	100	100	100
N	2,776	2,880	2,591	2,975	2,016	2,297	1,262	1,435	838	936	9,483	10,523

Source: Authors' computation from the 2012/13 Ghana Living Standards Survey data

### 3. Early Labour Market Issues

In this section, we explore issues that can influence the early labour market experience of girls and young women. To do so, we examine three main issues that provide insight into the characteristics of the first job, as well as the early labour market experience of females, compared to that of males, where feasible. Specifically, these issues are:

- i) The work-schooling status of young females, contrasted with that of young males;

- ii) The mean age at which individuals start working; and
- iii) The distribution of the main occupation of new entrants to the labour market.

The above described statistics are generated using data from the latest wave (2012/13) of the Ghana Living Standards Survey (GLSS). Where relevant, the statistics in this section have been decomposed by both gender and age group for all individuals aged between 5 and 29 years. It is worth noting also that the statistics reported in this section have been weighted to reflect the situation for the entire population of Ghana. For this section of the paper, we use charts to show the statistics, but the corresponding tables can be found in the appendix.

### 3.1 Work-Schooling Status

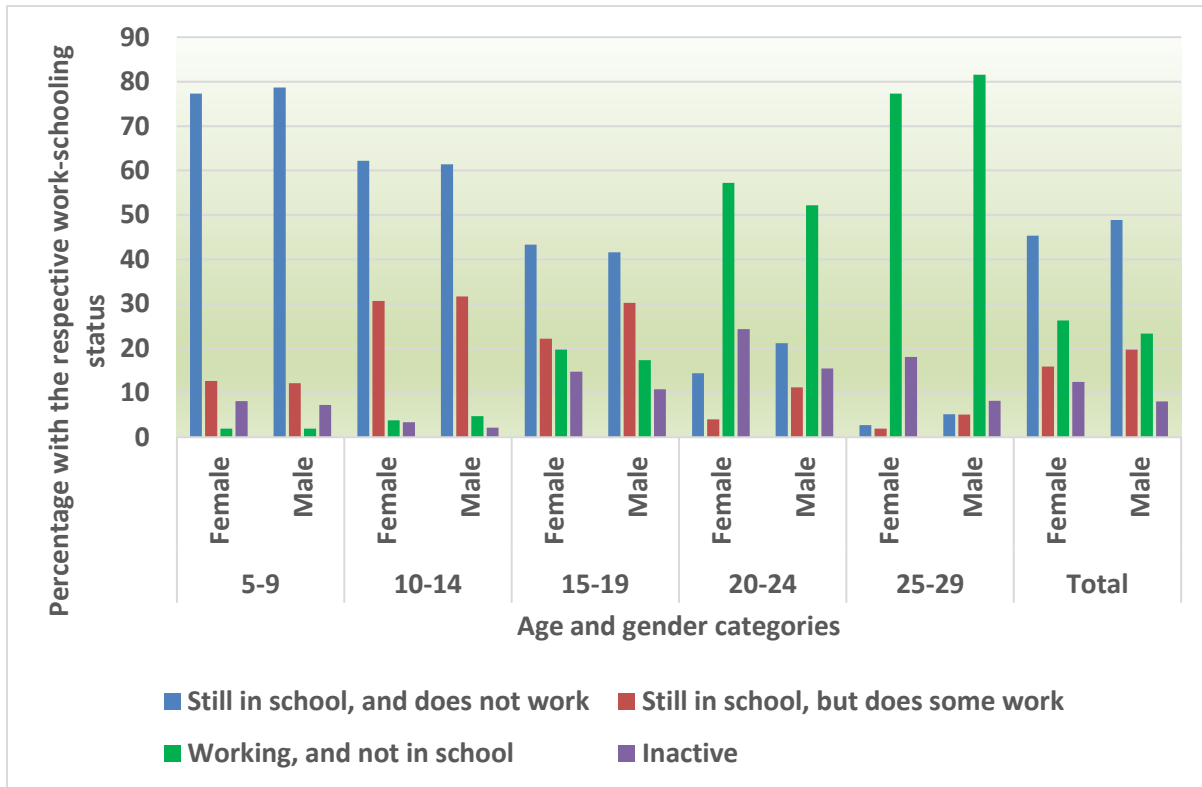
In Figure 3.1 below and Table A.4 in the appendix, we show the work-schooling status, by gender and age group, of all persons aged between 5 and 29 years. We have classified work-schooling status into four groups as follows:

- a) Still in school, and does not work
- b) Still in school, but does some work
- c) Working, and not in school
- d) Inactive

The information on the percentages of females (contrasted with that of males) in each of these categories of work-schooling status for various age groups within the entire 5–29 range will help us understand some of the basic issues characterising the early labour market experience of young women in low-income African countries.

For 5-9 year old females, the share of those in the schooling-only category is 77.3 percent, while this category's share amongst 5-9 year old males is 78.7 percent. Understandably, Figure 3.1 clearly shows that the dominance of the schooling-only category declines with rising age group, both for females and males. Thus, for the oldest age group (i.e., 25-29), the share of the schooling-only category is 2.7 percent for females and 5.2 percent for males. Regarding the working-only category, its share amongst 5-9 year, irrespective of gender, is 1.9 percent. While this share is understandably low, it documents that some children in this age group are working and not in school. As expected, the working-only category is most dominant in the highest age group (25-29), a reflection of the fact, that of all the age groups under consideration, the 25-29 age group is the one most likely to be dominated by full-time workers.

**Figure 3.1: Work-Schooling Status (%), by Gender and Age Group, 2012/13 - Ghana**



Source: Generated by authors, using GLSS6 data.

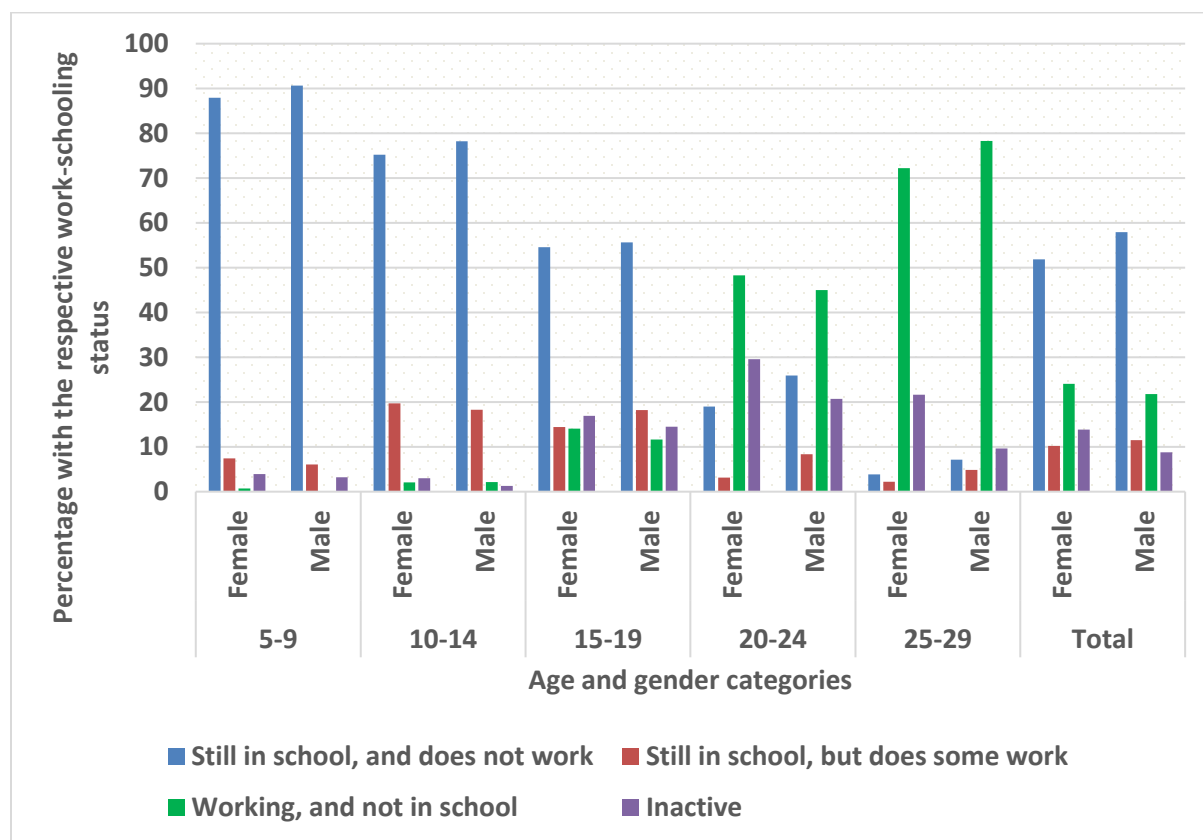
Regarding the working-schooling group, it is notable that those in this category do not dominate any particular age group. The category, nevertheless, has a conspicuous presence amongst 10-14 year olds (both females and males) and 15-19 year olds (especially males). In the female 10-14 year old group, the working-schooling category has a share of 30.7 percent, while its share amongst 15-19 year old females is 22.2 percent. The corresponding statistics for males in this regard are 31.7 percent and 30.2 percent, respectively.

The inactive category of individuals are expected to include persons who are jobless in spite of job-hunting, as well as housewives. Notably, for each age group, females virtually always have a higher share in the inactive category, compared to males. This is especially the case in the 15-19, 20-24, and 25-29 age groups, where the inactive category has double digit shares. Amongst 15-19 year olds, 14.8 percent of females are inactive, while the corresponding share for males is 10.8 percent. In the case of 20-24 year olds, whereas 15.5 percent of males are inactive, females registered a corresponding share of 24.3 percent. Again, the shares of the inactive category amongst 25-29 year olds are 18.1 percent for females and 8.2 percent for males. These statistics

are suggestive of the magnitude of the socio-economic challenges confronting developing countries in Africa, especially regarding young females and the youth in general.

It can be seen from Figure 3.1 that the dominant category of work-schooling status varies across the five age groups. In particular, for the two lowest age groups, i.e. 5-9 and 10-14, the most dominant category of work-schooling status is schooling-only. However, for the two highest age groups (i.e., 20-24 and 25-29), the most dominant category of work-schooling status is working-only. The dominance of the schooling-only category in the two lowest age groups, which is observed for both females and males, is to be expected. This is because the tendency to be in school, without engaging in labour market activities, generally tends to be high when an individual is too young to work. Regarding the dominance of the working-only category amongst the two highest age groups, this is plausible, despite the dominance being somewhat stronger than one might expect.

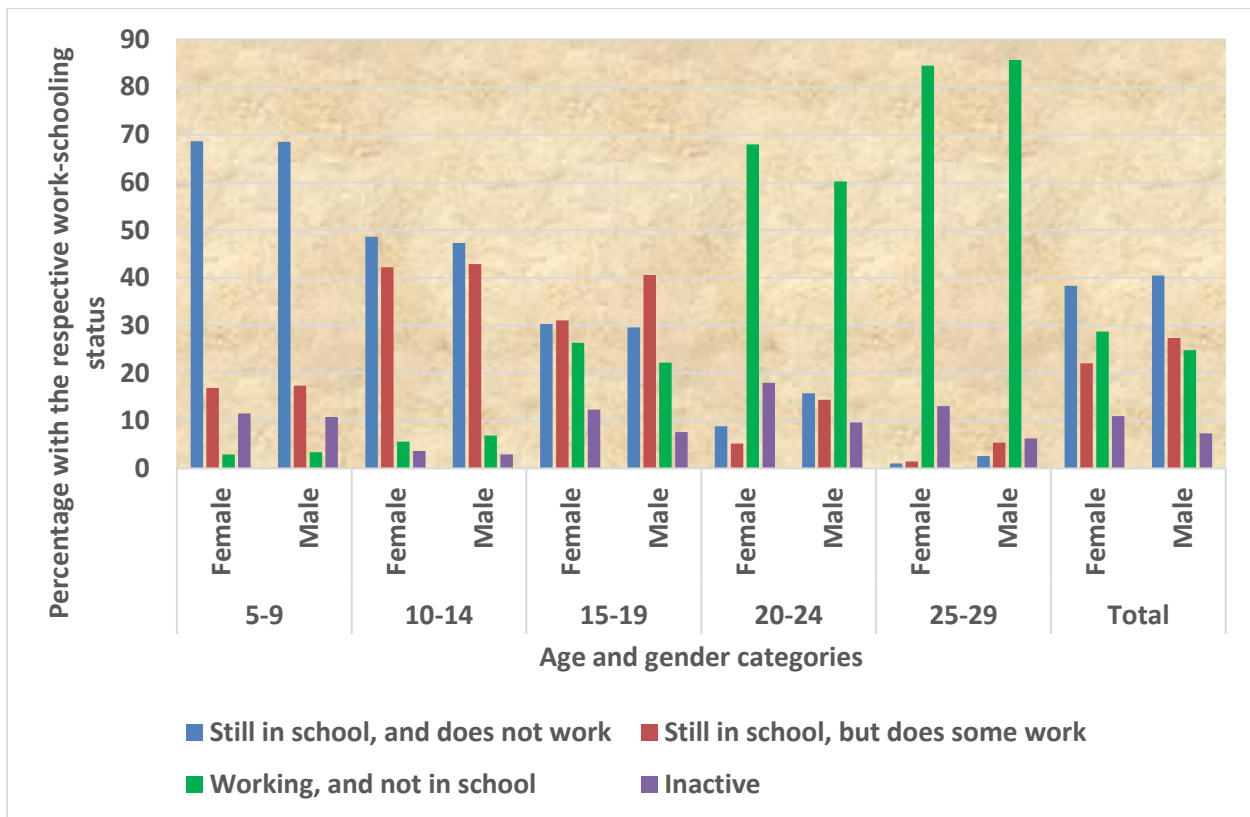
**Figure 3.2: Work-Schooling Status (%), by Gender and Age Group, 2012/13 – Urban Ghana**



Source: Generated by authors, using GLSS6 data.

It is important to note that the patterns observed with the statistics on work-schooling status are generally found amongst urban and rural residents as well (see Figures 3.2 and 3.3 and Tables A.5 and A.6 in the appendix). However, urban residents reflect a much stronger dominance of the schooling-only category than is observed in the rural areas. Consequently, urban residents also reflect a stronger influence of the schooling-only category than what is registered for the entire country, although to a lesser extent. On the contrary, the influence of the working-only category is stronger amongst rural dwellers, relative to what is observed in urban communities, as well as relative to what is found for the entire country, although that is to a lesser extent. These urban-rural differences are consistent with what one would expect. This is because compared to rural residents, a larger percentage of urban children and youths are expected to be engaged in full-time schooling.

**Figure 3.3: Work-Schooling Status, by Gender and Age Group, 2012/13 – Rural Ghana**

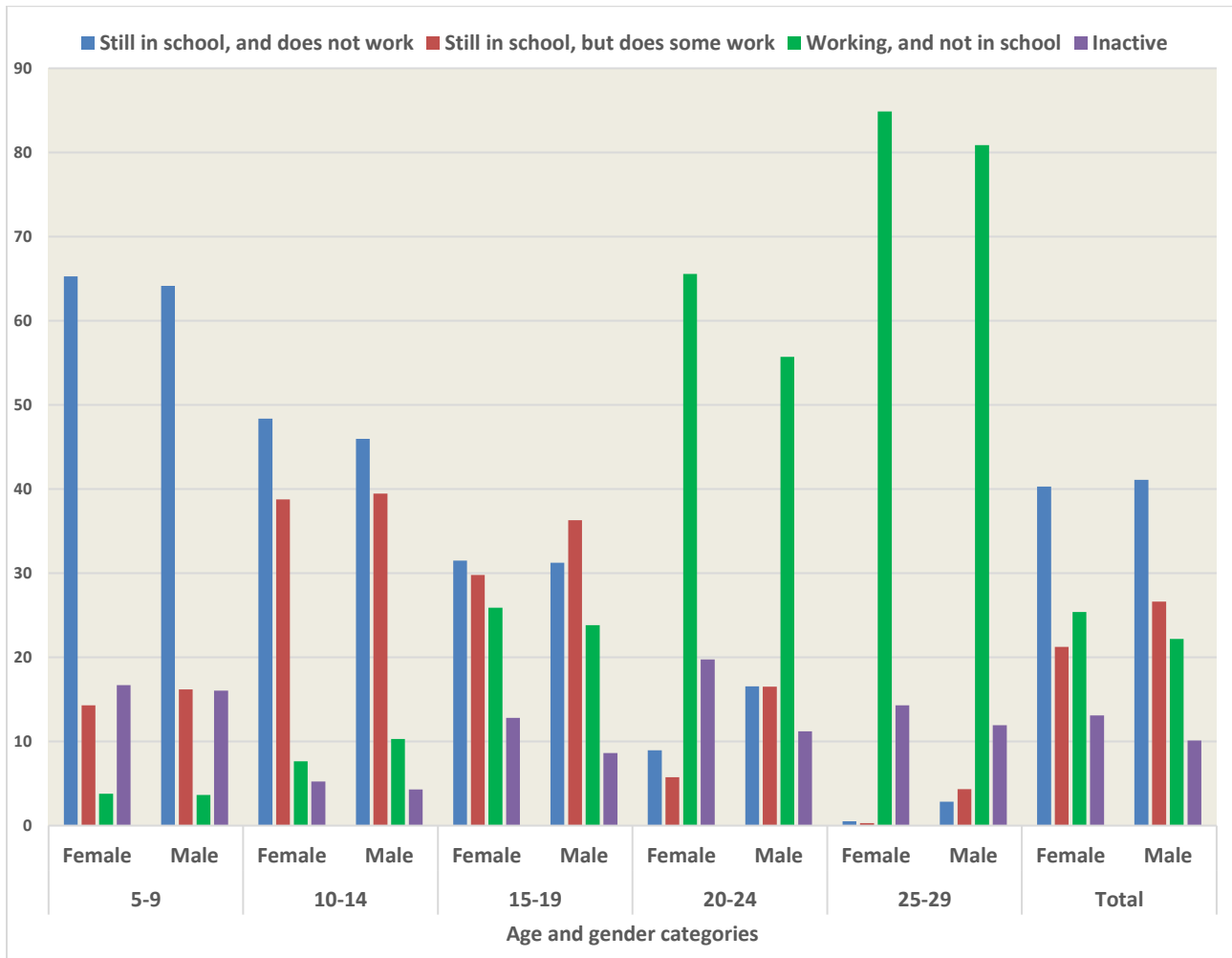


Source: Generated by authors, using GLSS6 data.

It is also useful to examine the work-schooling status for the poor and non-poor. The statistics for these are shown in Figures 3.4 and 3.5 below, and in Tables A.7 and A.8 in the appendix. While

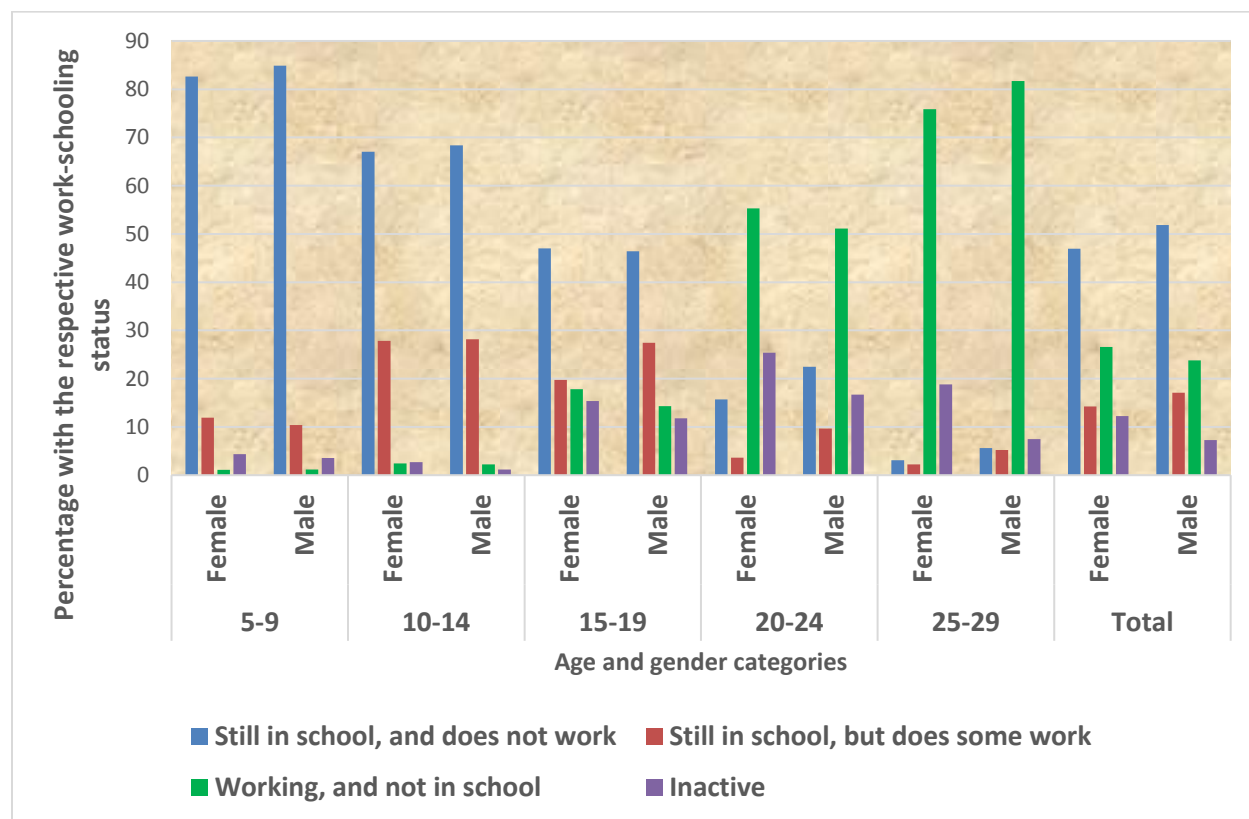
the overall patterns are not different from what we have seen so far, some of the patterns are accentuated. In particular, we observe that for the poor's 5-9 age group, the schooling-only category has a share of 65.3 percent amongst females and 64.2 percent amongst males. However, the corresponding statistics for Ghana's non-poor are 82.6 percent and 84.9 percent, respectively.

**Figure 3.4: Work-Schooling Status (%), by Gender and Age Group, 2012/13 – Ghana's Poor**



Source: Generated by authors, using GLSS6 data.

**Figure 3.5: Work-Schooling Status (%), by Gender and Age Group, 2012/13 – Ghana’s Non-Poor**



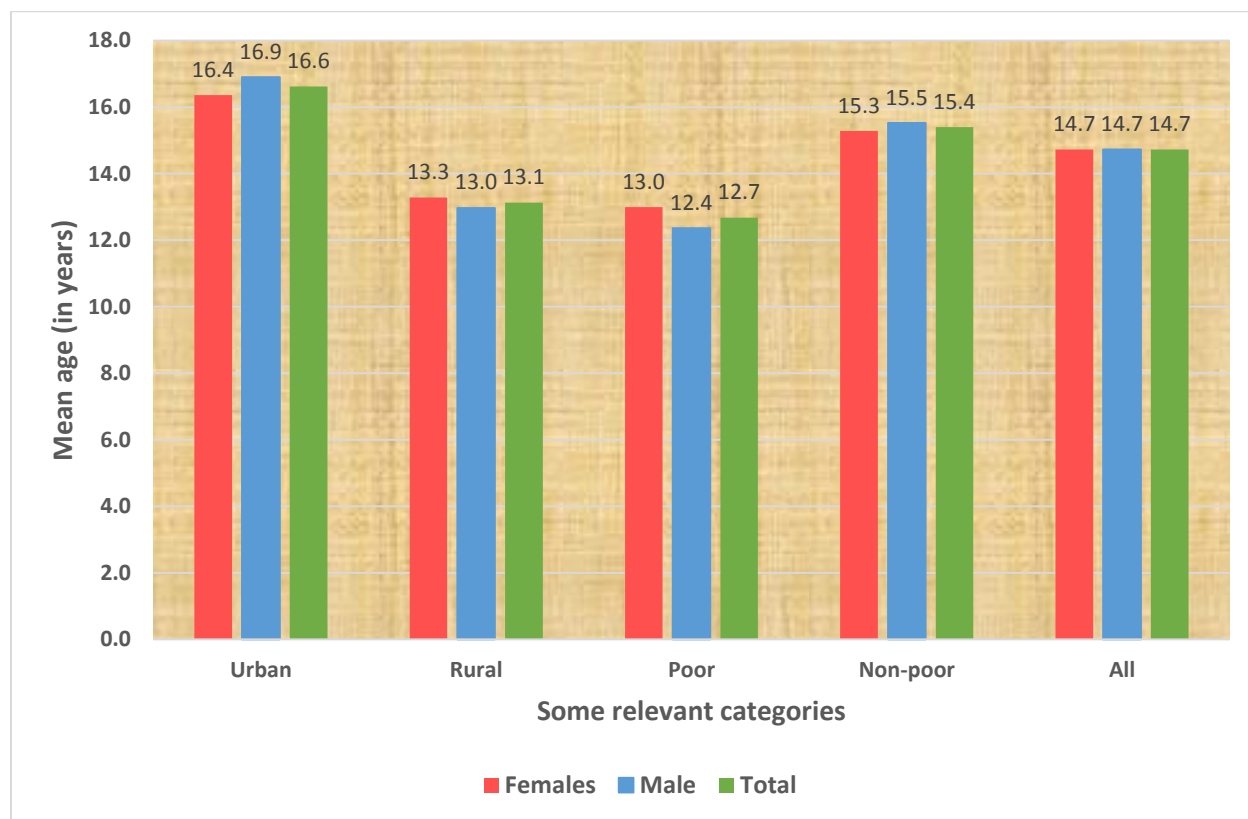
Source: Generated by authors, using GLSS6 data.

At this point, we turn attention to the age at which people work for the first time. In this context, work includes working as a regular or casual employee, as a self-employed person, as an employer, or as an unpaid family worker. As shown in Figure 3.6, the average age at which people start working is 14.7 years (that is, roughly 14 years and 8 months), and strikingly, this holds for both females and males. Figure 3.6, nevertheless, reveals some important differences amongst the categories shown. These differences can be seen between urban and rural dwellers, between poor and non-poor individuals, and to a smaller extent, between males and females. We note that whereas the urban dweller starts working (not necessarily on a full-time basis) at age 16 years and 7 months, the rural dweller starts working about three and a half years earlier. The urban-rural differences are even more insightful when the gender dimension is examined. While urban females start working at age 16, on average, their rural counterparts begin working at an average age of 13 years. For urban males, the average age at which they begin working is almost 17 years, whereas the corresponding age for their rural cohort is 13 years. The potential linkages between these



differences and disparities in schooling attendance and outcomes definitely deserve scrutiny, but this task falls outside the primary focus of this paper.

**Figure 3.6: Mean Age at which Individuals Work for the First Time; 2012/13 – Ghana**



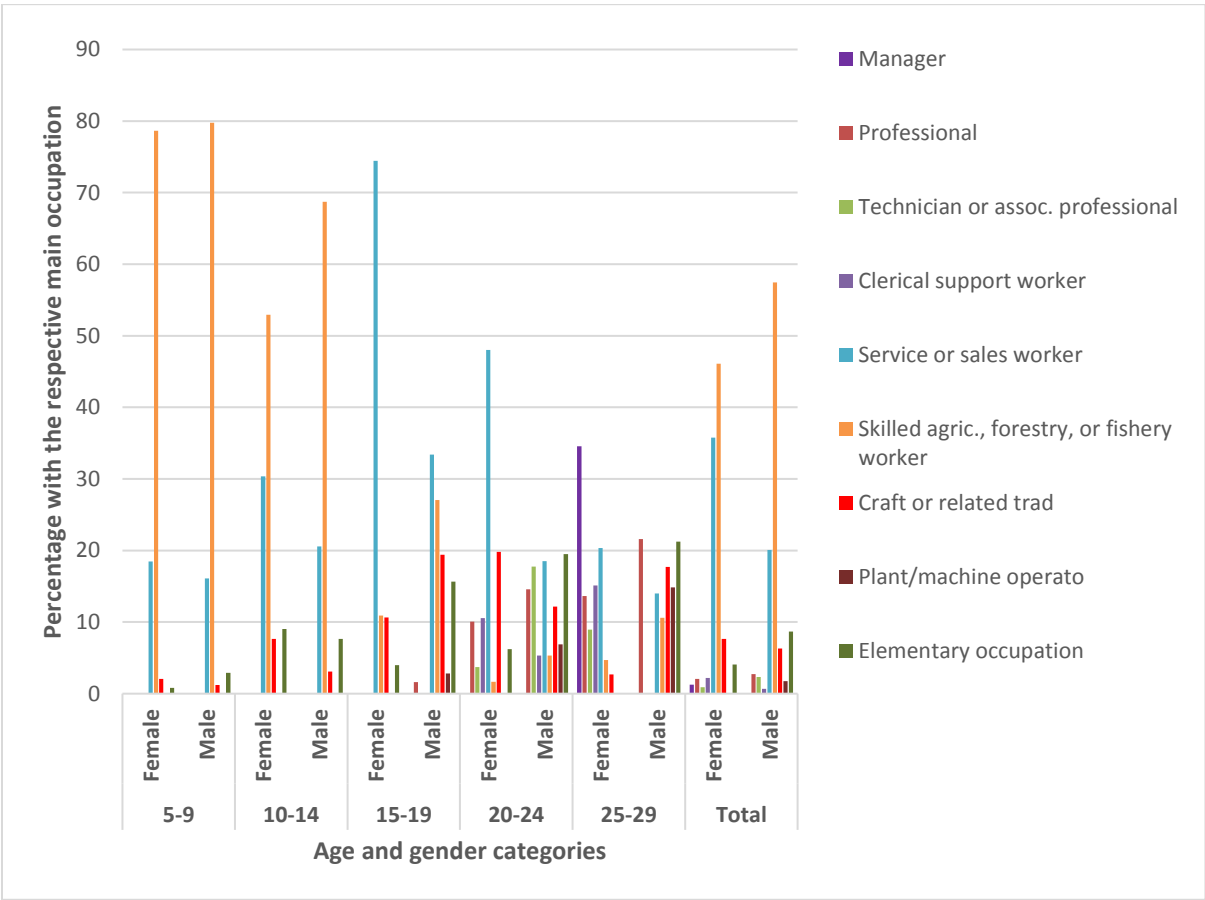
*Source: Generated by authors, using GLSS6 data.*

Figure 3.6 indicates that within the urban localities, females start working six months earlier than males, on average. In rural areas, however, females begin working about four months later than males. It would be useful to identify the reasons underlying these differences. We reckon, however, that these disparities may be linked to the factors influencing school attendance and schooling outcomes.

Differences also exist between persons from poor households and those from non-poor households in terms of the age at which individuals start working; but on average, the former start working at a younger age. Is poverty status influenced by the timing of entry into the labour market? Or is it rather a person's poverty status that explains the age of entry into the labour market? These questions add to the range of interesting issues that merit a thorough investigation.

We note that the 2012/13 GLSS generally did not collect information on individuals' main occupation at the time of entering the labour market for the first time. However, some limited data on this issue are available. This is because there is information on the age at which individuals had their first job. Thus, we employ data on those individuals who had their first job in the survey year to generate statistics on the distribution of main occupation of new entrants to the labour market. These statistics are shown in Figure 3.7 below and in Table A.9 in the appendix. It can be seen that most workers are in the skilled agricultural, forestry, or fisheries occupation. This is especially the case for those in the 5-9 and 10-14 age brackets.

**Figure 3.7: Main Occupation of Labour Market New Entrants, 2012/13**



Source: Generated by authors, using GLSS6 data.

The main occupation with the second highest proportion of labour market new entrants is service/sales. In particular, the distribution of labour market new entrants amongst the 15-19 age

group is highly dominated by service/sales, especially in the case of females. It is also clear that there is a gender dimension to the service/sales activity. This is because the activity is dominated by females across each of the age groups. The female dominance of this activity is particularly strong amongst the 15-19 age group.

#### **4. Marriage/ Fertility Patterns**

The section provides descriptive statistics on the average age of women at first marriage and first birth and on the number of children borne by women of child bearing age. The data are disaggregated by women's age groups, educational level, urban and rural locality, and household wealth quintiles. The study design was taken into account in the generation of the descriptive statistics and the appropriate survey weights applied.

This section of the paper is based on data derived from the 2014 Ghana Demographic and Health Survey which contains information on 9,396 women of child-bearing age (i.e., 15-49 years). The GDHS has some limitations from the perspective of our analysis. First, the GDHS is a repeated cross-section dataset which does not lend itself to panel analysis. Secondly, the GDHS does not contain in-depth information on education and women's labour market experiences. Nonetheless, several features of the data make it ideal for the present research focus. The large breadth of data collected, for instance, is appropriate for studying relationships between women's fertility and other socioeconomic statistics. Additionally, the core DHS questionnaire is standardised and pre-tested to ensure comparability across different countries. Finally, the GDHS data has national representativeness.

##### **i. Average Age at First Marriage/ Cohabitation**

According to data from the GDHS (2014), the average age at first marriage/cohabitation among women of childbearing age in Ghana is 19.97 years, with a standard deviation of 4.68 years. The minimum and maximum age at first marriage is 10 years and 46 years respectively, although these figures differ for rural and urban areas. In the urban areas, the average age at first marriage is 21.06 years compared to 18.83 years in the rural areas. Table 4.1 below presents disaggregated information on average age at first marriage (in years) among urban women by education levels. The number of observations for each cell is shown in parenthesis.

The data indicates that in urban areas, the average age at first marriage for women with no education is about 18.92 years while average age at first marriage for women with primary school education is 19 years. On the other hand, women with secondary and post-secondary education have an average age at first marriage of 21.63 and 24.94 years respectively. In urban areas and with similar educational levels, younger women marry earlier than older women.

The average age at first marriage appears to increase with education levels. This observation is consistent with the study by Westoff (1992) which found that age at first marriage among African

women tends to increase with increased education. According to Becker’s (1974) seminal article on marriage, the opportunity cost of marriage rises with increased schooling for women. It is important, however, to consider the potential for endogeneity in this relationship because increased education raises the age of first marriage while early marriage discourages the pursuit of further education. The article did not control for such endogeneity.

On average, urban women with no education marry earlier than those with some level of education, with the differences becoming more distinct at higher levels of education. Interestingly, there appears to be little difference in the age at first marriage between women with no education and women with primary school education among those aged between 35 and 49 years.

**Table 4.1: Average Age (in years) at First Marriage in Urban Areas, by Education Levels and Age Group**

<b>Panel A: Urban Areas</b>								
	<i>15-19</i>	<i>20-24</i>	<i>25-29</i>	<i>30-34</i>	<i>35-39</i>	<i>40-44</i>	<i>45-49</i>	<i>Total</i>
No education	17 (1)	16.8 (54)	18. (84)	18.9 (101)	20.1 (121)	19.1 (128)	19.3 (124)	18.9 (613)
Primary Education	15.3 (13)	17.0 (48)	18.7 (86)	20.0 (98)	20.2 (93)	18.7 (82)	18.5 (71)	19.0 (491)
Secondary Education	16.1 (23)	18. (161)	21.2 (310)	22.3 (343)	22.4 (318)	22.4 (249)	21.6 (182)	21.6 (1586)
Post-Secondary Education	-	18. (9)	23.6 (79)	25.7 (49)	26.1 (49)	25.8 (24)	26.1 (23)	24.9 (233)
N	37	272	559	591	581	483	400	2923

*Source: Authors’ computation from the 2014 Ghana Demographic and Health Survey (GDHS) data*

Table 4.2 below presents information on average age at first marriage (in years) disaggregated by education level, among rural women. On average, the average age at first marriage for women with no education is about 18.43 years, while the average age at first marriage for women with primary school education is 17.99 years. The average age at first marriage for women with secondary and post-secondary education is 19.45 and 24.62 years respectively. Generally, the age at first marriage is higher for women in urban areas compared to women in rural areas across all education levels. Additionally, younger women in the sample appear to have lower average age at first marriage compared to those in higher age groups.

The average age at first marriage for women in rural areas appears to increase with increasing education level, similar to the situation observed among urban women. It is important to note, however, that in rural areas women with no education and those with primary education appear to marry at similar ages across all age groups. The age at first marriage is distinctly higher for women with post-secondary education compared to those with lower education levels.

These findings are consistent with Manda (2005), who found that rural women in Malawi tend to enter into marriage early. Indeed, Kavinya (2001) theorises that the pressure for early marriage and reproduction is higher in rural localities compared to urban settings. Indeed, in rural communities, early marriage and motherhood are the traditional ways through which a woman affirms her value and identity within the family and community. In view of these expectations, therefore, exposure to higher levels of formal education may unexpectedly lead to high fertility, as education may instead serve to undermine established traditional practices that are aimed at keeping fertility levels down (Gupta & Mahy, 2003).

**Table 4.2: Average Age at First Marriage in Rural Areas by Education Levels and Age Groups**

<b>Panel B: Rural Areas</b>								
	<i>15-19</i>	<i>20-24</i>	<i>25-29</i>	<i>30-34</i>	<i>35-39</i>	<i>40-44</i>	<i>45-49</i>	<i>Total</i>
No education	15.6 (22)	17.0 (138)	17.8 (255)	18.1 (253)	18.9 (315)	18.7 (285)	19.6 (264)	18.4 (1532)
Primary Education	14.9 (38)	17.4 (121)	17.7 (124)	18.2 (144)	18.2 (121)	18.5 (117)	18.8 (82)	18.0 (747)
Secondary Education	16.2 (36)	17.8 (188)	19.2 (243)	20.1 (217)	20.9 (185)	19.9 (130)	19.2 (111)	19.5 (1110)
Post-Secondary Education	-	21.7 (3)	24.0 (12)	24.4 (14)	25.7 (8)	27.5 (3)	24.7 (3)	24.6 (43)
<i>Total</i>	100	100	100	100	100	100	100	100
N	96	450	634	628	629	535	460	3432

*Source: Authors' computation from the 2014 Ghana Demographic and Health Survey (GDHS) data*

Table 4.3 below presents disaggregated information on average age at first marriage by household wealth quintiles identified as poorest, poorer, middle, richer, and richest. The wealth quintiles are generated from the data on households' wealth index, which is a composite measure of a household's cumulative living standard. It is calculated using data on the household's ownership of selected assets, such as televisions and bicycles, materials used for housing construction, and types of water access and sanitation facilities.

On average, age at first marriage for women belonging to the poorest wealth quintile is about 18.25 years while average age at first marriage for women in the poorer wealth category is 18.79 years. Women in the middle and richer wealth categories have an average age at first marriage of 18.99 and 20.57 years respectively. Women in the richest category have an average age at first marriage of 22.59 years. Generally, the age at first marriage increases with increasing wealth. Additionally, women in the lower age groups have lower ages at first marriage compared to women in higher age groups.

**Table 4.3: Average Age at First Marriage by Household Wealth Quintiles and Age Groups**

<b>Panel C: Household Wealth Quintiles</b>								
	<i>15-19</i>	<i>20-24</i>	<i>25-29</i>	<i>30-34</i>	<i>35-39</i>	<i>40-44</i>	<i>45-49</i>	<i>Total</i>
Poorest	15.5 (55)	17.1 (219)	18.3 (319)	17.8 (304)	18.8 (312)	18.7 (257)	19.4 (242)	18.3 (1708)
Poorer	15.4 (30)	17.3 (162)	18.4 (195)	19.0 (218)	19.6 (228)	18.9 (228)	19.5 (176)	18.8 (1237)
Middle	15.7 (28)	17.4 (162)	18.4 (237)	19.7 (240)	20.1 (221)	18.9 (203)	19.5 (185)	19.0 (1276)
Richer	16.6 (13)	18.1 (117)	20.2 (230)	21.0 (229)	21.3 (223)	21.6 (166)	20.4 (139)	20.6 (1117)
Richest	15.3 (7)	18.7 (62)	22.3 (212)	23.7 (23.65)	23.4 (226)	22.6 (164)	21.8 (118)	22.6 (1017)
N	133	722	1193	1219	1210	1018	860	6355

*Source: Authors' computation from the 2014 Ghana Demographic and Health Survey (GDHS) data*

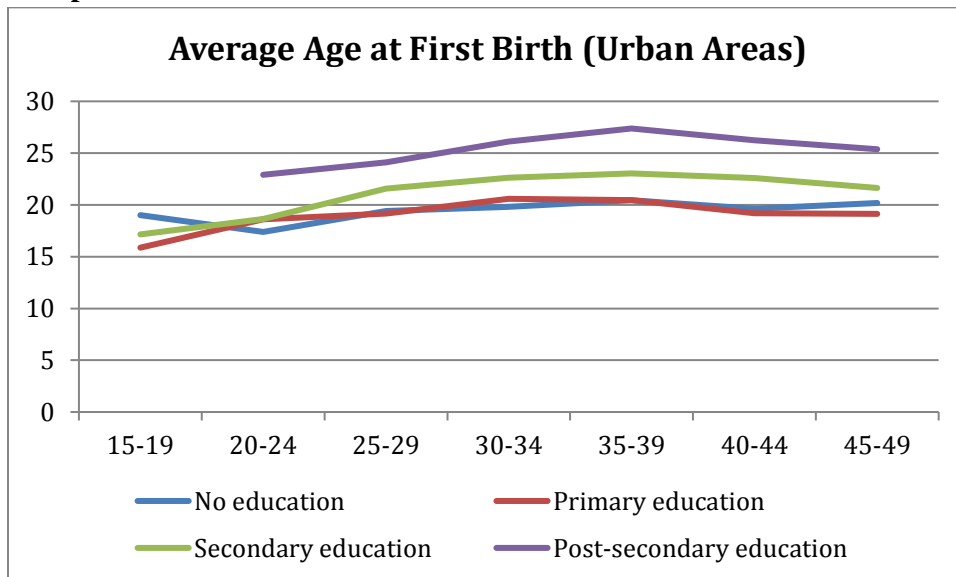
It is likely that women with higher household wealth and higher age at first marriage also have better socioeconomic statuses such as higher levels of education and urbanisation. Empirical analyses would be useful in determining more conclusively whether household wealth has a direct effect on age at first marriage, while controlling for observed socioeconomic conditions.

## **ii. Average Age at First Birth**

According to the 2014 GDHS, the average age at first birth among women of child-bearing age in Ghana is 20.49 years, with a standard deviation of 4.18 years. The minimum and maximum age at first birth is 11 years and 41 years respectively. In urban areas, the average age at first birth is 21.40 years compared to 19.56 years in the rural areas. Figure 4.1 below presents disaggregated information on average age at first birth among urban women by education levels.

On average, urban women with no education have an average age at first birth of about 19.69 years, while average age at first birth for women with primary school education is 19.53 years. The average age at first birth for women with secondary and post-secondary education is 21.86 and 25.64 years respectively. Average age at first birth appears to increase with increasing education levels. There appears to be an *n*-shaped relationship between age at first birth and women's age groups, indicating the presence of a non-linear relationship. Again, there is no marked difference in age at first birth between women with no education and those with primary education. However, age at first birth for women with secondary education and post-secondary education is markedly higher compared to that of women with lower educational levels.

**Figure 4.1: Average Age at First Birth among Urban Women, by Educational Level and Age Groups**

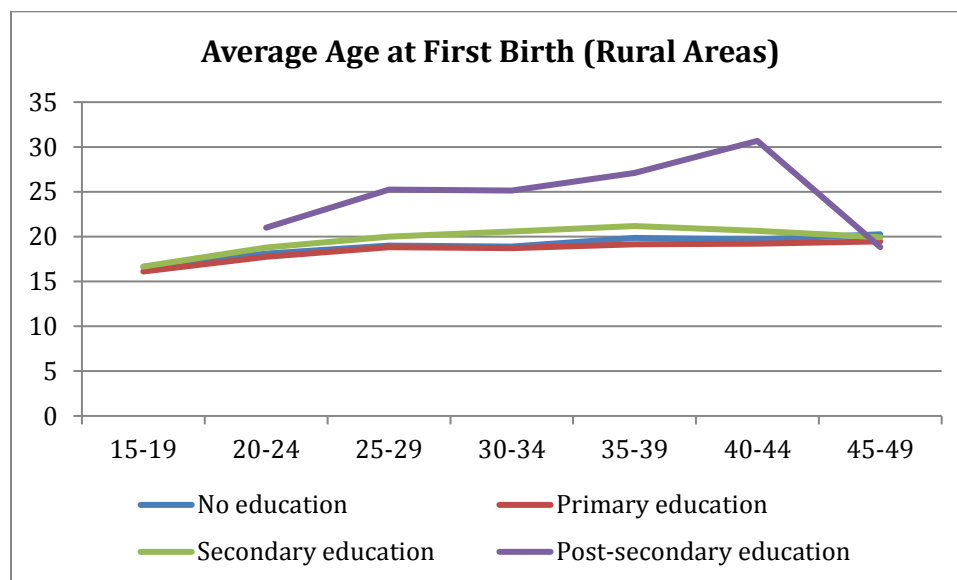


*Source: Generated by authors using data from the 2014 Ghana Demographic and Health Survey (GDHS)*

Figure 4.2 below presents disaggregated information on average age at first birth among rural women by level of education. The average age at first birth for women with no education is about 19.39 years, while the average age at first birth for women with primary school education is only slightly lower at 18.69 years. Average age at first birth for women with secondary and post-secondary education is 19.97 and 25.65 years respectively. Generally, age at first birth is higher for women in urban areas compared to women in rural areas across all education levels. Additionally, younger women appear to have their first children earlier than older women.

Generally, average age at first birth appears to increase with increasing education levels. It is important to note, however, that in rural areas women with no education and those with primary education appear to have their first birth at very similar ages. This occurrence is repeated across all age groups.

**Figure 4.2: Average Age at First Birth among Rural Women, by Educational Level and Age Groups**



*Source: Generated by authors using data from the 2014 Ghana Demographic and Health Survey (GDHS)*

Table 4.4 presents disaggregated information on women’s average age at first birth by household wealth quintiles. On average, women belonging to the poorest wealth category have an age at first birth of about 19.3 years, while average age at first birth for women in the poorer wealth category is 19.2 years. Average age at first birth for women in the middle and richer wealth categories is 19.7 and 21 years respectively. In addition, the average age at first birth among women in the richest category is 23.1 years. Generally, the age at first marriage increases with increasing wealth. Indeed, Garenne (2004) found that household income was a significant determinant of the age at first marriage, where higher levels of income appear to delay marriages among women in sub-Saharan Africa.



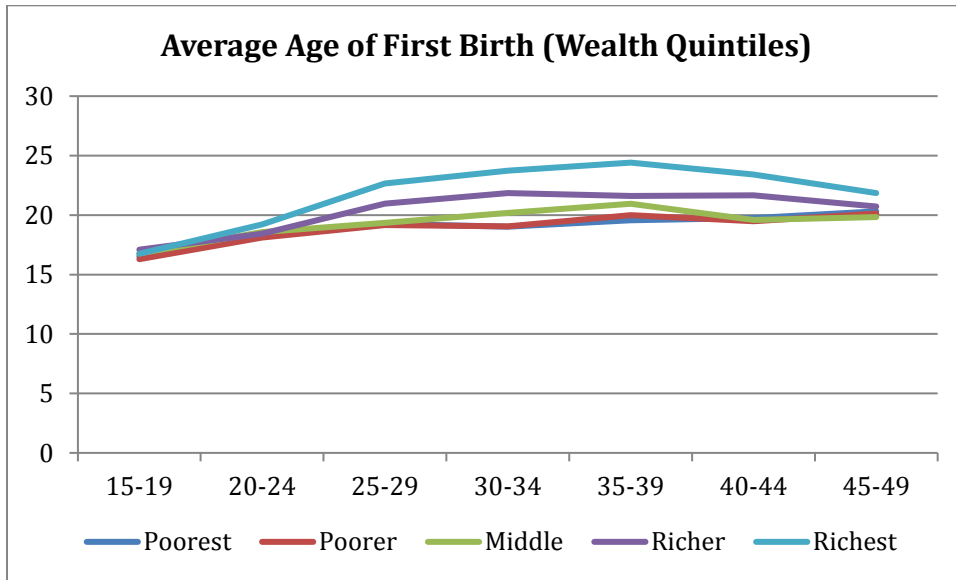
**Table 4.4: Average Age at First Birth by Household Wealth Quintiles**

<b>Panel C: Household Wealth Quintiles</b>								
	<i>15-19</i>	<i>20-24</i>	<i>25-29</i>	<i>30-34</i>	<i>35-39</i>	<i>40-44</i>	<i>45-49</i>	<i>Total</i>
Poorest	16.5 (64)	18.3	19.3 (326)	19.0 (307)	19.6 (309)	19.8 (255)	20.3 (243)	19.3 (1723)
Poorer	16.3 (60)	18.1	19.2 (205)	19.0 (218)	20.0 (226)	19.5 (229)	20.1 (175)	19.2 (1306)
Middle	16.8 (36)	18.6	19.4 (265)	20.2 (247)	21.0 (227)	19.6 (204)	19.8 (185)	19.7 (1365)
Richer	17.1 (16)	18.4	21.0 (246)	21.9 (240)	21.6 (220)	21.7 (163)	20.7 (137)	21.0 (1147)
Richest	16.8 (8)	19.2	22.7 (189)	23.7 (223)	24.4 (221)	23.4 (157)	21.8 (115)	23.1 (970)
N	184	795	1231	1235	1203	1008	855	6511

*Source: Authors' computation from the 2014 Ghana Demographic and Health Survey (GDHS) data*

Figure 4.3 indicates that average age at first birth generally appears to increase with increasing household wealth among rural women, although there are no marked differences between women in the poorest and poorer wealth categories. There appears to be an *n*-shaped relationship between average age at first birth and women's age groups. This may indicate that women in the highest age group tend to give birth earlier than those in the intermediate age groups and this pattern seems to be repeating itself with women in the lowest age group. It would be interesting to explore the fertility patterns of women in the intermediate age group in an attempt to understand why their ages at first birth are so much higher than for women in older and younger age groups. The explanatory factors for this occurrence may include political, economic, social, and cultural reasons. Perhaps women in the intermediate age bracket are simply better educated than their counterparts resulting in higher opportunity costs of fertility. An interesting observation is that irrespective of wealth status, women in the 15-19 years age group tend to have their first birth at about 16 years of age.

**Figure 4.3: Average Age at First Birth among Rural Women, by Household Wealth Quintiles**



Source: Generated by authors using data from the 2014 Ghana Demographic and Health Survey (GDHS)

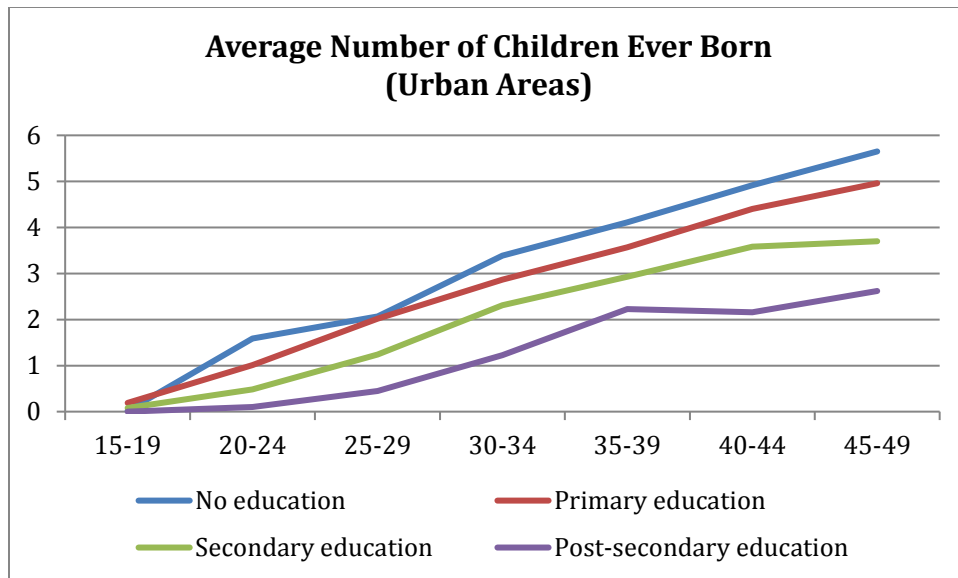
### iii. Average Number of Children Ever Born

The average number of children born to women in the sample is 2.36 children, with a standard deviation of 2.45. The minimum number of children is 0 and the maximum is 13. These figures differ by rural and urban areas. In urban areas, the average number of children born per individual woman is 1.94 compared to 2.84 in the rural areas. Figure 4.7 presents disaggregated information on average number of children born by urban women by education levels.

Generally, more educated parents have a higher value of time, which raises the opportunity cost of childbearing (Becker, 1981). On average, women with no education bear about 3.75 children; the average number of children born to women with primary school education is 2.57 years; while the average number of children born to women with secondary and post-secondary education is 1.66 and 0.92 years respectively.

The study found important differences in fertility patterns among women with different education levels. Fertility appears to decrease with increasing education levels. This observation is in accordance with the microeconomic theory of fertility postulated by Becker (1960) in his seminal article, where higher opportunity costs of having children may decrease the demand for children among highly educated women. There were no marked differences in fertility among women who have had no education and those with primary education in the 25-29 age group.

**Figure 4.4: Average Age at First Birth among Urban Women, by Educational Level and Age Groups**



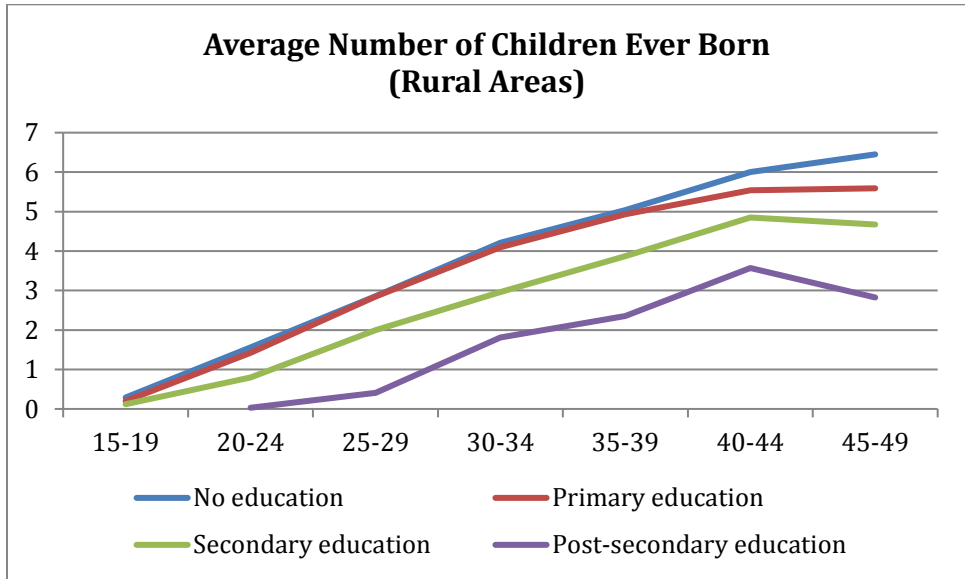
Source: Generated by authors, using data from the 2014 Ghana Demographic and Health Survey (GDHS)

Figure 4.5 presents information on average number of children ever born by rural women disaggregated by education levels. On average, women with no education have an average of about 4.38 children; average number of children ever born to women with primary school education is 3; average number of children ever born to women with secondary and post-secondary education is 1.91 and 1.03 respectively. Generally, the average number of children ever born is higher for women in rural areas compared to women in urban areas across all education levels. Indeed, while education is expected to have an inverse relationship with fertility, this is not always the case in many rural societies (Martin, 1995). Rather, this negative relationship appears to be contingent on certain factors such as the level of development and cultural expectations (Cleland & Rodriguez, 1988).

The number of children born generally increases with age, but the relationship is not expected to be linear. A woman may have an increasing number of children as she grows from adolescence to adulthood. However, over time, a woman can have fewer children as she grows older because of the biological limitations of childbirth at higher ages (Haaga, 1991; Heffner, 2004).

There are important differences in fertility patterns by education, here also. Fertility appears to decrease with increasing education levels. The relationship between fertility and age appears to be non-linear, particularly among women with higher levels of education.

**Figure 4.5: Average Age of First Birth among Rural Women, by Educational Level and Age Groups**

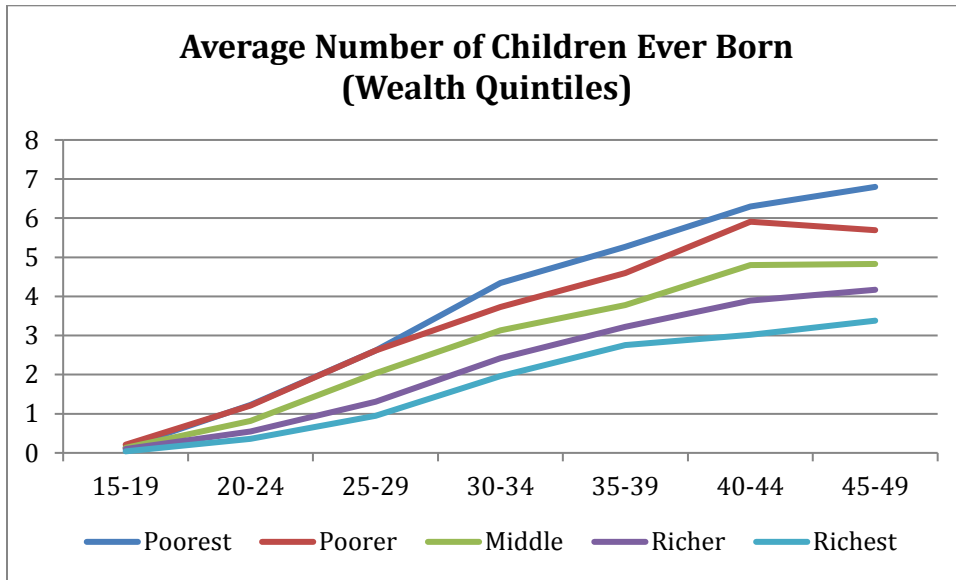


Source: Generated by authors, using data from the 2014 Ghana Demographic and Health Survey (GDHS)

Generally, fertility levels are expected to be higher in rural areas and lower in urban areas. Indeed, urbanisation may reduce the demand for children, given the higher costs of living and raising children in urban areas compared to rural areas. In contrast, the opportunities for children to work productively in an environment where they are supervised by their parents are greater in agricultural settings than is the case in urban, non-agricultural settings (Schultz, 1997).

Figure 4.6 below presents information on average number of children ever born disaggregated by household wealth quintiles. On average, women belonging to the poorest wealth category have about 3.3 children; average number of children ever born to women in the poorer wealth category is 3.1; average number of children ever born to women in the middle and richer wealth categories is 2.4 and 1.9 children respectively; while the average number of children ever born among women in the richest category is 1.6. Generally, women’s fertility decreases with increasing wealth. These patterns provide some evidence of the quantity-quality theory of fertility (Becker & Lewis, 1973), where parents of higher wealth status choose to focus more on the *quality*, rather than the *quantity*, of their children by devoting greater amounts of resources to the education and training. The average number of children ever born increases with age of the mother, but decreases with higher wealth status.

**Figure 4.6: Average Number of Children Ever Born by Household Wealth Quintiles**



*Source: Generated by authors, using data from the 2014 Ghana Demographic and Health Survey (GDHS)*

## **5. Conclusion**

We used data from the Ghana Living Standards Survey (GLSS) and the Ghana Demographic and Health Survey (GDHS) and applied descriptive statistics to examine three main issues relating to the early labour market transitions of women in Ghana. The analysis focused on females' educational attendance and attainment, the early labour market experience of girls and young women, and women's experience regarding child birth and marriage. The experience of females was compared with that of their male counterparts, where feasible, in order to broaden the understanding of the issues under investigation.

Our analysis revealed that girls had higher educational attendance compared to boys. Similarly, educational attendance was higher in urban areas compared to rural areas. Thus, almost all 10-14 year-olds in urban areas were enrolled in basic education in contrast to smaller proportions in rural areas. Furthermore, higher proportions of individuals in non-poor households were attending school compared to individuals in poor households. Regarding educational attainment, gender disparities were not very distinctive in the 5-9 and 10-14 years age groups but the differences became more evident in the higher age groups. Generally, the patterns of gender disparities in educational attainment in urban and rural localities reflected the situation at the national level.

In exploring the issues that influence the early labour market experience of girls and young women, we found that, on the whole, there was little gender disparity in work-schooling status across the various age groups, especially the lower ones. We noted, however, that for each age group, females virtually always had a higher representation in the inactive category compared to males. This was the case particularly for the 15-19, 20-24, and 25-29 years age groups. We also observed that at

the national level, the average age at which individuals start working was 14 years and 8 months, for both males and females. Differences in the mean age (that is, age at which individuals begin working), however, existed between urban and rural dwellers, between poor and non-poor individuals, and between females and males within urban localities and within rural areas. Regarding the distribution of the main occupation of new entrants to the labour market, the statistics showed that most workers were in the skilled agricultural, forestry, or fisheries occupations. We further observed a gender dimension in service/sales activities by new entrants to the labour market, since this occupation was dominated by females across all age groups. The dominance by females in this activity was especially high in the 15-19 age group.

We found that higher education appeared to have a positive effect on age at first birth and age at first marriage. Our findings also showed that women living in urban areas had higher ages at first birth and first marriage, compared to women who reside in rural areas. We further observed that younger women in the sample appeared to have higher ages at first birth and at first marriage, compared to older women, indicating that women may be marrying and giving birth when they are older in more recent times. We noted also that women's age at first marriage and their age at first birth appeared to increase with increasing wealth. Our findings additionally showed an inverse relationship between women's level of education and the number of children they bore. Regarding number of children ever born, women living in rural areas had more compared to their urban counterparts. In addition, we observed that women's fertility appeared to decrease with increasing wealth.

On the whole, although this study used data from Ghana, the findings are relevant to low income African countries. Our findings generally provide useful insights into three important issues influencing early labour market transitions of women in these countries. Apart from highlighting gender differences, the results present us with a foundation to carry out a more rigorous investigation into this important subject.

## APPENDIX

**Table A.1: Educational Attendance in Urban and Rural Areas, by Sex and Age Groups**

<b>Panel A. Poor Households</b>												
	5-9		10-14		15-19		20-24		25-29		Total	
	F	M	F	M	F	M	F	M	F	M	F	M
Not in school	19.4	19.4	10.6	12.0	10.6	13.9	62.3	29.8	97.5	77.4	24.1	18.4
Kindergarten	34.0	33.2	1.6	1.5	0.1	0.1	0	0	0	0	13.1	11.7
Basic	46.5	47.4	87.7	86.4	74.5	75.3	15.9	33.6	0	8.2	59.0	64.3
2 <sup>nd</sup> -Cycle	0	0.1	0.1	0.1	11.2	10.7	20.7	34.8	2.2	11.3	3.7	5.3
Bachelors	0	0	0	0	0	0	0.6	1.2	0.3	1.5	0.1	0.1
Other Tertiary	0	0	0	0	0.1	0	0.6	0.7	0	1.5	0.1	0.10
Total	100	100	100	100	100	100	100	100	100	100	100	100
N	1934	1970	1599	1947	977	1308	358	423	364	195	5232	5843
<b>Panel B. Non-Poor Households</b>												
	5-9		10-14		15-19		20-24		25-29		Total	
	F	M	F	M	F	M	F	M	F	M	F	M
Not in school	5.8	4.9	2.6	2.3	7.0	3.9	41.8	14.4	77.3	48.6	12.4	6.6
Kindergarten	33.7	34.9	0.9	1.1	0.1	0.1	0.1	0	0.2	0	11.3	12.5
Basic	60.5	60.2	96.3	96.1	61.3	64.3	6.4	16.3	1.3	1.3	64.0	65.9
2 <sup>nd</sup> -Cycle	0	0.1	0.3	0.5	30.9	31.0	32.8	47.6	5.8	14.7	9.6	11.3
Bachelors	0	0	0	0	0.5	0.4	10.7	16.4	8.6	24.3	1.5	2.6
Other Tertiary	0	0	0	0	0.3	0.3	8.2	5.4	6.8	11.1	1.2	1.0
Total	100	100	100	100	100	100	100	100	100	100	100	100
N	2872	3012	2820	2741	1838	1762	740	763	533	387	8803	8665

*Source: GLSS (2012/13)*

**Table A.2: Educational Attainment Statistics in 2012/13 – The Poor**

Educational attainment categories	Age groups and gender categories											
	5-9		10-14		15-19		20-24		25-29		Total	
	F	M	F	M	F	M	F	M	F	M	F	M
None	0.0	0.0	0.4	0.1	1.7	0.9	0.8	0.2	1.3	1.6	0.7	0.4
Kindergarten	100.0	99.8	87.7	89.4	27.6	32.4	20.8	14.6	28.3	22.1	66.4	65.2
Primary	0.0	0.1	9.4	7.4	33.8	32.1	22.2	19.2	18.7	12.8	14.0	13.1
JHS/Middle	0.0	0.1	2.5	2.8	33.1	29.9	42.3	37.4	40.6	35.3	15.7	14.9
2nd cycle	0.0	0.0	0.0	0.3	3.8	4.7	13.1	27.0	10.0	26.0	3.1	6.2
Non-degree tertiary	0.0	0.0	0.0	0.0	0.0	0.0	0.3	1.6	0.4	1.7	0.1	0.3
Bachelor's/Post-graduate	0.0	0.0	0.0	0.0	0.0	0.0	0.5	0.1	0.9	0.6	0.1	0.0
Total	100	100	100	100	100	100	100	100	100	100	100	100
N	1,588	1,625	1,494	1,801	1,162	1,461	579	700	310	372	5,133	5,959

*Source: Authors' computation from the 2012/13 Ghana Living Standards Survey data*



**Table A.3: Educational Attainment Statistics in 2012/13 – Non-Poor**

Educational attainment categories	Age groups and gender categories											
	5-9		10-14		15-19		20-24		25-29		Total	
	F	M	F	M	F	M	F	M	F	M	F	M
None	0.0	0.0	1.0	1.1	3.1	1.5	0.6	0.7	0.9	0.5	1.1	0.8
Kindergarten	99.9	99.6	75.6	76.7	14.5	14.9	9.7	6.8	10.9	6.4	47.7	49.7
Primary	0.0	0.2	18.7	17.7	30.3	32.9	12.9	9.7	13.5	9.5	15.2	13.7
JHS/Middle	0.0	0.2	4.7	4.1	40.8	40.5	37.3	37.6	37.8	35.8	21.6	19.9
2nd cycle	0.0	0.1	0.1	0.3	11.1	9.8	34.3	39.9	24.0	30.4	11.6	12.6
Non-degree tertiary	0.0	0.0	0.0	0.0	0.0	0.2	3.4	3.0	8.8	10.0	1.9	1.9
Bachelor's/Post-graduate	0.0	0.0	0.0	0.0	0.2	0.2	1.7	2.3	4.1	7.5	0.9	1.5
Total	100	100	100	100	100	100	100	100	100	100	100	100
N	2,739	2,898	2,829	2,743	2,420	2,203	1,907	1,825	1,649	1,486	11,544	11,155

Source: Authors' computation from the 2012/13 Ghana Living Standards Survey data

**Table A.4: Work-Schooling Status, by Gender and Age Group, 2012/13 - Ghana**

Work-schooling status	Age groups and gender categories											
	5-9		10-14		15-19		20-24		25-29		Total	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Still in school, and does not work	77.3	78.7	62.2	61.4	43.3	41.6	14.4	21.1	2.7	5.2	45.3	48.9
Still in school, but does some work	12.7	12.1	30.7	31.7	22.2	30.2	4.1	11.2	1.9	5.1	15.9	19.7
Working, and not in school	1.9	1.9	3.8	4.7	19.8	17.3	57.2	52.2	77.3	81.5	26.3	23.3
Inactive	8.1	7.3	3.3	2.2	14.8	10.8	24.3	15.5	18.1	8.2	12.5	8.1
Total	100	100	100	100	100	100	100	100	100	100	100	100
N	4,876	5,058	4,570	4,841	3,854	3,920	3,025	2,767	2,728	2,199	19,053	18,785

Source: Authors' computation from the 2012/13 Ghana Living Standards Survey data

**Table A.5: Work-Schooling Status, by Gender and Age Group, 2012/13 – Urban Ghana**

Work-schooling status	Age groups and gender categories											
	5-9		10-14		15-19		20-24		25-29		Total	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Still in school, and does not work	88.0	90.6	75.2	78.2	54.6	55.6	19.0	25.9	3.9	7.1	51.9	57.9
Still in school, but does some work	7.4	6.1	19.7	18.3	14.5	18.2	3.1	8.4	2.2	4.9	10.2	11.5
Working, and not in school	0.7	0.1	2.1	2.2	14.1	11.7	48.3	45.0	72.2	78.3	24.1	21.8
Inactive	3.9	3.2	3.0	1.3	16.9	14.5	29.6	20.7	21.7	9.7	13.9	8.8
Total	100	100	100	100	100	100	100	100	100	100	100	100
N	1,618	1,687	1,773	1,585	1,611	1,378	1,329	1,122	1,267	975	7,598	6,747

Source: Authors' computation from the 2012/13 Ghana Living Standards Survey data

**Table A.6: Work-Schooling Status, by Gender and Age Group, 2012/13 – Rural Ghana**

Work-schooling status	Age groups and gender categories											
	5-9		10-14		15-19		20-24		25-29		Total	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Still in school, and does not work	68.6	68.5	48.6	47.3	30.3	29.6	8.9	15.8	1.0	2.6	38.3	40.4
Still in school, but does some work	16.9	17.3	42.2	42.9	31.0	40.6	5.2	14.4	1.4	5.4	22.0	27.4
Working, and not in school	2.9	3.4	5.6	6.9	26.3	22.2	68.0	60.2	84.5	85.7	28.7	24.8
Inactive	11.6	10.8	3.7	2.9	12.3	7.6	18.0	9.6	13.0	6.3	11.0	7.4
Total	100	100	100	100	100	100	100	100	100	100	100	100
N	3,258	3,371	2,797	3,256	2,243	2,542	1,696	1,645	1,461	1,224	11,455	12,038

Source: Authors' computation from the 2012/13 Ghana Living Standards Survey data

**Table A.7: Work-Schooling Status, by Gender and Age Group, 2012/13 – Ghana's Poor**

Work-schooling status	Age groups and gender categories											
	5-9		10-14		15-19		20-24		25-29		Total	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Still in school, and does not work	65.3	64.2	48.4	46.0	31.5	31.2	8.9	16.6	0.5	2.9	40.3	41.1
Still in school, but does some work	14.3	16.2	38.8	39.4	29.8	36.3	5.7	16.5	0.3	4.3	21.3	26.6
Working, and not in school	3.8	3.6	7.6	10.3	25.9	23.8	65.6	55.7	84.9	80.9	25.4	22.2
Inactive	16.7	16.0	5.2	4.3	12.8	8.6	19.7	11.2	14.3	12.0	13.1	10.1
Total	100	100	100	100	100	100	100	100	100	100	100	100
N	1,967	2,012	1,666	2,035	1,302	1,645	804	831	665	525	6,404	7,048

Source: Authors' computation from the 2012/13 Ghana Living Standards Survey data

**Table A.8: Work-Schooling Status, by Gender and Age Group, 2012/13 – Ghana’s Non-Poor**

Work-schooling status	Age groups gender categories											
	5-9		10-14		15-19		20-24		25-29		Total	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Still in school, and does not work	82.6	84.9	67.1	68.4	47.0	46.4	15.7	22.5	3.1	5.6	46.9	51.9
Still in school, but does some work	11.9	10.4	27.8	28.2	19.8	27.4	3.7	9.7	2.2	5.3	14.2	17.1
Working, and not in school	1.1	1.2	2.5	2.2	17.8	14.3	55.3	51.2	75.9	81.7	26.6	23.8
Inactive	4.3	3.6	2.7	1.2	15.4	11.8	25.4	16.7	18.8	7.5	12.3	7.3
Total	100	100	100	100	100	100	100	100	100	100	100	100
N	2,909	3,046	2,904	2,806	2,552	2,275	2,221	1,936	2,063	1,674	12,649	11,737

*Source: Authors’ computation from the 2012/13 Ghana Living Standards Survey data*

**Table A.9: Main Occupation of Labour Market New Entrants, 2012/13**

Work-schooling categories	Age groups and gender categories											
	5-9		10-14		15-19		20-24		25-29		Total	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Manager	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	34.6	0.0	1.3	0.0
Professional	0.0	0.0	0.0	0.0	0.0	1.6	10.1	14.6	13.6	21.6	2.1	2.8
Technician or assoc. professional	0.0	0.0	0.0	0.0	0.0	0.0	3.7	17.8	8.9	0.0	0.9	2.3
Clerical support worker	0.0	0.0	0.0	0.0	0.0	0.0	10.6	5.3	15.1	0.0	2.2	0.7
Service or sales worker	18.5	16.1	30.4	20.6	74.5	33.4	48.0	18.5	20.3	14.0	35.8	20.1
Skilled agric., forestry, or fishery worker	78.6	79.8	53.0	68.7	10.9	27.1	1.7	5.3	4.7	10.6	46.1	57.5
Craft or related trade	2.1	1.2	7.7	3.1	10.6	19.4	19.8	12.2	2.7	17.7	7.7	6.3
Plant/machine operator	0.0	0.0	0.0	0.0	0.0	2.8	0.0	6.9	0.0	14.8		1.8
Elementary occupation	0.8	2.9	9.0	7.6	4.0	15.7	6.2	19.5	0.0	21.2	4.1	8.7
Total	100	100	100	100	100	100	100	100	100	100	100	100
N	779	872	1,734	2,036	1,796	2,054	1,942	1,805	2,212	1,902	8,463	8,669

Source: Authors' computation from the 2012/13 Ghana Living Standards Survey data

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