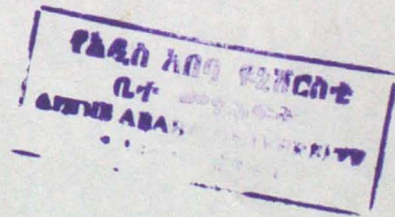


ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

FACTORS AFFECTING ACADEMIC ACHIEVEMENT OF FEMALE
STUDENTS: THE CASE OF WEST SHOA ZONE GENERAL
SECONDARY SCHOOLS.

BY
ALEMAYEHU GIRMA



June, 2006
ADDIS ABABA

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BY

ALEMAYEHU GIRMA

A Thesis Submitted to the School of Graduate Studies of Addis Ababa
University in Partial Fulfillment of the Requirements for the Degree of Master of
Arts in Curriculum



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Abstract

The main purpose of this study is to investigate some of the factors that affect the academic achievement of female students in general secondary schools of west Shoa Zone. It attempts to identify the major factors under two headings: In - school and out- of -school related factors. In order to attain the objectives of the study, a *descriptive survey* method was employed. The study was carried out on five general secondary schools that were selected using random sampling technique from 19 high schools of west shoa zone . The study also involved 300 female students selected randomly from grade 10 and grade 9, 50 teachers' selected randomly, 5 parents of female students selected randomly and 5 school directors and 1 guidance and counselor officer purposely selected from the five sample schools.

Documentary analysis, questionnaires and interview were the instruments used for data collection. The data gathered were analyzed using statistical tools such as percentage and *chi-square*. Based on the results of the analysis, though relative increment has been observed in the number of female students, percentages of female promotion in each year shows that, female students' academic achievement relatively declined through the years under consideration., Lack of guidance and counseling services for female students, sexual harassment in and around school, distance of school from home and safety to travel to school were some of school related factors identified for low academic achievement of female students in general secondary schools.

On the other hand, from out-of-school factors, lack of time to study at home, lack of parental support, the effect of broken home and low level of parental education were identified as some of causes for low academic achievement of female students in west Shoa Zone.

It was also found out that the combined effect of both in school and out -of- school related factors were important in explaining the factors which affect the academic achievement of female students in general secondary schools of the Zone. It was thus indicated that the factors which affect the academic achievement of female students is a *function of variables* which emanate from in-school and out-of-school systems. Accordingly, the improvement of these variables will make a considerable change in academic achievement of female students. Therefore, it was recommended that *measures related to safety to travel to school, school policies on sexual harassment, availability of professionally trained guidance and counselor in the school, teachers training and community sensitization and education* be taken to increase academic achievement of female students in general secondary schools of West Shoa Zone.



CHAPTER ONE

Introduction

1.1. Background

One of the main functions of education is to prepare young people for their adult roles. Since the end of World War II there is a dramatic expansion of educational systems throughout the world.

* Education has been used as a vehicle for national economic development as well as for individual advancement. The evidence from Third world countries shows a close link between women's education and social and economic development, and between the sizes of the education gender gap and national development (King, 1990.)

However, as Mak (1996:73) noted, even if women constitute proportionally a large group of the labor force in various economic sectors and economic development is unthinkable without the participation of women, the experience of several decade, has shown that educational systems continue to admit and treat males and females differently.

Nowadays, evidence shows that education is helping to improve health and productivity in developing countries. The poorest people appear to be benefiting the most from it. For the attainment of the required productivity and health, considering the education of females is very necessary (King, 1990:11). This idea is shared with Hill and King (1993), too. Hill and King (1993:29) argues that educating females yields far – reaching benefits for girls and women themselves, their families, and the societies in which they live. Further more Hyde (1993:114) says, educating girls offers the best hope to break the cycle of female deprivation. Increased schooling has similar effects on the incomes of males and females, but educating girls generates much larger social benefits. Because of what women do with the extra income they earn, because of the extra leverage it affords them within the family and because of the direct effects of greater knowledge and awareness, female education has an enormous social impact (Hill and King 1993).

Though women's share of the division of labor differs from place to place and from culture to culture, their average working hours in a day is believed to vary between 13 and 17 hours per day (Women's Policy of Ethiopia, 1993).

According to the 1989 United Nations World surveys while growth continues in the developed countries and several developing nations of Asia, underdevelopment is noted in Latin America and Africa. One of the main reasons for failure to reach the required standard of development has been lack of female participation. Failure to encourage female education seems to have contributed to the economic backwardness of these countries.

It is clear that such experiences by females in most developing countries of the world reflect on the females of Ethiopia as well. The data taken from Women's Policy of Ethiopia 1993, shows that the percentage of female students in high schools was only 30%. In general women were not regarded as important as males. They were denied of opportunities for schooling. Their denial for education goes back into the old traditional schooling systems. In traditional Ethiopia, the Orthodox Church and Mosque were major institutions responsible for the discrimination of female education (Seyoum Tefera, 1989).

The factors that affect the academic achievements of female students can be categorized in a number of ways. Some of these factors are related to institutional practices and others are associated with society's customs, beliefs, and attitudes about girl's education.

As Barbour (1997:8) noted, females learning is greatly affected by the attitudes, values, and actions emanating from home, schools, and communities, but of course the impact varies according to female's stages of development and their amount of contact with those social settings. Sanabary (1993) also says that, a family's socioeconomic status influence the daughter's education directly through financial and moral support for schooling and indirectly through a set of variables that include the daughter's physical, cognitive, and psychological development as well as her own motivation, aspiration, and expectations. In addition to this he says, girls and women from middle income and upper - income families are more likely than those from low - income families to enter school and progress all the way to the university level.

Many low- income families can not even afford to send their children to free public schools. They find the cost of such necessities as books, supplies, clothes, and transportation too high; moreover, they often need their children at home to care for siblings.



In urban slums and rural areas, parents' demand that daughters should be engaged in domestic and farm labor is a significant barrier to female education.

As Hyde (1993:110) noted, if the eventual gains from staying in school exceed the immediate gains from leaving, a girl is likely to continue her education. This argues with Sanabary (1993) conclusion that daughters from low – income families' background are more likely to enroll in vocational education, nursing, and teacher training institutions than in general academic programs.

In the same way, the availability of school in the local community increases girl's academic achievement. Osheba (1986:159), as cited in Hill and King (1993) found that in rural areas the distance to a secondary school is negatively associated both with the aspirations of parents for their children's education and with the probability of a child's attending secondary school.

On the other hand, from various surveys and articles chronicling incidents sexual harassment have negative impact in education through absenteeism, lower achievement, loss of self-esteem and dropping out of school by the victims.

It is, therefore, on the basis of this idea, this study attempts to investigate the impact of these major factors on the academic achievement of female students in the region understudy. It also attempts to find alternative and relevant solutions to alleviate problems hindering the academic achievement of female students.

1.2. Statement of the problem

In many African countries, women's participation in education is low. Ethiopian women in education are similar to that of many African countries. Many of them concentrate in fields, such as secretarial, home- economics, nursing and teaching in elementary schools.

Although a very small number of women hold high-position jobs that require college training and technological know-how, most Ethiopian women are engaged in all types of odd jobs. According to the study done by the Ministry of Labor and Social Affairs in 1988, the number of male employed in both the public and private sectors, where employment opportunities are limited, was about 82.1 percent of the total work force, whereas women constitute only 17.9 percent. This

shows that the number of women holding high position is negligibly low. That, of course, is a good indicator of the urgency and the seriousness of the situation of Ethiopian women. In Ethiopia it is only recently that female participation in schooling is increasing. The country's educational policy is not discriminatory to females. Article 3.7.7. of 1997 stipulates that special attention to be given to women in education and training (MOE, 1994).

Therefore, the academic achievement of females in schooling should get paramount attention.

The main purpose of this paper is hence to examine some of the factors, which affect academic achievement of female students in West Shoa Zone General Secondary Schools.

In order to attain its purpose, this study tries to answer the following basic questions.

1. Does economic background of the family have impact on the academic achievement of females?
2. To what extent home environment influence academic achievement of females?
3. Does school location (distance) have impact on academic achievement of female students?
4. To what extent sexual harassment influence academic achievement of female students?
5. To what extent do guidance and counseling influence academic achievement of female students?
6. What can be done in order to minimize the factors affecting academic achievement of female students?

1.3. Objective of the study

The study aims at investigating the factors that affect the academic achievement of female students and serve as a stepping- stone for those who have an intention for further study in the field specifically:-

- To identify the main factors which affect academic achievement of female students.
- To point out some critical issues for further investigation of low academic achievement of female students.



- To suggest some practical recommendations that could make the school and the home environment conducive for female students to be successful in their academic achievement.

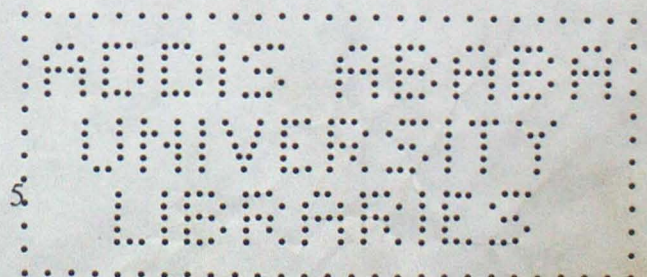
1.4. Significance of the Study

The findings of such a study are expected to have practical utility in the teaching and learning process in the high schools. It will help the academic and administrative staff in being aware of the variables which can have positive and negative effects on the academic achievements of female students. Educational experts, policy makers and other concerned may use the results of this study in implementing educational policies. Moreover, among so many in-school and out-school factors, the study focuses on some in-school and out-school factors such as: family economic background, family educational status, distance of school from home, guidance and counseling and sexual harassment.

1.5. Delimitation of the Study

In order to have more comprehensive information it would be good if the study could include all the General Secondary Schools in different settings of the country. However, for the sake of in-depth and manageable study, it is delimited to five General Secondary Schools of West Shoa Zone. Moreover, out of the grades in the high schools, only grade 9 and grade 10 were selected because in west shoa zone General Secondary Schools are not found in every district (Woreda). Some districts do not have General Secondary Schools and students are forced to travel from one district to the other to join General secondary school after they have completed elementary schools. Government schools are selected for the purpose of tackling the problem with some pattern of uniformity regarding the distribution and facilities of the schools.

In addition to this, among in-school and out-school factors, the study focuses on some in-school and out-school factors such as: family economic background, home influence, distance of school from home, guidance and counseling and sexual harassment.



1.6. Operational Definition of Key Terms

- **Sexual Harassment:-** The use of power to emphasize the sexuality or sexual identity of a student in a manner which prevents or impairs that students full enjoyment of educational benefits, climate, or opportunities (Nancy Tuana 1992).
- **Academic Achievement:-** This refers to the actual accomplishment as distinguished from potential ability (Good, 1973:414)
- **General secondary Schools: -** This refers to the schools, which offer a post elementary education program. In this study it refers to the schools teaching grades (9-10).

Abbreviations

- **AAUW:-** American Association of University Women
- **EGSECE ;** Ethiopian General Secondary Education Certificate Examination

1.7. Organization of the Study

The study is organized and presented under five chapters. The first chapter gives a general idea on the background, states the problem, explains the significance of the study and describes briefly the delimitation and limitations of the study. The second chapter (Literature Review) develops the background of the study by discussing the relevant literature from international and national perspectives. In this part, the historical and existing situation of female education in the world, developing countries and Ethiopia are examined briefly. The third chapter (methods and procedures) tries to describe in detail how the study was conducted. The fourth chapter (presentation and Analysis of Data) attempts to summarize and present the data collected from the field and states the main findings.

In this chapter, it is also tried to examine, evaluate and interpret the implications of the results with respect to the research questions. Finally, the fifth chapter (summary, conclusions, and Recommendations) tries to draw inferences based on the result. In this chapter, it is also tried to give a brief statement of the problems, methods and the most important findings. At the end, some suggestions are forwarded based on the main findings and conclusions of the study.

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CHAPTER TWO

Review of Related Literature

2.1. Historical Background

Women's access to education has been recognized as a fundamental right, and increasing their access is among the goals of most developing countries. The benefits of educating women are manifold, ranging from improved productivity, income, and economic development on the individual level, notably a healthier and better nourished population and greater autonomy among women (Shireen, 1995:1).

Some of the world's poorest countries, with some of the world's highest illiteracy rates, lie in sub-Saharan Africa. Education in this vast, diverse group of nations has been shaped by a mix of influences, among them indigenous cultures, Christianity, Islam, and a network of western-type schools set up by missionaries and colonial governments (Hyde, 1993).

The idea of women's rational inferiority to men and, consequently, their need for a less rigorous education, stems largely from Christian ideology which held that Eve, being more sensual and less rational than Adam, was chosen for seduction by the serpent. Because their deficiency in rational capacity and their unstable emotional nature led to original sin, women were thereafter considered less fit for a rigorous, formal education.

(Tozer, E, 1995:129).

It was this Augustinian legacy which formed the consciousness and guided the gender behavior of most colonial and nineteenth-century Americans. At their best, white Americans were concerned with educating their sons to become productive workers, effective political agents, and independent rational actors. However, when they thought of education for their daughters, the concern was to prepare them as wives and mothers, not as independent, rational beings. As long as the home remained the primary economic unit in society, most of the girl's education could be obtained there, emulating her mother and obeying her father Tozer, E, (1995:130).

According to Tozer, early colonial school records are both scanty and obscure regarding the education of girls. Two historians, after searching the records of nearly two hundred New England towns, could find only seven which had definitely voted to allow girls to attend the common schools before the 1770s. Only in the last two towns is there any evidence that girls actually attended these schools before the revolutionary era. Generally, when girls were given permission to attend the common school, they were only allowed to do so when boys were absent. For example, London, Connecticut, allowed girls to receive instruction from 5:00 to 7:00 A.M. during the summer of 1774. Two years later the town of Medford, Massachusetts, permitted girls to receive instruction from the school master two hours a day after the boys were dismissed. Later in 1787, the Medford girls were admitted for instruction for one hour each morning and afternoon when the boys were not in attendance (Tozer, E, 1995).

On the other hand, the contribution of females in the life of society was recognized even in the ancient world. As a result, female education was observed in some of the ancient countries. For example, in ancient Rome girls were provided with education and there was a case in which women were given important positions. Emphasizing the position of women in ancient Rome Perry (1997), has noted that,

The condition of women education gradually improved during the Republic. In the early days of the Republic, a women lived under the absolute authority, first of her father, and then of her husband. By the time of the empire, women could own property and, if divorced, keep her dowry (properly bought by bride to her husband). A father no longer forced his daughter to marry against her will. Women could make business arrangements and draw up wills without the consent of their husbands.

This history of the Empire, indeed Roman history in general, is filled with talented and influential women (Perry, 1997:104).

Such ideas by Perry vividly indicate that in ancient Roman Empire, the importance of women in development was well perceived. They were educated and given important positions in the society at that time.

Growing out of the combined cultural influences of sexist religious views, increasing capitalism, and the planning for nationhood, the cult of domesticity had a profound effect on female education. If women were to form morals and manners and provide initial education for children, they required some formal education. Consequently, most communities in the northeast slowly began admitting girls to the common schools during the first quarter of the nineteenth century. The effect of this increased educational opportunity can be seen in the greatly increased female literacy during this era. As access to elementary schooling gradually becomes secured, proponents of female education then turned to higher education (Tozer, 1995:132).

Following the foot steps of the 18th century schools, the struggle for female freedom such as in educating them has been becoming the burning issues in many countries. Despite this fact, however, there are people at different levels (either at societal or individual level) who were (are) arguing by emphasizing the weak side of women. Consequently, women were deprived of education in most developing countries and their contribution in development is felt not to be fully actualized (Kelly, 1992).

Such unhealthy perception of female education is based on the so called traditional constraints. These constraints include the following: The opportunity cost of girls' schooling are high for poor household in developing countries, and often exceed the opportunity costs of boys' schooling. Opportunity costs include lost chore time and foregone earnings. Time-use studies (e.g. in Burkina Faso and Nepal) show that girls are generally required to spend more time on household chores than boys'. Girls' labour is used to substitute for mothers' in work such as caring for siblings, fetching water and wood, caring for animals and pounding grain. The loss of girls' labour during school hours thus has an impact on women's ability to raise household income either through food production or wage labour (Herz et.al., 1991), cited in Oxaal (1997).

Schools may reinforce the attitudes and behavior that underlie sexual harassment, without being aware that they are contributing to a problem. Four out of five students have experienced some form of sexual harassment in school, and 32% report being sexually harassed before seventh grade (American Association of university women, 1993).

Other constraints to girls' schooling include concerns about girls' safety both in school and journeying between home and school, and concerns about privacy (Herz et.al, 1991), cited in

Oxaal (1997). Such negative perception for female education is predominantly observed in the modern schooling systems of most African countries with far-reaching adverse consequences for both individual and national well-being (Hill and King 1993).

2.2. Home Environment

Home environment and other family characteristics constitute one of the four most important factors that influence a child's level of achievement in school.

Another is the inborn ability of the child. A third is the quality of the schooling the child receives. The fourth is the child's self-concept or aspiration level, which grows out of family and school experiences. After several years of school experience, the child determines how hard he or she shall work in school and toward what goals (Levine, 1992:108).

In addition to this, Dornbusch et.al (1987) emphasized that there seems to be a general consensus among theorists in psychology and education that a child's academic achievement is not a simple function of his/her innate ability.

In addition to ability, environmental factors play important roles in the child's academic achievement. In particular, exposure to different types of stimuli out of school may produce different levels of academic achievement independent of ability. Among those out of school variables which influence academic achievement is home environment.

According to Hyde (1993), the factors that have affected girls' educational status in Africa countries includes negative community attitudes toward the western education of girls; the opportunity cost of a girls' school time and, indirectly, of her mothers'; general level of wealth and economic development: disparities between urban and rural areas; unfavorable labor market opportunities. In addition to these, Hill and King (1993) noted that, education has an important influence on gender differences in education. In some countries it is the father's education that appears to make a difference, in other it is the mother's. To support the above idea, Tilak (1993) noted that, parents' education and occupation are particularly important to the education of daughters. Parental education generally influences female's participation in schooling positively. Well-educated parents perceive the intrinsic and monetary benefits of schooling more clearly than less-educated parents do. Parents who have themselves benefited from the link between

education and earnings tend to send their children to school. Working mothers may be especially motivated to send their daughters to school.

Further more Hyde (1993) emphasized that, mother's education contribute to shaping decisions about schooling for daughters. A mother's education has a strong influence on her daughter's education. Educated mothers can help their children with school-work, especially during the primary years. They also provide positive reinforcement of their children's educational and occupational achievement. Their standards and expectations for their daughters are different from those of uneducated mothers, and their daughters usually have greater confidence in their abilities to pursue an education (Bach et.al, 1985) cited in Hill and King (1993). On the other hand, Tilaye (1999:77) specifically indicates that the quarrelsomeness of the home environment (for instance, between father and mother, between father and child, etc), could also create a serious emotional disturbance among school children in the form of tension, anxiety, fear or instability in their lives which in turn are hindrances to their concentration in classes or school work in general.

Among the factors that might influence girls' educational participation, family size has attracted wide attention among researchers. Children in large families receive less individual attention and other resources from the parents than children in small families do. Furthermore, large families may not be able to afford to send all their children to school. Given both a preference for boys' education and higher school costs for girls, the daughters in large families are less likely to be sent to school than the sons. Also, girls' household work is a greater burden in a large family.

Research findings appear to indicate a persistently negative correlation between family size and children's educational performance as well: children from small families tend to perform better in school than did those from large families, in part because they had more financial resources and received greater parental encouragement (E.M.King, 1987 cited in Tilak 1993; Nettles, 1990 cited in Levine, 1992).

On the other hand, decreasing family size may signify or result in improvements in cognitive development of children and their preparation for school, since children thus may be receiving more undivided parental attention than was true in the past. Children in small families with few brothers and sisters are superior in cognitive development and educational attainment, compared with children who have more siblings (Walberg and Marjoribanks, 1976). In addition they found



that measures of home support and stimulation for learning were correlated both with cognitive development and number of siblings, after controlling for social status.

Children from homes with a father present perform better in school and have fewer emotional problems than do children without a father in the home. Presumptively it can be argued that a single parent tends to have less time, energy, and material resources to devote to a child than does a husband-wife family. Moreover, parents' absence may be a major contributing factor to low achievement ... [and] personal maladjustment, but clearly not the only factor (Marino and McCowan 1976:177) cited in Levine (1992:127). A family's need for child labor may add a high opportunity cost to any other reasons for not sending daughters to school. If children are spending too much of their time offering their labor at the household, it is likely that their school attendance will be poor resulting in low achievement or high repetition and eventual dropping out of school (Chimomb O.J 2000).

Rates of return to education are also a factor in household decisions about girls' schooling. Schooling is constrained when the real or perceived rates of returns to female education are limited or less than for males. Not only are the cost of schooling girls greater but the private returns (to the household) are often less, or perceived to be less. Poor households sometimes see investing in girl's education as not worth while as they expect daughters to leave the household on marriage. Where traditions favors female seclusion, or women remaining within the home, the future economic returns to girls schooling are less (Oxaal, 1997).

According to Ayalew (1989), the question of appropriate relationship between education and the world of work has been a matter of concern for every body (i.e. for students, parents, policy-makers, politicians, etc.). For those who manage to complete secondary or tertiary school, the availability of employment opportunities increases the survival rates among school children and more than that it will facilitate the efficiency of the country's education system. On the other hand, in situations where there is chronic problem of unemployment among school leavers, parents may wonder, why so much time is wasted for such a very low rate of return for their children's education. As a result, they may be reluctant to send their children to school and the students may develop negative attitude towards schooling and resort to early school leaving.

Children's earliest learning experiences occur within the family. These include, among other things, the learning of attitudes, values and ways of behaving toward others. Along with these learning experiences, how parents react to the behaviors of a child is of great importance in determining what the child becomes and the methods parents use in child upbringing have been found to be related to the child's performance in school. Moreover, Levine U (1992) noted that, most teachers are very aware that cooperation with and support from parents is an important determinant of students' success in school. When parents provide a positive environment for learning at home, reinforce school rules and expectations, and require or at least attempt to require their children to work hard and complete their assignments, the teacher's job is made easier and his or her effectiveness can be greatly enhanced.

2.3 Economic Background

Amount of education is a good indicator of socio- economic status from lower- working class up through upper- middle class, because education leads to economic opportunity. Young people, through education, secure higher- status jobs than their fathers. With greater incomes, young adults from lower- status families tend to associated with persons of higher status and adopt their ways. It may be concluded, consequently, that education provides a channel not only to better socio economic status but also to social mobility in the broader sense (Levine, 1992:35).

Even if parents are aware of the potential long- range benefits of education, they may be unable to afford the tuition, materials, transportation, boarding fees and other costs of sending girls to school. Location, distance and even clothing requirements can make the effective cost of school attendance higher for girls than boys. Gender differences enter in when, for instance, parents are more reluctant to send girls to school with proper clothing, or parents' concern for the physical and moral safety of young daughters in some cultures defers requiring long travel daily or residence away from home (King, 1990)

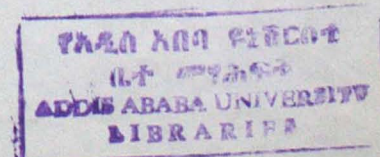
According to the study done by Hess and shipman (1965), cited in Levine (1992), working class children are less prepared for school and less successful sheltered from influences detrimental to school achievement than are middle- class children. An average working - class child performs less well academically than does the average middle class child, and the educational system helps to sort children of differing back grounds into higher- or lower - status careers in accordance with

their performance in school. In addition to this, in many poor families, education of boy is a high priority since it is considered to be a source of security for old age; while education of girls is low priority. Poverty and unwillingness to bear the educational cost of books, uniforms and other expenses could influence parents' decisions to send their daughters to school (UNESCO, 1970, IER Flambeau, 1990). However, the origin of the preference of sending boys to schools is not solely economic but also cultural.

The geographical distance between the school building and the home is matched by the psychological distance between the school and the families to them the school in a different world, caught between school and the home, girls who have the good fortune to go to school find it very difficult to complete their primary education. In rural areas in the developing countries household duties are in fact a crushing burden.

According to UNESCO (1970), in Africa women comprise over 50% of the adult population, produce 80% of food, are involved in 90% of food processing, raise the children, maintain the household, fetch all the drinking water and fuel, tend small livestock and trade in commodities. They performed all those tasks under harsh conditions with poor training and tools, and work at very low levels of productivity. In addition, the women have the work in the fields to do, or are employed in cottage industries or trading activities. As girls are thus overwhelmed with a two fold burden of work at school and at home- the stay- down rate for girls is often higher than that for boys; they have less time to study and therefore give their studies less attention and they become more tired because of their duties in the home. This drain on their physical energies is not a factor to be ignored, especially when their bodies are already weakened by malnutrition and disease.

Many studies have found that the economic status of parents is a significant factor for female students' poor academic performance (Hyde, 1993, Tilaye 1999, Ayalew, 1989, etc.) For instance, as Tilaye (1999; 77-78) on the study of East Gojjam secondary schools indicated, the other major factors that can defer the schooling of children are private or economic problems. Low employment opportunities, students' excessive involvement in family work (domestic chores), involvement in in-come generating activities (or preferred working to win bread for the family or for them selves), parental reluctance to pay children's educational expenses. Moreover, as UNICEF (1999), cited in Baku (2001) pointed out, the economic situation of the average household over the last half of the 1990's, in which nearly three- quarters of households have been using 70% of their expenditure on



food, and in which, in 1997 an average wage could purchase only two-fifths of a minimum consumer basket. It is not surprising that the effects of financial hardship are paramount everywhere.

However, financial hardship, which may have implications for both sexes but almost invariably has greater impact on girls; since families may be reluctant to invest scarce resources used to substitute for mothers' in work. The loss of girls' labor during school hours thus has an impact on women's ability to raise household income either through food production or wage labor (Herz et al, 1991) cited in Oxaal (1997).

It has been argued in the literature that in most societies, child labor is indispensable to the survival of some households, and schooling represents a high opportunity cost to those sending children to school (Heneveld. 1996:17), cited in Chimombo J (2000). One reason for this is that child labor has got immediate and visible financial rewards especially in the unskilled informal sector and hence nullifying the case for education. Davison (1993) cited in Chimombo. J (2000) found that, very few mothers in Malawi thought, that girls got married or conceived during the school cycle resulting in wastage and loss of the educational investment. Yet Kenyan mothers preferred to invest in daughters' education because daughters were seen to be more responsible than sons by providing financial assistance to the family.

2.4. Sexual Harassment

From various surveys and articles chronicling incidents of sexual harassment, society is beginning to understand sexual harassment's negative impact on education through absenteeism, lower achievement, loss of self-esteem and dropping out of school by the victims. According to Murdock et al (1993), teaching about sexual harassment is really teaching about respect. Schools, through the support and leadership of education, policy makers, are in the unique position of being able to add respect to the 3R's. Learning to demand respect and give it to others regardless of gender is a life lesson that schools and society can not afford for students to fail.

According to Strauss, S. (1993) sexual harassment is a very real experience for students in American's high schools kids are learning about the realities of sexual harassment in their schools. They are learning it experientially, as victims and harassers. They are learning about it by how their schools address-or don't address-the problem. They are also learning about it at

after school jobs, by listening to the radio and TV and by observing adults. In addition to this he noted that, a great deal about the problem of sexual harassment has been given in the workplaces, but very little attention has been given to the problem of sexual harassment in America's secondary schools. As a result, schools are not, for the most part, taking the necessary steps to reduce incidents of sexual harassment Strauss S (1993).

Furthermore, according to the AAUW (1883) report, cited in Brandenburg (1997) the most common harassers of students are other students. Nine out of ten boys and three out of four girls had been harassed by other students. It is also important to keep in mind that there is no minimum age limit for sexual harassment. For example, according to Strauss. S (1993) noted, a study conducted in a Minnesota secondary vocational center serving four school districts in a seven country metropolitan area, 50% of the girls had been sexually harassed at school, and 30% had been sexually harassed at work. The study focused on female students, as only one male student out of 130 males acknowledge being a victim of sexual harassment.

In line with this the American Association of University Women (AAUW) Educational Foundation's recent survey on sexual harassment found that four in five 8th through 11th grade students had experienced some form of sexual harassment while at school. Students are targets of sexual harassment ranging from having sexual rumors spread about them to being touched, grabbed, or pinched in a sexual way.

This harassment is taking place in the hall ways and classrooms of American schools, mostly by fellow students. An alarming 11% of students report that they have been forced to do something sexual other than kissing (Murdock et.al. 1993)

Research findings indicate that sexual harassment has serious negative consequences for female students. Victims report declines in their academic performance discouragement about studying about a particular field, lowered self-esteem and emotional disturbance, physical illness, or both (Reilly et.al, 1986; Dzeich and Weiner, 1984) cited in Renzetti (1989). In addition, sexual harassment fosters tension-filled relationships rather than mentoring relationships between female students and male students and distances themselves from female students. In short, sexual



harassment creates an unpleasant and hostile learning environment for female students, which affect their performance, their personal and professional growth and ultimately, their future careers.

On the other hand, as Reilly et.al. (1986) cited in Renzetti (1989) noted, the victims of sexual harassment try to handle the problem by simply avoiding the harasser whenever possible, or they tell family members and friends about it. Neither of these tactics may be helpful, particularly the later one, since family and friends may blame the victim or just tell to ignore the harassment.

In addition to this Strauss, S (1993) noted, most female students ignored the harassing because they "didn't want to make waves," were afraid others would think they were "making a big deal out of nothing," or that "wouldn't do any good."

To support the above idea, Brandenburg (1997) noted that some complain that too much attention to sexual harassment is destroying male-female relationships and eliminating spontaneity in personal and professional interactions. This period of societal transition may require heightened awareness and self-consciousness in the way we relate to each other. However, such efforts eventually should foster increased communication, respect, and equality, which result in improved interactions and relationships among people and which further educational and professional opportunities.

Furthermore, Brandenburg (1997) emphasized, sexual harassment policies can and should be reconciled with the rights and freedoms of the individual. It is important for school policies and procedures to clarify the definition of sexual harassment and to provide specific examples of behaviors in the context of the rights of the individual. Prevention is the best tool for the elimination of sexual harassment. Schools at all levels need to educate administrator's faculty, staff, students, and parents about the underlying attitudes of discrimination that permit sexual harassment

2.5 Lack of Guidance and Counseling

Most students in secondary schools are in the age range of 15 to 21 years (UNESCO, 1987). Psychologists called this period "adolescence age" as a higher complex transitional period from childhood to maturity. During adolescence period student's manifest broader and sophisticated

interests, many personal, social and emotional problems which arise from home, boy- girl problems, difficulties with studies, etc (UNESCO, 1987: 123). Since adolescents in secondary schools are subject to complex "life difficulties" the situation causes poor performance on the part of the students. To confirm this, UNESCO (1987:123) has this to say:

Secondary school deal with students at a high complex and irresponsible age when an evolving personality is preparing for entry into adult life ... A stormy process of building up the personality ensure and this wire require the guidance, orientation and counseling of pupils at secondary school.

Generally, high school students face various problems such as physical, psychological, physiological etc. which often emanate from the nature and characteristics of being adolescent. They also face mental problems and subsequent emotional and psychological turmoil's such as stress and strain, frustration, inferiority and superiority complexes, anxiety and tension. Other than such problems that are shared commonly by high school students.) "High school girls have to face additional problems not necessarily faced by their male counterparts such as early marriage, physical tattoos and maturation and unnecessary pregnancy, and illegal abortion" (Yusuf, 1998).

Obviously, these problems could contribute to withdrawal, dropouts, academic under achievement etc.

✓ Thus, one of the alternatives that would help in upgrading the academic achievement of female students is by promoting guidance and counseling. According to Gorton R. A. et.al (1988), the main purpose of guidance and counseling service is therefore, providing students counseling and the opportunity to discover their interests, abilities and capacities in various studies, assisting them in a way studies will contribute best to the realization of their educational plans and where such studies may be best pursued.

In line with this Myrick (1987) cited in Muro.J (1995) has noted that, guidance and counseling activities are assumed to be needed by all children. Developmental programs, at times, must deal with troubled and troublesome children, but they are developed to serve all children. All children need to gain self- understanding, assume increasing responsibility for self- control, mature in their understandings of the world around them, and learn to make decisions. In addition, children need help in learning to solve problems and mature in their sense of values. Further, Myrick noted that it is a mistake to think of guidance and counseling as the private dómain of counselors. If one accepts

the contention that developmental guidance is for all children, then it follows that other professional and non-professional adult will have a role in the guidance process. Teachers have a responsibility for contributing to, as well as utilizing, the guidance service in the school; they can contribute anecdotes for the cumulative record. They are in an excellent position to observe student behavior.

However, the effectiveness and relevance of the total program is to be felt only when the role of those different groups in the counseling services are integrated and well coordinated. I.e. the united harmonious contribution of each and every service in counseling program would add more to the understanding and development of each student (by far to girls) in a school.

According to UNESCO (1983) lack of educational guidance and counseling services in the schools often leads to attrition or premature specialization and too late to influence students' attitudes as well as their educational and careers choices.

Emphasizing the crucial nature of guidance and counseling in Ethiopia, Yusuf (1989) reported that some females in Ethiopian high schools are suffering from withdrawal, dropouts, economic and personal problems, heterosexual problems such as not being ready in dealing with male aggression being victimized, moonlighting prostitution to help oneself or family, being exposed to some kinds of sexually transmitted diseases, lack of knowledge of contraceptives, communication problems with family members, teachers, peers and school personnel.

According to Yusuf this is mainly because there are few counselors in the country's high schools who are professionally trained in the discipline and profession of counseling psychology. Most counselors are not equipped with the required concept, definition, objective, theories and techniques of counseling.

The unique nature of the need of female students in the high school has been given very little attention. Counseling has not been given the necessary attention by the country's educational policy makers. It is neither considered in the newly established educational policy 1994 nor is it incorporated in the newly designed curriculum.

2.6 Location (Distance to School)

Location of Secondary Schools (especially those for girls) is more problematic than location of primary schools. The availability of school in the local community increases girl's academic achievement. Mehra and Osheba (1986) as cited in Sanabary (1993), found that, in rural areas the distance to a secondary school is negatively associated both with the aspirations of parents for their children's education and with the probability of a child's attending secondary school.

Long distance (location problem) of school which is intensified by lack of transportation facilities is among the school related factor that contributed to low academic achievement of students in most of the developing countries. Various research results indicate that school location specified as the distance to the nearest school, is often an important determinant of students academic achievement, enrollment and drop out rates (King, 1993; Tilaye, 1997; Herz, 1991; etc) For instance Lewis et.al (1990), cited in Chimombo. J (2000) suggested that the time taken to walk to and from school might be prohibitive in the case of girls, whose availability for school activities might be more constraining to girls than boys because of demands on girl's time at home. For example, Herz (1995) quoted a study by Robinson done in Egypt in 1987, which showed that, the enrollment and the persistence of boys and girls were a function of distance to the available schools. Thus for instance the location of a school within 1Km of a community resulted in an enrollment rate of 94 percent for boys and 74 percent for girls; when the distance was increased to 2Km, boys enrollment fell only slightly to 90 percent, but girls enrollment plummeted to 64 percent. Expanding on the effects of distance to persistence in school, Odaga and Heneveld (1995) cited in Chimombo.J (2000) isolated two issues; the first related to the length of distance and energy, which the children have to expend to cover the distance, often on an empty stomach. The other relates to the concern and apprehension and parent for the sexual safety of their daughters. Furthermore, Herz et.al (1991) cited in Oxaal (1997) noted, constraints to girls schooling include concerns about girl's safety both in school and journeying between home and school, and concerns about privacy.

For poor household, these safety concerns may be increased due to the fact and children from the poorest households are often farthest from schools, particularly at secondary level. Data from Indonesia, for example, shows a direct correlation between distance and income groups, with the poorest farthest away from secondary schools, and the richest situated conveniently closer



(Oxaal, 1997). Greater distances to school for poorer households are likely to be a greater constraint to girls' schooling than boys' given the concerns for girls' safety particularly at puberty.

The above argument clearly indicates that the problem of distance to schools will affect both boys and girls but girls are, however, more likely to be affected than boys.

Tilaye, 1997; UNESCO, 1970; Hill and King, 1993; have also noted that the geographic location of schools have a decisive impact on the chance of going to school and staying longer. Long distance from school is, therefore, one of the main causes for low academic achievement of students in the high schools. In line with this, UNESCO (1970) noted that one of the first obstacles to be overcome is sheer mileage; once again, this obstacle is greater for country girls. Secondary schools for the lower cycle may sometimes be fairly near, but these for the upper cycle are to be found almost solely in towns: and one country in five has no secondary schools what ever in rural areas. Pupils are thus forced to go "outside", and many of them will not do so.

Regarding uneven distribution of schools in our country, Tadesse (1974) noted that in Ethiopia schools are generally located in Provincial cities, district and country towns, and along the main roads. Many students from the interior have walked a minimum of four to five hours to reach school. Consequently, he concluded that a large number of students leave school from earlier grades, and for many rural children the opportunity of attending secondary schools is very remote.

... School location- specified as the distance to the nearest school is often used as a measure of school supply and thus of the cost of attendance. Distance to school implies expenses for travel, board, and lodging; if these costs are prohibitive, parents may send their children to stay with relatives who live closer to the school, or they may simply give up (Khan, 1993). Among the most problematic factors for girls' are costs of travel to school (in time or hazards).

In general, a series of studies have shown that the school location is found to be a barrier (deterrent to) and has considerable impact on academic achievement of both girls and boys. It is more serious in the case of female students. All research results cited above have documented that

distance to school is directly correlated with the low academic achievement of girl's at all educational levels. If the school is within the community and within easy walking distance academic achievement is likely to be higher for both boys and girls (Hill and King 1993).

CHAPTER THREE

3. Research Design and Methodology

In this study, the descriptive survey research method was used. It was attempted to obtain information about the factors which affect the academic achievement of female students' in general secondary schools of West Shoa Zone.

To achieve this end, the following methods and procedures of data gathering and analysis were made use of.

3.1 The sample and sampling Procedures

The target population in this study is 4383 female students, out of which the sample selected is 300 female students of five general secondary schools (grade 9 and 10) in West Shoa Zone. Besides this, the study also included 50 teachers selected among 207 teachers, five parents, five directors and one guidance counselor of the schools under study.

In case of female students and teachers, the sampling process was held based on the proportion of population in each general secondary school. As far as the directors, guidance counselor and parents are concerned, from each general secondary school one was involved in the study. Out of 19 general secondary schools in West Shoa Zone, Ambo general secondary school was selected purposefully, because, it is the school in the capital city of the Zone and the rest four were selected using simple random sampling technique. To ensure fair representation of female students from different grade levels (9 and 10), purposive and stratified quota sampling techniques were employed. Teachers were selected by using simple random sampling technique depending on the population distribution of teachers in each general secondary school. On the other hand, one parent of the selected sample female students from each general secondary school selected using simple random method, all the five directors without selection and the only one guidance counselor in the sample schools were employed in the study.

3.2. Variables in the Study

Dependent variable: Academic Achievement

This is the national examination result of three consecutive years (1994-1996 E.C.) of grade ten students that was obtained from West Shoa Zone Education Bureau.

Independent variables

These include some of out-of-school factors and in-school factors that affect academic achievement of female students such as: home environment, economic background, sexual harassment, guidance and counseling and distance of school from home.

3.3. Instruments of Data Collection

Data that is both quantitative and qualitative were gathered through three types of instruments. Employing both methods of data collection qualitative and quantitative helped the researcher to combine the strength and amended some of the inadequacies of any one of the sources of the data. In advance the relevant international and national literatures were reviewed on the issues of factors which affect the academic achievement of female students.

Based on this review, instruments for data collection were designed and constructed by the researcher in order to examine the factors which affect the academic achievement of female students in West Shoa Zone.

The type of instruments that were developed and used are the following:

- Questionnaire for female students
- Teachers' questionnaire
- Document analysis
- Unstructured interviews for parents
- Structured and unstructured interviews for students
- Structured and unstructured interviews for directors
- Structured and unstructured interviews for guidance counselor

The instruments used for data collection are attached as appendix at the back of this report. The different data collection instruments that were used for the survey in the study are listed and explained below.

- Female students' and Teachers' questionnaires. Two different questionnaires for female students and teachers were prepared in English. However, to minimize language difficulty for the female students it was translated in Amharic language. Moreover, for some of female students who could not understand Amharic language properly some of the words were translated for them to "Afan Oromo" language.
- Document analysis. This was made to witness the academic achievement of female students in West Shoa Zone general secondary schools. Data for document analysis were obtained from West Shoa Zone Education Bureau and general secondary schools included in the study.
- Interviews. Structured and unstructured interviews were conducted with the respondents to collect the relevant information based on factors which affect academic achievement of female students and the discussion is recorded using tape recorder and also notes taken .

The following points were addressed to the respondents in the questionnaire and interviews.

1. Respondents' personal characteristics and educational level of parents.
2. major out-of-school and in-school related factors which affect the academic achievement of female students including:
 - Home environment
 - Economic background of the family
 - Sexual harassment
 - Guidance and counseling
 - Distance (Location) from school

The questionnaires consisted of multiple choice-type, open-ended and rank order of the factors according to their influence on the academic achievement of female students.

3.4. Pilot Study

Before the actual data collection the instruments developed were submitted for evaluation to the advisor, and then the draft instruments were tried out in small scale study to test and improve the instruments in one of the study site (Inchini general secondary school). The instruments used in the study are intended to measure the factors which affect academic achievement of female students in the area under study. They were administered to female students, teachers, school director and parents of female students. The female students were gathered in one room and instructions were clarified orally.

The questionnaire prepared for students was administered to 40 female students selected randomly from grade 10 and grade 9. Out of these, three questions were discarded as the responses were incomplete. The questionnaire administered for 10 teachers were provided with complete information. Hence, the analysis was made using the responses of 37 female students, 10 teachers and 2 parents interviewed in home-to-home bases. Finally the responses were scored and analysis was made using and chi-square. The items with low chi-square significance are rejected. In doing so; only 4 items were rejected for not having significance chi-square value at 0.005 level. While the rest were carried out for the final study. The field trial had helped to identify ambiguities and misunderstandings: establish sampling procedures as well as to test the validity of the instruments for collecting the necessary data. Subsequently, refinement was made on the instruments according to the constructive suggestions and hints that were obtained from the advisor and the field testing. All the instruments prepared were employed in the process of the data collection in the sample areas.

3.5. Data Collection Procedures

The questionnaire prepared for students was administered in their respective schools during regular class periods. Students were made to fill out the questionnaire without time limit. They were made not to discuss on the items as the response of one student may be influenced by the other.

Before the students start to fill out the questionnaire, the purpose of the study was explained by the researcher. In addition to the specific and general directions in the questionnaire, oral instructions were also given.

Though the questionnaire was administered to 300 students, the analysis was made using 268 students. 32 questionnaires were discarded as either the respondents gave incomplete or inappropriate information.

The teachers' questionnaire was also administered by distributing it to teachers and to be returned in the next day. Parents' interview was done by calling parents to come to the sample schools and also by going to their residential areas. In this case, either father or mother or both attended to the interview. In some sample areas, it was difficult to get and interview parents. So, additional parents in the accessible areas were included as an alternative way to fill the required number of parents to be interviewed.

3.6. Method of Data Analysis

Depending on the number of groups of respondents involved and the type of measurement used to measure the dependent variable, the following statistical methods were used in the study.

Percentages were used to explain the personal characteristics of the respondents and to show the disparity in responses among different group of respondents. Percentage is also used to indicate academic achievement of female students in the zone. The academic achievement of female students were determined by taking the three years national examination result of grade ten from 1994-1996 E.C.

Chi-square (χ^2) was employed to examine the associations among the responses of teachers and female students on some out-of-school and in-school related factors affecting the academic achievement of female students.

In all the above cases, the obtained difference was tested for statistical significance at 0.05 levels. This level is conventionally used in social science researches.

CHAPTER FOUR

4. Presentation and Analysis of Data

This part of the report deals with presentation and analysis of data gathered from sampled population (high school female students, teachers, personnel and parents) and documents of school and Zone education bureau, through questionnaire and interview. From the total copies of questionnaire distributed, 32 (10.6 percent) from female students and 4 (8.0 percent) from teachers were not properly filled and returned. Data is also obtained from the interviews conducted with guidance and counselor, director of schools, parents and students of each sampled schools. Therefore, the analysis was made based on the responses obtained from these groups of respondents supplemented by the data obtained from the school documents.

Most of the data gathered were analyzed by using tables followed by discussions. For the sake of convenience related questions were treated together.

4.1. Students' Flow and Their Academic Achievement in EGSECE in West Shoa Zone from 1994 to 1996 E.C.

As shown in the Table 1 below, though relative increment has been observed in the number of female students, percentages of female promotion in each year shows that, female students' academic achievement relatively declined through the years under consideration. This is assured by the percentages of female students' promotion 28%, 13.2% and 28% in 1994, 1995 and 1996 respectively.



**Students' Flow and Their Academic Achievement in EGSECE in West Shoa
Zone From 1994 to 1996 E.C.**

Table 1:

	Number of students sat for exam			Promoted (From 2.00 to 4.00)			detained (below 2.00)		
	M	F	T	M	F	T	M	F	T
1994	2581	1489	4070	1476	417	1893	1105	1072	2177
	63.4%	36.6%	100%	57.2%	28%	46.5%	42.8%	72%	53.5%
1995	5347	2455	7489	2054	325	2379	3293	2130	5110
	71.4%	28.6%	100%	38.4%	13.2%	31.8%	61.6%	86.8%	68.2%
1996	4709	1780	6489	1805	499	2304	2904	1281	4185
	72.6%	27.4%	100%	38.3%	28%	35.5%	61.7%	72%	64.5%

Source: West Shoa Zone Education Bureau.

If we see the promotion rate of female students to that of males in Table 1 above, in each year 57.2% males and 28% females, 38.4% males and 13.2% females and 38.3% males and 28% females in 1994, 1995 and 1996 respectively. The percentages of female students are less than that of the percentages of male students in each academic year. From this it can be noted that more than half of the registered female students couldn't pass the EGSECE either because of in-school related factors or out-of-school related factors or both of the factors.

On the other hand, when we see into rate of male promotion in each year, it is by far greater than that of females (see the above table). Therefore, one can see that there was no year in which the male rate of promotion seen to be less than that of the rate of promotion of female students.

In general, it could be inferred that, the number of female students in West Shoa Zone general secondary school were increasing in numbers. But, their academic achievement was not improved in proportion with their numbers.

Students' Flow and Their Academic Achievement in EGSECE in Five Sample Schools of 1997 E.C

Table 2:

	Number of students sat for exam			Promoted (From 2.0 to 4.0)			Detained (below 2.0)		
	M	F	T	M	F	T	M	F	T
Ambo s.s school	820	596	1416	485	178	663	335	418	753
	57.9%	42.1%	100%	59.1%	29.9%	46.8%	40.9%	70.1%	53.2%
Guder s.s. school	523	206	729	205	26	231	318	180	498
	71.7%	28.3%	100%	39.2%	12.6%	31.7%	60.8%	87.4%	68.3%
Ginchi s.s. school	576	269	845	288	32	320	288	237	557
	68.2%	31.8%	100%	50%	11.9%	37.9%	50%	88.1%	62.1%
Holeta s.s. school	377	168	545	204	28	232	173	140	372
	69.2%	30.8%	100%	54.1%	16.7%	42.6%	45.9%	83.3%	57.4%
Inchini G.S.S.	160	54	214	86	14	100	74	40	114
	74.8%	25.2%	100%	53.8%	25.9%	46.7%	46.2%	74.1%	53.3%

Source: From the consolidated mark sheets of each high school

There is a clear similarity in relation to the academic achievement of female students between the previous Table 1 and the present Table 2. Both tables indicated that female students have shown poor academic achievement as compared with male students. The percentages of over all low academic achievement of female students shown in Table 1 at zonal level are the reflection of the academic achievement of the above mentioned five-high schools. The matter was more serious for schools which are located far away from the zone capital city and other big cities. The total percentages shown in the above table such as 11.9%, 12.6%, 16.7% and 29.9% which are noted in the schools, from farther to nearer of the major towns of the zone imply that the low female academic achievement could also be associated with the distance of the school from more urban oriented areas.

4.2. Characteristics of the Respondents

The following Table 3 and Table 4 show the characteristics of female and teacher respondents respectively.

Characteristics of Female Students Respondents (N=268)

Table 3:

	Grade			Age				Marital status		
	9	10	T	<14	14-16	17-20	20>	Unmarried	Married	Divorced
No	124	144	268	6	141	118	3	264	4	-
Percent	46.3	53.7	100	2.24	52.61	44.03	1.12	98.5	1.5	-

As can be seen from Table 3 above, the majority of female respondents (96.64 percent) were with in the age range 14-20. This age range seems to be within the normal high school age. However, this is the age range when youngsters manifest many social and emotional problems. This is more clarified in the study of one of the famous educators, i.e. Levine (1992). He states that the 15-20 age range is when female population supposed to make them physically attractive, expected to exercise sexual practices, prepared to marry and used for household activities which adversely affect their academic progress. Therefore, it is the time when young girls need proper guidance and orientation to adjust themselves to their social environment.

Regarding the marital status of female students, as shown in Table 3, the majorities (98.5 percent) were unmarried. From this fact, one can deduce that marriage appears to be less important or not a particular problem for female students' low academic achievement in secondary schools of the Zone, where the majority of female students were single.

Characteristics of Teachers Respondents (N = 46)

Table 4:

Teachers' characteristics	No	%
1. Sex:		
Male	43	93.48
Female	3	6.52
2. Age:		
Below 25 years	7	
25-30 years	10	15.22
31-40 years	16	21.74
Above 41 years	13	34.78
		28.26
3. Academic qualification:		
TTI	2	4.35
Diploma	24	52.17
B.A/B.Sc	20	43.48
M.A/M.Sc	-	-
4. Service years		
0-5 years	12	26.09
6-10 years	8	17.39
11-15 years	9	19.57
16-20 years	6	13.04
Above 21 years	11	23.91

According to the personal details shown in Table, the teacher respondents consisted of 93.48 percent of males and 6.52 percent of females. This shows that there are few in number of female teachers in general secondary schools of West Shoa Zone when compared to their male counterpart. The data obtained from West Shoa Zone Education Department also reveals that secondary school female teachers constitute 9.6 percent of the total teachers teaching in the Zone while 90.4 percent are males.

Regarding age, the highest proportions were between 31-40 years old (34.78 percent) whereas 36.96 percent fall below this range. This indicates that most of secondary school teachers in West Shoa Zone are youngsters (see Table 4).

In qualification, large proportions (52.17 percent) of the teachers are diploma holders, 43.48 percent are B.A/B.Sc. degree holders. According to the regulation of the Ministry of Education, the minimum requirement for secondary school teachers is a first degree. However, 56.52 percent of the total teacher respondents teaching in secondary schools of the zone are under qualified. While adequately trained teachers are essential to ensure quality and efficiency of education, yet teachers lacking the appropriate qualifications dominate secondary schools in west shoa zone. This problem may implicate low academic achievement of students in general and that of females in particular.

Table 4 further shows that 32.61 percent of teachers have 11-20 years of service and about 23.91 percent of teachers have served more than 21 years. This indicates that the majority of teachers have long years of experience in the profession.

4.3. Family Background of Female Respondents

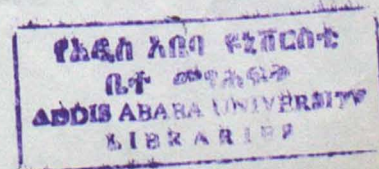
The following Table 5, Shows some of the family background of female respondents

Family Background of Female Respondents (N = 268)

Table 5:

Family Background	No	%
1. Family Structure:		
Live with both parents	127	47.39
Live with father only	13	4.85
Live with mother only	49	18.28
Live with other relatives and guardians	75	27.99
Live with husband	4	1.49
Others	-	-
2. Parents occupation:		
Farmers	107	39.93
Merchants	76	28.36
Government employees	69	25.75
Daily Laborer	11	4.10
Other	5	1.86
3. Parents' Education		
Fathers' Education		
Illiterate	87	32.46
Primary education	81	30.22
Secondary & above education	100	37.32
Mothers' Education		
Illiterate	141	52.61
Primary education	65	24.25
Secondary and above education	62	23.14

As shown in Table 5, 47.39 percent live with both biological parents. On the other hand, 18.28 percent are living with their mothers only and 4.85 percent with their fathers only. The rest might live with their husband, other relatives or guardians (see table 5). This was often so because one of the parents was dead or divorced. Since large proportions of female respondents were not



living with their two biological parents, the effect of broken homes on their academic achievement seems to have a serious problem.

Table 5 also shows that a large number of female respondents were from farmer families (39.93 percent) whereas 28.36 percent from merchant, 25.75 percent from government employees families and the rest 5.96 percent either from daily laborer families or others.

Regarding parental education, 37.32 percent of female respondents reported to have fathers with secondary and above education. The fathers of 32.46 female respondents are illiterates (see Table 5). With reference to mothers education, the majority (52.61 percent) of female respondents had illiterate mothers, 24.25 percent had mothers at primary level education and those of 23.14 percent have obtained secondary and above. In general, the data shows that large proportion of parents' educational level was less than or equal to primary level as reported by their daughters. This implies that a large number of parents' lack or less than secondary education might have contributed to their low level of academic achievement.

4.4. Reasons for Low Academic Achievement of Female Students

Low academic achievement of female students can be caused by a number of factors that can emanate either from outside or inside school system.

Some researchers say, out-of-school factors have more influence on the academic achievement of students than in-school factors and others say, in-school factors have more influence than out-school factors. While others say, in school and out-of-school factors have equal influence. The writer agree with both have equal influence on the academic achievement of students but, it depends on the condition of environment. Thus, this section deals with discussion of some of these factors.

4.4.1. Out-of School Related Factors

The study has looked into some of the outside school related factors that contribute to the low academic achievement of female students in West Shoa Zone general secondary schools. For some of the items the chi-square of association is used to test whether or not there is statistically significant difference between the responses obtained from female students and teachers. When

the critical value at 0.05 confidence level is greater than the calculated value, the result of χ^2 is taken as not significant. The significance of the chi-square results is indicated by the symbol “*”.

4.4.1.1. Home Environment

Family Size (Students' Responses)

Table 6:

Number of people living together in the home	No	%
Below 5	86	32.09
5-8	141	52.61
9-12	36	13.43
More than 12	5	1.87
Total	268	100%

As shown in Table 6, 52.61 percent of the female respondents live with family size 5 to 8 and 13.43 percent of the female respondents live with 9 to 12 and 1.87 percent of the respondents live with more than 12. The majority of the female students live with family size greater than 5. This shows that family size seems one of the factors for low academic achievement of female students. This finding supports the facts identified by E.M. King, 1987, cited in Tilak, 1993 and Nettles, 1990 cited in Levine, 1992 that children in large families receive less individual attention and other resources from the parents than children in small families do. Furthermore, children from small families tend to perform better in school than did those from large families.

The Influence of Household Chores on the Study Time

Table 7:

Items	Respondents' Female Students				χ^2
	No		%		
1. Do you help your family in household chores?					
Yes	260		97.01		
No	8		2.99		
Total	268		100		
2. How much does it influence your study time?	Female Students		Teachers		$\chi^2 = 27.34$
	No	%	No	%	
Very greatly	78	29.1	30	65.22	$\chi^2 = 7.81$
Moderately	90	33.58	13	28.26	
Little	45	16.79	3	6.52	
Not at all	55	20.53	-	-	
Total	268	100	46	100	

* Significant at an alpha level less than 0.05, df = 3

The chi-square result ($\chi^2 = 27.34$) shows that statistically there is significant difference between the responses given by the two groups of informants.

As can be observed from Table 7, 97.1 percent of the female respondents respond that, they are participating in household activities for helping their parents. 29.1 percent of the female respondents respond, helping family in household chores has great influence on the study time and 33.58 percent respond it has moderate influence on the study time. On the other hand, 65.22 percent of the teachers respond female students helping their family in household chores has very great influence on their study time and 28.26 percent of the teachers respond it has moderate influence. This shows that, helping parent after school hours affect female students study time at home. The information obtained from guidance and counselor interview also suggested that females are much involved in helping the family outside school hours for they have little time to

study at home and this is an important reason why girls do not perform well as boys in schools. In addition to this the interview obtained from the parents reveals that, female students more or less participate in household chores. Furthermore, whenever one of them or both parents are away, they are more responsible for managing and taking care of the house. Because of this and other related reasons they have less time to study and give little attention to their study.

Reasons for Lack of parents' Encouragement for Their Daughters Schooling

Table 8:

Items	Teachers' Responses	
	No	%
1. Do most parents in your locality encourage their daughter's schooling?		
Yes	16	34.78
No	24	52.18
I am not certain	6	13.04
Total	46	100
2. If your Answer is "No" what is the probable reason?		
Poverty	-	-
Parents lack of awareness of the value of education for girl's	13	54.2
Parent's immediate need for girl's labour at home	8	33.3
Safety travel from home to school	3	12.5
Other	-	-
Total	24	100

The above Table 8 indicates that 34.78 percent of teachers' respond most of the parents encourage their daughter's and 52.18 percent of teachers' respond most of the parents do not encourage their daughter's schooling. This shows that most of the parents do not encourage their daughters' schooling because of either lack of awareness of the value of education for their daughters or lack of job opportunities.

In the same Table 8, out of the responses that said most of the parents do not encourage their daughter's schooling. 54.2 percent of them respond the reasons for not encouraging their daughter's schooling are lack of awareness of the value of education for girls. Thus, the present result coincides with the result reported by Hyde (1993). As he said the factors that have affected girls' educational status in Africa countries includes negative community attitudes toward the western education of girls.

Reasons of Female Students for not attending Classes regularly than Boys

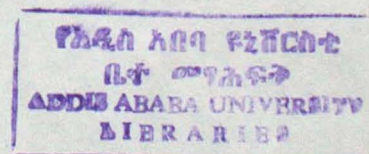
Table 9:

Items	Respondents Teachers'	
	No	%
1. Do female students miss class more frequently than boys?		
Yes	34	73.91
No	10	21.74
I don't know	2	4.35
Total	46	100
2. If your answer is "yes" which one of the following items best explain the reasons for female student's absence from school?		
Health Problem	1	2.94
Household work	31	91.18
Fear of sexual harassment	2	5.88
Trading	-	-
Other	-	-
Total	34	100

From Table 9, one can see that more of female students miss class than boys. This is revealed by the responses of 73.91 percent of the teachers' respondents.

Regarding the reasons for female students' absence from school, 91.18 percent responded that the major factor is household work.

In addition to this, the interview gathered from the parents assured that the same factor mentioned by the majority of teachers.



**The Influence of Mother's and Father's Education on the Academic Achievement of
Female Students**

Table 10:

Items	Respondent Teachers'	
	No	%
1. To what extent that parents' lack or low level of education leads to daughters' low level of academic achievement?		
Very Strongly	25	54.35
Average	19	41.30
Little	2	4.35
Not at all	-	-
Total	46	100
2. If your response is very strong or average whose education do you think matters more?		
Mothers' Education	22	47.83
Fathers' Education	4	8.70
Both have equal influence	20	43.48
Total	44	100

As can be seen in Table 10, 54.35 percent of the respondents indicated that lack of low level of education of their parents have a strong influence for low academic achievement of female students. This result seems to go inline with the result reported by Hyde (1993) that, uneducated parents are less willing to support their daughters' schooling and that low level of academic achievement is higher for those daughters whose parents lack or have low level of education.

Furthermore, Table 10 indicates that, 47.83 percent of the respondents respond mothers' education has more influence on the academic achievement of female students and 43.48 percent of the respondents respond that both mothers' and fathers' education have equal influence on the academic achievement of female students. Even if the percentage of mothers' education and both have equal influence closer to each other because of as Hill and king (1993) noted, in some countries it is the fathers' education that appears to make a difference, in other it is the mothers',

but as Hyde (1993) emphasized, mothers education has a strong influence on her daughter's education. Educated mothers can help their children with school-work, especially during the early years. They also provide positive reinforcement of their children's educational and occupational achievement. And the daughters of educated mothers usually have greater confidence in their abilities to pursue on education. Thus, mothers' education has more influence on the academic achievement of female students.

Behavioral Characteristics of the Family

Table 11:

Item	Respondents Female students	
	No	%
1. Behavioral characteristic most expressed by your family		
Quarrelsome	42	15.67
Cooperativeness	132	49.25
Easily upset with minor challenges that are created in the family	94	35.08
Total	268	100
2. Rearing practice your family follow in growing up their children		
Authoritative	18	6.72
Authoritarian	93	34.7
Over-protective	149	55.6
Neglect full	8	2.98
Total	268	100

The behavioral characteristics are one of the factors for low academic achievement of female students as Tilak (1999) specified. If there is quarrelsomeness in the home environment, it can create a serious emotional disturbance among school children in the form of tension, anxiety, fear or instability in their lives which in turn are hindrances to their concentration in classes or on their academic achievement. As can be seen in Table 11, 49.25 percent of the respondents of the

female students respond, the behavioral characteristic of their family is cooperative and the other 50.75 percent either quarrelsome or easily upset with minor challenges that is created in the family.

This shows that family characteristics are one of the factors for academic achievement of female students. Furthermore, Table 11 indicates that 55.6 percent of the respondents respond the rearing practice their family follow over-protective and also it is one of the factor for low academic achievement of female students. This result is supported by Dornbusch et.al. (1987) as children from authoritarian family are lower in their academic achievement than children from non-authoritarian family.

Gender Difference in Educational Material Supply

Table 12:

Items	Respondents Female Students	
	No	%
1. Does your family give equal chance for their daughters and sons in fulfilling the required educational cost?		
Yes		
No	103	38.43
	165	61.57
Total	268	100
2. If your answer is "No", to which gender your family gives priority most of the time?		
Male	42	40.78
Female	61	59.22
Total	165	100

The above Table indicates that there is gender difference in supply of educational materials by parents. As shown in Table 12, most of the female students i.e. 61.57 percent responded that their families do not give equal chance for their daughters and sons in full filing the required educational cost. In the other question of the same Table, it is indicated that most of the family

gives priority to female students in fulfilling the required educational cost. This finding is a strong one when one looks the general established facts in most other studies which says parent always give priority to their sons in the provision of educational materials. This may be due to the radical change of parents to pay attention for their daughter by the current day to day awareness campaign in the existing lower governmental structure that deals with women's issues and at the same time the camping on the same issue through electronic and print media.

4.4.1.2. Economic Background of the Family

Economic background of the family is one of the factors for academic achievement of students. The study done by Hyde (1993) found that, low economic status of parents is a significant factor for female students' poor academic achievement. The following discussion is based on the above points.

Economic Background of the Family

Table 13:

Items	Respondents	
	Female Students	
1. What do you think is the rough estimated monthly income of your family (Both Mother and Father)		
200-500 birr	176	65.72
501-900 birr	40	14.93
901-1370 birr	22	8.21
1371-1780 birr	9	3.36
1781-2200 birr	7	2.61
More than 2200 birr	14	5.22
It is very difficult for me to estimate my family income	-	-
	-	-
Total	268	100
2. Does your family provide all necessary educational materials for you?		
Yes	198	73.88
No	70	26.12
Total	268	100

As indicated in Table 13, the majority of the parents' income is between 200-500 birr. This is described by the responses of the female respondent 65.72 percent. Therefore, low economic background of the parents' seems to be a factor for low academic achievement of female students.

4.4.1.3. Sexual Harassment

From various surveys and articles chronicling incidents of sexual harassment, society is beginning to understand sexual harassment's negative impact on education through absenteeism, low academic achievement, loss of self-esteem and dropping out of school by the victims. In various African countries sexual harassment is fairly widespread phenomenon in secondary schools and involves boys and girls as well as female teachers. However, more victims of sexual harassment are girls.

The roots of sexual harassment are seen in the attitudes values and perceptions that surrounded and shape the socialization of children and the meanings that we attach to gender: what we expect from a girl instead of a boy. In most of the Ethiopian culture for example, when the male is born "ell" sound is created five times, on the other hand when female is born "ell" sound is created three times. This shows that gender identity traced back to birth and early childhood. This section of the analysis hence focuses on the impact of sexual harassment on the academic achievement of female students.

Sexual Harassment

Table 14:

Item	Respondents				χ^2
	Female Students'		Teachers'		
	No	%	No	%	
Is there any sexual harassment in and around your school committed on female students to affect their education?					$\chi^2=0.735$
Yes	139	51.87	27	58.7	
No	129	48.13	19	41.3	
Total	268	100	46	100	$\chi^2_T=3.84$

* Significant at an alpha level less than 0.05, df=1



The chi-square value indicates that the difference between the responses of female students and teachers in this respect is not statistically significant at an alpha level <0.05 . The table value of chi-square ($\chi^2=3.84$) is higher than the calculated chi-square ($\chi^2=0.735$).

As indicated in Table 14, both the responses of female students and teachers reveals that in and around the school there is sexual harassment committed on female students as indicated by the 51.87 percent responses of female students and 58.7 percent of teachers' responses. This shows that sexual harassment has great effect on the academic achievement of female students.

Who Most of the Time Engage in Sexual Harassment?

Table 15:

Item	Respondents	
	Female Students'	
	No	%
1. Who do you think mostly engaged in sexual harassment? (More than one response is possible).		
Male students	58	41.73
Teachers	6	4.32
Any person on the street.	72	51.8
Others	3	2.15
Total	139	100
2. Do you think the harassment committed up on females greatly influence their academic achievement?		
Yes	70	50.36
No	69	49.64
Total	139	100

As shown in Table 15, the majority of the female respondents 51.8 percent indicated that any person on the street could be engaged in sexual harassment. Next male students (41.73 percent) who are engaged in sexual harassment.

Furthermore, Table 15, reveals that the sexual harassment committed up on the female students has influence on the academic achievement of female students.

Boys and girls get different messages regarding sexual responsibility. For example, as Sapon-Shevin & Goodman (1992) cited in Brandenburg (1997) noted, in nursery school, parents tend to watch and warn their daughters regarding sexual and aggressive activity, while they talk-less with their sons about those issues. It is a girl's job to protect herself, while boys who are physically and sexually aggressive, "are doing what comes naturally" and their behavior may be excused.

As information collected from school directors and parents reveals that the influence of sexual harassment committed on female students are decreasing from time to time, due to fear of AIDS and awareness created in the society regarding negative impact of sexual harassment.

On the other hand, reports by some female students noted that sexual harassment tended to increase as the school personnel failed to take immediate measures when it was reported to them. This idea is supported by Brandenburg (1997) as school authorities may not take the issues of sexual harassment seriously. Sexual harassment in schools is dismissed as normal and unavoidable "boys will be boys" behavior, but by being targeted girls are being intimidated and caused to feel like members of an inferior class.

Strong policies and procedures are necessary but not sufficient in addressing the complex problem of sexual harassment. The requisite multi-dimensional approach to eliminating this behavior also must include long-term educational strategies. The school structure, pedagogy, and attitudes of teachers, parents, and community all may contribute to subtle or blatant forms of discrimination and to sexual harassment.

Eliminating sexual harassment through education requires intervention on two levels: (1) broad transformation of climate, curricula, and teaching to eliminate sexual harassments underlying causes: and (2) specific educational strategies for directly addressing and preventing sexual harassment.

The present findings have shown that harassment in high school has a high magnitude in hindering academic achievement of female students. The low number of those promoted and in contrast, the high number of detained of female students in the Zone might be attributed to sexual



harassment. Thus sexual harassment is found among one of the school related factors that account for low academic achievement of female students in West Shoa Zone high schools.

4.4.2 School Related Factors

There are many schools related factors which affect the academic achievement of female students. In this section lack of guidance and counseling and location (distance to school) are considered.

4.4.2.1 Lack of Guidance and Counseling

High school students face various problems which often emanate from the nature and characteristics of being adolescent. They also face mental problems and subsequent emotional and psychological problems other than such problems that are shared commonly by high school students, high school girls have to face additional problems not necessarily faced by their male counter parts. Thus, they seek help from variety of sources. Among these the school counselor is one. Lack of such a resource person seems to contribute to low academic achievement of female students.

Availability of Guidance and Counselor officer

Table 16:

Item	Respondents Female students	
	No	%
1. Is there guidance and counseling service at your school?		
Yes	60	22.39
No	208	77.61
Total	268	100

As it is presented in Table 16, responses of 208 (77.61 percent) of the female students indicates that there is no guidance and counseling service in the high schools. Information obtained from the interview with school personnel also indicated that only one high school from the sample high schools has professionally trained counselor. This shows that side by side with other school

related factors the scarcity of guidance and counseling services seems to account for low academic achievement of female students

Guidance and Counseling Service

Table17:

Items	Respondents				χ^2
	Female students		Teachers		
	No	%	No	%	
1. How often do students get guidance and counseling service in the school?					$\chi^2 = 0.393$
Always	3	5.0	2	4.35	
Sometimes	9	15.0	9	19.57	
Not at all	48	80.0	35	76.08	$\chi^2_{T} = 5.99$
Total	60	100	46	100	

*Significant at an alpha level less than 0.05, df=2

The chi-square result shows that there is consistent in views between female respondents and teachers. This is indicated by the result of the chi- square ($\chi^2 = 0.393$) is less than the table values.

Furthermore, Table 17 indicates that from those general secondary schools which has the guidance and counselor officer, as indicated by female students and teachers response 80 percent and 76 percent respectively, the service is not given at all either because of lack of separate room or other reasons.

According to some of the female students' interview response; though they do have good orientation on the benefits of counseling services, nothing has been done to minimize their problems. If there were such a services they would have shared their problems and benefited from advice given to them.

However, due to either of its absence or non- functioning of the existing one, they lacked where to look for when they need help in the schooling process.

The responses of interview from the school personnel also support the above idea as follows: since the schools don't have professionally trained counselors, efforts made in dealing with female issues were minimal. In some schools the counseling program is run by teachers nominated among the schools staffs. As they were busy in academic activities, the counseling services given by these people are also inefficient.

In general, the present findings indicate that absence of guidance and counseling services seems among school related factors for low academic achievement of female students in West Shoa Zone.

4.4.2.2. Location (distance from school)

Traveling long distance from home to school is the main cause of low academic achievement of female students in secondary schools. The magnitude of the influence tends to be more severe for the boys than for girls (Hill and King, 1993). The following discussions are based on the above points.

Distance of school from Home

Table 18:

Item	Respondents Female students	
	No	%
School distance from your residential place		
Below 1 Km	80	29.85
1 Km to 3 Km	74	27.61
3 Km to 5 Km	44	16.42
More than 5 Km	70	26.12
Total	268	100

The above Table 18 indicates that 16.42 percent of the female student's respondents' travel three to five Kilo meters and 26.12 percent of them travel more than five kilometers. In addition to this, the parent's responses during interview indicate that, in the area under study female students

(mostly those from rural areas) suffered from long distance to school due to the dispersed nature of secondary schools placement in the area under study.

A number of students are forced to attend schools in other localities (or Woredas) by leaving their homes for a week, two weeks or even for a semester. Some of them visit their families on weekends to collect their food. Thus, a school distance is found to have paramount impact on the academic achievement of female students.

Safety to Travel to School

Table 19:

Items	Respondents Female students	
	No	%
1. Is it safe to travel to school?		
Yes	101	37.69
No	167	62.31
Total	268	100
2. At present where do you live?		
In my family house	144	53.73
In my relative house	48	17.91
At a rented lodging (shelter)	76	28.36
Others	-	-
Total	268	100

As indicated in Table 19 above, 62.31 percent of the female respondents revealed that it is not safe to travel to school. Besides this, as it is shown in the same table of the second question most of the female students that is 53.73 percent of them live with their family. On the other hand, 28.36 percent of them reported that they were living at a rented lodging (shelter) and the rest 19.91 percent with their relative.

The problems of safety on the way to school and back as it is indicated above have so many problems. However, the problem seems more serious for girls from rural areas. The responses of

female students to open- ended items (No 25) have revealed various challenges which they had to face on their way to school. Those living at rented lodging were troubled by agony caused by urban gangs at home during the night and on their way to school during the days they were insulted harassed by urban gangs who knew that they were unprotected.

Besides this, reports by some females have also indicated that schools boys snatch their exercise books both on their way to school and in the school compound. Thus, school distance in found to have paramount impact on the academic achievement of female students.



CHAPTER FIVE

5. Summary, Conclusion and Recommendation

The main aim of this study was to identify some of the major factors that contribute to low academic achievement of female students in general secondary schools of West Shoa Zone. In order to attain the desired objectives, the following procedures were under-taken: relevant documents were investigated from various relevant sources; questions were prepared and distributed to relevant sources of population, dependent and independent variables were identified and defined; tools for data collections were developed; and finally, the data was analyzed and interpreted.

The study was carried out in five general secondary schools of West Shoa Zone that were selected using the random sampling technique. The subjects of the study were a sample of female students, the teachers, parents and the school personnel. To gather the necessary information from the sample population, questionnaires were provided to female students and teachers. Moreover, structured and unstructured interview were made with the female students, parents and school personnel. The status of female academic achievement in the Zone was assessed from documents of West Shoa Zone education bureau and the sample schools.

The data obtained were analyzed using percentages, chi-square. Chi-square was used to see whether the responses of female students and teachers on identical items are consistent or not. Depending on the results of the analysis made, the following major findings were obtained.

5.1. Summary of Findings

Even if relative increment has been observed in the number of female students, percentages of female promotion in EGSECE shows that, female students' academic achievement relatively declined through the years under consideration.

- Calculated percentages reveals that, the promotion in EGSECE was 28 percent in 1994 E.C, 13.2 percent in 1995 E.C. and 28 percent in 1996 E.C. This show that the over all academic achievement of female students were not in proportion with their numbers.

- During the three years under consideration, rates of female promotees are low as compared to that of males. The lowest promotion rates for boys was 0.383 whereas, the highest promote rate for female students have never exceeded 0.28 as indicated in Table one.

The major findings of the study regarding some selected factors such as home environment, sexual harassment, lack of guidance and counseling and location (distance) of school from home that were considered as reasons for low academic achievement of female students are summarized below.

- The rate of female promotion is more serious for schools which are located far away from the Zone capital city and other big cities.
- The rate of female promotion is associated with the distance of the school from more urban oriented areas.
- The majority of the female respondents are within the age range 14-20. This age range is the age youngsters manifest many social and emotional problems. It needs guidance and counseling.
- As shown in Table 5, 47.39 percent live with both biological parents. The rest were not living with both biological parents. The effect of broken homes on their academic achievement seems to have a serious problem.
- According to the response of female students most of them live with family size greater than five. In addition to low economic background family size seems to have effect on the academic achievement of female students.
- As most of female students help their parents with household chores and in case when one of the parents is away, they are partially responsible for the household activities. This has an effect on their study time and further on their academic achievement. This view is all in all supported by all the respondents.

- Sexual harassment can be committed on female students both in school and outside school. As a responses of female students not only boys but also any person on the street can be involved in sexual harassment.
- Information collected from school directors and parents reveals that sexual harassment committed on female students is decreasing from time to time because of fear of AIDS and awareness created in the society regarding negative impact of sexual harassment. On the other hand, reports by some female students noted that, sexual harassment tended to increase as the school personnel failed to take immediate measures when it was reported to them.
- Lack of guidance and counseling service in the West Shoa Zone general secondary school is a serious problem. Out of the five sample schools only one school has guidance and counselor officer where as the rest don't have the guidance and counselor officer. According to the interview done with female students though they have good orientation about its use, absence of counseling services had an effect on their academic achievement.
- Due to the dispersed nature of the secondary schools placement in the area understudy. A number of students are forced to attend schools in other localities (or woredas) by leaving their homes for a week, two weeks or even for a semester. This seems to have more influence on the academic achievement of female students.

5.2. Conclusion

Based on the analysis of the findings, it can be concluded that even if relative increment has been observed in the number of female students, percentages of female promotion in EGSECE each year shows that, female students' academic achievement relatively declined through the years under consideration.¹ Furthermore, it was found that female student's low academic achievement was caused by a multitude of factors which emanated from both what female students have experienced in-school and out- of-school environments. In other words, as reported by the respondents, female students were equally influenced by the selected internal and external factors for low academic achievement. Therefore, low academic achievement of female students in

general secondary schools of West Shoa Zone was the function of both selected school related and out-of-school variables.

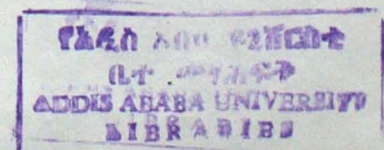
5.3. Recommendations

On the basis of the findings and the conclusion drawn, the following recommendations are put forward:

- 1) Parents should be oriented through information campaigns and non formal literacy and skill training programs to make them more aware of the overall benefits of education and predisposes them to invest in their daughters' education.
- 2) Lack of time to study at home due to household work is found as a serious factor for low academic achievement of female students in general secondary school of West Shoa Zone. Indeed, as females spend more hours doing household activities, it will take time and drains the energy that could be used for educational activities. Thus, reducing the workload of mothers, who are the main beneficiaries of the assistance of their daughters, could be helpful. Therefore, it is advisable if West Shoa Zone women office in cooperation with Zone Rural Technology Center attempt to introduce them to the labor saving technologies such as fuel saving stoves utility which would reduce the workload of school girls so that the time saved is spent on study. Besides, parents should be oriented that household chores take up much of the female students' time and also wear them down. Therefore, in as much as possible, the chores should be distributed to members of the family including boys.
- 3) Schools should include sex education in their curriculum not only as a unit in one of the high school subjects but as an independent subject.
- 4) It was found that in general secondary schools of West Shoa Zone the majority of teachers did not have appropriate qualification (56.52 percent). Since well- trained teachers or the best resources of an educational system, an important in this domain seem to have a paramount importance to reduce internal inefficiency of education. It would therefore, be advisable that, West Shoa Zone Education office in collaboration with Oromia Education

Bureau, should extend further in-service teachers training programs through summer course or distance education to up-grade teachers' professional competence.

- 5) Schools should have clear policies on sexual harassment. As Brandenburg (1997) noted, sexual harassment policies are most effective when they provide definitions sufficiently broad to capture the scope of the problem, but specific enough to describe behavioral examples. A policy should indicate the audience being addressed: school employees, students, faculty or all of the academic community. Schools realize the need to include peer harassment as part of the policy statement. Sexual harassment policies should also clearly state that student to student sexual harassment is prohibited and subject to disciplinary measures. Sexual harassment policies can and should be reconciled with the rights and freedoms of the individuals.
- 6) The findings in this study also show that lack of guidance and counseling at school level is found to be among the major school related factors that are hindering academic achievement of female students. Such problems emanated mainly from lack of professionally trained persons and lack of well-coordinated guidance and counseling program. Thus, in order to tackle the problem of counseling in general secondary schools, the engagement of teachers, directors and students within the school system and the community is very important. To overcome the shortage of professionally trained counselors, the involvement of these people would be of tremendous help for the wellbeing of students. In addition to this, it also seems essential if female guidance and counselors be assigned to guide, encourage and orient school girls in aspects of personal problems, social relation and educational matters in general secondary schools to overcome some of the problems that female students face to approach their male counselors.
- 7) Distance of school is one of the major barriers for girl's academic achievement in West Shoa Zone general secondary schools. In order to overcome the road conditions (security problems) policy based measures should be set both at Zone and regional level.
- 8) There is also a need to organize regular meeting with the community where the purpose is to develop community awareness about the difficulties females face in their education. It



is essential to orient parents about the need to allow girls to study at home and to attend classes regularly. Teachers should invite parents regularly, especially mothers, in-groups and sensitize them on problems of girl's education.

- 9) A decision to help daughters schooling could be relied on whether girls can find jobs once they are educated. If educated females fail to obtain jobs, parents may refrain from supporting their daughters by perceiving that girls are less fortunate for job opportunity. Hence, giving more job opportunity for females is another means to encourage parents' willingness to support their daughters' schooling. Therefore, it seems important if West Shoa Zone administrators attempt to look at work opportunities by initiating local and national private investors to expand small or large scale industries which could absorb a large number of educated females to be employed.
- 10) The responses of the school personnel and female students on some of the items are in different. For example, as information collected from school directors reveals that the influence of sexual harassment committed on female students are decreasing from time to time, due to fear of AIDS and awareness created in the society regarding negative impact of sexual harassment. On the other hand, reports by some female students noted that sexual harassment tend to increase as the school personnel failed to take immediate measures when it was reported to them. So, these different views need further investigation.
- 11) A further research covering wider population that includes female students in the rural area must be undertaken by the concerned body.

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APPENDIX-A

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
FACULTY OF EDUCATION
DEPARTMENT OF TEACHERS' EDUCATION AND
CURRICULUM STUDIES

Questionnaire to be filled by General Secondary School Female Students

Dear Respondents, this questionnaire is intended to investigate the factors, which affect the academic achievement of female students in general secondary schools.

If this questionnaire is to be useful and accurate, it is important that you answer each question as thoroughly and frankly as possible in giving your reasons for factors which affect the academic achievement of female students.

Therefore,

1. Most questions can be completed by making tick mark in the boxes provided.
2. Please answer all questions in order
3. No need of writing your name

Thank you for your co- operation.

Name of school _____

1. Grade: A) 9 B) 10
2. Age: A) Below 14 years B) 14-16 years
C) 17-20 years D) above 20 years
3. Marital status
A) Married B) Unmarried C) Divorced D) Other _____
4. With whom do you live?
A) With father and mother
B) With father only

- C) With mother only
- D) With my husband
- E) With other relatives or guardian
- F) If other specify _____

5. Your parents' educational level

	<u>Father</u>	<u>Mother</u>
A) Illiterate	<input type="checkbox"/>	<input type="checkbox"/>
B) Primary Education (1-6)	<input type="checkbox"/>	<input type="checkbox"/>
C) Secondary Education (7-12)	<input type="checkbox"/>	<input type="checkbox"/>
D) TTI & other 12+ certain training	<input type="checkbox"/>	<input type="checkbox"/>
E) Diploma and above	<input type="checkbox"/>	<input type="checkbox"/>

6. Your parent's occupation

- | | |
|--|---|
| A) Farmers <input type="checkbox"/> | B) Merchants <input type="checkbox"/> |
| C) Government Employees <input type="checkbox"/> | D) Daily laborer <input type="checkbox"/> |
| E) If others, specify _____ | |

7. What is total number of people living together with you in the home?

- | | |
|--|----------------------------------|
| A) Below 4 <input type="checkbox"/> | B) 5-8 <input type="checkbox"/> |
| D) More than 12 <input type="checkbox"/> | C) 9-12 <input type="checkbox"/> |

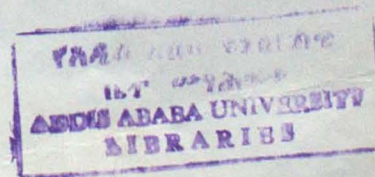
8. Do you help your family in household chores?

- A) Yes B) No

9. If the answer for question number "8" is "Yes" how much does it influence your study time?

- | | |
|--|--|
| A) Very greatly <input type="checkbox"/> | B) Moderately <input type="checkbox"/> |
| C) Little <input type="checkbox"/> | D) Not at all <input type="checkbox"/> |

10. If your answer to question number "8" in "Yes", in which of the following do you help your parents?
- A) House work B) Farm work C) Trading
D) Child care E) Other _____
11. What do you think is the rough estimated income of your family? (Both Mother and Father)
- A) 200- 500 birr D) 1371-1780 birr
B) 500-900 birr E) 1781-2200 birr
C) 901-1370 birr F) more than 2200 birr
G) It is very difficult for me to estimate my family income
12. Does your family provide all necessary educational materials for you?
- A) Yes B) No
13. Does your family give equal chance for their daughters and sons in fulfilling the required educational cost (tuition fee, text book cost, transportation, lodging, etc)?
- A) Yes B) No
14. If your answer to question number 12 is "NO", to which gender, your family gives priority most of the time?
- A) Male B) Female
15. Have you ever faced sexual harassment on the way to school or in- school?
- A) Yes B) No
16. If the answers for the above question in "Yes" who do you think mostly engaged in sexual harassment? (More than one response is possible)
- A) Male students C) Any person on the street
B) Teachers D) Others _____
17. Do you think the harassment committed up on females greatly influence academic achievement?
- A) Yes B) NO
18. Is there service of guidance and counseling at your school?



A) Yes B) No

19. How often do you get guidance and counseling service in your school?

A) Always B) Sometimes C) not at all

20. How did you get the service of the guidance and counseling in your school?

A) Excellent B) very good

C) Good D) poor

21. If your answer for the above question is "D=poor" what do you think the major problem of the service?

A) Lack of office B) Lack of qualified man power

C) Lack of special service for female students

D) Other (Please, specify) _____

22. School distance from your residential place

A) Blow 1km b) 1km to 3km

C) 3km to 5km D) More than 5km

23. Is the School in which you are enrolled found in your residential area?

A) Yes B) No

24. At present where do you live?

A) In my family house B) In my relative house

C) At a rented lodging (shelter) D) Other specify _____

25. Is it safe to travel to school?

A) Yes B) No

26. If your answer to the above question is "No" what is the problem?

27. Below is some of in-school and out-school list of possible reasons for low academic achievement of female students in secondary school. Please rank the items according to their contribution. Indicate the most serious problem first and the last important last. Also please add your own items if you feel necessary.

no	Items	Rank							
		1	2	3	4	5	6	7	8
1	Distance of school from home								
2	problem of sexual harassment in school and out -school								
3	Lack of time to study at home								
4	Lack of financial support from the family								
5	Lack of guidance and counseling services								
6	Lack of motivation								
7.	Poor school facilities								
8	Other _____								

28. Which of the following behavioral characteristic most express your family?

- A) Quarrelsome
- B) Cooperativeness
- C) Easily upset with minor challenges that is created in the family.

29. What type of rearing practice your family but follow in growing up their children?

- A) Authoritative
- B) Democratic
- C) Over-protective
- D) Negligence

APPENDIX-B

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
FACULTY OF EDUCATION
DEPARTMENT OF TEACHERS EDUCATION AND
CURRICULUM STUDIES

Questionnaire to be filled by General Secondary School Teachers

Dear Respondents

The purpose of this questionnaire is to identify major factors that affect academic achievement of female students in general secondary schools. Since your sincere response has a great influence on the study, your cooperation in answering the questions will be highly appreciated.

Directions: Give appropriate answer to the following question by putting "✓" mark in the box or by writing in the space provide.

Name of the school _____

1. Sex: A) Male B) Female
2. Age A) below 25 years B) 25-30 years
C) 31-40 years D) above 41 years
3. Academic qualification
A) TTI B) Diploma
C) B.A/B.sc D) M.A/M.sc
4. Service year:
A) 0-5 years B) 6-10 years E) above 21 years
C) 11-15 years D) 16-20 years
5. Do most parents in your locality encourage their daughter's schooling?
A) Yes B) No C) I am not certain

6. If your answer to question number 5 is "No" what do think is the probable reason?

A) Poverty

B) parents lack of awareness of the value of education for girls

C) Parent's immediate need for girl's labor at home

D) Safety to travel from home to school

E) If other (specify) _____

7. Do female students miss class more frequently than boys?

A) Yes B) No C) I don't know

8. If your answer to question number 7 is "Yes" which one of the following items best explain the reasons for female student's absence from school?

A) Health problem

B) Household work

C) Fear of sexual harassment

D) Trading

E) If other specify -----

9. How often do students get guidance and counseling services in your school?

A) Always B) Sometimes

C) Little D) not at all

10. To what extent that parents' lack or low level of education leads to daughters' low level of academic achievement?

A) Very strongly B) Average C) Little

D) Not at all

11. If your response to question number 10 is "A" or "B" whose education do you think matters more?

A) Mothers' Education B) Fathers' Education

C) Both have equal influence

12. To what extent do you think helping parents at home affects girls' study time?

A very strongly B) Average

C) Little D) Not at all

13. Is there any sexual harassment in and around your school committed on female students to affect their education?

A) Yes B) No

14. If your answer to question number 13 is "Yes" in what form?

A) Attempting rape B) sexual harassment

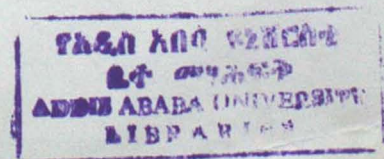
B) Bullying D) Snatching prosperities

E) If other (specify) _____

15. Below are list of possible reasons for low academic achievement of female students. Please rank the items according to their contribution for low academic achievement of female students. Indicate the most serious problem first and the least problem last by putting "✓" mark in the corresponding numbers. Also add your own items if you feel necessary.

Items	Rank							
	1	2	3	4	5	6	7	8
15.1 Lack of guidance and counseling service	✓							
15.2 Sexual harassment in school and out of school		✓						
15.3 unsafe school distance from home to school								
15.4 Lack of financial support from the family								
15.5 Lack of study time at home								
15.6 Lack of Motivation								
15.7 Lack of school facilities								
15.8. Other _____								

16. What have you done in your part to make girls more interested in and devoted to their education? _____



17 Please list down at least five possible actions that can be taken in your school to help girls achieve better in their academic achievement.

17.1 _____

17.2 _____

17.3 _____

17.4 _____

17.5 _____

4. የምትኖረው ከማን ጋር ነው

ሀ) ከአባትና እናት ጋር ለ) ከአባት ጋር ብቻ

ሐ) ከእናት ጋር ብቻ መ) ከባለቤት ጋር

ሠ) ከሌሎች ዘመዶችና አሳዳጊዎች ጋር

ሰ) ሌላ ካለ ይገለፅ _____

5. የአሳዳጊ ቤተሰቦች የትምህርት ደረጃ

	አባት	እናት
ሀ) ያልተማሩ	<input type="checkbox"/>	<input type="checkbox"/>
ለ) የመጀመሪያ ደረጃ ትምህርት (1-6)	<input type="checkbox"/>	<input type="checkbox"/>
ሐ) የሁለተኛ ደረጃ ትምህርት (7-12)	<input type="checkbox"/>	<input type="checkbox"/>
መ) የመምህራን ማሰልጠኛ ተቋም ሰርተፍኬት ወይም 12ኛ ጨርሰው ተጨማሪ ስልጠና ያላቸው	<input type="checkbox"/>	<input type="checkbox"/>
ሠ) ዲፕሎማ	<input type="checkbox"/>	<input type="checkbox"/>
ረ) ድግሪ	<input type="checkbox"/>	<input type="checkbox"/>

6. የወላጆችሽ ስራ

ሀ) ግብርና ለ) ንግድ ሐ) የመንግስት ስራ

መ) የቀን ስራተኛ ሠ) ሌላ ካለ ይገለፅ _____

7. በቤት ውስጥ አብራችሁ የምትኖሩት የቤተሰብ ብዛት

ሀ) ከ4 በታች ለ) ከ5-8 ሐ) ከ9-12

መ) ከ12 በላይ

8. በቤት ውስጥ ቤተሰቦችሽን በስራ ታግኻቸዋል?

ሀ) አዎ ለ) የለም

9. ለ«8ኛው» ጥያቄ መልስሽ «አዎ» ከሆነ በትምህርት የጥናት ጊዜሽ ላይ ምን ያህል ተፅዕኖ አለው?

- ሀ) በጣም ከፍተኛ ተፅዕኖ አለው ለ) በመጠኑ ተፅዕኖ አለው
 ሐ) በትንሹ ተፅዕኖ አለው መ) ምንም ተፅዕኖ የለውም

10. ለ«8ኛው» ጥያቄ መልስሽ «አዎ» ከሆነ በየትኛው ሥራ ነው ወላጆችሽን የምትረጁው?

- ሀ) በቤት ውስት ስራ ለ) በእርሻ ስራ
 ሐ) በንግድ ሥራ መ) በቤት ውስት የህፃናት ጥበቃ
 ሠ) ሌላ ካለ ይገለፅ _____

11. የቤተሰቦችሽ/የወላጆችሽ የገቢ መጠን በግምት ምን ያህል ይመስልሻል

- ሀ) ከ200-500 ብር ለ) ከ501-900 ብር
 ሐ) ከ901-1370 ብር መ) ከ1371-1780 ብር
 ሠ) ከ1781-2200 ብር ረ) ከ2200 ብር

12. ወላጆችሽ ለትምህርት አስፈላጊውን የትምህርት መሳሪያ ያሟሉልሻል?

- ሀ) አዎ ለ) አያሟሉልኝም

13. ወላጆችሽ በትምህርት መሳሪያ አቅርቦት ትራንስፖርትን ጨምሮ በሌትና በወንድ ልጆቻቸው መካከል ልዩነት የሚደርጉ ይመስልሻል?

- ሀ) አዎ ለ) አያደርጉም

14. ለ «13ኛው» ጥያቄ መልስሽ «አዎ» ከሆነ ለየትኞቹ ልጆቻቸው የበለጠ ትምህርት ነክ ድጋፍ ይሰጣሉ?

- ሀ) ለሌት ልጆቻቸው ለ) ለወንድ ልጆቻቸው

15. ወደ ትምህርት ቤት ስትሄዱና ስትመጩ ወሲባዊ ትንኮሳ አጋጥሞሽ ያውቃል?

- ሀ) አዎ ለ) አጋጥሞኝ አያውቅም

16. ለ«15ኛው» ጥያቄ መልስሽ «አዎ» ከሆነ ወሲባዊ ትንኮሳ የሚያጋጥምሽ በየትኞቹ የሕብረተሰብ ክፍሎች ነው?

- ሀ) በወንድ ተማሪዎች ለ) በመጻፍ
 ሐ) በመንገድ ላይ በሚጋጥም ማንኛውም ሰው

መ) ሌላ ካለ ይገለፅ

17. በአንቺ ላይ የተፈጸመው ወሲባዊ ትንኮሳ በትምህርት ስኬታማነትሽ ላይ ያስከተለው ተፅዕኖ በጣም ከፍተኛ ይመስልሻል?

ሀ) አዎ

ለ) አይመስለኝም

18. በትምህርት ቤት ውስጥ የጋይዳንስና ካውንስሊንግ አገልግሎት ይሰጣል?

ሀ) አዎ

ለ) አይሰጥም

19. በት/ቤት ውስጥ የጋይዳንስ እና ካውንስሊንግ አገልግሎት ምን ያህል ጊዜ ተጠቀሚያለሽ

ሀ) ሁል ጊዜ

ለ) አንዳንድ ጊዜ

ሐ) ተጠቅሜ አላውም

20. የትምህርት ቤታችሁ ጋይዳንስና ካውንስሊንግ አገልግሎት ምን ያህል አርኪ ነው?

ሀ) እጅግ በጣም ጥሩ ነው

ለ) በጣም ጥሩ ነው

ሐ) ጥሩ ነው

መ) አርኪ አይደለም

21. ለ«20ኛው» ጥያቄ መልስሽ አርኪ «አይደለም» ካልሽ ለምን ይመስልሻል?

ሀ) አገልግሎት የሚሰጥበት ቢሮ ባለመኖሩ

ለ) አገልግሎቱን የሚሰጥ ባለሙያ ባለመኖሩ

ሐ) ለሴት ተማሪዎች ልዩ ዕገዛ ስለማይደረግ

መ) ሌላ ካለ ይገለፅ

22. የምትማሪበት ት/ቤት ከምትኖሪበት አካባቢ ምን ያህል ይርቃል?

ሀ) ከ 1 ኪ.ሜ በታች

ለ) ከ1-3 ኪ.ሜ

ሐ) ከ3-5 ኪ.ሜ

መ) ከ5ኪ.ሜ በላይ



23. የምትማራበት ት/ቤት በወላጆችሽ መኖሪያ አካባቢ ነው የሚገኘው?

ሀ) አዎ

ለ) አይደለም

24. አሁን የምትኖረው የት ነው?

ሀ) እቤተሰቦቼ ቤት ለ) ዘመድ ጋ ተቀምጬ ነው የምኖረው

ሐ) ቤት ተከራይቼ ነው የምኖረው መ) ሌላ ካለ ይጠቀስ _____

25. ወደ ትምህርት ቤት ስትሄጁ የደህንነት ሁኔታ በጣም ጥሩ ነው ትያለሽ?

ሀ) አዎ

ለ) አይደለም

26. ለ«25ኛው» ጥያቄ መልስሽ «አይደለም» ከሆነ ምን ምን የደህንነት ችግሮች አሉ?

27. ከዚህ በታች በትምህርት ቤት ውስጥና ውጪ በሌቶች የትምህርት አቀባበልና ስኬታማነት ላይ ተፅዕኖ ሊያመጡ ይችላሉ ተብለው የታሰቡ ጉዳዮች ተዘርዝረዋል። ከተዘረዘሩት ውስት በትምህርት ስኬታማነት ላይ ተፅዕኖ የሚያመጡትን በቅደም ተከተል አስቀምጧል። ከፍተኛ ተፅዕኖ ላለው ቁጥር 1 በመስጠት አነስተኛ ተፅዕኖ ያለውን ደግሞ የመጨረሻ ቁጥር በመስጠት ሞክሪ። ሌሎች ተጨማሪ ተፅዕኖ አምጪ ሁኔታዎችንም በተሰጠው ክፍት ቦታ ላይ በመጨመር ማስቀመጥ ይቻላል።

ራ. ቁ.	ሁኔታዎች	ደረጃ								
		1	2	3	4	5	6	7	8	9
1	ትምህርት ቤት ከመኖሪያ ቤት ያለው ርቀት									
2	በትምህርት ቤት ውስጥም ሆነ ውጪ የሚከሰት ወሲባዊ ትንኮሳ									
3	በቤት ውስጥ የጥናት ጊዜ አለመኖር									
4	በቤተሰብ በኩል የገንዘብ ልገሳ አለመኖር									
5	በት/ቤት ውስጥ የጋይዳንስና ካውንስሊንግ አገልግሎት አለመኖር									
6	የመማር ፍሎት ማጣት									
7	በትምህርት ቤት ውስት አገልግሎት የሚሰጡ ፋሲሊቲዎች አለመኖር									
8	ሌሎች _____									

28. ከሚከተሉት ባህሪያት ውስጥ በጥሩ ሁኔታ የወላጆችሽን የቤት ውስጥ ባህሪ የሚገልፀው የትኛው ነው?

ሀ) ሁል ጊዜ በቤት ውስት ጥል አለ

ለ) በነገሮች ሁሉ ተባባሪ ናቸው

ሐ) ትንሽ ችግር በቤተሰብ ውስት ሲከሰት ቶሎ የመረበሽ ሁኔታ

29. ወላጆችሽ በልጆች አስተዳደግ ላይ የሚከተሉት የአስተዳደግ ዘዴ

ሀ) በአግባቡ ኃላፊነታቸውን ይጠቀማሉ

ለ) በቤተሰብ ውስጥ ፍቅር እንዲሰፍንና ሁሉም የቤተሰብ አባላት ሐሳባቸውን በነፃ የሚገልጹበት አካሄድ ይከተላሉ

ሐ) በጣም ተቆጣጣሪ ናቸው

መ) በጣም ግድየለሽ ናቸው

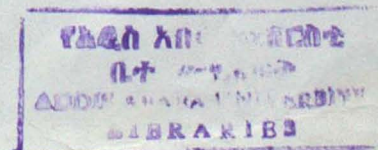
APPENDIX -D
ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
FACULTY OF EDUCATION
DEPARTMENT OF TEACHERS EDUCATION AND
CURRICULUM STUDIES

I) Interview For school Administrators

1. Are there any non- governmental organizations involved in promoting female participation in education in your school?
2. At present do you (your school) have any kind of committee in which girls are participating?
3. What sexual risks do girls who are attending school face? For example, fear of sexual abuse, sexual harassment? How well founded are these fears? How do government, school personnel etc, deal with the issues?
4. Is the distance to school a factor in explaining why some girls are low achievers? If so why (for example, time to travel, risk of travel.)
5. Does your school have facilities to respond to girls need (for example, separate toilet, providing instructional materials, etc?)
6. Is career counseling available? If so, does it serve females as well as boys? At what grade does it begin? Who provided it?

II) Interview for Guidance and counselor officers in general secondary schools.

1. In your locality, how is the view of most parents on their daughters' schooling?
2. Do female students miss class more frequently than boys? Why?
3. Do female students' get guidance and counseling services for their personal and academic difficulties in your school? If no, why?
4. How is the motivation of female students to learn? If low, why?
5. Do you think female students lack more time to study at home than boys? Please name activities that mostly share their time?
6. How often violence in and around your school committed upon female students? Who commits it? In what form?



III) Interview for students

1. What was your class rank last year? First semester _____, Second semester _____.
2. What do you think were the factors that contributed for having the class rank you indicated above?
3. Do you perform any task or are you expected to fulfill any task at home other than academic matters?
4. If your response to item number 3 is "yes" what are the main tasks you perform or you are expected to fulfill at home? "
5. Have you ever faced sexual harassment when you go to or come from school? If yes, by whom male or female?
6. Is the school you enrolled far from your residential area? If yes, how far is it?

IV) Interview for Parents

1. How do you evaluate your daughters in her academic achievement? High or low?
2. Do you allow your student to go to school library or to school group activities outside the school hours?
3. Do you provide all necessary educational materials for your daughters upon requested?
4. Do you allow some hours for studying for your daughter at home?
5. How often do you go to school by yourself and ask information about your daughter's educational achievement?