



**THE ROLE AND COMMITMENT OF THE HIGH SCHOOL  
MANAGEMENT  
TO IMPROVE GIRLS' ACHIVEMENT IN EDUCATION;  
THE CASE IN SELECTED ADDIS ABABA HIGH SCHOOLS**

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SCHOOL OF GRADUATE STUDIES**

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## **Declaration**

I, the undersigned, declare that this thesis is my original work and has not been presented for a degree in any other university and that all sources of materials used in the thesis have been dully acknowledged.

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## ACRONYMS

<b>CEDAW</b>	Elimination of All forms of Discrimination Against Women
<b>DFID</b>	United Kingdom's Department for International Development
<b>FGD</b>	Focus Group Discussion
<b>ICEFA</b>	The International Conference of Education for All
<b>IER</b>	Institution of Educational Research
<b>IWC</b>	International Women Conference
<b>MOE</b>	Ministry of Education
<b>MWOA</b>	Ministry of Women's Affairs
<b>PMSI</b>	Project Management, System International
<b>PTSA</b>	Parent Teacher Student Association
<b>SMT</b>	School Management Teams
<b>UNESCO</b>	United Nations Education, Scientific and Cultural Organization
<b>USAID</b>	United States Agency for International Development

## **ABSTRACT**

In recent years the Ministry of Education (MOE), NGOs' and schools' management advocate girls' education. Their effort in raising awareness and promoting the importance of girls' education has significantly increased the gross enrolment rate of girls. However, the emphasis given to address the problems of girls' achievement in education is insignificant. The high school's management clear, relevant, and applicable role and affective, continuance and normative commitment is vital to improve girls' achievement in education. In order to find out such role and commitment of high schools' management to improve girls' achievement in education, the researcher collected data from a sample of eight high schools found in five Sub Cities of Addis Ababa. The researcher employed mixed research method and purposive sampling technique for the study. According to the study result, the high schools' management didn't have clear role and guideline to improve girls' achievement in education. Besides, the management of the schools' overlooked to learn in depth about the importance of girls' education, factors that negatively affect girls' achievement in education, and tackle the affecting factors in a systematic and organized manner. These showed the management's commitment was insignificant. Due to lack of such role and commitment, the girls' achievement in education is not given proper emphasis as it was given to increase their enrolment. Therefore, the study recommends, it is the right time to clearly state the role of the schools' management and demand their commitment to improve girls' achievement in education before the success in enrolment is reversed.

## Chapter I

### Introduction

#### 1.1 Background

There has been a broad consensus that education is important foundation on which the socio economic and cultural development of a nation is based. Education improves the capacities of societies and their social, economic, and scientific technological institutions. It also helps people to alleviate poverty, tackle demographic problems, improve health and nutrition, and increase the value and efficiency of labor. Given the view that education improves society's life Lock head (1994) stated "education transforms both humanity and human instillations."

Thus, the Universal Declaration of Human Rights (1948) stipulates that "everyone has the right to education and education is not a charity rather it is a fundamental human right for all people irrespective of their sex, race, economic status and other difference." Similarly, Article 10 of the Convention for the Elimination of All Forms of Discrimination Against Women (CEDAW) in UNESCO (1996) states that "girls and women should have equal access to, and continuing participation in all forms and levels of education."

A report developed for USAID's Office of Women in Development by the EQUATE Project (2008)

*Education is universally acknowledged to benefit individuals and promote national development. Educating females and males produces similar increases in their subsequent earnings and expands future opportunities and choices for both boys and girls. However, educating girls produces many additional socio-economic gains that benefit entire societies. These benefits include increased economic productivity, higher family incomes, delayed marriages, reduced fertility rates, and improved health and survival rates for infants and children.*

Based on the above justifications and others, so far, much has been done to increase gender equality in education over the past 15 years. National governments and the international community have followed through on promises made in various international forums to increase investments in girls' education. The World Bank (2008) reported that the overall female enrollment at the primary level in low-income countries has grown from 87 percent in 1990 to 94 percent in 2004, considerably shrinking the gender gap. In Ethiopia, according to the National Girls' Education Strategy (2010) up to 2008/09 primary Gross Enrollment Ratio (GER) in primary school nationally stands at 94.2% where the rate for boys is 97.6% and the rate for girls is 90.7%. The variation in gender gap in primary school narrowed from 16.5% in 2004/2005 to 6.9% in 2008/2009. According to the City Government of Addis Ababa (2011) the gross enrollment (GER) at secondary 2<sup>nd</sup> cycle (grade 9-10) was 79.6% GER of both boys and girls is 87.9% and 73.2% respectively and at secondary 2<sup>nd</sup> cycle (grade 11-12) was 30.4%, GER of both boys and girls is 30.6% and 30.2% respectively.

Yet this welcome development in enrollment should not lead to complacency about the issue of girls' education. According to the Global Campaign for Education Report (2010) the reality behind the progress in girls' enrollment is apparently sunny picture, showing that once girls get into school they face numerous challenges and are far less likely than boys to keep attending and achieve learning outcomes. Girls who are victims of violence are more likely perform poorly in school, have problems of concentration on their academic work, and lose interest in school altogether, and dropout from school according to Human Rights Watch (2001). An evaluation of a USAID-funded project in Malawi revealed that the focus on getting girls into school, without addressing impediments in the learning process, put girls at a disadvantage. The evaluation revealed that wide perceptions of girls' failure or weaknesses in English hindered girls in upper

grades, where English was the medium of instruction. The study also indicated that girls had been regularly characterized as “dull, second-rate students incapable of answering questions” and boys were assigned high status tasks like timekeeping and ringing the school bell, whereas girls were responsible for sweeping and arranging furniture Kendall (2006). In viewing the challenges of girls’ to achieve in education, a research finding by The Institution of Educational Research (IER) Flambeau (1998) showed, teachers feel that female students have neither the aptitude nor the capability to learn natural science subjects and mathematics in high schools studied in Addis Ababa region. Besides, the research stated that, the participation of female students in the teaching learning process, i.e. asking questions, and answering, debating, competing in art and literature and participating in extracurricular activities was found low.

A study report by Save the Children Denmark (SCD) Ministry of Education (MOE) and Ministry of Women’s Affairs (MOWA) (2008)

*The girls seem to be caught in a vicious cycle in which their struggle to get education instead of being married in an early age expose them to violence and abuse, which then leads to low level of academic performance, class repetition and eventually dropping out of school.*

And the same study also recommended the key to tackle violence against girls, therefore, lies in breaking the cycle. As much as the school is part of the problem, it is also part of the solution. The fact that some of the main perpetrators are older school boys and also female students underline that the school itself can and should play a major role in eliminating the violence.

To alleviate the obstacles for girls’ education, to narrow down the education inequality (gap), and consequently to boost girls’ role in development endeavor, global and national movements have been taking place for years. The International Conference of Education for All

(ICEFA) (2000) International Women's Conference (IWC) at global level, and the formulation of Education and Training Policy (NETP) give emphasis for females' education and subsequently designing of various programs and projects to realize the policy issues in Ethiopia. In order to improve girls' education, national girls' education strategy is adopted by MOE. The strategy document focuses on the current status of girls' participation in education, obstacles to the education of girls, real change processes, analyzing lessons of what constitutes good practice for girls' education, and initiates strategic directions to ensure girls enrolment and achievement in education National Girls' Education Strategy (2010).

According to the School Improvement Blue Print issued by Ministry of Education (MOE, 2007) the school management includes;

- Director/ deputy director
- PTSA (parent, teacher and student association)
- Unit Leaders and
- External educational supervisors and officials that are in charge.

They play the leading role to improve the school. Besides, they are required to formulate vision and design strategies. They are also accountable for any weakness and failure in the teaching learning process, therefore, they are required to show successful performance and bring key solutions for any problem that may happen in the school. The MOE School Improvement Framework (2007) formats (annex) also require the school management to report about the special emphasis given to the girls, and the analysis of girls' performance so as to improve their academic achievement and develop their level of confidence.

This study gives particular emphasis on the clarity, relevance and applicability of the role, and the extents of the high schools' management commitment in terms of affective, continuance



and normative commitment to improve girls' achievement in education. It also provides insight into the need to give emphasis for the role and commitment of the management.

## **1.2 Statement of the problem**

Within schools a welcoming approach and non-discriminatory practice especially for girl students is critical to creating a positive stimulation and interest towards their education. A girl who denied appropriate reception or is subject to chronic stress at the beginning and during her schooling may have difficulty to achieve with her education.

Several studies on violence against school girls in Ethiopia have been conducted. Dereje and Derese (1997), (SCD) (MOE) (MOWA) (2008), and Plan International Ethiopia (2008) studies found that different types of violence are practiced in Addis Ababa schools. Sexual gestures made to girls by teachers or male students, corporal punishment, physical punishment directed to selected parts of the girls' body by teachers are some kinds of violence that hinders girls' achievement in education. The studies also found out that while physical violence and snatching property of school girls were most frequent among junior high schools, bullying and attempted rape were rarely practiced among senior high school students in Addis Ababa. Girls who are victims of violence are more likely to perform poorly in school, have problems of concentration on their academic work, and lose interest in school altogether, and may dropout from a school. The MOE School Improvement Blue Print (2007) stated that the school management and administration plays coordinating and leading role to improve students achievement and create safe and healthy school environment.

In fact, the role of the school management is a multifaceted. School management gets involved in defining the school's mission, which includes framing and communicating the school's aims, managing the instructional program, which includes knowing and coordinating

the curriculum and instruction, supervising and evaluating instruction. Besides, monitoring learner progress and promoting a positive learning environment by setting standards and expectations are also some of the role of the school's management. Girls' education is one of the key roles among others that require the commitment of the school management. The researcher believes the role and commitment of the school management is vital to improve girls' achievement in education.

The study therefore, aims at examining the following specific research questions:

1. What is the role of the high school's management to improve girls' achievement in education?
2. Is the role of the management clearly stated, relevant and applicable with regard to girls' achievement in education?
3. To what extent is the school management committed to improve girls' achievement in education? In terms of;
  - Knowledge regarding the importance of girls' education.
  - Designing strategy and execution of the strategy to improve girls' achievement in education.
  - Reward efforts exerted to improve girls achievement in education.

### **1.3 Purpose of the Study**

Improving girls' achievement in education requires particular emphasis. When there is clearly stated, relevant and applicable role of a school management towards improving girls' achievement in education, the desired outcome will be achieved. Moreover, the school management commitment is mandatory to play the stated role. The purpose of this study will,

therefore be, to look into the role, and examine the commitment, of the high schools' management to improve girls' achievement in education in selected Addis Ababa High Schools.

To this end, the paper aims at attaining the following specific research objectives:

- The role of the high school's management to improve girls' achievement in education.
- The clarity, the relevance and applicability of the role with regard to girls achievement in education
- The extent of the school management commitment in terms of affective, continuance and formative commitment to improve girls' achievement in education

#### **1.4 Significance of the Study**

Research results showed that different types of violence and harassment experienced by school girls significantly affect their academic achievement. Girls who experienced violence and harassment tend to perform low in schools. This causes for instance, repetition, less class participation and school dropout. The schools' management is required to provide violence free, safe and protected environment and quality education for students. However, violence which hinders the achievement of girls' in education is still highly practiced in different forms. It may reverse the success achieved in enrollment. Therefore, knowing the clarity, relevance and applicability of the school management role and the extent of its commitment to improve girls' achievement in education is very essential. The finding from the study will contribute to the high schools' management strategy in supporting girls' achievement in education. Government planners engaged in the formulation of operational and strategic plans in the areas of girls' education could utilize the findings of the research. It can lay the basis for further similar and extended research as well.

### **1.5 Delimitation of the Study**

This study was conducted in five Sub Cities out of ten Sub Cities in Addis Ababa City Administration. Eight high schools were selected for the study that is found in five Sub Cities. The study included all the high schools' managements that are believed to be in charge of girls' education and the sub cities education supervisors that are assigned for the respective high schools. Documents in relation to girls' education were also assessed. Therefore, the study would have been more representative if it included more sample high schools.

### **1.6 Limitation of the Study**

From data collection to analysis and interpretation the study faced the following limitations. Coverage of secondary data in the study topic was minimal. Both in the directors office and the girls' clubs office, data were not well organized and documented regarding the overall girls' progress and challenges they face in education. Due to lack of well documentation, data concerning girls' education at the hands of educational supervisors was not fully available. As a result the secondary data had limitations to provide the expected information. Besides, according to their polite expression "busyness" which seemed lack of interest, from two high schools one participant from each didn't involve in the FGD and it was the other limitation of the study.

### **1.7 Operational Definition of key Terms**

**School Management:** According to The School Improvement Blue Print issued by Ministry of Education (2006) the school management includes;

- Director/ deputy director
- PTSA (parent, teacher and student association)
- Unit Leaders and

- Educational supervisors from the sub city education department that are in charge of the respective school.

They play the leading role in improving the school. Besides, they are required to formulate vision and devise strategies. They are also accountable for any weakness and failure in the teaching learning process, therefore, they are required to show successful performance and bring key solutions for any problem that may happen in the school.

**Role:** The duties and responsibilities of the school management with regard to improving the girls' achievement in education.

**Commitment:** Psychological state of attachment that defines the relationship between the school management and girls' education. This relationship can be viewed in terms affective commitment, continuance commitment and normative commitment. Affective commitment refers to the school managements' attachment to, identification with, and involvement in girls' education. Continuance commitment refers to the school management's rewarding system in order to improve girls' achievement in education, and normative commitment is a system organized by the school management to execute their job in a planned way to improve girls' achievement in education.

**High School:** According to the new structure of Ethiopian education system, Secondary Education (high school) is divided into two cycles: the first (Grades 9 and 10) or general secondary education and the second cycle (Grades 11 and 12) or preparatory secondary education.

**Achievement in Education:** It has both objective and subjective definition. The objective part is the numerical scores of a pupil's knowledge, which measure the degree of a pupil's adaptation to school work and to the educational system. The subjective part is, the determination of

academic success is reliant upon the student's attitudes towards her/his academic achievement and herself/himself, as well as by the attitudes of significant others towards her/his success.

### **1.8. Organization of the Study**

The study is organized and presented in five chapters. Chapter I and II consist of Introduction and Review of Literature respectively. The Methods, Sampling Technique and Sources of Data and Instruments and Procedure for data Collection are composed in Chapter III. Chapter IV contains Presentation and Analysis of the Data. Summary, Conclusions and Recommendations are organized under Chapter V.

## Chapter II

### Literature Review

Girls' education is essential for economic growth and poverty reduction. In addition to helping generate additional income and breaking the vicious cycle of poverty, investments in female education have other economic and social benefits. A report developed for USAID's Office of Women in Development, by the EQUATE Project Management Systems International (2008) confirmed this by stating "Educating females and males produces similar increases in their subsequent earnings and expands future opportunities and choices for both boys and girls. However, educating girls produces many additional socio-economic gains that benefit entire societies. These benefits include increased economic productivity, higher family incomes, delayed marriages, reduced fertility rates, and improved health and survival rates for infants and children."

The UNESCO (2000-2010) statistics indicated that Gender Parity, defined as the ratio of female to male secondary school enrolment, has improved for most countries since the 1970s. However, there is some indication that secondary level education may provide higher returns, especially for girls. "The economic returns to schooling at the secondary and tertiary levels are consistently high (and differentially high for young women). The gap between the returns to higher and lower levels of schooling is widening, thus putting an increasing premium on secondary and tertiary schooling for later success in the labor market" Lloyd (2005). DFID's girls' education strategy First progress reports (2006) supports the idea by stating "Opportunities to progress to secondary education are extremely limited for the majority of girls in Africa."

According to the Ethiopian National Girls' Education Strategy (2010)

*Known to be a keystone to the nation's accelerated socio-economic development, governments have made tremendous strides in promoting girls' education following the 1970s. However, in Ethiopia and other African countries, getting girls into school and retaining them in schools is a very serious constraint as result of which girls' enrollment and achievement in education does not yet reach at the required level in the Sub-Saharan African countries.*

This chapter discusses the theoretical and analytical aspects of the role and commitment of the high school management to improve girls' achievement in education. Accordingly, an attempt has been made to review about the role and commitment of the high schools management to improve girls' achievement in education. Besides, the chapter also discusses by giving emphasis on factors affecting girls' academic achievement and the role and commitment of the management in addressing and tackling the affecting factors.

## **2.1 What is Achievement in Education?**

In order to make clear the idea of girls' achievement in education, the researcher defined and provides explanations used for this particular research purpose. Accordingly, academic achievement refers to a successful accomplishment or performance in particular subject area. It indicated as by grades, marks and scores of descriptive commentaries. "Academic performance also refers to how students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers in a fixed time or academic year" Hawis and Hawes (1982).

Good (1973) stated that "achievement encompasses actual accomplishment of the students' potential ability". In viewing this Musek (2001) stated the following:



*There are two broad groups of definitions in academic achievement. The first one could be considered more objective, because it refers to numerical scores of a pupil's knowledge, which measure the degree of a pupil's adaptation to school work and to the educational system. The second group is a more subjective one, as its determination of academic success is reliant upon the student's attitudes towards his/her academic achievement and himself/herself, as well as by the attitudes of others towards his/her success and him/her.*

This study focuses on both objective and subjective definitions of academic achievements. Considering the above definition the researcher will try to identify the role and examine to what extent the studied high schools' management is working to improve girls' achievement in education.

## **2.2 Factors Affecting Students' Achievement in General**

The importance of human and material resources in achieving better schooling outcomes, including such factors as school infrastructure, class size, teacher experience and qualifications and availability of instructional materials have emphasized largely in low income countries Fuller and Clarke (1994). On the other hand Heinemann and Loxley (1983) stated "as evidences suggested that the role of schools and proxies for school quality in explaining increases in student achievement level in developing countries, from the total variations in school achievement only six percent have explained that of school characteristics"

Rothstein (2000) argues that; learning is not only a product of formal schooling but also of communities, families and peers. Socio-economic and socio-cultural forces can affect learning and thus school achievement. A great deal of research on the determinants of school achievement has centered on the relative effects of home-related and school-related factors. As suggested in most research findings family background is an important determinant of school outcomes,

whereas school characteristics have minimal effects Heinemann and Loxley. Others argued that in various studies they indicated both home and school environments have a strong influence on performance of students Griffith (1999).

In addition to the research findings discussed above there are also a number of factors that affects students' academic achievement. And all factors mentioned above have equal weight towards affecting both girls and boys in academic achievement. In fact, there are other factors that could affect only girls' achievement in education. The researcher interest is to give emphasis on particular factors that affect girls' achievement in education just for being a girl (due to gender bias). Therefore, the following discussion will give emphasis on particular factors that affects girls' achievement in education.

### **2.3 School Characteristics in Relation to Girls' Achievement in Education**

Within schools a welcoming approach and non-discriminatory practice especially for girl students is critical to creating a positive stimulation and interest towards their education. A girl who denied appropriate reception or is subject to chronic stress at the beginning and during her schooling may have difficulty with her education to progress.

In this respect O. Gara and Kendall (1996) stated a number of school related reasons that discourage girls' participation and performance at secondary school level that included:

- Secondary schools are scattered over great distance and parents do not dare to send their daughters to such a far distance. The journey may be unsafe, since many girls at this school age experience harassment and physical attack either on public transports or remote path in rural areas.
- Girls at secondary school level have problems with teacher's attitudes and behavior. Teachers have been accused in some cases for lacking both of sympathy and helpful attitude for girl

students due to the majority of the teachers are consistent with the stereotype conception about the ability of girls, they perceived (girls as having less talent than boys). Thus both male and female teachers have low confidence and gave less attention and supportive help than boys.

- Gender stereotyping of subject in school take place. Commonly with boys being encouraging to study (emphasize), science and mathematics, and girls subjects to study home science, language and the like.

The curriculum and materials carry both implicit and explicit message that characterizes women as inferior, helpless and dependent being. Obura (1991) for example in her analysis found that women and girls remain invisible in most textbooks. Because the numbers of females who reach higher education are small girls who suffer from excessive of teaching of a male teacher since it is said that males' attitudes to behavior and learning differ from those of females.

In addition, researches made by Division and Kanyuka (1990) and Biramah (1985) reveal girls disadvantage in school participation in the following ways;

*"Girls perceive significantly less teachers attention and expectation than their boy counterparts. Teachers use different language in classroom teaching while addressing girls' issue. Girls are often sitting at the back of the classroom, where teachers may not call on them. ..."*

According to the findings of the study carried out by the Save the Children Denmark in collaboration with the Federal Ministry of Education (MOE) (2008) on the theme entitled "Violence Against School Girls", sexual harassment, beating up and verbal insult, rape, abduction, female genital mutilation, and early marriage are the various types of violence and abuse committed against girls in school and on the way to and from school. In this study the perpetrators of the different types of violence have been identified describing the time of

occurrence for the different types of violence, and their negative impact on girls participation and performance in education.

Regarding students academic performance a research conducted in Addis Ababa high schools, The Ethiopian Journal of Education (2004) students' attitude towards girls' mathematics performance, research for the last few decades has shown that girls' performance in quantitative oriented subjects was seriously affected by gender stereotypes.

In supporting this view, a study conducted by Ethiopian Journal of Education (1996) in Addis Ababa high schools, stated that female students as a group showed low level of efficacy. As a result their performances could be impaired. It also recommended that understanding the problem and taking proper measures would help to increase the number of female students' participation in many of the male dominated areas and designing intervention programs to enhance the girls' feeling of competence should be also considered. A research finding by The Institution of Educational Research (IER) Flambeau (1998) studied in Addis Ababa region high schools also showed that teachers feel that female students have neither the aptitude nor the capability to learn natural science subjects and mathematics. Besides, the participation of female students in the teaching learning process, i.e. asking questions, and answering, debating, competing in art and literature and participating in extracurricular activities was found low.

#### **2.4 The Role of the School Management Regarding Girls' Achievement in Education**

The MOE School Improvement Blue Print (2007) stated that the school management and administration plays coordinating and leading role to improve students achievement and create safe and healthy school environment. The blue print also mentioned that the school management and administration is comprised of the director, the vice director, different committee like PTSA (parents, teachers, students and students association), unit leaders, external stakeholders and

other officials. Creating conducive conditions that allow quality teaching and learning to take place and safe and healthy school environment are some of the roles to be played by the school management and administration. The MOE School Improvement Framework (2007) also identified and grouped the essentials that affect the learning and the learning outcomes into four domains. Proper management of the school is one of the domains that were given emphasis to promote learning and learning outcomes. Lack of proper management will cause poor learning and learning outcomes.

A School Management Teams (SMTs) play a central role in all the programmes of schools and the impact they have on the development of a tone and ethos that are conducive to teaching and learning. It is the SMTs' role to have knowledge about the characteristics of schools with a sound learning and teaching environment such as positive climate, a sound classroom environment and the existence of good home and school relations. SMT members play an important role with regard to effective leadership, management and administration of a school in keeping the school buildings neat and maintaining the school environment's safety.

To espouse on responsibilities of school managers discussed above Kruger and Van Deventer (2003) maintain the view that the instructional leadership role of the school manager is a multifaceted one which includes three dimensions. The first dimension involves defining the school's mission, which includes framing and communicating the school's aims. The second dimension involves managing the instructional programme, which includes knowing and coordinating the curriculum and instruction, supervising and evaluating instruction and monitoring learner progress. The third dimension involves promoting a positive learning environment by setting standards and expectations, protecting instructional time and promoting improvement. Badenhorst & Scheepers (1995) suggested that SMT members need to see to it

that the teaching is of high standard and quality in a department, and improved by providing a better learning environment for learners. That can be done through ensuring that the specified amount of homework is the same for all classes and that tests reflect the same standard and skills and are regularly updated by means of personal reading, workshops and conferences.

It is of paramount important that SMTs share the school vision and mission with staff members. The vision and mission clarify the school identity and serve as a motivating force to the entire school. Confirming this idea Covey (2004) stated “The SMT’s responsibility is to know the needs of the learners and community in order to be relevant in accomplishing the school vision.” Supporting the idea of sharing mission among the staff Cochran and David in Hoovey (2002) also suggest two criteria for judging mission statements in order to inspire teachers in a positive way so that teachers can see their participation as worthwhile. The mission statement must be readable and understandable to all members involved and shared with others by the SMTs Hoovey (2002).

Regarding human relations the management has to play a big role in the school. Concerning this point Piek (1992) stated “the SMT members have to establish relationships with everyone in the school: the learners, educators, administrative staff, cleaning staff and other different community members. Healthy human relations have to be promoted by SMTs among everyone at school.” According to Thembela et al. (1984) in Piek (1991) the SMT’s role is to maintain a strong liaison with the education department and other relevant stakeholders. Schools also need to have different clubs in order to execute the extra-curricular activities. For example, girls’ club is one of the ways that schools can promote the girls’ achievement in education. In order to show the importance of the curricular activities provided through different clubs, “The SMT’s role is to plan extra-curricular activities like the school choir, Student Christian Movement, sports,

Representatives of the Learners' Council, and debating societies, with the objective of developing learners in totality. SMTs should encourage teachers and SMT members to take part in the extra-curricular activities of a school" Badenhorst (1987).

## **2.5 Management of parents' involvement as a role of school management**

Parents have great contribution to improve schools facility and environment. Therefore, the school management required to play its role by creating a forum that involves parents. In view of this idea, a publication by Ministry of Finance and Economic Development and the United Nations (2012) stated the following;

*Parent-Teacher Associations have been established in most schools and are playing key roles; they are now the main source of support for improving school facilities. The associations also collaborate with school leadership in planning the growth of the school, raise awareness of the benefits of high school enrollment, especially for girls, and help to make school environment more child-friendly. In addition, they monitor teachers' and students' attendance, and intervene to solve disciplinary problems that may be caused by students or teachers.*

Parents' involvement is another aspect the SMTs have to look at, because it has an impact on the learner's experience in learning and achieving good results. A happy and healthy climate has to be created by the SMT at school. In turn that can lead to successful fundraising efforts by the parents Squelch (1994). Parents play an important role in providing primary education to learners. SMTs can ease the tension and challenges affecting parents' relationship with the school. SMTs play an important role in focusing on how parents contribute to the children's education by working with the school as partners. The benefits of parent involvement include the improvement of the school's performance, a reduced drop-out rate, a decrease in delinquency, and a more positive attitude towards the school. Different researchers supported this idea Lumby

& Foskett (1999) and Squelch & Lemmer (1994). Michigan State University online newsletter unfolds that when parents are involved learners obtain higher grades, test scores, graduation rates, better school attendance, increased motivation, better self esteem, lower rates of suspension, decreased use of drugs and alcohol, and fewer instances of violent behavior Michigan State University (2002).

## **2.6 Motivating the Staff as a Role of the School Management**

Motivation is usually defined as an internal state that arouses, directs, and maintains behavior Wolfolk (2007). This definition reveals three components of motivation: arousing human behavior, directing human behavior, and maintaining human behavior. According to Encyclopedia (2010) motivation is defined as the activation or energizing of goal-oriented behavior. The job of school management is, therefore, to get things done through staff. To do this, the management should be able to motivate his or her staff. This argument is supported by Mason (2004) since he points out that motivation should be understood as a management strategy to persuade people to change, to release staff's trapped potential and to bring out the best in people, to improve teaching and learning and to satisfy some psychological need in an individual for the benefit of both the individual and the school.

## **2.7 Monitoring and Evaluation as a Role of the School Management**

The MOE School Improvement Blue Print (2007) mentioned the school director is required to play a monitoring and evaluation role. Accordingly, he/she is required to evaluate and monitor the school's performance and report to the education bureau every quarter. Monitoring and evaluation remain critical issues in ensuring that the implementation of girls' achievement in education is successful. School managers' constant monitoring and support will ensure that



assessment standards are not compromised and an increase in the level of learners' achievement will be realized in the schools.

School managers should provide in-school support with regard to the implementation of the new assessment policy. Mason (2004) indicates that the School Management Team (SMT) should, among other things, monitor and support:

- Integration in planning and presentation to ensure that integration of assessment standards and various methods of teaching are done properly.
- Learning outcomes and assessment standards to ensure that learning outcomes and assessment standards are correctly arranged to allow progression.

## **2.8 The Commitment of the School Management Regarding Students' Achievement in Education**

Commitment can be expressed and measured by outcomes. A report issued by Trends and Achievements in Girls' Education (1970-2010) and Best Practices for Promotion of Girls' Education in Africa supports this idea by showing how their commitment is measured.

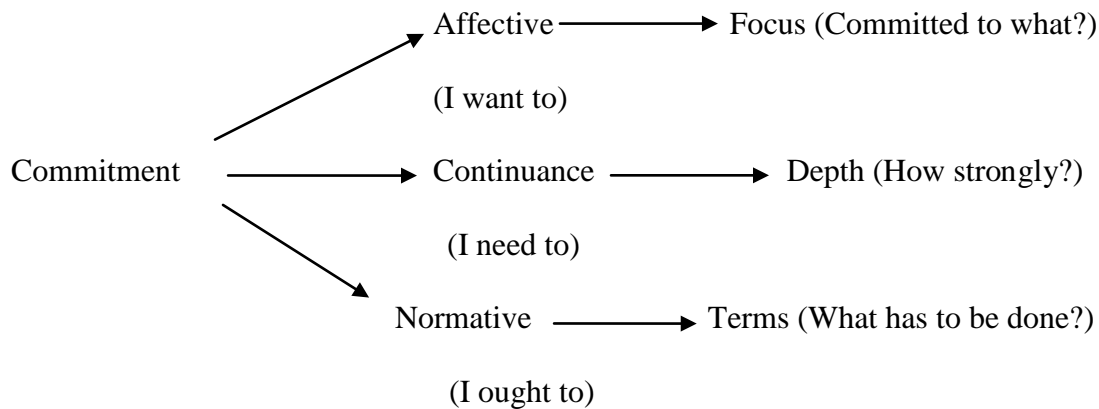
*SADC protocols on Gender and Development (2008) reinforced commitment of member countries to ensure, among other gender related issues within the region, that girl children were protected against gender-based violence and other rights, including access to quality education. It is in line with this commitment that Tanzania as of 2009, allowed all eligible pregnant primary and secondary school girls and young mothers to write their national exams. This was a result of follow-up consultations on the reinstatement mechanisms supported by UNICEF in Tanzania.*

For this study I view commitment more broadly as a psychological state of attachment that defines the relationship between a person and an entity O'Reilly and Chatman (1986). This relationship can be viewed in terms of depth (strength), focus and terms, which are common in

all types and forms of commitments Brown (1996). The reason why I adopt Meyer and Allen's conceptualization is the strong empirical support that it has received since introduction. Meyer and Allen's (1997) forms of commitment (or components) are identified in studies related to organizational commitment but are adaptable to other commitment foci as well.

Affective commitment refers to the employee's attachment to, identification with, and involvement within the entity in question (e.g. girls' education initiative). Continuance commitment refers to an awareness of the costs associated with leaving or abandoning the entity in question (e.g. neglecting girls' education). If an organization e.g. has a reward structure where the school management bodies performance is linked to success in girls education achievement activities he/she can be said to have continuance commitment as primary commitment driver (could be other forms too, but reward structure generally invites continuance commitment).

(Figure 1) Summarizes the discussion presented here about the concept of commitment.



**(Figure 1) Explanation of the concept of commitment**

Authors in organizational commitment research have suggested that the most desirable form of commitment is that of affective commitment Meyer and Allen (1997). Similarly in the context of management commitment to school the affective commitment would seem most desirable to

have because the more the school management has the knowledge about girls' education, they will have the attachment to be committed in the issue. If management has high continuance commitment (based on e.g. reward structure), it is also desirable to initiate and accelerate the positive impact that the management may bring to improve girls' achievement in education. However, when the basis of this type of commitment loses its value the result may decline. Normative commitment is desirable for those who have a system and organized management personnel that execute their job by plan. On the other hand, if the management's main driver is based on normative commitment, again, it is in jeopardy to be lost when e.g. social/organizational pressure is not present. However, I do not value one type of commitment over another. Instead, I acknowledge the fact that depending on the school type. Strength of the commitment varies depending on the personal meaning associated with the commitment foci in question, terms define what has to be done in order to fulfill the requirements manifested by the commitment, and finally the focus of commitment is the entity that the person feels committed to. Thus, if girls' achievement in education is the focus of the school's management commitment, one then places the girls' education initiative at the center of the school's management objective.

Educating girls enhance economic productivity, reduces fertility rates, lower infant and maternal mortality and improves the health and nutritional status of children. It also promotes sound management of environmental resources and is closely linked to the reduction of poverty through women's absorption in the economy as employees and in self employment. The school management role and commitment is paramount in order girl's to be successful in their education. The main aim of this study will be to look into the role and commitment of the management of high schools' to improve girls' achievement in education in selected Addis

Ababa High Schools. The study will examine whether the management has clearly stated, relevant and applicable role to improve the girls' achievement in education and show the extent of the management's commitment towards the girls' achievement in education.

## **Chapter III**

### **Research Methods**

#### **3.1 Methodology of the Study**

A mixed research method is the type of research method employed to carry out the study. “It is a procedure for collecting, analyzing, and “mixing” both quantitative and qualitative methods in a single study or a series of studies to understand a research problem” Creswell & Plano Clark (2011). The basic assumption is that the uses of both quantitative and qualitative methods, in combination, provide a better understanding of the research problem and question than either method by itself. The researcher believes that for a better understanding of the issue covered in the study, this type of method is appropriate. Because this method enables to investigate, describe, and interpret the current status of the role and commitment of the high schools’ management to improve girls’ achievement in education.

Having identified the study as a mixed method, next the researcher determined the type of mixed methods design based on answering the basic questions like priority or weight, sequences of collecting data, ways of analyzing data and how to mix the data. Based on these reasons the researcher implemented the embedded design. According to John Creswell, (2009) the purpose of the embedded design is to collect quantitative and qualitative data simultaneously or sequentially, but to have one form of data play a supportive role to the other form of data. The reason for collecting the second form of data is that it augments or supports the primary form of data. In this study the second form of data (quantitative data) supports the qualitative data.

#### **3.2 Sampling Technique**

In order to get best information from available samples, convenient sampling technique is ideal. In support of this idea, Creswell (2012) states “In convenience sampling the researcher

selects participants because they are willing and available to be studied. In this case, the researcher cannot say with confidence that the individuals are representative of the population. However, the sample can provide useful information for answering questions and hypotheses.” Thus the researcher used convenience sampling to select both the sub cities and the high schools (where willing participants could be accessed) for the study. In order to address the questions of the study the researcher used purposive sampling and picked particular subjects that are directly involved in the high school management. In view of this, Cohen, L. Manion, L. and Morrison, K. (1994) “Researchers handpick the cases to be included in the sample on the basis of their judgment of their typicality or possession of the particular characteristics being sought. In this way, they build up a sample that is satisfactory to their specific needs.” Moreover, the subjects were willing to provide reliable and valid data.

Through these sampling techniques the researcher conducted the study in eight selected high schools. The director or/and vice director, the PTASs’ (parents, teachers, students and students association) representative, the girls’ club representative, the unit leader and the sub city supervisor for the respective schools were the subjects that are directly involved considered as the schools’ management body. By purposive sampling technique, the researcher selected these subjects who are believed to be in charge of improving girls’ achievement in education.

Pilot-test was conducted to ensure the face and content validity as well as its suitability for the purpose of the study. From one of the selected schools, the director, the unit leader, the PTAS’s representative and the girls’ club representative were involved in the pilot test of the study instruments.

### 3.3 Sample

To carry out the assessment on the role and commitment of the high schools' management in the school to improve girls' achievement in education, eight high schools have been taken.

**Table 1 Sample Sub Cities and Number of Schools**

Code of Sub Cities	The Schools' Level				Total
	9 - 10	9 – 11	9 – 12	11 – 12	
1			2		2
2	1	1	1		3
3				1	1
4				1	1
5				1	2
Total	1	1	2	4	8

### 3.4 Source of Data

The researcher used both primary and secondary data sources concerning the role and commitment of the high schools' management to improve girls' achievement in education. The target population of the study was the management of the high schools and the sub city education supervisors who are in charge of the studied high schools. The key informants were the school directors, vice directors, the unit leaders, girls' club or gender club representatives, PTSA's representatives, and the sub city supervisors in the selected schools and sub cities. Data was collected and analyzed from the primary data source. Questionnaire, Focus group discussion (FGD) and interview were used as tools to get information for the primary data source. The directors, vice directors, unit leaders and girls' club or gender club representatives, and PTSA's representatives participated in the FGD and responded to the questionnaire. Interviews were conducted with the sub city supervisors. Secondary data was collected through assessment of

schools reports, students' discipline guides, and some statistical documents and supervision reports which was reported to the sub city education department. It was largely used for the purpose of triangulation.

In assessing the role and commitment of the school management, both primary and secondary source were used. In the sample schools the following participants were selected as primary data source.

A) Director

B) Vice director,

C) Unit leaders

D) PTASAs' representatives

E) Girls' or/and gender club representatives.

F) The sub city education department supervisor for the respective school.

The Population size for each data source is shown as follows

**Table 2 Population Size**

Population	Participants responded to the questionnaire	Participants in FGD	Interviewed Participants
Directors	8	8	-
Vice Directors	8	8	-
Unit Leaders	8	8	-
PTASAs' representatives	8	7	-
Girls' or Gender Club representatives	8	7	-
Sub City supervisors	-	-	6
<b>Total</b>	40	38	6



In addition to the primary data sources, the following documents were used as secondary data sources:

- School statistics, documents with regard to girls' enrollment, academic achievement, participation in clubs in each school.
- Supervision reports and statistics from the sub city education offices were used.

### **3.5 Instruments and Procedures for Data Collection**

The main instruments for data collection were used sequentially. Thus the following instruments were developed and employed.

- a) FGD among directors, vice directors, unit leaders, girls' club representatives and PTAs' representatives
- b) Questionnaire for the directors, vice directors, PTAs' representatives, girls' or/and gender club representatives and unit leaders
- c) Interview with the sub city education supervisor of each school.
- f) The schools' statistics records, discipline guideline and/or girls' challenges, and documents with regard to girls' enrollment, academic achievement, and supervision reports send to the sub city education departments of the sub cities.

The questionnaire was pre - tested for usefulness and practicability. As a result of the experience gained during pre- testing some items in the instrument was further improved.

**Questionnaire:-** The principal purpose of this study was to assess the role and commitment of the high school management to improve girls' achievement in education. Accordingly, one of the possible instruments used to collect information was questionnaire. Questionnaire is a very useful tool to study in breadth and to give an overview about the issue to be studied. Thus, closed

ended questions were prepared to determine the role and the extent of the school management commitment to improve girls' achievement in education. The directors, the vice directors, the unit leader, the girls' club representatives and the PTSA's representatives responded for the questions.

**Interview:-** Another important tool implemented to collect the primary data was Semi structured interview. According to theories in this regard the primary advantage of in-depth interviews is that they provide much more detailed information than what is available through other data collection methods, such as surveys.

- Standardization of at least some of the questions increases data reliability.
- Replication possible.
- Ability to ask some spontaneous questions are sensitive to participants needs to express them, based on these facts, interview prepared and conducted with key informants to formulate personal perspectives in their own words.

**Document Analysis:-** The data collection technique used by this instrument was mainly focus on the assessment of statistics records, discipline guideline and/or girls challenges, and documents with regard to girls' enrollment, academic achievement, supervision reports.

**Focus Group Discussions:-** FGD is one of the instruments currently used in educational research. To confirm this view, "As an adjunct to group interviews, the use of focus groups is growing in educational research, though more slowly than, for instance, in business and political circles. Focus groups are a form of group interview, though not in the sense of a backwards and forwards between interviewer and group. Rather, the reliance is on the interaction within the group who discuss a topic supplied by the researcher" (Morgan, 1999). As the study was aimed to assess the role and commitment of the high schools' management to improve the girls'

achievement in education, it would be difficult to obtain detailed information using the questionnaire alone. For this reason, focus group discussions was held with girls' club representatives, unit leaders, PTSA representatives and the schools' directors vice directors.

**Table 3 Data Expected and Collected by the Questionnaire**

Questionnaire										Total Questionnaire	
Directors		Vice Directors		Unit Leaders		Club. Repres.		PTSA's Represe.			
Exp	Coll	Exp	Coll	Exp	Coll	Exp	Coll	Exp	Coll	Expected	Collected
8	8	8	8	8	8	8	8	8	8	40	40

**N: B** Exp means **Expected** data and **Coll** mean data **Collected**

**Table: 4 Data Expected and Collected by the other Instruments**

Interview		Document Assessment				Focus Group discussion (FGD) Participants	
Sub City Supervisors		Schools		Sub City Education Department		Schools	
Expected	Interviewed	Expected	Assessed	Expected	Assessed	Expected	Participated
6	6	40	24	18	12	40	38

## **Chapter IV**

### **Presentation and Analysis of the Data**

In this chapter, the researcher presented and discussed the findings of the study. The data are organized under the following headings and order: background information about the participants, whether there is clearly stated role for the schools' management, the role in terms of relevance and applicability, and the affective, continuance and normative commitment of the schools' management. For the sake of convenience, related data collected and various tools used and discussed collectively under particular heading it belongs to.

#### **4.1 Background Information about Participants**

##### **4.1.1 The School Directors**

Seven of the directors were male and one of the respondents was female. According to the hierarchy in the high schools, the director is at the top managerial level who makes all decisions and monitor the execution of the teaching learning process and schools' administration. Therefore, in the process of improving girls' achievement in education the directors' role was looked thoroughly in this study. The directors included in the study have work experience range from 5 to 23 years as a director, in the school where they are working currently and in other different schools previously. This made the researcher to take them as a sample for the purpose of the study. Their educational qualification is ranging from B. Ed/B.A. /B.Sc. Degree to M. A. /M. Sc degree. The researcher also believed that the directors have satisfactory qualification to read and understand the questionnaire and had no language barriers to respond appropriately.

#### **4.1.2 The Vice Directors**

Regarding the vice directors, six of the respondents were male and two were female. They are part of the top managers who particularly in charge of the academic affairs. Therefore, in the process of improving girls' achievement in education the vice directors' role was also vital for the study. As a result it was looked carefully in this study. The vice directors included in the study have work experience range from 3 to 15 years. Their educational qualification varies from B.A. /B.Sc. Degree to M. A. /M. Sc degree. The researcher also believed that the directors have satisfactory qualification to read and understand the questionnaire and had no language barriers to respond appropriately.

#### **4.1.3 The Unit Leaders**

Five of the unit leaders were male and three were female. They are among the management who are in charge of the students' discipline and academic affairs. Therefore, in the process of improving girls' achievement in education they have vital role in girls' challenges concerning violence against them. As a result their participation was looked cautiously in this study. The unit leaders included in the study have work experience from 3 to 6 years. Their educational qualification is either B. Sc. or B. A. Degree.

#### **4.1.4 The Girls' Club Representatives**

Eight girls' club representatives filled out the questionnaire. All of the representatives had two and more years of experience in leading the girls' club at their respective school and have B. A. or B. Sc. Degree in education. According to the data obtained from club members, in all of the clubs, the number of members is below average compared to the total number of girls in each school. The numbers of girls who are actively participating in the clubs and get benefit from the

clubs are not more than 10%. Year of establishment for the clubs is 3 years and above and it varies from one school to the other school.

#### **4.1.5 The PTSA Representatives**

Among the PTSA (Parent, Teachers, and Students Association) representatives, eight of them (100%) were teachers from the association who completed the questionnaire. Six of them were male and two were female and they have a minimum of two years experience in participating at PTSA at their respective schools.

### **4.2 The Role of the Schools' Management**

#### **4.2.1 Clarity in the role of the schools' management**

The qualitative data gathered through Focus Group Discussion (FGD) and key informant interviews indicated that the schools' management has no clearly stated guidance to give special consideration for girls' education. Despite trying to solve some problems of girls' in a random manner, the participants confirmed that there is no organized way to follow up the girls challenges and tackle them accordingly. The management documented the enrollment of all students and academic performance as usual. Otherwise, there is no specific guideline whether to plan or follow up the overall status of girls' such as, their progress and challenges and opportunities in education. However, the MOE frame work which I found in the schools and considered as a role of the schools' management for this study has some formats (annex). The formats require the school's management to report the special emphasis given to the girls, and the analysis of girls' performance so as to improve their academic achievement and develop their level of confidence. Despite these, the document doesn't include other relevant and detailed information that may help to indicate the status, the progress of girls', and challenges in their education. The formats also fail to require information like, factors that affect the girls'

achievement in education, the school environment suitability for girls', and so on. This information could have helped the schools' management to focus on the detail challenges and opportunities of the girls. Due to failure of knowing such facts, the schools' management is only determined to follow up and report the enrollment figure and academic statistics of the students as usual. As a result the schools' management lags behind when it comes to finding out and providing a solution for the root cause of girls' underachievement in education.

Supporting the importance of a guideline to execute and monitor the progress of girls' achievement in education and their failure, during the FGD one of the participant, in fact some others also bought the idea, mentioned the following.

*“In fact we are told in different meetings about the support that we need to provide for girls. However, we don't have clear objective how we can support them in particular and clear strategies to implement and improve their achievement in education. Because of this we generally strive to improve the education for both girls and boys. Some teachers assume girls don't have special problem due to their gender. So we believe a special guide line is essential that shows the factors that may affect girls' achievement in education including and a strategy how to tackle the factors.”*

#### **4.2.2 Clarity in the role of the girls' club**

Asked about whether they have a plan and a guideline available for organizing the girls' club, all of the representatives responded there is none. Though there is no specific guideline prepared for the girls' clubs, there is a manual prepared by the Ministry of Education for the general use of organizing co-curricular activities including school clubs. The absence of such guideline in the schools might hinder the club members from playing their roles towards improving girls' achievement in education in organized manner.

This was substantiated by one of the respondents during the interview. She mentioned the following;

*“Regarding my role, no body informed me what I am supposed to do and how to do. There are no rules and regulations or guideline to follow. I couldn’t even get anything while I took the responsibility. The club doesn’t have any budget. In fact it is not only the girls club that doesn’t have guidelines. I think all other clubs are similar. Therefore, I organized the club and started helping the school girls having my own plan and schedule. I don’t report the clubs’ performance unless I am asked from the director’s office which is rare. However, with all ups and downs the club is helping the school girls who are facing difficulties both in the school and at their homes, which is not noticed by the school management.”*

In fact, the same idea was shared by other respondents too. Lack of clearly stated roles made the schools’ management attempt to tackle the problems in a disorganized manner. Because of these, factors that are negatively affecting girls’ achievement in education cannot be addressed. The status and the progress of the girls’ education report couldn’t go beyond figures.

The above idea was confirmed by interview of respondents from the Sub Cities Education Department Office. They witnessed the Education Department has no clearly stated guidance for club activities. Because of this there is no uniform activity among the schools. For that matter the number of clubs which are functional in one school may not be functional in another school. It is the responsibility of the school’s management to organize the clubs and make them functional according to their statement. They also added that they get a report according to the schools plan. In order to make the school clubs have uniform activities, one of the respondents assured that in the near future the Addis Ababa City Administration Education Bureau will issue a kind of guide line regarding clubs organization and duties.



### 4.2.3 Priority for girls' achievement in education

The qualitative data gathered through document assessment and key informant interviews indicated that the number of girls enrolled is greater than the number of boys enrolled in the schools where the study was conducted. Besides, the girls are performing well, ranking top in most grades and sections. However, compared to the total number of girls in each grade and section, the numbers of girls who are underachieving are significant. During the FGD there was no as such agreement among the participants concerning the schools' management should consider it as a primary role or not. Some of the respondents argued that there is no challenging environment for girls' that enforces the management to take girls' achievement in education as a primary role in particular. However, majority of the respondents are against this idea. They believe in prioritizing the school's management role is relevant issue in improving girls' achievement in education.

In supporting this idea one of the respondents in the FGD stated;

*“I think the higher number of girls in the school hinders the school management from supporting the club and individual girls as well. The other fact is for instance girls are relatively doing better than the boys in the school where I am teaching. However, considering the total number of girls in the school, the high achievers are not that much in number. And we are not in a position to be complacent. Besides, the overall future of some girls is frustrating. They lost their hope and become carless about their education. Mostly, they are wondering about what would make them happy for the time being. And this behavior is making them vulnerable for abuse, unwanted pregnancy and unsafe sex. Hence, the school management needs to work hard for the improvement of girls' education as its primary role.”*

**Table 5 Priority for Girls' Achievement in Education**

Improving girl's achievement in education as a primary role of the school management

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Level of agreement	Value	Frequency	%
Strongly agree	4	16	40
Agree	3	12	30
Disagree	2	8	20
Strongly disagree	1	4	10
	Total	40	100

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Majority of the respondents either strongly agree or agree that girls' achievement in education should be considered as a primary role of the schools' management as shown in Table 5. However, almost one third of the respondents either disagrees or strongly disagrees to consider particularly girls' achievement in education as a primary role of the schools' management. In the researcher's opinion due to satisfactory number of girls' enrollment and their relative achievement in education, considerable number of participants and/or respondents reserved from considering girls achievement in education as a primary role of the schools' management.

#### **4.2.4 Avoiding violence considered as being priority**

Literature suggest that it is the school's management role to have knowledge about the characteristics of schools with a sound learning and teaching environment such as positive climate, a sound classroom environment and the existence of good home and school relations. However, according to the FDG, it was learnt that majority of the girls are not achieving very well in their education due to different reasons. They have challenges both at home and at the school. Even if they do have the right to claim for any kind of harassment practiced in the school, they couldn't bring evidence for some kind of harassment. As a result they refrain from claiming.

During the discussion few respondents argued that there are certain types of harassments that have nothing to do with the girls’ achievement in education. They also pointed out that the girls’ themselves have contributed for some kinds of harassments to happen. One of the respondents during FDG stated the following;

*“I had claim from one girl last year. She was asked by her teacher for sexual friend ship. However, she couldn’t report for long time because she didn’t know she would get acceptance either from the other teachers or the school director. After she joined the girls club she informed to one of her friends that she was harassed by her teacher. While I was investigating the truth, she was not interested to tell me because she considered the teachers may support each other against her case. Finally when she saw my determination, she told me. Had there be a significant role by the school management to avoid any kind harassment, the girls’ would have got a chance to report without any frustration.”*

**Table 6 Avoiding violence considered as being priority**

Avoiding any violence or harassment against girls’ in the school environment considered as being a primary role

Level of agreement	Value	Frequency	%
Strongly agree	4	16	40
Agree	3	16	40
Disagree	2	8	20
Strongly disagree	-	-	-
	Total	40	100

As shown in Table 6, although majority of the respondents either strongly agree or agree in avoiding every kind of violence or harassment against girls should be considered as a primary role of the school’s management, yet, the number of respondents who stood against this idea is

not minimal. Based on the FDG, the researcher assumed these 20% respondents might be those who believe the girls have contribution for some kinds of harassment. In fact, participants proved there are different kinds of violence and harassments practiced in their schools. Even if it was not that exaggerated, a gap was shown among the participants in common understanding of violence and harassment that can affect girls' achievement.

#### **4.2.5 Creating healthy school environment as a priority**

The researcher learnt from the FGD that the schools' management has a lot of duties to discharge. Some of the respondents stated that the school environment is healthy and safe for the teaching and learning process. Due to this belief, they rather preferred to engage in other issues. In fact, some of the participants believed although the school is safe, there must be support from the police outside the school so that the male students and other men (out of the school) may fear of doing violence against girls. Some of the participants' idea to the contrary is stated by one respondent as follows;

*“I don't believe the school environment is safe. It is wide and has trees and bushes that can hide anyone from sight if he/she wants to harm the girls. There are students who reported to me that some boys snatched their cell phones and ran to hide in the trees. Safety and security is a serious problem. I was also informed that male students constantly threaten girls in and out of the school demanding to have sexual relationship with them. The overall situation is terrible in terms of psychological effect. The problem was not only from the fellow students but also from male teachers. Teachers' harass girls. A Male teacher knowingly bans marking of female students which allows him to get the opportunity to talk with her and ask for sexual relations.”*

**Table 7 Creating Healthy School Environment as a Primary Role**

Making the school environment healthy and safe considered as being one of the primary roles

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Level of agreement	Value	Frequency	%
Strongly agree	4	16	40
Agree	3	12	30
Disagree	2	12	30
Strongly disagree	-	-	-
	Total	40	100

---

Although majority of the respondents believed in making the school environment safe and healthy is the primary role of the management, 30% of the respondents disagree on the issue. The researcher noticed some sort of disagreement while reflecting the issue of the school safety during FGD. Lack of clear understanding among the schools' management concerning the extent a school safety was also noticed. Some of the school's management was complacent about their school's safety.

#### **4.2.6 Participation for opportunities**

During the interview and FGD the researcher learnt that it is the girls' club representatives that attended different workshops, meetings, seminars and trainings compared to other management staff. The schools are decentralized and have the right to communicate any organization on their own for different reasons. And the schools' girls' club utilized this opportunity and got different trainings from NGOs. The school directors, on the other hand has rarely participated in such trainings and workshops. In fact, when different NGO's came to their respective schools to give training or financial support on girls' education, the directors refer

them to the girls' club representatives. And they don't usually participate on the training as one of the participant explained during FGD.

**Table 8 Opportunities for Participation**

Being participated in one or more of these; workshops, seminar, meeting or research symposium about girls' education

Agreement	Frequency	%
Yes	22	55
No	18	45
Total	40	100

Asked to indicate whether they have got a chance to attend meetings, workshops or seminars in relation to girls' education, 55% have got a chance at least once. Close to half percent of the participants also never get a chance to participate in workshops, seminars, meetings or symposiums about girls' education.

During the FGD the researcher well observed the conversation of the participants. Some participants believed the issues regarding girls' education is more important for the girls' club members than the school management (directors). Due to this believe, though the opportunity was available the tendency to participate and utilize the opportunity was more practiced by the girls' education representatives.

**4.2.7 Create forum for discussion as being a primary role**

According to the focus group discussion the schools' management believes in the importance of creating forum for discussion on ideas concerning girls' education improvement. And most of them were also believed the schools' management needs to consider it as a primary role.

However, they never had a forum to discuss particularly focused on girls' achievement in education. Even if they create different forums for discussion in different issues, they don't give particular emphasis for girls' achievement in education. The increase in enrollment of girls compared to the boys refrain from discussing on girls education according to some participants' opinion.

**Table 9 Create forum for discussion as being a primary role**

Creating forum for discussion about girls' education as being a primary role

Agreement	Frequency	%
Yes	27	67.5
No	13	32.5
Total	40	100

As shown in Table 9, majority of the respondents indicated that it is the schools' management role to create a forum for discussion about girls' education. However, almost one third of the respondents didn't consider it as a primary role of the schools' management. But the researcher believes, quarter of respondents reflected their bias due to high number of girls' enrollment as it was raised in the FGD.

### **4.3 The Applicability of the role to improve girls' education**

#### **4.3.1 Capability of the schools' management**

From the FGD, the researcher learnt that the schools' management associated supporting girls' achievement in education requires much money. They strongly believed the financial resource is needed to improve the girls' achievement in education. According to one of the respondents;

*“It is very difficult to order teachers for additional work without pay. There must be incentives to let the teachers work in their spare time. In fact there are some teachers who tried*

*to help weak students during their spare time without expecting additional payment. However, they don't continue for different reasons. If such teachers get a kind of incentives I believe they would have done more."*

According to others believe, girls are not only needed tutorial. Rather if they get conducive environment that encourages them to learn they would achieve more. They need to have encouraging environment so that they will develop confidence and achieve in their education according to the ideas raised during the FGD.

**Table 10 Capability of the School Management**

Capability of the school's management to improve girls' achievement in education on its own (without external help)

Level of agreement	Value	Frequency	%
Strongly agree	4	8	20
Agree	3	12	30
Disagree	2	16	40
Strongly disagree	1	4	10
	Total	40	100

As shown in Table 10, fifty of the respondents believe with the capability of the school management to improve girls' achievement in education on its own and the same percent are against the idea. Based on the FGD, the researcher believes, this difference among the respondents came due to their different understanding on what is needed more to help the girls in their school achievement. Some were strongly believed financial support required more specially for tutor and others considered non financial support.



### 4.3.2 Authority to enforce extraordinary task

As per the discussion of the FGD, the school management believed the management can enforce extraordinary task. There is a trained doing extraordinary different activities. However, they still believe the importance of incentives in order to achieve the expected results. Teachers never refuse to accept extraordinary tasks whether they are rewarded or not. But they will not be as productive as they would work by incentives.

**Table 11 Authority to Enforce Extraordinary Task**

The authority of the school's management to enforce the school community for extraordinary work

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Level of agreement	Value	Frequency	%
Strongly agree	4	20	50
Agree	3	10	25
Disagree	2	10	25
Strongly disagree	1	-	-
	Total	40	100

---

As shown in Table 11, seventy five percent of the respondents agreed and strongly agreed concerning the capacity of the school management authority to enforce extraordinary task to improve girls' achievement in education. However, quarters of respondents disagree regarding the capability of the school management. In the researchers opinion the issue raised during the FGD concerning productiveness of the extraordinary task may refrain the respondents from confirming the schools management authority.

Based on the FGD, the researcher believes the respondents who are against the capacity of the schools management to improve girls' achievement in education without external help is may be due the need of parents and the girls' participation.

### 4.3.3 Habit of giving feedback

Irrespective of research findings every policy should let the stakeholders and implementers to participate at the formulation stage and need to have feedback from the stakeholders and implementers while it is on execution. Accordingly the girls' education strategy should have a system that schools could give feedback so that it could be updated and get sense of belongingness from the implementers and the stakeholders. The researcher believed that if the school management doesn't involve in providing ideas from their practical observation they may not be convinced to play their role to the expected level.

Some participants particularly the girls' club representatives responded they have given feedback for interested NGOs that are providing training and other supports for the club members. Few of the girls' club representatives also witnessed the strong support they get from the NGOs to the extent that they build girls' library. As a result they continuously follow up and required feedback about the change brought due to their support. However, some participants confirmed they never asked both by the government and the NGOs. Majority of the participants agreed that they have never asked feedback in relation to policy formulation.

**Table 12 Habit of Giving Feedback**

Being asked particular feedback on girls' education by government bodies or other bodies

Agreement	Frequency	%
Yes	17	42.5
No	23	57.5
Total	40	100

A little more than half of the respondents have never been asked feedback by the government or any other body that has interest on girls' education. However, (42.5%) of the respondents provided feedback. Based on the FGD, the researcher believes those who provided feedback are the girls' club representatives who are working with the NGOs.

#### 4.3.4 Contribution of feedback

According the FGD, almost all participants' stressed on the importance of their feedback for the policy makers to formulate applicable and achievable strategy regarding girls' education. Since they are the one who closely know the strength and shortcomings of the girls, their feedback would help greatly. Few participants forwarded they don't believe in providing feedback which have never worked. According to their experience, the text books they used to reviewed annually and give feedback for correction, reprinted with the same mistakes without editing. According to their experience, the text books they used to reviewed annually and give feedback for correction, reprinted with the same mistakes without editing.

**Table 13 Contribution of Feedback**

Believe on contribution of personal feedback to policy makers

Agreement	Frequency	%
Yes	32	80
No	8	20
Total	40	100

As shown in Table 13, majority (80%) of the respondents believed in the contribution of their feedback to improve girl's achievement in education. of course, one fifth of the respondents don't believe in their feedbacks' contribution. Based on the FGD, the researcher assumed these respondents may be those who believed no one would consider their feedback as far as their experience is concerned.

#### 4.3.5 Willingness of stakeholders

In order to improve girls' achievement in education the willingness and participation of the girls and their parents is very essential. The school management should work hard to involve parents and the girls in every aspect to bring a positive result concerning improving girls' achievement in education.

During the FGD the following idea was reflected by one of the respondent's however majority of the participants also bought the idea;

*The school girls' are willing to get supported if it is consistent and with a commitment. The girls' club with this regard tried a lot. For example a lot of girls attended the tutor program at its beginning. After a while the teachers could not able to give the tutor consistently. As a result most of them lost their trust. When trainings are provided by NGOs the girls' participation was great. In fact, the incentives and refreshments were motivating factors that encouraged them to attend. The bad part is currently they became dependent on the incentives and are declined to participate in meeting or training without one."*

The participants believed in the willingness of the girls to work with any club and school management compared to the boys. As far as there is consistent follow up and commitment all participants believed the girls are very welcoming in working with the school management to improve their education. Few were refrain from supporting the idea because there are some girls who don't like even to come to school due to their attitude towards education.

Regarding parents, some of the participants believed in, parents' willingness to work with the school management in every aspect despite their busy life. However, significant number of the participants was arguing it is hard to believe that they are willing. Because they even couldn't come to get advice about their children behavior and academic performance. In fact, for few

participants it was difficult to mention the parents stand. They accepted both arguments raised and suggested the parents' educational background need consideration. From the experience they saw the educated parents who use to come when they are called compared to the uneducated ones.

**Table 14 Willingness of Stakeholders**

The school's girls and parents willingness to work with the school's management

Level of satisfaction	Rating									
	Excellent		V.Good		Good		Satisfactory		Total	
	F	%	F	%	F	%	F	%	F	%
Parents	-	-	6	15	17	42.5	17	42.5	40	100
The school girls	4	10	20	50	10	25	6	15	40	100

As shown in Table 14, forty two percent of the respondents rated good, (42.5%) of the respondents rated satisfactory and (15%) rated very good regarding the willingness of parents to work with the school's management to improve girls' achievement in education. Concerning the willingness of girls to work with the school's management (10%) of the respondents rated excellent, (50%) of the respondents rated very good and (25%) of the respondents rated good and (15%) satisfactory. According to the researcher opinion, the schools' management has potential willing girls and parents in order to support for the improvement girls achievement in education.

#### **4.4 The Affective Commitment of the School Management to Improve Girls' Education.**

Affective commitment refers to the employee's attachment to, identification with, and involvement within girls' achievement in education in this study. Therefore, the school's management commitment can be judged by their concern

- On budget allocation,
- Participation to work with other offices
- Effort applied to improve girls' achievement in education
- Information about organizations that are working on girls' education
- To know the importance of educating girls to eradicate poverty
- To know about whether the condition in Ethiopia favors girls' education
- Harassment against girls' and its relation to girls' achievement in education
- To know Girls' busyness compared to boys at home

#### **4.4.1 Participation of stakeholders**

As a policy implementer the sub cities education department offices have big responsibilities. The National Girls Education strategy execution is implemented at the school levels and the education department is in charge to supervise and monitor the execution. However, the department also seemed complacent with the increase of girls' enrollment.

Below is a quote from one of the respondent's statement during the interview;

*The education department is in charge of supervising and evaluating whether the educational policies are implemented properly or not. In fact, girls' education is one of the serious issues that are given emphasis. As a result currently the number of female students is greater than the number of male students in our sub city. Even if it is believed that girls face various challenges that held them back from achieving good results in their education it is the school that should primarily tackle it. We support the schools whenever the need arises. Otherwise we follow their performance against their plan."*

Most of the department representatives agreed there is a gap to work on the achievement of girls' education. It is related to decline in the quality of education. Currently the government is

given emphasis on educational quality and they believe the girls' problem would be answered when the schools improve the quality of education.

**Table 15 Participation of Stakeholders**

The stakeholders' direct participation (School's girls', education department's supervisors) to work with the school's management to improve girls' achievement in education

Level of satisfaction	Rating									
	Excellent		V.Good		Good		Satisfactory		Total	
	F	%	F	%	F	%	F	%	F	%
Supervisors	4	10	4	10	12	30	20	50	40	100
The girls	4	10	10	25	13	32.5	13	32.5	40	100

The participation of girls' is satisfactory for (50%) of the respondents and good for (30%), and either excellent or very good for (20%). The rate given by the same respondents for the girls' willingness in table (15) has significant difference with their actual participation. The researcher believed that due to inconsistent follow up and help which was discussed during the FGD might be the reasons for the girls to refrain from participation. Concerning the education department representatives particular participation (65%) of the respondents rated either good or satisfactory and (25%) very good and (10%) excellent. According to the FGD, the education department representatives has never given particular attention for the girls' achievement in education and the girls' club representatives believed they didn't get any special help from the representatives.

#### **4.4.2 The management's effort**

There was a big difference among the participants of the FGD, particularly in three schools. The school directors and assistances believed they have given the proper due consideration for

the girl's achievement in education. However, the girls' club representatives were against their idea. Majority of the participants believed the gap with regard to the girls' academic achievement. In fact the enrollment of the girls is very good in every school.

According to the MOE School Improvement Blue Print, the school management and administration plays coordinating and leading role to improve students achievement and create safe and healthy school environment. Regarding the school management's effort to improve girls' achievement in education, the researcher believed that, the school management is impeded from exerting the required effort to improve girls' achievement in education due to lack of good understanding about the importance of the girls' education and due to the complacency with the enrollment figure.

**Table 16 The Management's Effort**

The school's management effort to improve girls' achievement

Level of agreement	Value	Frequency	%
Strongly agree	4	10	25
Agree	3	13	32.5
Disagree	2	10	25
Strongly disagree	1	7	17.5
	Total	40	100

As shown in Table (16), the management's effort exerted to improve girls' achievement in education shows considerable gap. Though, (57.5%) of the respondents rated the managements effort to improve girls achievement in education very good and excellent, the respondents who rated good and satisfactory is (42.5%). This was also reflected during FGD, the management



need to work hard in order to improve girls' achievement in education. The management shouldn't be complacent with their enrollment.

#### **4.4.3 Budget allocation**

Concerning budget allocation the response indicated differences among the schools. During the FGD almost all of the respondents confirmed that there was no specific budget allocated to improve girls' achievement in education. However, the schools could have budgets depending on their income for club activities and other activities that will go the girls' education directly or indirectly. Even if it couldn't be considered as a budget because it was fully depend on the willingness of the NGOs, the girls' clubs have different income from NGOs projects that can be implemented only for the girls. During the FGD one of the participants told

*“Our school girls' club never gets money from the school. Due to our clubs' active participation different NGOs came to work with us to improve Girls' achievement in education and to let the girls' speak for their rights. These NGOs are helping the club financially and materially. Around 45 girls got scholarship this year. We also build Girls' library by the NGOs donation.”*

However, this is not practiced in all the studied schools according to the participants' response. Few schools allocated very small budget for clubs' activities. In fact there are some clubs that generate incomes from their activities.

**Table 17 Budget Allocation**

The schools' management budget allocation to improve girls' achievement in education

Level of agreement	Value	Frequency	%
Strongly agree	4	-	-
Agree	3	-	-
Disagree	2	10	25
Strongly disagree	1	30	75
	Total	40	100

Like most of the participants confirmed that there is no particular budget allocated for girls' achievement in education. In Table 17 also showed majority of the respondents' rate satisfactory regarding budget allocation to improve girls' achievement in education.

#### **4.4.4 Importance of girls' involvement**

As a principle, almost all participants confirmed the importance of the girls' involvement when strategy is designed as far as it is for their benefit. Generally the participants' opinion is the following. So long as the strategy is about girls' education, there is no doubt that the girls' participation is essential. It is the girls who know their basic challenges. Therefore, their suggestions on the issue are vital. On the FGD conducted, one respondent said;

*“Irrespective of the research findings, the girls' participation is vital to formulate a policy or craft a strategy that could applicable and address the problems of the girls' in the school or out.”*

**Table 18 Importance of Girls Involvement**

Believe in girls' involvement when a strategy is designed about girls' education

Agreement	Frequency	%
Yes	35	87.5
No	5	12.5
Total	40	100

As shown in the above table majority of the participants (87.5%), believe in the importance of the girls' participation while the strategy is designed. However, almost all participants believed in the girls' participation during the FGD.

#### **4.4.5 Information about organizations works on girls' education**

During the FGD except some participants, others confirmed that they know NGOs that are working on girls' club. Some of the participants particularly the girl's club representatives have very good knowledge about NGOs that works in relation to girls and have good skills in working with NGOs. However, some participants were also confirmed that it is the NGOs that came to the schools; it is not the school management that used to go to the organizations. Nonetheless, if not all, the schools management knows at least one nongovernmental organization.

Regarding this issue the education department representatives forwarded the following idea, besides, three representatives also had similar ideas.

*“The system is decentralized. The school management is fully authorized to communicate any organizations on its own as far as the purpose is to improve their school. There are a lot of NGOs that are working with different schools without our knowledge. In fact, some NGOs go through us to provide training or any kind of support. Sometimes we also attend the trainings they provide to the students in the girls' club or as a whole. Due to this some schools may have*

*strong relation and get a lot of support for their students and some school management is passive and may not actively involve benefiting from such opportunities.”*

**Table 19 Information About Organizations Works on Girls’ Education**

Being informed about organizations that are working on girls’ education

Agreement	Frequency	%
Yes	25	62.5
No	15	37.5
Total	40	100

Concerning the management’s information about organizations, (75%) of the respondents assured that they know organizations that are working to address the problem of girls’ education. In the researcher’s opinion, even if having information about the organizations is one good thing, it is also essential to get the proper support for the benefits of the girls at their school. Besides, the (37.5%) who responded that they don’t know showed their level of commitment to support the girls at their respective school.

#### **4.4.6 Girls’ education in relation to poverty eradication**

During the FGD most of the participants agreed that educating girls is important to alleviate problems in every aspect, however, they couldn’t explain the way as it was indicated by the National Girls’ Education Strategy (2010) or other research findings. Besides, there were participants who strongly argue that there is no need to compare educating girls or boys to eradicate poverty both of them are equally important.

**Table 20 Girls' Education in Relation to Poverty Reduction**

Contribution towards eradicating poverty compared to educating girls Vs educating boys

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Level of agreement	Value	Frequency	%
Strongly agree	4	12	30
Agree	3	20	50
Disagree	2	4	10
Strongly disagree	1	4	10
	Total	40	100

---

Majority of the respondents believed the contribution of educating girls' is better than educating boys to eradicate poverty. However, (20%) of the participant yet disagree or strongly disagree about the idea. This was also reflected during FGD. The researcher assumed these (20%) respondents may belong to FGD participants who reflected that they shouldn't compare boys and girls to educate to eradicate poverty.

Even if majority of the respondents believed in educating girls have better contribution to eradicate poverty compared to boys, during the FGD, some participants couldn't support the idea with justifications. The argument showed some of the participants lack information about girls' education in depth.

#### **4.4.7 Conditions that favor girls' education in Ethiopia**

During the FGD significant difference were shown while reflecting on the presence of favorable condition in Ethiopia that encourages girls' education. Some participants argued for the idea that there is favorable condition and the other participants against the idea. The participants who favored the idea justified the developed policy on girls' education as a step forward which results high girls enrollment. However, the other group argued by justifying the

issue is not addressed at the grass root level. It is not that satisfactory because steel girls are not getting the required support in terms of achievement.

**Table 21 Conditions that Favor Girls' Education in Ethiopia**

In Ethiopia the environment favors girls' education

Level of agreement	Value	Frequency	%
Strongly agree	4	16	40
Agree	3	10	25
Disagree	2	10	25
Strongly disagree	1	4	10
	Total	40	100

Like most participants agreed on the presence of favorable condition during FGD, significant number of the respondents also agreed that there is favorable condition that encourages girls' education in Ethiopia. As shown in Table 21, forty percent of the respondents strongly agreed and (25%) agreed on this point. Nonetheless, considerable numbers of respondents disagree or strongly disagree the presence of favorable conditions that encourages girls' education in Ethiopia.

In the researcher's opinion, in order to come upon censuses on this issue the participants need to have updated information regarding what is going on concerning girls' education. Due to lack of updated information the argument during the FGD was based on pure assumption.

#### **4.4.8 Impact of harassment**

According to the FGD, some participants argued that every type of harassment could not affect the girls' achievement in education. They reasoned out, some kind of harassment could be immediately forgettable and others could be considered by the girls' themselves as complements.

They also expressed their fear of tension that may prevail as a result of association everything towards harassment or violence. It is all about commitment. There are girls who are achieving even if they are harassed. Therefore, it is not fair to consider all types harassment as a cause for the girls' underachievement in their education. In supporting the idea one of the participants stated the following;

*“While I am walking to school or to my home I see some teenagers insist the girls to talk to them. I used to consider such action as provoking and harassment and tried to defend the girls. However, the girls took it as a complement and responded to me they never affected by such acts. In fact, I am not saying that all girls take it easy. Form my observation those who are exposed to such actions are considering it as a complement and told me that it doesn't affect their education.”*

**Table 22 Impact of Harassment**

Some types of harassment has no relation to girls' achievement

Level of agreement	Value	Frequency	%
Strongly agree	4	4	10
Agree	3	6	15
Disagree	2	10	25
Strongly disagree	1	20	50
Total		40	100

As shown in Table 22, half of the respondents strongly disagree and (25%) of the respondents disagreed to confirm that any violence or (harassment) against girls has relation to their underachievement in education. However, a quarter from the respondents believed that some types of violence (harassment) against girls have no relation to girls' underachievement.

According to the researcher’s observation during FGD, the participants didn’t have clear information about different kinds of harassments. Besides, they were generalizing from few incidents they came across so far.

**4.4.9 Girls’ busyness Vs boys’ busyness**

Most of the participants during FGD believed that girls would be busier at home compared to the boys due to cultural factors. They stated that some girls use to come late after accomplishing their tasks given at home. They also mentioned there are some girls who shouldered the burden of the whole family (who are expected to win the bread) especially the orphans and those who are living with their relatives. However, few participants were reserved from generalization because there are parents who are giving equal time for both boys and girls.

**Table 23 Girls' Busyness Vs Boys' Busyness**

Girls are busier than boys at home in supporting families

Level of agreement	Value	Frequency	%
Strongly agree	4	26	65
Agree	3	10	25
Disagree	2	4	10
Strongly disagree	1	-	-
	Total	40	100

Despite the degree of agreement, majority of the respondent believed the busyness of girls at home compared to boys. According to the researchers’ opinion, this finding can clearly show girls will not have time to do their homework or study. As a result there is highly likely that girls’ achievement in education would get lesser.



## **4.5 The Normative Commitment of the Schools' Management to Improve Girls'**

### **Education.**

The schools' management should be committed to have a system and organized ways of doing things. In order to have a designed system and organized structure to improve girls' achievement in education, factors that affect girls' achievement in education should be identified. The management expected to show its commitment by share experiences with other schools, consult with professionals to improve girls' achievement in education and tackle the challenges that the schools girls are facing.

### **4.5.1 Identification of Violence (harassment)**

In fact, from the documents assessment, some kind of allegation was shown by the girls to the directors' office and in the girls' club office. However, they should not be considered as intentionally identified cases by the schools management through researches or intentional follow up. According to the assessed documents, some of the schools' managements set rules and regulations that favors and helps to protect girls against violence. The rules are developed based on commonly known and practiced violence and harassments against girls. However, all kinds of violence or harassments that are practiced in and around the school are not identified. Intentionally designed follow up and recording mechanisms were not found. In the researcher's opinion the schools management were not intentionally working on the issue. However, all violence that has happened so far and may be to happen in the future needs to be addressed by the school management.

**Table 24 Identification of Violence (harassment)**

Identification of violence (harassment) against girls that happened or may to happen

Level of agreement	Value	Frequency	%
Strongly agree	4	10	25
Agree	3	13	32.5
Disagree	2	13	32.5
Strongly disagree	1	4	10
	Total	40	100

As shown in Table 24, twenty five percent of the respondents were strongly agreed and (32.5%) of the respondents agreed. However, (32.5%) disagreed and (10%) strongly disagree that violence or harassment against girls that use to happen in their respective school was not identified.

The respondents might know the kind of violence and harassments that were practiced. However, they are not intentionally and well recorded in a manner to take further action. As far as they are not systematically identified, recorded and designed for mitigation, there is no way to assume the problem has got due consideration by the management.

#### **4.5.2 Experience sharing**

In fact, during the FGD, most of the participants agreed that there is experience sharing scheme among different high schools in the sub city which is organized by the education department. However, it is general. A lot of issues could be raised and girls' education could be one. Otherwise, there is no special forum where schools gathered to share experience on girls'

education. In supporting this view the sub city representatives also shared the idea. According to one of respondent’s statement given in the interview and others also shared;

*“The sub city has a scheme to let schools share experience among them. It is general. Our interest is to let the schools learn from their strength and bring solution to their shortcomings in every aspect. We don’t specifically concentrate on one issue. The girls’ education could be raised and discussed as one issue.”*

**Table 25 Experience Sharing**

Trend of having forum to share experience about girls’ education organized by the education department

Agreement	Frequency	%
Yes	15	37.5
No	25	62.5
Total	40	100

As shown in Table 23, majority of the respondents (62.5%), indicated they didn’t come across any forum to share experience regarding girls’ education. But the number of respondents who confirmed that they had a forum to share experience was also considerable in number. The researcher expects that those who responded for the practice of experience sharing among the high schools may considered the time where girls education issue were raised side by side.

The number of participants and the number of respondents who confirmed the absence of the experience sharing forum prepared by the education department about girls’ education is significant. However, the researcher believed lack of commitment is shown by the education department concerning the girls’ education.

### 4.5.3 Tutorial for girls Vs boys

Majority of the participants in the FGD strongly support the idea of supporting girls is very essential due to their burden at home. This strengthens the idea of girls' busyness at home compared to boys. However, few participants argued that there should not be disparities. Both boys and girls need tutor as far as they are weak in their education. They argued tuition should be given based on students' performance not based on their sex.

**Table 26 Tutorial for Girls Vs Boys**

Girls need more tutorial than boys do

Level of agreement	Value	Frequency	%
Strongly agree	4	20	50
Agree	3	16	40
Disagree	2	4	10
Strongly disagree	1	-	-
	Total	40	100

Ninety percent of the respondents strongly agreed or agreed that girls need tutorial compared to boys. But (10%), of the respondents disagrees. Majority of the respondents strongly agreed or agreed more tuition needed for girls than boys. This is also goes along with majority of the respondents who agreed the business of girls at home compared to boys. Therefore, this leads to conclude the girls' are busy at home so that they don't give emphasis for their education. As a result they are vulnerable for poor performance in education unless provided tutor.

### 4.5.4 Consultation with professionals

In spite of the classroom lesson students need to have different motivations that help them to have interest and positive attitude towards their education. The schools' clubs can play great role

with this regard. The school's guidance and counseling is also responsible to contribute towards students' motivation by providing individual and group counseling as participant expressed during FGD. However, they also confirmed that the school management's role concerning this point is insignificant. But the school management never thinks this way to use neither the schools' guidance and counseling nor any other professional form outside to motivate or the school girls.

**Table 27 Consultation with Professionals**

Frequency of consulting professionals by the schools' management to tackle girls' challenges

Level of frequency	Value	Frequency	%
Always	4	-	-
Often	3	-	-
Rarely	2	10	25
Never	1	30	75
	Total	40	100

As shown in Table 25, (75%) of the respondents, rated the school management never consulted professionals to boost up girls interest and attitude towards education. And (25%) of the respondents rated it is rarely that the school management consulted professionals concerning girls' achievement in education. In the researcher's point of view, this is one aspect of the commitment which is expected from the school management to improve the girls' achievement in education.

**4.5.5 Discussion with stakeholders**

As far as the FGD is concerned, the girls' education rarely became an issue when there are events organized by the girls' club. Otherwise, there is a gap among the schools' community in

working together and improve girls' achievement in education. The schools' management has never give emphasis and creates awareness about the importance of girls' education to mobilize the school community and make the school safe and healthy. This reluctance is existed due to high enrollment of girls according to the statement of some participants. In fact, few participants argued that if there is a need to mobilize the school's community it shouldn't be for girls' education in particular; rather the emphasis should be given for the quality of education.

**Table 28 Discussion with Stakeholders**

How frequently the schools' management discuss with the school community

Level of frequency	Value	Frequency	%
Always	4	-	-
Often	3	4	10
Rarely	2	13	32.5
Never	1	23	57.5
	Total	40	100

Concerning frequency of discussion, (57.5%) of the respondents indicated that the schools' management never discussed the issue of girls' education with the school community and (32.5%) of the respondents indicated the schools' management rarely discusses girls' education with the school's community. In fact, insignificant number of respondents confirmed the schools' management often discussed with the school community. Though there are a number of factors for not having discussion with the school's community about girls' education, this can be one indicator to show the schools' management is intentionally looking for opportunities to improve girls' education.

## 4.6 The Continuance Commitment of the School Management to Improve Girls’

### Education.

#### 4.6.1 Trained of reward

Motivation helps to activate and energize goal-oriented behavior. One of the jobs of the schools’ management is to energize the staff and get things done through staff. Even if reward has a dependent syndrome unless there is a mechanism to gradually withdraw, it is advised a given management to use reward and motivate people to work hard and make them committed. In this regard, the schools’ rewarding habit is not constant and it varies from people to people. According to the FGD, all participant confirmed that the teachers need either financial incentive or recognition letter for the tutorial service they provide to improve the girl’s achievement in education. As a result some tutorials organized by the girls’ club in some of the schools couldn’t go further. Most of the participants confirmed that reward for peers who are helping girls for achieving good grade are not even noticed by the schools’ management. Most of the participants also expressed that parents who give due attention for their daughters education have never given acknowledgement for their effort. Had this been happened, they believe other parents would have got a lesson to learn.

**Table 29 Trained of Reward**

Frequency of reward (financial or other) for those who support the girls’ in their education

	Level of Frequency									
	Always		Often		Rarely		Never		Total	
Assumed to be rewarded	F	%	F	%	F	%	F	%	F	%
Teachers	-	-	10	25	20	50	10	25	40	100
Girls	-	-	-	-	10	25	30	75	40	100
Parents	-	-	-	-	20	50	20	50	40	100

As shown in Table (27), concerning the schools' management rewarding habit for teachers, a quarter of respondents rated often, half of respondents rated rarely and a quarter of respondents rated never. Concerning the schools' management rewarding habit for the students, a quarter rated rarely, (75%) rated never the school management rewarded students for their help of girls in their education. And (50%) of the respondents rated that parents were rewarded rarely for the support they give to their daughters' education and the same percent rated parents has never been rewarded.

The schools' management rewarding habits is not constant; this shows there is no intentionally designed rewarding system to encourage teachers, students or parents for their support of the girls.



## Chapter V

### Summary, Conclusions and Recommendations

#### 5.1. Summary

The purpose of this study was to look into the role and commitment of the high schools' management to improve girls' achievement in education in selected Addis Ababa high schools. In order to address these purposes, the following basic questions were raised and dealt with;

- The role of the high schools' management to improve girls' achievement in education.
- The clarity, relevance and applicability of the role in relation to girls' achievement in education.
- The extent of the high school's management commitment in terms of affective, continuance and normative commitment to improve girls' achievement in education.

Based on the analysis, the major findings of the study are presented below in the form of answers for the given basic questions.

#### **5.1.1 Whether the role of the schools' management was clearly stated to improve girls' achievement in education**

According to literatures, the instructional leadership role of the school management is a multifaceted. Some of them are defining the school's mission, which includes framing and communicating the school's aims, and setting and expectations, protecting instructional time and promoting improvement. However, through the collected data, the researcher has attempted to look into the question whether there is clearly stated role for the schools' management to improve girls achievement in education or otherwise. The qualitative data gathered through Focus Group Discussions (FGD), key informant interviews, responses for the questionnaire, and the assessment of secondary data prevailed that the schools' management in the sample schools

have no clearly stated role to give special consideration for girls' education. The schools' management documented the enrollment of the students and academic performance without giving particular attention concerning girls' education. This is because there is no specific guideline whether to plan or follow up the overall status of girls' in education such as their progress in education, challenges, and opportunities. However, the MOE School Improvement Framework which I found in the schools has some formats (annex). The formats require the school's management to report the special emphasis given to the girls, and the analysis of girls' performance so as to improve their academic achievement and develop their level of confidence. Despite these, the document doesn't include other relevant and detailed information such as violence (harassment) practiced against girls, the girls' level of confidence to express their feelings, their progress, and challenges in their education.

The Framework doesn't have any strategy or indicators that help the school's management to refer while planning about girls' education. It has also failed to require vital information like, factors that affect the girls' achievement in education, the school environment suitability for girls', and so on. This information could have helped the schools' management to see the detail challenges and opportunities of the girls. Due to failure of stating such facts as indicators, the schools' management is only determined to follow up and report the enrollment figure and statistics of academic performance as usual. As a result the schools' management lags behind to find out and provide solutions for the root cause of girls' underachievement in education in their respective schools.

Studies suggest that the school's management role is to maintain a strong liaison with the education department and other relevant stakeholders. The management is also required to establish different clubs and execute extra-curricular activities in planned and organized manner.

But in the studied schools, there is no clear guideline for the girls' club that helps them to play their role and improve girls' achievement in education and tackle their challenges as well. The absence of such guideline in the schools made the girls' club representatives as a sailor without a compass which also impeded all the club members from playing their roles coherently towards the improvement of girls' achievement in education. The impact is also prevailed at the sub city level where the girls' clubs play their role depending on the ability and commitment of their representatives.

### **5.1.2 The relevance of the school's management roles to improve girls' education**

Research findings suggested avoiding violence against girls' in the school environment, making the school environment healthy and safe, participate in meetings, workshops and seminars to build capacities of the management should be vital role of a school management. In addition creating forum for discussion on issues like girls' education with the school community is among the important role for a given school management. However, this research finding showed

- Girls have challenges both at home and at the school. The schools' environment is not safe though the magnitude is different among the studied schools. Even if girls do have the right to claim for any kind of harassment practiced in their respective school, they refrain from to do so, due to difficulties to bring evidence for some kinds of harassment.
- Though some schools' management believed it is their primary role to create a healthy school environment, some of the schools' managements believed their school environment is healthy and safe for the teaching learning process so they would prefer to engage on other tasks. This showed there is no common understanding among the school's management about the extent of healthy and safe school environment particularly for girls.

- Even if there are opportunities for trainings and workshops concerning girls' education the school directors rarely participated. Participating in such workshops and seminars considered by some schools' management as the duty of the girls' club representatives.
- The schools' management believes in the importance of creating forum and discuss on ideas concerning girls' education improvement. However, they never had a forum to discuss particularly focused on girls' achievement in education. Even if they had different forums for discussion on different issues, they didn't give particular emphasis on girls' achievement in education.

### **5.1.3 The applicability of the managements' role to improve girls' education**

In order for the schools' management to improve girls' achievement in education, its role needs to be applicable. The following findings indicated how the schools' management feedback is believed to be important in order to formulate applicable strategy to improve girls' achievement in education.

- Significant number of participants believed in the importance of giving feedback for the government or other stakeholders who have interest in girls' education improvement.
- Majority of the respondents also confirmed that they don't have a habit of giving feedback on their own initiative regarding girls' education or on other issues for the government or any other stakeholder. And they have never been asked by any stakeholders as well about girls' education.
- Feedback was never been asked from the sample schools and the schools' managements while the national girls' education strategy was crafted. Lack of common understanding among the schools regarding girls' education was observed. And this might be due to lack of participation when the strategy was developed. It might also be one of the causes

that impeded the schools' management from exerting the necessary effort for girls' education improvement while they have the authority and the capability to do so.

- The participants believed the schools' management can improve girls' achievement in education on its own or without external help. The majority of the participants also stated the schools' management has the authority to enforce extraordinary task as far as the girls' achievement in education is concerned though it was not applied.

#### **5.1.4 The commitment of the schools' management to improve girls' achievement in education**

The schools' management information and knowledge about girls' education, the level of their effort to learn about factors affecting the girls' achievement in education, and the role played to mitigate problems that impeded the girls' achievement are indicators of their affective commitment. The study's findings indicated the following about the management information and knowledge about girls' education;

- Majority of the participants believe in the importance of girls' education to eradicate poverty. They also believe in educating girls is vital to alleviate problems in every aspects. However, their information and knowledge has no depth and not supported by evidences or research findings.
- The participants believed that there is favorable condition that encourages girls' education in Ethiopia. Nonetheless, considerable numbers of respondents are against this idea. Their argument was implementation at grass root level is not satisfactory.
- Most of the participants believed not all types of violence against girls are related to the girls' achievement in education. Their point of argument was, some kind of harassment might not have a long lasting effect on victims and others could be considered by the

girls' themselves as complements. And they believe considering all types harassment as a cause for the girls' underachievement in their education should not be acceptable.

- Majority of the participants believed girls are busy at home compared to boys and as a result girls might not have time to do their homework and they achieve less in their education compared to the boys.

Normative commitment is doing things in a systematic and organized manner which is very essential to improve girls' achievement in education. Concerning this issue the study's findings indicated the following;

- Most of the participants confirmed violence against girls or harassment that used to happen in their respective school was not identified
- There were no platforms to share experiences that focus on girls' education in particular.
- The schools' management was rarely consulted with professionals to bring positive change on the school girls' attitude and interest towards education.
- There were limitations among the schools' community in working together to improve girls' achievement in education. Some of the schools' management had never discussed the issue of girls' education with the school community. The schools' management also refrained from creating awareness about the importance of girls' education and mobilizes the school community to make the school safe and healthy.

Continuance commitment refers to a structure where the school community as well as parents would be awarded for their contribution towards the improvement on girls' education.

According to the study's finding;

- Some of the schools' culture of giving rewards is not consistent. Half of the respondents confirmed that the teachers, students or parents were rarely rewarded for their valuable

contributions. The participants believed that the teachers need either financial rewards or letter of recognition for the tutorial service they provided for girls. However, in some schools the tutorial program which was organized by the girls' club didn't go much further due to lack of motivation from the schools' management.

## **5.2 Conclusions**

Several international and national level studies have identified widespread violence and abuse is practiced against children in general and school girls in particular. Such violence negatively affects girls' achievement in education. In order to improve girls' achievement in education, clearly stated role and commitment of a school management is highly essential.

In recent years MOE, advocates of girls' education and schools' management together have raised awareness on the importance of girls' education and successfully managed to increase the gross enrollment rate of girls. However, it has not been given the required emphasis to address the problems that are affecting girls' achievement in education.

The objectives of this study are, therefore, to look in to:

- The role of the high schools' management to improve girls' achievement in education.
- The clarity, relevance and applicability of the role with regard to girls' achievement in education.
- The extent of the schools' management commitment in terms of affective, continuance and normative commitment to improve girls' achievement in education.

In fact, the study found out that the schools' management are attempting towards improving girls' achievement in education. Nonetheless, the essential roles the schools' management needs to play were neglected. Lack of clearly stated guideline for both the school clubs and

administration at the high school level impede the schools' management not to strive and improve girls' achievement in education significantly.

Besides, the schools' management had lack of intentional focus on relevant roles or activities that would help to improve girls' achievement in education. As a result, they were not in a position to achieve the required improvement. For example, making the school environment safe and healthy, avoiding harassment and violence, creating forum for discussion about girls education, participating on workshops and trainings conducted about girls' education are some of the relevant activities that the schools' management needed to give emphasis. However, they didn't give due attention because some of the schools' management felt complacent with their school conditions and others didn't consider such points as relevant activities to improve girls' achievement in education.

The schools' management needs to make sure that the roles they play are applicable or they don't miss significant applicable roles which can help to address problems that deterred girls' achievement in education. According to the study's findings, the schools' management in the sample schools has the competence and authority to improve girls' achievement in education, but they lack clearly stated role with relevant and applicable activities. Besides, they didn't get enough chance to participate or to give feedback on girls' education strategy. Such shortcomings have great influence on the schools' management to internalize the girls problem and strive to improve girls' achievement in education.

The schools' management information and knowledge about girls' education and its importance, effort to learn about factors affecting girls' achievement in education, and the role played to mitigate problems that impede girls' achievement in education are indicators of their affective commitment. With this regard the findings showed, regardless of the depth, the schools'



management of the sample schools had the information and the knowledge about the importance and the situation of girls' education in Ethiopia.

Normative commitment is desirable in order to utilize efforts in a systematic and organized manner to improve girls' achievement in education. In this regard, it is found that the schools' management was not mitigating factors that affect girls' achievement in education in a systematic and organized manner. Violence against girls or harassment that prevailed in their respective schools was not intentionally identified, there was no platform to share experiences that focused on girls' education, and there was no ongoing consultation with professionals or the school communities on issues that affect girls' achievement. The study finding also witnessed the importance of tutorial for girls due to their business at home. However, the girls' were not provided sufficient tuition. This happened because the schools' management is complacent about the enrollment of girls.

The study findings also witnessed the schools' management in the sample schools, didn't have reward system to encourage the school communities as well as parents who contribute for the improvement of girls' achievement in education. This shows the level of commitment the schools' management has to improve the girls' achievement in education.

### **5.3 Recommendations**

Based on the findings and conclusions of the study, the following recommendations are forwarded for all concerned institutions and stakeholders:

#### **5.3.1 Addis Ababa Education Bureau and the Sub Cities Education Departments**

- Should use the schools' management's feedback and provide with opportunities to actively participate while there is a need to formulate or revise policies, strategies and procedures.
- Based on the National Girls' Education Strategy, there is a need to develop further strategies and guidelines that could be implemented at the school levels.
- As clearly stated on the National Girls' Education Strategy about the implementers and activities to be done, the high schools' management which are assumed to implement, need also to have clearly stated roles and activities to be done at a school level.
- The School Improvement Framework needs a revision so as to include important contents to be stated in detail about factors affecting the girls' achievement in education.
- Trainings should be provided that help the schools' management to be well aware of and internalize the importance of girls' education.
- The schools' management needs to be provided with latest (up-to-date) information and research findings about girls' education so that they would check their schools' status accordingly.
- There should be a publication that gives more emphasis on girls' education.
- Emphasis should be given for experience sharing on girls' education in particular.
- The supervisors at the sub city level should play particular coordinating role to let the schools' management have access to any training or workshop that capacitate them concerning girls' education.

### **5.3.2 The High Schools' Management**

- The school's management need to identify factors that affecting girls' achievement in education in the school and outside the schools.

- Based on the identified problems the school's management needs to have strategic plan to mitigate problems that might negatively affect the girls' achievement in education.
- The school's management needs to encourage teachers to conduct action research in order to know their school friendliness for girls' education and factors affecting the girls' achievement in education.
- The school's management needs to assign people (committee) from the school community about girls' education that would be in charge of implementation of the strategy and monitor the overall performance and outcomes.
- The school's management needs to prioritize problems with their solution based on their magnitude and frequency towards improving the girls' achievement in education.
- The school's management needs to create platform and regular events for discussion on girls' education among the school community and parents.
- The school's management needs to have a debate and motivational speech forum that helps to boost up the interest and attitude of the girls towards education.
- The school's management needs to provide the schools' community with publications or bulletins to update their knowledge and information regarding girls' education.
- The school's management needs to look for organizations that support needy girls in the school.
- The school's management needs to allocate budget particularly to promote girls' education by strengthening the girls' club capacity.
- Give emphasis to share experience of other schools about girls' education.

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# **ANNEXE**

Department of Educational Research and Development

Questionnaire for the Schools' Management Personnel and Girls Club Representative

Dear Respondents,

The questionnaire meant to collect data regarding the role and commitment of the schools' management to improve girls' achievement in education in your school. Your genuine responses are indispensable to come up with reliable research findings. So, I kindly ask you to read each question seriously and give your genuine responses. I am grateful for the precious time you devote to fill out the questions.

**Note:**

You don't need to write your name.

Your response will be kept confidential.

The questionnaire has two parts. Kindly try to answer each question as per specific instruction thereof.

Your urgent response is highly appreciated.

Part I: PERSONNAL INFORMATION

- 1.1 Name's of the School \_\_\_\_\_  
1.2 School grade levels (9 & 10) \_\_\_\_\_ (9 ,10 & 11) \_\_\_\_\_ (from 9 to 12) \_\_\_\_\_  
1.3 Sub City \_\_\_\_\_ 1.4 Woreda \_\_\_\_\_

2. Respondent

2.1 Sex Female \_\_\_\_\_ Male \_\_\_\_\_

2.3 Age Below 25 years  25 - 35  36 - 45  46 - 55

56 - 65  66 and above

3. Nationality \_\_\_\_\_

4. Specific Position \_\_\_\_\_

4.1 Additional Responsibility \_\_\_\_\_

5. Educational Background

Qualification	Fields of Study	No of years of experience	
		At this school	At other schools
Masters (M. A./M. Sc./M. Ed.)			
Degree (B. A./B. Sc./B. Ed.)			
Diploma			
T. T. I.			
Special Training/Certificate			
(others)			

Part II. A

Given below are statements referring to the role and commitment of the school's management to improve girls' achievement in education. Show the level of your agreement to each statement by putting (✓) Strongly Disagree (SD), Disagree (D), Agree (A), Strongly Agree (SA).

1. The school's management, need to give priority for girls' achievement in education.  
\_\_\_\_\_ Strongly Disagree    \_\_\_\_\_ Disagree    \_\_\_\_\_ Agree    \_\_\_\_\_ Strongly Agree
2. The school's management is responsible for any violence (harassment) against the girls' that might happen in the school  
\_\_\_\_\_ Strongly Disagree    \_\_\_\_\_ Disagree    \_\_\_\_\_ Agree    \_\_\_\_\_ Strongly Agree
3. Making the school environment healthy and safe should be one of the primary roles of the school's management  
\_\_\_\_\_ Strongly Disagree    \_\_\_\_\_ Disagree    \_\_\_\_\_ Agree    \_\_\_\_\_ Strongly Agree
4. The school's management is capable to improve girls' achievement in education on its own (without external help)  
\_\_\_\_\_ Strongly Disagree    \_\_\_\_\_ Disagree    \_\_\_\_\_ Agree    \_\_\_\_\_ Strongly Agree
5. The school's management has the authority to enforce the school community for extraordinary work with regard to improvement of girls' achievement in education.  
\_\_\_\_\_ Strongly Disagree    \_\_\_\_\_ Disagree    \_\_\_\_\_ Agree    \_\_\_\_\_ Strongly Agree
6. Educating girls has better contribution towards eradicating poverty compared to educating boys?  
\_\_\_\_\_ Strongly Disagree    \_\_\_\_\_ Disagree    \_\_\_\_\_ Agree    \_\_\_\_\_ Strongly Agree
7. Currently there is a favorable environment in the Ethiopia that encourages girls' education.  
\_\_\_\_\_ Strongly Disagree    \_\_\_\_\_ Disagree    \_\_\_\_\_ Agree    \_\_\_\_\_ Strongly Agree
8. Some types of violence (harassment) against girls has no relation to girls' achievement in education  
\_\_\_\_\_ Strongly Disagree    \_\_\_\_\_ Disagree    \_\_\_\_\_ Agree    \_\_\_\_\_ Strongly Agree
9. Girls are busier at home to support families than boys do  
\_\_\_\_\_ Strongly Disagree    \_\_\_\_\_ Disagree    \_\_\_\_\_ Agree    \_\_\_\_\_ Strongly Agree
10. Violence against girls that use to happen while the school's girls are going to or from the school are identified in your school.  
\_\_\_\_\_ Strongly Disagree    \_\_\_\_\_ Disagree    \_\_\_\_\_ Agree    \_\_\_\_\_ Strongly Agree
11. Do you believe girls need more tutorial than boys do?  
\_\_\_\_\_ Strongly Disagree    \_\_\_\_\_ Disagree    \_\_\_\_\_ Agree    \_\_\_\_\_ Strongly Agree

Given below are statements referring to the role and commitment of the school's management regarding girls' achievement in education. This section of the questionnaire explores your exposure in relation to girls' education. Show your agreement or disagreement by putting (√) Yes (Y), No (N),

12. Have you ever get a chance to participate in a workshop, seminar, meeting or research symposium regarding girls' education?  
\_\_\_\_\_ Yes                      \_\_\_\_\_ No

13. Do you believe in creating forum for discussion to improve girls' achievement in education is the primarily role of the school's management?  
\_\_\_\_\_ Yes                      \_\_\_\_\_ No

14. Have you ever been asked feedback by government bodies or other bodies to improve policies regarding girls' education?  
\_\_\_\_\_ Yes                      \_\_\_\_\_ No

15. Do you believe in that your feedback on girls' education will have a contribution to design a policy or strategy that helps to improve girls' achievement in education?  
\_\_\_\_\_ Yes                      \_\_\_\_\_ No

16. Do you believe in that girls should be involved when strategy is designed to improve girls' education?  
\_\_\_\_\_ Yes                      \_\_\_\_\_ No

17. Do you know about organizations that are working to address the problem of girls' education?  
\_\_\_\_\_ Yes                      \_\_\_\_\_ No

18. Does the education department have a forum to share experience among high schools with regard to girls' education?  
\_\_\_\_\_ Yes                      \_\_\_\_\_ No

Given below are statements referring to the role and commitment of the school's management regarding girls' achievement in education. Show the level of your satisfaction to each statement by putting (√) Excellent (E), Very Good (V.G), Good (G), Satisfactory (S)

19. Parents' willingness to work with the school's management towards the improvement of girls' achievement in education is  
\_\_\_\_\_ Excellent              \_\_\_\_\_ Very Good              \_\_\_\_\_ Good              \_\_\_\_\_ Satisfactory

20. The school's girls' willingness to work with the school's management towards the improvement of the girls' achievement in education is  
\_\_\_\_\_ Excellent              \_\_\_\_\_ Very Good              \_\_\_\_\_ Good              \_\_\_\_\_ Satisfactory

21. The education department's involvement towards the improvement of girls' achievement in education  
 \_\_\_\_\_ Excellent      \_\_\_\_\_ Very Good      \_\_\_\_\_ Good      \_\_\_\_\_ Satisfactory
22. The school's girls' involvement towards the improvement of girls' achievement in education is  
 \_\_\_\_\_ Excellent      \_\_\_\_\_ Very Good      \_\_\_\_\_ Good      \_\_\_\_\_ Satisfactory
23. The school's management effort towards the improvement of girls' achievement in education is  
 \_\_\_\_\_ Excellent      \_\_\_\_\_ Very Good      \_\_\_\_\_ Good      \_\_\_\_\_ Satisfactory
24. The school's budget to improve girls' achievement in education is  
 \_\_\_\_\_ Excellent      \_\_\_\_\_ Very Good      \_\_\_\_\_ Good      \_\_\_\_\_ Satisfactory

Given below are statements referring to the role of the school's management regarding girls' achievement in education. Show each statement how often is practiced by putting (✓) Always (A), Often (O), Rarely (R), Never (N)

25. How frequently do you consult professionals regarding the mechanisms that support to improve girls' achievement in education?  
 \_\_\_\_\_ Always      \_\_\_\_\_ Often      \_\_\_\_\_ Rarely      \_\_\_\_\_ Never
26. How frequently does the school management discuss with the school community at your school about girls' education?  
 \_\_\_\_\_ Always      \_\_\_\_\_ Often      \_\_\_\_\_ Rarely      \_\_\_\_\_ Never
27. How frequently does the school's management reward (Financial or appreciation) to the teachers who support girls' to achieve in their education?  
 \_\_\_\_\_ Always      \_\_\_\_\_ Often      \_\_\_\_\_ Rarely      \_\_\_\_\_ Never
28. How frequently does the school's management reward (Financial or appreciation) to the students who support girls' to achieve in their education?  
 \_\_\_\_\_ Always      \_\_\_\_\_ Often      \_\_\_\_\_ Rarely      \_\_\_\_\_ Never
29. How frequently does the school's management reward (Financial or appreciation) to parents who are supporting their daughters to achieve in their education?  
 \_\_\_\_\_ Always      \_\_\_\_\_ Often      \_\_\_\_\_ Rarely      \_\_\_\_\_ Never