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SOCIO- ECONOMIC CONDITIONS THAT CONTRIBUTE TO GENDER GAP IN SCHOOLS: A COMPARATIVE STUDY OF GOVERNMENT AND NON- GOVERNMENT SCHOOLS IN ADDIS ABABA

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Acronyms

CERTWID	Center for Education and Research Training for Women in Development
EMIS	Education Management Information System
EMPDA	Education Materials Production and Distribution Agency
ESDP	Education Sector Development Program
IER	Institute of Educational Research
MOE	Ministry of Education
MOFED	Ministry of Finance and Economic Development
PASDEP	Plan for Accelerated and sustained Development to End Poverty
UNESCO	United Nations Education Science and Cultural Organization
M D Gs	Millennium Development Goals

Abstract

The objective of the study is to compare the gender gap in Government and Non-government schools in Addis Ababa and the socio-economic conditions that contribute to such gender gap in both types of schools. It also examines the effect of socio-economic background of students on their results in schools by taking their results in 2005/2006 grade ten National Examination.

Both primary and secondary data were used for this study. Primary data was collected by survey method, Focus Group Discussions and key informant interviews. Secondary data was obtained from written materials: both published and unpublished. Qualitative and quantitative methods of analysis were used in this study. For quantitative analysis, different methods of descriptive and inferential statistics were used.

According to the findings of the study, the students in non-government schools come from better socio-economic background than those in government schools as reflected in parental income and parental education. Considering their results in grade ten national examination students in non-government schools score better than those in government schools. There is relationship between students' performance in school and their socio-economic background in both types of schools. The gender gap in performance is different in both types of schools, in government schools it is in favor of male students, in non-government schools it is slightly in favor of female students.

The difference in socio-economic background of students in both types of schools contributes for such difference in gender gap in both types of schools. The females in non government schools achieve better in national examination than their counterparts in government schools. The males in non- government schools achieve better than their counterparts in government schools. As far as parental involvement in their childrens'schooling is concerned those parents who send their children to non-government schools are involved in their children's schooling better than those parents who send their children to government schools.

CHAPTER ONE

INTRODUCTION

1.1. Background to the Problem

It is unquestionable that education plays a crucial role in development (Todaro and Smith, 2003; Measor, 1998). It is the most important instrument in enhancing human capabilities and in achieving the desired objectives of economic development. Individually, it makes people have informed choices, broaden their horizons and opportunities, and have a voice in public affairs. At country level, it promotes economic development in many ways. This has been recognized and countries have taken the expansion of education as one of the key strategies to promote development. As a result, there has been rapid expansion of education recently particularly in developing countries, although its coverage differs from country to country (Wanjama, 1998).

One of the salient features of education in developing countries has been the gender gap in it in favor of males. This situation exists particularly in countries of Sub-Saharan Africa, Middle East, and South Asia where females' participation in education has been lower than other regions (Todaro and Smith, 2003).

The educational gender gap and its adverse effects have been recognized in the last few decades and attempts are being made at global level to increase females' participation in education hence, narrow the gender gap. For instance, one of the Millennium Development Goals (M.D.Gs) declared by United Nation in 2000 is achieving universal primary education in the world by increasing the females' participation in education. Countries have also adopted their own policies in order to raise females' participation in Education. As a result, some progress has been made in this regard at global level (UNESCO, 2006).

However, still the gender gap in education remains in many developing countries. According to UNESCO (2006), the 2005 gender parity target has been missed by 94 countries out of 149 with available data.

In the case of Ethiopia, several sources indicate that the gender gap prevails in education

although it varies from region to region and from level to level. The gap increases as one moves up the educational ladder (Habtamu, 2004; Etsegenet, 2003; Genet, 1994).

The Ethiopian Government has tried to address this problem of educational gender gap by formulating different policies and strategies. Consequently, some improvements have been recorded in recent years. However, there is still significant gender gap in education particularly at secondary and higher levels. In the case of primary education, the gap has declined but in secondary education, the gap has increased recently according to the study made by Ministry of Education (M.O.E, 2004).

Regarding the gender gap in Addis Ababa, as a whole there is relatively narrower gender gap in Addis Ababa than other parts of the country (Emebet, 2003; Gennet, 1998). What is not clear from the available literatures is the relationship between socio-economic background of students and the gender gap in schools in Addis Ababa. In addition, whether the gender gap in Addis Ababa is similar or it varies across different schools: government and non-government schools are not clear.

1.2. Statement of the Problem

It is indicated in several literatures that improving women's participation in education will significantly contribute to development directly or indirectly (Todaro and smith, 2003; Elsa Barry, 1994; Measore, 1998). Also improving women's participation in education is the means to achieve their empowerment in other areas as Estegenet (2003) argues, "The future change in gender gap in other affairs will be directly affected by the situation of the gap in schools" (Etsegenet, 2003:11).

Also a similar comment is found in other sources that educational discrimination against women hinders economic development in addition to reinforcing social inequality (Todaro and smith, 2003). So, the educational gender gap has to be closed or avoided as it has an adverse effect on the whole development efforts of the country.

Regarding the gender gap in Ethiopia, at primary level the gap has declined recently. But, at secondary level, the gap has increased from 2.2% in 1999/2000 to 14.8% in 2004/2005. (E.S.D.P III)

As far as gender and education in Ethiopia are concerned, research done so far seem to focus on factors that hinder females' participation in education in rural areas of the country. Also those studies made on Addis Ababa focus mainly on the problems of female students in government schools. So, these studies do not include the situation in non-government schools where there can be a different situation in gender gap. Thus, comparison of the gender gap in government and non-government schools seems not to have been focused in previous studies.

The purpose of this study is therefore, to compare the gender gap in both types of schools in Addis Ababa. In addition, the study attempts to compare the gender gap across different socio-economic classes, as most of the students in government schools come from relatively lower socio-economic background as compared to those in non-government schools. In addition, this study tries to discuss the relationship between socio-economic background of students and the gender gap in schools.

To this end, this study attempts to answer the following general questions.

1. What factors have contributed for gender gap in schools of Addis Ababa?
2. Does the socio-economic background of students have an effect on the gender gap in schools?
3. Is the gender gap similar in government and non-government schools in Addis Ababa?

1.3. Research Objectives

1.3.1. General Objective

The general objective of this study is to asses the socio-economic conditions and the gender gap in government and non-government schools in Addis Ababa.

1.3.2. Specific Objectives

The study has the following specific objectives.

- To compare and find out the gender gap in selected government and non-government

schools in Addis Ababa.

- To compare the average academic performance of students in government and non-government schools.
- To see the relationship between student's academic performance and her/his family background.
- To asses and analyze the socio-economic conditions that contribute for the gender gap in performance in government and non-government schools in Addis Ababa.
- To investigate if family background affects performance of male and female students similarly.

1.4. Significance of the Study

This study is important because it provides information to teachers about the effect of different socio-economic factors on students' learning in school. This will help the teacher to use different teaching styles that consider the background of students to help students use their potential. It also gives teachers information about the socio-economic factors that contribute to gender gap in schools. Secondly, the study also helps educational decision makers and other concerned bodies to consider various socio-economic factors when formulating educational policies, so that appropriate measures can be taken to avoid the gender gap in schools. Thirdly, the study will provide basic information for other researchers conducting similar studies in this area.

1.5. Study Area

Addis Ababa is selected as study area for this research as it has more government and non-governmental schools. This makes the study possible since the objective of the study is to compare the gender gap in both types of schools.

The five schools under study are located in different parts of the city. They are located in four sub-cities; Cathedral school in Arada Sub-city, Magic Carpet and Wondyrad in Yeka Sub-city, Miskaye Hizunan School in Gullele Sub-city, Higher Four School in Lideta Sub-city (see annex-iii)

1.6. Research Methods

Information used for this study was obtained from both primary and secondary sources. To collect primary data, survey method is used in which questionnaire with both open and closed ended questions were prepared to collect information from teachers and students. The teachers' questionnaire consists of items about their experiences, students' participation in class, their perception about students' ability, issues of students' absenteeism and their relationship with boys and girls students in teaching learning process.

As for the students' questionnaire, the first part consists of items on socio economic background of the students, demographic characteristics related to age, sex, family size, parental education, parental occupation, estimated monthly income. The other part of the questionnaire consists of items in relation to their school experiences; result, participation in class, means of transportation, family support to their education, parental visits to school. In addition, some questions were included in the questionnaire to be filled by female students only.

The questionnaires were pre-tested in one government and one non-government school: Wondyrad and Magic Carpet respectively. Then corrections were made and some items were excluded after the pre-test. The questionnaires were administered by the researcher and teachers who were selected as assistant data collectors. Instruction was given for those teachers and students who were selected as the study population.

Focus group discussions were held with school administrative staff: principals, supervisors, unit leaders in the schools understudy. This is to obtain the opinions of the school administrative staff about the gender gap in their respective schools. Key informant interviews were also carried out with members of Parent Teachers Associations in government schools to gather information about the socio-economic conditions of parents, members of girls club in schools, with counselors and with selected teachers.

Secondary data was collected from written documents: published and unpublished materials were used. These include journals, relevant books, and documents from the Ministry of Education and from Addis Ababa City Government Education Bureau. School records were also used for various in formations.

1.6.1. Sampling Techniques

With regard to sampling technique, a multistage stratified random sampling method was used where the whole schools in Addis Ababa, which have second cycle secondary grade level (grade 11 and 12), were first divided in to two groups: government and non-government schools. According to the information obtained from Addis Ababa City Education Bureau, there are ten government and thirty non-government schools of such type in Addis Ababa. However, fourteen of the non-government schools were excluded from the study. This is because some of those schools have either male or female students only (they provide single sex education) so they do not meet the requirement of the study, comparing the gender gap. Some, of the non-government schools have very few students at this grade level and these schools are excluded. This left the study with twenty-six: ten government and sixteen non-government schools from which to take the sample for the study.

At the next stage, sample schools were selected from the two types of schools proportionally. Accordingly, two government and three non-government schools were selected randomly (See annex iii that gives profile of the sample schools).

Students at second cycle secondary grade level (grade 11) are selected for this study. This selection of this level is based on the need to use the results of students in Grade-10 National Examination as a base to compare the gender gap in government and non-government schools.

Next, sample students were selected from each school. The total number of students at this grade level in the five schools under study is 1,650. Then, 10% of the total population was included in the study. This is because of the homogeneity of the study population: they are all students at the same grade level (grade 11); all of them have passed the Grade-10 National Examination. Also manageability with in the given time was considered in deciding the sample.

Accordingly, 165 students were included in the study. Sample students were selected from each school proportionally. To select sample students from each school, students list was separated into two (male and female) finally sample students were selected from both lists proportionally.

Table 1.1: Distributions of Sample Students by Gender and School Type

Government Schools				Non-government Schools					
Higher 4		Wondyrad		Cathedral		Magic Carpet		Miskaye Hizunan	
M	F	M	F	M	F	M	F	M	F
37	17	17	13	21	11	13	11	12	13

1.6.2. Methods of Data Analysis

In this study, both qualitative and quantitative methods of data analysis were used. To perform quantitative analysis, SPSS (Statistical Package for Social Scientists) was used. Also, descriptive and inferential statistics such as mean, standard deviation, range, and percentages were used for comparison.

Pearson product moment correlation coefficient was computed to see the relationship between students' performance in school and some socio-economic variables: Parental education, household income. Also T-test was used to check the significance of the difference of groups on certain measures. For instance to compare the income of parents who send their children to government and non-government schools and to compare students result in schools in both types of schools.

1.7. Limitations of the Study

One major limitation of the study is that it does not cover all factors that could contribute to gender gap in schools. Such factors as socio-cultural, stereotyping in curriculum, and school related factors such as teachers' attitudes towards male and female students in school as well as availability of facilities are not adequately covered in this study. The study only focuses on socio-economic conditions that contribute to the difference in gender gap in government and non-government Schools in Addis Ababa. The other limitation of the study is that the gender gap in performance in different schools was compared based only on the result of students in Grade-10 National Examination where students result may be affected by some factors like copying

from each other.

1.8. Organization of the Thesis

The thesis is organized into five chapters. Chapter one presents the background of the study, statement of the problem, and research methodology, and research objectives, study area, limitation of the study, significance of the study. The second chapter is about review of the literatures related to the study. The third chapter describes the trend in gender gap in different schools and different grade levels in Addis Ababa. Chapter four presents results of the study and discussions. Lastly, chapter five gives conclusion and recommendations of the study.

1.9. Operational Definitions

Government schools:	schools owned by the government.
Non-government schools:	those schools owned by churches, private individuals, shareholders.
Parental education:	refers to the highest educational level attained by mother or father of the students.
Gender:	used interchangeably with sex to differentiate male/female or boys/girls.
Academic performance:	refers to the achievement of students in Grade-10 National Examination.
Socio-economic conditions:	refers to the factors reflected in parental income and Parental education.
Household income:	refers to estimated monthly income of the parents of students.
Gender Gap:	the difference between boys and girls in enrollment and performance.

CHAPTER TWO

LITERATURE REVIEW

This chapter briefly discusses what has been written in literatures about the effect of socio-economic conditions on students' achievement in schools and on the gender gap in school at global and national levels. Some unpublished materials are also used for statistical data. The first part of the chapter discusses the theoretical frameworks used to explain the gender gap. This is followed by trends in gender gap both in terms of enrollment and performance at global and national levels. The third part presents the different factors that could contribute to the gender gap in education as discussed in the literatures. The fourth part of the chapter discusses the benefits of closing the gender gap in education. The last part of the chapter discusses policies and strategies in relation to gender and education at global and national level.

2.1. Theoretical Framework: Theories on Differential Educational Achievements

Theses theories provide different explanations for educational inequalities (Taken from theories of differential educational achievement). Such theories can be grouped into two. The first one includes those theories that focus on potential sources of inequality outside the school environment (social background.) The second one includes those theories that focus on potential sources of inequality inside the school

According to the argument of the first group, material deprivation of the individual's home and cultural background could contribute to differential educational achievement. In addition, these factors affect individuals in terms of socialization, type of the school they attend, their pattern of attendance and their relationship with teachers (Ibid).

In relation to these outside the school factors, Bilton argues that factors such as: class gender, ethnicity play a crucial part in determining an individual's overall life chances. He also argues that even where equality of educational opportunity exists in relation to access to educational resources, non-educational factors such as class, gender affects educational outcomes.

Douglas in his concept "the home and the school" (cited in Taylor et al., 2005) notes the

differences in socialization experienced not only between social classes but also between males and females. He argues that parental attitudes towards the education of their children could result in differential educational achievement between sons and daughters' education. Education of females may not be considered as being as important as education of males. He also argues that at various points in their educational career, girls are subject to parental pressures not imposed up on their male equivalents. Moreover, he argues that material conditions of the home could be a factor for differences in educational achievement, although it may not be the only factor.

The same author categorized the factors for educational achievement in to two: First, Social class background (parental attitudes, size of the family, care of children).Second, conditions in school (class size, instructions etc).

Halsey, Floyed and Martin in their study "social class and educational opportunities" found a correlation between income and educational opportunities mainly in relation to the financial hardship experienced by low income families in terms of not being able to afford school uniforms, educational trips etc.

The same authors focused on two more significant factors to explain differences in educational achievement. These are first, home encouragement and attitudes of parents and secondly, material factors at home and school.

Walberg in his theory of educational productivity (cited in Diperna, 2002) identified nine variables that influence educational outcomes. These are students' Prior achievement, motivation, age, quality, and quantity of instruction classroom climate home environment, peer group, exposure to mass media outside the school.

Wang Haertel and Walberg (cited in Diperna, 2002) concluded that psychological instructional and home environment characteristics have a more significant impact on achievement than other variables such as school level, policy or demographics. The same authors indicated that parental encouragement and support to children vary in different families. Children from lower income families may lack such support at home. The opposite is true for those children from better economic background.

Boudreaux and Passeron (cited in Diperna, 2002) argue that the crucial variable in educational

achievement appears to be social class given that girls from better socio-economic families achieve more than working class boys.

According to the theories mentioned in section 2.1.2.4, many factors contribute to differences in educational achievement: some of these factors are in school factors and the others are related to outside the school factors. In relation to factors out side the school, the psychological characteristics of individual students, gender, the socio-economic background of students and parental involvement in their children education are considered.

It is based on these out side school factors that this study is framed. For this purpose, the socio-economic background of students and its relation to the students' achievement in both types of schools will be studied. Parental education and parental income are considered as indicators of socio-economic factors. Although many factors can contribute to gender gap in schools the effect of the socio-economic factors for the gender gap in both types of schools are examined in this study.

2.2. Empirical Literature:

2.2.1. Gender Gap in Enrollment

A. Global Trend

One of the features of education in the world is the gender gap in favor of males. In general, if the literacy is considered, women constitute larger share of the illiterate population in the World according to the available information (Wanjama, 1998; UNESCO, 2005; Oxfam, 1998). There are 88 adult literate women for every 100 adult literate men. The figure for women literacy is even lower than this in some of the developing countries (UNESCO, 2005).

This gender gap varies across different levels of education and across countries. If different levels of education are considered, the gap becomes wider as the level of education increases (Misk and Vanbele, 1997). If different regions are taken in to account, the wider gap is found in developing countries of sub Saharan Africa, South Asia and Middle East (Todaro and Smith, 2003; Misk and Vanbele, 1997; Oxfam, 1998).

It appears that the extent of the gender gap seems to correspond to the level of development of a region. In fact some sources discuss the gender gap in education as an indicator of level of development. (Haddock and Cincotta, 2006; Brint, 1998). This can be seen by comparing the gender gap across different regions of the world. It is in the developed countries that the gender parity in education has been achieved. In contrast, the wider gender gap in education is found in low-income countries of the world (Miske and Vanbelle, 1997; Brint, 1998; Oxfam, 1998) with in the low-income countries the situation of the gap is worse among rural communities (Oxfam, 1998).

The following quotation from Steven Brint summarizes the relation ship between level of development and gender gap in education:

> Countries with high Per capita income were more likely to have greater gender equality in schooling. Economic progress is strongly associated with conditions that make women's lives less restricted. In the industrialized world more equality exists between men and women in secondary school and higher education enrollment (Brint, 1998:351).

In developing countries, progress has been made in recent years to increase females' participation in education, hence achieve gender parity. However, it has not been sufficient to achieve gender parity in 2005 (UNESCO, 2005). According to the same source, 94 countries out of 149 with data failed to achieve the 2005 gender parity target. In addition, some 86 countries are at risk of not achieving gender parity even by 2015 (UNESCO, 2005).

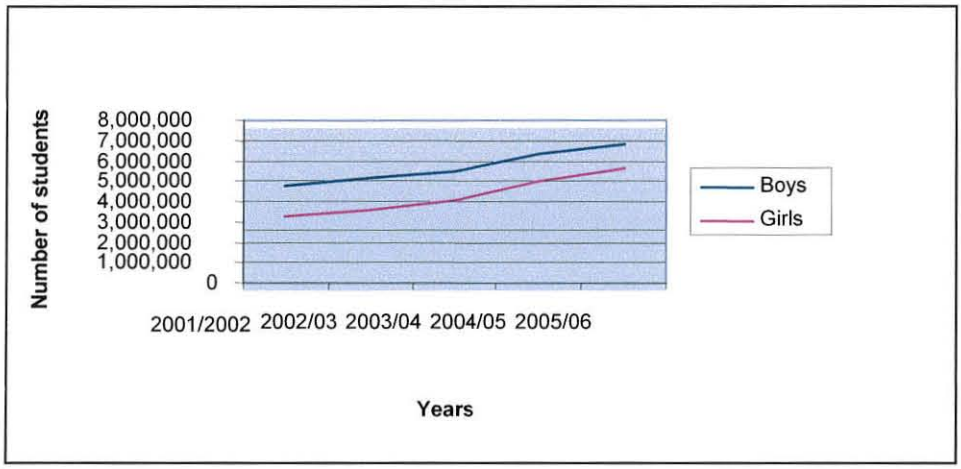
B. Ethiopia

In the case of Ethiopia, similar to other developing countries the gender gap remained as one of the characteristics of the education system (C.S.A, 2004). In general, there is a high level of illiteracy in the country. The Ministry of Education in its education sector development program III (2005/06 – 2010/2011) indicated that the total adult literacy in the country is 41.5%. The literacy for females is 33.8 whereas for males the figure is 49.2%. Therefore, this shows that women constitute the majority of illiterates in the country (E.S.D.P III).

Similar to the situation of the gap in the world, the educational gender gap in Ethiopia varies across different regions and across different levels of education. The widest gender gap is found in rural areas. Urban areas have relatively narrower gender gap (C.S.A, 2004).

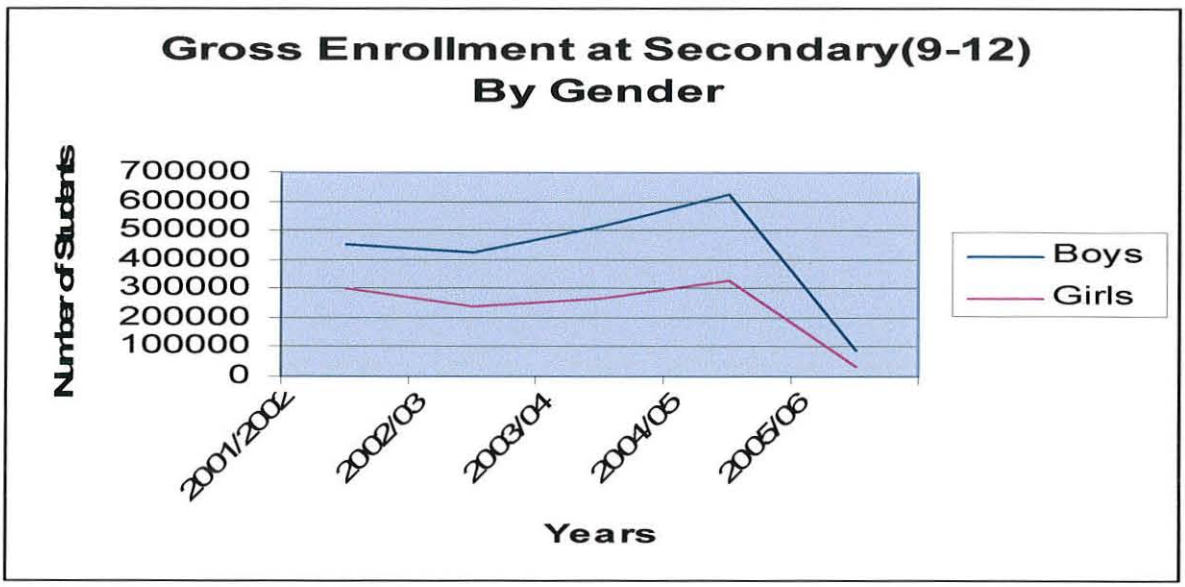
When different educational levels are considered, the gender gap becomes wider as the level of education increases. Relatively, there is narrower gender gap at primary level. The following figures show the increase in gender gap as level of education increases.

Figure 2. 1. Gross enrollment at primary by gender



Source: Own presentation based on data from Ministry of Education Annual Abstracts

Figure2.2. Gross enrollment at secondary



Source: Own presentation based on data from Ministry of Education Annual Abstracts.

As the above figures show, there is narrower gender gap at primary grades, and then the gap becomes wider at secondary grades

Some progress has been observed recently as far as gender gap is education is concerned particularly at primary level. According to the Ministry of Education, the gender gap in primary education has shown improvement in recent years. However, the gender gap at the secondary education level has even increased in the last few years. In spite of the various efforts made to increase the females' participation at this level, the gender gap in Gross Enrollment Ratio has increased from 2.2% in 1999/2000 to 14.8% in 2004/05 (ESDP III: 2005/06 – 2009/10).

In the case of Addis Ababa, the gender gap has some distinct features. It varies across different levels of education similar to the situation in the country. But the difference in Addis Ababa is that at primary grade level (1-8) the gender gap is in favor of female students, while at country level it is in favor of male students. Another feature of the gender gap in Addis Ababa is that it also varies across different schools: government and non-government schools. In government schools, the gender gap is in favor of females up to 1st cycle secondary (9-10) then it becomes in favor of males in the second cycle secondary.

In non-government schools, the gender gap is in favor of females starting from primary and it continues even in second cycle secondary grades (11-12).

The following tables help to compare the situation of the gap at secondary grades in government and non-government schools in Addis Ababa for the last two year.

Table 2-1: Government Schools' Enrollment in Secondary Grade Levels (Grade 9-12)

Year	Sex	Grade		Total	Grade		Total
		9	10		11	12	
2004/05	Male	48.26%	48.34%	96.60%	57.60%	62.57%	120.17%
	Female	51.74%	51.66%	103.40%	42.40%	37.43%	79.83%
2005/06	Male	49.10%	48.73%	97.83%	60.64%	58.83%	119.47%
	Female	50.90%	51.27%	101.17%	39.36%	41.17%	80.53%

Source: Ministry of Education Statistics Annual Abstract (2004-05; 2005-06).

As the above table indicates, the females' enrollment is greater than males even at 1st cycle of secondary grades (9-10) in government Schools of Addis Ababa.

However, if the students' enrollment at this grade level (9-10) is considered for the whole country there is wider gender gap in favor of males in schools. For instance, in the 2005/06 academic year, the number of male and female students enrolled in these grades (9-10) in the country was 616,106 and 341,901 respectively. While for Addis Ababa, the figure is 37,699 for males and 39,341 for females showing larger enrollment for girls even by this grade level. However, as the table above shows, the males' enrollment is greater than females in 2nd cycles of secondary school (11-12) for Addis Ababa, Particularly in government schools. On the contrary, in non-government schools females' enrollment is greater even at this 2nd cycle of secondary schools (11-12).

The following table illustrates this gender gap in favor of female students in secondary schools in non-government Schools in Addis Ababa for the last two years (2004/05) and 2005/06).

Table 2-2: Non-Government Schools' Enrollment in Secondary Grade Levels (9-12)

Year	Sex	Grade		Total	Grade		Total
		9	10		11	12	
2004/05	Male	46.67%	46.98%	93.65%	41.18%	43.64%	84.82%
	Female	53.33%	53.02%	106.35%	58.82%	56.36%	115.15%
2005/06	Male	47.90%	47.18%	95.08%	47.78%	43.84%	91.62%
	Female	52.10%	52.82%	104.92%	52.22%	56.16%	108.38%

Source: Ministry of Education, Education statistics Annual Abstract (2004/05; 2005/06)

To sum up, based on the above empirical evidences the educational gender gap at secondary schools shows difference. At country level, the gap is in favor of male students throughout the secondary grade level (9-12). For Addis Ababa, the data indicates that females enrollment is greater than males at 1st cycle of secondary grades (9-10) in the second cycle (11-12) males enrollment is greater than females. This is true for government schools. In non-government

schools, females' enrollment is greater than males in both 1st cycle (9-10) and 2nd cycle (11-12) grade levels. Therefore, this case the Gender Gap is in favor female students.

2.2.2. The Gender Gap in Performance

There is no consensus among literatures on this issue. In general, many sources indicate that there seems to be no gender gap in performance in primary schools. Sex differences in performance, begin to appear in secondary schools and it varies from subject to subject (Measor and Sikes, 1992; Trow and Kermer, 1998). Several sources indicate that in general while girls score higher than boys in language and the arts subjects, boys do better in mathematics and sciences subjects (Measor and Sikes, 1992).

Different explanations have been given for this emergence of gender gap in performance at secondary schools. Some changes appear among pupils at secondary schools, as they reach another stage in life, adolescence. At this stage, pupils begin to orient themselves towards the world of work and make choices that define occupations and careers. These developments have something to do with what pupils do in school (Measor and Skikes, 1992).

However, recent studies show that these sex differences in secondary schools are diminishing particularly male dominance in mats and sciences (Levine and Navighurst, 1992; Holmlund and Sund, 2006).

In the case of Ethiopia, some studies were undertaken previously at different times. As far as gender difference in mathematics performance is concerned, the study by Gennet (1991) indicates that girls' score was lower than boys' in grade 6 and 8 for ten years national examination 1978 -1987. Sileshi's study also shows similar results, i.e. male score is higher than females in mathematics (Sileshi, 1995). The study made by Assefa (cited in Asmaru) also indicates that females result was found to be lower than males in mats (Asmaru, 1998). The study made by Matheos also showed that the proportion of females in low achievement groups is high (Matheos, 2000).

Therefore, the available sources about the situation in Ethiopia indicate that there is gender gap in academic performance in schools in favor of male students. Moreover as discussed above (in 2.2), the gender gap in enrollment in senior secondary grade levels (11-12) across the country is

in favor of male students. This does not reflect the situation in non-government schools in Addis Ababa where the gender gap at this grade level is in favor of females in enrollment. This shows that females' performance in Grade-10 National Examination is lower than males' performance. This can be concluded because in first cycle secondary schools (9-10) we have more girls enrolled in school than boys and it is after the Grade-10 National Examination that the umber of females become lower than males in the next grade level (grade 11).This shows males better performance in Grade-10 National Examination.

2.2.3. Factors Associated with Academic Achievement: Socio-Economic Status and Academic Performance

Several factors can contribute to students' achievement in school and students (boys or girls) academic achievement is not solely determined by his/her ability but also by other factors like school related, family related (Sintayehu, 1998).

Different explanations have been given for the differences in academic achievement between students from different socio-economic background and between male and female students.

As far as gender differences in achievement are concerned there are two arguments. The biological or genetic argument explains that the differences in interest are natural and it cannot be changed. The social learning explanations on the other hand argue that the difference is not natural rather it results from early socialization process (Measor and Sikes, 1992). The second argument seems to be more plausible because the gender gap in achievement is diminishing recently particularly in some countries (Levine and Navighrust, 1992). More over, growing body of sources indicates that males and females do not differ cognitively, what brings the sex difference in performance are social and cultural factors: socio-economic, family background school environment, negative stereotypes etc (American Psychological Association, 2006).

Some sources also mentioned that differences in academic achievement between students can be related to their socio-economic background (Todaro and Smith, 2003; Brint, 1998).

This study focuses on the effect of socio-economic background on students' achievement and on the gender gap in schools.

Generally speaking, the socio-economic background indicated by household income and parental education affects the education of both boys and girls in terms of enrollment, persistence, achievement (Coclough et al., 2003; Ballantine, 1993; Simmons, 1980; Herriot et al., 1966).

2.2.4. Household Income

This affects the schooling of children. In the case of households with lower income, it adversely affects the children's schooling. This is because of the direct cost of schooling (uniforms transportation, stationeries, school fees etc) which affects households with lower income more than the higher income ones, hence it may hinder schooling of children from lower income families. In addition, the indirect cost of schooling (opportunity costs of the child's labor) may be higher for lower income families as they depend more on the labor of their children for domestic work or for other income generating activities (Todaro and Smith, 2003; Coclough et al., 2003)

Some sources also indicate that the socio-economic background of the students affect their performance in schools. Students from lower income families may spend more time in assisting their families in different ways. This reduces their study time and leads to more absenteeism from school; both of these factors contribute to lower performance of students from such kind of families (Ballantine, 1993; Herriot et al., 1966).

2.2.5. Parental Education

Education level of parents affect schooling of children as indicated in many sources (Sileshi, 2001; Coclough et al., 2003). Obviously educated parents recognize the benefit of educating their children and they assist their children's education in various ways: providing the necessary facilities needed for children's education, by providing a good study environment at home by advising their children about academic activities by visiting the school to discuss about their children's activities in school with teachers. Therefore, such kind of support to children from educated parents contributes to the child's achievement in school (Brint, 1998; Ballantine, 1993; Herriot et al., 1966).

Parents with low educational attainment on the other hand may not give such support to their children partly because they do not have the academic skills to support their children. Also

parents with low level of education may have low income and this financial constraints limit their support as monthly income determined the amounts resources parents can devote to their children's' schooling. Of course, there is a relation ship between the two Variables i.e. level of education attained and income (Tesfaye, 2006). Thus although these parents may be concerned about their children schooling, they may not have the adequate resources to fulfill all the requirements for their children's schooling (M.O.E, 2004; Levine and Navighrust, 1992).

Finally, the following quotation summarizes the difference in parental support to their children:

> Although all parents may realize the impotence of education for their children, different families create environment that influence children's intellectual growth and educational motivation in different ways. When one parent ignores the child's questions but another parent makes a point of reading to the child everyday two different environments are created .the first parent has created an environment that operates against learning ,the second one that promotes learning.(Levine and Navighrust,1992:107)

To conclude this section, students' socio-economic background affects not only the enrollment but also their achievement in school as commented by Todaro and smith, (2003) "The relatively poor school performance of poor children may have nothing to do with a lack of cognitive abilities; it may merely reflect their disadvantaged economic circumstances" (Todaro and Smith, 2003:386) .

The same authors also argued that education may reinforce income inequalities, if students from better socio-economic background are disproportionately included in secondary schools and universities (Ibid).

2.3. Socio-economic Status and Gender Gap in School

The gender gap in schools can also be related to the socio-economic conditions. Although this affects schooling in general, its effect is not similar for boys and girls. It affects girls more than boys hence, contributes to gender gap in school (Etsegenet, 2003; Coclough et al., 2003; Emebet, 2003).

Girls from lower socio-economic backgrounds have less chance than boys to attend school because in case of financial constraints to send all children to school, parents give priority to boys schooling. This is partly because of the lesser value attached to girls' education. In addition,

as girls help their parents more than boys in domestic activities their labor is required at home and the opportunity cost to the parents of sending a girl to school is higher than sending a boy (Oxfam, 1998; Odaga and Henveld, 1995)

In addition, as mentioned in research in Mali, Zimbabwe, Ethiopia, Guinea, Ghana, the direct cost of sending a girl to school is higher than sending a boy. Parents may spend more money on girls' transport (particularly if the school is far) for safety reasons, also girls uniform may be more costly as they are less likely to go to school with torn or ill fitting uniforms (Coclough et al., 2003; Oxfam ,1998; Odaga and Henveld ,1995).

In addition, boys in poorer families could have better chance to attend school than girls because even if their family fails to support them financially to some extent, boys could cover their school expenses by generating income through self-employment. This may not be easy for girls as they are mostly pre occupied with domestic activities, which may not directly generate income (Etsegenet, 2003; Coclough et al., 2003).

When compared with girls in poor families those from richer families could have better chance to attend school. Because richer households could use different labor saving mechanisms to substitute their daughters' labor (hire maids use processed foods and so on) so richer family's dependence on their daughters labor may be very low, hence the daughters from richer house could have better chance to attend school than those in poor household. So, improvement in socio-economic status improves the girls' chance to attend school, although it is not the only factor (Coclough et al., 2003; Oxfam, 1998).

Socio-economic background affects not only the enrollment of girls but their performance in school as well. Some previous studies in Ethiopia indicated this. Since poorer households depend more on their daughter labor for domestic activities, this leaves them with less time for study, also it leads to more absenteeism from schools. Both affect what the girls from poorer achieve in school (Etsegenet,2003; Emebet, 2003; Befekadu, 1998).

Finally, regarding the impact of socio-economic status on gender gap in schools in Ethiopia, the World Bank report summarized it as follows. "There is a wealth-gender nexus in educational outcomes, which consists of larger disparities in educational outcomes between girls across different wealth groups" (World Bank, 2005: 201). The same source also reported that even with

in the same wealth group households tend to under invest in girls education in Ethiopia.

The general global situation also shows the relation between socio-economic status and gender-gap in education. Girls enrollment and performance in schools is much better in the relatively more prosperous and industrialized countries of the World (Oxfam, 1998). With in the developing countries the wider gap in education is found among poorer rural communities than urban areas (Odaga and Henveld, 1995).

2.4. Benefits of Closing the Gender Gap in Education

Increasing the participation of women in education, which means closing the gender gap, has several benefits. These benefits could be grouped broadly in to two: private and social benefits.

2.4.1. Private Benefits

Since education is crucial for economic, social, and political participation in the present world, women's low participation in it affects their participation in other areas (UNESCO, 2006). Education will enhance women's employment opportunities (Haddock and Cincotta, 2006). There is a relationship between levels of education attained and the income earned. Therefore, women's education helps to increase earning potential for them (Miske and van Belle, 1997). This will help to reduce women's financial dependencies. This in turn contributes to HIV prevention in girls because financial dependence in girls is one of the factors, which make women more vulnerable to infection (Haddock and Cincotta, 2006). Also education will improve women's autonomy in terms of decision making in family affairs and also at country level.

In general. education will make the lives of women better (Oxfam, 1998). It also helps the women to have a better position and status in society since education is one of the means to attain these in society (Teklehaimant, 1988).

2.4.2. Social Benefits

These are the benefits which women's education gives to the society as a whole. In general, the rate of return on women's education is higher than that of men in most developing countries. This could be manifested in different ways. First, there are relationships between illiteracy and poverty and gender. Women constitute the majority of illiterates in the world. Also the majority

of the poor in the world are women (Coclough et al., 2003). It is clear that education in general contributes to reduce poverty by increasing productivity of individuals and enabling to use he human capital potential of a society (Todaro and Smith, 2003). So, any attempt to alleviate poverty should consider women's education .Since women constitute half of the world population, improving their education will have significant impact on their participation in economy which in turn contributes to development (Coclough et al., 2003; Miske and Van belle, 1997).

Women's education will also contribute to development in other ways. It helps reduce fertility hence to reduce population growth. Educated mothers will marry later and this reduces fertility (Coclough et al., 2003).This can be observed by comparing the fertility rates in different,parts of the world. Developed countries of the world where women's educational attainment is better, experience lower rates of fertility on the other hand, countries where women's educational attainment is very low, have high rates of fertility (Haddock and Cincotta,2006). In addition educated women not only have fewer children, but also they provide better nutrition and health for their children. This reduces infant mortality. Also improved child health and nutrition in turn leads to multiplier effects on the quality of human resources for the future (Coclough et al., 2003; Misk and Van belle, 1995).

Also Women's education will contribute to achieve some of the Millennium Development Goals declared by United Nation in 2000. The goals in relation to this are:

- Eradicate extreme poverty and hunger
- Reduce child mortality
- Improve maternal health.

Finally, the following quotation summarizes the relationship between women's education and development:

> Expansion of education for girls earns among the very highest rates of return of any investment, much larger for example than most public infrastructure projects. So discrimination against girls' education is not just inequitable, but very costly from the stand point of achieving development goals (Todaro and Smith, 2003:377).

The same authors also argue that Educational discrimination against women hinders economic development in addition to reinforcing social inequality (Ibid). Similarly, Hill and King (1993) cited in Tamrie note: "Evidences from many developing countries points to strong links between the education of women and national development" (Tamrie, 2006).

2.5. The Policy Environment

Although gender gap has remained one of the features of education in the world, different policies and strategies have been formulated so far to address this problem at global level.

Regarding the rights to education, the 1948 Declaration on Human Rights (cited in MOE, 2004) stated, "Every one has the right to education". However, this has remained an unfulfilled promise and the gender gap in education continues up to now (UNESCO, 2006).

The issue of unequal participation in education has gained impetus from the United Nation's Third World Conference on Women in 1985 in Nairobi Kenya. However, until the World Conference on Education for All in Thailand in 1990, the issue was not adequately addressed. This Conference states, "Every person, child, youth, and adult shall be able to benefit from educational opportunities designed to meet their basic learning needs" (Wan Jana, 1998).

So, both the declarations and the conferences seemed to consider fair access to education for both boys and girls. However, they failed to address the specific problem for woman's low participation in education, which is related to factors such as economic, cultural ,and so on.

There has been educational gender gap in the world as observed from the recent reports. In fact, the educational gender gap varies from region to region. Globally women constitute the majority of illiterates (Misk and Van belle, 1997; UNESCO, 2006).Developing countries: for instance in Africa, South Asia and other regions where there is wider gender gap have tried to formulate different policies to improve women's participation in education as a result of which there have been some improvements in recent years (Todaro and Smith,2003). However, the policies in these regions are criticized as being donor driven and not giving adequate emphasis on the different factors responsible for the gender gap in education (Oxfam, 1998).

When we look at the situation in Ethiopia, different educational policies have been adopted since the introduction of modern education into the country in the early 20th century. Similar to the

global situations mentioned above, the different policies adopted in Ethiopia seemed have their own limitations in relation to women's education although they did not seemed to be discriminatory in terms of access to education. Some of the elements in previous policies and declarations (cited in MOE, 2004) regarding gender and education are summarized below.

- In 1906, Emperor Menelik made the first education proclamation, which partly reads as "as of today all six year old boys and girls should attend school my government will provide the schools and the teachers" (M.O.E, 2004:14). The statement boys and girls enrollment indicate that at least the declaration was not discriminatory.

- Empress Zewditu also issued an education proclamation in 1929, which similarly encourage parents to send their children to school.

- During Emperor HaileSelassie, the memorandum of Education was adopted to address gender equity and spread literacy

- The Derg's constitution has also in article 16 elements regarding gender and education. It reads as:

> the state shall provide women with special support particularly in education training and employment, so that they may participate in political economic and cultural affairs on an equal basis with men (Atsede and Kebede, 1988).

One of the major weaknesses in those previous policies is that they failed to address the issues of low female participation in education adequately. Also the policies failed to recognize the special support needed to raise women's participation in education. As a result, the gender gap has remained in education system of the country (M.O.E, 2004).

The Education and Training policy (1994) has tried to address the problem of women's low participation in education in different ways.

Among others, taking affirmative actions to ensure equity of female participation is an important measure included in the Education Sector Development program which is based on the Education and training policy of 1994 (ESDP III). The policy has integrated other various supports, which were aimed at addressing the problem of low women participation in education.

Some of the points in the objectives of the Education and Training policy that are related to women's education are:

3.1.3. To ensure that the curriculum should give due attention to concrete local conditions and gender issues.

3.7.7. Special attention will be given to women and to those students who did not get educational opportunities in the preparation distribution and use of educational support inputs.

3.9.5. The government will give financial support to raise women's participation in education.

In addition to these points in Education policy, it is indicated in the plan for Accelerated and Sustained Development to End Poverty (P.A.S.D.E.P.) that increasing women's education is the major means to unleash the potential of Ethiopian women who constitute about half of the population.

As a result of these policies and implementing strategies, there have been improvements in women's participation in education particularly at primary level where the gender gap has been narrowed in recent years. However still there is wider gender gap at secondary level and beyond and a lot remained to be achieved in this regard (Etsegenet, 2003).

CHAPTER THREE

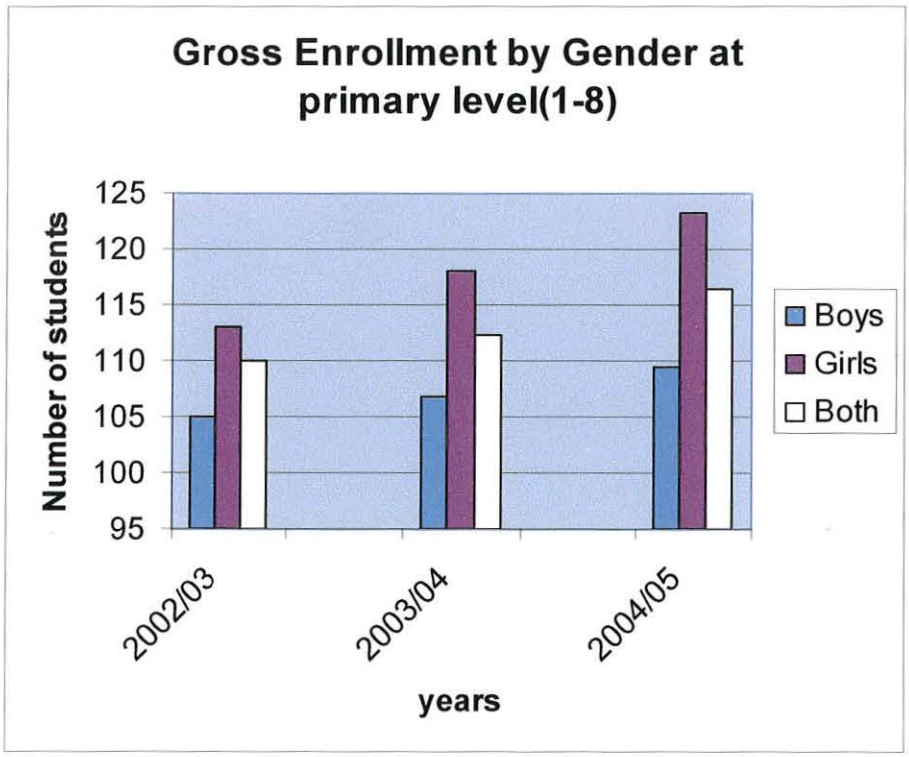
OVER VIEW OF THE GENDER GAP IN ADDIS ABABA

This chapter discusses the trends in gender gap in different schools in Addis Ababa at different grade levels for the last few years.

3.1 Trends in Gender Gap in general

Relatively there is narrower gender gap in education in Addis Ababa when compared to the gap at country level. The gender gap in Addis Ababa has some distinct features. Its direction differs across different levels of education and also it varies between governments and non – government schools .The following figure shows the gender gap at primary grade levels in Addis Ababa.

Figure3.1. Enrollment at Primary

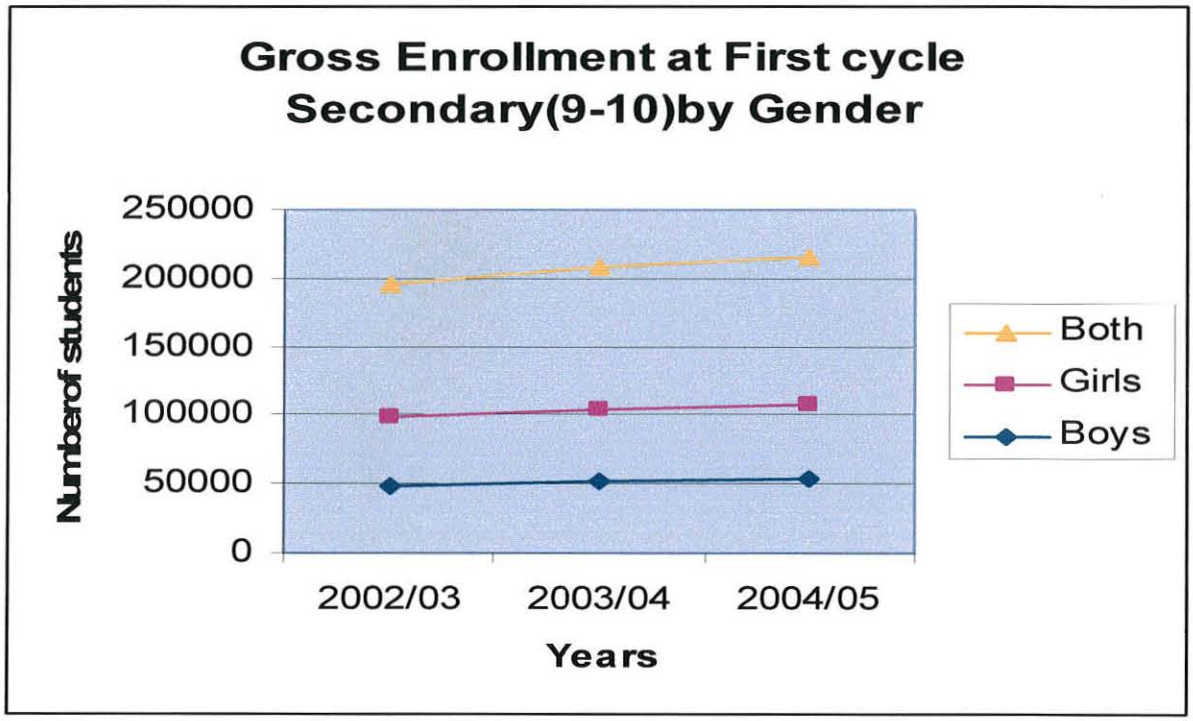


Source: Addis Ababa city Education Bureau Annual Abstract 2004/05.

Therefore, for the three years indicated the gender gap is in favor of females at primary grade levels (1-8).

Also at first cycle, secondary grade level (9-10) the gender gap is in favor of female students. This is different from the gender gap at country level as it is in favor of male students throughout secondary schools starting from grade Nine. For instance in 2005/06 academic year the number of male ad female students at this level (9-10) in the country was 616,106 and 341,901 respectively, where as for Addis Ababa the figures are 37699 for males and 39341 for females showing larger enrollment for girls even at these grade levels. This can be observed from the following figure

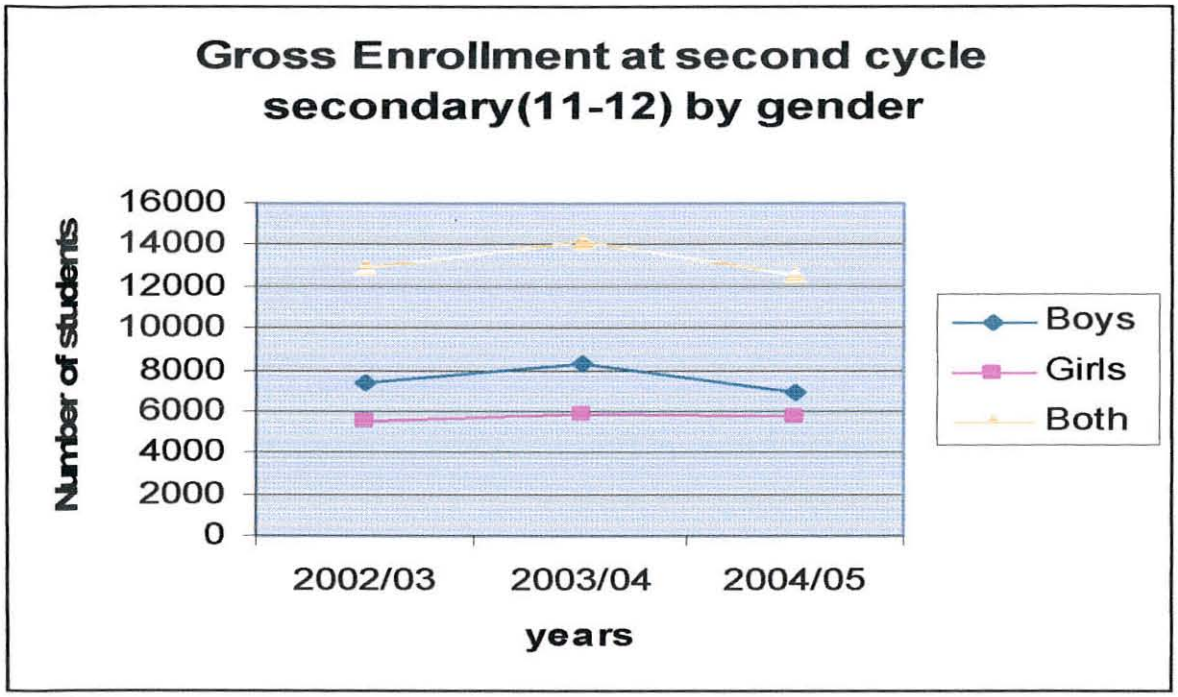
Figure: 3.2. Enrollment at First Cycle Secondary



Source: Addis Ababa city Education Bureau Annual Abstract.

This gap in favor of female students changes in Addis Ababa in the next grade levels (11-12). For the city as a whole, the gender gap emerges to be in favor of male students at second cycle secondary grade levels. The following table describes this gap after grade eleven.

Figure: 3.3.Enrollment at Second Cycle Secondary



Source: Addis Ababa city Education Bureau Annual Abstract

However, this gap in favor of male students at this grade level is observed at the city level. When we compare the gap across different schools the differences can be observed in the case of government and Non-government schools.

3.2 Comparison of the Gender Gap between Government and non-Government Schools

3.2.1 Government schools

In the case of government schools in Addis Ababa the gender gap is in favor of male students, at this grade level (11-12). This is similar to the gap at the country level and city level: However in the case of Non-government schools in Addis Ababa the gap is in favor of female students even at this grade level.

In government schools, the number of female students significantly decline at grade 11. This could be related to their lower performance in grade 10 National examination. This can be said

because in first cycle secondary grades (9 and 10) the gap is in favor of female students and it is after the national examination that the gender gap starts to be in favor of males at the next grade (grade 11). For instance in the 2005/06 academic year, the total number of students who took the Grade-10 National Examination in Addis Ababa were 41,536. From this, 20983 were girls and 20553 were boys. The number of girls who took the exam was slightly higher than boys. When the number of student who scored 2.0 and above in the exam is considered, the number of boys is 11,828 and the number of girls is 8,537. So, the emergence of the gender gap in favor of male students in grade level is related to the girls' lower performance in the Grade-10 National Examination. This holds true for the situation in Addis Ababa particular in government schools.

The following table about the gender gap in Addis Ababa secondary schools helps to compare the gap before and after the national examination.

Table 3-1: Students Enrollment in Secondary Government Schools in Addis Ababa (Grade 9-12)

Year	Sex	Grade				Total		Grade				Total	
		9		10				11		12			
		No	%	No	%	No	%	No	%	No	%	No	%
2004/05	Male	19,410	48.26	15,854	48.34	35,264	96.60	2,668	57.60	2,546	62.57	5,214	120.17
	Female	20,812	51.74	16,940	51.66	37,752	102.40	1,964	42.40	1,523	37.43	3,487	79.83
2005/06	Male	20,598	49.10	17,101	48.73	37,699	97.83	3,080	60.64	2,547	58.83	5,627	129.47
	Female	21,349	50.90	17,992	51.27	39,341	102.17	1,999	39.36	1,781	41.17	1,780	80.53

Source: Ministry of Education Statistics Annual Abstract (2004-05)

Therefore, as the above table shows it is after grade 10 that the females' enrollment significantly declines.

3.2.2. Non-government Schools

In the case of non-government schools in Addis Ababa, the gender gap is in favor of female students through about the secondary school grade's (9-12). This can be observed from the following table.

Table 3-2: Student's Enrollment in Secondary Non-government Schools in Addis Ababa (9-12)

Year	Sex	Grade				Total		Grade				Total	
		9		10				11		12			
		No	%	No	%	No	%	No	%	No	%	No	%
2004/05	Male	2,976	46.67	2,117	46.98	5,093	93.65	890	41.18	751	43.64	1,641	84.82
	Female	3,401	53.37	3,421	53.02	5,790	106.40	1,271	58.82	970	64.36	2,241	113.18
2005/06	Male	3,394	47.90	3,394	47.18	6,168	95.08	1,336	47.78	844	43.84	2,180	91.62
	Female	3,691	52.10	2,949	52.82	6,640	104.92	1,460	52.22	1,081	56.16	2,541	108.38

Source: Ministry of Education Statistics Annual Abstract (2004/05- 2005/06).

So as can be seen from the table, the gender gap is in favor of female students in non-government schools even after Grade-10 National Examination.

To sum up the gender gap at secondary schools shows some differences. At country level, the gap is in favor of male students through out the secondary grade levels (9-2). In the case of Addis Ababa, it varies between government and non-government schools. In government schools, the gap is in favor of females at first cycle secondary, and then it starts to be in favor of male students at second cycle secondary (11-12).

In non-government schools, the gender gap is in favor of female students through out the secondary grade levels (9–12).

The next table presents the gender gap in both, government and non-government schools at grade 11(for the last five years) which is the focus of this study.

3.3. Students Distribution at Grade Eleven in Both Types of Schools by Gender

This group consists of the study population .In general there are more boys than girls at this grade level in Addis Ababa for the years indicated. However, this varies across schools. In government schools there are more boys than girls in non-government schools there are more girls than boys in general. However, in the two of the schools under study there are more boys than girls.

Table 3-3: Students Distribution at Grade 11 by Gender and School Type

Year	Sex	Government Schools		Non-government Schools	
2001/02	M	4392	56.10%	435	43.94%
	F	3437	43.90%	555	56.06%
2002/03	M	3162	60.83%	586	43.47%
	F	2036	39.17%	762	56.53%
2003/04	M	3374	63.40%	715	41.69%
	F	1948	36.60%	1000	58.31%
2004/05	M	2751	58.15%	946	41.18%
	F	1980	41.85%	1342	58.82%
2005/06	M	3080	60.64%	1336	47.78%
	F	1999	39.36%	1460	52.22%

As can be seen from the above table, at grade eleven, which consists of the study population of this study, the trend in gender gap is not similar in the two types of schools. In government schools, the gender gap is in favor of males for the five years indicated. In the case of non-government schools for the same period indicated, the trend shows that the gender gap at this grade level is in favor of females.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter discusses the findings of the study. It is divided in to four parts. The first part presents the general socio-economic background of the students: parental education, household income. The second part discusses the relationship between the socio-economic background of students and their achievement in school while the third part discusses the effect of socio-economic factors on gender gap in government and non-government schools. The last part presents the opinions about gender gap in schools

4.1. Demographic Characteristics of Sample Students

As far as age and sex composition of the respondents is concerned, the majority of boys and girls in both types of schools are in the age group between 17 and 20. Fifty one (60.7%) of boys in government schools and thirty-seven (45.7) of boys in non-government schools are in this age group. As for the girls eighteen (21.4%) in government schools and 21(25.9%) of them in non-government schools are in the age group between 17 and 20 years.

Table 4-1: Demographic Characteristics of Sample Students

Age	Sex	Students in Government Schools		Students in Non-government Schools		Total	
		Frequency	Percent	Frequency	Percent	Frequency	Percent
13-16	M	3	3.6	9	11.1	12	7.3
	F	12	14.3	14	17.3	26	15.8
17-20	M	51	60.7	37	45.7	88	53.3
	F	18	21.4	21	25.9	39	23.6
Total		84	100.0	81	100.0	165	165.0

Source: Survey data

4.2. Socio-Economic Background of Students

In this section, the students' family socio-economic status is presented. For this parental education, estimated monthly income of students' family and occupation of students' parents are taken as indicators of socio-economic status

4.2.1. Parental Occupation

Students were also asked about the occupational status of their parents. The responses to this question are indicated in the next tables (Table 4-2 and Table 4-3)

Table 4-2: Distribution of Students by Schools Type and Fathers' Occupation

Father's Occupation	Students in Government Schools		Students in Non-government Schools	
	Frequency	Percentage	Frequency	Percentage
Employed in government organization	34	40.5	26	32.1
Employed in private organization	17	20.2	20	24.7
Merchant	7	8.3	14	17.3
Self employed	16	19.4	11	13.6
Unemployed	6	7.1	2	2.5
Missing cases	4	4.8	8	9.9
Total	84	100.0	81	100.0

Source: Survey data

As far as fathers' occupation is concerned, there are some similarities between students who attend government and non-government schools. In both cases the majority of students, 34 (40.5%) in government and 26 (32.1%) in non-government schools, reported that their fathers work in governmental organizations. Similarly, the students in both types of schools reported that the next majority in terms of fathers' occupation are in private organizations. There is also difference in terms of fathers who are merchant.7 (8.3%) of the students in government schools and 14(17.3%) of the students in non government schools responded that their fathers occupational status is in this category.

Table 4-3: Distribution of Students by School Type and Mothers' Occupation

Mother's Occupation	Students in Government Schools		Students in Non-Government Schools	
	Frequency	Percent	Frequency	Percent
Civil servant (government employee)	6	7.1	22	27.2
Employed in private organization	5	6.0	21	25.9
Merchant	9	10.7	7	8.6
Self employed	11	13.1	12	14.8
Unemployed	48	57.1	12	14.8
Missing Cases	5	6.0	7	8.6
Total	84	100.0	81	100.0

Source: Survey data.

As far as mothers' occupation is concerned a big difference is observed between students who attend government and non-government schools particularly in the case of unemployed mothers ,48 (57.1 %) of students in government schools responded that their mothers are unemployed. In the case of non- government school only 12 (14.8 %) of students reported that their mothers are unemployed. In addition there is a difference in terms of those mothers who work in private organizations.In government schools,5(6%) of the students responded that their mothers work in these organizations, in the case of non-government schools, 21(25.9%) of the students responded that their mothers work in these organizations. Another major difference is in case of those who work in government organizations. In government schools, 6(7.1%) of the students responded that their mothers work in these organizations, while in non-government schools 22(27.2) the students reported that their mothers work in these organizations.

4.2.2. Parental Education

Table 4-4: Distribution of Students by School Type and Father's Education

Father's Education	Students in Government Schools		Students in non-government Schools	
	Frequency	Percent	Frequency	Percent
Illiterate (unable to read and write)	3	3.6	2	2.5
Primary (1-8)	22	26.2	3	3.7
Secondary (9-12)	24	28.6	6	7.4
Certificate	9	10.7	6	7.4
Diploma	7	8.3	11	13.6
First Degree	9	10.7	32	39.5
Second Degree	3	3.6	15	23.8
Missing Cases	11	13.0	6	7.4
Total	84	100.0	81	100.0

Source; Survey data

Table 4-4 shows that there is discrepancy between students in government and non-government schools in terms of their fathers' educational attainment.

If we compare different educational levels, 46 54.8%) of students in government schools responded that their fathers' educational level is up to secondary grades (1-12).While 9 (11.1%) of students in non-government schools responded that their fathers' educational level is in this category, (1-12). If the next educational level is considered (from certificate up to second degree), 28 (33.3%) of the students in government schools reported that their fathers' educational level is in this group. In the case of non-government schools, 64 (74.3%) of the

students reported that their fathers' educational level is in this category.

So based on this it can be said that fathers of students who learn in non-government schools have better educational attainment as compared to those fathers whose children attend government schools.

Table 4-5: Distribution of Students by School Type and Mothers' Education

Mother's Education	Students in Government Schools		Students in non-government Schools	
	Number	Percentage	Number	Percentage
Illiterate (unable to read and writ)	20	23.8	1	1.2
Primary (1-8)	21	25	7	8.6
Secondary (9-12)	18	21.4	9	11.2
Certificate	6	7.1	7	8.6
Diploma	5	6.0	18	22.2
First Degree	5	6.0	28	34.6
Second Degree	1	1.2	2	2.5
Missing Cases	9	10.7	9	11.1
Total	84	100.0	81	100.0

Source; Survey data

In terms of their mothers' educational level, there is a difference between students in government and non-government schools. The major differences are in cases of illiteracy and number of Diploma and Degree holders. For instance, 20 (23.8%) of the students in government schools responded that their mothers are illiterate; while in the case of non-government schools only 1 (1.2%) responded that his/her mother is illiterate. If we compare the educational level up to secondary (1-12) 39 (46.4%) of the students in government schools responded that their mothers attained this level of education. In the case of non–government schools 16 (19.8%) of the students reported that their mothers' educational level is in this group.

If we consider the next educational level (from certificate up to first degree), 53(65.4%) of

students in non-government schools reported that their mothers' educational level is in this category. The figure is 17(19.1%) for those students in government schools.

Another feature of the discrepancy is that in the case of students in government schools, as the level of education increases the percentage of mothers who have attained that level of education declines, except in the case of first degree. However, for students in non-government schools, as the level of education increases, the percentage of mothers who have attained that level of education tends to increase with the exception of certificate and second-degree levels.

So, based on the above information, it can be said that those mothers whose children attend non-government schools have better educational attainment than those whose children attend in government schools.

Regarding parental education in general, those parents who send their children to non-government schools have relatively better educational attainment than those who send their children to government schools. This difference in parental education has an implication on the achievements of students in both types of schools. As observed in their results students in non-government schools have relatively better academic achievement than those in government schools.

In addition, the participants of focus group discussion in government schools mentioned that parents who send their children to these schools have low support to the school activities mainly because of their low understanding to educational activities. This is because of the parents' low educational attainment.

4.2.3. Household Income

Students were asked about the estimated monthly income of their households. Table 4-6 summarizes the students' response to this question.

Table 4-6: Household Income of Parents of Students in Both Types of Schools

Estimated Monthly Household Income	Students in Government Schools		Students in non-government Schools	
	Frequency	Percentage	Frequency	Percentage
1-500	21	25	-	-
501-1,000	28	33.3	-	-
1,001-1,500	14	16.7	9	11.1
1,501-2,000	7	8.3	16	19.8
2,001-2,500	2	2.4	9	11.1
2,501-3,000	2	2.4	11	13.6
3,001-3,500	1	1.3	9	11.1
3,501-4,000	-	-	4	4.9
4,001-4,500	-	-	5	6.2
4,501-5,000	-	-	5	6.2
5,000 and above	-	-	6	7.4
Missing Cases	9	10.7	7	8.6
Total	84	100.0	81	100.0

Source; Survey data

As the above table shows, the majority of students in government schools 49 (58.3%) responded that their household monthly income is up to 1000 Birr. In the case of those who send their children to non–government schools, none of them belonged to this group according to the students' response. If the next broad category is considered as 1001 up to 3500 birr (upper limit of income of parents whose children attend government schools) the remaining 26(31.1%)of parents who send their children to government schools and the majority of those who send their children to the other school 44(66.7%) belong to this category. The remaining 20(24.7) of the later category earns above 3,500 birr. This clearly demonstrates that household income of parents whose children attend non-government schools is higher than those parents who send their children to government schools.

Table 4-7: Comparison of Monthly Income of Households

Group of Households	N	Mean	ST. Deviation	d.f	t	Significance
Those who send their children to government schools	75	1028.066	683.359	147	7.68	0.00
Those who send their children to non-government schools	74	3402.973	2588.286			

Source: Calculated based on survey data

As can be seen from the above comparison, there is difference in terms of income of parents who send their children to government and non-government schools. Also the difference is significant at $P< 0.05$ level. Those who send their children to non-government schools have better monthly income than those who send to government schools. It was also indicated in the focus group discussions in government schools that most of the students in government schools are from lower income families and this has its own effect on students learning in school.

Based on the discussion in the above section, there is a difference in terms of socio-economic background between students who attend government and non-government schools considering the monthly income and parents' educational level. It can be said that those students in non-government schools are from relatively better socio-economic background than those who attend government schools.

4.3. Students' Result

To compare students based on their performance their result in Grade-10 National Examination was considered (annex iv and v). Accordingly students in non-government schools, who come from better socio-economic background have in general achieved better than those in government schools most of whom come from relatively lower socio-economic background. This is different from the findings in some African countries. For instance Odaga and Henveld found that in Kenya and Tanzania students in government schools have better score in national examination than those in non-government schools.

Table 4-8: Comparison of Students Result by Types of Schools

Group of parents	N	Mean	ST. Deviation	d.f	t	Significance
Government schools	84	3.174	0.424	163	5.265	0.000
Non-government schools	81	3.503	0.374			

Source: Calculated based on survey data

As the above table shows, there is a difference between students in government and non-government schools in terms of their performances in Grade-10 National Examination. The difference is also significant at $p<0.05$ level as observed in the T-test The students in non-government schools score better in the national examination than those in government schools.

The difference in socio-economic background of students who attend the two types of schools corresponds to the difference in their performance in schools. Those who attend non-government schools come mostly from better socio-economic background and their performance in school is better than those who attend government schools. The next section discusses the relationship between socio-economic background and students result in school.

4.4. The Relationship between Socio-Economic Background and Student's Performance in Schools

This section presents the relationship between the different variables considered for this study.

Table 4-9: Correlations between the Variables under Study (Non-government Schools)

No	Variables	a1	a2	a3	z
1	Parent Income (a1)				
2	Father Education (a2)	0.563			
3	Mother Education (a3)	0.300	0.142		
4	Academic Achievement (z)	0.498	0.625	0.443	

Source: Calculated based on survey data

The correlation indicates that there is positive relationship between students result and parental income and parental education in non government schools. Father's education is the best correlate to students result. Then parental income is the second correlate to students result. The third correlate is mother's education.

Table 4-10: Correlation between the Variables under Study (Government Schools)

No	Variables	a1	a2	a3	z
1	Parent income (a1)				
2	Father education (a2)	0.448			
3	Mother education (a3)	0.127	0.269		
4	Academic achievement (z)	0.489	0.323	0.021	

Source: Calculated based on Survey data

The result indicates that there is positive relationship between the variables under study in government schools. Relatively; parent income (.489) is the best correlate of academic achievement of students in government school. Then father education (.323) is the second correlate of students' achievement, the third is mother education (.021).

In general, the socio-economic status of parents affects their children's school achievement in many ways. The two socio-economic indicators considered in this study are parental education and household income of students in both types of schools. The effect of such factors on students' achievement can be manifested by different ways as discussed below.

4.4.1. Parental Involvement in Education

This parental involvement in their children's education can be in different ways such as helping with home works, reading with children, providing time, space, equipment, and good learning environment at home supporting the school in various ways such as attending meetings and other school activities.

The involvement of parents on their children's schooling could be affected by their socio-economic status. This is because parental involvement in their children's education necessitates availability of time, material resources, knowledge of the education system.

4.4.2. Provision of Necessary Facilities

This may include school fees, uniforms, stationary materials, and transportation .In relation to this; students were also asked about who covers their educational expenses. In government schools 67.1% of the students said that their parents cover the expenses and 16% of the student said that they cover it by carrying out some income generating activities. The rest 14% of the respondents said that it is covered by other people. In the case of non-government schools, 98.6% of the respondents said that it is covered by their parents. So it can be said that the situation in government schools could affect at least the results of those students who have to carry out some activities to cover their educational expenses

4.4.3. Guidance

Students were also asked if their parents advise them how to manage their time and how to study. In government schools 32.4% of the students said that their parents provide this service, while in non-government schools, 79.2% of the students responded that their parents provide such kind of service. This difference could be related to the socio-economic status of parents particularly their educational attainment. As indicated in tables 4-4 and 4-5, most of the parents who send their children to non-government schools have relatively better educational attainment than those parents who send their children to government schools, so they could provide such service to their children. In the case of government schools, their lower educational level might limit the parents from providing such guidance on academic activities, as they may not have enough academic skills.

4.4.4. Parental Visit to School

Students were also asked if their parents come to school on their own to discuss with teachers about their children's activities in school. The response of students to this question also varies in two types of schools. In government schools only 8.3% of the respondents said that their parents come to school on their own and 91% of the respondents said that their parents don't come. In the case of non-government schools 56.8% of the students reported that their parents come to school on their own. So there is difference in terms of parent school relationship in both types of school and this might contribute to the differences in school achievement of students in both kinds of schools.

Generally, parental visit is much better in the case of non-government schools than government schools.

In addition, as was indicated by the participants in focus group discussion in non-government school, most of the parents come to school on their own to get information about their children. It was also mentioned in the discussion in non-government schools that they have records of parents address and they contact students' parent whenever necessary. The participants of the discussion also mentioned that those parents who may not come to school may make a phone call and get information about their children's activities in school. In addition, the results of students are usually given to parents not to students. This helps parents to get information about their children's achievement; also, it enhances parent school relation. In general, there is a good parent school relationship in non-government schools.

In the case of government schools, the loose parent school relationship could be attributed to several factors. In general, in these schools there is representative body for parents in school, which is called Parent Teacher Association. Members of this association explained that lower parental visit to school is related to their lifestyle. They said that many of the parents whose children are in these schools have lower economic background and they concentrate mostly on their own casual and insecure jobs to support their life. So their working conditions do not allow them to come to school.

Also it was indicated in the discussion that many parents do not give any value to their visits to school. They think that it is not important to visit the school. A member of Parent Teacher Association in one of the government school said that:

> It is difficult to blame the parents for not visiting the school particularly in the case of students under discussion (grade 11). If it is at lower grades may be the parents should go to school to follow up their children. But at this level I think students could manage themselves. They do not need follow up like that at lower grades. What is expected from parents at this level is providing the necessary facilities then advise him/her on how to study.

In addition, parents' low understanding to education was also raised as a reason for low visit to school. Participants in the discussion mentioned that parents may not have enough knowledge about educational issues to communicate with teachers and other staff in school, even when they

are called such kind of parents send other people (elder brother or sister at home, or other) whom they think can communicate well in school with teachers and administrators. Moreover, there is less chance of contacting the real parents most of the time.

Another reason mentioned in the discussion was that parents' may not have sufficient information about their children's activities in school. When students were requested to bring parents, some of them do not inform to their parents but may bring another person.

On the side of the schools (government schools), the following reports were highlighted in discussions with school administrative staff. It was indicated that in principle it is good if the school and parents have a close relationship as this will contribute to the teaching learning process and improve students' achievement. However, according to the school administrative staff, it is very difficult practically to have such strong parent school relations mainly due to large number of students in schools. They indicated that it is difficult to call parents frequently unless their child/ren has/have very serious disciplinary problems in school. Apart from this, the parent representatives in school are supposed to work together with the school. A principal in one government school indicated that they have three general meetings in a year with parents. Another principal in another government school mentioned that there are two general meetings with parents in school in a year.

So, according to the discussion in government schools, the parent committee in school represents parent and it is with that committee that they work. However, it is difficult to say that this kind of relation will contribute to the students' achievement, as the committee is mostly involved in administrative tasks and not on other educational affairs, which could directly affect the students' achievement.

Anyway. as far as parental visit is concerned, those who send their children to non-government schools visit the schools more frequently than those who send their children to government schools. This could contribute to differences in students' achievement in government and non-government schools.

This finding is consistent with that of Herriot et al (1966) who indicated that parental visit to school is a reflection of the socio-economic status. They found that in general parents with low socio-economic background have less support for school programs.

To conclude this section, the students' socio-economic background affects their achievement in schools in general. The difference in income combined with other socio-economic factors could contribute to the difference in school achievement of students in both types of schools. In general, as discussed above, students in non-government schools have better achievement than those in government schools.

Some previous studies have also similar findings regarding the effects of parental education and parental income on students' achievement in schools. For instance, Coclough et al., 2003 indicated that parents' education significantly contributes to the achievement of their children in schools. This is because educated parents recognize the benefits of education and assist their children's' learning process: by providing necessary materials, sufficient study environment at home, by following up their children's activities in school etc. On the other hand, as Brint (1998) argued parents with low education, though they may be concerned about their children's education, they may not have the necessary skill to help their children's learning.

Also Fine (1967) cited in Bereded (2006) noted that the educational background of parents highly contribute for the success or failure of students.

Some local studies have also shown the relationship between parental education and children's achievement in school. The study by Tsion and Wanna (1994) found that most of those who achieve lower in school came from families where parents have low education. Similar results were found in other local studies (Befekadu, 1998; Emebet, 2003; Bereded, 2006).

Previous studies have also indicated that there is a relationship between children school achievement and parental income (Coclough et al., 2003) found that households with lower income depend more on the labor of their children for various activities and this affect negatively the achievement of students from such families. Also Todaro and Smith (2003) argued that the school achievement of children from lower economic background tend to be lower than those from better economic background. According to them, this may not be a reflection of the difference in cognitive ability but the result of difference in economic background. Also Ballantine (1993) indicates that financial resource affects involvement of parents on their children's education. Some previous local studies also show similar results.

The study by Tsion and Wanna (1994) indicates that most of the students with low achievement

in schools came from families with lower economic background. Also the study by Befekadu (1998) found that students with lower achievement in schools came from lower economic background. The study by Bereded has also similar result (Bereded, 2006).

4.5. The Effect of Socio-economic Factors on the Gender Gap in Schools

In general, socio-economic factors that could affect students' achievement in school as discussed in section 4.4. However, the effects of these factors could be different in the case of boys and girls. In other words socio-economic background could affect the schooling of boys and girls differently, hence, contributes to gender gap in schools.

This can be seen by comparing the gender gap in government and non-government schools. In the case of non-government schools where the majority of students come from better socio-economic status the gender gap is in favor of female students. On the other hand, in the case of government schools where the majority of students come from relatively lower socio-economic background the gender gap is in favor of male students. This can be observed by comparing the results of students in Grade-10 National Examination of 2005/06 in both kinds of schools.

Table 4-11: Students' Result in Government Schools by Gender

Category	Male		Female		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
2.20_2.50	0	0	8	26.6	8	9.5
2.51_2.81	2	3.7	8	26.6	10	11.9
2.82_3.12	11	20.3	5	16.6	16	19.4
3.13_3.43	28	51.8	1	3.3	29	34.5
3.44 _3.74	1	1.8	6	19.9	7	8.3
3.75_4.00	12	22.1	2	6.6	14	16.6
Total	54	100.0	30	100.0	84	100.0

Source: Survey data

If we compare the score of male students across the two types of schools, males in non-government schools score better than those in government schools. The difference in score between males in both types of schools is statistically significant as the table below indicates.

Table 4-14: Comparison of Males' Score by Type of Schools.

Type f schools	N	Mean	ST. deviation	d.f	t	Significance
Government Schools	54	3.306	.299	79	2.516	0.014
Non-government Schools	46	3.481	.431			

Source: Calculated based on survey data

If a comparison is made across the two types of schools, females in non-government schools score much better than their counterparts in government schools. The T-value also shows the difference in females score in both type of school is statistically significant. The following table compares females score in both types of schools.

Table 4-15: Comparison of Females' Result by Type of Schools

Type f schools	N	Mean	ST. Deviation	d.f	t	Significance
Government Schools	30	2.936	0.509	63	.590	0.00
Non-government Schools	35	3.530	0.286			

Source: Calculated based on survey data

The better performance of females in non-government schools and the lower performance of females in government schools can be related to the difference in their socio-economic background. In other words, the better socio-economic background of females in non-government schools has contributed to their better academic performance

In the case of government schools, the lower academic performance of females could be related to their lower socio-economic background.

The next section discusses how the difference in socio-economic background could contribute to the difference in performance of females in both types of schools.

4.5.1. Household Activities

This is one of the major factors that contribute to differences in females' achievement in government and non-government schools. To see the effect of this on the gender gap in schools, girls were asked if their activities at home affect their study time. The girls' response is summarized below.

Table 4-16: Girls' Response on Household Activities by Type of School

Girls' Response	Government Schools		Non- government Schools	
	Frequency	Percent	Frequency	Percent
Yes	13	43.3	3	8.5
No	17	56.4	32	91.5
Total	30	100.0	35	100.0

Source: Survey data

According to the response of girls, 13(43.3 %) of the girls in government schools said that it affects their study time at home where as 3 (8.5%) of the girls in non-governmental schools responded that their activities affect their study time at home. It seems that it is the socio-economic background of the girls that make such a difference. It was also indicated in the focus group discussion in non-government schools, that most of the girls in those schools are from relatively better socio-economic background and this reduces the burden on girls at home in different ways.

For instance, such families could substitute their daughters' labor by different mechanisms: they could use processed food, they may have washing machines, and they may have servants or maids. In general, in such kind of families the household activities may not require much labor. The lesser burden for girls in these families can result in more time to concentrate on their educational activities. Thus, it contributes to their better achievement in schools as observed in

their result in Grade-10 National Examination.

In the case of government schools, the lower academic performance of girls could be related to their household activities. In this case, the facilities that could substitute the girls' labor may not be available. In fact, the burdens of household activities are indicated as major barrier to girls' educational achievement in a discussion with members of girls clubs in government schools. These activities leave the girls with less time for their academic activities and even sometimes lead to absenteeism from school. In addition, members of the girls club also explained that there are many girls in their school who carry out some income generating activities to support their families and cover their educational expenses.

A member of the girls club in one of the government schools explained that situation as follows:

> There are many girls who carry out some activities to cover their educational expenses. For instance, I work as a tutor for two children in a certain family, then, with the money I get I cover my educational expenses. This affects my study time because in order to explain for the children I have to read some materials. But I am not the only one who covers educational expenses in this way. There are few who works in cafeterias during their free time to get money. There are also some who are engaged in petty trade activities. Our club also tries to support few girls who have serious economic problems. For instance, now we are giving hundred birr to four girls with such kind of problems every month.

Economic problem as constraint to girls' schooling was also raised in an interview with a counselor in one government school. He explained that more than any other thing, this is the most frequently raised issue by girls who come for advice.

Economic problems might also affect the schooling of boys as they are supposed to carryout some activities to support their parents and to cover their educational expenses. But the effect of economic problem of the parents can be more serious on girls. This is because in addition to girls' larger share of household activities, they have to carry out other income generating activities.

Previous studies also state that the economic problem of parents affect the schooling of girls more than boys (Emebet, 2003; Gennet, 1994).

4.5.2. Absenteeism

This is one of the factors that could contribute to differences in school achievement between girls in government and non-government schools. Obviously, absenteeism from school can also affect students' achievement adversely. The difference in gender gap in government and non-government school could have some relation to this factor.

In general, the study by Darge (2000) indicates that students in government school showed more absenteeism than their counterparts in non-government schools. According to Brantenn (1972) cited in Darge (2000) absenteeism could lead to low academic achievement in schools.

In government schools, it is the girls who are often absent from school than boys. This can be seen from the school records and from the responses of the teachers. More or less similar explanation was given for this by both members of Parent Teacher Association and Girls Club. According to them, although the specific reason for each girl's absence could vary, generally girls' absenteeism is related to their large share of activities at home to support their family. A member of Parent Teacher Association in one government school had this to say;

> It is hard to generalize that this number of girls are absent for this reason, however, from what I can see even in my home it appears that their absenteeism is the result of their large share of responsibilities at home. For instance instead of my son it is easier for me to order my daughter anything that she can do because I assume that she can carryout her responsibility much better than my son. So, girls have more responsibilities at home and this contributes for their absence from school. I do not think that girls at this grade level could be absent for nothing.

A counselor in one government school also explained that in many cases girls raise the family economic problem for their absence. In addition he said that girls sometimes present some kind of harassment on their way to school as a reason for their absence.

Any way, the reasons for absence could be different but it is the girls who have large records of absenteeism in government schools and this could have contributed to their lower achievement in schools as compared to their male counterparts.

In the case of non-government schools, both the school records and teacher response indicate that it is relatively the boys who are absent more frequently than the girls.

A teacher in one of the non-government schools explained that boys' absence may not be related to their activities at home. According to him many of the boys who are absent from class can be found outside the school in different areas: play stations, pool houses, cafeterias etc. So, it looks like that they focus more on entertainment than on education. In relation to this issue, teachers in non government schools were asked the question: Which students look interested to learn when you teach in class?" For this question 56% of the teachers in non-government school responded that it is the girls who look interested to learn. 28% of the teachers said it is difficult to judge, and 16% of the teachers said it is the boys who look interested.

Anyway, as far as absenteeism is concerned, boys are more frequently absent in non-government school and that could have contributed to their lower achievement as compared to girls.

4.5.3. Harassment

This is stated as one of the constraints to girls' education in Ethiopia (Emebet, 2003; Gennet, 1994; Tsion and Wanna, 1994).To see the difference on the incidence of harassment, girls in both kinds of schools were asked if they have faced any kind of harassment that could affect their education.

Table 4-17: Girls' Response on Harassment

Girls' Response	Government School		Non-government School	
	Frequency	Percent	Frequency	Percent
Yes	9	27	2	8.5
No	21	63	33	91.5
Total	30	100%	35	100%

Source: Survey data

In government schools 9 (27%) of the girls said that they have faced some kind of harassment, whereas 2 (8.5%) of the girls in non-government school said that they have faced the same problem. The majority of girls in government schools 21 (63%) and those in non-government schools 33 (91.5%) did not face any harassment. More important here is that girls could be harassed in government and non-government schools. The difference in terms of harassment in

government and non-government school could be related to other factors. The majority of the girls in government schools (21.5%) said that they faced such kind of problem on their way to school. This could be related to the socio-economic factors.

To see the effect of this factor it is better to look at the girls' response to the question about means of transportation, girls' in both kinds of schools were asked about the means of transportation they use most of the time to go to and from school? Their responses to this question are summarized in the following table.

Table 4-18: Girls' Response on Means of Transportation

Means of Transportation	Government Schools		Non-government Schools	
	Frequency	Percent	Frequency	Percent
On Foot	22	73.3	8	22.8
By Public Bus	4	13.3	1	2.8
By School Bus	0	0	10	28.5
By Private Car	1	3.3	9	25.7
By Taxi	3	10.1	7	20.2
Total	30	100.0	35	100.0

Source: Survey data

The Table 4-18 shows response of girls on means of transportation. The majority of them in government school, 22 (73.3%), travel on foot. This might have increased their exposure to harassment on their way to school. In the case of non-government schools 8 (22.8 %) of the girls said they travel on foot but the majorities use other means of transportation such as taxi, bus or private car. So, this could be the reason for the lower incidence of harassment among girls in non-government schools.

Thus, higher incidence of harassment in government school and lower incidence in non-government schools could be related to their means of transportation, which is a reflection of their socio-economic background. This could also contribute to differences in school

achievement of girls in government and non-government schools

4.5.4. Facility

The scarcity of facilities in school could affect both boys and girls. However, the degree of effect could differ for boys and girls. This was obtained in a discussion held with members of Girls Club in one of the government schools.

They explained this based on their experience in school. They said that females are affected more than males by the scarcity of books in the library in school. The situation is that the library in the school is small in size and the books in the library are not enough for all students. So they have to line up into the library to borrow books. This creates so much trouble in the mornings there is a struggle to get into the library and use the available few materials. It is physical and the boys take advantage in such struggle to get into the library, as the girls are afraid to be involved in such kind of struggle. The members of girls club also suggest that it would be much helpful for girls to have their own library.

To sum up, the findings of this study show that it is the girls in non-government schools who come from better economic background that achieve better than those in government schools most of whom come from lower economic background. Different sources also discuss the effect of socio-economic background on gender gap in schools particularly the two socio-economic indicators considered in this study: household income and parental education.

Some sources indicate that the general economic condition of the country and the particular household economic condition could contribute to the gender gap in education (Todaro and Smith, 2003; Oxfam, 1998).

The gender gap in education is also considered as indicator of a country's level of development. This is because in general economic progress is associated with conditions that make women's life less restricted. It is in more prosperous countries that girl's enrollment and achievement is much better and it is in low income countries that the wider gender gap in education is found (Haddock and Pincotta, 2006; Oxfam, 1998).

When the socio-economic conditions of particular households are considered, families with low income depend more on the labor of their children for household activities, which overburden

girls more than boys, girls in such families will have too much household activities to carry out (Todaro and Smith, 2003). In contrast, in the case of families with better income, such families do not depend more on the labour of their children as they can afford to pay for domestic labor saving devices and processed foods. This reduces the burden on girls and the opportunity cost of girls school attendance as indicated by Click and Sahn (2000) cited in Coclough et al. (Coclough et al.,2003;Odaga and Henveld,1995). Also Heward and Bunawaree (1997) state that economic constraints have in general less impact on boys than girls schooling.

Local studies also show the relationship between socio-economic status and gender gap in education. In urban areas where the general socio-economic conditions are better, girls' enrollment and achievement in school is much better than those in rural areas (Tesfaye, 2006; Gennet, 1994; Emebet, 2003).

Within the urban area for instance in Addis Ababa, it was found that girls with better socio-economic background perform better in national examination than those with lower economic background (Emebet,2003).

In general, the economic condition of the household affects the schooling of boys and girls differently; when the economic background is lower, its adverse effect will be more on girls as they have to carry out too many activities (Coclough et al., 2003; Emebet, 2003).

Parental education also contributes to the gender gap in schools. Coclough et al. indicated that parents' education (particularly that of mothers) has more effect on schooling of girls than boys (Coclough et al, 2003). Some previous local studies found similar result: the effect of parental education will be more on the education of girls (Emebet, 2003; Mulugeta, 1998). Befekadu's (1998) study found different results, which state that parental education has more association with boys than girls in rural areas of Oromia.

The effect of difference in socio-economic status on girls' education can be in different ways as was discussed in section 4.5.

4.6. Opinions about the Gender Gap in Both Kinds of Schools

This section presents opinions from teachers, principals, and members of Girls Club on the gender gap in both kinds of schools.

4.6.1. Teachers' Opinion

Teachers were asked the question, "Which students do you think have better academic ability?" Their responses are summarized as follows.

Table 4-19: Teachers' Response on Students' Ability

Teachers' response	Government Schools		Non-government Schools	
	frequency	Percent	Frequency	Percent
Male	3	25	1	5.7
Female	2	16.6	5	27.7
It depends on the efforts of students	7	58.3	12	66.6
Total	12	100.0	18	100.0

Source: Survey data

The majority of teachers (58% in government and 66.6% in non-government schools) said it depends on the efforts of student.

One key informant teacher in government school explained his opinion as follows:

> Well, based on what I see in class, it is boys who participate more. They perform the activities given faster than girls. Most of the high achievers are boys. So, it seems to me that boys understand easily, and are motivated to learn. Girls on the other hand (majority of them) do not participate in class. Also when I give assignments, many girls do not understand them easily and they come for explanation most of the time. In addition, it is girls who are absent more frequently and who miss tests. So, because of all these situations, I think boys understand easily and I can teach them with less effort. But this is not to say that all girls have similar problems.

Similar results were found in previous studies. Coclough et al., (2003) indicate that in many African countries teachers have biased attitude towards girls. Also Measor and Sikes (1992) found that teachers like teaching boys more because boys are assumed as capable of learning and

are much brighter.

Local studies have also shown that teachers assume that boys have better academic abilities than girls (Tsion and Wana, 1994; Emebet, 2003).

Another key informant teacher in government school explained his opinion of the gender gap in school as follows.

> It is obvious that girls' achievement is equal with boys and even sometimes better in elementary grades. I observed this when I was teaching in elementary school some years ago. As their age increases, their results in school declines that is what I see now at this grade level. I do not tell you why this happens. But I think as their age increase girls will be concentrated more on other non- educational matters than boys. They think about their friendships, future partners, give more attention to other areas, than they do to (many of them at least) educational matters.

Studies in China by Ross (1993) cited in Misk and Van Belle (1997) indicates similar results about this kind of teachers' attitude.

One of the teachers explained that "girls are at the top of the class in primary school, at middle of the class in middle school at bottom of the class in college because of their natural inclination toward social interaction"(Misk and VanBelle,1997: 4)

Measor and Sikes (1992) also indicate that girls' academic achievement declines as they move from primary to secondary level of education.

However it is difficult to conclude in this way, because recent studies indicate that particularly in some developed countries girls are outperforming boys even in secondary schools (Jeanne Walz and Garry, 2005).In addition as was obtained in this study, girls in non-government schools are achieving equally with boys even at secondary grades.

Another teacher in a non-government school explained his opinions about the gender gap by comparing his experience in government and non-government schools:

> When I was teaching in government schools previously, I thought that boys have better academic ability than the girls. I also assumed that many girls are less concerned and they do not want to work hard. That was based on what I observed in government schools. But since I started teaching in this school, I have experienced a different situation. It is the girls who

participate more in class, score equal to boys and even in many cases better than boys, and they are attentive in class. The girl's also carryout activities given to them in class better than boys. It is relatively with boys that in many cases I found problems: Low participation, absenteeism. Also out of class at break times you find boys mostly discussing on non educational matters such as football matches, movies etc. So now I cannot keep on assuming based on my previous experience in government schools where boys perform better. Now, I have a different experience.

4.6.2. School Administrative Staff

This group includes unit leaders, supervisors, and principals. To the question; "Do you think that female students need any special support to be successful in education?" they responded the following;

In the case of non-government schools, the participants of the discussion said no. This is because according to them there is no problem with girls' achievement in their schools. Girls are performing equal to boys and even better than boys without any special support.

In the case of government schools, mixed responses were found in a discussion held in different schools. In one of the schools, it was indicated that in principle there should be some kind of support to girls to improve their achievement. However according to the participants, to make this practical there are two problems.

First, to help the girls in special programs, the teachers should be willing to give this. Otherwise, the school has no resources to pay for this; the support from teachers should be on voluntary basis. The other problem is related to the girls' students. It was mentioned that the attempt to give support to girls alone may create other problems. They might be afraid that they will be considered weak. That is why the support is given for them. The participants suggested that, there are both low achiever boys and low achiever girls although their numbers by gender may differ. The special support should be given for all low achievers not based on other criteria like gender.

In another government school discussion, one participant had a different view. He said that if it is in rural areas where girls' education is constrained with many economic and cultural factors; there is need for special support for girls. According to him, in Addis Ababa, girls have equal

access to education and there is no need to give special support for them. If their result is lower, it is because of their carelessness. They should work hard and compete equally with boys as they have equal access to education.

However, it is difficult to generalize in this way since girls in urban areas have also their own problems as mentioned in previous studies (Emebet, 2003) and it is difficult to attribute their low performance in schools to their own personal weaknesses. Access to education by itself does not imply success since achievement in education can be influenced by several factors: social, cultural, economic.

One key informant male teacher in government schools said that he does not give special support to girls, because individually it is not easy for him to discuss with girls outside the class, at break time, and any other free time. He said it is difficult to get closer and discuss with girls even about educational matters personally because such kind of relation with a girl will be considered as improper and unprofessional. He said because of this it is easier and more comfortable to interact and discuss with boys than girls outside the class.

In one of the government schools, a female teacher has this comment in relation to the effect of sex of teachers on girls' achievement. The presence of too many male teachers in the school does not seem to have significant effect on girl's performance. In other words increasing the number of female teachers may not be the best solution to improve the performance of girls. This is because at this grade level the effect of sex of the teacher on students result is not significant. But at primary level, since students consider the female teachers as their mother the number of female teachers could have significant contribution to girls in school. But at this level the emotional attachment of girls to female teachers is very low. So the sex of the teacher is not major problem to girls' education as compared to other cultural economic factors.

What can be said from the above discussions is that it is the background of girls that affect their performance in schools rather than special support given to them. This is because in the case of non-government schools where the majority of girls come from better socio-economic families they achieve equally with boys without any special support .They have more time to concentrate on their educational activities as compared to their counter parts in government schools.

In contrast to this, in government schools the girls have less time for educational activities as

they have to carry out too many household activities. Their lower performance in school is related to this background. So, there should be some kind of special support for girls in these schools.

Recent studies show that in some developed countries girls are achieving equally with boys and better than boys. In fact, in some of the developed countries the concern has become about the underachieving boys. (Jeanne, Walz and Garry, 2005)

4.6.3. Members of the Girls' Club

Girls' members of the Girls' Club in government school said that there should be special support for girls. This could be in the form of arranging tutorial classes. Also it is good if teachers could encourage girls to participate in class discussions by asking girls deliberately. If they give credit to class participation, this might act as an incentive to improve girls' participation, which can contribute to their better results.

Another point raised in discussions with members of the girls club is in relation to the sex of the teachers in their schools. In this case two views were observed. Some of the girls argue that the contribution of large number of female teachers on girls' performance might not be significant. Other members of the girls club argue that the presence of large number of female teachers can positively contribute to students' achievement in schools because it makes the girls interaction easier as girls will more likely be open to discuss with female teachers.

To summarize the findings, the gender gap in schools at grade eleven differ across different types of schools: in government schools it is in favor of boys this is related to the female low achievement in Grade-10 National Examination. In non-government schools, the gender gap is slightly in favor of girls. Also females' performance in the national examination was found to be relatively better than that of boys. The reason for such difference in gender gap in both types of schools is related to the difference in socio-economic background of the females'. The low performance of females in government schools is related to their lower socio-economic background.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1. Conclusion

The objective of the study is to compare the gender gap in government and non-government schools in Addis Ababa. Also the study aimed to examine the effects of socio-economic background of students for such gender gap in school.

In the study, it was found that there is a difference in terms of socio-economic background of students who attend government and non-government schools by comparing the parental income and parental education of students who attend both types of schools. It was found that the average monthly in come of parents who send their children to non-government schools is higher than those who send their children to government schools. As far as parental education is concerned those parents who send their children to non-government schools have better educational attainment than those who send their children to government schools.

Also students in both types of schools were compared based on their result in Grade-10 National Examination. Accordingly, those students who attend non-government schools have on average better score in general in Grade-10 National Examination than those who attend government schools.

Comparison was also made to see the gender gap in both types a schools based on the same measure: national examination. In this case, it was found that in the case of non-government schools females' score is slightly higher than males. In the case of government schools, males' score was found to be higher than their female counterparts. So in government schools there is gender gap in favor of male students.

To examine the effect of socio-economic background on student's result, students' result was correlated with their parents' income and educational level. Accordingly, in both government

and non-government schools it was found that household in come, father's education and mother's education are positively correlated to student's performance in both types of school.

Concerning parental involvement in their children's schooling, it was found that parents who send their children to non-government schools are involved in their children's education much better than those parents who send their children to government schools. This difference in parental involvement was reflected in terms of provision of necessary facilities to their children, assisting their children at home by providing good learning environment and by providing guidance at home. Another indicator of parental involvement was parents visit to school to follow up their children's activities in school.

The study also found that the difference in socio-economic background of students in government and non-government schools contributes to the difference in gender gap in both types of schools .The gender gap in non-government schools is slightly in favor of female students, but in government schools, it is in favor of male students. This was related to the low performance of female students in government schools as compared to their male counter parts.

Females' low performance in government schools as compared to those in non-government schools is related to their lower socio-economic background, which adversely affects performances of females more than males in government schools. First, the household activities carried out by females at home affect their study time much more than those females in non-government schools and even more than males in government school. So, while females, who attend non-government schools, are not burdened with household activities as a result of which their result is better, the opposite is true for those who attend government schools.

Also females in government schools have other constraints related to harassments on their way to school; it was found that the effect of this factor is more on females in government schools than those in non-government schools. Another factor related to their economic background that was found as constraint to females education in government schools is absenteeism. It is the females who are more frequently absent in government schools and this also contributes to their low performance.

Finally, Different opinions were found from teachers and school administrative staff regarding the gender gap in both types of schools, while in non-governmental schools both teachers and

administrative staff have the opinion that there is no need to give special support for females as their result are equal or even in some cases better than their male counter parts. In government schools, there is a need for special support for girls according to the opinions of Girls Club, teachers and administrative staff.

5.2. Recommendations

Based on the findings of the study, the following points are recommended. The gender gap in government schools is related to females' low performance, which in turn is related to their lower socio-economic background. To improve the performance of girls in these schools some measures should be taken:

1. To reduce the burden on girls at home there should be fair division of activities for boys and girls. Also there should be interventions from government organizations and NGO's working on community affairs in the form of provision of some labor saving devices cooking facilities for instance with lower prices for lower income families. Also parents should help their children with household activities so that their can have adequate time for educational activities. Parents should also help their daughter's education by organizing routine household tasks to fit the school schedule. This will contribute to reduce girls' absenteeism from schools.

2. Girls in government schools also should be given some kind of special support in the form of tutorial classes, additional work sheets; there should be some incentives for teachers to give such kind of support to girls.

3. The available Girls Clubs in government schools should be strengthened financially and materially so that the girls could benefit from the clubs.

4. There should be some measures to sensitize teachers on gender issues by organizing workshops, trainings for teachers as to how they could interact with students in class so that they can have fair, professional and friendly approach to all students irrespective of gender. This could motivate the girls to participate more in class and to be actively involved in teaching learning process.

5. As for parent-School relationship parents, particularly those who send their children to government schools, should be clear with the advantage of parent school relationship. For this the available parent committees in schools should work to strengthen the relation ship between parents and schools.

6. In non-government schools the slight gap is because of the lower performance of boys, so, parents still should work hard to improve the attitude of boys to wards education.

7. There should also be mechanism to share the experience of girls in non-government schools with those in government schools so that girls in government schools can learn from the successes of their counter parts in non-government schools.

8. The available media campaigns on gender related issues should be undertaken intensively. Also there should be attempts to use the available traditional institutions such as *idirs*, *iqubs*, etc to raise public awareness on the advantage of females' education.

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Annex i

Addis Ababa University

School of Graduate studies

Regional and Local Development Studies

Questionnaire for Students

A. Objective: The objective of this study is to compare the gender gap in academic performance in Government and Non-government schools in Addis Ababa. The information you provide will only be used for research purpose and will be kept confidential. You do not have to write your name in the questionnaire. Your frank and honest response will be highly appreciated.

B. Instructions

1. For choice questions circle the letter of your choice.

2. Specify your answers for questions that need specification.

3. Put an 'x' sign when required.

4. Give short and precise answers for short answer questions.

5. No need of writing your name.

C. Personal information

1. Address _____ sub city _____ Kebele _____

2. Sex Male_____ Female _____

3. Age _____

4. Grade _____

5. Your school name _____

6. Location of your school sub city: _____

Kebele _____

7. Your result at Grade 10 National Exam _____

8. Your first semester result in grade11 (average) ----------

D. Family Background

1) With whom are you living?

a) Parents (father and mother) b) mother only

c) Father only d) guardian e)other, specify_____ _

2) What is your family's monthly income?

a) Below 400 Eth Birr b) Between 400 and 800 Eth Birr

c) Between 800 and 1000 Eth Birr d) between 1000 and 2000 Eth birr e) Above 2000 Eth Birr

3) How many children does your family have _____ M_____ F_____

4) Does your family own the following items? (It is possible to circle more than one item)

a) Radio/ Tape b) TV c) Fridge d) Private Car e)Private house f) Business organization g) if other specify_____

5 How much do you pay for school in a year----------?

6. Education i (father) a) illiterate (unable to read and write)

b) Primary (1-8) c) Secondary (9-12) d) Certificate e) Diploma

f) First Degree g) Second Degree

h) other specify_____

ii Education (mother) a.illitrate (unable to read and write)

b) Primary (1-8) c) Secondary (9-12) d) Certificate e) Diploma

f) First Degree g) Second Degree h) other, specify_____

iii Education (Guardian) a. illiterate (unable to read and write)

b) Primary (1-8) c) Secondary (9-12) d) Certificate e) Diploma

f) First Degree g) Second Degree h) other, specify_____

6. Occupation i (father) a) Civil Servant (Government employee) b) Employee in Non Government organization c) Merchant d) Self employed

e) Unemployed f) Other specify_____

ii Occupation (mother) a) Civil servant(Government employee) b) Employee in Non Government organization c) Merchant d) self employed .

e) Unemployed f) other, specify_____

iii. Occupation (Guardian) a) Civil servant (Government employee) b) Employee in Non Government organization c) Merchant

d) Self employed e) un employed e) other, specify_____

E Information on Education

1) How do you get to school?

a) Own push b) Parental (Guardian) push c) Friends push d) Other specify _____

2) How do you see the motivation of Majority of students in this school to learn?

a) High b) Medium c) low

3) If your answer to question number 2 is low what do you think are

the reasons for lack of motivation?

a) Poor family background b) Mostly teachers do not teach well.

c) What we learn in school is not related to our life.

d) Because we come to school by force

e) If other specify_____

4) Do you have a tutor at home? a) Yes b) No

5) I am interested to learn. a) I agree b) I do not agree c) Difficult to judge

6) If your answer to question number 5 is I do not agree what is the reason.

a) Because the teachers do not teach properly.

b) Because I do not have adequate materials needed for education (guide books, reference books etc).

c) Because I do not get enough support from my family.

d) I do not think that education will improve my life in the future.

e) For All reasons. f) If other specify_____

7) Does your family give support to your education?

a) Yes b) No

8) If your answer to question number 7 is yes, how does your family support you? (it is possible to circle more than one)

a) By moral encouragement.

b) By giving advice to study.

c) By providing the necessary facilities.

d) By hiring a tutor.

e) In all the above ways.

f) If other specify_____

9) Do you support your family by carrying out some income generating activities? a) Yes b) no

10) Did many students fail in grade 10 national exam last year?

a) Yes b) No

11) If your answer to question number 10 is yes, what do you think are the reasons?(it is possible to circle more than one)

a) They did not study well b) Most of them were engaged in other activities to support their family c) They did not get support from their family E) If other specify_____

12) Do your parents come to school to discuss your performance in class with your teachers? a) Yes b) No

13) If you answer to question 12 is no, what are the reasons?(it is possible to circle more than one)

a) Their working condition does not allow them (they do not have time).

b) Because of their low understanding to education.

c) Because the school is very far

d) The school does not encourage them to come.

e) Other specify_____

14) If your answer to question 12 is yes, how often do they come?

a) Most of the time on their own.

b) When they were called by the school.

c) To take my semester result.

d) Other specify_____

15Which one of the following could be the reason for your absence from school?(it is possible to circle more than one)

a) I have to support my family in household tasks.

b) I have to carry out some income generating activities to support my family and to cover my educational expenses.

c) When I am sick.

d) Because the school is very far I arrive late.

e) Other specify_____

17) How is your family's living standard in general? a) High

b) medium c) low

18) How far is the school from your home?

a) Very far (More than one hour walk).

b) Moderately far (More than 30 minutes walk).

c) Not far (less than30 minutes walk).

19) Does the distance between your home and school affect your education? a) Yes
b) No

20) Whom do you think are the most over burdened with home activities in your family?

a) Boys b) Girls c) Both

21) Do your activities at home affect your study time? a) Yes b) No

22) How is the availability of time and space for study at home?

a) enough b) medium c) low

23) How is the attitude of your family to boys and girls education?

a) Similar b) different

24) If your answer to question 23 is different to whose education do they give more value?
a) Boys b) Girls

25 Do teachers give equal attention to boys and girls in class?

A) Yes b) No

26 If your answer to question 24 is no, to which students they give more attention? a) Boys b) Girls

27 Do you think that teachers underestimate the academic ability of girls in class mostly? a) Yes b) No c) difficult to judge

28 If your answer to question 26 is yes, how?

a) They do not give chance for girls when they raised hands.

b) They are not willing to discuss educational matters with girls out

side the class.

c) They insult girls in class.

d) Other, specify_____

29) Do you participate in class? a) Yes d) No

30) If your answer to question 29 is no, what is the reason?

a) Most of the time the questions raised in class are difficult.

b) I assume that teachers do not give me chance

c) I am afraid to make mistake.

d) I am afraid to talk in front of my classmates

e) Other specify_____

31) Who covers your school expenses (ex. book, pens, transportation, etc?)

a) My parents /Guardian.

b) I cover by carrying out some income generating activities.

c) Other specify_____

28) How do you go to school most of the time?

a) On foot c) By taxi b) By public bus d) By school bus e) By private car

31) Do you think that boys have better academic ability than girls?

a) Yes, because_____

b) No, because_____

33) In which subject do your perform better? _____

34) Which subject do you like most? _____

35) In which subject do you score the lower? _____

36) In which subject do you score low most of the time? _____

37) Which subject is more challenging to you?_____

38 Which subject do you understand easily? _____

Instruction:- The Following Questions are Prepared for Girls Only.

39) Have you faced any kind of harassment which may affects your education? (girls only)
a) yes b) no

40) If your answer to question39 is yes, from where do you face?

a) From male teachers.

b) From male students.

c) Form other males on my way to school.

d) From males in my surrounding.

e) Others specify_____

41) Which of the following factors hinder your education in school? (Order them according to their severity by writing 1-9) (For girls only)

_____ Your low self confidence.

_____ Problems you faced from male students.

_____ Cultural effect.

_____ Too much household tasks.

_____ Trouble created by male teachers.

_____My low ability.

_____ Low family support.

_____Majority of the teachers in the school are male.

_____Absence of special support for girls in the school.

42. What solutions do you propose to improve the academic performance of girls in school? (for girls only)

A_____

B_____

C_____

Annex ii

Addis Ababa University

School of Graduate studies

Regional and Local Development Studies

Questionnaire for Teachers

Part I

A .Objective: - The objective of this study is to compare the gender gap in academic performance in Government and Non-government schools in Addis Ababa. The information you provide will only be used for research propose and will be kept confidential. You should not write your name in the questionnaire. Your frank and honest response will be highly appreciated.

Thank you in advance for your cooperation.

B. Instruction

1. For choice questions circle the letter.

2. Specify your answerer for questions that need specification.

3. Put an "X" sign when required.

4. Give short and precise answerer for short answer questions.

5. Do not write your name.

C) Personal Information

1. Address _____ sub city_____ Kebele_____

2. Sex: Male _____ Female_____

3. Age: _____

4. Your qualification: M.A____ B.A ____ Diploma _____

Certificate _____ other specify _____

5. Your school name _____

6. Field of specialization Major _____ minor__ _____

7. Years of experience in teaching _____

8. Subject (s) you teach now _____

9) Grade (s) you teach now _____

10) Number of credit hours you have per week _____

Part II: Circle your answer for the following questions.

1. What is the average number of students in classes you teach?

a) Below 50 c) Between 50 and 60

b) 50 d) Between 60 and 70

e) Above 70

2. Do you think that this number affects teaching learning process in class?
a) Yes b) No

3. Majority of students in classes you teach belong to.

a) Male b) Female

4. Is there gender gap in performance in your subject? a) Yes b) No

5 If your answer to question 4 is yes, which students perform better in your subject?
a) Male b) Female

9 Majority of high achievers in your subject belongs to

a) Male b) Female

10 Majority of low achievers in your class belong to: a) Male b) Female

11) Do you give any special support to female students in class?

a) Yes b) No

12) If your answer for question 11 is yes, in what way?

a) By discussing with their parents.

b) By arranging Tutorial class for them.

c) By encouraging them to participate in class.

d) In all the above ways.

e If other specify_____

13 Do you see gender difference in terms of interest of students to learn in class?
a) Yes b) No

14 If your answer to question 13 is yes, which of the students on average have low interest? a) Male b) Female

15) Do you make contact with parents, if their child (ren) has/have problems (academic, disciplinary)? a) Yes b) No

16) If your answer to question 15 is no, what are the reasons.

a) I do not have time to do this.

b) Most of the time parents do not come when they are called.

c) The school does not create favourable conditions for this.

d) Other, specify_____

17) Do students' parents on their own come to school to follow up their child (ren) activity? a) Yes b) No

18) If your answer to question 20 is no, what do you think are the reasons?

a) Low understanding to education.

b) May be lack of time.

c) Distance of the school.

d) Other specify_____

19) Do you think that the grade 10 national exam measure academic ability of students?

a) Yes b) No

20) Do you think that there is strong relationship between the school and students' parents? a) Yes b)No

21) If your answer to question 20 is no, what are the reasons?

a) The school management does not create favourable condition for this.

b) Low interests parents to have contact with the school.

c) Low understanding of parents about education.

d)Other specify_____

22) Which students are absent from class most of the time? a) Male b)Female

23) Do you see any sex difference interns of interest of students to learn in class? a) Yes b) No c) Difficult to judge

24. If your answer question 23 is yes, which ones are highly interested

a) Male b) female

25) from the following factors that may affect teaching learning process, select what you consider are the most serious factors and then rank them by numbering (1-9) according their degree severity, (begin with for the most serious

_____ Low Qualification of teachers.

_____ Poor motivation of teachers toward teaching.

_____ Low attitude of students toward learning.

_____Low motivation of students to learn.

_____ Poor economic background of students.

_____ Large number of students in class.

_____ Poor school management system.

_____ Low parent-school relation ship.

_____ Poor school facilities.

26) What do you think should be done to improve performance of female students in school?

a)_____

b)_____

27) What do you think are the most important factors that hinder student academic performance in grade 10 National Examination? (List them).

_____

_____

28) What solutions do you propose?

Annex iii

Profile of the schools under study

1 Magic carpet: this is a non-governable school which is owned by share holders. It is located in yeka sub-city. The school has levels from grade one up to grade twelve. The school has 2,995 students in all the grade levels. The total member of teachers in the school is one hounded and five. As regards its administration it has one principal and on other vice principal.

2 Miskaye Hizunan: this is another non-governmental school owned by an Orthodox Church; medhanialem charch. It is located in Gulele sub city. It has grade levels from grade one up to grade twelve. It is administered by principal and another vice principal. It has both regular and an extension program. The total member of students in the school in all grade levels is 2,654 total numbers of teachers is 92.

3 Lideta Cathedral Catholic School This is also a Non Governmental school owned by Catholic Church. It is located in Arada sub city. It has different branches for primary trades and secondary grade levels (9-12) in two nearby compounds. In addition it has also separate single sex education system in which only girls are enrolled .It is administered by one principal and one vice principal. It has bother regular and extension programs. The total number of students in the school is 1,194 total numbers of teachers 85.

4 Wondered School: This is a governmental school which is located in yeka sub city. It has levels from grade nine to grade twelve. It is administered by one director and two deputy directors. It has both regular and evening programs. The total number of students enrolled in the school this year is 4155. The number of teachers in the school is 85.

5 Higher 4 School: This is a government school which is located in idea sub city. It has second cycle secondary grade levels (11 and 12) and also tot1 and lot2 programs, if has bother regular and extension programs. The school is administered by one Director and two Deputy Directors. The total numbers teacher in the school is eighty five. The total number of students is 4,123

Annex IV

Table 3.4.b students result by gender in non government school.

		Sex of the respondents		
		Male	**Female**	
Your	2.40	1	0	1
Result at	2.43	1	0	1
Grade 10	2.80	4	0	4
National	2.83	1	0	1
Exam	3.00	1	2	3
	3.20	5	7	12
	3.24	1	0	1
	3.30	1	0	1
	3.40	4	4	8
	3.41	0	1	1
	3.50	1	3	4
	3.57	0	1	1
	3.60	6	6	12
	3.63	1	0	1
	3.70	1	0	1
	3.71	1	0	1
	3.75	0	2	2
	3.80	8	5	13
	3.86	1	0	1
	3.88	2	0	2
	4.00	6	4	10
Total		46	35	81

Annex v

Students result in grade by gender (Government schools)

		Sex of the respondents		
		Male	**Female**	
Your	2.20	0	1	1
Result at	2.29	0	2	2
Grade 10	2.42	0	1	1
National	2.43	0	4	4
Exam	2.60	0	1	1
	2.80	2	7	9
	2.86	0	2	2
	2.90	0	3	3
	3.00	10	0	10
	3.10	1	0	1
	3.13	3	0	3
	3.14	1	0	1
	3.20	10	0	10
	3.25	1	0	1
	3.28	11	0	11
	3.40	0	1	1
	3.41	1	0	1
	3.43	1	0	1
	3.48	0	3	3
	3.50	0	2	2
	3.57	1	0	1
	3.71	0	1	1
	3.80	12	0	12
	4.00	0	2	2
Total		54	30	84

Annex VI

Discussion guidelines for focus group discussion

1. How do you make contact with student's parents?
2. Do parents on their own come to school?
3. Is there any parent representative body in your school? If there is what is the role of this body in the school?
4. How do you evaluate the relationship between parent and your school?
5. Do you think that there should be special support for girls in school? What kind?

6 Are there regular meetings with parents in a year?

7 which students (from males and females) have disciplinary problems most of the time

Annex vii

Interviews with Girls Club

1. What is the role of this Club?
2. How many members does it have?
3. How does it support girls in school?
4. What are the major constraints to girls in your school?
5. Do you think that there should be special support for girls in your school?
6. Do you think that presence of large number of female teachers will improve females academic performance?

Annex viii

Interviews with counselors in school

1 which students frequently come to you seeking advice in relation to

academic issues

2 What are the problems that girls frequently raise to you?

3 Do girls come to you to get advice frequently?

4 What kind of advice do girls need frequently?

Annex ix

Interview with key informant teachers

1 How many years did you work in this profession?

2 what is your experience about gender gap in performance?

3 Do you think that there should be special support for girls in school? What Kind?

4 Do you give special support to girls?

5 How is your interaction with boys and girls outside the class in school?

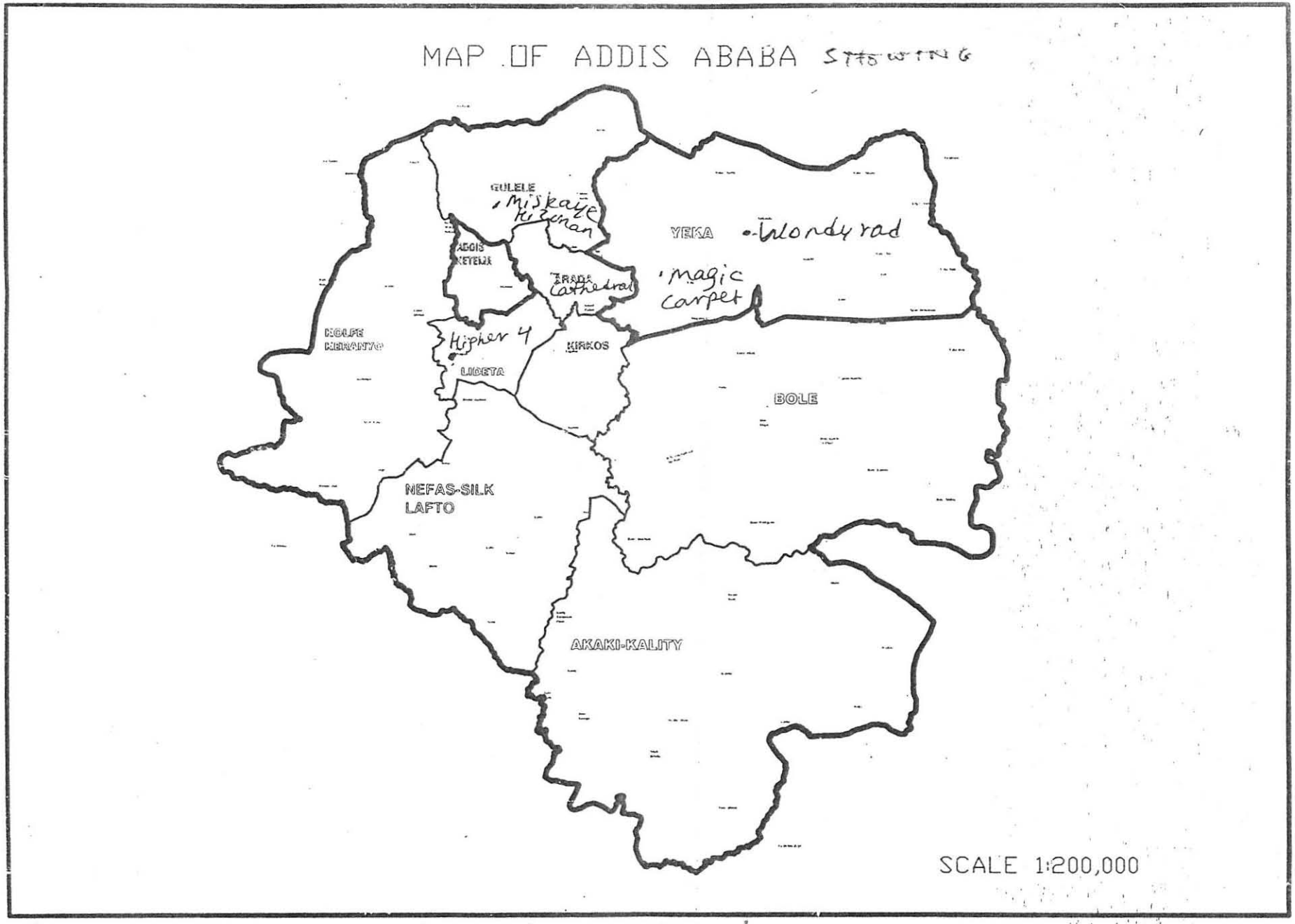


Figure 1.1: Map of Addis Ababa showing the location of the schools under study

Declaration

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

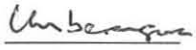
Name: Abera Awano

Signature: 

Date 21/08/07

Approved by:

Advisor name Ignatious Mberengwa (Dr.)

Signature 

Place Addis Ababa University

Date 21/08/07.