

**CULTURAL DETERMINANTS OF FEMALES'
ENROLLMENT AND ACADEMIC ACHIEVEMENT
IN SECONDARY SCHOOLS OF GUJI ZONE,
OROMIA NATIONAL REGIONAL STATE**

By

Habtamu Teshome

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

June 2009

Addis Ababa

Acknowledgements

First of all I would like to thank Almighty God for his immense help from start to the end of my study. Next, many people and organizations were by my side in the undertaking of this study, which their cooperation and effort were instrumental for the successful completion of the work.

Among all, my deepest and heartfelt gratitude is due to my advisor Dr. Enguday Ademe for her insightful comments and unreserved guidance, with out which this study would have not been realized. Her comments were indispensable assets to me not only for this study but also in my future career as well.

I owe my special thanks to my wife Aadde Abebech Merga, for here moral and material support and also tolerance to the pain of living away of me during my stay in Addis for pursuing the post graduate study.

I am grateful to Oromia Education Bureau and Bore District Education office for their sponsoring, Addis Ababa University for its financial support. I wish to extend my thanks to those experts as zonal and district education office, school management bodies teachers, students and cultural leaders for their support of providing responses up on which the study was based.

Finally, I would like to acknowledge Zebib Kibrom for her patience, cooperation., and skillfully typing the manuscripts

Habtamu Teshome Negash

Table of Content

	Page
Acknowledgements.....	i
Table of Contents	ii
List of Tables	v
Acronyms.....	vii
<i>Abstract</i>	<i>viii</i>
 CHAPTER ONE	
INTRODUCTION	1
1.1 Background of the Study	1
1.2 Statement of the Problem.....	4
1.3 Objectives of the Study	7
1.3.1 General Objective	7
1.3.2 Specific Objectives	7
1.4 Significance of the Study	8
1.5 Delimitation of the Study.....	9
1.6 Limitation of the Study	9
1.7 Operational Definition of Terms	9
 CHAPTER TWO	
Review of Related Literature	11
2.1 Females' Education	11
2.1.1 Significances of females' education	12
2.1.2 An overview of the present status/condition of females' education.....	13
2.1.2.1 Females' enrollment and achievement in secondary education:	
World context.	13

2.1.2.2 Females' secondary education in Ethiopia	15
2.1.2.3 Females' secondary education in Oromia	17
2.2 Cultural Determinants of Females' Education	18
2.2.1 The concept of culture	19
2.2.2 The components of culture	20
2.2.3 Culture and gender	22
2.2.4 The Oromo women in the Gada system	23
2.2.5 Cultural determinants of females' secondary education	25
2.3 Some Strategies to Improve the Impact of Cultural Factors on Females' Education.....	36
CHAPTER THREE	
Research Design and Methodology	38
3.1 Research Design	38
3.2 Population and Sampling Procedures	38
3.4 Instruments and Procedures of Data Collection	41
3.5 Methods of Data Analysis	43
CHAPTER FOUR	
Data Presentation, Analysis and Discussion	44
4.1 Characteristics of Respondents	44
4.2 Data Interpretation, Analysis and Discussion.....	48
4.2.1 The present status/condition of females' secondary education in Guji zone: enrolment and academic achievement	48
4.2.2 Cultural determinants of females' enrollment and academic achievement in secondary education of Guji zone	64
4.2.2.1 How the cultural determinants affect females' enrollment and	

academic achievement in secondary schools	69
CHAPTER FIVE	
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	83
5.1 Summary	83
5.2 Conclusions	87
5.3 Recommendations.....	88
References	
Appendix A	
Appendix B	
Appendix C	
Appendix D	
Appendix E	
Appendix F	
Appendix G	
Appendix H	

List of Table

	Page
Table 1 Females' enrollment in secondary education in comparison with males	3
Table 2 Females' performance in examination of EGSEC in comparison with males	3
Table 3 Gross enrollment ratio of females in secondary education in comparison with males in Oromia region.	5
Table 4 Females' performance in grade 10 EGSECE with the comparison of males in Oromia Region.	5
Table 5 The population and samples taken for the study	41
Table 6 Respondent students by grades and sex.....	44
Table 7 Respondent students by age.	45
Table 8 Respondent teachers by sex, level of education, subject they teach, and service Years	46
Table 9 Teachers' and students' response regarding females' enrollment in secondary schools.	49
Table 10 Percentage of female enrollment in Guji zone secondary schools (9-10): 1998 E.C to 2001 E.C	51
Table 11 Percentage of female enrollment in five sample secondary schools in Guji zone: 1998 E.C to 2001 E.C	52
Table 12 Enrollment and dropouts in Guji zone secondary schools: 1998 E.C to 2000 E.C	55
Table 13 Enrollments and dropouts in the five sample secondary schools of Guji zone: 1998 E.C to 2000 E.C	56

Table 14 The opinion of respondents regarding females' academic achievement	59
Table 15 The academic performance of female and male students in EGSECE exam in terms of promoted and detained in Guji zone: 1998 E.C to 2000 E.C.	62
Table 16 Female students' academic performance in comparison with male counter parts in five sampmple secondry school	63
Table 17 The opinion of the teachers and students on cultural factors hindering females' enrollment and academic achievement	65
Table 18 The extent of cultural factors hindering females' enrollment and Acade,oc acjoeve,esmt om sepmdaru edicatopm	67
Table 19 Respondents' response regarding early marriage in their locality	70
Table 20 The attitude of parents towards females' education	73
Table 21 The extent of females' motivation for their learning.....	76
Table 22 The time spent for the household activities and when these activities are done by females.	78
Table 23 Observed sexual harassmt in the study area	80

Acronyms

AAU	Addis Ababa University
CGPA	Cumulative Grade point Average
CSA	Central Statistical Authority
DF	Degree of freedom
E.C	Ethiopian Calendar
EGEQEA	Ethiopian General Education Quality Assurance and Examination Agency
EGSECE	Ethiopian General Secondary Education Certificate Examination.
FAO	Food and Agricultural Organization
GER	Gross Enrollment Ratio
GPA	Grad point Average
GPI	Gender Parity Index
IDS	Institute of Development Studies
MOE	Ministry of education
OEB	Oromia Education Bureau
UNESCO	United Nations Educational, Scientific and Cultural Organization.
UNICEF	United Nations children's Fund

Abstract

The effect of gender discriminating cultural practice between male and female in the educational process not only restricts females' participation and performance in schools, but also limits the levels, types and areas they participate in the educational system as well as in the society. The problem therefore not only be considered as an obstacle for female advancement, but also as an impediment to the progress of the society. Hence, the main purpose of this study was to explore the cultural factors which hinder females' enrollment and academic achievement in secondary education (9-10) of Guji zone

In order to attain the objective of the study, a descriptive survey method was employed. The study was carried out on five first-cycle general secondary (9-10) schools that were selected using both purposive and simple random sampling techniques. The study also involved 588 female students and 192 male students that were selected using systematic random sampling technique, and 42 teachers (30 male and 12 female) selected via stratified (male and female) followed by simple random and available sampling techniques. The simple random (lottery system) was for male teachers and available sampling was for female teachers. The heads of education, culture and tourism, and women's affair offices of the zone and heads of district education offices, and the cultural leaders were also selected purposely and involved in the study. Documentary analysis, questionnaires and interview were the instruments used for data collection. The data gathered were analyzed using various statistical tools such as percentages, chi-square, and the Mann-Whitney test for a large sample size. Based on the result of the analysis, the enrollment ratio of females was less than boys, dropout rate of female students was relatively lower than male students, the dropout rate of females in grade 9 was greater than that of grade 10, females were less than boys in their academic performance. The cultural factors such as; early marriage, pregnancy, the attitude of the society towards females' education, lack of females role models in the society, females' motivation and expectations, household responsibilities, and fear of sexual harassment, abduction or rape were identified as cultural factors hindering females' enrollment and academic achievement in the study area. It was thus indicated that female students' enrollment and academic achievement is a function of out-of-school factors. Therefore, it was recommended that measures related to sensitization and education of the community in general and cultural leaders in particular, labor saving technologies, presence of role models, availability of job opportunities be taken to improve females' enrollment and academic achievement in secondary education of Guji zone.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

To bring the required development via education, the participation or contribution of every citizen irrespective of gender is not an optional, rather it is a must. This means that, for instance, without the participation of females in any aspect of development, any country cannot reach its development goals. This is due to the fact that females account at least half of the total population. Therefore, trying to bring development with out the involvement of females is like that of clapping with one hand, which is not possible (King and Hill, 1993:7).

Females to be involved in any developmental activity, they should get the opportunity to be educated. As Yilma (1995:25) described, education enhances women's ability to perform the multitude of economic, social, cultural and political activities in which they are engaged and to learn new methods that vitally contribute to overall development and their well being in society. Yilma (1995) pointed out that mastery of literacy, numeracy, communication, information processing skills and cognitive development prepares women to be more productive, creative, appreciative, and participant in all spheres of life.

King and Hill (1993) support the hypothesis that education enhances women's knowledge, decision making power, and confidence in interaction with the outside world, closeness to husband and children, and economic and social self-reliance. Since the right to education is recognized as a basic human right, it seems that females and males should profit equally from education. Particularly, the benefit of educating women are manifold, ranging from improved productivity, income, and economic development on the national level to a better quality of life on the individual level, notably a healthier and better nourished population and greater autonomy among women. Moreover, educating women is important for all kinds of demographic behavior, affecting mortality, health, fertility, and contraception (Research Report by Women's Educational Affaires Department of Oromia Education Bureau, 2003:1).

Education is both a means to an end and also an end in itself because it provides a basis for lifelong personal fulfillment. However, this fulfillment will never become a reality for many girls in the world. This is better explained in the words of Kane (1996):

Education for a boy is often seen a right which is sometimes denied; for girls, it is a privilege to be earned. If funds are available after her brothers are educated, if parents' fears about her security and maintenance of traditional values can be met, if the school is not too distant, if she can continue to carry out the domestic tasks, if she doesn't become pregnant, if she does well on exams despite having little time to study-then she may get an education. Few girls can meet these requirements; few boys are asked to (p. 5).

According to Teshome (2003:7), although it is difficult to obtain data from all parts of the world on equality of girls and boys in terms of access to education, projections previously developed up to the year 2000 indicated the persistence of disparities between girls and boys in formal educational systems around the world. Teshome (2003) pointed out that for developed countries these projections indicated that disparity may exist in higher education. For many developing countries, however, disparities exist at all levels of education.

With regard to Africa, in 1999, UNESCO (2001) reported that the GER (Gross Enrollment Ratio) for girls was 12% lower than the rate for boys (75% for girls and 87% for boy). According to this report, the disparities were more pronounced in Central and Western Africa with GERs of 64% and 79% for girls and boys respectively. Girls seem to do better in the countries of Eastern and Southern Africa, where GERs were generally higher (88% for girls and 97% for boys) (Teshome, 2003:7).

UNESCO (2001) cited in Teshome (2003:7) revealed that secondary education is not widespread in Africa. The median GER for secondary education was 25% in Central and Western Africa. It was 18% and 29% in Eastern and Southern African.

Regarding the academic achievement of women, Duncan (1989) cited in Genet (1998:28) also described a research that analyzed secondary education examination results in Botswana, Zambia and Kenya. The research revealed that girls performed poorer than boys in almost all subjects. Concerning the retention of students, Hyde (1993:106) pointed out that the mean educational attainment of girls in sub-Saharan Africa is low because enrollment is low and

wastage is high. In most countries more girls than boys never enter school at all. Among those who do enroll, the retention rates are lower for girls than for boys.

Ethiopia is not an exception in this regard. Though, an increasing improvement is seen in recent years, the enrollment of girls in secondary education is still low. The following statistical data reveals this fact.

Table 1 Females' enrollment in secondary education in comparison with males

Cycle	Secondary first cycle(9-10)					
Year (E.C)	Enrollment			GER%		
	Boys	Girls	total	Boys	Girls	Total
1994	371,549	214,760	586,309	24.0	14.3	19.3
1995	443,779	242,197	685,976	28.2	15.9	22.1
1996	553,914	306,820	860,734	34.6	19.8	27.3
1997	678,716	387,707	1,066,423	41.6	24.5	32.3
1998	760,674	462,988	1,223,662	45.7	28.6	37.3
Average annual growth rate	19.6%	21.2%	20.2%			

Source: *Education Statistics Annual Abstract, MOE (2008:40)*

As to the students' achievement of secondary education, the following data can be self-explanatory. The data shows Ethiopian General Secondary Education Certificate Examination of (EGSECE) grade 10 percentage passing by year and gender.

Table 2 Females' performance in examination of EGSEC in comparison with males

Gender	Years and %				
	1994	1995	1996	1997	1998
Male	47.6	51.9	50.3	54.7	56.1
Female	26.7	34.5	29.1	36.9	39.5
Total	39.9	45.8	42.8	48.1	49.8

Source: *Education Statistics Annual Abstract, MOE (2008:66)*

Furthermore, enrollment of girls in school does not guarantee success and completion. Studies show that not only relatively fewer girls enroll in school but also higher proportion of these girls dropout or become disadvantage to be successful in their education. According to Hyde (1993:101, cited in Emebet, 2003:34), the educational inequality is also reflected in lower levels of attainment and higher dropout and repetition rates for girls with regard to academic performance of female pupils in secondary education. Statistics at the national level show that repetition is also higher for girls than boys in secondary schools. For instance, according to MOE (2005:18), the dropout rate of secondary education increased from 9.2% to 19.3% during the period of 1996/07 to 2003/04. Disaggregated by gender this figure rose from 8.9% to 16% for girls, whilst for boys it increased from 9.5% to 21%.

The aforementioned problems in school enrollment and performance of female students are the results of different determinants. Studies have delineated many determinants that affect female students only where culture is one. They attribute the underlying causes for gender disparities in education to cultural values of a given society (Coombs, 1985:31; Debele, 1980:8, Pasachoropouls, 1985:103, cited in Genet, 1998:30). This is due to the fact that gender relationship is one of the important components of the social structure of a society (Scupin and Descorse, 2005:335). One major issue regarding gender is the degree to which enculturation influence male and female behavior. To study this issue, anthropologists focus on the values, beliefs, and world views that may influences gender roles. They also observe the types of activities associated with young boys and girls.

Hence, it is with this ground that this study attempts to survey those cultural determinants which may influence females' education.

1.2 Statement of the Problem

Despite the continuing effort that has been made up to now, evidences show that Oromia as one of the regional states of Ethiopia has not achieved gender equity in education. Other than this, there is still imbalance in favor of male pupils not only in numerical enrollment but also in their scholastic achievement. As far as quantitative data is concerned, the gender gap in respect to the enrollment in the region could be described as follows.

Table 3 Gross enrollment ratio of females in secondary education in comparison with males in Oromia region.

Year (E.C)	GER of secondary education		
	Male	Female	Gender gap
1994	19.6	10.8	8.8
1995	24.7	11.8	12.9
1996	30.4	14.2	16.2
1997	38.6	17.8	20.4
1998	47.4	23.0	24.4

Source: Statistical Annual Abstracts of Oromia Education Bureau (2007:15)

Regarding females' academic performance in grade 10 EGSECE for the past three years (1997E.C-1999E.C) in the region is described below.

Table 4 Females' performance in grade 10 EGSECE with the comparison of males in Oromia Region.

Years (E.C)	% Of females Under Each Point of GPA											
	≤1.00	1.00< GPA1.5	1.5	1.5<GPA < 2.00	2.00	2.00< GPA<2.5	2.5	2.5<GP A<3.00	3.00	3.00 <GPA <3.8	3.38	3.38< GPA< 4.00
1997	10.6	26.9	10.5	29.6	7.7	10.6	1.3	1.8	0.3	0.4	0.2	0.3
1998	44.8	26.2	7.8	13.8	2.1	3.2	0.6	1.0	0.2	0.2	0.1	0.1
1999	10.1	22.7	9.8	29.1	8.1	13.1	2.1	3.3	0.5	0.7	0.2	0.5

Source: Adapted from Academic Performance Data Obtained from "Ethiopian General Education Quality Assurance and Examinations Agency" (EGEQEA) (2007).

In addition to this, in Oromia region among those female students who sat for Ethiopian General Secondary Education Certificate Examination (EGSECE) in the past four consecutive year in E.C (1996, 1997, 1998, and 1999) , 52.8%, 77.51%, 92.67% and 71.54% scored grade point average (GPA) of below 2.00 whereas, only 1.74%, 1.11%, 0.5% and 1.91% of the total female students scored GPA of 3.00 and above respectively (*Source: Ethiopian General Education Quality Assurance and Examinations Agency, 2007*).

The above mentioned problems in Oromia region worsen in Guji zone. This is because Guji zone is one of the remotest zones of Ormia region. For instance, according to the Annual Statistical Abstract of Oromia Education Bureau (2006), the GER of secondary students is 17.78 (boys, 25.22, girls 10.01).

Perhaps, different researchers mentioned different determinants for the aforementioned problems. But most of them gave culture as major determinants (Emebet, 2003: 37; Genet, 1998:26; Johnson et al., 2005:82; Hedija, 2002:13). Thus, the researcher feels that there is a need for investigating closely those cultural determinants especially in the *Gada system*, which hinder females' enrollment and academic achievement. This is due to the fact that the society in which this study was conducted, involves the Oromo people who are traditionally governed by their original culture of the *Gada system*.

The *Gada system* is a means of enabling to learn, to educate and to work at different stages of Oromo people's lives and careers (Asmarom, 1973, Maatii, 2006, Waaqeffanna, 2002; cited *Gada grades* in Lemessa, 2007:22). According to Asmarom (1973, cited in Lemessa, 2007:21), in the *Gada system* the life span of an individual in Oromo society is divided into life cycles. These life cycles are *Gada grades*. The data analyzed by Lemessa (2007) shows that at each of the males and females were taught their roles based on their own gender. A little bit explanation about the *Gada system* was found in chapter 2 under sub-topic (iii). One of the method of teaching this *indigenous education /culture* is by using a proverb. However, when some of the Oromo people proverbs are analyzed especially with regard to females' role, some are encouraging and some of them are harmful. Some of these proverbs were also described in chapter 2, under sub-topic (iii). These proverbs are very discouraging ones for females in order to consider themselves as they are equal with males in different aspects.

From this point of view, this study mainly attempted to survey and explain the underlying cultural determinants in relation to the *Gada system* that influence the enrollment, persistence, class repetition and dropout of girls in secondary school of Guji zone, Oromia Regional State. This is because from the practical experience of the researcher, the above said conditions are prevailing in this study area.

Hence, the study tried to answer the following basic questions.

1. What is the current females' enrollment and academic achievement conditions in secondary education of Guji zone?
2. What are the cultural determinants that hinder females' enrollment and academic achievement in secondary education in Guji zone?
3. How the cultural determinants are affect females' enrollment and academic achievement of secondary education in Guji zone?
4. What can be done in order to minimize the impact of such culture- related factors so as to promote the enrollment and academic achievement of female students in secondary schools in Guji zone?

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of this study was exploring the cultural determinants of females' enrollment and academic achievement in secondary education of Guji zone.

1.3.2 Specific Objectives

On the basis of the research questions the specific objectives of the study were to:-

1. Examine the current females' enrollment and academic achievement condition in secondary education.
2. Investigate the cultural determinants of females' enrollment and academic achievement of secondary education.

3. Suggest possible course of action for minimizing the impact of such culture related factors which could hinder females' enrollment and academic achievement in secondary education.

1.4 Significance of the Study

Researchers indicated that investing in girls' education is the single most important investment which developing countries like Ethiopia can make in order to improve the quality of life of their people. However, as the current statistics of enrollment rate, dropout rate and repetition rate show, there is a wide gender gap. This implies that there were more boys coming to school while fewer girls got the chance to go to school. Hence, this study attempted to identify and examine some of the main cultural determinants that hinder females' enrollment and academic achievement in secondary schools of Guji zone.

This study is very important for the following reasons.

1. Increase the number of educated females in the country in general and in the zone in particular, which in turn would help to alleviate some of the problems women in Ethiopia are encountering as a result of their gender.
2. Since one of the major objectives of the education and training policy of the Ethiopian government is to upgrade the educational enrollment of females, examining those cultural determinants that hinder their enrollment and academic achievement at present is important.
3. Contribute strategies that are in line with achieving one of the major objectives of equity in education.
4. Provide suggestions that could help to minimize the impact of cultural factors which hinder the enrollment and academic achievement of females in secondary education.
5. Provide insights to decision makers at various levels, cultural leaders, parents, teachers, school directors, and female pupils themselves.
6. Pave the way for other researchers who might want to pursue for further study in a similar areas.

1.5 Delimitation of the Study

In order to have more comprehensive information it would be good if the study could include secondary schools (grade 9-10) in different settings of the country. However, due to time and other related constraints, it was confined to randomly selected five secondary schools of Guji zone only. Also, it would not take all subjects of the selected schools, districts and zone. Moreover, the study focused on cultural determinants which hinder females' enrollment and academic achievement. It could not considered other determinants which do often influence the enrollment and academic achievement of females.

1.6 Limitation of the Study

The researcher does not believe that this study is totally free of any sorts of limitations. Accordingly, there were a number of factors which could be attributed to these limitations. These include:

- The absence of organized statistical data regarding students and teachers at different levels of the education sector.
- Among the different types of disparities on which secondary education enrollment of girls may be measured, emphasis was given only to the actual enrollment. This is due to the reason that it was impossible to get the data of school age population. Thus it was not possible to show how many of the school age female population in the catchments area of each sample school or sample district were able to enroll in education.
- Academic performance/achievement may be likewise expressed in various ways. In this study, however, only two indices of academic performance were used. These are promoted and detained rates only in grade 10 national examination.

1.7 Operational Definition of Terms

The following terms/phrases are used in the context defined here

Academic Achievement:- The actual performance /accomplishment distinguished from potential ability (Good, 1973: 414).

- **Culture:-** A shared way of life that include values, beliefs, and norms that are transmitted with in a particular society from generation to generation (i.e., which does not include the material culture) (Scupin and Decorse, 2005:22).
- **Dropout:** A Student who leaves school before the end of the final year of an educational cycle in which he/she is enrolled (Levy, 1971).
- **Enrollment:-** Refers to the number of Pupils (girls and/ or boys) who register every year to attend secondary education (Ministry of Education of Ethiopia Annual abstract, 2007:4)
- **Determinants:-** any of the things which influence the happening of something (Crowther et al., 1995:414).
- **Gender Parity Index (GPI):** It is the ratio of female to male enrollment, intake rate, etc. Gender parity Index of 1 shows perfect equality between males and females while GPI closes to zero indicates high disparity in enrollment rate, intake rate, etc. (MOE, 2005:219).
- **Promotion:** The act of shifting a student's placement from a lower to a higher grade (UNESCO, 1998:47).
- **Repetition:** Students who are enrolled in the same grade in the following year as in the previous school year (UNESCO, 1998:47).
- **Secondary education:** The first cycle of the two years general secondary education (grades 9-10) in the structure of the Ethiopian education system (MOE, 2005:44).
- **Zone:** Refers to administrative classification of regions according to the present reclassification of the country in to a Federal Democratic Republic form of government; the member states of the Federal Democratic Republic of Ethiopia have been reclassified in to Regions, which in turn are divide in to zones. Each zone comprises districts and districts are divided in to "Kebeles" (Hailselassie, 1995:345).
- **Gender Gap:** Difference between male and female pupils enrollment ratios in a given year (MOE, 2001/02:26)

CHAPTER TWO

Review of Related Literature

2.1 Females' Education

Different writers tried to describe the importance of education in one way or another with respect to development. For instance authors and/or researchers (like Hedija, 2002:9; King and Hill, 1993:1; Kainja, 1996, Mehta, 1995, cited in Abdulfatah, 2006: 294) generally regarded education as a very powerful instrument to overcome the barriers and difficult situations that large population in different countries of the world are facing.

The secondary education in particular, has also important significance. This can be better explained in the words of Aggarwal (2004) as:

Since the secondary stage of education coincides with the adolescence period, it becomes the most crucial period. It is the terminal stage of a large member of pupils who enter life. It assists them to become useful members of a complex modern society. Secondary education leads to higher education. It is expected that students completing this stage should have the requisite maturity to pursue higher education (p. 280)

From the above idea, it is clear that the completion of secondary education enables the youth to be competent enough to assume the full range of duties. Among the most obvious of these are the sharing of civic responsibilities, assuming of obligation of establishing home and family, successful participation in vocational life and academic specialization.

However, in most cases, education may not be accessible to all people in the world. With regard to this, Abdulfatah (2006: 297) indicated that ideally education should be for all children; it should help each child reach her or his full potential. In reality education in general, secondary education in particular has often been used to label, discarded and exclude students who are in some way different, especially the girl-children.

Women's Educational Affairs Department in Oromia Education Bureau (2003:1) study report also indicated that since the right to education is recognized as a basic human right, it seems that females and males should profit equally from education. However, to this point, a document obtained from internet raises controversial issues of male versus female education in the following way:

Different people have different ideas and opinions as to whether it is more important to educate boys or girls.... In reality, the choice depends on what country, cultures, or society we are talking about. In many nations... tradition demands that men provide the family with income, food, clothing, etc., and women perform the usual household business.... In such societies it seems logical that there is more stress on the priority of men's education rather than women,.... It is perceived in these countries that education is not of vital importance to women.... However, in modern societies and nations, the situation differs... the general moral philosophy of these nations is equality ("Male Vs. Female education" 123 HelpMe. Com.29oct2008<<http://www.123Helpme.com/view.asp?id=75902>>.).

The researcher's opinion with the above contradictory views is that the edification of men and women has to be equally emphasized because today's technological and economical advanced world require fully educated, experienced, and versatile citizens regardless of their gender. And this can be only achieved through sufficient education of both men and women.

However, the issue of women/girls education has long grabbed the attention of researcher, development workers, and policy makers (Emebet, 2003:28; Blackden and Bhanu, 1998; World Bank, 1992; Manamwamba, 1999; cited in Tebarek, 2007:77). In line of this idea, for instance, different researchers at the present time try to indicate the greater significance of educating females than boys. The arguments of the researchers were described below under the sub-topic "significances of females' education."

2.1.1 Significances of females' education

Some of the major significances of educating females as described by different scholars are:

- ❖ Female education at the late primary schools and secondary school levels has been closely related to lower fertility, and improved child health measured by lower infant and child mortality or improved nutritional status. In addition, it has a multiplier effect since it also has an impact on the mother's desire and ability to educate her children. Hence, female education is shown to have a greater effect on these factors than male education (Rose, 1996:2 cited in Tamirie, 2008:31).
- ❖ The economist (2006) stated that one way for developing countries to bring a better life standard of people is to invest in education of girls (Tamirie, 2008:31).
- ❖ When schools open their doors wider to girls and women, as well as to boys and men the benefits multiply. Indeed, failing to invest adequately in educating women can

reduce the potential benefits of educating men. This failure exacts a high cost-in lost opportunities to raise productivity to increase income, and to improve the quality of life (king and Hill, 1993:1).

- ❖ James Wolfenson, the president of the World Bank, foreworded his idea about females' education in the book of kane (1995) as:

"Women are absolutely central to sustainable development, economic advancement, and social justice....Increased emphasis on girls education [is] the most important contribution the bank can make to the strengthening of women's role in development" (P.Vii).

- ❖ Increased female education is the single most effective way to achieve the social benefits arising from increased education of girls. For example, research in seventy-two developing countries shows that doubling the number of girls at secondary level in 1975 would have lowered fertility and reduced the numbers of infant deaths by a greater amount than doubling the scores for family planning services, and that doubling the numbers of girls in secondary school would have reduced infant mortality more than cutting the ratio of population to doctors by half or than doubling GDP per capital from US \$650 to US \$1,300 (Subbarao and Raney, p.i-ii cited in kane, 1995:5).

The aforementioned authors try to give much emphasis in one way or another for educating females. Having this fact, examining/looking at the present status/ condition of females' education in general and females' secondary education in particular seems very important

2.1.2 An overview of the present status/condition of females' education

2.1.2.1 Females' enrollment and achievement in secondary education: World context.

Enrollment

Several studies and review documents world wide (World Bank, 1986;king, 1982; king and Bellow, 1989) have revealed that there is a gender gap (wide disparities and inequalities) in all areas of education, such as access to educational opportunities, employment, etc. Hence, the studies and reviews generally reveal that girls are at a more disadvantaged position to benefit from either formal or informal education (Abdulfatah, 2006:294). In contrary to this view, changes in gender inequality in access to education have been dramatic; once largely

denied formal schooling, in many parts of the world girls now have higher education than boys, especially in the West (Walters, 2001:4183). In the same way, Thomas (2006:733) noted that the 20th century has witnessed growing political pressures to change the pattern so that equal educational opportunities are extended to both sexes. As a result, the proportion of females enrolled in schools has steadily increased. Any how, according to UNESCO, Statistical Year Book (1995) cited in Holton (2006:689), secondary school females' enrollment of the developed, developing and least developed countries are 96.5%, 40.1%, and 13.2% respectively.

As it can be observed from this statistical data, in Sub-Saharan Africa including Ethiopia, a gender gap in enrollment exists in secondary education in severity. Supporting this idea, World Bank report (1993:201) noted that sever disparities exist in females' access to secondary and tertiary levels.

Achievement

Similar to the enrollment, the idea regarding females' educational achievement vary from person to person and country to country. For instance, according to Schneider (2001:4239), recent US data indicate that the achievement test score gap between girls and boys has been steadily declining during the 1980's and 1990's, and girls now perform as well as boys on most national tests Campbell et al. (1998) and Kleinfeld (2000) cited in Schneider (2001) also agree to this point by confirming that in 1996, girls out performed boys on test in subjects such as reading and writing, and performed nearly equal to boys in mathematics. These authors argued that the idea that girls are victimized at schools is wrong; girls receive higher grades in secondary and tertiary schools, perform better than boys on standardized test in many subjects, and enter and complete more frequently than young men. Regarding this idea, Johnson et al. (2005:126) further noted in their book as, if gender equity existed, females and males would be expected to participate at nearly the same rates in all courses, sports and jobs. But, when we look at some of today's realities:

- ❖ Girls and boys enroll in mathematics and science at about the same rate, but girls are more likely to stop with algebra II and less likely to take physics.
- ❖ Girls do not participate at the same rates as boys in computer courses; they are more likely to be in data entry and word-processing courses.

- ❖ Girls enroll in English at higher rates than boys; boys are more likely to be in remedial English courses.
- ❖ Girls are more likely to be in gifted classes, but they drop out of them at higher rates than boys do.
- ❖ Girls earn equal or higher grades in all subjects

In general, Kassahun (2006:420) reported that studies on gender disparities have been done in both developed and developing countries and reveal that even though many efforts made on females' education, there is inequality in education between males and females. According to Nakanyika and Balihuta (2002) in Kassahun (2006:423), this inequality in education is reflected in lower enrollment rates, higher dropouts and lower performance among girls in schools. This problem is severe in most of the developing countries, especially in Sub-Saharan Africa, including Ethiopian high schools.

2.1.2.2 Females' secondary education in Ethiopia

The overview of the present condition of females' secondary education can be seen briefly in terms of enrollment, dropout and repetition as follows.

Enrollment

The pattern of enrollment and participation of Ethiopian women in education is similar to that of many African countries (Genet, 1998:26). Genet (1998) reported that statistics of the then time reveal that the number of female students enrolled in elementary secondary and higher education is not equal to that of male students. Genet tried to clarify this idea by displaying the statistical figures of students' enrollment at each educational level. She described that in 1989/90 academic year, female students enrollment in primary, secondary, and in higher education in Ethiopia accounted for 39%, 39% and 10% respectively. Teshome (2003:3), also pointed it out that the Gross Enrolment Ratio at primary and secondary levels have been increasing consistently for both girls and boys at the national level. However, the gender gap in secondary education seems worse since the gap has increased from 2.6% in the base year (1996/07) to 6.8% in 2001/02. Wanna (2008:10) also mentioned that in 2002/03, the Gender Parity Index (GPI), which is the ratio of female to male enrollment rates was 0.7 at national

level. Thus, he said that girls' education lags behind that of the boys at secondary and above level.

The current statistical data of Gender Parity Index in secondary school also shows similar fact. That means, the Gender Parity Index of secondary school (graded 9 and 10) in 2004/05 and 2006/07 is 0.57 and 0.67 respectively.

Dropout

With regard to dropout of females, Ayalew (1993) cited in Wanna and Tsion (1994:27) states that:

- ❖ *Dropout rate is higher at grade one for the primary level and grade nine for the secondary level.*
- ❖ *The dropout rates in all the grades except grades seven and eight are higher for girls than for boys.*

As cited in Tilaye (1997:13), Genet (1991) also reported that the problem of students dropouts was distressingly high at secondary schools in Ethiopia. Tilaye (1997) himself also pointed it out that research findings (e.g., Rumberger, 1987; World Bank, 1980; Assefa, 1991) show that the rate of dropout varies among sexes and grades. He further indicated that other studies (Genet, 1991; Seyoum, 1986; Assefa, 1991; Ambesu and Barbara, 1988) described that Ethiopian female students were highly victimized by the phenomenon of dropout at each educational levels. Complementary to this idea, as it was described under the background of this study, the dropout rate of secondary education also increased from 9.2% to 19.3% during the period of 1996/07 to 2003/04. Disaggregated by gender, this figure rose from 8.9% to 16% for girls, whilst for boys it increased from 9.5% to 21% (MOE; 2005:18).

Repetition

Like that of the dropout, regarding repetition, Ayalew (1993) in Wanna and Tsion (1994:27) indicated that:

- ❖ The repetition rate is higher at grade one for the primary level and grade nine for the secondary level.
- ❖ The repetition rate in all the grades is higher for girls than the boys.

In contrary to the above idea especially concerning grade nine, the near present time performance report of MOE shows the following point:

Repetition rate for grade 9 decreased to 10% in 2003/04 from 23.2% in 1996/07. This means, the gender disaggregated data for 2003/04 indicates that the repetition rates for boys and girls were 9.1% and 1.6% respectively. In 1996/07 the repetition rate for boys was 17.9% while for girls it was 29.7% (MOE, 2005:18)

The current five consecutive years (2002/03, 2003/04, 2004/05, 2005/06, and 2006/07) of females' grade 10 EGSECE percentage passing result is 26.7, 34.5, 29.1, 36.9 and 39.5 respectively (MOE: Reduction Statistics Annual Abstract, 2008:44).

2.1.2.3 Females' secondary education in Oromia

Since Oromia is one of the regional states of Ethiopia, it has its own share from the Ethiopian context/trend of females' education in general and secondary education in particular. Hence, like the Ethiopian context, the overview of females' education in Oromia is described in terms of enrollment, dropout and repetition.

Enrollment

In 1998/09 the Net Enrollment Ratio of secondary education of the region was only 5% and the disparity between male and female was insignificant (i.e, male= 5.45, female= 4.45). Net Enrollment Ratio of this level shows improvement and growth from 5% in 1998/09 to 8.69% in 2004. Though, NER revealed a significant change, the discouraging thing observed here is that the disparity between boys and girls become wider and wider (Educational Statistics Annual Abstract of Oromia Education Bureau, 2003/04:17). The statistical evidence for this idea is that the NER disparity of boys and girls in five consecutive years (1998/09, 1999/00, 2000/01, 2001/02, 2002/03 and 2003/04) of secondary education is 0.91, 0.91, 1.22; 1.64, and 3.52 respectively.

Dropout

As students' dropout from different educational levels in Ethiopian schools, it is also prevalent problem in the schools of Oromia region. For instance, according to the Federal Democratic Republic of Ethiopia Ministry of Education Women's Affairs Department (2004: xi) study report, the dropout rates of students in primary schools of Oromia were 17.3% for

boys and 18.3% for girls in the year 2001/02. Also, as this report described, the sample schools of the study in 2001/02 indicated that 17.5% of girls in Oromia primary schools dropped out. Similarly, concerning secondary students dropout in the region, 14.73% male, 14.33% female were dropped out in 2001/02 (CSA, 2004:53).

Repetition

The repetition rates of primary schools of Oromia region were found to be 4.67% for boys and 6.31% for girls in the year 2001/02 (The Federal Democratic Republic of Ethiopia Ministry of Education Women's Affairs Department, 2004:xi). This study report reported that from the study sample schools in the region, 5.7% of girls were repeated in the year 2001/02. And, it suggested that this is greater than the national average. When we see repeating students of grade 9 (in both government and non-government schools) in 2003/04 in the region, 13,659 male, 9,951 female and a total of 23,610 students were repeated. Out of this the percent of females repeated is 42.1%. Again, when we see grade 10 National exam (EGSECE) result of females in similar year (2002/03) in the region, the percent of female students who got GPA greater than 2.00 were only 30.9 (Oromia Educational Statistics Annual Abstract, 2003/04:93). Additional statistical evidences can also be observed under statement of the problem of this study.

2.2 Cultural Determinants of Females' Education

Different researchers and/or authors (Hyde et al, 2005; King and Hill, 1993; and Khoudori, 1996; Kainja, 1996; Emebet, 1998; in Emebet, 2003; and Ayiga, 1997) try to describe different determinants of females' education in general, enrollment and academic achievement in particular. For instance, Hyde et al. (2005:11) indicated that the causes of unequal gender differences in education are many and varied, but interconnected. Hyde et al. (2005) in their study explain the cultural, political and institutional, economic and school factors limiting to the four dimensions of girls' education; notably enrollment, retention or dropout, performance and the quality of scholastic education. According to them these determinants are interrelated and in some cases mutually reinforcing.

In the same vein as Emebet (2003:33) indicated, researchers classify problems of girls' education in various ways. For example, poverty, culture, and family (Emebet, 1998) and

individual factors, household factors, community factors, and school factors (Emebet, 1998; and Ayiga, 1997). Emebet (2003) concluded that many of these categories used by the researchers are not mutually exclusive; in fact many of them overlap. On the other hand, as Genet (1998:30) described, while these factors affect the performance of students of both sexes, other studies (like, Coombs, 1985, Debele, 1980) have delineated factors that affect female students only. She further indicated that these researchers attribute the underlying causes for gender disparities in education to cultural values of a given society.

Even though, different scholars tried to see factors which hinder females' education by classifying in to different categories, the researcher is confined to only the cultural determinants due to the reason described under the delimitation part of this study.

2.2.1 The concept of culture

Different scholars define the concept of culture in different ways. For instance, according to Johnson et al. (2005:44), "culture is socially transmitted ways of thinking, feeling, believing, and acting with in a group of people that are passed from one generation to the next."

According to Scupin and Decorse (2005),

Tyler; the first professional anthropologist, proposed a definition of culture that includes all of human experience described as "culture... is that complex whole which includes knowledge, belief, arts, morals, law, customs and any other capabilities and habits, acquired by man as a member of society. This view suggests that culture includes tools, weapons, fire, agriculture, animal domestication, metallurgy, writing, the steam engine, glasses, airplanes, computers, pencil, nuclear power, rock-and-roll, video games, designer, religion, political systems, subsistence patterns, sciences, sports, and social organizations. In other word, as it can be understood from Tyler's view, culture includes all aspects of human activity, from the fine arts to popular entertainment, from everyday behavior to the development of sophisticated technology. It contains the plans, rules, techniques, designs, and polices for living (p.225).

Most anthropologists today would accept a broad conception of *culture* as a shared way of life that includes values, beliefs, and norms transmitted within a particular society from generation to generation (Scupin and Decorse, 2005:225).

Derebssa (2004) also in his book, "Fundamentals of curriculum development", defined culture as follows:

A culture is the fabric of ideas, ideals, beliefs, skills, esthetic objects methods of thinking, customs and institutions into which each member of society is born. The way individuals make a living, the games they play the stories they tell, the Hirose they worship, the music they play, the way they care for children, their family organization, their modes of transportation and communication. All of these and countless other items too numerous to mention comprise the culture of a people (p.78).

From this, what we can understand, as Klitagaard (1994:76) indicated is that “culture is difficult, perhaps impossible, to define; no matter what the definition, it is not something static and historical as previously posited but ever evolving and dynamic; usually not something unitary and uniform either but, metaphorically, a blend or a colloid or perhaps even something akin to multiple personalities.

2.2.2 The components of culture

Within the broad definition of culture, as a shared way of life, anthropologists have tried to isolate the key elements that constitute culture (Scupin and Decorse, 2005:231). These authors explain that two of the most basic components are *material* and *non-material culture*. They also noted these two components as described below.

Material culture consists of the physical products of human society (ranging from weapons to clothing styles) whereas *non-material culture* refers to the intangible products of human society (values, beliefs, and norms). The earliest traces of material culture are stone tools associated with early hominids. They consist of a collection of very simple choppers, scrapers, and flakes. Modern material culture consists of all the physical objects that a contemporary society produces or retains from the past, such as tools, streets, buildings, homes, toys, medicines, and automobiles. Cultural anthropologists investigate the material culture of the societies they study, and they also examine the relationship between material culture and the *non-material culture*: the values, beliefs, and norms that represent the patterned ways of thinking and acting within a society. Archaeologists, meanwhile, are primarily concerned with interpreting past societies by studying their materials remains.

However, the focus of this study was mainly on the non-material component of culture which refers to values, beliefs, and norms. With regard to the concept of values, beliefs and norms, Scupin and Decorse (2005:231-232) and Zanden (1988:62-66) explained as noted below.

Values-are the standards by which members of a society define what is good or bad, holy or unholy, beautiful or ugly. They are assumptions that are widely shared within the society. Values are a central aspect of the non-material culture of a society and are important because they influence the behavior of the members of a society. The predominant values in the United States for instance, include individual achievement and success, efficiency, progress, material comfort, equality, freedom, science, rationality, nationalism, and democracy, along with many other assumptions. Although these values might seem normal to Americans, they are not accepted values in all societies. Just as American society tend to emphasize individualism and self-reliance, other societies, such as Japan, stress cooperation and community interest instead

Beliefs- held by the member of a society are another aspect of non-material culture. *Beliefs* are cultural conceptions that concern true or false assumptions, specific descriptions of the nature of the universe and humanity's place in it. Values are generalized notions of what is good and bad; beliefs are more specific and, in form at least, have more content. "Education is good" is a fundamental value in American society, where as "Grading is the best way to evaluate students" is a belief that reflects assumptions about the most appropriate way to determine educational achievement (Zanden, 1988:65).

Norms- a society's rules of right and wrong behavior-are another aspect of non material culture. *Norms* are shared rules or guidelines that define how people "ought" to behave under certain circumstances. Norms are generally connected to the values, beliefs, world views, and ideologies of a society. For example, in American culture, we have seen that individualism is a basic value that is reflected in the prevailing world view. Not surprisingly, then, American society has many norms based on the notion of individual initiative and responsibility. Individuals are admonished to work for their own self-interest and not to become a burden to their families or community. Older Americans, if self-sufficient, are no supposed to live with their children. Likewise, self-sufficient young adults beyond a certain age are not supposed to live with their parents. These individualistic norms reflect the values of U.S society and contrasts with norms existing in many other societies. In many agricultural societies, it would be considered immoral to allow aging parents to live outside the family. In these societies the family is a moral community that should not be separated (Zanden, 1988:64).

2.2.3 Culture and gender

As Johnson et al. (2005:45) noted in their book, all people around the world have the same biological and psychological needs, but the ways in which they meet these needs are culturally determined. For example, the location of the group, available resources, and traditions have a great influence on the foods eaten, grooming and clothing patterns, teaching and learning styles, and interactions of the men and women and parents and children.

When anthropologists discuss relationships between males and females in a society, they distinguish between *sex* and *gender*. *Sex* refers to the biological and anatomical differences between males and females. These differences include the primary sexual characteristics; the sex organs-and secondary sexual characteristics, such as breasts and wider hips for females and more muscular development of the upper torso and extensive body hair for males. Note that these are tendencies, to which many exceptions exist. That is, many males are smaller and lighter and have less body hair than many females. Nevertheless, in general, males and females are universally distinguished by physiological and anatomical differences (Scupin and Decorse, 2005:335).

In contrast to sex, as Scupin and Decorse (2005) indicated, *gender* is based on a cultural rather than biological distinction. *Gender* refers to the specific human traits attached to each sex by society. As members of a particular society, males and females occupy certain statuses such as son, daughter, wife, father, and mother. Although sex characteristics are biologically determined, this gender, status or roles vary in accordance with the technological, economic, and socio-cultural conditions of particular types of societies. Annan-Yao (2004:1) also described gender, as a socially constructed term depicting the system of relations between women and men. It designates behaviors, attitudes, roles, status and other processes that govern relationship among the sexes in a given socio-cultural, socioeconomic and/or sociopolitical context. This means that gender relations vary not only from one community to another, but also according to different social classes in a given society.

Males and females are culturally different even when they are members of the same socioeconomic, ethnic, and religious groups. For example, the two groups are often segregated at social gatherings, employed indifferent types of jobs, and expected to behave differently. The ways they think and act are defined in part by their gender identity (Johnson

et al., 2005:60). These authors further commented that “*because of our social circumstances, males and females are really two cultures and their life experiences are utterly different.*” A major gender difference between males and females is how they are culturally treated in society. Society generally places men in positions of superiority as evidenced by their disproportionate holding of the highest status and highest-paying jobs. Many times this relationship extends in to the home, where the father and husband may both protect the family and rule over it. Sometimes this relationship leads to physical and mental abuse of women and children.

From this fact, we may understand the impact of culture on culturally constructed gender group-females. Hence, it is this reality that initiates the researcher trying to see those factors which have relations with culture in the “Gada system” of the Oromo people and may affect females’ education in this particular study area.

2.2.4 The Oromo women in the *Gada system*

This sub-section is not aimed at discussing about the Oromo women and the *Gada system* in detail. Rather, it is for the purpose of introducing or indicating the position of women in the *Gada system*. This is due to the reason that the Oromo people (especially the Borena and Guji) is governed by the traditional institution known as the *Gada system* still now. This means, as Holcom cited in Lemessa(2007:22), *Gada system* represents a repository, a storehouse of concepts, values, beliefs and practices that are accessible to all Oromo.” So the beliefs, values and norms which may affect females’ education negatively or positively are emanates from this institution. Therefore, the researcher believe that having an overall understanding about the position of women in the culture of the traditional Oromo society/the *Gada system*, is very important while studying culture and females’ education in this society.

As authors in this area indicated, the term *Gada* is very difficult to define precisely. For instance, Asmarom (1973:78) suggested that:

The term Gada can not be given as universal interpretation. It stands for several related ideas. It is first of all the concept standing for the whole way of life of the Oromo people. More specifically, however, it refers to any period of eight years during which a class stays in power.

According to Tenna (2005:86), *Gada system*, for the Oromo is, a comprehensive value system, of which moral value is one major component. It is for this matter, Mohammed

(1994:10) described that the different definitions reflected different attributes of the system. Hence, one definition cannot be complete because it leaves out the other attributes.

In the *Gada system*, the male members of the Oromo society were classified into generation-sets and *Gada grades*. The set is the groups of people “who share the same status and who perform their rites of passage together, whereas, the grades are the stages of development through which the groups pass (Mohammed, 1994:10). Mohammed has further indicated that the full cycle of the *Gada system* was ten grades. An individual entered the first grade at birth and left the last grade at the grade age of eighty. After that, he retired. Asmarom (1973:124) has also noted, the basic rule of the *Gada system* is that the newly born infant boy always enters the system of grades exactly forty years behind the father regardless of the age of the father; father and son are five grades apart at all times. According to Mohammed (1994:10-11), the first five grades were the “practical schools” during which young men were trained militarily, politically, and ritually to take over the leadership of the nation. Within the *Gada system*, the political “power” was held by the *Gada class*, and not by one person or a few individuals. The officers selected were simply the representatives of the “reigning set” (Mohammed, 1994:13-14). Mohammed has jotted in his book that in the government of the *Gada system*, there are different major officials. Some of these are:

- i) *Abba Gada* (the father of the *Gada* in power). During the eight year period, the *Abba Gada* was a central authority, a single political head, and the spokesman for the confederacy.
- ii) *Abba dula* (“the father of war”)
- iii) *Abba sera* (“the father of the law”) and others.

The officers are selected based on three qualities-oratory, knowledge of the history and traditions of the society, and past military achievements with recognizable potential for future leadership.

In general, as it can be understand from the aforementioned point of view males do have great roles in the *Gada* government. This is because; the *Abba Gada*, *Abba Dula*, *Abba sera* and other major officials are males. These males are made to learn the indigenous education (about the government of the *Gada system*) beginning from their childhood to adulthood

based on their future prospect field of administration. However, the role of females as described above is, they facilitate the necessary conditions for males to be effective in their administration. Befekadu (1998:33) supported this idea by saying “in *Gada system*, women were totally excluded from the running of political and social affairs”.

2.2.5 Cultural determinants of females’ secondary education

As it can be observed from the reviewed literatures, of this study, the problem of females’ education is serious in secondary education in comparison to males. This indicates that there could be determinants which may contribute or aggravate the problem. But, even though there could be many determinants which can contribute to the problems of females’ secondary education, the concern of this study is on that of the cultural aspects/ determinants.

Hence, as researchers (Teshome, 2003:10; Genet, 1998:30; Kassahun, 2006:425; Rihani, 1996 cited in Abdulfatah, 2006:298) put it, the following are some of the major cultural determinants of females’ education in general, enrollment and academic achievement in particular. These are: (1) Early marriage; (2) pregnancy; (3) Attitudes regarding females’ education; (4) Lack of female role model; (5) Females’ motivation and expectations; (6) Household responsibilities of females and; (7) Fear of sexual harassment, abduction or rape.

i. Early marriage and pregnancy

Early marriage is a premature union that takes place earlier than it should; for various reason (Fatime, 1988:56). It has been practiced in Asia, Africa and Latin America for many reasons which may differ from one country to the other (Mehra, 1988:48; Mbarouk, 1988:49). Several studies in Africa and other developing countries have shown that there are certain culturally induced practices which encourage early marriage before the adolescents are physically, psychologically or socially prepared for it. In Tanzania, for instance, most of the parents believe that teenage girls are almost like rotten goods, similar to ripe tomatoes: when they are ripe and red, they should be used, otherwise, they will be rotten. In Mali, cultural identity made young girls to understand that they must marry in order not to be ridiculed. In Ghana, the dowry and other related systems of giving cattle, sheep etc are the reason why early childhood marriage is practiced (Mbarouk, 1988:61-62). Marriage at a very young age is almost universal in Nepal. It is estimated that 63.1 percent of Nepal women are married

between the age of 14 and 20 (i.e, the age of secondary and higher education) (Silliman, 1987:52; and Brink, 1985:84-85, in Befekadu, 1998:22).

Marriage at a very young age is almost universal in Nepal. It is estimated that 63.1 percent of Nepal women are married between the age of 14 and 20 (i.e, the age of secondary and higher education) (Silliman, 1987:52; and Brink, 1985:84-85, in Befekadu, 1998:22).

Hence, as Hyde (1993:116) described, the young age at which females marry in much countries of Africa, especially Sub-Saharan African countries makes marriage an important reason why they do not enter secondary or higher institutions or, having entered, leave before completing the cycle. In contrary to this, according to Wrzesinska (1980) cited in Hyde (1993:116) reports, in Zaire the higher bride price paid for educated daughters was a reason that parents sent their daughters to secondary school.

Customs in Ethiopia too, show early marriage in several ethnic groups, where girls are given away as early as at sevens years of age (Mehra, 1988:48). Specially, early marriage is one of the harmful traditional practices prevalent in northern Ethiopia. The survey on early marriage in this part of the country indicates that the mean age for marriage is 14years (Almaz, 1996:6).Complementary to this, in Ethiopia, 20 percent of the secondary school students surveyed in a study reported by Biazen and Junge (1988) were either promised, married, or divorced. Both boys and girls were affected, but this was the most common reason given for the non enrollment of girls for their secondary education (Hyde, 1993: 116). Marriage is, in general, the defining feature of the Ethiopian culture. Regarding this, researchers contend that it has a considerable share in aggravating the dropout rates among school children, especially among girls (Yelfign, 1990:31; Anbessu and Barbara, 1988:11, in Dirirsa, 1993:18). Dirirsa (1993) pointed out that Ethiopian parents are highly eager towards the marriage of their children. The importance attached to marriage is due to parents wish to avoid any risk of immoral behavior to conform to customs in order to remain respected by the society. As a result, in many localities of Ethiopia especially in rural areas, parents prize her/his early marriage more than his/her education after the age of 14. Moreover, oral tradition and songs emphasize the necessity of marrying and unmarried youth is a source of contempt. Because of this a number of high school students, particularly girls, are forced to interrupt their schooling.

In Oromia, early marriage is also one of the cultural impediments to girls' education. As revealed by the study report of Women's Educational Affairs, Department of Oromia Education Bureau (2003:26), many girls dropout from schools when they reach the ages of 13 to 19. One major reason for this phenomenon, according to the report, is early marriage. The report further described that many respondents (70%) replied that early marriage is the mirror constraints for the low participation rate of females. Many parents force their daughters to marry early because marriage is used as source of income.

ii. Pregnancy

Hyde (1993:116) noticed that although the enrollment of married students is not unheard of pregnancy and child birth usually end a school career. Girls who become pregnant are usually asked to leave school and may experienced difficulty in reenrolling even in different institutions. Many writers find that pregnancy marks poor performance of girls particularly at secondary levels (Stromquist, 1997:23; Brock and Cammish, 1994:18; and Plame, 1993:8). According to Stromquist (1997:23), in most African countries, the majority of secondary school are located in urban areas. In this case, girls become highly vulnerable to sexual abuse, as they come to urban areas for schooling. The situation can cause girls' unwanted pregnancy, which affects their health as well as their educational progress.

As girls become adolescent, pregnancy becomes a major factor in school dropouts. Indeed, pregnancy emerges as a major cause of adolescent school girls leaving school, fear of pregnancy is another reason why parents remove their daughters from school as they approach or reach puberty (Anderson-Levitt et al., 1994:111). A recent study in Cameroon indicated that society's experiences with school girls' pregnancies may negatively affect the prospects for educating young girls (Odaga and Heneveld, 1995:6). According to him, girls become pregnant by school boys, teachers or other civil servant who do not follow the customary rules on marriages and families and do not marry the girls. Pregnant girls are forced to withdraw from school. To overcome such uncontrolled occurrences, parents force their daughters to withdraw and marry.

According to Odaga and Heneveld (1995:30), a recent study of school girls pregnancy and continuance in Kenyan school shows that out of 20,000 secondary school girls drawn from the seven provinces of Kenya during the three school terms of 1985, 1986, and 1987, it is

estimated that a total of up to 9,000 girls dropped out of schools in 1985, 13,000 in 1986 and 8,000 in 1987 because of pregnancy, an annual average of about 10,400. The study result revealed that secondary school dropout related to pregnancy was common in rural than urban areas.

The experience of our country also reveals that some students are responsible for covering their educational costs when parents failed to afford them. In case of young girls, this problem often leads to practice sexual relationships with men who can support them. Such relationships can also carry the risk of unwanted pregnancy. In this regard, Assefa (1991:14) reported pregnancy as a cause of female students' grade repetition in Ethiopian schools. Ediger (1987:78) also revealed that teenage pregnancy of unmarried girls as major factors for grade repetition and dropout among females of secondary education.

iii. Attitudes regarding girls' education

Through history, women have been labeled physically weaker than men, more emotional, less reasonable, less able to learn, and dependent (Burke, 2006:111). He also pointed out that nursing and child rearing have restricted women's activities. Women have been defined as economically dependent, as homemakers and consumers, but not as producers. In certain settings education itself is viewed as a negative fact or because it instills "non conformist behavior" especially in women. Consequently, education beyond the acquisition of literacy is considered to be contrary to become wives and mothers, and threatens women's chance of marriage (king and Hill, 1993:113; Genet, 1998:48). In line with this idea, Assefa (1993:13) reported that in traditional society the only socially accepted roles for females are to be wives and mothers. Thus, they are trained for these roles from their early stage instead of attending school. Parents in traditional society may perceive that their daughters will forego home based training if they attend school (king and Hill, 1993:26).

Furthermore, king and Hill (1993:194) express that in the socialization of girls emphasizes the acceptance of the predominant sex roles, with marriage and family as the ultimate goals of women, parents may value education in terms of its appropriateness to the kind of knowledge, skills, attitudes, values and norms which their daughters need to develop in order to meet the demand of a married life. The other negative perception about girls' education in

most illiterate society is that educated females neglect their household duties, disobey their elders and their husband when they get married (Atsede and Kebede, 1988:14).

Other than the points mentioned above there are also traditional constraints that being unhealthy perception on females' education. These are: girls have special needs for physical protection and tradition of demands and special concerns for girls' privacy and special reputation. In those cultures where females' seclusion is practiced the impact of that tradition on girls' education after puberty is likely to be substantial (World Bank, 1990:36; Odaga and Heneveld, 1995:67). Similarly, Coombs (1985:229) indicated that parents resist sending their daughters to school to be educated with males assuming that this would have side effects up on their daughters' fame.

In Ethiopia women were not regarded as important as males, they are denied opportunities for education. Their denial of opportunity for education goes back into traditional or religious schooling system (Seyoum, 1986:7). This fact can be evidenced by the messages or traditional sayings transmitted in our culture. The messages are gender biased and reflected through books, teachers and the society. We hear such gender biased messages in our daily language used. For example, in Amharic language, the following proverbs and many others are commonly heard in different speech contexts.

“የሴት ጉልበቷ ምላሷ ነው” (“A woman's power is on her tongue”)

“ሴትና ልጅ ያመጣው ጥል አይበርድም” (“A quarrel provoked by a female and child can never be settled down”)

“ሴት ያመነ ጉም የዘገነ” (“Trusting a woman is like grasping a cloud”)

(Quoted by Yemiamrew, 2007:3).

The biased messages conveyed by such proverbs certainly make women feel inferior and restrain them from participating in many activities. These speech acts and myths create a psychological burden on women (Yemiamrew, 2007:4). Seyoum (1986:7-9) also cited some of the commonly used proverbs with regard to females in Ethiopia as described below.

“የሴት ቀዳሽ Yeset K'eddass”

“የሎሌ አልቃሽ የለውም Yelole alk'as yellewimmi”

In English, as Seyoum (1986:76) described, “this may be translated to mean, it is unbecoming for a woman to be as priest as it is for a man-servant to be a ceremonial mourner over his master's death.”

“ምንም ሴት ብታውቅ Minim set bettawk”

“በወንድ ያልቅ Bewend yalk”

Seyoum translated this as, “this may roughly be translated in to English to mean however knowledgeable a woman may be the final decision rests with a man.” He further noted as “the following saying in fact unequivocally maintains that a woman’s place is the kitchen, while that of a man is the court of law.”

“ሴት ልጅ በማጀት” Setliji bemajet”

“ወንድ ልጅ በችሎት Wend liji becilot”

“Another saying which specifically cautions against the education of a woman on the grounds that she would develop undesirable habits reads as follow.” (Seyoum, 1986).

“ሴት ከተማረች Set ketemarec”

“በቅሎ ከጠገበች Bek’loket’ eggebc”

“አመል አወጣች Amel awet’t’ach”

Seyoum put this as “in English this may be stated as if a woman is educated or a mule is well fed she will develop a bad habit.”

In general, therefore, religious outlooks and certain traditional attitudes such as “sexism” appear to have operated against the participation of women in education in Ethiopia and seem to affect particularly in rural Ethiopia even today.

Similarly, the situation of women in Ethiopia is also reflected in Oromo people. Beside some points raised under ‘1.2’ and ‘2.2.4’ of this study, some basic points could indicated this situation .For instance, as Mengesha (1992) evidenced, cited in Lemessa (2007:26), the indigenous Oromo proverbs, sayings, songs, poems, and riddles are the methods used in every days talk or chatting about human beings and all nature. Hence, the following Oromo people proverbs with regard to females which have been culturally transferred from generation to generation may confirm the attitude of the society towards females in the society. The following proverbs are reported by Melkamu (2007:50-53).

- a) “Beekumsa nadheeni dhiqattee fincoofiti jedhani.” When translated to English, this can be stated as “The knowledge of women makes her to be urinated after washing.”

This may implies that making a woman to be knowledgeable is nothing or meaningless.

- b) “Dubartiin dheertuun dhuma midhaanii hin beektu judhan.” It means “A tall woman do not know saving.” In other word she consume the husehoold resosurces/income as much as her length.
- c) “Taa’uu mannaa durba dhalchuu wayyaa jedhan.” This refers to “Rather than being idle, it is preferable to bear a daughter /a girl.” This shows the least preference of the society to have a daughter.
- d) “Nadheen akkuma harmishee rarra’u, qalbiin ishees rarra’a jedhan.” In English, “A woman’s thinking is just like her breast.” Meaning, she has not firm stand or she can’t decide on something rather she simply follow what someone else said or decide.
- e) “Nadheen guddatuu illee masgiida hin seentu.” This is, “Even if a woman is grown up, she is not allowed to enter a mosque.” Which means, whatever a woman is, she cannot be respected (i.e., she is sinful).
- f) “Dubartii fi namni bishaan keessaa harka qabaa barbaadi jedhan.” This means “A woman and a man who dive in the water needs to be handled/supported. This implies a woman can not live independently.

The aforementioned proverbs vividly reflect the attitude that the society has towards females. This condition may have a great impact on the females’ education in that society. Hence, it is this fact that triggers the researcher to identify such kind of cultural factors which may hinders females’ education in this particular study area.

iv. Lack of female role models

Hyde (1993:123) reported that unfortunately, learning materials used in schools too often exaggerate and perpetuate the unrealistic idea that a woman’s role is confined to that of a wife and mother. Tembo (1984) surveyed a number of primary and lower secondary school textbooks from Zambia as part of a UNESCO project on gender stereotypes in textbooks. The books contained many more male than female characters, and those female characters that appeared did so primarily in domestic roles and were presented as passive, stupid, and ignorant. Men’s activities were admired, women’s ignored. One can conjecture that the

probable educational and occupational aspirations of girls will be those of wife and mother when those roles are portrayed as the only appropriate ones for women (Hyde, 1993:123).

Similarly, when we see the Ethiopian situation, most teachers in the school are men, and few women play leadership roles in the society-so there are few good role models for school girls to follow. The curriculum is gender-biased: it focuses on a male world. So, many girls drop out of school early in each school level (IIRR, 2003:17). Furthermore for instance, Shitaye (2001:38) in Tafesse (2007:10) has done the research on images of female, content analysis of grade 9 textbooks and found out that image of females as follows:

- a. *On the coverage of the textbooks male portrayed more than female (in noun and adjectives, the neutral also exclude a very great representation)*
- b. *On the visual coverage male was dominantly portrayed than female*
- c. *On the verbal expression order, male appears more than females in the textbook.*

Similarly, Gizaw (2001) in Tafesse (2007:11) has studied on the evaluation of primary school textbook in Oromia region and one of his findings was that the textbook portrayed gender bias, and this favored male. According to Women's Educational, Affairs Department of Oromia Education Bureau (2003:43) study report, "it has been established that many parents prefer female teachers to teach their daughters. Female teachers however, constitute only 31% of the total teaching force. The report also added that there are great disparities in the presence of female teachers in the region. And, this may aggravate in the present particular study area.

v. Girls' motivation and expectations

The functioning of the labor market may prevent female students from becoming self-supporting. Women may not be hired or, if hired, may receive lower wages than men for the same work. Labor work discrimination can discourage women in a second way: by reducing their potential future income, it may dampen their aspirations for careers and hence their motivation for higher education (Khan, 1983:231). According to Singhal (1984) in Khan (1993:237), a 1977-78 Indian survey showed that, among those with a higher education, women were at a great disadvantage in finding jobs: unemployment rates were 44.8 and 35.9 percent for women in rural and urban areas, respectively, compared with 19.7 and 9.3 percent for men in rural and urban areas respectively.

In the same way different studies from the least developed countries on students' attitude surveys reveal that girls have low expectation of female achievement in school and career prospects (Befekadu, 1998:25). According to Odaga and Heneveled (1995:41) studies carried out in rural areas on girls' career aspirations indicate that girls had more limited range of career aspirations, teaching and nursing being the most popular. They tend to aspire to traditional female occupations, particularly teaching and nursing regardless of place of residence. In Uganda, 13 percent of the dropouts interviewed cited lack of interest and poor academic performance as the major reasons for wastage (Flueret et al., 1992 in Odaga and Heneveled, 1995:42). A study carried out in Malawi also indicates that students' lack of interest and persistence were among the factors cited for the high incidence of school dropouts (kapakasa, 1992 in Befekadu, 1998:26). As kann (1981) in Genet (1998: 30) further noted, the knowledge that there are limited number of job opportunities reserved for women affect the female students' occupational aspiration and expectations which, in turn, have a direct bearing on educational achievement. It is, therefore, clear that the selection of a field of specialization of students, parents and teachers will be influenced by the knowledge of which job is available for women.

In a patriarchal society, most parents treat their sons and daughters differently in regard to their future roles, aspirations, expectations, and education. While boys are encouraged in ways that will enable them to achieve, compete and win, girls are discouraged to develop such traits because, they are not necessary for the stereotyped roles of housewives and mothers (Mocaby, 1963 cited in Genet, 1998:27). In addition to this, McLean (1967) in Genet (1998:27) indicated that being brought up in a patriarchal society, many women have developed a withdrawn attitude about their capacities and potential in participating in education. Similarly, Allasebu (1988) in Genet (1998:26) noted that in most parts of Ethiopia, patriarchal thinking dominates the culture. This patriarchal thinking enhances the belief that men are superior to women and it also institutes division of labour by gender. Thus, in such kind of society, females are less motivated to learn.

Regarding the state of females in Oromia, the study report of Wome's Educational Affairs Department of Oromia Education Bureau (2003:39) indicated, like other women elsewhere, women in Oromia communities are the victims of "patriarchal marginalization" promoted by the culturally biased communities. Hence, females themselves have no confidence to be

successful in their education. On the other hand, only 2% of female students under the study indicated that females' lack of interest in learning could be the factors that hinder the participation and performance of females. This implies that females have interest in pursuing their education regardless of all the challenges.

vi. Household responsibilities

The situation of heavy responsibility at home put young girls at disadvantage to pace their progress in education (king and Hill, 1993:224).Emphasizing this, Daniel (1995) and Rhoodie (1998) in Merga (1999:35) noticed that girls have little time to study at home because they are more involved in the household economy. Tebarek (2007:82) also has indicated the household responsibilities of females by saying "with regard to women's multiple roles as farmer, household and community managers, traders, and family caretakers, they are increasingly confronted with work overload and fatigue." Cleaning the house, preparing the food, looking after their siblings, the elderly and the sick, grazing the cattle and collecting firewood are some of the key tasks they have to perform. Girls tend to start school late or not at all for they are more engaged in household chores and income generating activities than boys. Hence, girls had less time to study as they were burdened with tasks at home (than boys) and this was likely to lower their achievements (kassahun, 2006:420). Complementary to this idea, Genet (1991:196) cited in Tamirie (2006:7) stated that female students' poor performance at school can be related to their responsibilities in the household. Rural girls and women in Sub-Saharan Africa are responsible for 70% of food production, 50% of domestic food storage, 100% of food processing, 50% of animal husbandry and 60% of agricultural marketing (FAO, 1996 cited in Teferi, 2006:363). Kasente (1995) in kassahun (2006:424) reported that a research in East Africa shows that by the age of ten, girls are spending up to ten hours per day on production activities raising the opportunity costs of girls' education for poor households.

Zewdie and Junge's (1990:37) study of four peasant associations in Ethiopia indicated that women spend about 15 or more hours on various chores important for the household. Under this circumstance, it is the girls who share the burden of their mothers by spending time on the chores instead of their studies. Though no time-use- study has been carried out in the cities, Genet (1994) pointed out that parents, and female students themselves and their teachers indicated that the female students spend much time on household chores (Emebet, 2003:37).

Trufat (1998:149) also added that girls in rural areas start to cook food for the family as early as 7. Girls are a source of supporting labor for overburdened women in rural Ethiopia. Thus the responsibility of girls to be sent to school let alone to distant areas but also nearby areas is very low. Trufat (1998) further elaborate that even if they are enrolled they dropout as the demand for their labor increases with in the households. During harvest time when women are busy in the fields, young girls are supposed to take care of cooking, house cleaning, and all household responsibility. Thus they are forced to quite schools and stay at home. Even if they remained in school the time they can devote to study is very low due to the above mentioned reasons.

Similar to the Ethiopian women, Women's Educational Affairs Department of Oromia Education Bureau (2003:22) study report indicated that the traditional division of labor in some localities of Oromia heavily burdens women/girls, making excessive demand on their time. Girls are often responsible to help their mothers with the household chores and look after younger children. The report confirmed in its study that girls in Oromia are kept at home for the purpose of helping their parents the household activities. Even those who got the opportunity to attend school spend more of their time on household chores than boys do and less time on studying relaxing the first hour after school. The report further noticed that by implication, because of the nature of house chores, quite a significant number of girls end up having much less time to do their assignments and study than boys have.

vii. Fear of sexual harassment, abduction or rape

As mentioned by Stromquist (1997:23), in most African countries, the majority of secondary schools are located in urban areas. In this case, girls become highly vulnerable to sexual abuse, as they come to urban areas for schooling. Regarding this problem, different studies and reports from some African countries show the seriousness of sexual harassment in schools to hinder girls' education. For instance, African Right Discussion Paper (1994:1) discussed the magnitude of the problem as a major obstacle for girls' inability to pursue their studies. Studies from South Africa and Zambia indicated that many school girls are raped or harassed on their way to school. Reports from Kenya also show that 19 girls were killed and 71 raped at St. Kizito mixed secondary school in 1991. In Senegal, too, 60 percent of the rapes

examined have been found to be school girls and students with an average age of under 15 years (African Right Discussion Paper, 1994:7).

Similarly few studies from Ethiopia show that abduction or rape widely takes place in the rural areas of western region like Wollega, Southern Sidamo, and certain parts of Amhara and Tigray regions (Almaz, 1996:2) Furthermore, a study result of Institute of Development Studies /IDS (1996:75) shows that due to long distance of school from their homes, fear for girls' safety is the major reason for parents not to send their daughters to schools in the rural areas. Almaz (1996) also noted that abduction and or rape is recognized as a form of marriage in different ethnic groups in Ethiopia. And, it usually takes place on the way to and/or from market or school. This implies, as she indicated, schools are one of the areas vulnerable (sensitive) to abduction, rape or sexual harassment. The problem of fear of sexual harassment, abduction or rape is one of the sever problems that female students face in the secondary schools. The problem is not restricted only in the rural areas. But, it also appeared in capital cities of the country. For instance, the result of the research undertaken in five high schools in Addis Ababa, indicated that about a quarter of the respondents faced unbearable harassment while walking to and from schools by male students and sometimes by their teachers (Emebet, 2002, cited in Hedija, 2002:14).

Similarly, as Seieda (2008:20) printed it out, marriage by abduction is a serious problem in Oromia. According to Oromia Women Affairs Bureau (2004) survey, in Seieda (2008), the main reasons for the practice of marriage by abduction are: (i) refusal or anticipated refusal to agree on the marriage by the girl; (ii) inability to cover marriage related expenses, dowry and/or other economic burdens related to conventional marriage processes; (iii) status consideration such as social, economic and ethnic. In agreement with this idea, sexual harassment, teenage pregnancy and abduction are cited as major safety problems in Oromia (Women's Educational Affairs Department of Oromia Education Bureaus, 2003:41).

2.3 Some Strategies to Improve the Impact of Cultural Factors on Females' Education

Researchers (Bellow and king, 1993:288-290; Herz et al. (1990) and Odaga and Heneveld (1995) in Teshome, 2003: 9-10; Hyde et al; 2005: 143-149; and Abdulfatah, 2006:301) have recommended comprehensive strategies to over come constraints of girls' education. But, the

researcher tried to select those basic approaches which could be pertinent to the cultural factors. These are:

- ❖ Sensitizing parents' awareness that the benefits of educating their daughters can be large
- ❖ Reviewing and modifying of curriculum, both content and pedagogical aspects, to ensure that it is a gender sensitive.
- ❖ Strengthen the policy of re-admission of mother girls into the formal education system.
- ❖ Develop understanding among educational managers at all levels, as well as planners and administrators of gender sensitive policies, targets, and guidelines of educational development.
- ❖ Putting schools within reach of children and locating schools closer to children's homes can be an effective approach to promote and expand girls' access to education.
- ❖ Offering flexible school schedules which would allow girls to fulfill domestic responsibilities at home as well as go to school.
- ❖ Recruiting female teachers to be as a role model for female students.
- ❖ Reducing opportunity costs, by ways of providing scholarships, establishing day-care centers, modifying home technologies, and offering alternatives to formal schooling.
- ❖ Providing school feeding programs.
- ❖ Training and empowering women for nontraditional occupations.
- ❖ Ensuring gender-neutral instruction.
- ❖ Implementing poverty reduction strategy that releases females from time consuming tasks.
- ❖ Involving religious organizations and clan leaders in guidance and counseling of girls to pursue their education
- ❖ Improving girls' academic performance through special assistance programs.
- ❖ Investing in gender sensitive facilities and services including separate toilets for females, and improving the ethical environment of the classroom in terms of the behavior of male students and teachers towards female students.

CHAPTER THREE

Research Design and Methodology

This chapter deals with the design of the study, population and sampling techniques, instruments and procedures of data collection, and method of data analysis.

3.1 Research Design

The design and methodology of a research is based on the purpose. So, the major purpose of this study was to examine and describe cultural factors hindering females' enrollment and academic achievement in secondary education of Guji zone.

To this end, a descriptive survey approach was designed to describe those cultural factors affecting /hindering females' secondary education negatively. This approach is appropriate when the study aims at examining of samples taken out from a large population and mainly to reveal the current state of the problem and to gather several kinds of data related to the subject under study (Seyoum and Ayalew,1989:17; Best and Khan,1993:101; Best and Khan,2005:129; Cohen and Manion ,1994:101).

3.2 Population and Sampling Procedures

To determine the population and sampling procedures, considering an overview of the research area is important. Hence, a very brief description of the area /Guji zone was found in Appendix G.

Therefore, as indicated in the description of the study area, two years ago, the zone was reorganized into 11 rural districts and 2 urban administrative areas. Of these, except one, all of them have one secondary school. The remaining one has 2 secondary schools. Hence, there are 14 secondary schools in the zone. But, out of these secondary schools, only 8 of them have complete first cycle secondary (9-10) schools last year. It was on these schools that the researcher focused. This was due to the reason that there was a need tried to see the academic achievement /performance of females in Ethiopian General Secondary Education Certificate Examination (EGSECE).

Therefore, even though the target population of this study was the whole female students of secondary schools of Guji zone, sample subjects/respondents were selected from those of the

8 schools due to the above mentioned limitation. However, it is not possible to visit all of these 8 secondary schools and study all possible members of the population taking into account the budget and time that were available for the research. Hence the researcher decided to carry out a survey of as small number /proportion of sample secondary schools drawn from the whole of the target population. So that, out of the 8 secondary schools, 5 (62.5%) of them were selected as sample schools. The selection of these schools was based on purposive and simple random sampling techniques. Two schools were selected purposely. These schools were Negelle Secondary and Preparatory School and Me'e Boko Secondary School. Negelle Secondary and Preparatory School was selected purposely because it is located in the capital of the zone. Me'e Boko Secondary School was selected because it is located at the place where the Guji "Gada system" ceremony takes place within each eight years. This sampling method of the research has been noted by Cohen and Manion (1994:103), and Pandey (2006:22) in such a way that the researcher can handpick the cases to be included in the sample on the basis of their judgments of their typicality. The remaining three schools were selected using simple random sampling method (i.e, lottery system). The selection of this sampling technique was to ensure every member of schools to have equal chance to be included into sample (Best and Khan, 1993:121). Accordingly, Uruga Secondary and Preparatory School, Bore Secondary and Odo Shakiso Secondary and Preparatory School were sampled.

Concerning the selection of female students, they were selected from each school, grade, and section proportionately (i.e., 24.9%, which is the total sample percent for female students). Then each individual subjects were selected using systematic random sampling method. This method was used based on the following steps:

Step 1: A sampling frame was identified.

Step 2: The sampling fraction K was calculated (i.e. $k = N/n = 8362/822 = 10$).

Where, N = the number of units in the target population

n = the number of units of the sample

Step 3: A number between 0 and k (10) was randomly selected from students' attendance list of each section.

Step 4: All the numbers between 0 and N that result from adding K to this random number are selected. The process is repeated until N is reached.

Step 5: The names on the sampling frame (students' attendance list) that correspond to the numbers drawn were identified and included in the study.

The purpose of selecting the aforementioned method is in order to give an equal and calculable chance for every unit of the population to be chosen in the sample (Abrham et al., 1999:173-1974).

For the sake of increasing the reliability of the data, male students of the sample schools, teachers, head of district education offices (in which the sample schools are found), heads of the zonal education, women's affair, culture and tourism offices, and cultural leaders were also included in subjects of the study as they were expected to be the right source of information on cultural factors hindering females' enrollment and academic achievement in secondary schools. Therefore, each individual male student was selected using similar technique used for female students. The teachers were selected using stratified (male and female) followed by simple random and available sampling techniques. The simple random (lottery system) was for male teachers, because they were larger in number than female teachers. Available sampling was used for female teachers, because they were few in number. Best and Kahn (1998:14) noted these methods are appropriate for such kind of purpose. But, the heads of offices at zone and district levels, and cultural leaders were selected purposely. This was due to two reasons that the researcher considered. The first reason is that the heads of education offices at the zonal and district levels are the primary concerned bodies and have relevant information about females' education. In the same way, the second reason is that the cultural leaders and heads of women's affair and culture and tourism offices are responsible and able to give information related to the culture of the society and the roles females in that culture.

In general, the summary of the target population, total number of population and, the sample taken were described in table 5.

Table 5 The population and samples taken for the study

No	Target population	Total number of population			Sample taken from target population			Sample taken by percent		
		M	F	T	M	F	T	M	F	T
1	Students: grade 9	3939	1684	5623	138	419	557	3.5	24.9	9.8
	10	1839	723	2562	64	180	244	3.5	24.9	9.8
	Total	5778	2407	8185	202	599	801	3.5	24.9	9.8
2	Teachers	165	12	177	32	14	44	19.4	100	24.8
3	Heads of district education offices	5	-	5	5	-	5	100	-	100
4	Head of zone education office	1	-	1	1	-	1	100	-	100
5	Head of zone women's affair office	-	1	1	-	1	1	-	100	100
6	Head of zone culture and tourism office	1	-	1	1	-	1	100	-	100
7	Cultural leaders	-	-	-	2	-	2	100	-	100
	Total	5950	2420	8370	241	613	854	-	-	-

Note here: When the percent of the sample taken is observed, it seems small. But, the total number of the sample was large and became very difficult for the researcher to manage with in the short time limit. Also, whenever the number of population increases, even though the sample percent seems small, the number will be large.

3.4 Instruments and Procedures of Data Collection

Conducting multiple data gathering instruments help researchers to combine the strengths and amend some of the inadequacies of any source of data to minimize risk of irrelevant conclusion (Best and Khan, 1993:108). Hence, in the process of data collection, three basic procedures were used.

1. Data regarding enrollment and academic achievement was collected from documents available in the Ministry of Education, Oromia Region Education Bureau, Guji Zone Education Office, District Education Offices of the sample schools and the sample schools through direct access to records.
2. Questionnaires were prepared to procure the required information. A questionnaire to be filled in by students (A) and a questionnaire to be filled in by teachers (B)
3. Unstructured interview was prepared for office heads at the zone and district levels, and cultural leaders since it is more appropriate to secure factual information, opinions and attitudes in unstructured framework from respondents.

A questionnaire was preferred because it is the most appropriate means to involve the large size sample population to gather the necessary information within a given time frame (Abraham et al., 1999:177-179). Abraham et al.(1999) pointed out that an interview was also used to substantiate the responses acquired from the questionnaires.

Before developing the questionnaires, however, the relevant and related literature was thoroughly examined, selected and revised. Based on information obtained from literature, considering the locality of the study and the research questions, questionnaires having closed ended items along with very limited number of open-ended items for teachers and students were designed. Then, these instruments were submitted for evaluation primarily to the advisor. The feedback of the advisor was used as an input for improving the quality of the instruments. The questionnaire prepared for the students was first prepared in English and then translated into the local language (Afan Oromo and Amharic) in order to minimize the language barrier for the respondents. The translation was examined and commented by language experts (one from Afan Oromo and the other from Amharic department of graduate school). Based on their comments, the researcher has made some sort of modifications. But, the questionnaire for teachers was administered without being translated. Because, it was expected that secondary school teachers were teaching in English and they are qualified.

Further more, since the questions should be clear and easy to understand, they were first piloted in one school (Adola Wayu Secondary and Preparatory School), which was not included in the sample schools. The advantage of this piloting is that it helps the researcher to avoid some of the inevitable problems of converting his/her design into a reality (Best and Khan, 1993:135). Best and Khan (1993) further described that pilot study helps to identify ambiguities and misunderstandings: establish sampling procedures as well as to test the validity of the instruments for collecting the necessary data. This pilot test was conducted among 30 randomly selected respondents. The respondents were selected from students of both sexes of grades 9 and 10, and teachers of both sexes. After it had been filled by these respondents, each questionnaire was examined to detect ambiguous and unclear statements. In addition to this Cronbach alpha was calculated to examine the internal consistency of the items which is 0.86 and 0.81, for teachers' and students' questionnaires respectively.

Teachers' questionnaire had 19 main items in which some of them had sub-items under them. Similarly, for students, the items were 20, some of them having sub-items. Finally the questionnaires were administered to both teachers and students with the coordination of school principals. Before the respondents fill the questionnaire, the necessary orientation was given to them by the researcher. Finally, out of the total respondents, 192 male (95.0%) and

588 female (98.2%) students, 30 male (93.8%) and 12 female (85.7%) teachers had filled correctly and returned the questionnaires.

Regarding the unstructured interview, the key (starting) questions were prepared in English and translated to the local language (Afan Oromo). This was due to the reason that the working language of the offices was the language of the people of the region. The instrument was intended to elicit information about females' secondary education and culture-related factors hindering their education in the Guji zone.

3.5 Methods of Data Analysis

In analyzing the data gathered, both qualitative and quantitative methods were employed. Hence, frequency percentages were used to explain the characteristics of the respondents, the opinion of the respondents regarding each item in the questionnaire, the enrollment, dropout rates and promotion rates of females. The data obtained from the interview were analyzed using narrative statements.

Table 7 Respondent students by age.

Age (in years)															
<14				15-17				18-20				>21			
M		F		M		F		M		F		M		F	
No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
16	8.1	61	10.3	34	17.7	237	40.4	122	63.8	241	41	20	10.4	49	8.3

As far as the age of the sample students is concerned, the majority of the students (81.3%) as indicated in table 7 are in the age group of 15-20. There are also 16 male (8.1%) and 61 female (10.3%) students whose age is below 14 years. This is unusual in most secondary schools of Ethiopia since the official age for starting primary schooling is 7 years. From this point of view, by the time a student reaches grade 9, he/she should be at least 15 years of age. Anyhow, this does not bring any effect on the study because majority of the sample students (634 out of 780 or 81.3%) are between the ages of 15 to 20 years representing the expected age level for grades 9 and 10 students. It can also be observed from the table that there are 69 students (8.8%) whose age is above 21 years. Based on the aforementioned fact, this age can be the age where the students would be join higher education.

b) Teachers

The other respondents for the study were teachers that were drawn from the same 5 sample secondary schools. Among the few variables investigated about the teacher respondents through the questionnaire were characteristics related to their sex, level of education, the subject they teach and, year of experience in teaching. These are described below in table 8.

Table 8 Respondent teachers by sex, level of education, subject they teach, and service years

Characteristics	Teachers	
	Number (n)	Percent (%)
- Sex : Male	30	71.4
Female	12	28.6
Total	42	100
- Level of education by sex:- Diploma: Male	7	16.7
Female	8	19.0
Total	15	35.7
- B.A/B.SC/B.Ed: Male	23	54.8
Female	4	9.5
Total	27	64.3
- M.A/Msc/M.Ed: Male	-	-
Female	-	-
Total	42	100
Others: Male	-	-
Female	-	-
Total	-	-
- Subject teach by sex:- Languages*: Male	9	21.4
Female	12	28.6
- Natural sciences**: Male	9	21.4
Female	-	-
- Social sciences***: Male	6	14.3
Female	-	-
- Mathematic: Male	6	14.3
Female	-	-
Total	42	100
- Teaching experience (in years):- 1-5	24	57.1
6-10	6	14.3
11-15	5	11.9
More than 16	7	16.7
Total	42	100

N.B:- * Languages: English, Afan, Oromo, and Amharic

** Natural sciences: Chemistry, Physics and Biology

*** Social Sciences: Civic and Ethical Education, Geography and, History.

Among the 42 teacher respondents, about 71.4% are males, whereas only 28.6% are females. The main reason for this disparity is the fact that there is less number of female teachers than males in all the secondary schools visited during the data collection. This is something to be considered because it might have its own influence on girls' education in particular as related

to lack of role models. Nevertheless, the study has somehow included both male and female teachers as samples. Table 8, shows that the teacher respondents who have diploma are 35.7% and, first degrees are 64.3% of the sample teachers. According to the current Education and Training Policy of Ethiopia, the first cycle primary education requires teachers with minimum qualification of Teachers Training Institute (TTI) certificate, Teachers Training College Diploma (TTC) for second cycle primary and B.A or B.Sc and above for secondary (Oromia Education Statistics Annual Abstract, 2005:26). In relation to this fact, even though, more than half percent of the respondent teachers fulfilled the above requirement, more than 30% (35.7%) of them did not fulfill the requirement. This may contribute negative impact on the quality of education. When comparison is made in terms of sex, out of the diploma holders of the teacher respondents, 19.0% are females. But, from first degree holders, females are only 9.5%. This shows that there is gender disparity in terms of teachers' educational qualifications.

With regard to the subjects that the respondent teachers teach males 9(21.4%) and 12 females (28.6%) are teaching language. 9 teachers (21.4%) are from natural science stream. As it is shown in table 3, there are no females in this stream. From the social science stream, 6 of the respondent teachers (14.3%) are males and there are no females. Similarly, 6 of the teacher respondents (14.3%) were teaching mathematics, and there were also no females in this area. This fact implies that in addition to the less number of qualified female teachers in the study area, the qualified female teachers themselves are restricted to be successful in a particular fields or subjects (especially in language). This practical observation is agreed with the idea of Johnson et al. (2005:126) cited in the review literature of this paper. The disparity of teachers in terms of sex in science and technology fields may affect negatively the implementation of the current education and training policy which emphasizes science and technology.

As it is shown in table 8, about 57.1% of the sample teachers have service years between the ranges of 1 to 5. However, there are also some numbers of teachers included in the study with varying experience of teaching either between 6 to 15 or over 16 years of service in teaching.

4.2 Data Interpretation, Analysis and Discussion

The data collected are presented, analyzed, interpreted and, discussed according to the following four different headings based on the research questions: the present status /condition of females' enrollment and academic achievement in secondary schools; cultural factors hindering females' enrollment and academic achievement in secondary education; how the cultural factors affect/hinder females' enrollment and academic achievement in secondary schools and; potential strategies to improve/minimize the impact of cultural factors on females secondary education in Guji zone.

4.2.1 The present status/condition of females' secondary education in Guji zone: enrolment and academic achievement

Enrollment

The first and most important thing in the education of girls is the enrollment ratio. Enrollment ratio is directly related to the number of those individuals who register every year to attend secondary schools. In connection with this, it was tried to inspect statistical documents. The opinion of teachers, students themselves, education experts from the district and zone offices, experts from zonal women's affairs and, culture and tourism offices was also surveyed using questionnaire and interview forms prepared for them.

Regarding females' enrollment in secondary schools, the opinion of sample teachers and students was asked using the following two questions which were described in table 9.

Table 9 Teachers' and students' response regarding females' enrollment in secondary schools.

Items	Respondents											
	Teachers (N=42)						Students (N=780)					
	M		F		Total		M		F		Total	
	No	%	No	%	No	%	No	%	No	%	No	%
The opportunity to go to secondary school is high for:-												
Boys	20	66.7	12	100	32	76.2	57	29.7	198	33.7	255	32.7
Girls	1	3.3	-	-	1	21.4	11	5.7	60	10.2	71	9.1
Both	9	30	-	-	9	2.4	116	60.4	299	50.8	415	53.2
Don't know	-	-	-	-	-	-	8	4.2	31	5.3	39	5
Total	30	100	12	100	42	100	192	100	588	100	780	100
Are there secondary school age girls who do not attend schools at present?												
Yes, there are	26	86.7	8	66.7	34	80.9	166	86.4	477	81.1	643	82.4
No, there aren't	3	10	4	33.3	7	16.7	21	10.9	47	8.0	68	8.7
Don't know	1	3.3	-	-	1	2.4	5	2.6	64	10.9	69	8.8
Total	30	100	12	100	42	100	192	100	588	100	780	100

As it is shown in table 9, 20 male (66.7%), 12 female (100%) and, a total of 32 teachers (76.2%) responded that the opportunity to go to secondary school is high for boys than for girls. Of the respondents, only one male teacher (3.3%) is responded to the contrary. And, 9 male teachers (30%) responded that the opportunity to go to secondary school is high both for boys and girls.

116 male (60.4%), 299 female (50.8%) and, a total of 415 students (53.2%) responded that the opportunity to go to secondary school is high both for boys and girls. But, 57 male (29.7%) and, 198 female (33.7%) students are responded similar to that of the teachers in that the opportunity is high for boys than for girls. As it can be observed from the frequency percentage, teachers have the opinion that boys have high opportunity to go to secondary school than girls. This opinion of the respondent teachers is agreed with the idea of Abdulfatah (2006:294), and World Bank report (1993:201). But, contrary to the opinion of Walters (2001:4183). On the other hand, student respondents have the opinion that both boys and girls have high opportunity to go to secondary schools, which support the view of Thomas (2006:733).

In order to survey whether all secondary school age girls are attending school or not, the opinion of teachers and students was described in table 9. As it is shown in this table, 26 male (86.7%), 8 female (66.7%) and, a total of 34 teachers (80.9%) agreed that there are girls who do not attend school. Contrary to this 3 male (10%), 4 female (33.3%) and a total of 7 teachers (16.7%) disagreed to this idea. Only one male (3.3%) teacher responded that he does not know/has no idea regarding the issue. For the same question 166 male (86.4%), 477 female (81.1%) and, a total of 643 students (82.4%) supported the idea that there are secondary school age girls who do not attend school in their locality. Out of the total respondent students, 21 males (10.9%), 47 females (8.0%) and, a total of 68 (8.7%) have the opinion that there are no school age girls who do not attend schools. The rest of students, 5 males (2.6%) and 64 females (10.9%) do not consider the issue. UNESCO, Statistical year Book (1995) in Holton (2006:689) supports the opinion of the teachers. As shown in table 8, majority of the students have the same opinion with that of teachers. Beyond the personal opinion of teachers and students, numerical data pertaining to females' enrollment in Guji zone and sample schools was collected through the document inspection form. The collected data is summarized in tables and the result is discussed sequentially next.

To begin with, tables 10 and 11 show the enrollment of girls as compared to their counter boys in Guji zone and in each of the sample secondary schools selected from the zone respectively for four academic years (1998 E.C to 2001E.C).

Table 10 Percentage of female enrollment in Guji zone secondary schools (9-10):1998 E.C to 2001 E.C

Years (E.C)	Enrollment (in number)				
	M	F	%F	Total	GPI*
1998	5284	3779	41.7	9063	0.72
1999	6136	4441	42.0	10577	0.72
2000	6922	5918	46.1	12840	0.85
2001	8181	7506	47.8	15687	0.92

Source: Guji Zone Education Office Report, 2009

* GPI: Gender Parity Index

As we can observe from table 10, the enrollment of females increased consecutively throughout the four years. Even though this increment is encouraging, their enrollment is still less than that of their counterparts. This is clearly revealed in the actual enrollments of boys and girls in the zone and from the Gender Parity Index (GPI).

The GPI which is also known as the gender ratio shows us the ratio between female and male. We may deduce an assumption from the national population statistics that the number of girls and boys in one zone/school catchments area is roughly at parity. Based on this assumption, it is possible to consider that the ratio of girls to boys in certain zone/school to be a rough indicator of the magnitude of girls' enrollment. In the above mentioned zone the value of the GPI is less than 1, which implies that females' rates are less than that of males in actual enrollment(MOE,2007:42).

In the same way the enrollment condition of females in the sample secondary schools is described in table 11.

Table 11 Percentage of female enrollment in five sample secondary schools in Guji zone: 1998 E.C to 2001 E.C

No	Schools	Enrollment (in number)															
		1998				1999				2000				2001			
		M	F	Total	GPI	M	F	Total	GPI	M	F	Total	GPI	M	F	Total	GPI
1	Negelle Secondary and Preparatory School	1317	630	1947	0.48	1613	774	2387	0.48	1405	657	2062	0.47	1417	781	2198	0.55
2	Odo Shakiso Secondary and Preparatory School	845	426	1271	0.50	920	429	1349	0.47	1063	509	1572	0.48	1230	592	1822	0.48
3	Solomo Secondary and Preparatory School	892	135	967	0.15	1424	266	1690	0.19	1460	341	1801	0.23	1423	353	1776	0.25
4	Bore Secondary and Preparatory School	1300	351	1651	0.27	1446	393	1839	0.27	1497	429	1926	0.29	1336	534	1870	0.40
5	Me'e Boko Secondary School	-*	-*	-*	-*	308**	79**	387**	0.26**	454	120	574	0.26	366	147	513	0.40

Source : District Education Offices Record, 2009

N.B:- * The Secondary School is not Opened

** Grade 9 is opened

GPI: Gender Parity Index

When we consider the enrollment condition in the five sample schools which is summarized in table 11, it can be discussed as follows. As it is shown in this table, the condition of females' enrollment in all five sample schools is more or less similar to that of the condition described for the zone. This means, the enrollment of females in secondary schools of the five sample schools throughout the consecutive four years is less than that of boys. When we try to compare the sample schools among each other in terms of females' enrollment, Negelle Secondary and Preparatory School (located in the capital city of the zone) and, Odo Shakiso Secondary and Preparatory schools seem to be better than the others. Whereas, the rest of the three sample schools; Solomo Secondary and Preparatory School, Bore Secondary and Preparatory School and, Me'e Boko Secondary School (located at the place where the *Gada System* ceremony takes place with in an eight years interval) are having very high and unexpected gender disparity.

In general, the above mentioned information seems agree with the situation of the Sub-Saharan Africa including Ethiopia as described by UNESO, Statistical Year Book, 1995 and World Bank, 1993(cited in Holton, 2006:689).UNESCO Statistical Year Book,1995 and World Bank,1993(cited in Holton,2006) has described the enrollment of females in secondary education by saying "in Sub-Saharan countries include Ethiopia, there is a severe disparities exist in females' access to secondary education level." It could be possible, therefore, to conclude that the reality of females' enrollment in secondary education has shown that boys have relatively high opportunity to go to secondary school than girls in Guji zone.

Achievement

In this section, the data obtained from the research via the questioner, interview and, document inspection with regard to females' survival in secondary schools and their performance in Ethiopian General Secondary Education Certificate Examination (EGSECE) are presented and discussed. As it has been already mentioned elsewhere in this chapter, the first priority in females' education is to get them to school. However, together with this, the persistence success of female students in their education is also an important aspect to be considered. In this case, the dropout case and grade 10 national exam results could be important indicators of females' persistence and success in their secondary education. From these points of view, it was tried to collect relevant information from sample students and

teachers. It was also tried to supplement the respondents' views with facts and figures obtained from the documents of the zone education departments, district education offices, and from the 5 sample secondary schools.

In relation to persistence of in secondary school, six of the interviewed respondents responded that one of the major problems in undergoing the educational activities especially in secondary education in the zone is the dropout of students from schools. The respondents described that from years to year, at the beginning month of the academic year, many students enrolled more than expected. But, beginning from the third month until the end of the academic year, high percentages of students' dropout or leave out the school. The respondents believed that females leave the school more than boys. The statistical data of the zone and that of the 5 sample secondary schools described below, however, does not support this idea. The rates of dropouts in Guji zone secondary schools for three academic years are shown in tables 12 and 13. In these tables, the enrollment of both males and females are also shown together with the dropout rate for the purposes of comparison.

Table 12 Enrollment and dropouts in Guji zone secondary schools: 1998 E.C to 2000 E.C

Years (E.C)	Enrollment at the beginning of the year				Dropouts						
	Grades	M	F	Total	M		F		Total		% F*
					No	%	No	%	No	%	
1998	9	3610	2501	6138	242	6.7	117	4.7	359	5.8	32.6
	10	1674	1278	2925	105	6.3	37	2.9	142	4.8	26.1
	Total	5284	3779	9063	347	6.6	154	4.1	501	5.5	30.7
1999	9	4192	2939	7163	260	6.2	129	4.4	389	5.4	33.2
	10	1928	1486	3414	112	5.8	40	2.7	152	4.4	0.3
	Total	6120	4425	10577	372	6.1	169	3.8	541	5.1	0.3
2000	9	4729	3917	8646	274	5.8	160	4.1	434	5.0	0.4
	10	2193	2001	4194	118	5.4	90	4.5	208	5.0	43.3
	Total	6922	5918	12840	392	250	250	4.2	642	5.0	38.9

Source: Guji Zone Education Office Report, 2009

Key : %F:- total percent of females' dropout

Table 12 shows enrollments and dropouts of female students in secondary schools of Guji zone for three academic years by grade in comparison to male students. As we can observe from the table, it seems that the number of female dropouts is not significant when compared with that of boys throughout the three academic years. This is especially true when one relates the number of female dropouts with the number of their enrollment. For example, the dropout rates of female students in the academic years of 1998, 1999 and, 2000 (E.C) is 4.1%, 3.8% and, 4.2% respectively. Whereas, the dropout rates of male students in the same academic years is 6.6%, 6.1% and, 5.7% respectively, which is greater than that of female students. When we see the dropout rates of females in terms of their grades, the dropout rates in grade 10 seems less than that of the grade 9. For example, the dropout rates of female students in 1998 and 1999 E.C in grade 10 is 2.9% and 2.7% and, in the same years in grade 9, out of the total dropout rates, the percent of females drop out is 4.7% and 4.4% respectively. Or, in 1998 and 1999 E.C, out of the total dropped out students in grade 9, the percent of females is

32.6% and 33.2% respectively, which is greater than that of the grade 10 dropout rates (26.1% and 0.3% respectively). This is in line with the finding of Ayalew (1993) (cited in Wanna and Tsion, 1994: 27), which states that dropout rate is higher at grade one for the primary level and grade nine for the secondary level. But, it is contrary to the idea that the dropout rates in all the grades except grades seven and eight are higher for girls than for boys.

**Table 13 Enrollments and dropouts in the five sample secondary schools of Guji zone:
1998 E.C to 2000 E.C**

No	School	Years (E.C)	Enrolled at the beginning of the year			Dropouts			% F
			M	F	Total	M	F	Total	
1	Negelle Secondary and Preparatory School	1998	1317	630	1947	311	101	412	24.5
			67.6%	32.3%	100%	23.6%	16.0%	21.2%	
		1999	1613	774	2387	253	106	359	29.5
			67.6%	32.4%	100%	15.7%	13.7%	15%	
		2000	1405	657	2062	122	48	170	28.2
			68.1%	31.9%	100%	8.7%	7.3%	8.2%	
2	Odo Shakiso Secondary and Preparatory School	1998	845	426	1271	259	52	311	16.7
			66.5%	33.5%	100%	30.6%	12.2%	24.5%	
		1999	920	429	1349	179	59	238	24.8
			68.2%	31.8%	100%	19.4%	13.7%	17.6%	
		2000	1063	509	1572	295	128	423	30.3
			67.6%	32.4%	100%	27.7%	25.1%	26.9%	
3	Solomo Secondary and Preparatory School	1998	892	135	1027	178	20	198	10.1
			86.8%	13.1%	100%	19.9%	14.8%	19.3%	
		1999	1424	266	1690	313	18	331	5.4
			84.3%	15.7%	100%	22%	6.8%	19.6%	
		2000	1460	341	1801	67	34	101	33.7
			81.1%	18.9%	100%	4.6%	10%	5.6%	
4	Bore Secondary and Preparatory School	1998	1300	351	1651	306	37	343	10.8
			78.7%	21.2%	100%	23.5%	10.5%	20.8%	
		1999	1446	393	1839	363	47	410	11.5
			78.6%	21.4%	100%	25.1%	11.9%	22.3%	
		2000	1497	429	1926	471	56	527	10.6
			77.7%	22.3%	100%	31.5%	13%	27.4%	
5	Me'e Boko Secondary School	1998*630	-	-	-	-	-	-	-
			-	-	-	-	-	-	
		1999**32.3	308	79	387	198	11	209	5.3
			79.6%	20.4%	100%	64.3%	13.9%	54%	
		2000	454	120	574	181	10	191	5.2
			79.1%	20.9%	100%	39.9%	8.3%	33.3%	

N.B: *Not Opened

** Only grade 9 is opened.

Source; Annual Reports of the Schools

Similarly, when we see the dropout rates of female students in each 5 sample schools, the dropout rates of females are less than that of males. For instance, in Negelle Secondary and

Preparatory school, the dropout rates of both male and female students are decreased from 1998 E.C to 2000 E.C. But, it is with a great disparity between male and female students. In Odo Shakiso School there is a decreased rate of dropout from 1998 E.C to 2000 E.C, but increased rate in 2000 E.C for males. For females, it is an increased rates of dropout from 1998 E.C to 2000 E.C. In the case of Solomo Secondary and Preparatory School, the dropout rates of males increased from 1998 E.C to 1999 E.C, but a greater decrease in 2000 E.C. For females it is a decreased rate of dropout from 1998 E.C to 1999 E.C, and increased in 2000 E.C unlike that of the male students. In Bore Secondary and Preparatory School, the dropout rates increased from 1998 E.C to 2000 E.C for both males and females. In the case of Me'e Boko, the dropout rates in 1999 E.C and 2000 E.C is very serious for males which is 64.3% and 39.9% respectively. However, a slightly decreased rates of dropouts for females in the same academic years.

When the statistical data of students' dropout rates of the 5 sample schools is compared with that of the zone, it seems that the dropout rates of students in the sample schools is greater than that of the zone. As the head of education office of the zone indicated, the reason for this statistical disparity is due to the fact that there is lack of quality report from schools to the office. Hence, as it is observed from the idea of this respondent, the reliable data that he believes is the schools' data.

To conclude, even though the enrollment of females in secondary schools is less than that of males, the case of the dropout rates is vice versa. This may be contrary to the idea of Nakanyika and Balihuta (2002) in Kassahun (2006:423), which states that the inequality in education is reflected in higher dropouts of females than males in high schools.

As it was already stressed at the beginning of this section, another important area of challenge in females' education is their academic performance/achievement. Even though the dropout rates of female students is less than that of males as it was found out in the study, these dropped out females are out of their less enrollment rate. But, there is another problem which encounters them. According to the previous studies (Anbesu and Junge, 1988; Assefa, 1991, cited in Genet, 1998:68), this problem is that among those female students who stay in school, most of them show comparatively inferior academic achievement/performance and results

than their male counterparts. In this section, therefore, the data pertaining to the academic performance of female students in the zone and sample schools is presented and discussed.

In examining female students' academic performance, two related questions were presented to sample teachers and students through the questionnaire. The responses for these questions are summarized in table 14.

Table 14 The opinion of respondents regarding females' academic achievement

Item	Responses in frequencies and percentages											
	Teachers (N=42)						Students (N=780)					
	M		F		Total		M		F		Total	
	No	%	No	%	No	%	No	%	No	%	No	%
The level of schooling that most females in the locality complete:-												
First cycle primary (1-4)	10	33.3	4	33.3	14	33.3	10	5.2	44	7.5	54	6.9
Second cycle primary (5-8)	12	40	4	33.3	16	38.1	29	15.1	43	7.3	72	9.2
General secondary(9-10)	7	23.3	4	33.3	11	26.2	29	15.1	40	6.8	69	8.8
Above secondary education	-	-	-	-	-	-	108	56.3	408	69.4	516	66.2
Don't know	1	3.0	-	-	1	2.4	16	8.3	53	9.0	69	8.8
Total	30	100	12	100	42	100	192	100	588	100	780	100
Most of the time, lower achievers are:-												
Boys	1	3.3	4	33.3	5	11.9	3	1.6	19	3.2	22	2.8
Girls	20	66.7	8	66.7	28	66.7	116	60.4	503	51.9	421	54.0
Both	9	30	-	-	9	21.4	46	24.0	188	32.0	234	30.0
Undecided	-	-	-	-	-	-	27	14.1	76	12.9	103	13.2
Total	30	100	12	100	42	100	192	100	588	100	780	100

As it can be observed from table 14, 10 male (33.3%), 4 female (33.3%) and, a total of 14 teachers (33.3%) have the opinion that most females complete first cycle primary (1-4) in their locality. And, 12 male (40%), 4 female (33.3%) and, a total of 16 teachers (38.1%) supported the idea that most females complete second cycle primary (5-8). The rest 7 male (23.3%) and 4 female (33.3%) teachers are agreed up on the idea that most females in their locality complete general secondary education (9-10). But, no one supported the idea that most females complete above secondary education.

Similarly, the response of students regarding this issue is that 10 male (5.2%), 44 female (7.5%), and a total of 54 (6.9%) have the opinion that most females in their locality complete first cycle primary (1-4) education. On the other hand the major proportion of students; 108 male (56.3%), 4.8 female (69.4%) and, a total of 516 (66.2%) are agreed with the idea that most female students in their locality complete above secondary education, which is contrary to the response of the teachers. A small proportion of students also have the opinion that most female students in their locality complete second cycle primary (5-8), general secondary (9-10) and, a few of them couldn't decide.

As shown in table 13, teacher respondents believe that most females in their locality complete primary and general secondary education. No one of the teachers has the opinion that most females in their locality can attend their education above secondary education. This opinion of the respondent is in line with the view of Blackmore and Kenway (1993), Subbaraw (1994); Erwin and Manitto (1998) cited in Women's Educational Affairs Department Oromia Education Bureau (2003:1317). As indicated by these authors, in the developing countries, as the educational level increases from primary to secondary and tertiary, the number of females completed each level in the same order decrease significantly due to various reasons. However, the observed frequency percentages of both male and female students show that majority of them support the opinion that most females complete above secondary level of education in their locality. Similar to this idea, Campbell et al. (1998) and Kleinfeld (2000) cited in Schneider (2001:4239) have the opinion that girls at this time enter and complete their secondary and tertiary education more frequently than young men. Also, as the statistical test result shows, the opinion difference between teacher and student respondents is statistically significant. That means teachers and students do not have the same opinion/view regarding the level of schooling that females complete in their locality.

Generally, regarding the level of schooling that most females complete, one of the heads of district education offices gave the following view during interview:

Before four or five years ago, since Guji zone is the remotest zone in Oromia region, females who had the awareness about education and attend their secondary and tertiary education were very insignificant. But, at this time, unforgettable change is observed in the zone via females' education relative to the past time.

18/04/2009.

Hence, it may be for this matter that larger proportion of students had the opinion that most females in their locality complete above secondary education. And, none of the teachers had this opinion may be due to the fact that they can understand the overall situation of females education and did not take in to consideration the observed little advancement or progress. This can be evidenced by the view of Teshome (2003:1-2), which says that reports on the proceedings indicate that our country has made significant progress in the gross-enrollment of students in primary and secondary education. Despite this progress, however, the gender gap between girls and boys remained consistently high. Hence, students may observe the progress in enrollment of females relative to the past time. But, teachers may observe about the gender gap beyond the students.

For the second point of females' performance in secondary education, majority of the teachers; 20 male (66.7%), 8 female (66.7%) and, a total of 28 (66.7%) have the opinion that most of the time, lower achievers are girls in their subjects. But, 4 female teachers (33.3%) have the opinion in contrary to the idea that most of the time, lower achievers are boys. In other word, they support the idea that most of the time boys are lower achievers in their subjects. It is only one male teacher (3.3%) that supports this idea. Also, 9 male teachers (30%) believe that most of the time both male and female students achieve less in their subjects. For this item, 116 male (60.4%), 305 female (51.9%) and, a total of 421 students (54.0%) like the teachers have the opinion that girls are lower achievers in their locality. The other 46 male (24.0%), 188 female (32.0%), and, a total of 234 students (30.0%) agree with the idea that students of both sexes achieve less in their education. This means they didn't observe achievement differences in terms of sex in education. Others, 27 male (14.1%), 76 female (12.9%), and totally 103 students (13.2%) couldn't compare and decide. A little proportion which are 3 male (1.6%), 19 female (3.2%) and, a total of 22 students (2.8%)

support the idea that boys are less achiever in their education than girls. As the majority of teacher respondents responded, most of the time, girls achieve less than boys in their secondary education. This opinion agree with the finding of Genet(1998:48-50).

Moreover, to reach at conclusion the potential statistical data at the zone level and in the sample schools with regard to females' performance was summarized and presented below in table 15 and 16.

Table 15 The academic performance of female and male students in EGSECE exam in terms of promoted and detained in Guji zone: 1998 E.C to 2000 E.C.

Years (E.C)	Students sat for exam			Promoted*				Detained		
	M	F	Total	M	F	Total	%F	M	F	Total
1998	1844	749	2593	508	191	699	27.3	1336	558	1894
	96.7%	98.9%	97.3%	27.5%	25.5%	26.9%		72.7%	74.5%	73%
1999	2242	887	3129	285	64	349	18.3	1957	823	2788
	94.1%	94.8%	94.3%	12.7%	7.2%	11.1%		87.3%	92.8%	88.8%
2000	3166	1128	4294	356	83	439	18.9	2810	1045	3855
	89.8%	96.8%	91.6%	11.2%	7.3%	10.2%		88.7%	92.6%	89.8%

*According to the Yearly decision report of MOE, the scales of promotion and detained varies from year, to year area to area, and male to female. That means in:-

1998 E.C: The passing point for male was 2.40 and, for female 2.00

1999 E.C:- For pastoralists: ≥ 2.2857 for both male and female

For the non-pastoralists: ≥ 2.4285 for male, ≥ 2.2857 for female

2000 E.C:- For pastoralists ≥ 2.29 for male, ≥ 2.14 for female

For non-pastoralists: ≥ 2.29 for male, ≥ 2.14 for female

Source: Adapted From Guji Zone Annual Statistical Report, 2009

In table 15, we find that the percentages of females promoted throughout the years are less than that of males. For instance, out of the total students promoted in each year (i.e., 1998 E.C to 2000 E.C), the percentages of females promoted are 27.3, 18.3 and, 18.9 respectively. This means the rest percentages (i.e., 72.7, 81.7 and, 81.1) are occupied by males. But, when the percentages of promoted males themselves are compared with the percentages of exam takers (sat for exam), the result is not that much interesting. Because the percentages of males promoted are 27.5, 12.7 and, 11.2 respectively in the three academic years. In other word,

even though larger numbers of students of both sexes are performed less in exam at the zone level, females in general are less achiever than males as the data shows.

Table 16 Female students' academic performance in comparison with male counter parts in five sample secondary schools

No		Years (E.C)	Students sat for exam			Promoted*			Detained		
			M	F	Total	M	F	Total	M	F	Total
1	Negelle Secondary and Preparatory School	1998	383	182	565	245	79	324	138	103	241
			93.9%	98.9%	95.4%	64%	43.4%	57.3%	36%	56.6%	42.6%
		1999	544	315	859	116	31	147	428	284	712
			95.6%	99%	96.8%	21.3%	9.8%	17.1%	78.7%	90.1%	82.9%
		2000	401	185	586	145	42	187	256	143	399
			91.3%	95.8%	92.7%	36.1%	22.7%	31.9%	63.8%	77.3%	69.1%
2	Odo Shakiso Secondary and Preparatory School	1998	318	158	476	144	57	201	174	101	275
			100%	100%	100%	45.3%	36.1%	42.2%	54.7%	63.9%	57.8%
		1999	230	100	330	61	13	74	169	87	256
			94.6%	92.6%	94.0%	26.5%	13%	22.4%	73.5%	87%	77.6%
		2000	305	143	448	95	14	109	210	129	339
			93.8%	97.9%	95.1%	31.1%	9.8%	24.3%	68.8%	90.2%	75.7%
3	Solomo Secondary and Preparatory School	1998	286	56	342	18	10	28	268	46	314
			97.6%	91.8%	96.6%	6.3%	17.8%	8.2%	93.7%	82.1%	91.8%
		1999	391	72	763	12	-	12	379	72	451
			99%	92.3%	97.9%	3.1%	-	2.6%	96.9%	100%	97.4%
		2000	609	149	758	18	7	25	591	142	733
			95%	77.2%	95%	2.9%	4.7%	3.3%	97%	95.3%	96.7%
4	Bore Secondary and Preparatory School	1998	252	79	331	23	15	38	229	64	293
			70.8%	82.3%	73.2%	9.1%	19%	11.5%	90.9%	81%	88.5%
		1999	464	91	555	33	5	38	431	86	517
			93.9%	97.5%	92.8%	7.1%	5.5%	6.8%	92.9%	94.5%	93.1%
		2000	517	192	709	21	8	29	496	184	680
			85.6%	92.3%	87.3%	4.1%	4.2%	4.1%	95.9%	95.8%	95.9%
5	Me'e Boko Secondary School	1998*	-	-	-	-	-	-	-	-	-
			-	-	-	-	-	-	-	-	-
		1999*	-	-	-	-	-	-	-	-	-
			-	-	-	-	-	-	-	-	-
		2000	184	59	243	4	1	5	180	58	238
			86.8%	96.7%	89.0%	2.2%	1.7%	2.0%	97.8%	98.3%	97.9%

* The scale of promotion is the one which is described for the case of the zone

Source: Adapted from the Yearly Roster of the Schools

Table 16 shows that except Solomo and Bore Secondary and Preparatory Schools, the percentage promoted of females with in the three years in each of the sample schools is less than that of males. However, what may be a surprising thing observed from the table is that in 1999 E.C out of 72 female students who sat for exam in Solomo Secondary and Preparatory School, none of them passed the exam.

To sum up, from the aforementioned data collected from different sources, it could be possible to conclude that females are less achievers/performers in their secondary education in Guji zone. This finding coincided with the idea of Nakanyika and Balihuta (2002) in Kassahun (2006:423), which says the inequality in education is reflected in lower

performance of girls than boys. And, it is contrasted with the idea of Schneider (2001:4239), Campbell et al. (1998) and Kleinfeld (2000) cited in Schneider (2001). These authors suggest that the achievement test score gap between girls and boys has been steadily declining, and now girls perform as well as boys on most national tests. The authors further noted that girls outperformed boys on most test in subjects such as reading and writing, and performed nearly equal to boys in mathematics..

4.2.2 Cultural determinants of females' enrollment and academic achievement in secondary education of Guji zone

As it is described earlier, the main objective of this study is exploring the cultural determinants of females' enrollment and academic achievement in secondary education of Guji zone. Therefore, in order to get answer for this basic research question, data related to this question were collected through questionnaire and interview. And, the responses are summarized, presented and discussed one by one as follows.

First of all, teachers and students were asked about the cultural determinants of females' enrollment and academic achievement in secondary education in their locality .And, their responses are summarized and presented in table 17.

Table 17 The opinion of the teachers and students on cultural factors hindering females' enrollment and academic achievement

Item	Responses in frequencies and percentages													
	Teachers (N= 42)						Students (N= 780)						Total	
	Male		Female		Total		Male		Female		Total			
	No	%	No	%	No	%	No	%	No	%	No	%	No	%
Cultural factors which can be responsible for affecting females' enrollment and academic achievement in secondary education are:-														
Early marriage	16	53.3	12	100	28	66.7	125	65.1	345	58.7	470	60.3	498	60.6
Pregnancy	4	13.3	4	33.3	8	19.0	39	20.3	60	10.2	99	12.7	107	13.0
Attitudes or beliefs regarding females' education	14	46.7	4	33.3	18	42.9	106	55.2	233	39.6	339	43.5	357	43.4
Lack of female role model in the society	8	26.7	4	33.3	12	28.6	93	48.4	179	30.4	272	34.9	284	34.5
Females' expectations and motivation	9	30	4	33.3	13	31.0	106	55.2	225	38.3	331	42.4	344	41.8
House hold responsibilities of females	10	33.3	4	33.3	14	33.3	106	55.2	217	36.9	323	41.4	337	41.0
Fear of sexual harassment, abduction or rape	4	13.3	4	33.3	8	19.0	88	45.8	243	41.3	331	42.4	339	41.2
Others	-	-	-	-	-	-	-	-	-	-	-	-	-	-

As indicated in table 17 regarding cultural factors, many of the respondent teachers responded early marriage as one of the cultural factors which could hinder females' enrollment and academic achievement in secondary schools of Guji zone. The second factor that the respondents considered is the attitudes and/or beliefs of the society towards females' education. Next to this, many respondents responded that household responsibilities of females; females' motivation and expectations, lack of female role model, pregnancy and fear of sexual harassment, abduction or rape could be respectively, responsible cultural factors for females' in their locality. Similarly, student respondents responded more or less in the same manner with teacher respondents except that of the last factor. That means their frequency percentages indicated that early marriage, attitudes and/or beliefs regarding females' education, females' motivation and expectations, and fear of sexual harassment, abduction or rape, household responsibilities of females, lack of female role model in the society, and pregnancy respectively are cultural factors hindering females' secondary education. This is in line with the findings of some researchers (Teshome, 2003:10; Genet, 1998:30; Kassahun, 2006: 425; Rihani, 1996; cited in Abdulfatah, 2006:298) pointed out in the review literature. That means, these researchers have described some of the major culture-related factors which have a negative impact on females' education in general, enrollment and academic achievement in particular. These researchers have listed these factors as: early marriage, pregnancy, attitudes regarding females' education, lack of female role models in the society, females' motivation and expectations, household responsibilities of females, and fear of sexual harassment, abduction or rape. In the same way, as it is observed from the respondents' response, these factors are considered in Guji zone as responsible factors for hindering females' enrollment and academic achievement in secondary education.

After the identification of the above mentioned cultural determinants of females' secondary education, examining the extent of their impact is very important. Hence, both teachers and students of both sexes were asked to rate the extent to which the above mentioned lists of cultural traditions and practices affect females' secondary school enrollment and academic achievement in their local areas by means of questionnaire. It is the result of this which is summarized in table 18.

Table 18 The extent of cultural factors hindering females' enrollment and academic achievement in secondary education

N o	Cultural factors	Frequencies and percentages of respondents' rating																								Total	
		Male teachers						Female teachers						Male students						Female students							
		3		2		1		3		2		1		3		2		1		3		2		1			
		No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%				
1	Early marriage	14	46.7	13	43.3	3	10	12	100	-	-	-	-	81	42.2	64	33.3	47	24.5	347	59.0	183	31.1	58	9.9	822	100
2	Pregnancy	3	10	6	20	21	70	-	-	4	33.3	8	66.7	36	18.7	36	18.7	120	62.5	230	39.1	179	30.4	179	30.4	822	100
3	Attitudes or beliefs of the society regarding females' education	13	43.3	14	46.7	3	10	4	33.3	4	33.3	4	33.3	69	35.9	73	38	50	26	218	37.1	257	43.7	113	19.2	822	100
4	Lack of female role model in the society	19	63.3	5	16.7	6	20	4	33.3	8	66.7	-	-	75	39.1	43	22.4	74	38.5	252	42.8	176	29.9	160	27.2	822	100
5	Females' motivation and expectations	16	53.3	9	30	5	16.7	4	33.3	4	33.3	4	33.3	86	45.8	86	43.8	20	10.4	282	47.9	175	29.8	131	22.3	822	100
6	Household responsibilities of females	17	56.7	10	33.3	3	10	8	66.7	4	33.3	-	-	139	72.4	34	17.7	19	9.9	353	60	153	26	82	13.9	822	100
7	Fear of sexual harassment, abduction or rape	7	23.3	6	20	17	56.7	4	33.3	4	33.3	4	33.3	93	48.4	33	17.2	66	34.4	292	49.6	171	29.1	125	21.2	822	100

Key: 3= high 2= average 1= low

According to the results in this table, male teachers rated that early marriage (46.7%), lack of female role model (63.3%), females' motivation and expectations (53.3%) and, household responsibilities of females (56.7%) as they have high impact on female students' enrollment and academic achievement in their secondary education. According to female teachers' view, the most culture related factors that are rated as having high influence on females' enrollment and academic achievement are early marriage (100%), attitudes or beliefs of the society regarding females' education (50%), females motivation and expectations (41.7), household responsibilities of females (66.7%) and, fear of sexual harassment, abduction or rape (41.7). Similarly, male students rated girls' motivation and expectations (45.8%) and, household responsibilities of females (72.4%) as highly affecting factors. Female students also rated the following culture related factors as they have high impact on their enrollment and academic achievement in the secondary schools. These are: early marriage (59.0%), pregnancy (39.1%), and lack of female role model in the society (42.8), girls' motivation and expectations (47.9%), household responsibilities of females (60.0%) and, fear of sexual harassment, abduction or rape (49.6%).

Therefore, as it can be observed from the frequency percentages, except pregnancy, majority of the respondents considered the above listed culture related factors as they have high impact on females education. The rating of these cultural factors supports the finding of Hyde et al. (2005:11-13). His finding indicated that early marriage, pregnancy, attitudes of the society towards females' education, lack of female role models in the society, females' expectations and motivation, household responsibilities of females, and fear of sexual harassment, abduction or rape ranked high on the list of reasons for girls not going to school or for dropping formal education after puberty in Ethiopia.

In addition to the above mentioned data obtained from teachers and students, interview was also made with the interviewees regarding the cultural factors which hinder females' secondary education. And, the summarized responses of the respondents were described side by side with items of the questionnaire under each factor in the proceeding discussion.

4.3.2.1 How the cultural determinants affect females' enrollment and academic achievement in secondary schools

In order to see how each of the cultural factors determine females' enrollment and academic achievement, different questions were raised for the respondents. The responses are discussed as follows.

i. Early marriage

Regarding early marriage as a cultural factor, two questions were raised in the questionnaire and summarized in table 19.

Table 19 Respondents' response regarding early marriage in their locality

Items	Respondents' frequencies and percentages											
	Teachers (N=42)						Students (N=780)					
	Male		Female		Total		Male		Female		Total	
	No	%	No	%	No	%	No	%	No	%	No	%
Parents pressure on their daughters to get married:-												
They pressurize	21	70.0	8	66.7	29	69.0	136	70.8	436	74.1	572	73.3
They don't pressurize	6	20.0	4	33.3	10	23.8	56	29.2	152	25.9	208	26.7
Don't know	3	10.0	-	-	3	7.1	-	-	-	-	-	-
Total	30	100	12	100	42	100	192	100	588	100	780	100
The average age of marriage for females in the locality												
< 12 years old	-	-	-	-	-	-	-	-	25	4.3	25	3.2
13-17 years old	19	63.3	12	100	31	73.8	122	63.5	309	52.6	413	55.3
18-22 years old	10	33.3	-	-	10	23.8	70	36.5	229	38.9	299	38.3
>23 years old	1	3.3	-	-	1	2.4	-	-	25	4.2	25	3.2
Total	30	100	12	100	42	100	192	100	588	100	780	100

As it is described in table 19, for the question whether parents pressurize their daughters to get married or not, larger proportions of the respondents responded that parents pressurize their daughters to get married. That means 70% male, 66.7% female teachers and, 70.8% male, 74% female students supported this idea. Also, smaller proportion of respondents (23.8% teachers and 26.7% students) responded that parents do not pressurize their daughters to get married. Therefore, this implies that parents pressurize their daughters to get married. This finding is in line with the idea of Hyde(1993:116) which is noted as, the young age at which females marry in much countries of Africa, especially Sub-Saharan Africa countries makes marriage an important reason why they do not enter secondary or higher institutions or, having entered, leave before completing the cycle. But, it contradicts with the idea of Wrzesinska (1980) cited in Hyde (1993:116) and the finding of Genet (1998:48). The statistical test result, however, shows the existence of statistically significant opinion difference between teacher and student respondents. This may result due to the perception of the respondents in terms of their status, nothing else in this case.

With regard to the average age of marriage, as majority of (73.8% teachers and 55.3% students) of the respondents responded, females were also needed to be married at the average age range between 13 to 17 years old. Less proportion of male teachers (33.3%) and students of both sexes (38.3%) also have the opinion that the average age of marriage for females in their locality ranges between 18 to 22 years old.

Hence, from the frequency percentages of the response, it is possible to deduce that majority of the respondents believe the average age of marriage for females in their locality ranges from 13-17 years old. This age range is below the legal age for marriage, which is 18 years old (Hyde et al., 2005:11).

In addition to this, one of the district heads of education offices had commented the following idea during the time of interview regarding the issue of females' marriage in the locality. He said that:

Even though there is a little change at the present, the traditional Guji society considers females as a source of income and getting respectation via their early marriage. They believe that a female was the property of her husbands not her families. Hence, if a husband asked her family to marry the girl, they are ready to give him their daughter beginning from 10 or 12 years of old and above. They thought that if their daughter is asked to marry early, they are respected families in the society. Also this society believes that a girl needn't bleed monthly due to her menstrual cycle. Because, their perception is that this monthly bleeding will hurt the girl. So that, as much as possible, she has to get married and give birth. .

18/04/2009

In general, from this what we can conclude is that early marriage is one of the cultural factors which affect females' enrollment and academic achievement negatively. This is due to the fact that since the girls are automatically married as soon as they get a husband, they dropped out from school either before they reached or completed their secondary school. This problem is agreed with the idea of Mbarouk (1988:61-62); Slliman (1987:57) and Brink (1985:84-85) in Befekadu (1998:22); and Hyde (1993:116).

ii. Pregnancy

Concerning the impact of pregnancy on females' education, interview was made with the respondents. Hence, the cultural leaders said the following in relation to this issue as:

In the traditional Guji society, females' pregnancy before formal marriage is culturally considered as a shocking shame. Due to the informal pregnancy of the girl, not only herself but also her parents will be outcaste by the society. The society even believes that a girl who lost her virginity is just like an empty bottle. That means, they think that she can't think and learn normally. Due to this reason, if the pregnant female is a student, she will mad to be dropped out from the school by her parents. In fact, after the "Aba Gada" of the Guji people proclaimed regarding this issue, there is a little advancement but not this much interesting.

22/4/2009

This shows us that whenever girls are encountered unexpected/informal pregnancy, they will never go to school. As it is observed from the aforementioned respondent, this problem is high at second cycle primary schools (5-8) and secondary schools (9-10). This may be due to the age of the girls at these levels. So, this condition/problem may affect negatively the enrollment and academic achievement of females in one way or another. Hence the problem may agree with the idea of Hyde (1993:116) described in the review literature as:

Although the enrollment of married students is not unheard of, pregnancy and childbirth usually end a school career. Girls who become pregnant are usually asked to leave school and may experience difficulty in reenrolling even in different institutions.

iii. Attitudes of the society regarding girls education

In order to get information about the attitude of the society towards females' education, the attitude of females' parents was asked using as scales of measurement (Lickert scale) in a questionnaire for the respondent teachers and students. This is due to the reason that the attitude of the society is believed to be reflected in the attitudes of the parents. Hence, the result of the response was summarized and presented in table 20.

Table 20 The attitude of parents towards females' education

Mothers' attitude towards their daughters education	Respondent s	Frequencies and percentages of the respondents' rating											
		5		4		3		2		1		Total	
		No	%	No	%	No	%	No	%	No	%	No	%
Support	Male teachers	5	16.7	10	33.3	5	16.7	9	30	1	3.3	30	100
	Female teachers	-	-	4	33.3	8	66.7	-	-	-	-	12	100
	Male students	140	72.9	46	23.9	-	-	6	3.1	-	-	192	100
	Female students	409	69.6	121	20.6	29	4.9	17	2.9	12	2.0	588	100
Do not support	Male teachers	3	10	8	26.7	5	16.7	11	36.7	3	10	30	100
	Female teachers	-	-	-	-	6	50	6	50	-	-	12	100
	Male students	-	-	6	3.1	-	-	110	57.3	76	39.6	192	100
	Female students	6	1.0	18	3.1	30	5.1	354	60.2	180	30.6	588	100
Indifferent	Male teachers	3	10	2	6.7	10	33.3	11	36.7	4	13.3	30	100
	Female teachers	-	-	-	-	12	100	-	-	-	-	12	100
	Male students	-	-	-	-	-	-	122	63.5	70	36.5	192	100
	Female students	-	-	5	0.9	32	5.4	397	67.5	154	26.2	588	100
Fathers attitudes													
Support	Male teachers	6	20	13	43.3	3	10	7	23.3	1	3.3	30	100
	Female teachers	-	-	6	50	-	-	6	50	-	-	12	100
	Male students	90	46.9	63	32.8	11	5.7	17	8.9	11	5.7	192	100
	Female students	261	44.4	148	25.2	68	11.6	71	12.1	40	6.8	588	100
Do not support	Male teachers	3	10	5	16.7	5	16.7	12	40	5	17	30	100
	Female teachers	-	-	-	-	4	33.3	8	66.7	-	-	12	100
	Male students	17	8.9	12	6.3	12	6.3	116	60.4	35	18.2	192	100
	Female students	13	2.2	82	13.9	66	11.2	314	53.4	113	19.2	588	100
Indifferent	Male teachers	1	3.3	2	6.7	10	33.3	12	40	5	16.7	30	100
	Female teachers	-	-	-	-	-	-	12	100	-	-	12	100
	Male students	13	6.8	-	-	7	3.6	132	68.7	40	20.8	192	100
	Female students	17	2.9	56	9.5	34	5.8	358	60.9	123	20.9	588	100

Key: 5= Strongly Agree, 4= Agree, 3= Undecided, 2= Disagree, 1= Strongly Disagree

As it could be seen in the above table, respondents were asked about whether a mother supports her daughters' education or not. The data reveals that 15 male (50%) and 4 female (33.3%) teachers, 186 male (96.9%) and 530 female (90.1%) students indicated in their response that they agree (strongly agree and agree) for the question raised. Whereas, 10 male teachers (33.3%), none of the female teachers, 6 male students (3.1%) and, 29 female students (4.9%) were not agree with the idea raised for them. For the second idea concerning mothers' attitude, which says "do not support", 14 male (46.7%) and 6 female (50%) teachers, 186 male (96.9%) and, 534 female (90.8%) students are not agree (disagreed and strongly disagreed) with the idea. And, only 11 male teachers (36.7%), none of the female teachers, 6 male (3.1%) and, 24 female (4.1%) students accept the idea. For the third idea, regarding mothers' attitude which says, "are indifferent", only 5 male teachers (16.7%) and 5 female students (0.9) are accepted the idea. But, about 15 male teachers (50%), 192 male (100%) and 551 female (93.7%) students disagree with this idea.

In the same manner, questions regarding whether fathers' support their daughters' education or not were raised and the responses are summarized as follows. With respect to the idea of a father to support his daughters' education, 19 male (63.3%) and 6 female (50%) teachers, 153 male (79.7%) and 409 female (69.6%) students agree with the idea. But, 8 male (26.7%) and 6 female (5%) teachers, 28 male (14.6%) and 111 female (18.9%) students did not agree with the idea. Concerning the second idea that is "fathers do not support their daughters' education", 17 male (56.7%) and 8 female (66.7%) teachers, 151 male (78.6%) and 427 female (72.6%) students disagreed with this issue. In contrary to this, 8 male teachers (26.7%), none of the female teachers, 29 male (15.1%) and 95 female (16.2%) students accept the idea of a father do not support his daughters' education. For the last idea that a father is indifferent for his daughters' education, 17 male (56.7%) and 12 female (100%) teachers, 172 male (89.6%) and 481 female (81.8%) students are supported the idea. Whereas, 3 male teachers (10%), none of female teachers, 13 male students (6.8%) and, 73 female students (12.8%) are not in agreement with this idea.

From the above mentioned data, therefore, we can deduce that both mothers and fathers support their daughters' education. This finding does not support the views of King and Hill (1993:26), Atsede and Kebede (1988:14), Coombs (1985:229), and Seyoum (1986:7). This is

because, these writers noted as parents do not support their daughters' education due to different reasons.

But, the result obtained from the interview shows that even though there was little change in the attitude of the urban dwellers, the attitude of the traditional rural society is not changed still now. The following idea of one of the interviewees could be an evidence for this issue. She said that:

In the "Gada system" a woman is respected very much. But, in the traditional society of Guji people, an educated woman is considered as she is unable to do the household activities; like caring child, preparation of food, respecting her husband (i.e., being not obedient) and, etc.

19/04/2009

This comment is in line with the idea of the above mentioned writers (King and Hill, 1993; Atsede and Kebede, 1988; Coombs, 1985; and Seyoum, 1986).

Another person from the cultural leaders also said that:

In the history before the "Gada system" came to power, the traditional/cultural rulers of Oromo People in general and Guji people in particular ruled the society by 16 rulers. Out of these, the first 8 governments were led by women which is ended with the so called "Ako Manoye". The ruler of "Ako Manoye" especially was very autocratic that the people decided not to be governed by woman after the death of "Ako Manoye". Due to this, after the death of this woman, throughout the life of the "Gada system", no woman came to power and called "Aba Gada" or "Hada Gada". It may be due to this traditional attitude and/or belief that most people even at the present do not accept the woman when she came to power or became a leader.

22/04/2009

From these evidences, what we can conclude is that even though there is some sort of attitudinal change in the society towards females' education. Moreover, the traditional attitudes and/or belief of the society towards females are still reflected in the society of Guji people.

IV. Lack of females role model

As it can be observed from this study, the total populations of female teachers who are teaching in the sample secondary (9-10) schools are only 12. Out of this, 8 of them are diploma holders and only 4 of them have first degree (see table 8). This data by itself reveals that there is a great disparity in numbers and qualifications between male and female teachers

in the study area. In agreement with this idea, one of the district education office heads responded during the interview that:

In primary schools of rural areas, there are schools which do not have even one female teacher. When we asked female students in that area about their future objective, they can't tell us something other than being married. Because, they didn't see any woman who went beyond this. It is in the near present of one or two years that they get the chance to observe female health extension workers, since each kebele has these workers at this time.

20/04/2009

From this what we can observe is that there is a problem of lack of female role model in the society and this enhances the cultural belief of the society that females couldn't be a professional like males. As described in the review literature of this study, in addition to this, students' textbooks are also focused on male world. Hence, since most teachers in the school are men, and few women play leadership roles in the society so there a few good role model for school girls to follow (IRR, 2003:17; Shitaye, 2001 in Tafesse, 2007:10).

V. Girls' motivation and expectations

As it is indicated in the review literature, in a patriarchal society, most parents treat their sons and daughters differently in regard to their future roles, aspirations, expectations, and education. While boys are encouraged in ways that will enable them to achieve, compete and win, girls are discouraged to develop such traits because, they are not necessary for the stereotyped roles of housewives and mothers (Mocaby, 1963 cited in Genet, 1998:27).

Hence, in order to identify whether this situation is observed or not in the study area, questions were raised for the respondents via the questionnaire, and the result is summarized in table 21.

Table 21 The extent of females' motivation for their learning

Items	Respondents	Frequencies and percentages of respondents' rating									
		4		3		2		1		Total	
		No	%	No	%	No	%	No	%	No	%
How much female students are motivated to learn?	Male teachers	3	10	15	50	11	36.7	1	3.3	30	100
	Female teachers	-	-	4	33.3	8	66.7	-	-	12	100
	Male students	32	16.7	10	53.6	57	29.7	-	-	192	100
	Female students	218	37.1	254	43.2	108	18.4	8	1.4	588	100
Total		253	30.8	376	45.7	184	22.4	9	1.1	822	100

Key: 4=Much, 3= Average, 2= Little, 1= Not at all

As it is shown in table 21, except female teachers (33.3%), greater proportion of male teachers (50%), male students (53.6%) and, female students (43.2%) are rated the motivation of female students as average. But, 8 female teachers (66.7%) rated as little. The Mann-Whitney test for large samples also shows the following results. Hence, it is possible from this to conclude that the extent of females' motivation and expectation to learn is average. This finding shows/indicates one step advancement or improvement with the findings of Befekadu (1998:25). Because, Befekadu has concluded in his study that girls have low motivation and expectations of female achievement in school and career prospects.

Complementary to this, the result obtained from the interview pointed out that females' motivation to learn at the present time is somewhat better than the past due to the reason that the chance of employment is more or less encouraging. However, there is the traditional belief that there are limited numbers of job opportunities reserved for women. And, therefore, this affects the female students' occupational aspiration and expectations which, in turn, have a direct bearing on educational enrolment and achievement. This idea is coincide with the idea of Kann (1981) cited in Genet (1998:30).

vi. Household responsibilities of females

As it is described in the study report of Women's Education Affairs Department of Oromia Education Bureau (2003:42), parents prefer to engage girls more than boys in household chores and parents believe that there will be more work exerted on them if they send girls to school. Thus, females either do not attend school or leave before completing a cycle as they have to engage in some form of economic activity to boost family income. With regard to this idea, students were asked about the average time that female students spend for the household activities and when they do these activities. The responses are summarized in table 22.

Table 22 The time spent for the household activities and when these activities are done by females.

Items	Frequencies and percentages of students respondents					
	M		F		Total	
	No	%	No	%	No	%
The average time for females to spend for the household activities is:-						
1/2 -1 hour	6	3.1	6	1.0	12	1.5
1-2 hour	23	12.0	43	7.3	66	8.5
2-3 hours	11	5.7	27	4.6	38	4.9
3-4 hours	20	10.4	33	5.6	53	6.8
>4 hours	92	47.9	275	46.8	367	47.1
Unknown	40	20.8	204	34.7	244	31.3
Total	192	100	588	100	780	100
When do female students perform their household activities?						
Before they go to school	22	11.5	47	8.0	69	8.8
After they came from school	27	4.1	69	11.7	96	12.3
Both	137	71.4	451	76.7	588	75.4
During school time	6	3.1	21	3.6	27	3.5
Total	192	100	588	100	780	100

The data presented in the table agrees with the idea mentioned a little earlier. That means, 92 males (47.9%) and 275 female (46.8%) students are responded that female students spend more than 4 hours per day for the household activities. And, the other 40 male (20.8%) and, 204 female (34.7%) students couldn't decide the time. According to the respondents' response, female students perform these activities before going to school and after they came from school. This can be seen from the table that 137 male (71.4%) and, 451 female (76.7%) students responded this. The interview result also indicates that culturally, females in the Guji people do have great responsibilities in the household. It is a woman who cares for the children, rare cattle, prepare food, generate income and so forth. As the respondents tried to describe, the time at which they could say females may be free from the household work is the time of sleeping. Hence, the respondents emphasize that this factor also creates a great problem especially on females' secondary education in Guji zone. This is due to the reason that secondary schools are found far apart from the home of the students. Therefore, it is very difficult for females to continue their education leaving aside the responsibilities given for them in the household. Even if they continue their education, they couldn't do/perform the exam well.

Therefore, from this information, it is possible to say is that female students, especially those in secondary schools, could not continue or even if they continue, they will not achieve good result in their education due to the household's burden they hold.

vii. Fear of sexual harassment abduction or rape

In connection with this factor, questions were raised for the respondents via the questionnaire and the result is summarized in table 23.

Table 23 Observed sexual harassment in the study area

Items	Frequencies and percentages of the respondents' response											
	Male teachers		Female teachers		Total		Male students		Female students		Total	
	No	%	No	%	No	%	No	%	No	%	No	%
Have you ever observed sexual harassment on your way to school or in-school?												
Yes, I have observed	8	26.7	8	66.7	16	38.1	43	22.4	133	22.6	176	22.6
No, I haven't observed	22	73.3	4	33.3	26	61.9	149	77.6	455	77.4	604	77.4
Total	30	100	12	100	42	100	192	100	588	100	780	100
Those who mostly engaged in sexual harassment are:-												
Male students	17	56.7	6	50	23	54.8	19	9.9	170	28.9	189	24.2
Male teachers	-	-	-	-	-	-	19	9.9	71	12.1	90	11.5
Jobless gangs on street	11	36.7	6	50	17	40.5	154	80.2	340	57.8	494	63.3
Others	2	6.7	-	-	2	4.8	-	-	7	1.2	7	0.9
Total	30	100	12	100	42	100	192	100	588	100	780	100

As it is shown in table 23, 8 female (66.7%) and 8 male (26.7%) teachers responded that they have observed when female students encountered sexual harassment. But, contrary to this, 22 male (73.3%) and, 4 female (33.3%) teachers responded that they did not observe this problem. For this issue the majority of both male (77.6%) and female (77.4%) students responded that they did not observe the problem. From this data, we can deduce that the responses of majority of male teachers and students of both sexes are against the writers and/or researchers of the out side and inside of our country (like, Stromquist, 1997; Almaze, 1996; and Emebet, 2002, cited in Hedija, 2002)

The second question which is raised for the respondents who have observed females' sexual harassment was concerning the person/persons who mostly engaged in this problem. For this question, most of the teachers (54.8%) blame male students. And, most students (63.3%) blame jobless gangs on street. This finding agree with literatures (African Right Discussion Paper, 1994; Emebet, 2002 in Hedija, 2002) which pointed out that females in the rural and urban faced harassment while walking to and from schools by male students and sometimes by their teachers.

Moreover, the respondents of the interview had given the following idea regarding females' sexual harassment. They said, that:

Culturally, in the "Gada system" sexual harassment, abduction or rape is just like a war. But, unfortunately if such condition happened, the "Gada leaders" interfere immediately in order to cease fire. And, after they settled the problem, the person who did this action will be punished by making him to bring more than 30 to 40 cattle for the girls' family. Hence, mostly males who know this culture do not dare to do so.

19/04/2009

But, according to the respondents, at the current time the idea of traditional sexual harassment, abduction or rape has changed its form and became modernized in the Guji people. This means, in the "Gada culture", there is a kind of formal marriage known as "Hawadi"-a marriage which is made by the agreement of both sexes. However, as the respondents tried to underlined, the boy beg and cheat the girl to make a promise with her. Then, he brings to his own or his families' house and married her. The girl's family can not say something at this time. Because, it is considered that the girl herself went with the boy voluntarily. So, they kept quite. Since, the boy married the girl with out plan and may be with out having his own property, he finally divorce her after she born child. Finally, the life of the

girl will be worst. At the present time, the respondents said that the schools especially secondary schools are becoming the center of the favorable area of this problem. And, this in turn, results in discontinuation of students from their education. The finding of Seida (2008:20) supports this idea. Seida (2008) has noted a conclusion on the basis of her finding by saying “sexual harassment or marriage by abduction in the form of ‘Hawadi’ is a serious problem in Oromia, especially in Arsi zone.

Regarding efforts made to improve or increase females’ enrollment and academic achievement, respondents of the questionnaire and interview described the following points. These are:

- There is a tutorial programme for female students in most of the school;
- Awareness creation activities in the society were done even though it was not as much as expected
- Each school has girls’ club and so on.

Here, what is repeatedly responded by the respondents concerning the efforts made is that every school has a tutorial programme given by the teachers for female students. But, as the respondents tried to comment is that this tutorial programme was given due to the reason that it was given for teachers by the school for their performance appraisal. That means, teachers may not be committed by themselves if not.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This final part of the thesis deals with the summary of the major findings of the study, the conclusions, and the recommendations forwarded on the basis of the findings.

5.1 Summary

The major purpose of this study was to identify the cultural factors that hinder females' enrollment and academic achievement in secondary education of Guji zone. To this end, four basic questions were raised which addressed the following areas : (a) the current females' enrollment and academic achievement conditions in secondary education; (b) the cultural factors hindering females' enrollment and academic achievement in secondary education ; and (c) how the cultural beliefs and /or attitudes affect females' secondary education. A question was also raised concerning the activities to be done/actions to be taken in order to minimize the impact of culture related factors so as to promote the enrollment and academic achievement of female students in secondary school of the study area.

The study was conducted in 5 government secondary schools selected on the basis of both random and purposive sampling techniques. The subjects of the study were 588 female students of the 5 sample schools. However, in order to make the information/data obtained to be reliable, 192 male students, 42 teachers (both male and female) of the sample secondary schools were also made to be the sources of the data. Besides, heads of district education offices, heads of zone education, women's affair and, culture and tourism offices were also considered as a sources of data for this study. Document inspection was also another means of getting information for the study. Information was obtained from these sample respondents through questionnaire and interview which were field-tested in one secondary school, and modified for distribution.

The data obtained from the questionnaire was systematically organized and analyzed using various statistical tools such as percentages, the Mann-Whitney test, and chi-square test. Whereas, the data obtained via interview and document analysis were analyzed qualitatively by descriptive statements. Hence, according to the results of the data analysis, the major findings of the study are the following.

1. Evidences from Guji zone have shown that though females' enrollment in secondary education has increasing from year to year, there are still many girls who do not attend secondary schools. Hence, their enrollment ratio in the zone is still less than that of their male counter parts.
2. The opinion of the respondents revealed that females are more likely to be dropped out in secondary schools of the zone. But, the statistical evidence confirmed that females are more persistent than boys. The dropout rates of females in grade 9 is greater than that of grade 10 in which the reason for this may needs another study.
3. The responses obtained from the respondents of the interview indicated that before five or six years ago, the target level of accomplishment for female and even for male students was second cycle primary level (5-8) of schooling. But, at the present time, this situation is a little bit changed. It may be due to this fact that larger proportion of (56.3% male, 69.4% female and, a total of 66.2%) students have given their opinion that most females in their locality complete above secondary level of education. Moreover, the data obtained from the respondents and documents evidenced that females are in general less achiever than boys in their secondary education in Guji zone.
4. As the respondents reported, the culture- related factors which can affect females' enrollment and academic achievement of secondary education in Guji zone are; early marriage, pregnancy, attitudes or beliefs of the society regarding females' education, lack of female role models in the society, girls' motivation and expectations, household responsibilities of females and, fear of sexual harassment, abduction or rape. These cultural factors affect females' enrollment and academic achievement in the following manner.

Early marriage

The majority of respondents rated the extent of this culture- related factor as highly affecting females' enrollment and academic achievement in secondary education. This is because, the traditional Guji people has culturally positive attitude towards early marriage. This is due to the reason that the people consider early marriage of the daughters as a sign of respect for the family by the society. The people also have a firm stand on their belief that a girl need not

bleed due to her menstrual cycle. They think that this monthly bleeding will hurt the girl. Hence as far as the families are asked their daughter by the husband, they try to pressurize the girl to interrupt her education and get married. Due to this, the average age of marriage for females in the locality ranges between the ages of 13 to 18 years old. This age is normally, the age at which females attend their second cycle primary (5-8) and secondary (9-10) education.

Pregnancy

In the traditional Guji society, females' pregnancy before formal marriage is culturally considered as a serious shame. This is not only for the girl herself, but also, for her families in the society. Moreover, if the girl lost her virginity, she will be considered as an empty material. Hence, the people said that a girl, who lost her virginity, has lost her mind. So, they believe that she couldn't learn. Therefore, if the girl encountered this problem, the only chance she had will be leaving out or discontinuing her schooling.

Attitudes of the society regarding females' education

Concerning this factor, the respondents of the questionnaire responded that parents have positive attitudes towards their daughters' education. However, the interviewed respondents had an objection on this idea. The arguments for their objection are :

- In the *Gada system*, even if a woman is respected very much, the traditional society of Guji people considered an educated woman as she could not be a good wife.
- The Guji people also consider their daughters as they are the property of their husbands. Therefore, they are not very interested to invest on their daughters' education.

Therefore, to compromise these contradictory responses between the respondents of the questionnaire and the interviewees, the researcher himself had his own experiences. That means the traditional attitudes and/or belief towards females' education which was described by the interviewees was exactly reflected in the society. But, there is a change in the society to some little extent regarding this traditional belief at the present time.

Lack of female role models

For this factor one of the evidence could be observed from the background information about teachers. That means, there are great disparities in numbers and fields of study between male and female teachers. There are also primary and secondary schools in the rural areas which do not have at least one female teacher. This in turn discourages female students to learn.

Females' motivation and expectations

As revealed in the study, females' motivation to learn in the study area at the present time is better than the past time. This was due to the reason that the chance of employment is encouraging. However, there is still a traditional belief that there are limited numbers of job opportunities reserved for women. For instance, the background information of the respondent teachers indicated this situation. That means the entire female respondent teachers are teaching language subjects. Hence, female students may fill and expect that the field of study for females would be only language. In other word, they may have low expectation of females' achievement in other fields and career prospects.

Household responsibilities

In the Guji people, females' have a great responsibilities in the household. As it was confirmed from the respondents, it is a woman who cares the children, rare the cattle prepare food for the family members, generate income and so on. Females do all these activities before they go to school and after they came back to home. And, they spend more than 4 hours for doing these activities. This means, females do not have time for study. Therefore, they will become less performers in their education. Moreover, since the schools in the zone are found far apart from the home of female students, they encountered difficulties to go to secondary schools leaving aside the household responsibilities given for them.

Fear of sexual harassment, abduction or rape

In the *Gada culture*, since sexual harassment, abduction or rape is considered as a war or crime, the punishment with regard to this issue is very serious. For instance, if someone commits this crime, he will be punished with more than 30 or 40 cattle, which is very difficult to pay. But, even if the issue is culturally serious, some teachers and few students of both sexes responded that they have observed several female students encountering sexual

harassment. Teacher respondents stressed that male students are mostly engaged in this action. On the other hand, students blame jobless gangs on the street. Beside this, at this time the major problem observed in secondary schools of the zone with regard to this issue is a kind of culturally accepted marriage known as "Hawadi", which is marriage by agreement. The respondents tried to underline that, at present, all secondary schools of the zone are becoming the center of this problem. This means, the school is the place where the boy begs and cheats the girl in order to marry her. After she is convinced he brings the girl to his home/to his families and marry her with out having any property. And, finally after she gives birth, they will divorce and so on.

There were also efforts made in secondary schools in order to improve females' enrollment and academic achievement. The major ones include creating awareness in the society regarding females' education, arranging tutorial programme for female students and, establishing girls' club and etc.

Finally the following recommendations are forwarded by the respondents for improving female students' enrollment and academic achievement in secondary schools. These are: awareness creation in the society about the benefit of females' education, constructing secondary schools in a closer to female students' home, recruiting female teachers to be as a role model for female students, reducing the opportunity cost of females, training and empowering women for non-traditional occupation, and constructing houses for female students of secondary schools who came from the rural areas.

5.2 Conclusions

Based on the findings of the study the following conclusions could be drawn.

There are culture-related factors which can affect females' enrollment and academic achievement in one way or another in their secondary education in the Guji society. Some of these are: early marriage, pregnancy, attitudes of the society regarding females' education, lack of female role models in the society, females' motivation and expectations, household responsibilities of females, and fear of sexual harassment, abduction or rape as a form of "Hawadi". As the finding revealed, especially early marriage, attitudes of the society regarding females' education, lack of female role models in the society, household responsibilities of females, and "Hawadi" are a prevalent problems in the study area for the

determination of females' secondary education. Since, culture is the storehouse of concepts, beliefs, and practices, the aforementioned factors are emanate from the culture of Guji society. Culture related problems are very difficult to abolish at one time. Rather, it needs continuous effort. Hence, unless these problems are at least minimized/improved, expecting equity in education in terms of gender will be futile outcome.

5.3 Recommendations

On the basis of the findings obtained and the conclusions reached, the following recommendations are forwarded

1. In order to increase the enrollment and academic achievement of females, awareness raising is very important. Because problems related to awareness have been reflected in the form of lack of vision, low value for girls' education, cultural influences, and uncertainties of educational returns. These factors make the society in general and parents in particular, pay little attention to girls' educational needs. Therefore, to develop the society's and/or parents' interest to send girls to school, it is necessary to raise their level of awareness regarding the value of females' education. To this end, sensitizing the society and/or parents about the importance of educating girls by means of community sensitization campaign is necessary. The campaign might be organized by the zone education office, section of women Affairs by forming educational taskforce which involves politicians, cultural leaders (leaders of the *Gada system*), school teachers, religious leaders, school administrators, community leaders (Idir, kebel, etc). The taskforce attends public meetings and gatherings after cultural ceremonies (in the *Gada system*), church or mosque to discuss with parents the benefit of educating females. However, sensitization campaigns need to pay more attention to the cultural factors hindering females' enrollment and academic achievement and thereby building their commitment to change the attitude of the society in general and the leader of the *Gada system* in particular towards: early marriage including the so called "Hawadi", females' education, pregnancy and, gender based labor division.

The campaign should make use of radios, TV as well as low technological means such as posters and dramas to change the societies' and /or parents' views and beliefs that discourage support for daughters' education.

2. The study revealed that household responsibilities of females are one of the cultural factors which hinder females' enrollment and academic achievement in Guji zone. Indeed, as females spend more hours doing household activities, it will take time and drains the energy that could be used for educational activities. Thus, reducing the workload of mothers, who are the main beneficiaries of the assistance of their daughters, could be helpful as the time taken to perform those activities is reduced. In this case, mothers would be willing to accomplish the chores themselves and let their daughters free to study at home or to do home works. Therefore, it is advisable if Guji zone rural technology center attempt to introduce them to the labor saving technologies such as fuel saving stoves utility which would reduce the workload of school girls so that the time saved is spent on study.

Besides, orientating parents to share the household activities with male brothers may increase the possibility of girls' study time after school hours or at home. Schools should also arrange and provide tutorial support, for female students who miss lessons and do not do their homework due to engagement in home activities. A local community based committee should also be formed which visits girls house and provide counseling to girls and their parents, especially to enable those dropouts because of different cultural factors.

3. The result of the study shows that the percentages of female teachers in the sample secondary schools were only 5%. There were also some schools where female teachers were not assigned. Thus, it is advisable if the number of female teachers will be increased in secondary schools. Because the presence of female teachers is important: for positive modeling, identification with girls' situation and parental support of females' education (parents could see opportunities for their daughters outside household). In addition, the situation may pave the way for female students to approach their female teachers either to ask their academic difficulties or to provide proper orientation by telling them their personal and social problems that might be used to improve their academic achievement. Increasing the number of female directors and educational administrators would also serve as a role model to motivate female students to learn, and their parents to support their daughters' schooling.

4. A decision to help daughters schooling could be relied on whether girls can find jobs once they are educated. If educated females fail to obtain jobs, parents may refrain from supporting their daughters by perceiving that girls are less fortunate for job opportunity. It may also dampen females' aspirations for careers and hence their motivation for higher education. Hence, giving more job opportunity for females is another means to encourage parents' willingness to support their daughters' learning. Therefore, it seems important if Guji zone administrators attempt to look at work opportunities by initiating local and national private investors to expand small or large scale industries which could absorb a large number of educated females to be employed.

In addition to this, school administrators and teachers should give advice and encourage females' participation and achievement in science and technology fields which are traditionally perceived as females can not be successful in these areas.

5. Some teachers and few students of both sexes were responded that they have observed while female students were encountered sexual harassment. The person/persons who engaged in this act is/are male students and jobless gangs as the respondents indicated. Thus, such aspects of females' problem calls for the pertinent cultural institution (the *Gada system*) and other institutions like schools, churches, mosques, political organizations, professional association should exert concerted effort to teach the youth to develop an attitude of tolerance and brotherhood. The police should also play a role in further mobilizing the community to take strict control on perpetrators of violent acts on female students. Parents should also be oriented to develop concerns on advising and following up their male children not to engage in violent activities against female students.
6. Finally, the researcher recommends a more detailed and comprehensive investigation in the same area so as to further strengthen the findings of this study. Because, the main task of this small survey is not to conclude rather it is a mere attempt to explore and show some ways forward.

References

- Abdulfatah, M. (2006). Gender and Education: A Theoretical Analysis. In Elizabeth et al. (Eds.), *proceedings of the Confrence on Teacher Education for Sustainable Development in Ethiopia*, Held in Debreziet, May 5-6, (pp. 294-315). Ethiopian Management Institute, AAU.
- Abraham, H. et al. (Eds.). (1999). *Teacher Education Handbook*. Addis Ababa: Ourael P. Press.
- African Right Discussion Paper. (1994). Crimes without punishment: Sexual Harasment and Violence Against students in schools and Universities. (Unpublished Research paper).
- Aggarwal, J.C. (2004). *Teacher and Education in Developing Society*. 4th ed. New Delhi: Vikas Publishing House Pvt Ltd.
- Almaz, H. (1996). *The Impact of Rape and Abduction Against Women on the Social, Economic and Psychological Contains of the Victims*. (Unpublished research Report).
- Anderson-Levitt, K. (1994). *Inside classrooms in Guinea: Girl Experiences*. Washington, D.C: World Bank.
- Annan-Yao, E.(2004). Analysis of Gender Relations in the Family, Formal Education and Health. In Annan- Yao et al. (Eds.). *Gender, Economies and Entitlements in Africa*. (pp. 1-17). CODESRIA Gender Series 2.
- Asmarom, L. (1973). *Gada: Three Approches to the Study of African Society*. New York: The Free Press, A Division of Macmillan Publishing Co., Inc.
- Assefa, B. (1991). *Female Participation and Performance in Rural Primary Schools in Ethiopia*, Addis Ababa: UNICEF/SIDA.
- Atsedo, W. and Kebede, T. (1988). *Participation of Ethiopian Women in Education*. (Unpublished Research Report). Addis Ababa
- Ayiga, N. (1997). *Causes of Low Enrollment and High dropout Rate in Primary Education Among Female Children: A case Study of Mayo District*. Abridged Research Report No. 32, Academic Science Publishers.
- Befekadu, Z. (1998). Promoting Girls' Basic Education in the Rural Areas of Oromia. Unpublished Master's Thesis, Addis Ababa University, Faculty of Education, Addis Ababa.

- Bellew, R.T. and king, E.M. (1993). Educating Women: Leasson from experience. In king, E.M. and Hill, M. A. (Eds.), *Women's Education in Developing countries: Barrirers, Benefits and policies*. Baltimore and London: The Johns Hopkins University Press.
- Best, J.W. and Khan, J.V. (2005). *Research in Education*. 9thed. New Delhi: Prentice- Hall of India.
- Best, J.W. and Khan, J.V. (1993). *Research in Education*. 7thed. New Delhi: Printce Hall, Indian Private Ltd.
- Best, J.W. and Khan, J.V. (1998). *Research in Education*. New Delhi: India- Prentice Hall Private Ltd.
- Brock, C. and N.K. Cammish, N.K. (1994). Constraints of Female Partcipation in Education in Developng countries. In Strowbridge, G. and Tulasiewicz, W. (Eds.) *Education and the law: International Prospects*. London: Routledge.
- Burke, M.P. (2006). Women's Status. *Encyclopedia American: International Edition*. V. 29, pp. 111a. USA: Scholastic Library Publishing, INC.
- Cohen, L. and Manion, L. (1994). *Research Method in Education*. 4th ed. London: Routledge.
- Coombs, P.H. (1985). *The World Crisis of Education: The view from the Eighties*, Oxford: Oxford University Press.
- Crowther, et al. (Eds). (1995). *Oxford Advanced Learner's Dictionary of Current English*. 5th ed. New York: Oxford University press.
- Derebssa, D. (2004). *Fundamentals of Curriculum Development*. Addis Ababa University.
- Dirirsa, B. (1993). Female Participation in primary and secondary Education Post- 1974. Unpublished Master's Thesis, Addis Ababa University, Faculty of Education, Addis Ababa.
- Ediger, M. (1987). School Dropout, Absenteeism and Tradiness. (Unpublished Paper).
- Emebet, M. (1998). Against the Odds: The Educational Experiences and Copying Strategies of Female students in Rural Ethiopia. Unpublished Doctoral Dissertation. University of Cincinnati, Ohio.
- Emebet, M. (2003). Problems encountered and coping strategies Employed by Female Students in Addis Ababa high schools: *The Ethiopian Journal of education*, xxlll(2), 27-60.

- Ethiopian General Education Quality Assurance and Examinations Agency. (2007). *Students Performance in Grade 10 EGSECE in Terms of Regions*. (Unpublished).
- Faraa, J.W. (1983). *Basic concepts in Educational Research*. New York: University Press of America.
- Fatim, A. (1988). Child Marriage. *A Paper Presented on the Regional Seminar on Traditional Practices Affecting the Health of Women and Children in Africa*. Uppsal: Almqvist and Wiskell Tryckeric.
- Genet, Z. (1998). Women in education. A study of Academic Performance and Participation of female students in the high schools of Addis Ababa Region. *IER Flambeau*, Volume 6, No. 1
- Good, C.V. (Ed.) (1973). *Dictionary of Education*. 3rded. New York: MC Graw Hill Book Company.
- Guji Zone Education Office Report.(2009).(Unpublished).
- Guji Zone Annual Statistical Report.(2009).Unpublished.
- Haileselassie, W. (1995). "Inspection", Addis Ababa: Addis Ababa University, Faculty of Education.
- Hedija, M. (2002). Enrollment and Academic Performance of Female Students in Higher Learning Institutions: A case Study. *IER Flambeau*, 9(2), 9-15.
- Hinkle, et al. (1994). *Applied Statistics for the Behavioral Sciences*. 3rd ed. Geneva, Illinois: Houghton Mifflin Comp.
- Holton, S.M. (2006). Secondary Education. *Encyclopedia Americana: International Edition*. Vol. 9, pp. 689-711. U.S.A: Scholastic Library Publishing, INC.
- Hyde, et al. (2005). *Taking Stock of Girls' Education in Ethiopia: Preparing for ESDPIII*. Addis Ababa: UNICEF.
- Hyde, K.A.L. (1993). Sub-Saharan Africa. In king, E.M. and Hill, M.A. (Eds.), *Women's Education in Developing countries: Barriers, Benefits and policies*. Baltimore and London: The Johnson Hopkins University Press.
- International Institute of Rural Reconstruction(IIRR). (2003). *Culture and Change: Ethiopian Women Challenging the Future*. Nairobi: IIRR.
- Johnson, et al. (2005). *Introduction to the foundation of American Education*. (13thed). USA: Pearson education, INC.

- Kane, E. (1995). *Seeing for Yourself: Research Handbook for Girls Education in Africa*. Washington, D.C: The World Bank.
- Kane, E. (1996). *Gender, Culture and Learning*. Washington, D.C.: Education Development Center
- Kassahun, T. (2006). Factors Affecting Gender Equality in Private Higher Education of Ethiopia: The Case of North Gonder. *Nurturing a Culture of Continuous Improvement*. Proceedings of the 4th National Conference on Private Higher Educations in Ethiopia, Organized and Sponsored by: St, Mary's University college, UN Conference Center, August 18 and 19, (pp. 420-429). Addis Ababa Ethiopia.
- Khan, S.R. (1993). "South Asia." In King, E.M. and Hill, M.A.(Eds.). *Women's Education in Developing Countries: Barriers, Benefits and Policies*, Baltimore: The Johns Hopkins University Press
- King, E.M. and Hill, M.A. (1993). *Women's Education in Developing Countries: Barriers, Benefits and Policies*. Baltimore and London: The Johns Hokins University Press
- Klitgaard, R. (1994). Taking Culture in to Account: From "Let's" to "How." In Serageldin, I. and Taboroff, J. (Eds.), *Culture and Development in Africa*. Proceedings of an International Conference Held at the World Bank, Washington, D.C, April 2 and 3, (pp.76-94), USA.
- Lemessa, F. (2007). Oromo Indigenous Education: The case of Ginda berate District, Oromioia. Unpublished Master's Thesis, Addis Ababa University, Faculty of Education, Addis Ababa.
- Levy, M.B. (1971). Determinants of Primary School Dropout in Developing Countries. *Comparative Education Review*, Vol. 15(1).
- Lishan, K. (2004). Participation and Performance of Female Pupils in Urban Primary School: The case of Awassa Town. Unpublished Master's Thesis, Addis Ababa University, Faulty of Education, Addis Ababa.
- "Male Vs. Female education". (n.d.). Retrieved Nov 23, 2008, from <http://www.123Helpme.com/view.asp?id=75902>.
- Mbarouk, R.R. (1988). Childhood Marriage and Early Pregnancy in Tanzania. A paper Presented on the Regional Seminar on Traditional Practices Affecting the Health of Women and Children in Africa. Uppsal: Almqvist and Wiskell Tryckric.

- Mehra L. and W. Mwambazi. (1988). *Childhood Marriage and Early Pregnancy. A paper presented on the regional seminar on traditional Practices Affecting the Health of Women and Children in Africa*. Uppsala: Almqvist and Wiskell Tryckric.
- Melkamu, M. (2007). *Dubertota Mamaksa Oromo Keseti: Kachesa Kebiye [Women in Ormomo Provrbs: Content Analysis]*. Unpblished Master's Thesis, Addis Ababa University, Faculty of Education, Addis Ababa.
- Merga, F. (1999). *Factors that Contribute to Female Student's Grade Repetition in Secondary Schools of Jimma Zone*. Unpublished Master's Thesis, Addis Ababa Unversity, Faculty of Education, Addis Ababa.
- MOE. (2005). *The Federal Democratic Republic of Ethiopia Education Sector Development Program III (ESDP-III) : Program Action Plan*. Addis Ababa: Berhanenaselam Printing Enterprise.
- _____. (2007). *Education Statistics Annual Abstract*. Addis Ababa Berhanenaselam Printing Enterprise.
- _____. (2008). *Education Statistics Annual Abstract 2006/2007*. Addis Ababa: Berhanenaselam Printing Enterprise.
- _____. (2002). *Education Statistics Annual Abstract 2001/02*. Addis Ababa
- Mohammed, H. (1994). *The Oromo of Ethiopia: A History, 1570-1860. 1st ed*. Cambridge: Cambridge University Press.
- Odaga, A. and Heneveld, W.(1995). *Girls and Schools in Sub Sahara Africa: From Analysis to Action*. Washington D.C: World Bank.
- Oromia Education Bureau. (2006). *Educational Statistics Annual Abstract 2005/2006*. Addis Ababa: Berhanenaselam Printing Enterprise.
- _____. (2007). *Education Statistics 2006/2007*. (Unpublished).
- Oromia Education Bureau Planning and Project Service Education Management Information Systems. (2004). *Educational Statistics Annual Abstract 2002/03*. Addis Ababa: Berhanenaselam Printing Enterprise.
- Pandey, M. (2006). *Introduction to Educational Research*. (Unpublished Instructional Material). Addis Ababa University.
- Plame, M. (1993). *The meaning of School Repetition and Droput in Mozambican primary schools*. Stockholm: SIDA.

- Schneider, B. (2001). Education (Primary and Secondary Schools) and Gender. In Smelser, N.J, and Baltes, P.B. (Eds.), *International Encyclopedia of the Social and Behavioral Sciences*. Vol. 6, pp. 4239-4251. Great Britain: Pear Tree press Ltd.
- Scupin, R. and Decorse, R. (2005). *Anthropology: A Global Perspective*. (5th ed.). New Delhi: Prentice Hall of India Private Ltd.
- Seida, K. (2008). Harmful Traditional Practices in Oromia National Regional State: The Current Position of Shashemene and Kofole Districts, West Arsi Zone. Unpublished Master's Thesis, Azusa Pacific University, School of Behavioral and Applied Sciences.
- Seyoum, T. and Ayalew, S. (1989). Foundations of Educational Research: For the Students and Beginning Researcher. Faculty of Education, Addis Ababa University.
- Seyoum, T. (1986). The Education of women in Ethiopia: A Missing piece of the Development Puzzle. *The Ethiopian Journal of Education*, X, (1), 5-19
- Shitaye, M. (2001). Images of Females: Content Analysis of Grade Nine Textbooks for Grade 9 and 10. Unpublished Master's Thesis, Addis Ababa University, Faculty of Education, Addis Ababa.
- Silliman, J.M. (1987). *Basic Education for Women: The Promise Fulfilled? A Comparative Analysis of Five Countries*. Michigan: A Bell and Howell Company.
- Stromquist, N. (1997). *Increasing Girls' and Women's Participation in Basic Education*. Paris: UNESCO.
- Tafesse, O. (2007). The Reflection of Oromo Culture and others Ethiopians Ethnic groups culture in English language textbooks for grade 9 and 10. Unpublished Master's Thesis, Addis Ababa University, Faculty of Education, Addis Ababa.
- Tamirie, A. (2006). Trend Analysis of Females' and Males' Academic Achievement in Different Educational Levels. In Tirussew et al. (Eds.), *Journal of Education for Development*. I(1), 57—82.
- Tebarek, L. (2007). Heading Households and Heading Business: Women in the Urban Informal Sector in Southern Ethiopia. In Mulugeta et al. (Eds.), *Ethiopian Journal of Development Research*, 29(1), 72-96.
- Teferi, G. (2006). Gender Bias in Education and its Impacts on (Rural) Development. In Elizabeth et al. (Eds.), *Proceedings of the Conference on Teacher Education for*

Sustainable Development in Ethiopia, Held in Debrezeit, May 5-6, (pp.356-378).

Ethiopia Management Institute, AA.U

Tenna, D. (2005). Moral Values in the Oromo Gada System: An Ethno-philosophical Reflection. In Bekele et al. (Eds.), *Ethiopian Journal of the Social Sciences and Humanities: The Publication of the College of Social Sciences*, (pp. 81-105). Addis Ababa: Addis Ababa University

Teshome, N. (2003). *Gender Disparity in Ethiopian primary Education: A Study of How and Why the Gap in the Education of Girls and Boys Widened During ESDP I in the SNNPR*. (Research Report). Addis Ababa: UNICEF/MOE.

The Federal Democratic Republic of Ethiopia Ministry of Education Women's Affairs Department. (2004). *A study of Gender Gap in Enrollment, Retention and Performance in Primary School of Five Regions*. (Research Report). Addis Ababa: Ministry of Education.

The Federal Democratic Republic of Ethiopia. (2004). *Welfare Monitoring Survey-2004: Statistical Report on Basic Population Characteristics, Education, Health, Nutritional Status and Child care*. Addis Ababa: CSA.

Thomas, R.M. (2006). Issues in Education. *Encyclopedia Americana: International Edition*. Vol. 9, pp. 733-737. U.S.A: Scholastic Library Publishing, INC.

Tilaye, K. (1997). Gender Specific Investigation in to the Problem of High School Dropouts in the Amhara Region. Unpublished Master's Thesis, Addis Ababa University, Faculty of Education, Addis Ababa

Trufat, B. (1998). Gender in Education. In Amare et al. (Eds.), *Quality Education in Ethiopia: Vision for the 21st Century*. Proceedings of the National Conference held in Awassa College of Teacher Education, 12-18 July, (pp. 141-150). IER, AAU: Addis Ababa Printing Press

UNESCO. (1998). *Wasted opportunities: When Schools fail: Repetition and dropout in primary Schools*, Paris: UNESCO.

Walters, P.B. (2001). Education and Gender: Historical Perspectives. In Semelser, N.J, and Baltes, P.B. (Eds.), *International Encyclopedia of the Social and Behavioral Sciences*. Vol. 6, pp. 4183-4186. Great Britain: Pear Tree Press Ltd.

- Wanna, L. and Tsion, D. (1994). Educational Wastage: The Case of Female Students in Selected Primary and Secondary Schools of Ethiopia. (Unpublished Research Report). Addis Ababa University.
- Wanna, L. (2008). Gender, culture and Education. An Alternative Approach to Enhance Girls' Enrollment in Rural Communities of Ethiopia- A Case study. *Proceeding of the National Workshops on Language, Culture and Development in Ethiopia*, The Ethiopian Chapter of OSSREA. Addis Ababa: Image Printing Press.
- Women's Educational Affairs Department in Oromia Education Bureau. (2003). *A study on factors that affect female participation in primary schools of Oromia*. (Research Report). Addis Ababa: Oromia Education Bureau.
- World Bank. (1990). Primary Education: A World Bank policy paper. Washington D.C: The World Bank.
- World Bank. (1993). *Women's Education in Developing Countries: Barriers, Benefits and Policies*. In king, E.M. and Hill, A. (Eds.). The Johns Hopkins University Press.
- Yalew, E. (2006). Yemrimir Meseretawi Merihowochina Ategebaber (*Basic Principles of Research and its processing*). Bahir Dar: Alpha Publishers.
- Yemiamrew, J. (2007). Gender Role Representations of Primary Level Second Cycle Textbooks of Addis Ababa Administrative Region. Unpublished Master's Thesis, Addis Ababa University, Faculty of Education, Addis Ababa.
- Yilma, W. (1995). Women and the New Education and Training policy of Ethiopia. *Educational Journal: A semi Annual Journal*, 1(1), 27-40.
- Zanden, J.W.V. (1988). *The Social Experience: An Introduction to Sociology*. USA: Random House, Inc.
- Zewdie, A. and Junge, B. (1990). *Women's Workload and the Time Use in Four Peasant Associations in Ethiopia*. UNICEF, Addis Ababa

Appendix A
Addis Ababa University
School of Graduate Studies
College of Education
Department of Curriculum and Teachers Professional Development
Studies

A. Questionnaire to be Field by General Secondary School Students

Dear Respondents!

The objective of this questionnaire is to gather information in the underlying cultural factors that motivate or hinder the educational access, persistence and achievement of female students in contrast to male students in the secondary schools of Guji zone.

Your honest and accurate response to each of the items contributes a lot to the effort made to identify the problem under investigation. Thus, you are kindly requested to answer the following items.

Thank you in advance for your cooperation!

INSTRUCTION

- For items with alternatives please show your response by putting “√” mark in the box given. **(More than one response is possible if necessary).**
- For items that ask for your view or suggestion, please respond by writing on the space provided.

PART ONE

Background of the Respondents

1. Name of Your School _____

2. Grade level:

A/9 ☐

B/10 ☐

3. Sex: A/ Male ☐

B/Female ☐

PART TWO

General Information Related To Females' Education

4. For whom is the opportunity to go to secondary school high?

A/ Boys ☐

B/ Girls ☐

C/ Both ☐

D/ I don't know ☐

5. How far do parents want their daughters to be educated?

A/Complete grade 4 ☐

D/ Complete Grade 12 ☐

B/ Complete grade 8 ☐

E/ Complete higher education ☐

C/ Complete grade 10 ☐

F/Never discussed ☐

6. Are there secondary school age girls in your local area who do not attend school at present?

A/ Yes ☐

B/ No ☐

c/ I don't know ☐

7. Some research works indicate that an average of female students academically achieve "lower". In your experience who do you think achieve academically better result?

A/ Male students ☐

C/ Both achieve equally ☐

B/ Female Students ☐

D/ Undecided ☐

8. What are the cultural factors which can hinder females' enrollment and academic achievement in secondary school in your locality?

A/ Early marriage ☐

B/ Pregnancy ☐

C/Attitudes regarding females' education ☐

D/ Lack of female role model ☐

E/ Girls motivation and expectations ☐

F/ Household responsibilities ☐

G/ Fear of sexual harassment abduction or rape ☐

H/any other (specify) _____

9.To what extent do you think that these traditions or practices negatively affect females' enrollment and academic achievement in secondary education?

	High	Average	Low
A/ Early Marriage	☐	☐	☐
B/ Pregnancy	☐	☐	☐
C/Attitudes and beliefs regarding females' education	☐	☐	☐
D/ Lack of female role model	☐	☐	☐
E/ Girls motivation and expectations	☐	☐	☐
F/ Household responsibilities	☐	☐	☐
G/ Fear of sexual harassment, abduction or rape.	☐	☐	☐

10. Do you think that parents pressurize their daughters to get married instead of pursuing their education?

A/Yes ☐

B/ No ☐

11. In your opinion, what is the average age of marriage for females in your locality?

A/ Below 12 years old ☐

C/ 18-22 Years old ☐

B/13-17 years old ☐

D/ Above 23 years old ☐

12. What do you think the attitude of parents towards their daughters' education? (Put a "✓" mark)

No	Parents	Mother					Father				
		Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
12A	Support education										
12B	Do not support education										
12C	Are indifferent										

13. Have you ever seen any successfully educated girls in your village?

A/ Yes ☐ B/No ☐

14. How much are females' motivated to learn in your school?

A/ Very much ☐ B/ Average ☐ C/ Little ☐ D/ Not at all ☐

15. On the average how much time do you think that females spend on house chores and other activities per day in your locality?

A/ ½hr to 1hr ☐ D/ 3 to 4 hrs ☐

B/ 1hr to 2 hrs ☐ E/ More than 4hrs ☐

C/ 2to 3hrs ☐ F/ I don't know ☐

16. When do you think that females carry out their house chores and other activities in your locality?

A/Before going to school ☐

B/ After coming back from school ☐

C/ Both before going to school and after coming back from school ☐

D/ During school time ☐

17. Have you ever observed sexual harassment on your way to school or in school?

A/ Yes ☐

B/ No ☐

18. If the answer for question number "15" is "yes" whom do you think is mostly engaged in sexual harassment?

A/ Male students ☐

C/ Jobless gangs on the street ☐

B/ Teachers ☐

D/ Others _____

19. What efforts have been made in your school to maintain/ improve / increase the number of female students and their academic achievement?

20. What do you think can be done to improve female students' enrollment and academic achievement in secondary school?

Appendix B

Univesitii Finfinnee

Barnoota Qu'annoo Eebba booda

Koolleejjii Barnootaa

Muummee Sirna Barnoota fi Qu'annoo Misooma Ogummaa Barsiisita

A Gaafannoo Barattoota Mana Barumsaa Sadarkaa 2ffaa Marsaa 1ffaa(9-10) Tiin Guutamu.

Kabajamtoota Deebii Kennitootaa!

Kaayyoon gaafannoo kannaa odeeffannoo gahaa aadaa/barmaatilee adda addaa hirmaannaa, turtii fi firii barattoota dubaraa manneen barnootaa sadarkaa 2ffaa marsaa 1ffaa (9-10) Godina Gujii keessatti guddisani ykn gufachiisuu danda'ani barnoota barattoota dhiiraa waliin walbira qabanii addaan baasuun sakattauufi dha.

Deebiin keessan inni amansiisaa fi haqa irratti hundaa'ee gaaffilee armaan gadiif kennamu rakkoolee kana addaan baasanii sakatta uuf gaheen isaa olaanaa dha.

Kanaafuu, gaaffilee kanaaf deebii sirrii ta'e akka kennitani kabaja guddaa waliin gaafatamtu.

Galatoomaa!

Ajaja:-

1ffaa- Gaaffillee filannoo qabaniif deebii keessan isa sirrii ta'e mallattoo "✓" saanduqa keessa kaa'uun agarsiisaa. (**Gaaffii tokkoof deebii tokkoo ol kennuun ni danda'ama**)

2ffaa- Gaaffilee yaada keessan akka ibsitani gaffataniif immoo bakka duwwaa kenname irratti barreessaa.

3ffaa- Maqaa keessan barreessuun hin barbaachisu.

Kutaa 1ffaa

Odeeffannoo Haala Waliigalaa Deebii Kennitootaa

1. Maqaa mana barumsaakee _____

2. Sadarkaa barnootaa:

A. kutaa 9 ☐

B. kutaa 10 ☐

3. saala:

A. Dhiira ☐

B. Dhalaa ☐

Kutaa 2ffaa

Odeeffannoo Qu'annichaa

4. Barnoota sadarkaa 2ffaa argachuuf carraa guddaa kan qabu eenyu jettee yaadda?
- A. Dhiira ☐ C. Lamaanuu ☐
B. Dubartootaa ☐ D. Hin beeku ☐
5. Naannooketti maatiin barattoota dubaraa hamma sadarkaa barnootaa isa kamiitti akka baratani barbaadu?
- A. Hamma kutaa 4tti ☐
B. Hamma kutaa 8tti ☐
C. Hamma kutaa 10tti ☐
D. Hamma kutaa 12tti ☐
E. Hamma sadarkaa barnoota olaanaatti ☐
F. Irratti dubbatamee hin beeku ☐
6. Dubartoota umuriin isaanii barnoota sadarkaa 2ffaaf qaqqabee carraa barnootaa hin arganne naannooketti argamu jettee yaaddaa?
- A. Eeyyeen ☐ B. lakki ☐ C. Hin beeku ☐
7. Qorannoowwan tokko tokko barattoota dubaraa waliigalaa keessaa qidduugaleessi (average) isaanii firii barnootaa gadi-aanaa fidu jedhu. Muuxannoo ati qabdu irraa ka'uun barnoota isaaniitiin qabxii olaanaa kan fidan eenyu jettee yaadda?
- A. Barattoota dhiiraa ☐ C. Lamaanuu walqixa ☐
B. Barattoota dubaraa ☐ D. Murteessuun hin danda'amu ☐
8. Naannooketti aadaawwan/barmaatileen hirmaanaa fi qabxii barnoota dubaraa sadarkaa 2ffaa irratti dhiibbaa qabani isaan kamii?
- A. Gaa'ila daa'imummaan ☐
B. Ulfa ☐
C. Ilaalcha barnoota dubartootaaf kennamu ☐
D. Dubartiin adda duree hawaasa keessa jiraachuu dhabuu ☐
E. Fedhii fi kaka'umsi dubartootaa xiqqaachuu ☐
F. Itti gaafatamummaa dubartootni maatii keessatti qabani ☐
G. Sodaa buttaa fi dirqiin gudeedamuu ☐
H. Kan biraa (yoo jiraate haa ibsamu) _____
9. Aadaawwan/barmaatileen kuni dhiibbaan isaan hirmaanaa fi firii barnoota dubaraa irratti qabani hammami jettee yaadda?

	Olaanaa	Gidduu-galeessa	Gadi-aanaa
A. Gaa'ilaa daa'imummaan	☐	☐	☐
B. Ulfa	☐	☐	☐
C. Ilaalcha barnoota dubartootaaf kennamu	☐	☐	☐
D. Dubartiin adda duree hawaasa Keessa jiraachuu dhabuu	☐	☐	☐
E. Fedhii fi kaka'umsi dubartootaa xiqqaachuu	☐	☐	☐
F. Itti gaafatamummaa dubartootni maatii keessatti qaban	☐	☐	☐
G. Sodaa buttaa fi dirqiin gudeedamuu	☐	☐	☐
10. Maatiin barattootni dubaraa barnoota isaanii dhiisanii akka heerumani dhiibbaa adda addaa irrann ga'u jettee yaaddaa? A. Eyyeen ☐ B. Lakki ☐			
11. Naannooketti, tilmaamaan umuriin gidduugaleessaa ijooleen dubaraa itti heerumtu meqa jettee yaadda?			
A. wagga 12 gadi ☐			
B. Waggaa 13-17 gidduu ☐			
C. Waggaa 18-22 gidduu ☐			
D. Waggaa 23 oli ☐			

12. Maatiin barattoota dubaraaf ykn barnoota isaaniif qaban maal fakkaata? (Mallattoo “✓” kaa'ii).

Lakk	Ilaalcha mattii	Haadha					Abbaa				
		Baay'ee deeggara	Nan deeggara	Hin beekamu	Nan morma	Baay'ee morma	Baay'ee deeggara	Nan deeggara	Hin beekamu	Nan morma	Baay'ee morma
12 A	Ni deeggaru										
12 B	Ni mormu										
12 C	Homaa hin jedhani										

13. Naannooketti dubartiin barnoota isheetiin milkoofttee bakka guddaa geessetti ati jettu ni jirti?

A. Eeyyeen ☐ B. Lakki ☐

14. Fedhiin dubartootni barnootaaf qabani hammami jettee yaadda?

A. Olaanaa ☐ C. Xiqqaa ☐
B. Gidduugaleessa ☐ D. Homaa tokko illee ☐

15. Naannooketti barattootni dubaraa gidduugaleessaan hojii mana keessaa fi hojii biroof guyyaatti sa'atii hammamiif hojjatu jettee yaadda?

A. ½-1 ☐ B. 1-2 ☐ C. 2-3 ☐
D. 3-4 ☐ E. 4 ol ☐ F. Hin beeku ☐

16. Hojiiwwan manaa fi kan biroo kana barattootni dubaraa yeroo kam raawwatu?

A. Mana barumsaa osoo hin deemiin dura ☐
B. Mana barumsatii erga galanii booda ☐
C. Mana barumsaa osoo hin deemiin duraa fi erga deebi'anii booda ☐
D. Yerooma sa'atii barnootaatti ☐

17. Yeroo gara mana barumsaa deemu ykn deebitu akka carraa dubrtii dirqiin gudeedamte ykn butamte siqunnamee beekaa?

A. Eeyyeen ☐ B. Lakki ☐

18. Debiinke gaaffii “17” “A” yoo ta’e, yeroo baay’ee dhimma kana eenyutu raawwata?

A. Barattoota dhiiraa ☐

C. Dargaggoota hojii dhabeeyyi ☐

B. Barsiisota ☐

D. kanbiroo (haa ibsamu) _____

19. Mana barumsaake keessatti hirmaanaa fi firii barattoota dubaraa fooyyessuuf maalfaa hojjatameera?

20. Hirmaannaa fi firii barattoota dubaraa fooyyeessuuf maaltu hijjatamuu qaba jettee yaadda?

Appendix C

በአዲስ አበባ ዩኒቨርሲቲ

የድህረ ምርቃ ፕሮግራም

ሥነ ትምህርት ኮሌጅ

የሥርዓተ ትምህርት መምህራን ሙያ ልማት ትምህርት ክፍል

ሀ. በተማሪዎች የሚሞላ የዕሁፍ መጠይቅ

ውድ ተማሪዎች:

የዚህ መጠይቅ ዋና አላማ በጉጂ ዞን የሁለተኛ ደረጃ (9-10) ሴት ተማሪዎች ትምህርት ተሳትፎና ውጤት ላይ ተጽእኖ ሊያመጡ የሚችሉ ባህሎችን ወይም ልምዶች ከወንድ ተማሪዎች ጋር በማነፃፀር ለይቶ ለማጥናት መረጃ መስብስብ ነው።

እናንተ ለእያንዳንዱ ጥያቄ የምትሰጡት አስተማማኝና ትክክለኛ መልስ ለዚህ ጥናት ስኬት አስተዋዕከው የጎላ ነው። ስለዚህ ከዚህ በታች ለቀረቡት ጥያቄዎች ሁሉ ትክክለኛውን መልስ እንድትሰጡ በትህትና ትጠየቃላችሁ።

ከምሥጋና ጋር!

መመሪያ:-

- ❖ ከአማራጭ መልሶች ጋር የቀርቡትን ጥያቄዎች ከመረጡት አማራጭ ፊት ለፊ በቀረቡት ባዶ ሳጥን ውስጥ የ«✓» ምልክት ያስቀምጡ። (አስፈላጊ ሆኖ ሲገኝ ለአንድ ጥያቄ ከአንድ በላይ አማራጮችን መምረጥ ይቻላል።)
- ❖ የእርሶን ሃሳብ እንዲገልጹ ለሚጠይቁ ጥያቄዎች በቀረበው ክፍት ቦታ ላይ በመፃፍ ሃሳቦን ይስጡ።
- ❖ ስም መፃፍ አያስፈልግልዎም።

ክፍል አንድ

የግል ሁኔታ

1. የትምህርት ቤትዎ ስም: _____
2. የክፍል ደረጃ ሀ. 9 ☐ ለ. 10ኛ ☐
3. የታ ሀ. ወንድ ☐ ለ. ሴት ☐

ክፍል ሁለት

የጥናቱ ጥያቄዎች

4. የሁለተኛ ደረጃ ትምህርት ለመማር የበለጠ ዕድሉን ያለው ማነው?
ሀ. ወንዶች ☐ ለ. ሴቶች ☐ ሐ. አላውቅም ☐
5. ወላጆች ሴት ተማሪዎች እስከ የትኛው የትምህርት ደረጃ እንዲማሩ ይፈልጋሉ?

ሀ. እስከ 4ኛ ክፍል ☐

ለ. እስከ 8ኛ ክፍል ☐

ሐ. እስከ 10ኛ ክፍል ☐

መ. እስከ 12ኛ ክፍል ☐

ሠ. እስከ ከፍተኛ የትምህርት ተቋም ☐

ረ. ለውይይት ቀርቦ አያውቅም ☐

6. በአካባቢዎ በአሁን ጊዜ ዕድሜያቸው ለሁለተኛ ደረጃ ትምህርት የደረሰ ነገር ግን በትምህርት ላይ የሌሉ ሴት ልጆች ይገኛሉ?

ሀ. አዎን ☐

ለ. የለም ☐

ሐ. አላውቅም ☐

7. አንዳንድ የጥናት ውጤቶች እንደሚያመለክቱት በአማካይ የሴቶች የትምህርት ውጤት «ዝቅተኛ» ነው። ከእርሶ የልምድ ተሞክሮ አንፃር የተሻለ ውጤት በትምህርታቸው የሚያስመዘግበው ማነው ብለው ያስባሉ?

ሀ. ወንድ ተማሪዎች ☐

ለ. ሴት ተማሪዎች ☐

ሐ. ሁለቱም ☐

መ. መወሰን አይቻልም ☐

8. በአካባቢዎ ህብረተሰብ ውስጥ በሴት ተማሪዎች የትምህርት ተሳትፎና ውጤት ላይ ተፅእኖ ሊኖራቸው የሚችሉ ባህሎች/ልምዶች የትኞቹ ናቸው?

ሀ. ያለ ዕድሜ ጋብቻ

ለ. እርግዝና ☐

ሐ. በሴት ልጆች ትምህርት ላይ ያለ አመለካከት ☐

መ. የስኬታማ ሴቶች በአካባቢው ህብረተሰብ ውስጥ አለመኖር ☐

ሠ. የሴቶች ተነሳሽነትና ፍላጎት አናሳ መሆን ☐

ረ. የቤተሰብ ሃላፊነትን መሸከም ☐

ሰ. የአስገደዶ መድፈርና ጥልፍያን ፍራቻ ☐

ሸ. ሌላ (ይግለፁ) _____

	ክፍተኛ	መካከለኛ	ዝቅተኛ
ሀ. ያለ ዕድ ጋብቻ	☐	☐	☐
ለ. እርግዝና	☐	☐	☐
ሐ. በሴቶች ትህርት ላይ ያለ አመለካከቶ መ. ስኬታም የሆኑ ሴቶች በህብረተሰቡ ውስጥ አለመኖር	☐	☐	☐
ሠ. የሴቶች ተነሳሽነትና ፍላጎት አናሳ መሆን	☐	☐	☐
ረ. የቤተሰብ ሃላፊነትን መሸከም			
ሰ. የአስገደዶ መድፈርና ጥልፊያን ፍሬቻ	☐	☐	☐

ሀ. አዎን ☐ ለ. አይደለም ☐

ሀ. ከ12 ዓመት በታች ☐

ሐ. 18-22 ዓመት ☐

12. ቤተሰብ ለሰቶች ተማሪ መሆን ወይም ትምህርት ያላቸው አጠቃላይ አመለካከት ምን ይመስላል?
(የ«✓» ምልክትን ያስቀምጡ፡፡)

[illegible]

13. በአካባቢዎ በትምህርቷ ስኬታማ የሆነች ሴት አይተው ያውቃሉ?

ሀ. አዎን ☐

ለ. የለም ☐

14. ሴቶች ለትምህርት ያላቸው ፍላጎት ምን ያህል ነው ብለው ያስባሉ?

ሀ. በጣም ከፍተኛ ☐

ለ. ከፍተኛ ☐

ሐ. መካከለኛ ☐

መ. ዝቅተኛ ☐

ሠ. በጣም ዝቅተኛ ☐

15. በአካባቢዎ ሴት ተማሪዎች በቤት ውስጥና ከቤት ውጭ ሥራዎች በቀን በአማካይ ለስንት ሰዓት ይሠራሉ ብለው ያስባሉ?

ሀ. ከ1/2 እስከ 1 ☐

ለ. ከ1 እስከ 2 ☐

ሐ. ከ2 እስከ 3 ☐

መ. ከ3 እስከ 4 ☐

ሠ. ከ4 በላይ ☐

ረ. አላውቅም ☐

16. በአካባቢዎ ሴቶች ተማሪዎች እነዚህን ስራዎች መቼ ነው የሚሰሩት ብለው ያስባሉ?

ሀ. ትምህርት ቤት ከመሄዳቸው በፊት ☐

ለ. ከትምህርት ቤት ከተመለሱ በኋላ ☐

ሐ. ትምህርት ቤት ከመሄዳቸው በፊትና ሲመለሱ ☐

መ. በትምህርት ሰዓት ☐

17. በመንገድ ላይ ወይም ትምህርት ቤት ውስጥ የሴት ልጅ ተገዶ መደፈር ወይም ጥልፊያ አጋጥሞት ያውቃል?

ሀ. አዎን ☐

ለ. አላጋጠመኝም ☐

18. ለ «17ኛው» ጥያቄ መልስ «አዎን» ከሆነ አብዛኛውን ጊዜ በዚህ ተግባር የሚሳተፉት እነማን ይሆናሉ ብለው ያስባሉ?

ሀ. ወንድ ተማሪዎች ☐

ለ. መምህራኖች ☐

ሐ. ሥራ አጥ ወጣቶች ☐

መ. ሌላ (ይግለፁ) _____

19. በእርሶ ትምህርት ቤት የሴት ተማሪዎችን የትምህርት ተሳትፎና ውጤት ለማሻሻል የተሰሩ ስራዎች ምን ምን ናቸው?

20. የሴቶችን የሁለተኛ ደረጃ ትምህርት ተሳትፎና ውጤት ለማሻሻል ምን ምን ስራዎች መሰራት አለባቸው ብለው ያስባሉ?

Appendix D
Addis Ababa University
School of Graduate Studies
College of Education

Department of Curriculum and Teachers professional Development Studies

A. Questionnaire to be field by general secondary school teachers and school principals

Dear Respondents!

The major objective of this questionnaire is to gather information on the underlying cultural factors that motivate or hinder the educational access, persistence and achievement of female students in contrast to male students in the secondary schools of Guji zone.

Your honest and accurate responses to each of the items contributes a lot to the effort made to identify the problem under investigation. Thus, you are kindly requested to answer the following items.

Thank you in advance for your cooperation.

Instruction:

- ❖ For items with alternatives, please show your response by putting “√” mark in the box given. (**More than one response is possible if necessary**).
- ❖ For items that ask for your view or suggestion, please respond by writing on the space provided.

PART ONE

I. Background of the Respondent

1. Name of your School _____

2. Sex: Male ☐ Female ☐

3. Qualification (Level of education):

A/ Diploma ☐

C/ M.A/M.sc ☐

B/ B.A/B.sc/B.Ed ☐

D/ Others _____

4. The subject you teach _____

5. Teaching experience:

A/ 1-5 years ☐

C/ 11-15 years ☐

B/ 6-10 years ☐

D/ More than 16 years ☐

PART TWO

Questions Related to Females' Education

6. For whom is the opportunity to go to secondly school high?

A/Boys ☐

C/ Both ☐

B/Girls ☐

D/ I don't know ☐

7. Do you think that there are secondary school age girls in your local area who do not attend schools at present?

A/ Yes ☐

B/No ☐

C/ I don't know ☐

8. Which level of schooling do you think that most females complete?

A/ First cycle-primary (1-4) ☐

C/ General secondary (9-10) ☐

B/Secondary cycle -primary ☐

D/Above Secondary ☐

E/ I don't know ☐

9. In your subject most of the time who achieves or performs lower?

A/ Boys ☐

B/Girls ☐

C. Both ☐

10. What are the cultural factors which can hinder females' enrollment and academic achievement in secondary school in your locality?

A/ Early marriage ☐

B/ Pregnancy

C/ Attitudes regarding females' education ☐

D/ Lack of female role model ☐

E/ Females' motivation and expectations ☐

F/ Household responsibilities ☐

G/ Fear of sexual harassment, abduction or rape ☐

H/ If other (specify) _____

11. To what extent do you think that these traditions and practices negatively affect females' enrollment and academic achievement in secondary education?

	High	Average	Low
A/ Early Marriage	☐	☐	☐
B/ Pregnancy	☐	☐	☐
C/ Attitudes or beliefs regarding girls' education	☐	☐	☐
D/ Lack of female role model	☐	☐	☐
E/ Girls motivation and expectations	☐	☐	☐
F/ Household responsibilities	☐	☐	☐
G/ Fear of sexual harassment, abduction or rape	☐	☐	☐

12. Do you think that parents pressurize their daughters to get married instead of pursuing their education?

A/ Yes, I do ☐

B/ No I don't ☐

C/ I don't know ☐

13. In your opinion, what is the average age of marriage for females in your locality?

A/ Below 12 years old ☐

C/ 18-22 years old ☐

B/ 13-17 years old ☐

D/ Above 23 years old ☐

14. What do you think about the attitude or belief of parents towards their daughters' education? (Put "✓" mark)

No	Parents	Mother					Father				
		Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
14A	Support education										
14B	Do not support education										
14C	Are indifferent										

15. How much are females motivated to learn in your school?

A/ Much ☐

B/ Average ☐

C/ Little ☐

D/Not at all ☐

16. Have you ever observed sexual harassment on your way to school or in- school?

A/ Yes ☐

B/No ☐

17. If your answer for question number "12" is "yes" ,who do you think is mostly engaged in sexual harassment?

A/ Male students ☐

C/ Jobless gangs on the street ☐

B/ Male teachers ☐

D/ Others (specify) _____

18. What efforts have been made in your school to maintain/ improve/ increase the number of female students and their academic achievement? _____

9. What do you think can be done to improve female students' enrollment and academic achievement in secondary school?

Appendix E
Addis Ababa University
School of Graduate Studies
College of Education

Department of Curriculum and Teachers Professional Development Studies

Unstructured Interview Guide for:

- ❖ Heads of District Education Offices
- ❖ Heads of Zone Education office
- ❖ Heads of Zone Women's Affairs office
- ❖ Heads of Zone Culture and Tourism Office
- ❖ Cultural Leaders.

Name of zone/ District: _____

Sex : _____

Service year: _____

Level of education: _____

Position: _____

1. What does girls' secondary education in your District /zone look like?
2. In your District /zone, how is the beliefs of parents on their daughters' education?
3. To what extent the cultural factors such as early marriage and pregnancy, attitudes regarding girls' education, lack of female role model, girls' motivation and expectations, household responsibilities, and fear of sexual harassment, abduction or rape affect females' secondary education in your zone/ District?
4. What efforts were exerted to improve females' secondary education in your District /zone?
5. What measures shall be taken in the future to promote females' secondary education in your District /zone?

Appendix F

Universitii finfinnee

Barnoota Qu'annoo Eebba Boodaa

Koolleejjii Barnootaa

Muummmee Sirna Barnootaa fi Qu'annoo Misooma Ogummaa Barsissotaa

Qajeelcha Af-gaaffii Miti-murtaa'aa (Unstructured interview guide):-

- Itti gaafatamaa waajjira Barnoota Aanaaf
- Itti gaafatamaa waajjira Barnoota Godinaaf
- Itti gaafatamtuu waajjira Dhimma Dubartoota Godinaaf
- Itti gaafatamaa waajjira Aadaa Fi Turiizimii Godinaa fi
- Maanguddoota Aadaaf Qophaa'e

- ❖ Maqaa Godinaa/Aanaa _____
- ❖ Saala _____
- ❖ Tajaajila _____
- ❖ Sadarkaa barnootaa _____
- ❖ Gahee hojiil _____

1. Barnoonni shamarranii sadarkaa lammaffaa godina/aanaa keessanii maal fakkaata?
2. Godina/aanaa keessan keessatti amantaan maatii barattootaa barnoota dubaraa irraa qabu maal fakkaata?
3. Godina/Aanaa keesaan keessatti aadaawwan/barmaatileen kan akka gaa'ilaa fi ulfa daa'imummaa, ilaalcha barnoota dubartootaaf kennamu, dubartiin adda duree hawassa keessa jiraachuu dhabuun, amantaan, fedhii fi kaka'umsi dubartootaa xiqqaachuun, ittigaafatamummaa dubartootni maatii keessatti qabanii fi sodaan buttaa fi direqiin gudeedamuun hammam barnoota dubartoota sadarkaa lammaffaa irratti dhiibbaa qaba jettu?
4. Godina/aanaa keessan keessatti barnoota barattoota dubaraa sadarkaa 2ffaa fooyyeessuuf hojiiwwan hijjatamanirani maalfaa dha?
5. Godina/aanaa keessan keessatti barnoota barattota dubaraa sadarkaa 2ffaa foyyessuuf maaltu hojjatamuu qaba jettenii yaaddu?

Galtoomaa!

Appendix G

An over view of the research area

The research was conducted in Guji zone. Guji zone is one of the 17(5 special zones) zones in Oromia Regional Administrative State. It is found far apart from Addis Ababa by 595 kilometer. Guji zone is located at the North East Borena Zone, North West of Somalia, South West of Bale Zone, and South East of South Nation Nationality People Administrative Region. The zone covers a total area of 35, 454 square kilometers. About 81.5% of the area is lowland. The total population of the zone is about 1,091,738, of which 551,056, and 540,738 are male and female respectively. Out of this, about 90.3% of the population lives in rural areas whereas only 9.7% of the population resides in urban areas. Also, from the total population, about 165, 041 male, 158, 408 female, and a total of 323449 are school aged population whose age ranges from 7-18 years old. Majority of the people are pastoralists and subsistent forgers with low productivity. The people of Guji are governed by the Gada system, in which the political power is transferred within each eight years of interval. The administrative zone has 11 rural districts and 2 urban administrative areas. Majority of the people speaks Afan Oromo. The instructional media of primary schools and working language of the offices is Afan Oromo. There are also, Amharic, Somaligna, and other nation nationalities language speakers in the zone.

Source:- *Strategic Plan Document of Guji Zone Education Office, 2006*

Appendix H

Computational formula of Cronbach alpha (coefficient alpha)

$$\alpha = \frac{k}{k-1} \left[\frac{1 - \sum s_i^2}{s_x^2} \right] \text{ where,}$$

k = total number of items

s_i^2 = variance of scores on each item

$\sum s_i^2$ = sum of variances of scores of each items

s_x^2 = variance of the sum of the scores of all items

Source: ያለው እንዳወቀ ሙሉ (ዶ/ር)፡፡ (1998 ዓ.ም)፡፡ የምርምር መሰረታዊ መርሆዎችና አተገባበር፡፡ ባህር ዳር፣ አልፋ አታሚዎች፡፡

Declaration

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

Name Habteamu Feshome

Signature [Signature]

Date 06-07-09

This thesis has been submitted for examination with my approval as a university advisor

Name Enbuday Adene

Signature [Signature]

Date 06-07-09

ADDIS ABABA UNIVERSITY
LIBRARIES
P.O.BOX 1176
ADDIS ABABA ETHIOPIA