

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

FACTORS HINDERING ENROLLMENT OF FEMALE STUDENTS
IN SECOND CYCLE PRIMARY SCHOOLS OF DODOTA SIRE
WOREDA, ARSI ZONE

BY
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SCHOOL OF GRADUATE STUDIES**

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List of Acronyms

| | |
|--------|---|
| EFA | Education for All |
| ESDP | Education Sector Development Program |
| EWLA | Ethiopian Women Lawyers Association |
| FAWE | Forum for African Women Educationalists |
| GER | Gross Enrollment Ratio |
| GPI | Gender Parity Index |
| HIV | Human Immuno-Deficiency Virus |
| IAC | Inter-African Committee |
| MOE | Ministry of Education |
| MFED | Ministry of Finance and Economic Development |
| NER | Net Enrollment Ratio |
| NGO | Non-government Organization |
| OEB | Oromia Education Bureau |
| PAI | Population Action International |
| UNAIDS | United Nations Program on AIDS |
| UNESCO | United Nations Educational, Scientific, and Cultural Organization |
| UNICEF | United Nations Children's Fund |
| USAID | United States Agency for International Development |

Abstract: The objective of this study was to make an investigation concerning the current status of females' enrollment and identifying major factors hindering girls' education in Dodota Sire woreda second cycle primary schools of rural areas. The data from documents were secured from different annual abstracts (MOE, OEB) and woreda education office as well as from the questionnaires that were administered to 492 female students and 62 teachers and school principals in order to achieve the stated objective. As to the females' enrollment, it shows an improvement from time to time, but still the increment is small when compared to males. The participants of this study were selected by purposive sampling techniques. The collected data were presented in a table form and analyzed in percentages. The findings identified the three broad categories: family related, school related and socio-cultural related factors as the major factors that affect enrollment and participation of females' educations. More specifically all the respondents highly rated in common that, household responsibilities, low awareness of parents towards females education, parents financial problem, parents education level, lack of school facilities, school distance, sexual harassment, early marriage, fear of abduction, lack of role model females and so on as the main reasons for low enrollment and participation of female students in school. On the other hand, developing parents' awareness towards the benefit of educating girls, providing financial supports for the poor female students, improving school facilities and protecting girls from abduction and early marriage were some suggestions that were commonly forwarded by the participants in order to promote girls' school enrollment. The paper also discusses the main points of the research with certain conclusions and provides recommendations.

1. Introduction

This part deals with the introductory section of the study. It covers the background of the study, statement of the problem, research question and objectives, significance of the study, delimitation of the study, definition of terms and limitation of the study.

1.1. Background of the study

There is a broad common consensus that education is a basic and an important foundation for economic, culture and social development of a nation. Education is essential for raising individual productivity as it provides the skills and basic intellectual tools necessary for further learning, which can later be transferred from job to job (UNESCO, 1993). There are also overwhelming evidences that show the direct relationship between education and development. The more developed countries show high levels of participation in education for both females and males and conversely the least developed countries show low participation at all levels (FAWE, 2001). The differences in opportunities to education are reflections of the differences of capability, security, and empowerment, which differ along gender lines and function to worsen the vulnerability of women (MFED, 2002)

Education of women plays a significant role in the full dimensions of development of a country. Teshome (2002) indicated that, social returns to female education are high and exceed the returns to male education. That is, female education improves children's health, reduces the number of unwanted births, and causes women to have a small number of family sizes. That is why several studies as well as conferences and seminars with in and between countries have focused on gender and education. Thus, education is now recognized as a major vehicle for promoting and improving the status of women.

According to Nairobi forward looking strategies (1985), "Education is the basis for the full promotion and improvement of the status of women. It is the basic tool that should be given to women in order to fulfill their roles as full members of the society." Education is regarded as the corner stone of women's empowerment because it enables them to respond to opportunities, to challenge their traditional roles and to change their lives (Okojie, 2001). The world Conference on "Education for All" held in Jomtien, Thailand in 1991, drew attention to the gender gap in educational opportunity and its consequences for human development. Similarly, The Beijing plat form for Action (1995) emphasized that investing in formal and non-formal education and

training for girls and women has proved to be one of the best means of achieving sustainable development, and economic growth. Thus, without education of women it is impossible to be successful in development. Then, females and males have to get equal opportunities to education.

However, even though it was well documented, that educating girls and women was the single most important investment that yields maximum returns for development. In most developing countries, girls and women are worse off than boys and men regarding to access and participation in schooling. Women's education has always lagged behind that of men in almost all African societies, and there are several reasons for this (Dolphyne, 1991).

Despite the progress in raising educational enrollment rates for both males and females across all African countries in the past decades, growth in educational opportunities at all levels for female's lags behind that of males (Kasente, 2000). Colclough (1994) stated that, Africa remains the most under-developed continent in the world with almost half of the children of primary school age out of school enrollment at all levels of education, majority of them were females. The low education level among females' results from two basic factors: These are inadequate overall provision of educational materials and continued gender discrimination faced by girls and women (Thomson & Baden, 1993).

Today, although the enrollment and participation of female students has increased and the gender gap has been reduced to some extent, a number of studies have shown that in most developing countries including, Ethiopia, females receive less schooling than males (Rose, et al., 1997; Yelfign, 1999 & Emebet, 2003). Since the importance of focusing on gender in any development effort is not questionable, promoting female enrollment and participation is one of the crucial development agenda in all strategies of development. Thus, widening the access of female students to education and making them successful in education is the main point in modern society.

In addition, as Ethiopia is one of the poorest developing countries in the world, enrollment and participation of female students, especially in the rural areas at the woreda level is low, when compared to males. Women in rural areas have no advantage in terms of access and success in their education (Emebet, 2003).

In general, although different studies deal with females' education in the Third World and address the questions of educational participation and the new generations of females have greater levels of education than mothers and grandmothers, and

progress is being made toward gender parity, still the improvement has been weaker for females than for males.

1.2. Statement of the problem

Today, the importance of education as a poverty reduction strategy and thereby as enabling development is widely recognized among national and international donor agencies, NGO's and among national governments. Particularly, the education of women and girls and achieving gender equality are important elements of promoting development and advancement in people's life quality as well as a means to empowering women themselves (Ankerbo & Hoyda, 2003). But Sub Saharan African and South Asia rank lowest in the gender related development index and this inequality is also found in the area of education with wide spread female illiteracy and low participation in education (ibid).

Despite several efforts to increase enrollments and reduce the gender gap, in Africa significant increases in access to education show a positive trend in the overall proportion of girls enrolled at different levels of the education system. But the gender gap has not been narrowed across the continent in general. According to Kasente (2000), some countries have made significant progress in reducing the gender gap (Zambia, Uganda, Tanzania, Kenya, Zimbabwe, Malawi, Botswana, and Namibia,) and some other countries (Mali, Nigeria, Senegal, Benin, Chad, Guinea, Mozambique, Ethiopia), still have low enrollments for girls at all levels.

Thus, one of the most serious problems that Africa is facing is how to redress the existing gender imbalances in all walks of life, particularly in educational participation (Kasente, 2003). This problem is a common phenomenon in most African countries although the degrees and types vary from country to country, from region to region, from district to district, and from school to school. So, the findings of different studies noted that the existence of gender parity in education and the need to identify and eliminate factors those hindered girls full participation in schooling.

Although there have been some positive trends in recent years, Ethiopia is one of the countries with the lowest girls enrollment rates compared to other developing countries (Befekadu, et al, 2001). For instance, in primary education of Ethiopia, the gender gap persist at the level of 20 % in gross enrollment ratio (GER) at the national level in the years 2001 to 2003, even if the target of ESPD II is to reduce the gender gap to 16 %

by 2005 (Lasonen, et al, 2005). In the same way, Ayalew (2005) also indicated that, the net enrollment ratio (NER) for girls at the primary level is 51.8% that is by far less than that of boys 62.9%. That means more girls did not yet join the educational system of Ethiopia.

In Ethiopia as it was studied by different researchers, the major factors responsible for the low participation of female students was categorized as family related and school related factors. Such as economic constraint, marriage by abduction, load of household chores, culture, school distance, sexual harassment, pregnancy and residence area are the main factors (Emebet, 2003, Tirussew, 2004, MFED, 2002, Tesfaye, 2002, Habtamu, 2002, EWLA, 2003). Thus, even though, a lot of studies have been underway, Ethiopia is still unable to provide an equal education for both females and males.

So, there should be some factors that influence enrollment and participation of females in school. Then, unless these problems are identified and solved, gender equity in schooling continuous to be a challenge that threatens the achievement of national and international millennium development goals: "achieve universal primary education" and "achieve gender equality by 2015 " that is agreed by the Ethiopian government. So, it is necessary to find out the root causes for all these phenomena and adopt strategies to reverse the trend. Although the problem of low enrollment and participation of female students at all grade levels either at primary or secondary schools has got a little attention and increased interest among the researchers, still the problem is not completely solved, particularly in the rural areas, where the problem is most serious and no studies have been conducted concerning the enrollment of female students in education.

Therefore, considering the educational inequalities between males and females, as it was indicated in different studies and statistical documents as well as observing the problems, the researcher of this study attempts to investigate some major factors that hinder the enrollment of female students in rural areas of second cycle primary schools of Dodota Sire woreda, Arsi zone.

Finally, it is the hope of the researcher that this study identifies some reasons why the enrollment of female student at Dododa Sire woreda second cycle primary schools is low and then forwards possible suggestions.

1.3. Research questions and Objectives

The overall objective of this study is to investigate the major factors that hinder the enrollment of female students in rural primary schools of Dodota Sire woreda. This is a study that assesses the current status of girls' education, examines the reasons for their low enrollment and participation in second cycle primary education, and indicates different strategies for improving the obstacles to retain females in schools.

The specific purpose of this paper is to find out answers for the following basic questions.

- What is the current status of enrollment of female students compared to males?
- What are the major family related factors that hinder the enrollment of female students in education?
- What are the major school related factors that hinder enrollment of female students in education?
- What are the major socio-cultural related factors that hinder enrollment of female students in education?

1.4. Significance of the study

Ethiopia is considered to have made a lot of considerable gains in female education in the past decade. Different statistics, however, suggested that the country still has a long way to go. Thus, studying the current status of females' enrollment and participation and identifying their problem in Oromia national regional government will create a base line of data from which actions for expanding and retaining more female students in primary schools could be made possible.

Furthermore, studying of the conditions under which females' education is promoted, and what is specifically needed in this woreda (district) to make a success out of the entire effort. In general, the researcher of this paper believes that the findings of this study will have the following significance:

- Help policy makers and concerned individuals at region, zone and woreda levels to come up with the solutions that could increase the enrollment of female students in second cycle primary schools.
- Help to increase the scope of knowledge on this area for those who want to study further in general.
- Initiate other researchers to give attention to this area.

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ation of the study

Some delimitation concerned with the areas of the coverage and population in order to have a manageable size of the research paper. It was conducted only at Dodota Sire woreda second cycle primary schools of Arsi National Regional Government. Among all the primary schools, the study included only 5 schools with grade levels 5 to 8 each. This is due to the simplification of the problem with some pattern of uniformity regarding the structure and facilities of the schools.

Operational definition of terms

Enrollment refers to being females registered in the school and attend it properly in order to acquire some theoretical and practical knowledge through the teaching-learning process.

Barriers factors: -are factors hindering the school enrollment of female students which include household responsibilities, family income, parents education level, family size and low awareness of parents towards girls education.

Gender Parity Index (GPI): -is the ratio of female to male enrollment ratio, which is used to indicate the direction of gender disparity

Gender Enrollment Ratio (GER): -refers to the proportion of total enrollment in second cycle primary irrespective of age, out of the corresponding school age population for primary school.

Contextual factors: -refers to the problems of school environment that influence females' enrollment. These include, school distance, school

1.7. Limitation of the study

- This study considered only second cycle primary school students, and did not include first cycle primary school students as well as secondary school students, which are also important to be studied.
- The sources of the collected data were restricted to students and teachers only. Since including parents and other concerned educational experts and women's affairs was not possible due to time and financial constraint.

2. Literature Review

Under this section, the critical review of the relevant international and national literatures were described and summarized on the issues of factors that affecting enrollment and participation of females' education.

* 2.1. General overview of females' education

Education is considered as a means of transforming society and as a catalyst to economic development. It is also considered as a basic human right and an end in itself that is seen as an intrinsic element of the development process (World Bank, 1988). Thus women and men with better education earn more through out their lives and participate more fully in the civic and political lives of their communities and countries. In spite of the benefits of female education there is persistent gender imbalance in education in favor of male in terms of access to and success due to different reasons. Several researchers indicated that, systematic barriers to female's equal participation in education were numerous. ❖

Though the extent of disadvantage and its manifestations vary from place to place and culture to culture, the inferior position of female's education is universal (Emebet, 2003). For instance, both in developed and developing countries females do not enroll in some areas of study such as mathematics, physics, and engineering as to that of males for a long period of time. Girls are less interested in science subjects such as mathematics and physics, which are perquisites for many science courses and occupations than boys (Okojie, 2001). Furthermore, in developing countries, especially in Africa, women may not have access to any education at all when compared to their men counterparts. According to King & Hill (1993), in Afghanistan, Burkina Faso, Nepal, Somalia, and Sudan, where fewer than 10 percent of adult women were literate, the percentage of men who were literate was three to four times larger. At the same time, the gender gap was notably larger in Libya, China, Zaire, Turkey, and Botswana, even though they show radical change now days.

The Population Action International (PAI) study, in 1996, looks closely at 51 countries where enrollment rates for girls continue to lag significantly behind those for boys. These countries were primarily in south Asia, the Arab world and Sub-

Saharan African. Gender equality as a guiding principle in any national and international plan and strategy was recognized as vital for sustainable development and peace. However, women and children in developing countries were subjected to various forms of harmful traditional practices (Jancloes, 2002). Researchers classified the problems of females' education in developing countries in different ways. It was well known that cultural discriminatory practices on females undermine the role and dignity of women equal access and control on political, social and economic benefits due to their feminists (IAC, 2002).

According to IAC (2002), cultural values embedded in religious, political, economic, and familial systems, which value female youth less than their male counterparts and keep more female youth out of African education system than male. Females in much of developing world continue to lag behind males in measures of educational attainment, including literacy, length of schooling, and educational achievement (King, and Hill, 1994).

On the other hand, Odaga and Heneveld (1995) noted that a significant number of children who enroll in the first grade do not complete primary school in Sub-Sahara Africa, with more girls than boys. They also discussed factors affecting female's education under three sections: socio-economic and socio-cultural, factors related to school environment and factors related to home environment (ibid). World Bank (1995), estimates that only one-fifth of the countries in Africa have school completion rates above 80 percent. Thus, women in most of the developing world still remain educationally disadvantaged.

2.2. Benefits of female education

Education has a big role to play in facilitating the means and aims in relation to the nature of every countries economic and social situation. According to Dreze and Sen (2002,Cited in Ankerbo and Hoyda, 2003), education has five intrinsic values for improving social and economic conditions in third world countries, both benefits for communities and societies, as well as individual social benefits.

First of all education gives personal benefits for the individual in terms of self-confidence leading to motivation and interests in society. Society interactions are easier when persons are capable

of reading a newspaper about social and political issues in the community and the rest of the world.

Secondly, education gives access to a wider range of job opportunities and functionally participates in local politics.

Thirdly, a higher literacy rate facilitates public debates and demands for health care, social security and other needs. Public discussions enable people to hold politicians accountable for their promises of functional improvements in the social services sectors. Information on ones society provides better possibilities for utilizing the service system.

Fourthly, education indirectly prevents child labor, to the extent that implementation of legislation of basic education for all children, force parents to send their children to school which again give less time for labor.

The *fifth* effect of education and literacy enables oppressed groups in a society to become politically organized. Being a large group makes it easier to ones rights and demands concerning society and political issues.

Although education benefits both males and females, results of different researchers showed that investment on female's education gave the highest out put both at socio-economic, cultural and political levels. According to Economic and Social Council (1998), educating girls is associated with numerous social benefits across a variety of sectors, which are increased economic productivity, increased political participation, improved health, delayed marriage, lower fertility and more effective investments in the next generation. Dighe (1995, cited in Pennycuick, 1998) underlined that women who had completed basic education were able to make use of health facilities and services for their children and had a higher interest in sending their children to school. Ankerbo and Hoyda (2003) also indicated that, in Africa, 46% of the agricultural work is taken places by females. Then educating these females will increase productivity, enabling them to contribute to the protection of the environment and preservation of water and energy that increase economic growth markedly. Education can also protect girls from HIV. Studies from

around the globe showed that HIV infection rates are at least twice as high among young people who do not finish primary school as those that do. According to Population Council in 2005, in a recent analysis of eight Sub-Saharan African countries, women with eight or more years of schooling were up to 87% less likely to have sex before the age of 18 compared to women with no schooling.

Other evidences from Zimbabwe showed that among 15-18 years old girls those who were enrolled in schools were more than five times less likely to have HIV than those who have dropped out. In the same manner, population council indicated, recent household surveys in 11 countries showed that women with some schooling were nearly five times more likely less than uneducated women to have used a condom the last time they had sex (UNAIDS, 2005).

In general, investment in education for girls and women has been one of the factors why some countries (South East Asia, East Asia and Latin America) have had a significant progress in social and economic growth. Conversely, growth has for instance in the Middle East and North Africa been of limited scale which is one of the consequences of lacking investment in the education of girls and women (Schultz, 2001). So, education of females can be considered as one of the crucial element in breaking the cycle of poverty in many aspects. Lastly, as Nelson Mandela said, "education is the most powerful weapon you can use to change the world. It is also a weapon that the world can do with out in the fight against AIDS. Education safe life"(UNAIDS, 2005).

x ✓ **2.3. Education of females in Ethiopia**

Ethiopia is a multi ethnic, traditional and one of the poorest and least developed countries in the world. Then, education for all and more specifically for females is a vital factor in dealing with root causes of poverty and under development. Poverty eradication requires a multi-faceted approach in which gender is very central (FAWE, 2001). But, this is true only if all the citizens of a nation, both female and male, equally enjoyed the right to education. However, in reality according to several studies, Ethiopian females almost have never enjoyed the right for education for a long period of time when compared to males.

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✓ 2.3.1. Participation of females in traditional education

In traditional Ethiopia, the church and the mosque were the major institutions that were responsible for the dissemination of education. The only way of learning how to read and write in the absence of modern education was attending church schools or quranic schools (Yelfign, 1997). However, the church and the mosque provided education mainly for promoting their respective religious doctrines. That is, the major purpose of church was to produce members of the clergy and the objective of quranic schools was also to produce devoted and faithful Moslems who would promote the Islamic religion (Seyoum, 1986). Even though, these two learning centers played an important role in the development of nations; the enrollment of female in traditional education had been negligible.

Some of the possible reasons why females had been left out from the main stream of intellectual life in traditional education of Ethiopia were: since the ultimate aim of church school was to produce priests and deacons who were to serve the church, females were excluded from assuming such position. Similarly, participation of Moslem female in education was also considered as unnecessary. Another possibility why the participation of females in church and quranic schools was negligibly low might have been due to the fact that church and quranic education was quite rigorous and took a long time to complete. There was a lot of hardship and the training time took years to complete church schools or quranic schools, so there were a few numbers of females who got the chance to do so (Yelfign, 1997).

As in the most traditional societies of the world, the other factors that might have operated against the education of female in Ethiopia were males dominance characterize and the attitude towards females in most ethnic cultures. As Dolphyne (1991) stated, women's place is in the home and as such her major role is to be a wife or a mistress and a mother.

✓ 2.3.2. Participation of females in modern education

Modern or secular education was formally introduced in to the country during the regime of Emperor Minelik II. After twenty-three years start of modern education (1931), the first government girls' school named Empress Menen was established. However, this type of school did not include all female students. As it was a boarding school that catered scholarship for students who passed grade eight

examinations with good grades (Seyoum, 1986). For instance, according to the same source indicated above, the total enrollment of girls at the primary level was 11.3% in 1949 and 31.9% in 1974. Once again due to similar reasons mentioned under the traditional education of female's education in Ethiopia, this should not surprise considering females low rate of enrollment in education.

During the Derg regime (1974-1991), although girls' enrollment has shown an increase, it was very slow and fluctuated from time to time. However, the gross enrollment ratio of girls in primary level in 1994 had reached about 11% in 1991 (MOE, 2005). Surprisingly, the decline in the gross enrollment ratio was greater for boys than girls, due to the worsening of boy's enrollment (national military services) during the Derg regime (Seyoum, 1986). In addition to that Ross, & et al (1997) underlined that, demand for boys schooling was more vulnerable to the changes in the economic and political conditions than the demand for girls schooling that remained low through the period.

In Ethiopia, although modern education has been in existence for more than a century, still it has some problems. However, since the introduction of the New Education and Training Policy and Education Sector Development Programmed, the female primary school participation has grown at the rate of 16.4% (MOE, 2000). Because the New Education and Training Policy of 1994, addresses the importance of girls' education and states that "education will be geared toward reorienting societies attitude and value pertaining to and contribution of women in development, and special attention will be given to women and those students who did not get educational opportunities in the preparation, distribution and use of educational support inputs" (MOE, 2004).

However, although access to education for most Ethiopians is very limited and has risen from 24.4% in 1994 to 45.8% in 1998, its rate still remains well below the average for Sub-Saharan Africa (MOE, 2000). For instance, in 1998/9, the gross enrollment rate for primary education nationally for boys and girls was 56% and 35% respectively (USAID, 2001). Other evidences also indicated that there were wide differences between rural and urban and between sexes (Mulat, 1997; Seyoum, 1997; Befekadu, & et al, 2001). According to Ayalew (2005), the percentage of female enrollment is slowly but steadily increasing. For example, the

rate of enrollment in 1999/00 was 39.2%, 2000/01 40.3%, 2001/02 40.9, 2002/03 41% and 2003/04 42.6%. That means it has not reached parity level.

Therefore, as indicated in different sources, even though the overall access to primary education in Ethiopia is increasing, much remain to be done concerning the gender gap.

2.4. Factors hindering females' education

As indicated in several studies, in most developing countries at all educational levels, girls' enrollment and participation was usually below that of boys. While the benefits of educating girls for sustainable social and economic development are numerous, Africa still lags behind other continents in terms of provision of education to all children and particularly for girls (Kasente, 2000). The reasons for females' low enrollment and participation can be attributed to different factors. Current studies in Sub-Saharan African countries also indicated that obstacles to girls' education are low public expenditure on education, lack of commitment to implement gender related interventions, school related constraints and demand side constraints (Kasente, 2000). In the same way Sutton (1998) stated that, implications of girls' participation in education systems, both concern economic, household, and socio-cultural and school system factors.

Other factors that influence the gender disparities in education included socio-cultural beliefs and practices, opportunity costs, relevance of education, school environments, safety and security and teaching and learning activity (Kasente, 2000). Regardless, there are scholars who argue that girls will benefits from only girls' school especially in country where cultural barriers such as harassment, abduction, and early marriage are rampant and influence the school enrollment of female students. *dropout*

Further more, studies from a number of countries identified many factors that hindered girls' education. They include family factors, and school factors that limited girl's access and performance. Within nations the main sets of factors explored in the literature's as determinants of female participation include economic conditions of the household, cultural and religious values, parental aspirations for female education, distance to school, and various other school factors (Stromquist, 1989). The findings of Okojie (2001), showed that factors inhibiting girl's access to

education are family factors, individual /personal factors, community factors, school factors and cultural factors. Therefore, although at the primary level, the enrollment figures for girls might be a little comparable to those for boys, but as one goes up the education ladder, the proportion of girls drops rapidly.

According to Wanna and Tsion (1994), since the reason for non-enrollment and drop out are very similar to each other, they said that poor home environment; teacher and director biases against girls, poor school environment, and parental expectations from daughters' education are the main reasons for the low school participation. The main reasons for the low enrollment dropout of female students are labor demand by family, distance from home to school, parents' attitude toward girls' education, early marriage, inability to buy learning materials, unsafe road condition, pregnancy and fear of abduction Assefa (1991). Similarly Tilaye (1999) indicated that, low employment opportunities for educated females, excessive involvement in domestic chores, and parental reluctance to afford daughters educational expenses were the main reasons for low females' education. Cultural impediments to girls' education were early marriage and abduction (Emebet, 2003). In the same way, Yelfign (1999) indicated, the reasons for smaller number of girls than boys in school were lack of accommodation and financial support, marriage, fear of abduction and harassment.

Several studies in Ethiopia also indicated that, same as other developing countries, in all educational levels, girls' enrollment, and participation is usually below that of boys. Similarly, in Oromia also like the other regions of Ethiopia, or the same as the whole country, the situation of gender inequality is the main problem, although it showed an increment for the last few years. For example, the gender parity index of Oromia for the last five years indicated that: 0.5373 in 2000, 0.5753 in 2001, 0.5974 in 2002, 0.6220 in 2003, and 0.6721 in 2004 (OEB, 2005). This figure shows that, there was some improvement from year to year. But the rate of change was too small. That means it is below the standard of Sub African countries. Concerned the total enrollment and gross enrollment ratio (GER), there was a gender difference at each levels; particularly at primary schools of the study area Dodota sire woreda and Arsi zone as well (see Appen.1 Tables 16 and 17).

The reasons for girls' low enrollment and participation could be attributed to different factors. These were out of school factors such as economical, sociological,

and attitudinal and school related factors such as basic facilities, location of the schools and qualities of the teachers, abduction, and rape (Yelfign, 1999). According to Ayiga (1997), the problems of girls were categorized as individual factors, household factors, community factors, and school factors. According to some studies in Oromia, the reasons for gender difference were the same to the other regions to some extent. These were: poverty, attitudes of societies to wards girls education, distance to school, early marriage abduction, and so on (Teshome, 2002; Befukadu, 1998; Woldu, 1999).

For the sake of convenience, in this study the factors were dealt on under subheadings of family related factors, school related factors and socio-cultural related factors.

2.4.1. Family related factors. —

Family plays a very important role in determining the degrees of access that female students have to education and their level of achievement. Kasente (2003) noted that, father can be a player in enhancing girls access to primary education and in urban as well as in some rural areas, mother also either jointly or with the father or singly can influence the decision for a girl to enroll in school. Thus, there are many family related factors including parental schooling, household responsibilities, family size, parents' education level, and area of residence, family income, and so on.

Household responsibilities: - Females of all ethnic groups perform the tedious and time-consuming chores associated with house hold management and childcare. Some of these duties include water collection that may take two to three hours a day and caring for the sick and their elder as well as younger siblings Ireson (1989, cited in Thomson & Baden, 1993). Parents in many African countries still prefer to have girls work at home and assist the mothers with domestic chores which leave little time for school work and spend a lot of time assisting their parents to carry out domestic chores (FAWE, 2001).

According to Ankerbo & Hoyda (2003), the first constraint begins even before enrollment for girls in primary school. Parents with low income have to make priory to send boys to school because of that they are assumed as the future providers of economic security for their parents, while girls' future roles is to be married away.

Secondly, sending girls to school deprive the family of instant household work since girls have 2/3 more of the household work compared to boys. Chabaud (1970) also pointed out that, female students' poor enrollment and participation in school could be related to their life styles too, that is, most of them do house chores such as; cooking, taking care of younger brothers and sisters, generally helping their over-burdened mothers.

Therefore, one of the main obstacles to school girls and women in Third world countries is the fact that household work is a great time consumer, which leaves little room for studying and less energy to motivation needed for performing well in schooling.

Parent education level: -several of the studies showed that girls or daughters of educated parents or guardians were more likely to be enrolled in school than those of uneducated parents or guardians. Girls have better chances if both parents were educated, uneducated parents prefer to send boys to school (FAWE, 2001). Moreover, the higher level of mother's education, the less likely an adolescent is drop out particularly in the case of girls (Lloyd, Mensch & Clark, 1998). Similarly, Possi (1999) said that, mother's education is important as it influences girls' enrollment and participation in education.

Concerned parental schooling, King and Hill, (1994) said that, parent level of education and nature of occupation has an impact on the girl child's education, career and professional development. Behrman and Wolf (1983, cited in Emebet, 2003) said that the level of parental education often affects the enrollment and success rate of female students. Furthermore, educated women are more likely to send their children to school, and also acknowledge the special importance of educating their girls. Therefore, these evidences showed that the educational background of the parents could also influence female schooling.

Family size/Composition: -Girls discriminated against in large households. The larger the number of children of school age, the lower chances of enrolling girls and the higher female dropout rate, since earlier born daughters are often kept at home or with draw from school to care for young siblings (Okojie, 2001). Therefore, the importance of parental support for girls' education is very crucial. Girls were disadvantaged if they lived with a guardian or foster parents. But their enrollment rates are higher if both parents live together, since unstable families discriminated against girls (Okojie, 2001).

Family Income/Financial problem: -The expansion of human capabilities can be enhanced by economic growth, since growth in income can improve capabilities which can lead to greater earning power and removal of income poverty (Sen, 1999). Many poorer households depend considerably on the labor of their children especially girls, in order to supplement household income either directly on the farm or in the market place or indirectly by under-taking household tasks (Kasente, 2000). Poverty and unwillingness to bear the educational cost of books, uniforms, and other expenses have contributed to lower participation of girls in education (Genet, 1994). Hence, educational costs, such as fees, uniforms, and books are also often deterring parents from educating girls.

In the same way, one of the disadvantages that Ethiopian girls face in education is due to the low income of their families. (Hyde, 1993) explained that girls who come from economically advantaged families are more likely to enter and remain in schools than are girls from disadvantaged families.

2.4.2. School related factors

Schools are the main parts of the educational system, which are considered as a melting pot. However, a number of studies indicated that enrollment and participation of female students in schools, particularly in the rural areas could be affected by different school related factors.

Schools can affect the education of girls and then widen the gender gap in education. Teshome (2002) said that working environment, distance to school, teacher attitudes, and teaching practice, gender bias in curricula and classroom culture all affect female attainment and persistence in schools.

Location of the schools, facilities of the schools, and qualities of the teachers have a considerable impact on the survival of the students in schools (Tilaye, 1999). In line with this, Yelfign (1999) said, schools that lack of the basic qualities for learning do not create a good learning environment for students. Similarly, Hussen (2000), added that clarity of presentation is an aspect of teacher behavior and which has considerable influence on the effectiveness of female students in classroom teaching.

Thus, as indicated above, there are so many school related factors, which are the causes for low enrollment and participation of female students. Some of them are as follows:

School facilities/qualities: In many cases the school environments are not conducive to learning, especially for girls. School qualities or poor facilities such as classrooms, desks, and teaching materials insufficient and sometimes untrained staff and so on are a constraint to female education as bad schools lead to poor participation which discourages parents from sending daughters to school (Okojie, 2001). There was evidence that a majority of girls miss school during their menstruations because there were no separate toilets that have doors (Kasente, 2000). In addition, Kasente (2000) again stated that, a suitable learning environment is important and this includes satisfying basic needs, good sanitation facilities, and adequate furnishings for both girls and boys.

The importance to girls' success of good management of physical and material resources in the school has pointed out by some studies which have noted that girls are more affected by the pleasantness of their surroundings than boys (Muranga, 2000). For example the importance of living enough tables and chairs for both pupils and teachers while also attending to the basics of providing wells which would give girls more time for schooling by making water fetching quicker is an example that worked by Zambia (Kelly, 2000). Provision of stationary and teaching learning materials for schools is necessary for maintaining access and retaining children and girls in school, especially in rural areas (Possi, 1999).

School distance: Accessibility to schools is a problem in many rural communities in Africa. Proximity to schools is very important for girls because parents are often afraid to allow their daughters to walk long distances to attend school after the age of puberty (Okojie, 2001). The demand for school is also likely to be influenced by the distance between the household and the school as those living further away from primary school may face higher opportunity (time) and direct (transport) costs (Tassew, et al, 2004). For example the 1999/2000 welfare monitoring survey indicated that the average distance to elementary schools for Ethiopia is about three kilometers.

Other constraints to girls' schooling include concerns about girls' safety both in school and journey between home and school (Herz et al, 1991). These physical safety concerns are further exacerbated when girls have traveled a long distance to

school. For example, in Ghana, girls' enrollment at primary level is deterred by a long distance to school (Oxaal, 1997). Emebet (2003) in her study of females in Addis Ababa secondary schools also indicated that, majority of the respondents (67%) said that they were affected by the school distance in one way or another that makes them feel very tired to attend classes or delays them during school time.

Lack of guidance and counseling service: - Guidance and counseling is a process of helping students, particularly females to gain self-understanding and understanding of others in order to solve problems more effectively and resolve conflicts in every day living. Tilaye (2000) indicated that, lack of guidance and counseling is one of the crucial factors for the school dropout of students.

Guidance and counseling has been ineffective in teaching girls about personal and sexual development, due to a lack of trust in teachers, and ineffective teacher training. Thus girls remain with low self-esteem about their education and ignorant about puberty and sexuality.

Full school day: - The incident of poverty is very high in Sub-Saharan Africa. Then most students in the rural area, especially girls involved in different jobs during half day in order to generate their income to cover school expenses. Bhan (2001) stated, that, parents might be unwilling (unable) to pay school fees and other charges for their girl's child, especially if a boy is already enrolled in the school. In poor families girls are more likely not to be enrolled or to be with drawn from schooling (Okojie, 2001).

There is also evidences that indicate girls who come from socially, economically advantaged homes are much more likely to enter and remain in school than are girls from disadvantaged families (King & Hill, 1991). One of the findings from the study of Possi (1999) was that parents preferred double shifts so that the young children in lower grades could attend morning sessions while the old ones attend cattle or do their income generation activities. In away it would increase enrollment and also help parents in income generating. That is, double shifts would help in that the younger children could go to school in the morning while the elder ones do farm work and go to school in the afternoon.

Attitude of teachers: -The attitudes of majority of male teachers to female students are not encouraging while some female teachers are also very hostile to female students. Teachers hold negative attitudes about the academic potential of female students and project the wider communities' gender biases in to classrooms (World

Bank, 1996). Emebet (2003) found that many of the female students do not have close and supportive relationships with their teachers because of some teachers ridicule female students, especially when they are either silent or weak in their education. According to Okojie (2001), several teachers have limited perceptions of female students' education and they believe that girls are: more difficult to teach than boys because they are duller, slow learners and have little time for school, university education is for boys and so on. Such teachers' attitudes added to parents' expectations for daughters do not motivate girls or encourage them to realize their potential to education. Lower expectations of girls' achievement from teachers and parents affect their motivation for studying (Ankerbo & Hoyda, 2003).

Sexual harassment: Sexual harassment of girls and unequal treatment by teachers favoring boys seems to be a prevalent problem in many third world problems. Though an in-depth study on harassment has not been done, cases reported to different institutions show that it is a serious problem in school and some cases of rape have been reported (Emebet, 2003). Teshome (2002) pointed out that sexual harassment as one of the biggest threats to the continuation of schooling by female students. Similarly, sexual harassment and violence with educational institutions create an uncomfortable milieu to girls for learning (World Bank, 1996). Girls did not view school as a secure and comfortable place in which to live and learn, and participated less in class to avoid unwanted attention from male teachers and their movement around the school was restricted by fear of being bothered by schoolboys (Leach & Machakanja, 2000).

Low proportion of female teachers: - Another significant school related factor is staffing, which is male dominated. Studies have shown that staffing is a critical factor, not only in terms of numbers but also in terms of qualification, gender balance, and commitment. The need for more women teachers has been identified by many studies (Muranga & Kelly, 2000). These studies argue that an adequate number of female staff would facilitate the inclusion pastoral care of girls among the teachers' responsibilities. Staff member females should be allocated for advice and counseling as well as for teaching (Kasente, 2000). Bhan (2001) said that, in cases like that of religious Muslim communities there is a need for single sex education and of female teachers.

2.4.3 Socio-cultural related factors

The socio-cultural beliefs and practices are the main factors that influence the gender disparities in education. Several studies indicated that a number of socio-cultural related factors tend to limit the value of female students in education. Psacharopoulos (1985, cited in Pennycuick, 1998) stated that in the Middle East and North Africa, religious or socio-cultural traditions such as early marriages and child bearing explain low participation in education. Some of them were: early marriage, abduction (safety and security), lack of role model females, religious beliefs, priority for boys' education, awareness of parents' toward girls' education and attitudes of females themselves toward education.

Therefore, socio-cultural influences the education of females in various ways. In some societies cultural practices require the girls staying out of school temporarily or permanently interfering with education.

Early marriage: - Early marriage is another factor reducing female education. In many African countries the legal minimum age at marriage, and the actual age, are lower for females than for boys. The early marriage of girls' links to poverty as poor households may push daughters to marry for economic reasons (Oxaal, 1997). Therefore, probably it acts as a deterrent to female education than male. Many communities, particularly those in the semi arid and arid areas consider girls as a source of wealth for the families. Many girls perceive marriage as escape routes from family poverty while the common cultural practices of changing bride wealth bring quick and substantial income to her family (Kasente, 2003). Thus, majority of societies silently believe that, 'educating a girl is like watering another man's garden' (FAWE, 2001). Teshome (2002) in his study indicated that, 80% of female students in Amhara region and 51% of female students in Oromia region dropped out of school due to early marriage.

Fear of abduction: - Safety and security both within the school and out side is very crucial for female students. However, a majority of girls are not safe when walking long distances to and from school. FAWE (2001) indicated that, together with their parents female students' fear being raped and abducted. Tansel (1997) also indicated that, girls face the problem of security such as rape and abduct on their way to school. Teshome (2002) shown that, risk of abduction was rated as one of

the most influential factors for females low participation in Oromia national regional government.

The role of religion: - Religion Christianity or Islam has an impact on girls' education, because they maintain a patriarchal value system and hold stereotyped views about women. According to Dolphyne (1991), only education can foster in women an analytical and a critical mind that would make them question the religious, cultural, and physiological bases of their supposed inferiority. It is widely believed that Muslim females are constrained in their access to education than Christian (Bhan, 2001 & Okojie, 2001).

Religion is frequently associated with low female participation in schools (Odaga & Henveld, 1995). As Teshome (2002) indicated, the fear of parents based on the assumption that western education promotes values and behavior for girls that are contrary to cultural norms is one of the way in which religion influence females' education.

Parents low priority for female's education: - Many parents, especially illiterate parents and rural communities in general have low academic expectations for girls' education. Some parents' perceptions of adult roles for girls-their marital and material obligations to their families make them believe that girls do not require much formal education as these roles do not require going to school. Odaga and Heneveld (1995) indicated that the education investment behavior or decisions of most Africa families is based on gender-differentiation, birth order, and number of siblings. According to them, parents often consider that boys are a better investment than girls and that they are also better at school. Girls' schooling is constrained when the real or perceived rates of returns to female education are limited or less than for males (Oxaal, 1997).

On the other hand, low self esteem by females because of internalization of cultural attitudes which regard women as the inferior sex affect girls' beliefs in themselves and their behavior. Female students have internalized self-images of academic inferiority conveyed by parents and teachers that finally leads to dropouts (Anderson-Livitt, 1994).

Lack of female role models: - There were few females role models for female students who continued tertiary level education, particularly in the rural areas. For example one of Ugandan studies found that role models for females who went to university were professionalism, popularity, and commitment to their work (Okojie, 2001)

2001). On the other hand, although the promotion of female teachers has been recommended as a strategy to create role models for girls as well as for safety, studies indicate no difference in low expectations of female students between male and female teachers (Odaga & Haneveld, 1995).

However, studies from Uganda again show that the largest gender gaps in enrollment exist in poorer regions where the percentage of female teachers is low (World Bank, 1992). In addition, Ankerbo and Hoyda (2003) stated that, low expectations of parents, female students themselves, and the society were main reasons why gender stereotypes are being reproduced in the education system.

3. Method of Research

This part deals with the area of the study, types of instruments through which the data gathered, kinds of participants involved in the study and sampling techniques, method of data analysis and procedures that the researcher followed in order to achieve the purpose and objective of the study. This is a survey study, which used to obtain current information concerning the total enrollment status of females and factors hindering their enrollment in second cycle primary schools of Dodota Sire woreda.

3.1 .The study area

The study area, Dodota Sire woreda, is located in Arsi zone, Oromia National Regional Government. It is one of the 22 woredas found in the zone. Currently, the population of the study area is estimated to be about 150,264 of which 78,717 are males and 71,547 are females. Out of the total population of the woreda, 52,789 live in urban while, 97,475 live in rural localities.

The woreda has 40 primary schools. Among these, only 14 of them are up to grade 8 and the rest are below grade 5 (first cycles). In addition there are two secondary schools. Overall, these schools host more than 33,971 students (22.6%) of the woredas population (Woreda Education Office, 2005).

3.2. Instruments

For this study, both primary and secondary data were used. The primary data were collected through questionnaires, while the secondary data gathered through document analysis. Questionnaires were designed based on the reviewed related literatures and the findings of different previous studies that are relevant with the research problem of this study. Structured questionnaires that have open ended and closed ended were well organized and constructed in English language for both teachers and female students. Then an expert from Oromia Education Bureau and one of an Afan Oromo teacher's at the Assela College of Teachers' Education translated the questionnaires for female students in to Afan Oromo. Finally, backward translation was taken place in to English version.

The questionnaires were pre-tested on 42 female students at Dera primary school. Based on the feedback from the pre-test, revisions were made and more clarifications included. At last necessary orientation concerning the general objective of the study was given, and then the questionnaires were self administered to the respondents.

3.3. Participants

The target population of interest of this study is the whole female students that are enrolled in all second cycle primary schools of Dodota Sire woreda in 1998 E.C academic year.

However, it is impossible to visit all primary schools that are found in the woreda and study all members of the population. So, the researcher has decided to conduct the study on a small number of sample schools. The selection of schools is based on purposive sampling. Among 12-second cycle primary schools in the rural areas, only 5 schools were selected. These are: Amude, Belale, Bika, Karra Amola and Lode Hada. That is, the proportion of schools chosen represents about 42 % of the total population (n=12) in the woreda.

The participants of the study were female students, and teachers including school principals. In the sampled schools only 5 to 8 graders were included. This was due to the fact that, in these grade levels students would face some problems such as promoting from first cycle to second cycle and developmental changes associated with the period of puberty for most of them. Again, purposive sampling technique was utilized to select female students, while cluster sampling was used in selecting the grade levels.

On the other hand, since the number of teachers and school principals is not that many, all of them were included in the study except those who were absent on the day when the questionnaire was administered. This made a total of 62 respondents (teachers and school principals).

There were 25 students from each grade levels. However in case of certain schools where the number of female students is less than 25 in a grade level, all were included. In all, 492 female students had filled the questionnaire.

Table 1. The distribution of the participants of the sampled schools.

| School Name | Participants | | | |
|--------------|--------------|------------|-----------------|-------------|
| | Teachers | | Female Students | |
| | Number (n) | Percent(%) | Number (n) | Percent (%) |
| Amude | 16 | 25.8 | 100 | 20.3 |
| Belale | 10 | 16.1 | 100 | 20.3 |
| Bika | 14 | 22.6 | 100 | 20.3 |
| Karra Amola | 11 | 17.7 | 93 | 18.9 |
| Lode Hada | 11 | 17.7 | 99 | 20.1 |
| Total | 62 | 100 | 492 | 100 |

Source: Woreda Education Office Record (2006), Dera

3.4. Data Analysis

This study attempted to get information using questionnaires mainly as a technique of data collection from different sources. Computer software called statistical package for the social sciences (SPSS) was used for the analysis after the responses of questionnaires of the respondents were coded and entered in to the program.

In general, data analysis for the questionnaires was performed, by using the SPSS computer data and statistical analysis program with frequencies (numbers) and percentages. Because of percentage is the most appropriate tool to analyze the obtained data.

4. Analysis and Findings of the study

Under this section, the collected data was classified in table form and analyzed by using frequencies (numbers) and percentages. Overall, descriptive statistics was used in analyzing the collected data.

4.1. The current status of females' enrollment compared to males

The general enrollment of female students at primary schools was about 42.1%, while that of boys was 57.9% at the regional level (Oromia), according to the data obtained from Oromia Education Bureau (2005). Likewise, in case of Arsi zone and Dodota Sire woreda, the data from the same source indicated that the total enrollment for boys was 56% and for girls was 44% at the zonal, and at the woreda level it was 56.7% and 43.3% for boys and girls respectively. Then, all the data from the region, zone and woreda level confirmed that the existence of the difference of enrollment between boys and girls. Similarly, as indicated in Table 2, the data from the woreda education office (2006) also shows the presence of a gender gap among males and females in the sample schools. That is, their enrollment is about 43 % for females and 57 % for boys.

Therefore, although different policies, strategies, and programs were implemented to increase school participation of girls and the result is appreciated, still the magnitude of females' enrollment is lower than boys.

Table 2. The enrollment status of students in sampled schools, 1998.E.C

| School Name | Enrollment | | | Enrollment (%) | |
|--------------|-------------|-------------|-------------|----------------|-------------|
| | Male | Female | Total | Male | Female |
| Amude | 632 | 398 | 1030 | 61.4 | 38.6 |
| Belale | 477 | 363 | 840 | 56.8 | 43.2 |
| Bika | 711 | 527 | 1238 | 57.4 | 42.6 |
| Karra Amola | 521 | 456 | 977 | 53.3 | 46.7 |
| Lode Hada | 572 | 456 | 1028 | 55.6 | 44.4 |
| Total | 2913 | 2200 | 5113 | 57.0 | 43.0 |

Source: Woreda Education Office Record (2006), Dera

4.2. Background Information of the participants

On the questionnaire, female students were asked to indicate their age, grade level, religion, and living arrangement (with whom they are living). Teachers were also asked to indicate their sex, age, qualification, and teaching experience for the given items in the questionnaires. The responses of the respondents showed in Tables 3 and 4 below.

Table 3. Demographic characteristics of female students

| Characteristics | Female Students | |
|------------------------------|-----------------|-------------|
| | Number (n) | Percent (%) |
| Age: - | | |
| 10 to 12 Years | 114 | 23.2 |
| 13 to 15 Years | 326 | 66.3 |
| 16 to 18 Years | 52 | 10.5 |
| Total | 492 | 100 |
| Grade Level: - | | |
| 5 | 125 | 25.4 |
| 6 | 124 | 25.2 |
| 7 | 123 | 25.0 |
| 8 | 120 | 24.4 |
| Total | 492 | 100 |
| Religion: - | | |
| Christian | 236 | 48.0 |
| Muslim | 256 | 52.0 |
| Total | 492 | 100 |
| Living Arrangement: - | | |
| With father and mother | 379 | 77.0 |
| With father only | 43 | 8.7 |
| With mother only | 35 | 7.1 |
| With relatives | 30 | 6.1 |
| With others | 5 | 1.0 |
| Total | 492 | 100 |

As indicated in Table 3 above, the majority of the respondents (female students) 66.3% were in the age group 13 to 15 years (early adolescence period) and the remaining 23.2% and 10.5 % were in the age group 10 to 12 years and 16 to 18 years old respectively. Concerning the grade levels, since the selection was cluster sampling system; the percentage of each grade level is almost the same. That is, 25.4% for grade 5, 25.2 for grade 6, 25.0% for grade 7 and 24.4% for grade 8. Similarly, the religion of the respondents is not also different as such. That means, 48% were Christians and 52% were Muslims.

As far as the living arrangement of the female students concerned, a large number (77%), of them live with both parents (mothers and fathers). Some of the respondents (15.8%) were either living only with their mothers or fathers. The remaining 7.5% were either living with their relatives or others.

Regarding the background information of the participant teachers, majority (61.3%) of the respondent teachers of the sample schools were males, while 38.7% were females and most (48.4%) of them were between the age group 23 to 27 years. The others 33.9% and 17.7% were between the age group 18 to 22 and above 27 years respectively (see table 4 below). Concerned qualification, 66.1% had certificate and 2.6% were held their diploma. However, 11.3% teachers were unqualified. Again as indicated in table 4, most of the teachers (75.8%) have 1 to 5 years of teaching experience, which means most of them are beginner teachers. The rest 17.7% and 6.5% teachers have 6 to 10 and above 10 years of teaching experience respectively.

Table 4. Demographic characteristics of respondent teachers

| Characteristics | Teachers | |
|-------------------------------|------------|-------------|
| | Number (n) | Percent (%) |
| Sex: - | | |
| Male | 38 | 61.3 |
| Female | 24 | 38.7 |
| Total | 62 | 100 |
| Age: - | | |
| 18 to 22 years | 21 | 33.9 |
| 23 to 27 years | 30 | 48.4 |
| Above 27 years | 11 | 17.7 |
| Total | 62 | 100 |
| Qualification: - | | |
| Uncertified | 7 | 11.3 |
| Certificate | 41 | 66.1 |
| Diploma | 14 | 22.6 |
| Total | 62 | 100 |
| Teaching experience: - | | |
| 1 to 5 years | 47 | 75.8 |
| 6 to 10 years | 11 | 17.7 |
| Above 10 years | 4 | 6.5 |
| Total | 62 | 100 |

As indicated in Table 5 above, the majority (51.6%) of the respondents' mothers had no education, while 33.5% were able to read and write, 8.1% had primary education and only about 3.6% indicated that their mothers had secondary and above secondary education. 3% of the female students' mothers have died. On the other hand, 26.4% of the respondent female students reported that their fathers are unable to read and write. But, on the contrary to mothers' education, the majority (52.4%) of the respondents indicated that their fathers are able to read and write and 11.2% of them reported that their fathers completed primary education. Only about 6.7% of the respondents had fathers with secondary education and above, while, 3.3% of the female students indicated that their fathers have passed away.

Female respondents were also asked to indicate the number of their family size in the questionnaire. Then, as shown in Table 5 above, majority of the respondents (51.6%) declared that they live with in 6 to 9 family sizes, which is a large size according to Ethiopian standard. Similarly, 32.1% of them are living in 10 to 13 family sizes, while the remaining 14% and 2.2% live in 2 to 5 and 13 and above family sizes respectively.

4.4. Presence or absence of school age girls who do not attend school in the study area at present: according to the respondents

In the questionnaires of the participants, both teachers and females students were asked if they know any school age girl(s) in their area who do not attend school at present or not. Responses of both respondents' given in Table 6 below.

Table 6. Show the responses of the participants for the given item in percent.

| Item | Respondents | |
|--|-------------|-----------------|
| | Teachers | Female students |
| Are there school age girl(s) in your local area who do not attend school at present? | | |
| Yes | 85.5 | 89.2 |
| No | 4.8 | 9.3 |
| Don't know | 9.7 | 9.3 |
| Total | 100 | 100 |

It appears that in Table 6 above, majority of the respondents underlined that the existence of school age girls who do not either enrolled or dropped out of school due to different reasons. That is, 85.5% of teachers and 89.2% of female students were reported that the existence of some school age girls that do not enrolled at the beginning or who discontinued their education in their local area. This shows that still female's do not involved in education, although different strategies were implemented to promote their participation.

4.5. Family related factors that hinder the enrollment of females' education

The participants of this study were asked to rate the extent to which some of the family related factors that hinder enrollment and participation of female students in education. The results are summarized in Table 7 below.

Table 7. The extent to which family related factors affect females' school enrollment in percent

| Factors | Response of female students | | | Response of teachers | | |
|---|-----------------------------|--------|------|----------------------|--------|-----|
| | High | Medium | Low | High | Medium | Low |
| Household responsibilities | 87.8 | 8.3 | 3.9 | 87.1 | 12.9 | - |
| Parents' education level | 55.7 | 31.5 | 12.8 | 79.0 | 16.1 | 4.8 |
| Parents' financial problem | 80.3 | 15.4 | 4.3 | 83.9 | 12.9 | 3.2 |
| Family size | 53.3 | 29.7 | 17.1 | 75.8 | 21.0 | 3.2 |
| Parents' low awareness to girls education | 58.3 | 24.4 | 17.3 | 72.6 | 22.6 | 4.8 |

As shown above in Table 7 by both the respondents (students and teachers) almost all the family related factors were highly rated as the main and common reasons for low enrollment and participation of female students. Particularly, according to the responses of teachers, household chores (87.1), financial problem (83.9) parents education level (79%), family size (75.8%) and lack of parents' awareness to girls' education (72.6%) were indicated as the crucial factors in that order.

In the same way, the responses of female students also confirmed the views of the teachers. Because, majority of them considered, the influence of all the listed factors under the family related as one of the main obstacles for females' education. That is, household responsibilities (87.8%), parents financial problems (80.3%), parents' low awareness to girls education (58.3%), parents' education level (55.7%) and family size (53.3%) were noticed as the most factors in that given orders.

4.5.1. Specific household responsibilities and other activities

In order to identify the specific factors that influence the school participation of females', the respondents (only female students) asked to indicate the number of days that they spent on household responsibilities and other out of school activities per week. The responses of the participants to the questionnaires are shown in Table 8 below.

Table 8. Number of day's females' spent on household and other out off school activities per week; in percent.

| Type of activities | Responses of female students | | | |
|-----------------------------------|------------------------------|----------|----------|--------|
| | All days | 4-6 days | 1-3 days | No day |
| Cooking | 67.7 | 27.4 | 4.9 | - |
| Cleaning | 57.5 | 31.9 | 10.6 | - |
| Caring for siblings | 32.5 | 39.2 | 28.3 | 2.2 |
| Fetching water and fire wood | 60.4 | 26.6 | 13.0 | - |
| Marketing (shopping) | 4.1 | 19.3 | 76.6 | 2.0 |
| Farming | 3.5 | 16.1 | 80.1 | 1.6 |
| Keeping cattle, sheep, goats etc. | 3.0 | 16.7 | 80.3 | 3.0 |

As show in Table 8, the demand for female labor to such a high degree has an implication of either for not sending girls to schools or forced them to drop out of schools. That means, there is a clear revelation that involvement of girls in household and other out side school activities is significant. Majority of female students indicated that, cooking (67.7%), fetching water and firewood (60.4), and cleaning (57.5%) as their everyday activities. Others, 39.2% of the respondents said that, they spent 4 to 6 days per week caring for their younger siblings.

As far as marketing (shopping), farming and keeping (cattle, sheep, goats and so on) concerned, most of the respondents shown that, they involved in such duties 1 to 3 days per week which are not under estimated. In general, most of the respondents (about 42%) of them remarked that, they engaged in different out of school activities a minimum of one to three days per week and 32.7% of them showed that they share the duties of their parents every day. The rests (25.3%) of them expressed that they participate in out of school activities four to six days per week in average (see Table 8).

4.5.2. Average time females' spent per day and duration of time they carried out household and other out of school activities.

The items that asked the average amount of time that they spend on different household activities and other outside school activities approximately, as well as the duration of time they carried out those activities were included in the questionnaires for female students. The responses of the respondents' summarized in Table 9 below.

The majority (40.2%) of female students replied that on average they spent more than four hours per day on household and other outside school activities. On the other hand, 16.5% of respondents said that, they don't know how much time they spent on household responsibilities and other different out side school activities per day in average. Some respondents (29.6%) indicated that they spend two to four hours per day. The remaining 13.6% were reported that they spent less than 2 hours in average per day.

Table 9. Average time spent and duration for household and other activities

| Average time spent and duration for household and other activities | Response of female students | |
|--|-----------------------------|-------------|
| | Number (n) | Percent (%) |
| Time spent: - | | |
| 1/2 to 1hr | 21 | 4.3 |
| 1 to 2hrs | 46 | 9.3 |
| 2 to 3hrs | 76 | 15.4 |
| 3 to 4hrs | 70 | 14.2 |
| Above 4hrs | 198 | 40.2 |
| Don't know | 81 | 16.5 |
| Total | 492 | 100 |
| Duration: - | | |
| Before going to school | 50 | 10.2 |
| After coming from school | 45 | 9.1 |
| Both before going to school and after coming from school | 397 | 80.7 |
| Total | 492 | 100 |

As can be seen in Table 9 again, a large number (80.7%) of the female students reported that they engaged in such household responsibilities and other activities out of school works, both before going to school and after coming from school. Only 19.3% indicated that they perform these activities either before going to or after coming from school.

4.5.3. Attitude of parents to wards female's education -according to female students' response.

Female students asked to indicate the attitudes of their parents towards their education. That is, whether their parents support or not support for they were being a student and how for they want to educate their daughters. Results indicated in table 10 below.

Table.10. Responses of female students concerning the attitudes of their parents' towards their education.

| Items | Responses of female students | |
|--|------------------------------|-------------|
| | Number (n) | Percent (%) |
| What is the attitude of your parents for being that you are student? | | |
| Support | 307 | 62.4 |
| Don't support | 98 | 19.9 |
| Indifferent | 87 | 17.7 |
| Total | 492 | 100 |
| How educated do your parents want you to be? | | |
| Complete primary education | 259 | 58.7 |
| Complete secondary education | 121 | 24.6 |
| Above secondary education | 42 | 8.5 |
| Never discussed | 40 | 8.1 |
| Total | 492 | 100 |

Regarding the attitudes of parents towards girl's education, majority (62.4%) of the female students indicated that their families support them for being they are a student. But 19.9 % of them showed that their parents do not support for being that they are being a student. While 17.7% of them said that their parents have different idea for they are being a student. That is, either fathers' support but mothers not support or mothers support but fathers not (see Table 10).

On the other hand, most of the respondents (58.7%) indicated that their parents want that their daughters to complete only primary education. Some (24.6%) of them said, their parents allowed them to complete secondary education and few (8.5%) of them have some hope to continue their higher education. The remaining (8.1%) reported that they never discussed with their parents concerning this issue.

4.6. School related factors that hinder females enrollment in education

The participants from sample schools were asked to judge the extent to which a list of some school related factors affect the enrollment and participation of female students in school. Then, the result is shown in table 11 below.

Table 11. The influence of school related factors on females' education as rated by respondents in percent

| Factors | Respondents | | | | | |
|--|-----------------|--------|------|----------|--------|------|
| | Female students | | | Teachers | | |
| | High | Medium | Low | High | Medium | Low |
| School distance | 45.7 | 36.8 | 17.5 | 69.4 | 16.1 | 14.5 |
| Lack of guidance and counseling | 47.0 | 40.2 | 12.8 | 59.7 | 35.5 | 4.8 |
| Full day schooling | 45.3 | 37.6 | 17.1 | 22.6 | 37.1 | 40.3 |
| Lack of school facilities | 52.2 | 36.6 | 11.2 | 51.6 | 33.9 | 14.5 |
| Low proportion of female teachers | 52.4 | 39.2 | 8.3 | 45.2 | 41.9 | 12.9 |
| Differential attention to girls and boys by teachers | 34.1 | 44.1 | 21.7 | 27.4 | 24.2 | 48.4 |
| Sexual harassment | 50.0 | 30.9 | 19.1 | 58.1 | 35.5 | 6.5 |

From Table 11 above, it is obvious that female students highly rated that lack of school facilities (52.2%), low proportion of female teachers (52.4%), sexual harassment (50%), lack of guidance and counseling service (47%) and, school distance (45.7%) as they have an impact on female student's enrollment and participation in school.

According to teachers view, the most school related factors that were rated as a high influence on female's enrollment and participation in school were: school distance 69.4%, lack of guidance and counseling service 59.7%, sexual harassment 58.1%, and lack of school facilities 51.6%. Therefore, from this finding it is possible to observe that, both the participants were indicated; school distance, lack of school facilities, sexual harassment and lack of guidance and counseling service were commonly rated as the main school related factors that affect participation of females' in education.

4.7. The impact of socio-cultural related factors on females' education

Under this section both female students and teaches were asked to rate the extent to which a list of socio-cultural traditions and practices affect females school enrollment as well as participation in their local areas by the means of questionnaires. Result is indicated in Table 12 below.

Table 12. The extent to which socio-cultural related factors hinder females' education -according to the respondents in percent

| Scio-cultural related factors | Respondents | | | | | |
|--|-----------------|--------|------|----------|--------|------|
| | Female students | | | Teachers | | |
| | High | Medium | Low | High | Medium | Low |
| Early marriage | 61.6 | 23.4 | 15.0 | 87.1 | 9.7 | 3.2 |
| Fear of abduction | 71.3 | 19.7 | 8.9 | 82.3 | 14.5 | 3.2 |
| Religious beliefs | 25.6 | 34.8 | 39.6 | 32.3 | 16.1 | 51.6 |
| Lack of role model females | 48.0 | 36.4 | 15.7 | 67.7 | 21. | 11.3 |
| Poor interest of girls towards education | 14.6 | 29.5 | 55.9 | 8.1 | 17.7 | 74.2 |
| Lower priority for girls education | 68.9 | 22.8 | 8.3 | 56.5 | 32.3 | 11.3 |

Table 12 above, indicates that the highest proportion of female students believe that socio-cultural traditions and practices were highly affect the participation of females' education, except in the cases of religious beliefs and the attitude that girls having themselves towards education. These believe is also similar with that of teachers too. Further more, as far as the responses of female students concerned, the three highest threats to females education comes from fear of abduction (71.3%), lower priority for girls education in the society (68.9%), early marriage (61.6%) and lack of role model females (48%) in that order. Similarly teachers rated that, early marriage (87.1%), fear of abduction (82.3%) and lack of role model females' (67.7%) and lower priority for females' education (56.5%) as the biggest threats that have high influence on females' school participation. The common socio-cultural related factors that are responsible for females' low participation in education are clearly indicated by both respondents. These are early marriage, fear of abduction, lack of role model females and lower priority for females' education.

Table 13. Summary on comparison of the influence of family, school, and socio-cultural related factors using the total responses of participants in percent

| Factors | Total responses | | | | | |
|------------------------|-----------------|--------|------|----------|--------|------|
| | Female students | | | Teachers | | |
| | High | Medium | Low | High | Medium | Low |
| Family related | 67.1 | 21.9 | 11.0 | 79.7 | 17.1 | 3.2 |
| School related | 46.7 | 37.9 | 15.4 | 47.7 | 32.0 | 20.3 |
| Socio-cultural related | 48.3 | 27.3 | 23.9 | 55.6 | 18.5 | 25.8 |

As shown in Table 13 above and highly rated by the participants, among the three main categories of factors: family related factors played an important role in affecting the school participation of female students. Secondly, socio-cultural traditions and practices have also a great impact on its part. Lastly, the influence of school related factors are not underestimated too.

4.8. Suggestions how to increase the school participation of female students

Teachers and female students were asked to write or list what measures should be taken to increase (enhance) the enrollment and participation of females in schools. The lists of their responses are presented in Tables 14 and 15 below.

Table 14. Measures should be taken to increase female students school participation- according to teachers

| Measures/Actions to be taken | Teachers' response | |
|---|--------------------|-------------|
| | Number (n) | Percent (%) |
| Families attitude towards females' education be positive and supportive. | 38 | 61.3 |
| Protect girls from abduction and sexual abuses. | 32 | 51.6 |
| Female students are financially supported. | 30 | 48.4 |
| Build more second cycle primary and secondary schools closest to the house of students. | 29 | 46.8 |
| Early marriage should be stopped. | 24 | 38.7 |
| Improve the school facilities | 19 | 30.6 |

As indicated in Table 14 above and Table 15 below, both the respondents mentioned that parents attitude towards females education be positive, is the most important point. Then, protection of girls from abduction and discourage early marriage are recommended commonly. Again, provision of financial support for the poorest female students and improving the school facilities are also suggested as the solutions.

Table15. Measures should be taken to improve females' school participation according to female students

| Measures/ Action to be taken | Female students' response | |
|---|---------------------------|-------------|
| | Number (n) | Percent (%) |
| Avoid early marriage and abduction. | 265 | 53.9 |
| Parents are to be taught more about the benefits of educating girls (create awareness). | 242 | 49.2 |
| Teachers and parents should discuss the problems of girls in common and find solutions. | 198 | 40.2 |
| Improve the school facilities. | 183 | 37.2 |
| Support the poorest female students financially. | 171 | 34.8 |
| Guidance and coursing service should be given. | 141 | 28.7 |

In general, no great differences are observed between the responses of the participants of this study concerning the measures/ actions to be taken to improve enrollment and participation of females' in education.

5. Discussion, Conclusion and Recommendations

5.1 DISCUSSION

This section deals with the evaluation, interpretation, and implication of the obtained results with respect to the basic research questions of this study and the reviewed literatures. The study has provided an insight in to the major factors that affect enrollment and participation of female students in Dodota Sire woreda of Arsi zone, Oromia National Regional Government.

Although education has continued for a long period of time in Ethiopia, particularly, in this study area as well, and the society has some knowledge about the importance of girls' education, the current status of girls' participation in education is low when compared to boys as indicated in different documents (MOE, 2004; OEB, 2005 and Woreda Education Office, 2006). Similarly, as shown in Tables 16 and 17, in all cases females' school participation is lower than males (see Appendix 1). For example, when compared to males in each grade level (5 to 8) in Dodota Sire woreda sample schools, the computed percentage showed that female's enrollment decreases up the ladder. That is, 40.7% in grade 5, 38.4% in grade 6, 33.5% in grade 7 and 28.6% in grade 8 (OEB, 2005). Thus, this shows that as the grade level increases more, the level of the females' participation decreases. This means, the issue requires a serious attention by all the concerned bodies.

In this study, a total of 554 participants were included. Among those, majorities (492) of them were female students and 62 were teachers and school principals of the sample schools. Concerning the demographic characteristics of female students, about 66% were in 13 to 15 age groups (early adolescence period) and 52% were Muslims, while 48% were Christians. Majority (77%) of females students were also noted that they are living with both of their parents (mothers and fathers).

In the same manner, as shown in the background information of the teachers, most (about 61%) of them were males and about 39% of them were females. This indicates that, the number of female teachers in the study area is much less than males. Concerning teachers qualification, more than 77% had no diploma. That is, either they were certified (12+ TTI) or below, which is not suitable to the educational level they are

assigned, according to the educational system of Ethiopia; similarly, other researchers have shown the same findings (World Bank, 1998; Tilaye, 1999). Further more, most (76%) of them were indicated that they have 1 to 5 years of teaching experience (beginner teachers).

The problem of low enrollment and participation of female students in education differs on the basis of their general background. These major problems were realized as family related, school related and socio-cultural related factors.

As indicated in Table 7, the calculated percentage shows that, the most family related factors that negatively affect the participation of girls in education are: household responsibilities, parents' financial problem, low awareness of parents to girls' education, parents' education level and family size; which are commonly and highly rated by both teachers and female students. For instance, the total computed percentages of the responses of all participants indicated that, household responsibilities (87.5%), parents financial problem (82.1%), parents' education level (67.4%), low awareness of parents to girls education about (65.5%) and the effect of family size about (64.6%) in that order have an impact on females education. The fact that the participants rated the problems of finance as high influence on girls schooling is not surprising. Since poverty is common through out the county (Ethiopia). Regarding the parental education level, the result of Table 7 supported by the fact indicated under the family background information in table 5. That means, most mothers (51.6%) are unable to read and write, while about 52.4% of fathers on the contrary, able to read and write. This confirms again, the existence of sex variation in education currently, although mothers played a vital role in educating children. Similarly, family size is also shown as one of the problem for the low participation of females in school (Table 7). This finding is also coinciding with the responses of female students in table 6 in which most of them reported that they are living in the large family size (6 to 9). In the same way, other researchers were also indicated similar results (Tilaye, 1999; FAWE, 2001; Emebet, 2003; Dolphyne, 1991, Yelfign, 1999).

On the other hand, female students were asked to indicate how far some listed household responsibilities and others out of school activities hinder their school enrollment. As a result, majority of them revealed that, cooking meals (67.7%), fetching water and firewood (60.4%) and cleaning (57.5%) as their every day's activity. On the other hand, although Teshome (2002) reported that, caring for the younger siblings as

a day-to-day activity for female students in Oromia, on the contrary, the finding of this study shows that as a four to six day's activity per week; which should not be undermined. Similarly the other remaining factors (marketing, farming and keeping cattle, sheep, goats, and so on) have also some impact on girls' education. But they did not considered as the main problems relatively. This might be due the fact that in Ethiopia and other parts of Ethiopia, these activities were assumed traditionally as males' duty.

More over, respondents were also asked to indicate the amount of time they spent on these household activities per day in average. Then, more than half (54.4%) of them said that, they spent more than three hours for different household chores and other out of school activities (works) per day. Concerned the duration, most of them (80.7%) said that, they involved in those activities both before they going to school and after they coming from the school.

Thus, in most cases, this finding confirms the studies of several researchers (Teshome, 2002; Hayde, 1993; Befekadu, 1998; Woldu, 1999; Okojie, 2001; Emebet, 2003), in which females' labor demand was identified as the main causes for low participation of girls in education.

The study has also tried to observe the attitudes of parents' towards girls' education with the help of certain items. Then, as shown in table 11, 62.4% of females reported that, their parents support them for being they are a student. However, 58.7% of them are indicated that their parents allowed them only to complete primary education. Thus, from the views of the respondents, it is possible to understand that, still the awareness of parents towards females' education is low in the study area; which might be influence girls' education. That means, this result is in line with some literatures and previous findings (Assefa, 1991; Bishop, 1989; Maglad, 1994; Tilaye, 1999), which underlined that, parental negative attitude towards modern education, affect the girls from their schooling.

The other set of factors that highly affect girls' enrollment in education were school distance, lack of guidance and counseling services, lack of school facilities, low proportion of female teachers, and sexual harassment. That is, as shown in Table 11, both the participants in average identified that school distance (57.7%), lack of guidance and counseling service (52.3%), lack of school facilities (51.9) and sexual harassment (54%) as the major school related factors that have an influence on girls education. Hence, this study is consistent with some other studies (Muranga, 2000;

The findings from data analysis conformed that like other parts of the country in Ethiopia, in Oromia, the school enrollment and participation of girls particularly at the study area Dodota Sire woreda, is also low when compared to males.

The personal characteristics of the participants reveal that the highest proportion of female students are between 13 to 15 years age and most of them are living with both mothers and fathers. Almost half of them come from Christian families, while the remaining from Muslim families. That means, the influence of religion is not significant. Concerning teachers characteristics, majority of them are males and some are females. Based on their qualification and teaching experience, the study showed that most of them are 12+TTI with 1 to 5 years of teaching experience. As far as parental background of girls' is concerned, majority of mothers have no education, whereas most of their fathers are able to read and write. This shows the existence of gender party among parents as well. Regarding to family size, the highest proportion of female students come from the family members 6 to 9, which is a large size.

The most and dominant factor for low school participation of females in the study area is family related. All points discussed under the family related factors, in one way or another related to each other. Overall, household responsibilities represent the single most important area in which parents need the labor of their daughters. Particularly, cooking meals, cleaning, fetching water and firewood and caring for younger siblings are highly rated as the most domestic chores in which girls every day are engaged in and spent a minimum of three hours per day. Like wise, other activities such as farming, marketing, and keeping cattle, sheep, goats and so on, have also some influence, although they are seasonal. So, there is no doubt that these activities do not affect females' school participation.

In addition to the influence of their low education level, and financial problems, parents demonstrated negative attitudes towards the education of their daughters according the respondents of the study area. Because, even though more than fifty percent of female students reported that, their parents support their education, on the other side the majority of them said that, their parents permit them only to complete primary education.

The other main problem observed in the study area was the influence of socio-cultural related factors. As already shown under findings as well as discussion, most of the socio-cultural practices and traditions such as: early marriage, fear of abduction, lack of role model females in the area, and lower priority for girls education than boys are

significantly contribute to females poor enrollment in education except the negative attitudes females themselves having towards education and the impact of religious beliefs. Hence, immediate actions are needed to emancipate these factors.

Schools have also played their part in hindering the enrollment and participation of females' education, even though they are the facilitating agents for teaching learning process. On top of this, the result of the study indicates that, the major school related factors affecting females' education in the study area are: school distance, lack of guidance and counseling service, sexual harassment, and lack of school facilities. More specifically; shortage of instructional materials (text books), separate toilets, safety, classroom size, desks, and school libraries and so on are the main problems.

In general, the three categories: family related, school related and socio-cultural related factors are the main problems for the low enrollment and participation of girls' in education. So, measures should be taken in order to overcome these problems effectively and rapidly to enhance enrollment of female students.

5.3. Recommendations

Based on the literature reviewed, findings of this study and the conclusions made, the following recommendations are forwarded.

1. The educational leaders at different levels should try to discuss with the female students parents and sensitize them on the importance of modern education for their daughters' future. More over, parents should also try to decrease the workload of girls at home to enable them have more time for their studies. Again, provide childcare and pre-school facilities and promoting of labor saving technologies are very essentials.
2. Sensitizing parents about the negative effects of gender role expectations and encouraging them to bring females for schooling at the right time without delay and gender preference. Similarly, the community at large has to be sensitized about the benefits of schooling, emphasizing that those with more education have higher chances for better life and living. In general, awareness raising campaigns and community out-reach programs are most recommended.
3. Parents should be educated about family planning to make them aware of the advantages of having fewer children.
4. Efforts have to be made to build more second cycle primary schools and secondary schools. Since short distances from house to school could reduce dangers for personal safety and security.
5. Create a friendlier, supportive and positive environment in school to build trust between female students and teachers as well as encourage girls' personal development and better understanding between boys and girls which requires individual guidance and counseling service besides improving the school facilities by establishing science laboratories, school libraries, and separate toilets and so on.
6. Ease the financial burden of education for the poor female students by providing scholarship or tuition waiver and subsidized uniforms, books, pens and pencils. That means, providing girls with financial support will help solve some of the barriers to keep them in school. So, a policy, strategy and action have to be adopted by the government, donors and NGOs to assist in providing these grants and they should work more closely to develop and implement initiatives that promote gender equality at every level.

7. There was a cultural perception that education of female is not important. Therefore, information campaigns and permanent efforts to avoid cultural and social traditions that hinder girls' educations have to be carried out through public education using religious and civic leaders.

8. In order to stop early marriage and all forms of violence and abuse (sexual harassment, abduction, rape and so on), public education, awareness raising and laws of enforcement have to be made and practically implemented. Develop national and regional initiatives to address issues surrounding school-based abuse; including an action plan for targeting schools.

9. More female teachers and directors should be employed in primary schools. This brings successful role models very close to female students particularly in the rural areas.

10. Private and non-government schools should be established, particularly in urban areas. This will provide an opportunity for the government to focus on and expand educational access for rural and poor income areas of female students more.

11. Conducting gender sensitive assertive training and special make up support for female students to raise their school persistence and success in their education. Further more, educating girls on reproductive sex and develop the sense of ownership over their bodies, so that they can protect themselves from sexual violence and possible sex related risks.

12. Comprehensive and more thorough studies with large samples and perhaps involving parents of the respondents and all grade levels would be more informative and helpful for decisions. Hence such studies are also recommended.

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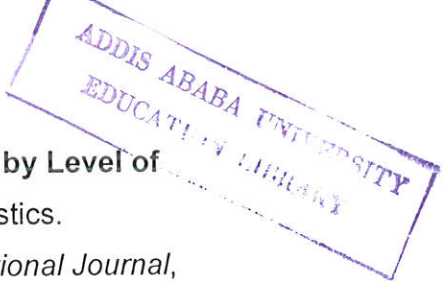
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Appendix 1

Table 16. Comparison of primary (1-8) Enrollment, GER, and GPI by sex, Arsi zone, (1993_1997 E.C)

| Year | Enrollment | | | Gross Enrollment Ratio (GER) | | | Gender Parity Index (GPI) |
|------|------------|--------|--------|------------------------------|--------|-------|---------------------------|
| | Male | Female | Total | Male | Female | Total | Female/Male |
| 1993 | 236881 | 147624 | 384505 | 85.3 | 53.8 | 69.7 | 0.6232 |
| 1994 | 264940 | 171507 | 436447 | * | * | * | 0.6773 |
| 1995 | * | * | * | 103.1 | 69.4 | 86.3 | * |
| 1996 | 314465 | 229452 | 543917 | 104.8 | 77.0 | 91.0 | 0.7296 |
| 1997 | 368941 | 290090 | 659031 | 116 | 92 | 104 | 0.7863 |

Table 17. Comparison of primary (1-8) Enrollment, GER, and GPI by sex, in Dodota Sire woreda (1993_1997 E.C)

| Year | Enrollment | | | Gross Enrollment Ratio (GER) | | | Gender Parity Index (GPI) |
|------|------------|--------|-------|------------------------------|--------|-------|---------------------------|
| | Male | Female | Total | Male | Female | Total | Female/Male |
| 1993 | 11238 | 6532 | 17770 | 81.8 | 49.8 | 66.2 | 0.5753 |
| 1994 | 12355 | 7811 | 20165 | * | * | * | 0.5974 |
| 1995 | * | * | * | 101.0 | 67.7 | 84.8 | 0.6220 |
| 1996 | 15605 | 10670 | 26275 | 111.2 | 80.0 | 96.0 | 0.6721 |
| 1997 | 16566 | 12630 | 29196 | 112.0 | 90.0 | 101.1 | 0.7624 |

Source:-Oromia Education Bureau, (2005)

* Data not available

Appendix 2

Faculty of Education Department of Educational psychology
School of Graduate Studies
Addis Ababa University

Questionnaires for Female Students

Dear Respondent!

This is a questionnaire designed to study some factors affecting the participation of female students in Dodota Sire Woreda primary schools in Arsi zone. Please, fill out this questionnaire as honestly and clearly as possible. Your cooperation in filling out this questionnaire determines the success of this study.

Thank you !

I. Background of Respondent (*Fill in the space provided or circle one of the given alternatives*)

1. Name of your school: _____
2. Age: _____
3. Present grade you are attending: _____
4. Religion: _____
5. With whom do you live?
 - a) Father and Mother
 - b) Father only
 - c) Mother only
 - d) Relatives
 - e) Other, Specify _____

II. Family Background of Respondents.

6. What is the educational status of your Mother? (if alive, otherwise go to Q.7)
 - a) Not able to read and write
 - b) Able to read and write
 - c) Primary education (1-8)
 - d) Secondary education (9-12)
 - e) Above secondary education

7. What is the educational status of your father? (if alive, otherwise go to Q.8)

- a) Not able to read and write
- b) Able to read and write
- c) Primary education (1-8)
- d) Secondary education (9-12)
- e) above Secondary education

8. What is the number of people in your family? _____

II. Family Related Factors (circle one of the given alternatives)

9. To what extent do you think that household responsibilities and other activities outside school hours affect females' education?

- a) High
- b) Medium
- c) Low

10. If your answer is any of them for question 9 above, rate the amount of time you spend per week on the following types of work.

| Types of work | Amount | | | |
|---|--------------|----------|----------|--------|
| | All (7) days | 4-6 days | 1-3 days | No day |
| 10.1. Cooking | a | b | c | d |
| 10.2. Cleaning | a | b | c | d |
| 10.3. Caring for Siblings | a | b | c | d |
| 10.4. Fetching water, wood | a | b | c | d |
| 10.5. Marketing | a | b | c | d |
| 10.6. Farming | a | b | c | d |
| 10.7. Keeping cattle, sheep, goats etc | a | b | c | d |

11. On the average how much time do you spend on house chores and other activities per day?

- a) ½ to 1hr
- b) 1hr to 2hrs
- c) 2 to 3hrs
- d) 3 to 4hrs
- e) More than 4hrs
- f) Don't know

12. When do you carry out those out of school activities?

- 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

V. Socio-cultural related factors (circle one of the given alternatives)

16. To what extent do you think the following socio-cultural traditions and practices affecting enrollment and participation of female students in schooling?

| Factors | Degrees | | |
|--|---------|--------|-----|
| | High | Medium | Low |
| 16.1. Early marriage | a | b | c |
| 16.2. Fear of abduction | a | b | c |
| 16.3. Religious beliefs | a | b | c |
| 16.4. Low priority for females' education | a | b | c |
| 16.5. Lack of role model female teachers | a | b | c |
| 16.6. Poor interests of females to education | a | b | c |

17. How far educated do your parents' want you to be?

- a) Complete grade 4
- b) Complete grade 8
- c) Complete grade 10
- d) Complete grade 12
- e) Never discussed

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

- a) Yes
- b) No
- c) don't know

19. What is the general attitude of your parents towards your being a student?

- a) Support it
- b) Not support it
- c) Indifferent

20. What measures should be taken to improve/increase the participation of female students in school?

Appendix 3

**Faculty of Education Department of Educational psychology
School of Graduate Studies
Addis Ababa University**

Questionnaires for Teachers

Dear Respondent!

This is a questionnaire designed to study some factors affecting the participation of female students in Dodota Sire Woreda primary schools in Arsi zone. Please, fill out this questionnaire as honestly and clearly as possible. Your cooperation in filling out this questionnaire determines the success of this study.

Thank you !

I. Background of Respondent (Fill in the spaces provided or circle one of the given alternatives)

1. School Name _____
2. Age _____
3. Sex _____
4. Qualification _____
5. Your teaching experience _____
6. Are there school age girls in your locality who do not attend school at present?
a) Yes b) No c) Don't know

II. Factors that affect enrollment and participation of female students in school are given below. Circle one of the given alternatives to what extent the following family related, school related and socio-cultural related factors affect enrollment and participation of female students in schooling?

| 7. Family Related Factors | Degrees | | |
|--|---------|--------|-----|
| | High | Medium | Low |
| 7.1. Females house hold responsibilities | a | b | c |
| 7.2. Parents' financial problem | a | b | c |
| 7.3. Low awareness of parents to girls education | a | b | c |
| 7.4. Family size | a | b | c |
| 7.5. Parents educational level | a | b | c |

| 8. School Related Factors | Degrees | | |
|---|---------|--------|-----|
| | High | Medium | Low |
| 8.1. School distance | a | b | c |
| 8.2. Lack of school facilities | a | b | c |
| 8.3 Full day schooling | a | b | c |
| 8.4. Lack of guidance and counseling | a | b | c |
| 8.5. Lower proportion of female teachers | a | b | c |
| 8.6. Differential attention to girls and boys by teachers | a | b | c |
| 8.7. Sexual harassment | a | b | c |

Degrees

| 9. Socio-Cultural Related Factors | High | Medium | Low |
|---|------|--------|-----|
| 9.1. Early marriage | a | b | c |
| 9.2. Fear of abduction | a | b | c |
| 9.3. Religious believes | a | b | c |
| 9.4. Lower priority for females' education | a | b | c |
| 9.6. Poor interest of girls towards education | a | b | c |
| 9.7. Lack of role model females | a | b | c |

10. What measures should be taken to improve the participation of female students in school?

Appendix 4

Fakaaltii Barumsaatti kutaa Barumsa Saaykolojii Mana Barumsa Poosti –Graaju'eetii Yunivarsiitii Fininne Gaafilee barattoota Shamarranii

Kabajamtoota deebisoota gaaffilee Kanaa!
Gaaffilee kun hirmaannaa barattoota Shamarranii Kan mannen baranoota Sadarkaa tokkoffaa aanaa Doddotaa Siree Goddinaa Arsii Keesa Jiran qoratuuf kan qophaa'ee dha. Milkoomina qoranno Kanaatif gumaachi hirmaanna keessani murteessaa waan ta'eef, hanga danda'ametti deebii ifaa fi sirrii ta'e akka laattan kabajaan isiin gaafanna.

Galatoommaa!

I. Haala ykn waa'ee deebiftoota (*bakka duwaa guutun ykn filmaata kenname keessaa tokkotti marii*)

1. Maqaa manna barumssa kee _____
2. Umrii _____
3. Amma kuttaa meeqaffaa barataa jirta? _____
4. Amantii kee _____
5. Enyu waliin jiraatta ?
 - a) Abbaa fi haadha
 - b) Abba qopha
 - c) Haadha / Harmee qopha
 - d) Fira wajjin
 - e) kan biraa, ibis _____

II. Haala (waa'ee) maatii deebiftoota ilaalchisee

6. Sadarkaan barumsa haadha / harmee keeti hamamii ? (*yoo lubuun jiru ta'e, yoo hinjirre gara gaf. 7^{faa} ti darbi*)
 - a) Barressuu fi dubbisuu hindandeessu
 - b) Barressuu fi dubisuu ni dandeessi
 - c) Barumsa sadarkaa tokkoffaa (1-8) qabdi
 - d) Barumsa Sadarkaa lamaffaa (9-12) qabdi
 - e) Barumsa sadarkaa lamaffa ol qabdi

7. Sadarkaan barumsa Abbaa keetii hammami ? (yoo lubuun jira ta'e, yoo hin jirre, gara gaf. 8^{ffaa} ti darb)

- a) Barreessuu fi dubbisuu hindan'u
- b) Barre ssuu fi dubbissu ni danda'a
- c) Barumsa sadarkaa tokkoffaa (1-8) qab
- d) Barumsa sadarkaa lamaffaa (9-12) qaba
- e) Barumsa sadarkaa lamaffaa ol qa

8. Baayyinni maatii keesanii meeqa ? _____

III. Rakkoolee (dhimmoota) maatiin wal-qabatan (filmaata kennaman keessaa tokkotti marii)

9. Dirqama hojii mana keessaa ykn hojii kan biro kan barumsaan ala irratti boba'uun hirmaanna shamaranii kan mana barnoota irratti hammami dhiba qabu jete yaada?

- a) oi-aanaa
- b) gidu-galeessa
- c) gad-aanaa

10. Gafii lak. 9faa tif deebiin kee yoo "kamiiyyu" ta'e, torban keessatti guyyaa hammami hojii adda addaa asiin qadiit irratti dabarsita ?

Torban keessaatti (Baayyina)

| | Guyyaa- <u>hunda</u> | Guyyaa- <u>4-6</u> | Guyyaa- <u>1-3</u> | Guyyaa- tokkolle |
|---|-------------------------|-----------------------|-----------------------|---------------------|
| 10.1. Nyaata bilcheessuu | a | b | c | d |
| 10.2. Mana qulqulleessu fi miiccaa | a | b | c | d |
| 10.3. Daa'ima (ijoolee) qabuu | a | b | c | d |
| 10.4. Bishaan waraabuu fi qoraan cabsuu | a | b | c | d |
| 10.5. Gabaa dhaquu | a | b | c | d |
| 10.6. Hojii qonna (kan akka aramaa) | a | b | c | d |
| 10.7. Hoorii eeguu (tiksuu) | a | b | c | d |

iv. Rakkina mana barumsaatiin wal-qabatu (filmaata keenaman keessaa tokko filii)

15. Rakkoleen (dhimmoonni) mana barumsaatiin wal-qabatan, kan armaan gaditti ibsamam kun hammam hirmaanna barattoota shamarranii kan mana barnoota irratti dhiibba qabu ?

| Rakkoolee / Dhimmoota | Dhiibbaa rakkooiee | | |
|---|--------------------|-----------------------|------------------|
| | <u>ol-aanaa</u> | <u>giddu galeessa</u> | <u>gad-aanaa</u> |
| 15.1. Fageenya mana barumsaa | a | b | c |
| 15.2. Tajaajila maree fi gorsaa dhabuu | a | b | c |
| 15.3. Guyyaa guutuu barachuu | a | b | c |
| 15.4. hirmaannan barsiisota dubartii gadii aanaa ta`u | a | b | c |
| 15.5. Hiri'ina meeshaalee mana barumsaa (fkn. Teesoo, minjaala, mana yaalaa kkf) | a | b | c |
| 15.6. Garaagaruumma ilaalcha barsiisonnii shamarranit ijoollee dhiiraatiif qaban | a | b | c |
| 15.7. Sodaa humnaan gudeedamu | a | b | c |
| 15.8. Kutaa gara kutaa daarbuu dadhabu | a | b | c |

**V. Rakkoolee (dhimmoota) Aadoofi hawwaasuman wal-qabatan
(filmaata keennaman keessa tokkotii mari)**

16. Rakkoleen (dimmoonii) Adda fi hawwaasuman wal-qabatan kan armaan gaditti kennaman kun hammam shamarran akka mana barnoota hinseenne ykn hin hirimanne dhiibba uumu jetttee yaadda?

Dhiibbaa rakkoolee

| Rakkoolee (dhimmota) | <u>ol-aanaa</u> | <u>giddu galeessa</u> | <u>gad-aanaa</u> |
|--|------------------------|------------------------------|-------------------------|
| 16.1. Ijoolummaan heerumuu | a | b | c |
| 16.2. Buttaa Sodaachu | a | b | c |
| 16.3. Sababa amantiitin | a | b | c |
| 16.4. Durssi carra barnoota shamarranii kennamu gadii aanaa ta'u | a | b | c |
| 16.5. Hiri'inni barsiisota dhalaa jiraachuu | a | b | c |
| 16.6. Fedhiin shamarran barumsaaf qaban xiqaa ta'u | a | b | c |
| 16.7. Hubannoon maatiin barumsa shamarran tiif qaban gad-aanaa ta'u | a | b | c |

17. Warri (maatiin) kee hammam akka ati baratu barbaadu ?

- | | |
|---------------------|--------------------------|
| a) Kutaa 4 xumuruu | d) kutaa 12 xumuruu |
| b) Kutaa 8 xumuruu | e) Kutaa 12 ol |
| c) Kutaa 10 xumuruu | f) irratti hin maria'nne |

18. Baratoota dhirra kan hiriyyoota keetii wajjin wal-qixa barachuun qaba jettee ni yaadee? a) eeyyee b) miti c) hin beeku

19. Barattuu ta'uu keetif warri kee walumaagalatti yaada akkam qabu ?

- a) ni deggaru b) hin deggaran c) yaada adda adda qabu

20. Mana barumsaa keessatti hirmaannan shamarranii akka dabalu walumaagalatti tarkaanifiin akkam fudhatamuu qaba jette yaada ?

Dhiibbaa rakkoolee

| Rakkoolee (dhiimmota) | <u>ol-aanaa</u> | <u>giddu galeessa</u> | <u>gad-aanaa</u> |
|--|------------------------|------------------------------|-------------------------|
| 16.1. Ijoolummaan heerumuu | a | b | c |
| 16.2. Buttaa Sodaachu | a | b | c |
| 16.3. Sababa amantiitin | a | b | c |
| 16.4. Durssi carra barnoota shamarranii kennamu gadii aanaa ta'u | a | b | c |
| 16.5. Hiri'inni barsiisota dhalaa jiraachuu | a | b | c |
| 16.6. Fedhiin shamarran barumsaaf qaban xiqaa ta'u | a | b | c |
| 16.7. Hubannoon maatiin barumsa shamarran tiif qaban gad-aanaa ta'u | a | b | c |

17. Warri (maatiin) kee hammam akka ati baratu barbaadu ?

- | | |
|---------------------|--------------------------|
| a) Kutaa 4 xumuruu | d) kutaa 12 xumuruu |
| b) Kutaa 8 xumuruu | e) Kutaa 12 ol |
| c) Kutaa 10 xumuruu | f) irratti hin maria'nne |

18. Baratoota dhirra kan hiriyyoota keetii wajjin wal-qixa barachuun qaba jettee ni yaadee? a) eeyyee b) miti c) hin beeku

19. Barattuu ta'uu keetif warri kee walumaagalatti yaada akkam qabu ?

- a) ni deggaru b) hin deggaran c) yaada adda adda qabu

20. Mana barumsaa keessatti hirmaannan shamarranii akka dabalu walumaagalatti tarkaanifiin akkam fudhatamuu qaba jette yaada ?

DECLARATION

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

Name Effa Gurmu Bati

Signature  _____

Place and date of Submission:

Addis Ababa University, Ethiopia, June, 2006

Dr. Ayele Meshesha
Advisor


Signature


Date