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**ADDIS ABABA UNIVERSITY
INSTITUTE OF EDUCATIONAL RESEARCH**

**FACTORS THAT AFFECT FEMALES' PARTICIPATION AND
PERFORMANCE IN SECOND CYCLE PRIMARY SCHOOLS: THE CASE OF
SIDAMA ZONE LOKA ABAYA WOREDA (SNNPR)**

**BY
ALEM HAGOS G/KIDAN**

**JUNE, 2014
ADDIS ABABA, ETHIOPIA**

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Advisor: Dr. Wanna Leka

Institute of Educational Research -AAU

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Approved by the Board of Advisory Committee

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| 1. _____ | _____ | _____ |
| Chair Person, Institute of
Graduate Committee | Signature | Date |
| 2. <u>Wanna Leka (PhD)</u> | _____ | _____ |
| Advisor | Signature | Date |
| 3. <u>Wossenu Yimam (PhD)</u> | _____ | _____ |
| Internal Examiner | Signature | Date |
| 4. <u>Bierara Gebru</u> | _____ | _____ |
| External Examiner | Signature | Date |

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ACRONYMS AND ABBREVIATIONS

AAU	Addis Ababa University
CEDAW	Convention on the Elimination of all Forms of Discrimination against Women
CSA.....	Central Statistical Authority
E. C.....	Ethiopian Calendar
ECE	Early Child Education
EMIS	Educational Management Information System
EMPDA.....	Educational Material Production and Distribution Agency
FDRE.....	Federal Democratic Republic of Ethiopia
FGD.....	Focus Group Discussion
GER.....	Gross Enrollment Ratio
GPI	Gender Parity Index
KETB	Kebele Education and Training Board
MEDC	Ministry of Economic Development and Cooperation
MOE.....	Ministry Of Education
NGO	Non-governmental Organization
OSSREA.....	Organization of Social Science Research in Eastern Africa
PDHRE.....	People's Decade of Human Rights Education
PHRD	Policy and Human Resource Development
PMHRE	People's Movement for Human Right Education
PTAs.....	Parent Teacher Associations
SEPDA	South Ethiopia Peoples Development Association
SES.....	Socio-Economic Status

SNNPRSouthern Nations Nationalities and Peoples Region
SNNPREBSouthern Nations Nationalities and Peoples Region Educational Bureau
SRS.....Simple Random Sampling
SSI.....Semi Structured Interview
TTITeacher Training Institution
UDHR.....Universal Declaration of Human Rights
UMOPUniversity of Massachusetts Occasional Papers
UNDPUnited Nations Development Program
UNESCOUnited Nations Education Science and Culture Organization
UNICEF.....United Nations International Children Educational Fund
USAID.....United States Agency for International Development
WAOWomen’s Affairs Office
WBWorld Bank

ABSTRACT

The main purpose of the study was to investigate the factors affecting females' participation and performance in second cycle primary schools in Loka Abaya woreda. To achieve this objective different basic research questions were raised. The study employed concurrent mixed methods design with both quantitative and qualitative approaches. The researcher used cluster sampling technique, random sampling, and purposive sampling techniques to select sample schools and participants. Student respondents were selected based on stratified sampling considering their sex, grade level and their parental SES. Teacher respondents were also selected from each department by using random sampling technique and parents were chosen by using availability sampling technique. To triangulate the data primary and secondary source of data were used. The primary data sources comprised students, teachers, principals, parents, woredas and zone educational expertise. As secondary sources of data statistical and factual information of the woreda education department and 2005E.C first and second semester female students' examination results were analyzed. Depending on the research questions and the nature of the respondents, a variety of data gathering tools including questionnaire, interview and observation were used. Percentage was predominantly used to indicate the extent of respondents' opinion towards the issue raised. As finding of the study indicated, the second cycle primary schools repetition of female student is a serious problem throughout the woreda. The study also revealed that low level of parental education, low level of parental involvement in their daughters' education and house hold chores negatively affect females' participation and performance. School related factors like school facility, lack of role model female teachers, teachers attitude also negatively affected females' participation and performance. Thus based on the findings of this study, it is recommended that educational officials at various levels should promote and enhance awareness creation programs on gender issue in education to parents and other community members. Teachers, parents and school principals should work jointly with female students to improve females' education. Moreover the local government and the community should work jointly to support females' education by facilitating the school with necessary inputs for females by updating teachers with gender issue in education. The schools themselves should create conducive environment to empower females by assigning a team leader and members in different school curricular activities. Female teachers should play a part in this regard.

CHAPTER ONE

1. INTRODUCTION

1.1. BACKGROUND OF THE STUDY

Education is the means to enhance development of a given country. It is the way to produce skilled manpower which is needed to overcome the development problems of a nation. Educational organizations like schools have important responsibility to produce the trained manpower that is required for solving the development challenges of a country. To ensure this, students, teachers, principals and parents or all school communities are expected to provide quality education for all citizens that can determine the future fate of a country.

Education improves the social, economic, political and technological capacities of the societies. It also helps people to alleviate poverty, demographic problems, improve health, nutrition, and increase the value and efficiency of labor. Thus, the universal declaration of human rights (UDHR) of 1948 stipulates that everyone has the right to get education and it couldn't be a charity rather it is a fundamental human right for all people irrespective of their sex, race, economic status, and other difference. From this one can understand that peoples have equal right to have educational access without any discrimination as human being. Similarly, UNESCO (1996:1) states that girls' and women should have equal access to participate in all forms and levels of education.

The socio-economic development of many countries has been strongly linked with education. No country has scored sound economic growth without sound development in its education. Education is the foundation for optimal utilization of resources through development of human capital. Investing in peoples' education can boost living standards of household by expanding opportunities, raising productivity, attracting capital, investment and increasing earning power (PHRD 1996:1). Therefore, education is the ultimate liberating or, empowering people to make personal and social choices. It is also ultimate equalizer, particularly in promoting greater equity for women and for the poor and disadvantaged groups (Kane 2004: VII). Basic education especially helps to reduce poverty through its effects on population growth rate, health, nutrition and by equipping people to participate in the economy of the society.

Education is a tool to enable both women and men to make all rounded participation in development process by acquiring knowledge, skill and attitudinal change. Hence, participation

of females in socio-economic programs depends on their educational back ground. Educating girls' and women is critical to achieve the aforementioned benefits as well as for the improvement in the areas of health, fertility and nutrition (Kane 2004: VII; Conway and Bourque (1993: 1). similarly, studies on benefits associated with females' education Summers (1992), as cited in Kane (2004:2), argued that, educating females yields a higher rate of return than any other investment in the developing countries, educate a female you educate a nation. Thus, females must be treated equally with men to attain educational qualification, which is necessary to improve their participation and performance in different directions.

Although, there is no doubt that female involvement in development would be multiply social benefits especially in developing countries like Ethiopia. Because, educated mothers' have fewer children, at later age and more widely spaced, greater domestic bargaining power and knowledge and their opportunity costs are higher (Kane, 2004:2). Failure to raise female education to compare with males entails a high development cost. They are the bases for the continual existence of the human race and central to the development process. Thus, the full and complete development of any country demands for the maximum participation and performance of females who are about half of the countries' population (MOE, 2002).

Therefore, their full participation and performance in development cannot be imagined unless they have the knowledge or required level of education. The constitution of the FDRE has guaranteed women had equal rights with men. Several articles of the constitution relate to gender issues and show the emphasis placed on women. Article 35 of the Constitution defines the equality of women and men, recognizes the right of affirmative measures for women and provides special attention to women so as to enable them to compete and participate on the basis of equality with men in political, social and economic life in public and private institutions (MEDAC/ WAO, 2001:8). But in practice, women are far away from exercising their rights, especially in education. Education and training policy of the transitional government of Ethiopia (MOE, 1994:6) has launched an educational program with major emphasis on enhancing the participation of females in education through different means. Females generally recognize the right to education, but they are far from exercising their right in education. In Supporting this idea Kelly and Elliott (1992:2)"Women remain under represented at all levels of educational programs, in formal or non-formal, few receive technical and vocational training and women

account for a very small proportion of enrollment in education”. It is obvious that females have less opportunity than males to access school in all developing countries including Ethiopia.

Women constitute half of the country's population and are involved in 50-80 percent of the economic development and social welfare activities. However they do not benefit from the nation's wealth (MEDAC/WAO, 2001:8). This could possibly be understood if one takes into account the economic and socio-cultural setting in the country vis-à-vis women.

Given women's lack of access to economic resources and the various obstacles preventing them from benefiting from the fruits of their labor, it can be estimated that the majority of the people, 27 million living in chronic poverty in Ethiopia are women. In particular the situation of women living in rural area is humiliating (MEDAC/WAO, 2001:8).The fact is that females are underprivileged and underrepresented in development. This raises the issue that the role of education and female participation should be analyzed and studied.

According to Konjit (1995:7), traditional education was controlled by the church in the Christian areas and by the mosque in the Muslim areas. Moreover, the traditional education system was the monopoly of the clergy and the exclusion of women was part of ecclesiastical life of the society.

Furthermore, although modern education was introduced in Ethiopia at the turn of the twentieth century, its development was cautious and gradual, particularly with regard to the education of women. Even though Empress Menen established a school for females’, the number of students was not more than a token (Seyoum, 1996:3). The country's education policy at no time has made a distinction based on gender; however evidences still confirm the superiority of males in an indirect way.

In addition, the pattern of enrollment and participation of SNNPR women in education is similar to that of many Ethiopian regions. As the statistics reveals that the number of female students enrolled in elementary is not equal to that of male students in SNNPR. For example see at the below table, female students' enrollment in primary (1-8) schools.

Table1: SNNPR Enrollment trends in Primary Schools (1-8) from 1999E.C-2005 E.C

SNNPR	Boys	Females	Total	Gross enrollment in %	
				Boys	Females
1999	1,474,134	1,113,312	2,587,446	73.4	49.2
2000	1,713,963	1,360,694	3,074,657	76.3	50.4
2001	1,886,188	1,570,577	3,456,765	78.5	51.6
2002	1,876,819	1,628,894	3,505,713	81.1	52.8
2003	1,885,759	1,632,574	3,518,333	84.3	53.2
2004	1,892,135	1,657,177	3,549,312	85.7	54.3
2005	1,923,247	1,713,129	3,636,376	87.3	59.5

As we have seen in the above table1 the gender parity index (GPI), which is the ratio of female to male enrollment rates, at the same year, shows that enrollment of female students' is very low. This indicates that females' participation is lower than that of boys. According to world development indicators (UNDP, 2001), adult illiteracy rate for males in Ethiopia for the years 1990 and 1999 are 64 percent and 57 percent, while that of female are 80 percent and 68 percent, respectively. This reveals that though more than half of both males and females are illiterate, the illiteracy rate for female is much higher than that for males for several years.

Moreover, female enrollment has been characterized by urban-rural and regional disparity. For example in 2005E.C academic year female students' enrollment ratio of SNNPR in primary (1-8), accounted for 54.3 percent and 59.5 percent (SNNPREB, 2005). According to SNNPREB, 2005E.C the gross enrollment ratio at all second cycle primary schools in Loka Abayab Woreda, in the research area was 56.8 percent for females' and 87.9 percent for boys for the same year(see table 11, page 46).

Source: Educational Statistics Annual Abstract 1999-2005 E.C

In addition, as we can see from the above table1, as the statistics reveals that the number of female students enrolled in second cycle primary school is not equal to that of male students in the second cycle primary schools that means there is weak females' participation in education in the study area. For this reason as the principals, parents' during the interviewed stated that: community-school relations is less, distance from home to school, and parents 'attitude on females and socio-economy are some of factors on female students'. Therefore, this study was conducted to assess factors that affect females' participation and performance in second cycle primary schools at Loka Abaya woreda in Sidama zone (SNNPR).

In general, the researcher is initiated to conduct investigations due to the above listed constraints of female students' participation and performance in Loka Abaya woreda in the second cycle primary schools.

1.2. STATEMENT OF THE PROBLEM

Education contributes to socio – economic development of countries by endowing individuals with the means to improve their health, skills, knowledge and capability for productivity. Many countries have planned to improve enrollments by expanding schooling opportunities for all children with special efforts to encourage parents to enroll their daughters (PHRD, 1996:21).

Although, women naturally have responsibilities to play significance in a country, without women no country would develop. In addition to this they should be get formal education in schools. In the previous policy, of course there were not equal benefits a women and men in education. But nowadays there is blue print that women and men have an equal chance to get formal education regarding to their participation and performance at a schools.

In SNNPR like other regions of the countries, economic, social, cultural, school related and institutional factors affects females' participation and performance. Hence, socio-economic and social-cultural factors like, family structure, parental occupation, and parental education, parental styles, parental attitude, and parental support play a related factors affect female students'. Regarding to this, lack of school facilities, conducive to class room achievement, distance from home to school, teachers' attitude and teaching practice are other factors that affect females' participation and performance in education.

Furthermore, Yisak, Worknesh and Asham (2009) said that, in Ethiopia the major obstacles that affect females participation and performance in education are the social and cultural factors of the societies. In addition early marriage, abduction and rape are the foremost reasons for females' low participation and performance.

In relation to school related factors it is also noted that negative attitudes of both male and female teachers towards females' abilities to perform well in different subjects are some of them reasons and the quality teachers has a great impact on females' education than men (Kane,2004). As Kane stated that, like home work, tutoring, sex ratio, and tasks have slightly different effect on females' than men. Despite the policy, however, the pattern of pupil enrollment and participation of females is still very low in the country, especially in the countryside or rural parts of Ethiopia. In the same manner in Loka Abaya woreda in Sidama Zone (SNNPR) the participation and performance of female students in second cycle primary schools is also weak. For example, as a researcher observed that: firstly, they do not participate actively in class; secondly, their academic performance is less as compared with men. Moreover, females' enrollment rate in the study sites is less than men see table1 page four. They also do not get educational access at early age so they are attending their schools at the time of motherhood.

Therefore, the researcher initiates to do the research so as to identify the exact contributing factors that affect females' less participation and weak academic performance in these selected schools. In addition, from the researcher experience, most second cycle primary schools today are the victims of weak community- school relations, less participation of female students and communities in financial, material, labor and idea contribution, shared vision among schools communities, teachers dissatisfaction and turn over, low students achievement. These indicate that the challenges on females' participation and performance are now becoming the critical problem of most second cycle primary schools of the woreda.

Therefore, the main purpose of this study was to investigate factors that affect females' participation and performance in education in the study area. Attempts would be made to assess the causes for gender disparity in education. Hence, the study attempts to find out answers to the following questions.

1. What are the social, economic and cultural factors that affect females' participation and performance in education in Loka Abaya woreda?
2. What is the level of females' participation and performance as compared to boys' in Loka Abaya woreda?
3. To what extent do females are completing their second cycle primary schools as compared to boys' in Loka Abaya woreda?
4. What should be done to improve females' education in second cycle primary schools from the present situations in Loka Abaya woreda?

1.3. OBJECTIVE OF THE STUDY

This study has both general and specific objectives:

1.3.1. GENERAL OBJECTIVE

- ❖ To investigate the major factors social, economic and cultural that affect females' participation and performance in second cycle primary schools of Sidama Zone, Loka Abaya woreda in SNNPR and to come up with some recommendations to solve the identified problems in the research area.

1.3.2. SPECIFIC OBJECTIVES

The specific objectives are:

- ✓ To assess social, economic and cultural factors that affect females' participation and performance in the selected second cycle primary schools in Loka Abaya woreda
- ✓ To determine the level of females' participation and performance as compared with males' in Loka Abaya woreda
- ✓ To assess to what extent do females are completing their second cycle primary schools in Loka Abaya woreda
- ✓ To find out some strategies that could improve females' participation and performance in education in Loka Abaya woreda

1.4. SIGNIFICANCE OF THE STUDY

In the way of economic and social development, education has long been considered as the key to a better life by improving the productivity and capacity of a society. Due to several factors affecting it, the participation and performance of women in education and hence in the socio-economic development is much lower than that of men.

In addition to this, findings and recommendations of the study are expected to serve as organized data for future studies to improve females' participation and performance in education. Moreover, the research findings would help to policy makers and practitioners' in adjusting policy directions to tackle major problems on females' education and take relevant or appropriate measures that will minimize the hindrances of female education, and enhance the enrollment of females in education. And it will also help to differentiate problems or hindrances for females' participation and performance in education in urban and rural areas. Finally, all school communities including teachers and learners could be benefited to take actions by understanding the exact solution on factors that affect female students' participation and performance in education.

1.5. DELIMITATION OF THE STUDY

In order to have more comprehensive information, it would be good if the study includes all these second cycle primary schools in all Sidama zones. However, due to time, financial and related constraints this study was confined only to Loka Abaya Woreda at four second cycle primary schools. Therefore, the researcher was used participants' i.e. principals, teachers, female students and parents in the study. Moreover, the study would be delimited in four second cycle primary schools. Hence, the study deals with these schools, namely:

1. Hantate second cycle primary school
2. Segeno second cycle primary school
3. Gorbye second cycle primary school and
4. Desye second cycle primary school

The rationale for selecting these sites are: first, there is not any prior research works in these areas regarding to females participation and performance. Secondly, selecting those schools helps the researcher to identify the exact participation and performance of females' in educational activities and thirdly, in Loka Abaya woreda most of the students those come from

distance place in order to get these schools and also they face a lot of problems, so that gives a best clue for curriculum developers, policy makers and practitioners in educational areas. Finally, the reason for selecting the research sites is the researcher has a good understanding and familiar with these study sites as the researcher has been working for a long time there in the profession of teaching.

The research is also to delimit investigating the social, economic and cultural factors that affect females' participation and performance; comparing females' participation and performance within males', females' completion rate and mechanisms to improve females' participation and performance.

Furthermore, the study is delimited to assessing females' participation and performance in the 2012/13 Academic Year.

1.6. LIMITATION OF THE STUDY

This large area of study needs additional human and material resource and enough time. Hence, due to limited time and resource, the researcher has used limited data from four selected second cycle primary schools. Hence; the study was conducted at one woreda which is Loka Abaya. In these sites regarding factors that affect females' participation and performance might not be the same within other areas. The study therefore, was location specific in nature and the result should not be generalized to other areas except those that have similar physical and socio-economic settings. And also the absence of personal computer was also considered as a limitation.

1.7. DEFINITION OF KEY TERMS

Achievement: performance in school or college in standardized series of educational test. The term is used more generally to describe performance in subject of the curriculum. (G. Terry Page and J.B. Thomas, 1977:10).

Dropout: an expression of the comparison between number of people who enter schooling at one level and number of people who successfully complete a later level (Good, 1973), someone who leaves a school without completing that level.

Education: the total process in developing human ability and behavior. According to UNESCO, Education is an organized and sustained instruction designed to communicate a combination of knowledge, skill and understanding valuable for all the activities of life (UNESCO, 1994).

Enrollment: The total number registered in a school or school system (Dejnozka, 1984:60).

Participation rate: refers to the number of pupils enrolled in each grade or school (Good, 1973:92).

1.8. ORGANIZATIONS OF THE STUDY

The study is organized in to five chapters. Chapter one deals with introduction and this consists of background of the study, research questions, significance of the study, scope of the study, limitation of the study and organization of the study. Chapter two deals with literature review. In chapter three, research design and methodology is presented. In chapter four analysis and interpretation of data was discussed. And then, summary, conclusion and recommendations are presented in chapter five.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. Females' Enrollment and Performance

Now a day's females' education has been a matter of increasing concern to the governments in general and parents in particular. And hence education researchers throughout the continents have studied females' education in terms of access, retention and achievement in education. As many research findings pointed out due to the factors that attached with socio-culture pressure on females to their tradition role females were denied the right of equal access to education. This where Marphyand Gipps (1996:34) did their research and came with the finding females education on most developing countries are less than men. In a similar manner research conducted in Africa by UNCEF revealed that in Africa enrollment of females were far less than those of boys at all levels. At second cycle primary schools females made up on the average only 42 percent enrollment compared with 75 percent for men. While females' at secondary level account for 19 percent compared with 36 percent for boys in 1995.

The international education conference held in Dakar, Senegal in April 2000 revealed acute shortfalls of females accesses to school and gender inequality. The report articulated these shortfalls in the following manner. "Although in great number of countries notable successes in school enrollment have been achieved, the participation for girls and women school education is still appalling. There were still 800 million illiterate adults worldwide and 150 million children with no access to formal education system". Two third of these disadvantaged people were girls and women, which they are affected disproportional because of economic or social reason (UNESCO, 2000:5). All in all, what must be realized from the above research studies and report is that there are more school –age females who do not get opportunity to go to school. Females at all levels of education still account for much lower proportion of school enrollment than do boys and often they leave school earlier than their classmates.

The reasons for females' low enrollment, persistence, and achievement in many places are undoubtedly many and diverse. However, there are certain factors which most countries commonly share the problems for females disadvantage in school. Hence, it seems essential to

highlight at this level some of research findings on the major factor that affect females' participation and performance in education like socio-economic, culture, and marriage.

2.2. Nature of Females' Participation at Schools

Attempts that study gender and primary schooling focus on improving the retention of females by schools in Ethiopia. These types of studies depend on the experiences of youngsters who had the probability to complete their basic education and as such they do not address the problems of female dropouts. However, there are a few studies that address the issues of female dropouts from schooling (Beyene, 1991). Typically these studies focus on the reasons for dropouts, but differ from each other in the extent to which they investigate the magnitude of dropouts in schools. Those that attempted to examine the prevalence of dropouts have reported the unavailability of data at school level (Rose et al., 1997).

By ignoring repetitions and transfers, however, Rose et al. (1997) reported that over half of the students who entered grade one in 1993/4 did not continue to grade two in the next academic year in their sample schools. Based on this information, they concluded that over a quarter of those students who register in grade one do not make it to grade two and that although fewer females enrolled in schools in the first place, a higher proportion of females who do enrolled drop out at this stage.

Wanna Leka and Tsion Dessie (1994), have investigated the personal and family background of female dropouts in primary schooling. Their findings indicate that the majority of female dropouts enter school older than the age for starting primary education (i.e. between 7-10 years), come from large families comprising eight or more members, have families who work neither on the farm nor for the government, have mothers and fathers with low educational levels and avoid and scoreless in hard sciences such as Physics, Chemistry, Biology, etc.

2.3. Reasons for Female Dropouts from Primary Schools in Ethiopia

Different studies have provided a variety of explanations concluded that many of the reasons for dropping out of schooling are similar to those for not attending school at all. According to them the most important reasons identified for dropping out of school for females include lack of money to pay for school expenses (direct costs of schooling), needs for child labor (opportunity costs), parental attitude and support, early marriage, health, curriculum and teaching practices, distance between home and the school, overage enrolment and corporal punishment in schools. Wanna Leka and Tsion Dessie (1994), found out that the main reasons for female dropouts include poor home environment (poor light, lack of study places, lack of books, lack of time to study), teacher and director biases against females, poor school environment (lack of learning materials, lack of security on the way to schools, poor teaching, parental attitudes and parental expectations from daughters' education.

Assefa (1991) did a study on female dropouts in rural primary schools in Ethiopia and his findings were mostly consistent with other studies. He mentions that the most important reasons for female students to drop out are labor demands by the family, unsafe road conditions from home to school, distance from home to school, inability to buy learning materials, inability to pay schools fees, lack of interest in schooling, unclear future career, parents knowledge of and attitudes towards females' education, early marriage, pregnancy, illness, repetition and fear of abduction.

2.4. Educate Females' today and create lasting change for the next generation

When females' are educated...

- ✓ They delay marriage
 - ✓ They have skills for negotiating family spacing and contraceptive use with parents
 - ✓ Mothers get proper parental care
 - ✓ There are fewer low-birth weight babies and healthier new born
 - ✓ They are higher survival rates for children
 - ✓ Families are smaller (as need for" replacement children" to offset expected child deaths falls).
 - ✓ Mothers have child care knowledge and self-confidence needed to bring children to clinics
 - ✓ Mothers have more access to information and resources needed to proper child nutrition
- *This leads to healthier, better nourished children.**

When females' are educated...

- ✓ Proper parental care and nutrition lead to fewer learning defects
 - ✓ Children are more likely to get intellectual stimulation at home
 - ✓ Children enroll in primary schools at proper time.
 - ✓ Proper parental care
 - ✓ Children are more likely to get homework help form mother
 - ✓ Children are better prepared to benefit from instruction
 - ✓ Children remain in school longer
 - ✓ Children are less likely to be absent due to illness or labor force participation
 - ✓ Mothers improve schooling quality through participation in parent teacher associations (PTAs) and other means.
 - ✓ Mothers provide resources needed to stay in school(Uniforms, texts, school supplies)
- *This leads to better educated children**

When females' are educated...

- ✓ Mothers have knowledge and skills needed to earn a livelihood
- ✓ Mothers gain economic status

- ✓ More income leads to more tax revenue for investment in schools
- ✓ Mothers control proportionality more house hold income
- ✓ Fewer children and more income increases money available to invest in each child
- ✓ Mothers allocate funds needed to educate children(eg. Uniforms. Books, supplies)
- ✓ Mothers allocate funds needed to keep children healthy

***This leads to more money invested in education**

When females' are educated...

- ✓ Mothers have experience with school elections, discussion, debate and respect for others.
- ✓ Mothers have self-confidence to participate in community improvement groups such as PTAs.
- ✓ Mothers have experience, skills and attitudes needed for informed political participation.
- ✓ There is greater political power for low-wage earners who can better advance demands for education and health services.
- ✓ There is greater government responsiveness to needs of non-elite groups.

***This leads to more civic participation and democracy.**

Source: Save the Children, (2005) the power and promise of females' education (p.17).

2.5. Factors that Affect Female Students in Education

It should long have become common knowledge in all countries of the world that education for females probably the single most effective investment to improve standards of living in developing countries, particularly, among the poorest population. It was also noted that increased participation and performance of females' particularly at second cycle primary education does not only improve their families own quality of life but that of their communities and nations (Orgara and Kendall, 1996): Flora and Wolf (1997), also confirmed that females' who are educated have families that are smaller or lower fertility and reduced the number of infant mortality by greater amount. They have a better family's standard of living. Their children school enrollments are also well ensured. Their communities benefit from the intellectual political and economic participation of all members of the community while their nation prospers with the added contribution from the female. But society is not yet aware about it and thus females' face various difficulties throughout the different levels of education system.

2.5.1. Socio- Economic Condition of Parents

Socio-economic condition of the family is one of the factors that can affect parent's decision to send a child to school. According to Kane (2004:65), there are two types of costs of schooling, direct cost of schooling including, tuition and fees, the cost of books, uniforms and supplies, required by the school, the cost of transportation, lodging and board required for attending the school. The other cost is opportunity costs or indirect cost. It may be higher wages for child labor in families with more productive farms or business and in families more dependent on children, and other expenses are the major hindrance for the parents not to educate or remove children particularly females' from school. King and Hill (1993:24) pointed out that unless the expected returns to sending daughters to school do not exceed the cost of doing so, female education as an investment becomes unattractive to parents. According to them daughters will be educated only to the extent that parents are willing to accept low economic returns. But problems are wide in poor families. According to the World Bank (2004:16), the role of poverty was great in females' education. Even if the perceived benefits and costs of sending their children to an additional year of school were the same for poor and non-poor parents alike, the poor might choose less schooling for their children because they must weigh current costs more heavily relative to future benefits.

Furthermore the cost of education is more expensive for the poor than for the rich. For instance, research in Tanzania, Vietnam and Indonesia showed that poor families spend less than wealthy families on their children's education, but it costs them more in proportion to their income (Kane, 2004:66). In Egypt, too, cost of schooling was the most important reason often cited by parents for not sending their children to school (World Bank, 1990:34).

Similarly in Cameroon many second cycle primary schools are private and charge fees. This condition reportedly affects mainly more females' than men (Cammish and Broch 1994) as cited on Odaga and Heneveld (1995:15). Schooling cost is considerable in Mozambique and is beyond the capacity of many rural and poor- urban families. A recent study reports that most of the rural families interviewed could not imagine sending children to schools in towns. The problems include where the child would stay, how they could raise the money to supply food and how they could find the money to maintain the child and provide necessary learning materials? (Odaga and Heneveld (1995:15). Similar to these, according to UNESCO (1994), in Ethiopia, under-

enrollment is very much a rural phenomenon and a gender gap is largely absent in urban areas, where primary GERs are over 100 percent, for both females' and men. In rural areas only 25 percent of school age females' are enrolled in primary school compared with 31 percent boys. It costs (at least indirectly) the parents more to send females' to school than men, because of the contributions made by females' in household activities.

Even where primary education is free, household educational expenditure can be heavy. Apart from tuition, other cost items such as fees for registration, admission, examination, school building fund, book rental, the cost of uniforms, and the provision of furniture, extra tutorials and transportation can affect females' participation and performance in education. When parents decide to hold back their children from going to schools because of financial constraints it is the females' that are to be withdrawn from schools.

Females' in Africa and, in fact, in almost every region of the world work more than men, regardless of whether they are in school and of whether adult women are present and working in the household (Kane 2004:67). The importance of females' labor for agricultural, domestic and marketing tasks has been well documented. When it comes to childcare, females' are more likely to be involved than men. And children in rural areas spend more time doing physical works than that of in urban areas. Bowman and Anderson (1982:22) and UNESCO (1994), proved that the time spent by females' working in the garden, fetching water and fire wood, carrying or helping in marketing activities, or doing home processing products for sale can be especially important in poorer families where the perception of benefit from the schooling of females' are dimmer.

From this point, it is possible to conclude that females' are the main sources of income for their family especially for poorest ones, and the need for their physical labor (income generating activities) is often given priority over their education.

2.5.2. Parents Demand for their Daughter's Labor

With the rapid rate of growth in urbanization, the demand for domestic labor in urban areas has also increased. Resource poor rural households have responded by sending their daughters in to the domestic labor market for a regular cash income. This also draws young females' from schools (Odaga and Heneveld 1995: 17). Due to the importance of institutions such as bride price, polygamy, and adultery, the economic value of females', particularly in rural areas remains high. In conformity to this view World Bank (1998:15) pointed out that the bride price paid by the bridegroom's family to the bride's parents in Loka Abaya woreda in SNNPR may go up to birr 2000, four goats, two or three pots of honey, clothes and jewelry. Therefore, the full opportunity cost of educating females' may thus is higher than for boys. The above mentioned evidences may help to explain why poor parents often invest less in their daughters' schooling than in their son's.

2.5.3. Distance from Home to School

Distance is another significant factor for both rural and urban females' but more so for rural females'. Most of the females' that live far away from school and have to walk long distance which not only discouraged them but also worried their parents as to their daughters' security on travel to and from schools. According to Kane (2004:73), in many countries, distance to school has a bigger impact on females' than on men for a variety of reason, in some places young females' are not considered to be ready for travel, older females' may not be subject to harassment, and even if the trip is safe, the direct cost may be high and the time lost on traveling would be more costly to females' work than to that of boys. Similarly David (1993:129) states that the majority of parents wanted to use the nearest school for females' if possible, a criterion they also called proximity. However they also felt that there was a range of factors, including happiness and discipline, which interacted to make a nexus. So the closer the school is to their home, parents are less likely to worry about females'.

Furthermore, the WB (1991:29) in the study in Egypt found that the location of a school within 1 km of a community resulted in an enrollment rate of 94 percent for men and 74 percent for females'. It also showed that as the distance increases to 2 km, boys' enrollment fell only slightly to 90 percent, while females' enrollment plummeted to 64 percent. Similar study in Ghana

revealed that a long distance to second cycle primary schools significantly deters females' enrollment. Most of Ethiopian second cycle primary schools are long distance from the students' homes. The dispersed population and the topography of the land coupled with long distance have a great impact on the degree of participation and performance of females in education.

2.5.4. Lack of Female Teachers as a Model at Schools

The importance of female role models is widely accepted as means of promoting greater gender equality (UNESCO 2003:146). The promotion of role model such as female teachers has been a strategy to encourage females' education particularly young females' in rural areas. According to Bowman and Anderson (1982:20), in all aspects of females' school the availability of female teacher is salient as both an instrument and a product. Females' having women teachers can speed up formation of a cadre of female teachers. The presence of female teachers in the teaching staff can attract females' to learn by providing a guarantee to parents to enroll their daughters. Barbara Harz (1991:30) stated that Kerale, state has highest female literacy and enrollment rates of all states due to large number of female teachers. In India over 60 percent of teacher are women, compared with fewer than 20 percent in Bihar and Uttar Pradesh, which have the lowest female enrollment rates. Similarly the findings of the study on association between enrollment and sex of teacher in Iran revealed that in districts where teachers were predominantly male, female enrollment was low (Bowman and Anderson, 1982:26). The study made in Nepal also indicated that schools that have higher number of female teachers have higher females' school enrollment (Kasaju and Manandhar, 1985:331). The shortage of female teachers as well as female civil servants, in addition to the lack of infrastructure can frustrate both parents and female students to enroll. This can affect the participation and performance of female students in education.

2.5.5. Dropout

Dropout rates vary considerably from country to country. Evidences show that on average, 9.6 percent of females, in low- income counties leave second cycle primary schools before finishing, compared with 8.2 percent of men. In sub-Saharan Africa as a whole and in the Middle East and North Africa, the dropout rate is higher for females' than for men (King and Hill 1993:6). In support of this Bellow and King (1990) cited in World Bank (1991:2) report female dropout problem.

Only 26.9 percent of females' in Malawi who enter first grade complete second cycle primary schools, but it is 45.9 percent for men. In Kenya fewer than half of the females' complete second cycle primary school. The dropout problem for females' is age specific. Dropping out is one of the problems that the Ethiopian education is suffering from. As observed from the household education demand study, dropout rates for the entire country ranged from 13 to 22 percent. The dropout rates for grade 1-3, 4-6, 7-8, 9-10, and 11-12 were 22, 13, 16, 17, and 13 percent in that respective order PHRD (1996:32). Findings of similar study showed that the dropout rates of females are higher than that of boys in all grades. Therefore, dropping out has negative impact on female participation and their persistence throughout educational levels.

2.5.6. Teachers' Attitudes on Female Students

The literature suggests those teachers' attitudes; behaviors and teaching practices have significant implications for females' persistence and academic achievement and attainment. Teachers' attitudes towards their students are a reflection of the broader societal biases about the role of women in society and the academic capacity of females' (Odaga and Heneveld, 1995:31). Similarly teachers often require pupils to perform tasks for them in school in ways that reinforce gender differentiation. Females' may be asked to clean floors and fetch water whereas boys are required to clear bushes, cut grass and carry bricks (UNESCO, 2003:149).

A study on Tajikistan revealed that the situation is stricter with females' than men, often forbidding females' from participation in activities that are considered natural for men. Research report from Albania revealed a widely held prejudice among teachers that boys are more intelligent than females' and females' were only able to do well by working extremely hard

(UNESCO, 2003:145). Similarly a study in Bangladesh found that most teachers themselves did not accept their own daughters to take a job after finishing their education. Such discriminatory attitudes affect females' participation in education.

2.5.7. Gender Bias

The presence of gender bias in textbooks and teaching materials can affect females' participation and performance in education. Many text books and teaching materials have pronouns of sex bias, which can discourage females' from thinking of themselves as good students or as suited to any job but a few traditional occupations. Often books portray men as intelligent and adventurous, seeking employment in new, exciting, and profitable fields. Women are depicted as passive admiring, and suited only for traditional roles (World Bank 1991:30). According to UNESCO (2003:146) in most countries of Europe and Asia textbooks present different gender roles of women, predominantly under taking domestic activities at home.

For example, in Romania text books depict women as school teachers, villagers, fruit or flower sellers, whereas men are viewed as astronauts, policemen, physicians, actors, conductors and masons. Kalia (1982:174) states that subtly, Indian textbooks prepare males for a bustling world of excitement and decision making while conditioning the females to seek fulfillment in background where servitude and support are the only requirements. In addition, the attributes of men and women were heavily stereotypical in textbooks of India. Females are characterized for their beauty, obedience and self-sacrifice, while men are for their bravery, intelligence and achievement.

Other studies in developing countries found similar patterns in different subject areas, which portrayed males as liberators, leaders, heroes, problem solvers, and inventors. While females' on the other hand are frightened, inept in the use of technology, easily duped or surprised, need to be rescued and shown crying or in distressing situations (Kane 2004:72). In addition, Kane, in Jange and Mekelich (1998:167) pointed out that most of the learning materials put females' at a disadvantage because there are more examples of males who are more active. Males are shown in more occupation, and female examples are fewer and are shown as passive in a narrow range of occupation outside those of wife and mother.

2.5.8. Curriculum Bias

A similar analysis of elementary school textbooks conducted by the curriculum department of the Ministry of Education of Ethiopia (1989) revealed that no female referred topics were used in science subjects and the proper names in textbooks were predominantly male. The adjectives used to describe women were fertile, pregnant, breast feeder, and pretty while those used to describe males were revolutionary leader, freedom fighter, soldier etc.

In general the messages described in textbooks and teaching materials imply that females cannot play a role outside tradition. This shows that the sex biased textbooks and teaching materials are discouraging the enrollment of females in education.

In several sub-Saharan Africa countries the capacity to finance and manage the education sectors is increasingly under threat. The fiscal crisis and the inadequate public support are the two major issues in education sector (Odaga and Heneveld, 1995:45). When coming to Ethiopian context, most schools are suffering from financial management problems. The budget allocated by the government cannot reach the schools on time. It must be recognized that there is a need for a serious concerted commitment to increase and spread education in the population in general and among women in particular. To state the policy goals is easy, but the problem lies on how to exercise the actual implementation and how to understand in connection with the country's context (Conway and Bourque, 1993:24).

According to the transitional government of Ethiopia's education and training policy (MOE 1994:7) and its strategy document, the government will provide support to raise the participation and performance of women in education. However, despite the efforts made by the government, the enrollment rate of females is lower than that of males. Similarly the constitution of the Federal Democratic Republic of Ethiopia (Article 35 sub-article 6, 1995:93) states "women have the right to full consultation in the formulation of national development policies, designing and execution of projects, and particularly in case of project affecting the interest of women". As a result, institutions for women's affairs, at various levels were established in almost all regions of Ethiopia. Their contribution to reduce factors affecting female's participation and participation in education as well as in other issues was low.

2.5.9. Socio-Cultural Customs and Beliefs

Socio-cultural customs and beliefs influence decision to enroll females' in school. From this point of view, Herz and others (1991:251) stated that females' are expected to have special physical protection. Traditionally they often demand especial concern for privacy and social reputation. In some societies there is a cultural belief that females must be secluded from direct confrontation of other members of the society during puberty stage. Hence, females' enrollment rate in schools is low. Findings of the study made in sub-Saharan Africa, revealed that religion is one of the factors, which affect females' school entrance. Hyde (1993:113) observes that in Northern Nigeria education of females' was hampered due to screening of Muslim women from "strangers" both in rural and urban areas. The main cause for this screening seems that Muslim parents want to prevent their daughters from schooling in order to avoid the influence of other religions. In some cases people prefer Islamic education for their daughters in fear that western education may promote values and behavior, which are contrary to their cultural norms. Similarly, the study made in Nepal revealed that, religion has negatively affected the participation and performance of females in education (Kasaju and Manandhur, 1985:328). The study further indicated that Christian parents believe that all children should go to school than non-Christian parents who favor sending only sons or none. In view of these schools, Christianity stresses the importance of literacy, since literacy reduces the significance of local beliefs, and thus favors females' schooling.

Furthermore in some places, especially among Muslim society, women of the elite families receive much or all of their schooling at home. In this society females' are forbidden to come to the monastery and temple schools (Bowman and Anderson 1982:11). This shows that parent's obligation is to keep their daughters at home and prepare them for maternal responsibility rather than sending them to school. Before the Derg regime education system of Ethiopia was predominantly religion oriented to train the masculine to serve at the religious and state /governmental/ organizations such as where the Church and the Mosque where women were not allowed to involve in this responsibilities (Befekadu, 1998:129).

2.5.10. Early Marriage

Regarding the impact of early marriage on female participation and performance in education, several studies affirmed that it has a considerable share in retarding the participation and performance of females in education. In the developing countries, parents have positive attitude about marriage and feel that females' are born to marry and to have children. According to UNESCO (2003:123), where female autonomy is unstable, early marriage is used as a means of securing daughters' futures.

Data from India for 1996 show that 38 percent of females' aged 15-19 were married. In rural areas of Albania and Tajikistan it is not uncommon for poor families to endorse the early marriage of females' to lighten the family's economic burden. Similar study in Ethiopia and in some countries in West Africa revealed that marriage at 7 or 8 is not uncommon. Hence marriage becomes one of the reasons for females' low participation and performance in education.

According to Almaz (1991:6), in some part of Ethiopia, about 43 percent of the females' were married between 11 and 15 years of age and about 7 percent were married when 10 or 11 years old. In view of many scholars, such early marriage brings forward not only the time of motherhood but also hinders their schooling. In this regard, Hyde (1993:16) states that the young age females' marriage in much of African countries make marriage an important reason for females' poor entry to secondary or higher institutions or leave before completing the cycle. Review of studies in developing countries showed that in countries where females' are married at early age school enrollment of females was lower (Bowman and Anderson, 1982:27). Engagements of females in marriage at early age result in low females' participation and participation in education. In Ethiopia too where early marriage is practiced, it would be one of the reasons for the low enrollment of females in education.

Concerning the parental and family attitudes to females' participation and performance in education, Hyde (1993:112) stated that the wish to protect daughters from undesirable influences appears strongest in areas that are still very traditional. Similarly Bowman and Anderson (1982:15) noted that a few of the females attend school in areas where traditional attitudes such as protection of daughters from foreign influences were strong.

A study in India indicated that enrollments of females was lower in communities where social expectation of the roles and obligations of women has traditional bias (Conway and Bourigue 1993:17) Alemtsehai (1985:32) found that the major barrier for females' education in Ethiopia was traditional views, which reflects that females' have a place in the home and hence sending them to school is considered as a waste of time and money. Findings of the study made in Bangladesh also indicate that the only acceptable role of females is to be wives and mothers. As a result, they were trained for these purposes from their early stage instead of attending school (Assefa 1991:13): Bouga (1996:107) stated that females' are voluntary or involuntary victims of stereotypes inherited from previous generation. Certain parents in both rural area and sub-urban centers think females' need not be provided with schooling because women's ultimate natural duty and goal is getting married and producing children. Many developing societies view females' education as an option between marriage and motherhood. The assumption is that formal schooling does not prepare females' adequately for their traditional role as mothers and wives and thus, it were felt that they could be prepared for these roles at home, hence these were some of the causes for low females' enrollment in education.

2.5.11. Parent Attitudes

Parent's worry about wasting money and time on educating females' who are likely to get pregnant or become part of another family due to marriage results in loss of parental investment in females education (Davison and Kanyuka, 1992), cited in Odaga and Heneveld, 1995:20: King, 1991:11) found that in some societies custom dictates sons to take responsibility for their parents while females' marry into their own families at an early age. Kane (2004:62) states that when females' are married they tend to forget their parents and would want their husband to become king rather than even close relative. Thus the attitude of parents that considers females' as families of others due to marriage can affect the participation of females in education. Parent's attitudes towards unwanted pregnancy of their daughters can affect females' participation and performance in education. The finding of a study in rural Zimbabwe indicated that school pregnancy was the great problem that disappoints parents who pay school fees to daughters, and influence them to give priority to the boys. Pregnancy emerges as a major cause for adolescent schoolgirls leaving school. Fear of pregnancy is another reason why parents remove their daughters from school as they approach or reach puberty (Odaga and Heneveld

1995:36). Similar study in Cameroon suggests that community's experience with schoolgirl's pregnancies may negatively affect the prospects for educating young females'. In Mozambique, urban females' are more likely to leave school because of pregnancy than rural females'. A study of schoolgirls' pregnancy in Kenya indicated that annual average of 10,400 females' leave school because of pregnancy. Unwanted pregnancy is a major problem of many African countries that affects females' participation in education.

The females' become pregnant by schoolboys, teachers or other civil servants who did not follow the customary rules on marriage. The men did not marry the females' as they viewed such marriage as an obstacle to their careers (Odaga and Heneveld 1995:36). The increasing indications of significant levels of illegal abortions, particularly in urban areas and related health risks for young women, have threatened parents send to their daughters to school. With regard to HIV/AIDS, it has become evident that men prefer young females' as sex partners because of the perception that they are AIDS free.

Many of the young female' who engaged in such sexual activity are not aware of the risks associated with unsafe sex. The abject poverty in which many families find themselves, and the temptation for young females' to use sex to generate an income or finance to their education, flies in the face of moral standards that forbid premarital sex (Palme, 1993 cited in Odaga and Heneveld, 1995:38). The official penalty for schoolgirl's pregnancy is very high in most sub-Saharan African countries and this may be one of the causes for low females' participation and performance in education.

Females' participation and performance in education is also affected by their labor demand by parent (to help at home). According to the World Bank (1991:26), throughout most of sub-Saharan Africa and south Asia, the heavy work burden of rural women may force them to keep their daughters at home to help with care of younger siblings, time consuming tasks on the farm, and such household chores as cleaning, cooking and collecting fuel. Most females' from poor families spend substantial amount of time running the household. Study by UNESCO (2003:122) states that in Ethiopia, Guinea and Tanzania females' are occupied with domestic work, such as looking after siblings, preparing and cooking food, cleaning the house, and fetching water and fire wood are reasons for leaving school early. According to Kane (2004:68) and Hyde (1989:25) findings, most parents do not prefer sending their daughters to school in fear

of losing support at home. Females are seen simply as someone who will stay with them for a while and leave them when they get married. Until they leave home, it is felt that they have to help their mothers by doing household chores that will prepare them for their eventual role as wives and mothers. Hence if the family decides to send only two or three of its children to school, daughters will be the one to be denied priority. Even if females' work at home it interferes with the academic achievements of the females' who have already acquired access to education since it requires an extra time, which would be devoted for studying (Alemtsehai 1985:25). In general, the daughters' labor demand of parents for household work can affect females' participation and performance in education.

Parents may have poor knowledge of the benefits of educating their daughters. According to King (1991:11) parents who are not aware of the benefit of education are intergenerational, and in fact accumulate over time. Or families may not appreciate the benefits of education. The same study found that highly educated women's possibilities for marriage become limited. Parents find it hard to understand the benefits of education when curricula are irrelevant to the mother-wife role or contradict the value they want to teach their children (King 1991:11). These cultural considerations vary widely among and within countries and it differ in parental education level and hence affect females' school enrollment.

Parental education and cultural factors may also cause families to differ in the priority they place on schooling children and their perceptions of the appropriateness of child labor (World Bank 2004:19). Parents' education has an important influence on gender differences in education. Studies indicate that the more education parents have, the more they value formal education for their daughters. Parents' education measures the degree to which parents are open to influences other than tradition. Hence, parental education may servers as aimed measure of family income or wealth when more direct measures are not available (King and Hill, 1993:32). The studies made to find the relationship between parental education and daughters school enrollment indicate that daughters of illiterate parents have less opportunity to go to school (Bowman and Anderson 1982:28). For example, the study conducted in Ghana indicated that female students in second cycle primary schools are more likely than their male counter parts to come from families with more education (King and Hill 1993:31). The study conducted in Indonesia revealed that enrollment rates of daughters whose parents are literate, is higher than enrollment rates of

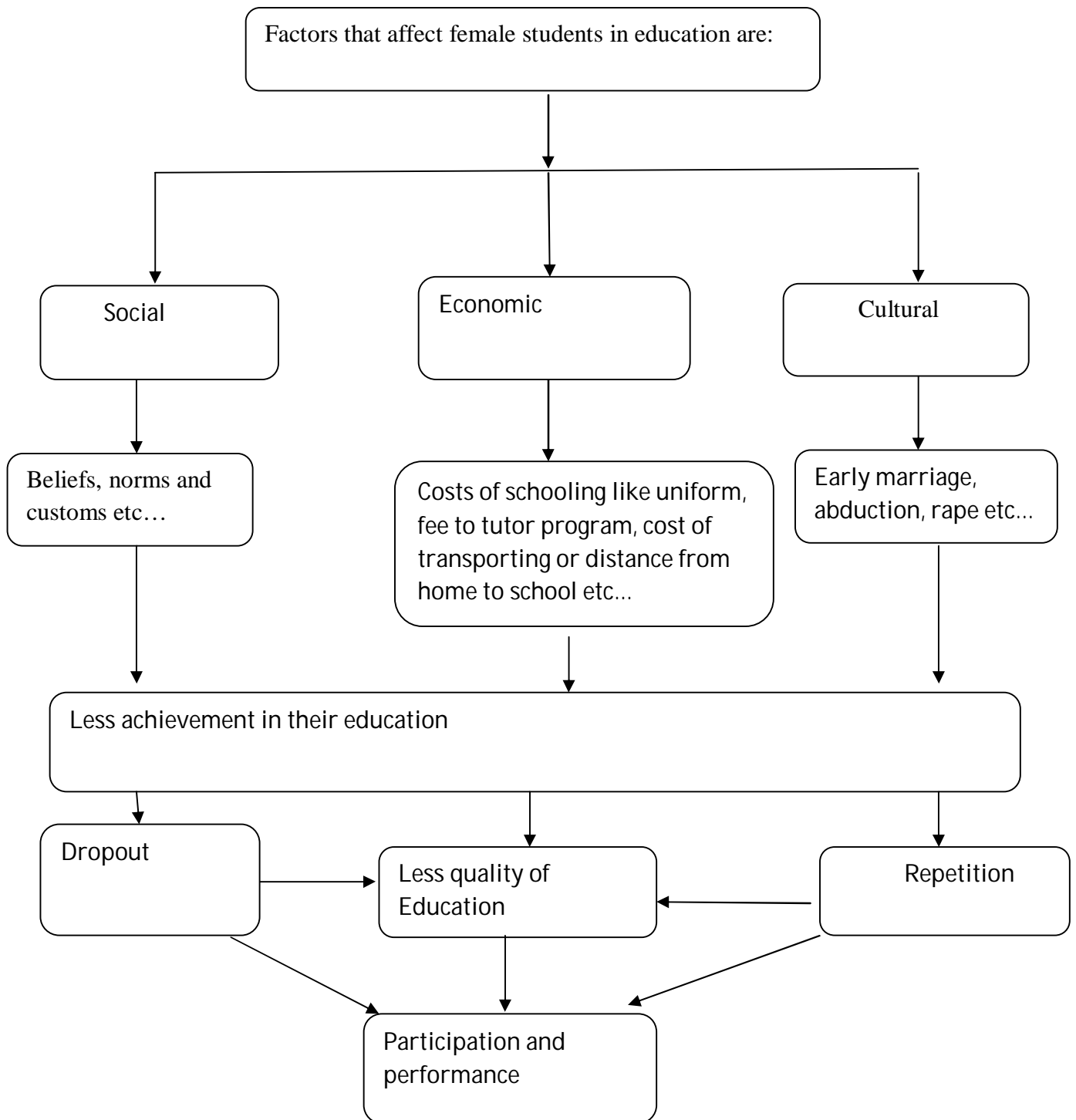
daughters of illiterate parents (Kasaju and Mandhar 1985:326). A reason offered for such differences is that literate parents recognize the importance of education for the daughters and are willing to make sacrifices for this purpose than less educated or illiterate parents. In other words literate parents have better awareness of the advantages of education of daughters than illiterate parents. As a result they give equal opportunities of education for their children.

Even though many scholars agree on the opinion that parents' literacy affect females' schooling, the educational background of parents especially mothers has a bearing on the academic achievement and participation of female students (Genet 1998:33). According to King and Hill (1993:33), and Hyde (1993:113), African women bear large part of the burden of educating their children. Their own level of education and command of resources are important factors in their ability to keep their children in school. The studies showed that households headed by educated females are more likely to send females' as well as men to school and to keep them there longer than households headed by uneducated females or by males. This suggests that mother's education has key influence on the participation of daughters in schooling. Perhaps, the mothers also serve as role models to their daughter. Reversing first author, King and Hill)

2.6. Conceptual/Theoretical Frame work of the Study

The factors that affect female students in their participation and performance are drawn based on a synthesis of the literature discussed in the preceding sections. The schematic presentation of each of the factors in the conceptual model is as follows.

Figure1: Conceptual frame work



Source: Designed by the researcher

CHAPTER THREE

3. RESEARCH METHODOLOGY

This chapter mainly focused with the research approach and design, source of data collection, population and sampling techniques, instruments, procedure of data collection and methods of analysis.

3.1 Description of the Study Area

Southern Nations, Nationalities and Peoples Region one of the nine regional states of the Federal Democratic Republic of Ethiopia (FDRE). It is located in the Southern and South Western parts of the country, bordering with Kenya in the South, the Sudan Republic in the South West, Gambella region in the North West and Oromiya region in the North and East. The capital city of the region is Hwassa, which is 275 Km South of Addis Ababa.

The region has an area of about 112,343 Sq Km and accounts for 10 percent of the total area of Ethiopia. The total population of the region is about 14,085,007 (CSA 2004) making it the third most populous region in the country preceded by Oromiya and Amahara regions.

The region is a multination which consists of about 56 ethnic groups with their own distinct geographical location, language, cultures, and social identities living together. These varied ethnic groups are classified in to the Omotic, Cushetic, Nilo-Sahara and Semitic super language families. Based on ethnic and linguistic identities the region is at present divided into 14 zones-sub-divided in to 131 woredas and 4 special woredas and 22 town administrations. According to zonal and special woreda reports of 2005 E.C there are 315 urban and 3709 rural kebeles in the region.

Hence, among these woredas the one is Loka Abaya located West of Welayta, North of Boricha, South of Oromiya and East of Aleta Chuko and South West of Lake Abaya (see the Map at the part of Annex).

Therefore, Loka Abaya woreda has 27 kebeles including the municipality of the town, regarding to this the woreda have 37 schools. From these the one is secondary school(9-10), 12 are lower primary schools(1-4) and the rest 24 schools are second cycle primary schools(1-8).

According to the 2005 E.C, the central statistical Agency (CSA) reports the total population of the woreda is 117269. Out of these 59808 are male, and 57461 are females.

3.2. Research Approach and Design

To achieve the main objectives of the study the researcher employed a mixed research approach which incorporated quantitative as well as qualitative nature. Qualitative survey was used to boost up the quantitative results of the study and fills the gaps where quantitative survey missed to touch. According to Taddlie and Tashakkori (2003), mixed research as a methodology incorporates multiple approaches in all stages of research from problem identification to research question, data collection, and data analysis. This type of method is appropriate for the purpose of this research as it enables to investigate, describe, and interpret the current status, factors that affect females' participation and performance in education.

Therefore, the data gained would be put into tabulation, charts, figures, percentages and other statistical methods. Then, the data retrieved via different data gathering tools was analyzed by describing using expression of ideas of words and sentences. .

3.3. Sources of Data

In order to address the formulated objective the researcher used both primary and secondary data sources on factors that affect females' participation and performance. The primary sources of data were principals, vice principals, teachers, female students, and parents In line with this; the study used females' from grade five, six, seven and eight, students. This is because they give firsthand information for the current study since they are direct participants with the problem under consideration. Furthermore, secondary source of data gathered through reviewing relevant materials such as statistical reports, national examinations, books, journals, bulletins, magazines, web sites, and unpublished thesis.

Therefore, the data was collected and analyzed from the primary information in the form of questionnaire (female students, teachers, parents and principals), focus group discussion for female students and semi- structured interviews for principals and parents. And also secondary data was collected from the schools reports, daily attendance, test results, students' discipline guides, the school annual plan and some documents and ministry were analyzed which was gained from the schools.

3.4. Sample Size Determination and Sampling Technique

Table 2: Total Population, sample, and sampling techniques of the Selected Schools

No	Name of Schools	Target groups	Population	Sample size	%	Sampling techniques
1	Hantate Second cycle Primary School	Principals	2	2	100	Purposive
		Teachers	37	18	48.6	Random
		Female students	575	80	13.9	Random
		Parents	1150	80	6.9	Random
2	Dassye Second cycle Primary School	Principals	2	2	100	Purposive
		Teachers	31	16	51.6	Random
		Female students	298	47	15.8	Random
		Parents	596	47	7.9	Random
3	Gorbye Second cycle Primary School	Principals	2	2	100	Purposive
		Teachers	28	14	50	Random
		Female students	498	78	15.7	Random
		Parents	996	78	7.8	Random
4	Segeno Second cycle Primary School	Principals	2	2	100	Purposive
		Teachers	23	11	48.1	Random
		Female students	464	73	15.7	Random
		Parents	928	73	7.9	Random
	Total	Participants	5,632	623	43.2	Random

Therefore, the totals sample size of the research was 278 female students, 59 teachers, 4 principals' and 4 vice principals' and 278 parents .Total sample size was 623.

Table3: using proportionate stratified sampling technique for female students; allocate the sample size to each schools (N=288).

$$n1 = \frac{p1xn}{N} = \frac{575 \times 288}{1835} = 90.24$$

$$n3 = \frac{p3xn}{N} = \frac{498 \times 288}{1835} = 78.16$$

$$n2 = \frac{p2xn}{N} = \frac{298 \times 288}{1835} = 46.7$$

$$n4 = \frac{p4xn}{N} = \frac{464 \times 288}{1835} = 72.8$$

Name of schools	N	N
Hantate Second cycle Primary School	575	90
Dassye Second cycle Primary School	298	47
Gorbye Second cycle Primary School	498	78
Segeno Second cycle Primary School	464	73
Total	1835	288

Therefore, total sample of female students are, $90 + 47 + 78 + 73 = 288$

Source: Louis Cohen (1977).

3.4.1. Sampling Techniques

In the study the researcher used both purposive sampling (for principals) and simple random sampling (for teachers, students' and parents) technique that employed to gather the required data from participants. Because the researcher believes that in simple random sampling, each member of the population under study has an equal chance of being selected and the probability of a member of the population being selected is unaffected by the selection of other members of the population, i.e. each selection is entirely independent of the next and in purposive sampling all participants (principals) are participated. But in simple random sampling the method involves selecting at random from a list of the population, the required number of subjects for the sample. In this way, simple random sampling was satisfactory for the specific needs. For the same reason the researcher criteria to use simple random sampling are, all respondents are equally directly involved regarding factors affecting females' participation and performance in education.

Therefore, the researcher believes that the research would be more reliable and valid as the data was gained without any bias. Furthermore, teachers, principals and parents were selected randomly and purposely because; they are the best source of information to make the study more reliable and valid. By using those sampling techniques the researcher conducted the study in four selected schools. The rationale for selecting these sites are: first, there is not any prior research works in these areas. Secondly, selecting those schools helps the researcher to identify the exact participation of females' in educational activities, so that gives a best clue for curriculum developers, policy makers and practitioners in educational areas. Finally, the reason for selecting the research sites is the researcher has a good understanding and familiar with these study sites as the researcher has been working for a long time there. In this area director or/and vice director, teachers and parents including female students are directly involved with issues concerning factors that affect females' participation and performance in education.

Hence, Loka Abaya woreda has 24 second cycle primary schools and 12 first cycle primary schools including one high school. Regarding this, the researcher selected four second cycle primary schools, i.e. two far and two near from the municipality /center/of the town out of 24 schools. The far and the near schools were listed separately based on the information given by the woreda and then the sample schools were selected using stratified sampling technique.

Figure 2, Sampling design

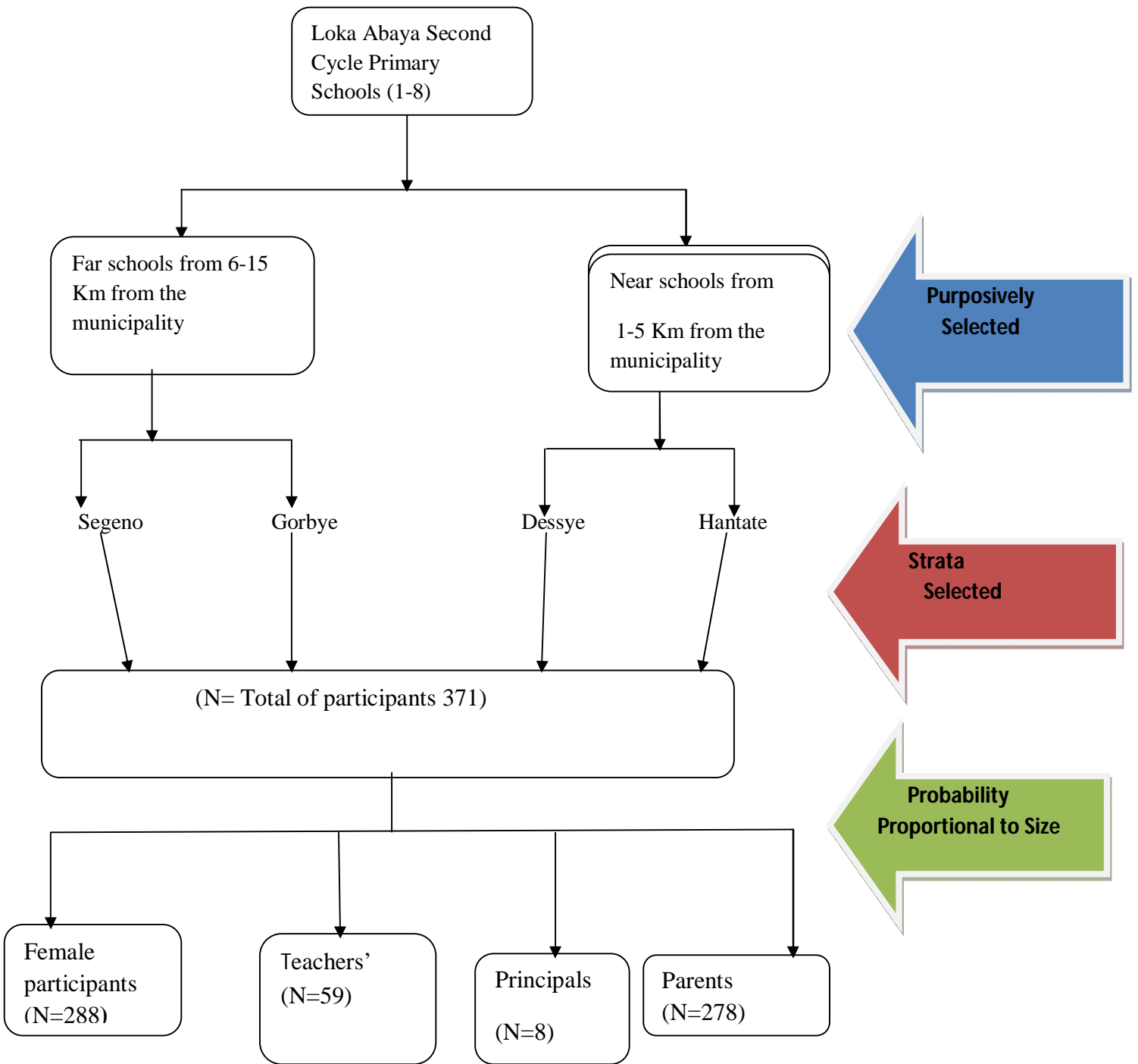


Figure2, Schematic representation of the sampling design

3.5. Data Collection

This study employed both qualitative and quantitative research approach in order to touch important aspects of the situation. Therefore, it used multiple data collection tools such as both open-ended and closed-ended questionnaire, interview and observation which serve as a data collection instruments.

3.5.1. Questionnaire: As mentioned above since, the principal purpose of this study is to assess the status of females' education; the possible instrument used to collect information in such method (descriptive) is questionnaire. Questionnaire is very useful to study in breadth and to give an overview about the issue to be studied. Thus, to determine reasons for the enrollment, performance and dropout rate questionnaire for teaching staff, school females' and parents were designed.

3.5.2. Semi-Structured Interview (SSI):

Interviews are a type of survey where questions are delivered in a face-to-face encounter by the interviewer. The interviewed was like a conversation and has the purpose of obtaining information relevant to a particular research topic. It was initiated by the researcher and was focused on specific content.

Therefore, semi-structured interviews guide questions were employed in order to get additional information from parents of females (parent teacher associations), school principals and vice principals. Semi-structure interview is a means of getting information directly from the subjects. Due to time and the academic level they possess, the interview was considered as better instrument for parent and community council's i.e. the semi-structured interview has the advantage of being reasonably objective while still permitting a more thorough understanding of the respondents' opinions and the reasons behind them. It provides a desirable combination of objectivity and depth and often permits gathering valuable data (Gall, 1996:313).The researcher conducted interview with 16 members of parents using guiding questions for 20 minutes with each respondent. The main points of the interviews were written in the form of notes by the researcher. The interviews were carried out after the questionnaires distributed were collected.

3.5.3. Focus Group Discussion (FGD): The focus group discussion is a type of interview that involves carefully selected individuals who usually know each other. They generally consist of 7-10 members a long side the researcher. A focus group discussion is held in a permissive environment in order to extract opinions and share ideas and perceptions through group interaction. Therefore, focus group discussion was held with female students about the factors that affect female students in the schools.

3.5.3. Document Review: The data collection technique used by this instrument was mainly the analysis of the school document and education statistic annual abstracts particularly, students' daily attendance sheet, the school roasters containing semester examination results, and statistics of students' enrollment of different years.

3.6 Methods' of Data Analysis

In order to make the analysis procedure simpler, the collected data was carefully tallied organized and mathematically tabulated according to their similarities. Data analysis and interpretation were carried out by using different descriptive statistics; however tables, charts, figures and percentage used as the main tools for summarizing the data.

The qualitative data obtained through these data gathering tools were analyze together in order to address the research questions. the reason behind the researcher used qualitative method was to assess the data that would be collected by depth interview, focus group discussion and the reason to use quantitative was to qualify the data. And as Babbie (2007: 404) stated this type of data analysis are used in a simple but powerful way of manipulating data in order to attain research conclusion.

CHAPTER FOUR

4. ANALYSIS AND INTERPRETATION OF THE DATA

The result of this study focused on factors that affect females' participation and performance in Loka Abaya second cycle primary schools. This part of the study is therefore, deals with analyzing and interpreting the collected data through questionnaire, interview and observation as well as secondary source of data which was made based on the research questions.

4.1. Characteristics of the respondents

As stated in chapter three, in the study different groups are involved as a primary source of information i.e. female students, teachers, school principals, parents' and also their major characteristics were presented. Hence, secondary data i.e. through records from the schools reports, daily attendance, test results, students' discipline guides, the school annual plan and some documents and ministry were analyzed which was gained from the schools.

4.1.1. Number of Questionnaire with Correct/Complete/Responses of Females and Parents

Out of 288 questionnaires that distributed for female respondents in the selected second cycle primary schools, 278 female students' the questionnaire were filled correctly. The rest 10 female students' the questionnaire were rejected, since their response is incomplete. Similarly 278 questionnaires were distributed for female parents' respondent in the selected second cycle primary schools hence, all of those questionnaires were filled correctly.

Table 4: Age of Female Student Respondents

Ns	School Name	Age of female students(N=278)			
		14 and below years old	15-18 years old	Above 19 years old	Total
1	Hantate Second Cycle Primary School	7	54	26	87
2	Segeno Second Cycle Primary School	5	48	17	70
3	Gorbye Second Cycle Primary School	6	49	20	75
4	Desye Second Cycle Primary School	3	32	11	45
	N	21	183	74	278
Total	%	7.6	65.8	26.6	100

Those female students under study were selected from grade five to eight. The age of the majority of students ranged between 15-18 years. This shows us that most students are over aged according to the age standard for second cycle primary schools'. This age is also a period when an adolescent faces a lot of emotional problem. This has its own negative influence on the females' participation and performance in education, such as male harassment, the need for male friends, etc.

Therefore, as it can be observed in the above table 4, out of 278 students respondents 100 percent of the respondents were female students'. With regarding to their age 183 or 65.8 percent of the females' were with their 15-18 age level of the selective female schools. On the other hand 74 or 26.6 percent of females' were over aged to this specific grade level. From this it is possible to say that there are so many female students' who are attending their education at the age of mother hood. On the other hand 21 or 7.6 percent of female students were 14 and below years of age.

Table 5: Educational levels and Marital Status of Female Student Respondents

1	Education level	Number of participants	Percent (%)
	A. 5 th grade	37	13.3
	B. 6 th grade	49	17.6
	C. 7 th grade	89	32.0
	D. 8 th grade	103	37.1
	Total	278	100
2	Marital status		9.7
	A. Married	27	9.7
	B. Single	251	90.3
	C. Divorced	-	-
	Total	278	100

As we can see from the above table 5, most of the respondents were from grade 8th, 7th, 6th and 5th (103, 89, 49 and 37 in number; respectively). Regarding to the marital status of female student respondents in table 5, 251 or 90.3 percent were single, 27 or 9.7 percent were married. Even though there are so many female students were engaged for marriage before completing their education. This practice was one of the reasons for low participation and performance of females in education.

4.1.2. Number of Questionnaires with correct responses of Principals and Teacher Respondents

The other groups of respondents in this study were principals' and teachers. In this regard from the four randomly selected second cycle primary schools, 8 and 59 of principals and teachers respectively were filled the questionnaire properly. Out of 59 teachers' respondent, 41 were male whereas, 18 teachers are female teachers. Regarding principals there were 6 male and 2 females'. From this we can concluded that the number of female as principal as well as teachers were less than in numbers.

Table 6: Principals' respondents regarding to their Age, Service years and Educational Qualifications

Age			Service year			Educational qualification		
Years	N	%	Years	N	%	Level of qualification	N	%
21-30	5	62.5	1-10	6	75	Certificate	-	-
31-40	3	37.5	11-20	2	25	Diploma	7	87.5
41-50	-	-	21-3	-		Degree	1	12.5
Total	8	100	Total	8	100	Total	8	100

Table 7: Teachers' respondents regarding to their Age, Service years and Educational Qualifications

Age			Service year			Educational qualification		
Years	N	%	Years	N	%	Level of qualification	N	%
21-30	49	83.1	1-10	54	91.5	Certificate	3	5.1
31-40	9	15.2	11-20	5	8.5	Diploma	56	94.9
41-50	-	-	21-30		-	Degree	-	-
Total	59	100	Total	59	100	Total	59	100

As it can be observed from the above two tables, 6 or 7, 2.5 percent of principals and 49 or 83.1 percent teachers were between the range of 21 and 30 years of age. On the other side, 3 or 37.5 percent of principals and 9 or 15.2 teachers were between the ranges of 31 and 40 years of age. This indicates that principals and teachers respondent were from different age groups and great majority 25 percent and 91.5 percent of principals and teachers were within the active age groups.

Concerning the service year of principals and teachers of the respondent, their teaching experiences were in the range of 1 to 10 years.

Regarding to their educational qualification, 94.9 percent and 87.5 percent of teachers and principals respectively of the respondents have diploma and, 1 or 12.5 percent of principals were

degree. According to the new education and training policy, diploma is the minimum requirements of qualification to teach in the second cycle primary schools (TGE, 1994).

Table 8: Parents’ respondent by their Age and level of Education

Age of parents			Educational qualification		
age	N	%	Level of education	N	%
21-30	35	12.5	Illiterate	0	0
32-40	174	62.5	Primary levels	52	18.8
41-50	52	18.75	Secondary levels	209	75
51 and above	17	6.25	Postsecondary	17	6.2
Total	278	100	Total	278	100

Note: illiterate refers to those parents who can’t read write as well as who read and write but they couldn’t attend formal education. Whereas primary level = from grade 1-8, secondary level = from grade 9-10 and postsecondary =above grade 10

As it can be observed from the above table 8, out of 278 (100%) of parents respondents’, 12.5 percent, and 62.5 percent of parents were between the range of 21and30 years of age and between 31 and 40 years of age respectively. The other 18.75 percent and 6.25 percent of respondents were between 41 and 50 years and above 50 years age respectively. Regarding to their level of education, 75 percent of parents were second cycle education and 6.2 percent of parents were postsecondary level. The remaining 18.8 percent of parents have education of primary level. From this we can deduce that most of female students' parents are uneducated. So that parent’s education has an important influence on females' participation and performance in education.

Knowing the general trend of females’ participation and performance at national, regional, zonal and woreda levels is very important. It is already stated that researchers have the opinion that female participation and performance in education affects the achievement of enrollment target. The studies so far made in Ethiopia concerning females’ education and educational statistics invariably indicate that female enrollment at all level of education is low.

Ethiopia would probably have the problem of achieving the intended Millennium Development Goal 3, which says that we should promote gender equality and empower women. Target 4 is

eliminating gender disparity in primary and secondary education preferably by 2005 and at all levels of education no later than 2015. Thus, it seems logical to assume that one of the major reasons why Ethiopia could not achieve the enrollment target is due to low females' participation and performance in education. The problem is wide in rural and sub-urban areas like the woreda where this research was conducted.

Table 9: Primary (1-8) Gross Enrollment Ratios by Regions (2003/04).

No	Region	Enrollment	GER (%)		Both (%)
			Boys	Girls	
1	Tigray	665,991	80.6	80.6	80.6
2	Afar	36,890	17.3	11.3	14.8
3	Amahara	2,215,849	65.4	58.2	61.8
4	Oromiya	3,673,631	86.8	58.3	72.7
5	Somali	123,541	19.4	10.0	15.1
6	Benish. Gumuz	120,528	120.0	80.2	100.5
7	SNNPR	2,095,791	88.7	59.5	74.2
8	Gambella	44,390	137.9	73.2	106.6
9	Harari	29,071	117.8	90.4	104.5
10	Dire Dawa	47,741	93.0	73.0	83.2
11	Addis Ababa	489,215	136.1	148.8	142.6
Total		9,542,638	77.4	59.1	68.4

Source: EMIS-MOE (2005), P.25

In 1996 E.C. the primary schools (grade 1-8) age population of the Country was estimated to be 13,950,688. Of this 9,542,638 were enrolled in primary schools, regular and evenings programs. As a result, the primary GER at national level has become 68.4 percent and when disaggregated by gender it is 59.1 percent for females' and 77.4 percent for boys. The gap is wide between males and females at national level. Regional comparison shows that Addis Ababa (142.6) has the highest participation rate while Afar region has the lowest (14.8).

As we can see from the above table 9, the regions that had performed well in female participation were Addis Ababa, Harari, Tigray and Benishangul-Gumuz, the performance being

about 148.8, 90.4, and 80.6 and 80.2 percent gross enrollment ratio, respectively. On the other hand, the least female participation rates were observed in Somale and Afar region. This is, may be because the two regions are pastoral ones, and they move from place to place and that there is no access to schooling compared to other regions including SNNPR.

The number of school age child, for the age group 7-14, in SNNPR was estimated to be 2,810,000 in 1996 Ethiopian academic year. Out of which 2,081,179 (74.1%) was enrolled in the regular and evening programs of the primary education. As a result the primary GER at regional level was 74.1percent and when it is disaggregated by gender it is 59.5 percent for females' and 88.7 percent for boys. Also the gap is wide by 29.3 percentage points between boys and females' at regional level. Table 6 presents gross enrollment present of SNNPR by zones and special woredas disaggregated by sex.

Table 10: Primary (1-8) Gross Enrollment ratio of SNNPR by zone and special Woreda (2005).

No	Zone	Boys	Girls	Enrollment	GER		Both
					Boys	Girls	
1	Guraghe			240840	91.4	70.6	80.9
2	Hadiya			211209	86.3	62.4	74.2
3	Kambata Tamibaro			128993	89.5	71.1	80.2
4	Yem special woreda			14563	88.4	79.8	84.1
5	Burji special woreda			6981	70.0	55.9	63.0
6	Gediyo			99471	88.1	42.0	65.3
7	Amaro special woreda			17972	73.1	52.2	62.8
8	Sidama			387050	84.4	55.4	70.4
9	Konso special woreda			18598	68.1	22.3	45.1
10	Gamo Gofa			184879	80.2	51.4	66.0
11	Bench Maji			75514	129.8	58.3	95.2
12	Kefa			114905	92.3	61.6	77.4
13	Sheka			37656	132.9	101.3	117.1
14	DehubOmo			34052	51.0	26.5	39.2
15	Wolayita			242954	86.2	60.3	73.2
16	Derashie special woreda			11670	69.1	29.1	48.9
17	Dawuro			54847	85.0	62.2	73.8
18	Basketo special woreda			5658	88.0	41.5	64.3
19	Konta special woreda			9238	89.5	53.8	72.4
20	Silte			124730	96.7	63.8	80.0
21	Alaba special woreda			30400	130.1	52.2	92.0
Total				2081179	88.6	59.3	74.1

Source: Plan, project and information service SNNPREB (2005), p.5

As indicated in the above table 10, Sidama Zone has 84.4 percent and 55.4 percent of participants are men and females' respectively. Hence, Sheka zone has the highest participation

rate (117.1%), followed by Bench Maji (95.2%), Dehub Omo Zone (39.2%) has the lowest, preceded by Konso and Derashie special woredas (45.1percent and 48.9 percent respectively). When we look at females' participation from the same table, in Sidama zone scored 55.4 percent. But other zones are scored high rate for example Sheka zone has scored (101.3percent) followed by Yem special woreda (79.8percent) and Kambata Tamibaro zone (71.1percent). Konso special woreda has the lowest (22.3percent) followed by Dehub Omo zone (26.5percent) and Derashie special woreda (29.1percent).

These least female participation rates were observed in two special woredas and DehubOmo zone. May be this is due to their traditional and cultural condition. This area population is mainly postural and Semi-pastoralists. As we know in pastoral areas, schools are not available, and females have more burdens of house hold activities and others.

Table 11: Primary (1-8) Gross Enrollment ratio Sidama Zone (2005)

No	Woredas	Enrollment	GER		Both %
			Boys	Females'	
1	Bokasso	12455	78.4	60.6	69.6
2	Dale	11449	87.1	71.9	79.6
3	Wonsho	12827	82.2	59.4	70.9
4	Chuko	7705	94.8	64.1	79.9
5	Loka Abaya	10441	87.9	56.8	72.8
Total	Five	54877	85.0	62.2	73.8

Source: SNNPREB, (2005) (pp 28-30)

As shown in the above table 11, Dale and Chuko woredas have the highest participation rate (79 percent each). Bokasso woreda has the lowest (69.6 percent). Regarding females' participation, Dale woreda has the highest female participation rate compared with other woredas. Loka Abaya woreda where this research was conducted has the lowest female participation compared with other Sidama zone woredas. This may be, because of factors mentioned above like economic, cultural, rugged topography of the woreda and other factors that can affect females' participation and performance in education

4.2. Female Students' Dropout rate in Loka Abaya woreda

Table 12: Female students' in second cycle primary schools' dropout rate from 2002 to 2005 E.C in percent

Years	Female students' (%) in Hantate	Female students' (%) in Segeno	Female students' (%) in Desye	Female students' (%) in Gorbye
2002	9.8	11.3	10.7	9.7
2003	8.7	10.8	9.8	9.2
2004	9.2	9.2	9.2	8.4
2005	7.1	7.9	8.5	7.9
Average	8.7	9.8	9.6	8.8

Source: Loka Abaya woreda educational statistics section

As we can see in the above table 12, within the four consecutive years, the dropout rate of female students' is not less. Hence, many female students' are faced dropout rate in each year of those selective schools. Nevertheless, their dropout rate is slightly decreased from year to year.

Table 13: Percentage of grade eight students' dropout rate in each school in 2005 E.C

SN	Name of schools'	Registered			Dropout rate	
		Men	Females	Total	Men	Females'
1	Hantate	287	189	476	5.6	3.9
2	Segeno	236	178	414	6.8	4.6
3	Dessye	243	132	375	5.9	3.4
4	Gorbye	269	185	454	7.1	4.7
Total	Five	1035	684	1719	6.3	4.1

Source: Loka Abaya woreda Educational Statistics Section

As we can seen in the above table 13, in 2005 E.C at the woredas level the average dropout rate of grade eight students were 10.5 percent regarding to their sex, 6.3 percent and 4.1 percent of dropout rate students were men and female students' respectively. This indicates that there are many female students drop out their grade level in the year rather than men.

4.2.1 Female Students' Repetition rate in the Woreda

According to Loka Abaya woreda educational statistics section from 2002 to 2005 E.C the total repeaters, average of 11.1 percent of men and 12.2 percent of females' were repeaters' in second cycle primary schools. In these four consecutive years the repetitions rate was decreased from year to year for both female and men students'. Even though the woredas repeating rate decreased in both sex from year to year, since the repetition rate of female students' is always greater than men students.

Table 14: Woredas second cycle primary schools repetition rate from 2002- 2005 E.C

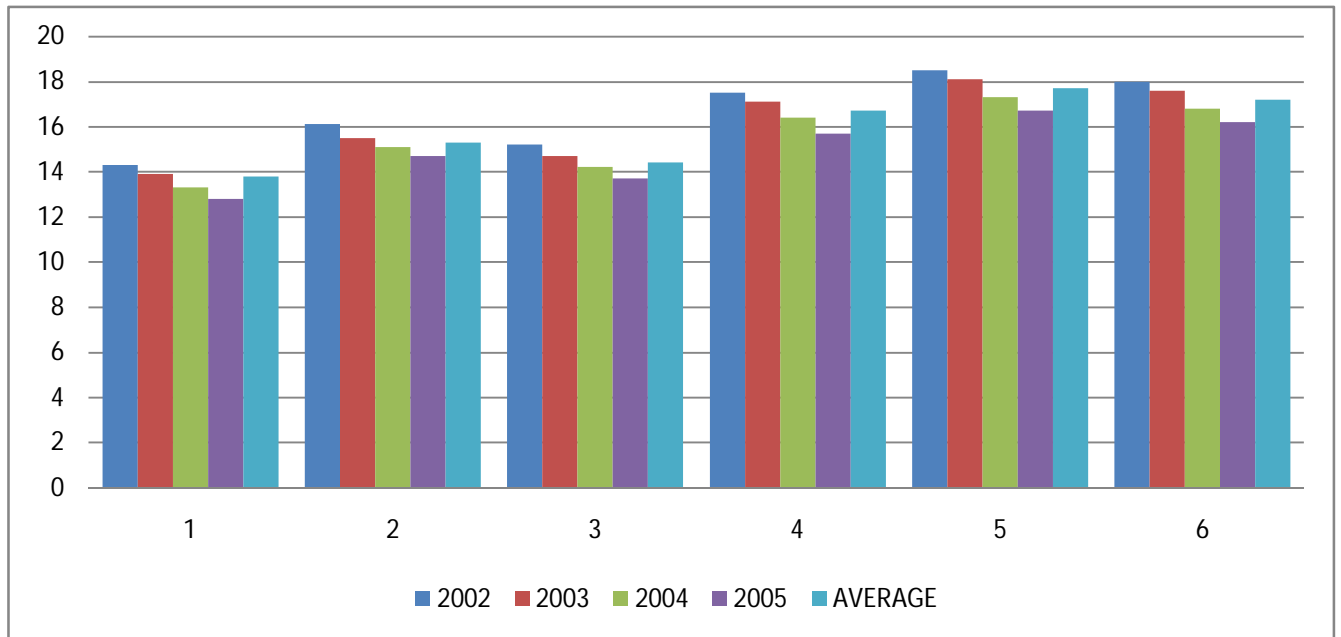
Note: M-male, F- female, Ave- average

Years	Grade Five			Grade six			Grade seven			Grade eight		
	M %	F %	Ave %	M %	F %	Ave %	M %	F %	Ave %	M %	F %	Average %
20002	7.9	8.9	8.4	9.1	9.3	9.2	14.3	16.1	15.2	17.5	18.5	18
2003	7.2	8.8	8	7.9	8.1	8	13.9	15.5	14.7	17.1	18.1	17.6
2004	6.3	6.9	6.6	7.1	7.8	7.5	13.3	15.1	14.2	16.4	17.3	16.8
2005	4.5	5.8	5.2	5.9	6.2	6.1	12.8	14.7	13.7	15.7	16.7	16.2
Ave	6.5	7.8	7.1	7.5	7.9	7.8	13.8	15.3	14.4	16.7	17.7	17.2

Source: Loka Abaya Woreda Education Statistics Section

As it shown in the above table 14, in grade five and six the repetition rate of students was lower than that of grade seven and eight. However, in each grade level the number of female repeaters is higher than that of men. For example, when we see the 2005 E.C second cycle primary school student repetition rate, on the average of 10.9 percent of students were female students' whereas 9.7 percent are men.

Figure 3, Grade Seven and Eight students' Repetition rate from 2002 – 2005 E.C



	Grade seven			grades eight		
	Men	Female	Ave	Men	Female	Aver
2002	14.3	16.1	15.2	17.5	18.5	18
2003	13.9	15.5	14.7	17.1	18.1	17.6
2004	13.3	15.1	14.2	16.4	17.3	16.8
2005	12.8	14.7	13.7	15.7	16.7	16.2
Average	13.8	15.3	14.4	16.7	17.7	17.2

The repetition rate of men and women in grade seven and eight is higher than rate of grade five and six repetition rates (see, table 14). As it is observed from figure 3, from 2002 – 2005 E.C, the average repetition rate of females' in grade seven and grade eight were 15.3 percent and 17.7 percent respectively this indicated that female students' of grade eight is exceeded by 2.4 percent than that of grade six female students. Generally, as the grade level increase the rate repetition of female students also increased especially grade eight of students were more repeaters from the other grade levels.

4.2.2 Family Related Factors that Affect Female Students'

This section analysis family related factors that affect females' participation and performance in the second cycle primary schools of the woreda. In this regard, students, teachers, parents and principals were source of the information. In addition to this, 2005 E.C first semester and second semester females' test score also used as a source of information.

4.2.2.1 The Effect of Parental Education on Females' Participation and Performance in Education

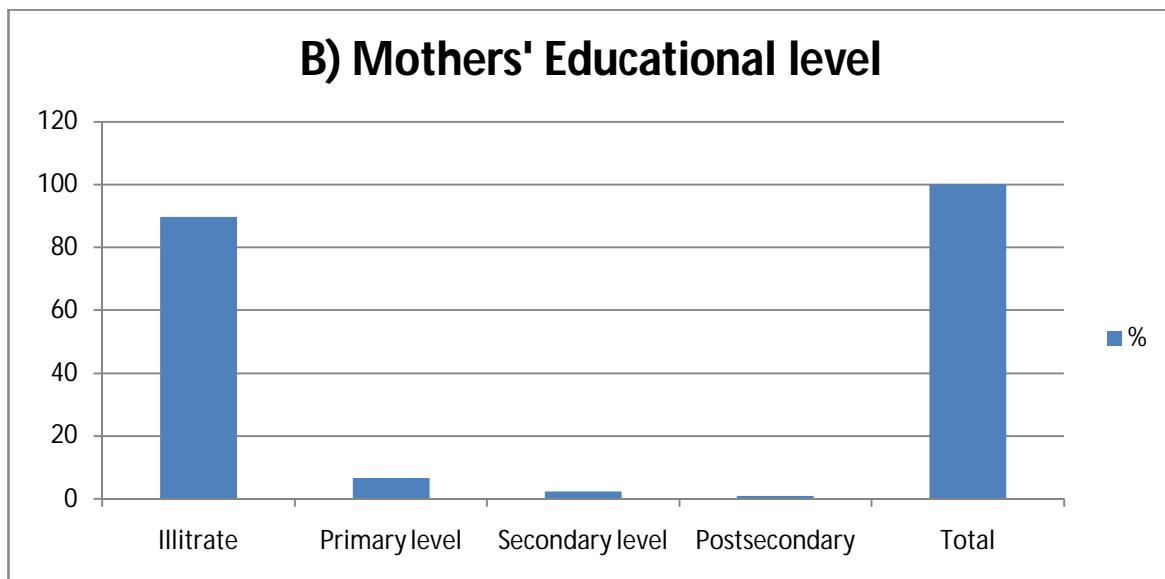
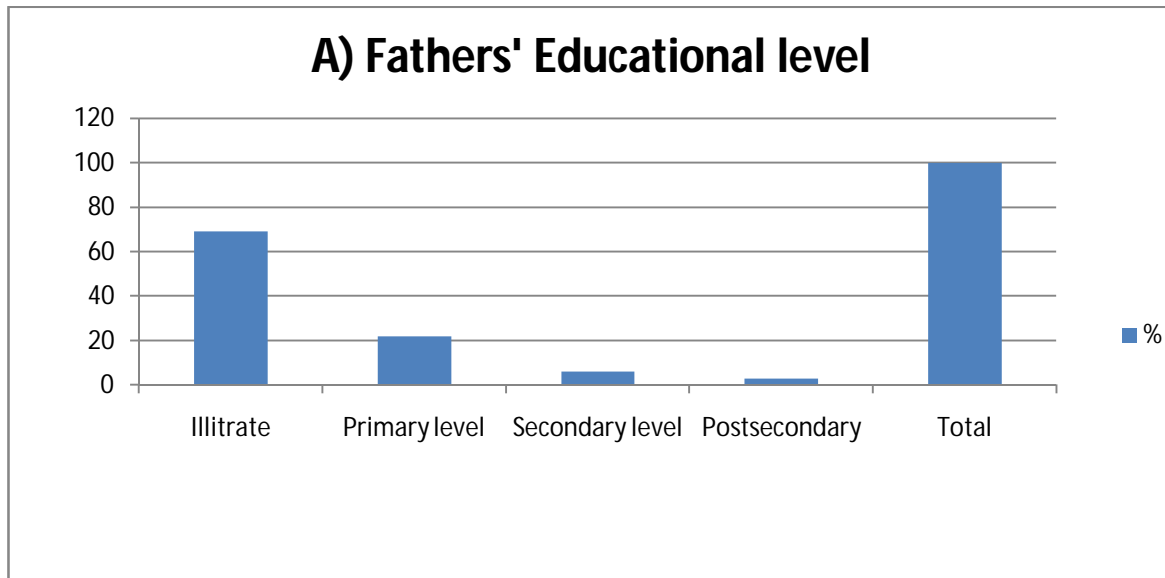
A lot of research studies have shown that the educational background of parental play a great role for their daughters' to be successful in their teaching- learning process.

Table 15: Parental level of education Female students respondent (N=278)

Fathers educational level			Mothers educational level	
	N	%	N	%
Illiterate	192	69.1	249	89.6
Primary level	61	21.9	19	6.8
Secondary level	17	6.1	7	2.5
Postsecondary level	8	2.9	3	1.1
Total	278	100	278	100

As it shown in the above table 15, among 278 female student respondents 69.1 percent of their fathers' and 89.57 percent of their mothers' were uneducated (illiterate). 21.9 percent and 6.83 percent of females' father and mother respectively had primary levels of education. The rest 6.11 percent and 2.9 percent of females' father and 2.5 percent and 1.1 percent of females' mother were secondary and postsecondary levels of education, respectively. This indicates that 30.9 percent and 10.4 percent of students' father and mother level of education is ranging from primary to postsecondary levels. This also implies, on the average 79.3 percent of students' parent were uneducated (illiterate) so that, uneducated (illiterate) mothers exceeds by 20.5 percent, that of uneducated fathers.

Figure four, about Fathers' and Mothers Educational level



As it shown in the above two figures, A and B among 278 female student respondents 69.1 percent of their fathers' and 89.57 percent of their mothers' were uneducated (illiterate). 21.9 percent and 6.83 percent of females' father and mother respectively had primary levels of education. The rest 6.11 percent and 2.9 percent of females' father and 2.5 percent and 1.1 percent of females' mother were secondary and postsecondary levels of education respectively.

This indicates that 30.9 percent and 10.4 percent of students' father and mother level of education is ranging from primary to postsecondary levels. This also implies, on the average 79.3

percent of students' parent were uneducated (illiterate) so that, uneducated (illiterate) mothers exceeds by 20.5 percent, that of uneducated fathers.

Table 16: Female students' response on the effects of parental education

Items	Females' response(N=278)							
	SA		A		DS		SD	
	N	%	N	%	N	%	N	%
Paternal education affects females' participation and performance	186	66.9	37	13.3	33	11.9	22	7.9
maternal education affects females' participation and performance	198	71.2	42	15.1	30	10.8	8	2.9

Note: SA- strong agree, A-agree, Ds- disagree, SD- strong disagree

As it shown from the above table 16, out of 278 female respondents 186 or 66.9 percent of females' strongly agreed that paternal education affects females' participation and performance. Besides, 37 or 13.3 percent females' also agreed that paternal education has an effect on females' participation and performance. On the other side 33 or 11.7 percent and 22 or 7.9 percent of females' respectively disagreed as well as strong disagreed that paternal education affects females' participation and performance.

Regarding to maternal education, on the average 198 or 71.2 percent and 42 or 15.1 percent of female students strongly agreed and agreed respectively on that maternal education affects females' participation and performance. On the other hand 38 or 19 percent of females' said that, maternal education doesn't affect females' participation and performance. This realized that even though paternal and maternal education affects females' participation and performance, relatively the role of educated mother towards improving their daughter academic performance is higher than that of educated fathers, and this is also supported by a great majority of female parents' (see table 17 below).

Table 17: Parents’ response on the effects of maternal education

Item	Parent response(N=278)							
	SA		A		DA		SD	
	N	%	N	%	N	%	N	%
Maternal education has a positive effect on females’ participation and performance	191	68.8	52	18.7	35	12.5	-	-

As it is shown in the above table 17, 191 or 68.8 percent of parents strongly agreed that maternal education has a positive effect on females’ participation and performance, besides, 52 or 18.7 percent of females’ parent also agreed that maternal education has a positive effect on females’ participation and performance. Whereas, 35 or 12.5 percent of females’ parent strong disagree on maternal education has a positive effect on females’ participation and performance.

4.2.2.2 Parental support towards females’ education

It is obviously true that parental support plays a significance role towards improving females’ participation and performance particularly in education. In this regard difference question were raised for students, parents of females’ and teachers as well as principal respondents. As it is shown below in table 17, out of 278 female respondents 82.7 percent of them accepted that most often they get different types of support that helps for their needs especially in education. The rest 17.15 of females’ couldn’t get any kind of support from their parents.

Table 18: Female students’ response regarding to their parents support

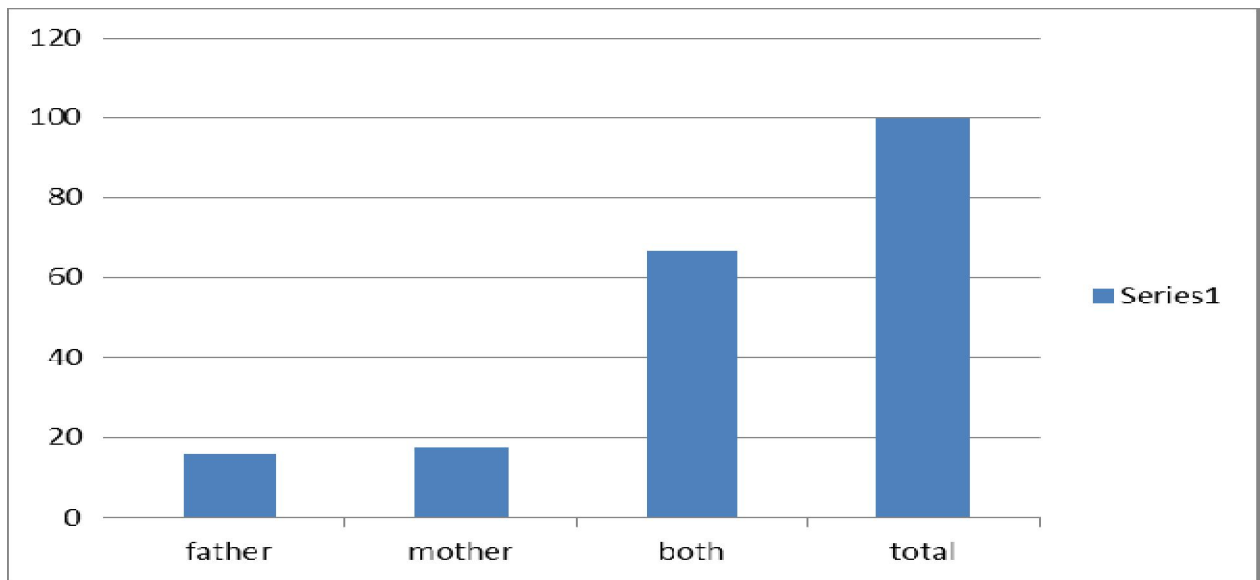
Items	Female students response (N=278)									
	SA		A		DA		SD		total	
	N	%	N	%	N	%	N	%	N	%
Most often I am supported by my parents for educational materials that help in my academic performance	145	52.1	85	30.6	25	9	23	8.3	278	100

Note: SA- strong agrees, A-agree, Ds- disagree, SD- strong disagree

As it shown in the above table 18, 145 or 52.1 of females’ are strongly accepted that most often they supported by their parents for educational materials that helps in their education. And 85 or

30.6 percent of females' also agreed that they get different support from their parents. According to the great majority 82.7 percent of female respondents, it can be deduced that most of females' are supported by their parents.

Figure 5, Maternal and Paternal Support to their Daughters' Education.



As it shown from the above figure 5, out of 278 females' who get support from parents 66.5 percent of females' have got different support from their fathers and mothers. Besides, 16.1percent of females could get any kinds of support from their fathers only and 17.4 percent of females' were supported by their mothers only. This indicates that a great majority of female students could get different support from their fathers and mothers. However the rate of maternal support is higher than that of paternal support. Therefore, the culture as well as the environment at home can have significant impact on the schooling of females' either positively or negatively.

The environment at home or the culture can reinforce what females' learn at school. Beside, materials and resource found in the home can promote in the learning of children at home particularly for female students'. In this regard the role of parental support towards their daughter is very significant.

4.2.3. Parental Occupation

Parental occupation has a significant role for female students' regarding to their participation and performance especially in education. As many researchers in their finding stated that female students' if their parents are well family structured, well-educated parents including their occupation, female students' would have a good opportunity to achieve good academic performance regarding to their education.

Table 19: Parents' response regarding to their occupation

No	Occupation	Parents of females' respondents					
		Male		Female		Total	
		N	%	N	%	N	%
1	Farming	226	81.2	-	-	226	81.2
2	Trade	35	12.5	-	-	35	12.5
3	Government employee	17	6.3	-	-	17	6.3
4	Privet employee	-	-	-	-	-	-
5	Not employed	-	-	-	-	-	-
6	House wife	-	-	-	-	-	-
Total		278	100	-	-	278	100

As it can be seen in the above table 19, out of 278 or 81.2 percent of parents of respondents were farmers. The other 12.5 percent and 6.3 percent of females' parents respectively were merchants and government employee, whereas, 17 or 6.3 percent of parents were Government employee. This implies that out of the six mentioned occupations, majority of parents of respondent occupation are farming and merchants. Hence, we can conclude that women are not participated as men in the selected schools.

Table 20: Female students’ and parents’ response on parental level of income

Level of incomes per monthly	females’ respondents(N=278)		Parent respondents(N=278)	
	N	%	N	%
Very high (more than 5000 birr)	29	10.4	52	18.8
High (600-1000 birr)	57	20.5	70	25
Medium (400-550)	105	37.8	156	56.2
Low below 100	87	31.3	-	-
Total	278	100	278	100

As it is shown in the above table 20, on the average 10.4 percent and 20.5 percent of females’ respondent reported that their parent has very high and high level of income respectively. Besides, 37.8 percent and 31.3 percent of females’ respondent reported that their parent has medium and low level of income respectively. Parents On the other side, 18.8 percent and 25 percent female parents’ respondent reported that their income has very high and high level of income respectively. On the other side, 56.2 percent of female parents’ reported that their income is Medium.

Table 21: Parents and females’ response on parental occupation and its effect on females’ participation and performance

Items	females’ respondents(N=278)						Parents respondents(N=278)				
	VH	H	M	L	VL		VH	H	M	L	VL
1. To what extent parental occupation affects females’ participation and performance?	73	103	52	50	-	N	70	139	52	17	-
	26.1	37.1	18.7	18.1	-	%	25	50	18.8	6.2	-
2. To what extent parental education affects females’ participation and performance?	142	104	26	6	-	N	174	70	17	17	-
	51.2	37.5	9.3	2.1	-	%	62.7	28.6	6.2	6.2	-

On the above table 21, item "1" out of 278 female students and 278 parents of females' respondents, 73 or 26.1 percent of female students and 70 or 25 percent of parents agreed that parental occupation have very high extents of impact on females' participation and performance. Besides, 103 or 37.1 percent of female students' and 139 or 50 percent of female parents' agreed that parental occupation has high extents of impact on females' participation and performance. On the other side, 52 or 18.7percent and 52 or 18.8percent of female students' and parents respectively agreed that the effect of parental occupation for females' participation and performance is medium. Whereas, 50 or 18.1 percent and 17 or 6.2 percent of female students' and parents respectively agreed that the effect of parental occupation for females' participation and performance is low. In item "2" out of 278 female students and 278 parents' respondents, 142 or 51.2 percent and 104 or 37.5 percent of female participants stated that parental education affects very high and high on females' participation and performance respectively. The rest 26 or 9.3 percent and 6 or 2.1 percent of female participants stated that parental education doesn't effect on females' participation and performance. Whereas, 174 or 62.7 percent and 70 or 28.6 percent of parent respondents stated that parental education affects very high and high on females' participation and performance respectively. The rest 17 or 6.2 percent of parent participants stated that parental education doesn't affect on females' participation and performance.

4.2.3.1. Family Size

Table 22: Female students' and parents' response on family size

Family size	Students family size (N=278)		Parents of females' family size(N=278)	
	N	%	N	%
Less than five	59	21.2	52	18.8
Five to six	101	36.3	121	43.7
Seven to eight	73	26.3	70	25
Nine and above	45	16.2	35	12.5
Total	278	100	278	100

As it can be seen in the above table 22, 59 or 21.2 percent of female students and 52 or 18.8 percent of parents reported that the family size were less than five. Besides, 26.3 percent of female students' and 70 or 25 percent of parents reported that the family size were between the range of seven and eight. Besides, 45 or 16.2 percent of female students and 35 or 12.5 percent of parents reported that the number of their family size were nine and above.

If we consider five up to six number of family size as a medium level, 101 or 36.3 percent of female students and 121 or 43.7 percent of parent of females' reported that the number of their family size were five to six. This implies that majority of female students came from large families.

Table 23: Females' response on the relationship between family size and house hold chores

Item	females' response in % (N=278)									
	SA		A		DA		SD		Total	
In large family size, there is a great need for females' labour at home.	N	%	N	%	N	%	N	%	N	%
		124	44.6	67	24.1	52	18.7	35	12.6	278

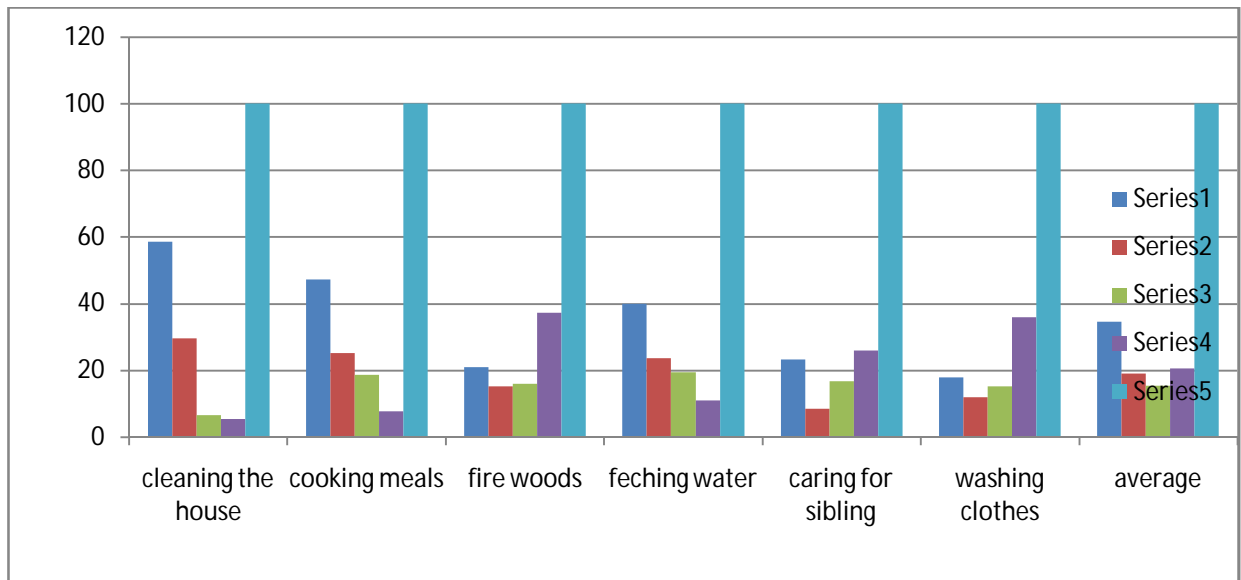
Note: SA- strong agrees, A-agree, DA- disagree, SD- strong disagree

In the above table 23, it is indicated that, 124 or 44.6 percent and 67 or 24.3 percent of females' strong agreed and agreed respectively that in large family creates a great need for females' labor at home. On the other hand, 52 or 18.7 percent and 35 or 12.6 percent of females' respondents reported that there is no relation between large family size and females' working load. Nevertheless, based on the great majority of respondents, it can be deduced that in large family size there is a great need for females' labor at home.

4.2.3.2 Females' Work load and Division of labor at Home

The gender division of labor that exists within some leaves the bulk of domestic chores to females' thereby was decreasing their chances of attending schools as well as their participation and performance. As we can show in a chart 4 below, females' spent most of their time helping their family in domestic work.

Figure 6, Number of days Females' spent on house hold activities within a week



Every day	58.5	47.3	20.9	39.9	23.2	17.8	34.6
5-6 days	29.5	25.2	15.1	23.6	8.5	12	19
3-4 days	6.6	18.6	15.9	19.4	16.7	15.1	15.4
1-2 days	5.4	7.6	37.2	10.9	26	36	20.5
Never	0	1.3	10.9	6.2	25.6	19.1	10.5
Total	100	100	100	100	100	100	100

According to the above figure 6, out of 278 female students who support their family in house hold activities, on the average 34.6 percent of them engaged themselves every day on the aforementioned house hold activities. 58.5 percent, 47.3 percent, 20.9 percent and 39.9 percent of

females' engaged in cleaning the house, cooking meal, fire woods and fetching water respectively every day and these activities are the major ones among the house hold activities that females' engaged in every day. 29.5 percent, 25.2 percent and 23.6 percent of females' in the same way engaged in cleaning the house, cooking meal and fetching water from five to six days. These rates on those works are also higher than the time spent in other house hold activities. The other 15.4 percent and 20.5 percent of females' on the average engaged in different house hold chores from three to four days, and from one to two days, respectively.

This shows that a great majority 69 percent of females' engaged in the above house hold activities from three to seven days. However, 34.6 percent of females' engaged in cleaning the house, cooking meal, collecting fire woods, fetching water, caring for sibling and washing clothes are their everyday activities.

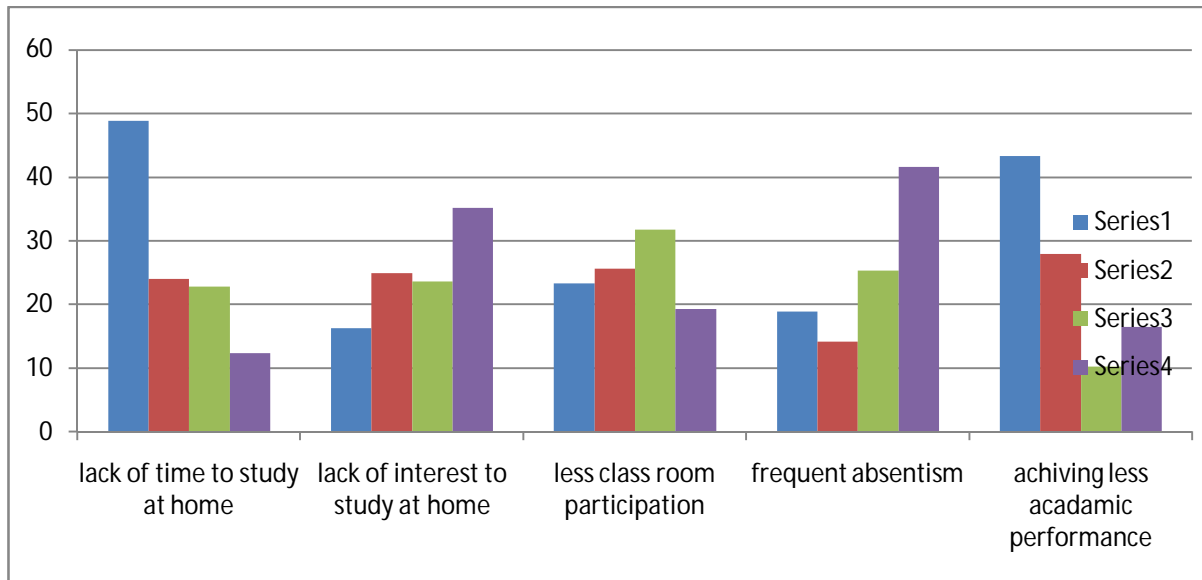
4.2.3.3. The Impact of Households' Chores on Females' Education

Table 24: Females' Response on House Hold Activities and its Effect on their Participation and Performance

Item	female student respondents' (N=278)			
	Yes		No	
Do you think that female students have any impact on their participation and performance?	N	%	N	%
		264	94.9	14

As it can be observed from the above table 24 out of 278 female students 264 or 94.9 percent of females' agreed that female students have any impact on their participation and performance on their participation and performance. The rest 14 or 5.1 percent of respondents agreed that even though females' most often engaged in house hold tasks, it doesn't have any impact on their participation and performance. However, based on majority 264 (94.9%) of females' respondents it can be deduced that females' have negative effects on their participation and performance.

Figure 7, Household activities and its impact on females’ academic performance



Very high	48.8	16.3	23.3	18.9	43.3
High	24	24.9	25.6	14.2	27.9
Medium	22.8	23.6	31.8	25.3	10.3
Low	12.4	35.2	19.3	41.6	18.5

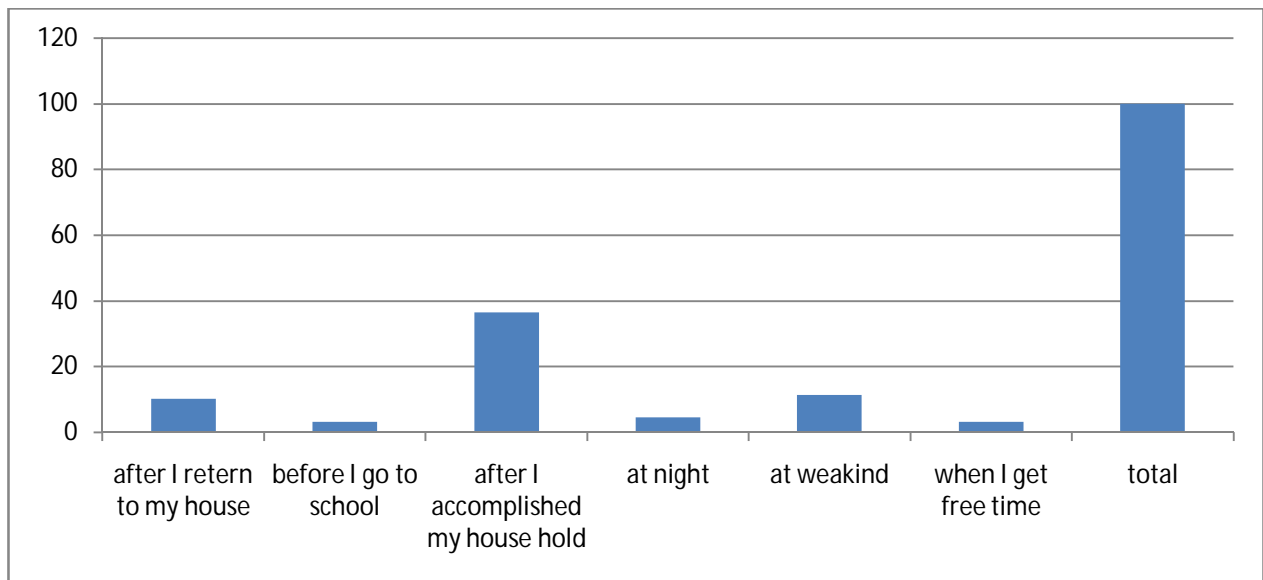
As it can be seen in figure 7, out of 278 females’ respondent who agreed that house hold chores have negative impact on females’ participation and performance. For instance 48.8 percent and 24 percent of females’ agreed that house hold chores have very high and high extents of impact on females’ academic achievement as a result of lack of study time at home.

Table 25: Females’ response on using their reading time at home

Item	Female students’ response					
		SA	A	DA	SD	Total
Most often I used my reading time properly	N	73	145	38	22	278
	%	26.3	52.2	13.6	7.9	100

As indicated in the above table 25 out of 278 respondents 218 or 78.5 percent of females' most often used their reading time properly, the rest 60 or 21.5 percent of females' even though they have their own reading time but most often they couldn't use their reading time properly. On the other hand, as it shown below in chart 6, due to spending most of their time for house hold activities and other domestic work, 35.5 percent of females' used to study after they accomplished their house hold chores. And most of females' reported that most of the times they prefer to study at night, weakened, after they return to their house, when they get free time since most of the day time is taken by house hold chores.

Figure 8, Females' response regarding to their appropriate time for Reading



Females' response (N=278)

As it is shown in the above figure 8, 11.4 percent of females' do not have appropriate reading time at home and they are forced to read only when they get free time to study. And 4.6 percent of females' also read most of the time at weekends. The other 3.4 percent of females' do not have reading time at home with the exception of the first two items, the other five items related with females' house hold chores since house hold chores have a negative impact on females' to get enough time to read in their house (see chart 5). Because of this, a great number of females' prefer to read after they accomplished their house hold chores during the night time the other three items even though less number of females' gives their response, it gives a good picture to

what extent they became tired with house hold activities. This situation contributes to females' having low level of class room participation as well as poor academic performance.

Table 26: Female students, parents', principals' and teachers response on who get more chance in education females' or men?

SN	Items		Principals, parents', teachers and female students responses					
			Females' response (N=278)		Teachers response (N=59)		Principals'(N=8)	
			N	%	N	%	N	%
1	At the place where you live, do men and females' have equal chance to get education?	Yes	19	6.8	7	11.9	1	12.5
		No	259	93.2	52	88.1.	7	87.5
2	If your response to question number 2 is "no" who gets more chance and why?		Female	Female	Female	Female	Female	Female
	Total		278	100	59	100	8	100

As it shown in the above table 26, out of 278 female respondents, 59 teachers, and 8 principal respondents participated. Among them, 259 or 93.2 percent, 52 or 88.1 percent and 7 or 87.5 percent of female students', teachers and of principals respectively of the participants said that men and females' didn't have equal chance to get education in the place they live. Whereas 6.8 percent of female students', 11.9 percent of teachers and 12.5 percent of principals' of participants said that men and females' have equal chance to get education in the place they live.

4.2.3.4. Parental Attitudes towards their daughters' Education

Table 27: Parents response on their performance to send their children to school

Items	Parents response (N=278)							
	Daughter		Son		Both		Total	
	N	%	N	%	N	%	N	%
To whom do you given priority to have education between your sons' and daughters'?	52	18.7	104	37.5	122	43.8	278	100

As it shown in the above table 27, 104 or 37.5 percent of parents give priority to send their sons rather than their daughters. Some of the reason why they prefer to send their sons is due to their cultural problems which is when females' reached at a certain age level most of females' parents are enforced by societal norms to give their daughter for marriage. This situation can create a negative attitude for parents mind to think educating their daughter as a loss. The other reason why they prefer to send their son to school is educated females' whether they are employed or not they became a member of another family. Whereas educated boys whether they employed or not, they serve their families. Besides, it is also believed that boys are naturally more intelligent than females'.

On the other hand even though 122 or 43.8 percent of parents prefer to send their daughter and son to school at the same time, 52 or 18.7 percent of parents prefer to send their daughter to school some of the reason why they prefer to send their daughter to school is that where ever they live educated females' can support their family. The other reason is boys whether they are educated or not they can survive in one way or another. In the case of females', if she is uneducated she may be exposed to early marriage, unwanted pregnancy, to HIV/AIDS and other transmitted disease.

Table 28: Female Students' response on the attitude of parents towards females' education

SN	Items	Female students response in % (N=278)									
		SA		A		DS		SD		Total	
		N	%	N	%	N	%	N	%	N	%
1	Parents do not want to educate their daughters	47	16.9	48	17.3	79	28.4	104	37.4	278	100
2	Parents do not believe that men and females' are equally intelligent and can perform equally	93	33.4	73	26.2	61	21.9	51	18.3	278	100
3	Expectation of parents for their daughters are not as high as that of their sons	78	28.1	79	28.4	52	18.7	69	24.8	100	
4	Parents believe that boys have better access to work than their females'	82	29.5	73	26.3	66	23.7	57	20.5	278	100
5	Parents considered educating females' as a wastage as compared to their sons	71	25.5	76	27.3	77	27.7	54	19.4	278	100
6	Parents do not have the knowledge of the benefits of educating their daughters	65	23.4	86	30.9	51	18.3	75	26.9	278	100

Table 29: Parents’ response on the attitude of parents towards females’ education

SN	Items	parents response in % (N=278)									
		SA		A		DS		SD		Total	
		N	%	N	%	N	%	N	%	N	%
1	Parents do not want to educate their daughters	35	12.5	52	18.7	139	50	52	18.8	278	100
2	Parents do not believe that men and females’ are equally intelligent and can perform equally	70	25	156	56.2	53	18.8	-	-	278	100
3	Expectation of parents for their daughters are not as high as that of their sons	35	12.5	139	50	52	18.8	52	18.8	278	100
4	Parents believe that boys have better access to work than their females’	70	25	156	56.2	35	12.5	17	6.2	278	100
5	Parents considered educating females’ as a wastage as compared to their sons	17	12.5	87	31.2	104	43.7	17	12.5	278	100
6	Parents do not have the knowledge of the benefits of educating their daughters	17	6.2	70	25	139	50	52	18.8	278	100

As we have seen in the above two tables, 28 and 29, the six mentioned statements give some sort of information on parental attitudes on their daughters' education. Hence, the responses for the six items have the same idea even if the rate of their response were different. Since, respondents agreed that parents do not want to educate their daughters, because, they think that due to marriage, educated females become part of another family. These ideas go with Canway and Boesqu (1993), and Alemtshaie (1987) that the major barrier for females' education was traditional views, which reflects that females' have to be placed in the home. During interviewed some parents said "we don't want to educate our daughters equal with male. We give priority to our sons". They reason out that investment in females' education was wastage because of the marriage. This attitude can affect the participation and performance of females' especially in education.

For instance in the case of the first item, 95 or 34.2 percent and 87 or 31.2 percent of female students and parents respectively agreed that parents do not want to educate their daughters. Because, they fear educated females become part of another family. During focus group discussion some female students' said "they don't want to educate daughters equal with their sons, they give priority to sons". They reason out that investment in females' education was wastage because of the marriage. This attitude can affect the participation and performance of females' in education.

Besides, 183 or 65.8 percent and 191 or 68.8 percent of female students and parents respectively disagreed on parents do not want to educate their daughters. According to the majority of respondents, parents have positive attitude to send their daughters to schools. For item two 166 or 59.6 percent and 226 or 81.2 percent of female students and parents respectively agreed that parents believed that men and females' are not equally intelligent and cannot also perform equally. Whereas 112 or 40.2 percent and 53 or 18.8 percent of female students and parents respectively agreed that parents believed that men and females' are equally intelligent and can perform equally. This indicates students and parents of females' response are not similar. It is also indicates that on the average of female students and parents agreed that parents have negative attitude towards their daughters intelligence and their academic performance, since they believed that men and females' couldn't perform equally.

The reason is that most often females' are responsible for house hold tasks, whereas men are only responsible for their academic matters. Parental need for females' labor contributions is one of the major reasons for low participation and performance of females in education. According to this, most of the respondents agreed that parents do not want to educate daughters because of their demand for daughters' labor. In the focus group discussion female students' affirmed that their demand for daughters' labor is higher than for males' labor. The daughters perform house hold activities such as preparing food, collecting fire wood, fetching water, boiling coffee, preparing "areke" or "tella" to sell after school. The other thing is females' couldn't get permission from their parents to attend tutorial program as men attended the program without any problem. For item three, 157 or 56.5 percent and 174 or 62.5 percent of female students and parents respectively agreed that expectation of parents for their daughters are not as high as that of their sons. Whereas 121 or 43.5 percent and 104 or 37.6 percent of female students and parents respectively disagreed that expectation of parents for their daughters are not as high as that of their sons.

In the same table for item four, 155 or 55.8percent and 226 or 81.2 percent of female students and parents respectively agreed that parents believe that boys have better access to work than their females'. Whereas 123 or 44.2 percent and 52 or 18.7 percent of female students and parents respectively stated that parents believe that both females' and men can be perform equally. for item"5" in the same table, 147 or 52.8 percent and 104 or 43.7 percent of female students and parents respectively agreed that parents considered educating females' as a wastage as compared to their sons. Whereas. 131 or 47.1percent and 56.2 percent of female students and parents respectively disagreed and strong disagreed that parents considered educating females' as a wastage as compared to their sons. And also the final item"6" in the same table, 151 or 54.3 percent and 87 or 31.2 percent of female students and parents respectively agreed that parents do not have the knowledge of the benefits of educating their daughters. Whereas, 126 or 45.2 percent and 191 or 68.8 percent of female students and parents respectively disagreed on that parents do not have the knowledge of the benefits of educating their daughters.

Table 30: Teachers response regarding to Parental Attitude towards Females' Education

S N	Items	teachers response in % (N=59)									
		SA		A		DS		SD		Total	
		N	%	N	%	N	%	N	%	N	%
1	Parents do not want to educate their daughters	7	12	14	24	35	59	3	5	59	100
2	Parents do not believe that men and females' are equally intelligent and can perform equally	5	8.5	26	44.1	26	44.1	2	3.4	59	100
3	Expectation of parents for their daughters are not as high as that of their sons	7	11.9	32	54.2	15	25.4	5	8.5	59	100
4	Parents believe that men have better access to work than their females'	5	8.5	21	35.6	25	42.4	8	13.6	59	100
5	Parents considered educating females' as a wastage as compared to their sons	12	20.3	24	40.7	18	30.5	5	8.5	59	100
6	Parents do not have the knowledge of the benefits of educating their daughters	8	13.6	27	45.8	21	35.6	3	5.1	59	100

Table 31: Principals response regarding to Parental Attitude towards Females' Education

S N	Items	Principals (N=8)									
		SA		A		DS		SD		Total	
		N	%	N	%	N	%	N	%	N	%
1	Parents do not want to educate their daughters	1	12.5	3	37.5	4	50	-		8	100
2	Parents do not believe that men and females' are equally intelligent and can perform equally	3	37.5	4	50	1	12.5	-	-	8	100
3	Expectation of parents for their daughters are not as high as that of their sons	2	25	3	37.5	2	25	1	12.5	8	100
4	Parents believe that men have better access to work than their females'	3	37.5	3	37.5	2	25	-	-	8	100
5	Parents considered educating females' as a wastage as compared to their sons	-	-	2	25	4	50	2	25	8	100
6	Parents do not have the knowledge of the benefits of educating their daughters	-	-	3	37.5	3	37.5	2	25	8	100

As we have seen in the above tables 30 & 31, the six mentioned statements give some sort of information on parental attitudes on their daughters' education. In these tables, the responses for the six items have the same idea even if the rate of their response were different.

For instance in the case of the first item, 23(36%), 38(64%) teachers and 4(50%), 4(50%) principals agreed and disagreed respectively on that, parents do not want to educate their daughters. According to the majority of respondents, parents have positive attitude to send their daughters to schools. For item two, 31(52.6%), 28(47.5) teachers and 12(87.5%), 1(12.5) of principals agreed and disagreed respectively.

For item three, 39(66.1%), 20(33.9%) of teachers and 5(62.5%), 3(37.5%) of principals agreed and disagreed respectively on that attitude, expectation of parents for their daughters are not as high as that of their sons. In the same table for item four, 26(44.1%), 33(56%) of teachers and 6(75%), 2(25%) of principals agreed and disagreed respectively on that attitude; parents believe that boys have better access to work than females'. With regarding to item five 36(61%) and 2(25%) of teachers and principals agreed that most of parents believed that their sons have a better access to the world of work than their daughters. Beside, 23(39%) and 6(25%), of teachers and principals disagreed on the ideas. In the case of item six, 35(59.4%), 24(40.7%) and 3(37.5%), 5(62.5%) of teachers and principals respectively agreed and disagreed that parents has low levels of knowledge on the benefits of educating females'.

Boys encouraged in ways that will enable them to achieve, compete and win, while females' are discouraged to develop such traits (Genet, 1998). Such encouragement helps the boys' to develop the sense of competitiveness in their educational endeavors.

Generally, many questions were posed regarding the measures they think promote females' participation and performance in education. It was mentioned by the respondents that measures such as giving more job opportunities for females than males, preventing early marriage, making parents to be aware of the importance of females education, constructing living house and subsidizing their food supply cost for those who come from distant places, and increasing the number of female teachers in schools would promote females' participation and performance in education. This study affirms that socio-economic factors, cultural factors, school environment related factors and factors mentioned above appear to be serious factors that affect females' participation and performance in education.

Table 32: Parental Attitudes and its Impact on Females’ Participation and Performance

Items	Female students’ and teachers response in %																			
	Female students’ response in % (N=278)										teachers response(N=59)									
	VH		H		M		L		VL		VH		H		M		L		VL	
To what extent parental attitudes affect females’ participation and performance?	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
	112	40.3	77	27.7	46	16.5	43	15.5	-	-	34	50.7	15	22.4	5	7.5	13	19.4	-	-

Note: VH-very high, H-high, M-Medium and L-Low, VL- very low

As can be seen from the above table 32, 112 or 40.3 percent and 77 or 27.7 percent of females’ agreed that parental attitude affect females’ participation and performance very high and high respectively that impacts for females’ having low participation and performance. In addition to this, 34 or 50.7 percent and 15 or 22.4 percent of teachers also supports that parental attitude affect females’ participation and performance very high and high respectively that impacts for females’ having low participation and performance. This implies a parental attitude negatively affects females’ participation and performance whereas 16.5 percent and 15.5 percent of females’ disagree with that attitude as well as 7.5 percent and 19.4 percent of teachers.

4.2.4. Schools Related Factors

4.2.4.1 School Facilities

In order to make the teaching- learning process activity more attractive, the school should be conducive to all students especially female students, teachers as well as school community. The facilities include separate material for females', lack of text book, laboratory, water, sporting filled, equipment, school library, school pedagogical center, class room furniture and the like. Regarding to these issues, the existing situation of the sample schools seems to be the following. That is, out of the four observed schools the availability of class rooms in two schools (i.e. Desye and Segeno) second cycle primary schools were not satisfactory as compared Hantate and Gorbye schools as well as to the total number of their students section ratio.

Table 33: Female students and Teachers' response on availability of some school facilities and text books in the schools

Items	Female students' (N=278) and teachers response (N=59)							
	Not sufficient		Satisfactory		Not available		Total	
	F=278,T=59	%	N	%	N	%	N	%
1. School library or reading room, Laboratory	278	100	-	-	-	-	278	100
	41	69.5	12	20.3	6	10.2	59	
2. Availability of text books	198	71.2	69	24.8	11	4	278	100
	36	61.2	23	38.8	-	-	59	
3. Water for the purpose of drinking	187	67.3	91	32.7	-	-	278	100
	11	18.6	25	42.4	23	38.8	59	

Note: F- females' and T- for teachers

As can be observed in the above table 33, 278 or 100 percent and 41 or 69.5 percent of female students' and teachers respectively agreed that the availability of school library as well as laboratory in their school was no sufficient. On the other side, 12 or 20.3 percent of teachers agreed that the availability of school library in their school was sufficient. The rest 6 or 10.2

percent of teachers said that library or reading room in the school is not available. Regarding to item 2 in table 32, 198 or 71.2 percent and 23 or 38.8 percent of female students and teachers agreed that the availability of school text books in their school was not sufficient. On the other side, 69 or 24.8 percent and 23 or 38.8 percent of female students' and teachers agreed that the availability of school text books in their school was sufficient. From this we can conclude that there is not enough instruments, like text book, reading room and others needed to those second cycle primary schools. Whereas in item "3" water itself has its own effect on female students' participation and performance in education. This implies that school facilities also have positive effect to develop good conducive school environment. From this point of view, the following table shows, school facilities and its extent of impact on females' academic achievement.

Table 34: Female students and teachers response on school facility and provision on text books

SN	Items	Teachers and females' response in %									
		females' response(N=278)					Teachers response(N=59)				
		VH	H	M	L	T	VH	H	M	L	T
1	Shortage of class room	19.5	18.1	28.4	34.1	100	23.1	28.8	21.2	26.9	100
2	Lack of gender sensitive facilities(drink water)	36.1	24.8	18.9	20.2	100	48.1	21.2	19.2	11.5	100
3	The absence of school library	24.4	17.9	24.2	33.5	100	34.6	28.8	13.5	23.1	100
4	Lack of text books	26	25.4	21.9	26.8	100	44.2	19.2	30.8	5.8	100

As it shown in the above table 34, out of 278 female student respondents, 19.5 percent and 18.1 percent of participants agreed that large class size have very high and high extent of impacts on females' participation and performance respectively. Similarly, 23.1 percent and 28.8 percent of teachers agreed that large class size have very high and high extent of impacts on females' participation and performance respectively. On the other side, 34.1 percent of female students and 26.9 percent of teachers agreed that inadequacy of class rooms have low level of impacts on females' academic performance.

For item two, 36.1 percent and 24.8 percent of female students said that lack of gender sensitive facilities like separate latrine; water drinking and the like have very high and high extents of impact respectively on females’ academic performance. Based on 60.9 percent and 69.3 percent of teachers respondents, concluded that lack of or absence of gender sensitive facilities have negative impact on females’ academic performance. In item “3” and “4” the respondents said that there is not enough library (very narrow class) in these schools and lack of reference books.

Table 35: The effect of Female Teachers on Female Students’ Participation and Performance

Items	Female students’ and Teachers response in%									
	Female students response N=(278)					Principals and Teacher responses(N=59)				
	SA	A	DA	SD	total	SA	A	DA	SD	Total
Lack of or absence of female teachers as model in the upper primary schools may affects females’ participation and performance	35.5	24.7	22.7	17.1	100	36.5	21.2	23.1	19.2	100

As we can seen in the above table 35, 60.2 percent and 57.7 percent of female students and teachers respectively agreed that the nonexistence of female role model teachers in the second cycle primary schools was negatively effects on females’ academic performance. The other 39.8 percent of female students and 42.3 percent of teachers said that the nonexistence of female role model teachers in the second cycle primary schools doesn’t affect females’ academic performance. On the average more than half of the respondents indicated that the presence of female role model teachers has a positive effect on females’ participation and performance.

Table 36: Teachers Response on the role of Female Teachers in the Schools

Item	Teachers response in%(N=59)					
	Yes		No		Total	
	N	%	N	%	N	%
Do female teachers play significance roles, towards improving females' participation and performance in the school?	56	94.9	3	5.1	59	100

As it indicated in the above table 36, majority of the respondents agreed that the absence of or lack of role model female teachers in the school have a negative impact on females' participation and performance. Hence, 94.9 percent of principals and teachers respondents agreed that, female teachers who have taught in the sample schools played a significant role towards improving females' participation and performance. Whereas 3 or 4.5 percent of the respondent stated that the presence of female teachers in school doesn't have any change on females' participation and performance. Even though some of the respondents that were mentioned by parents' and interviewed school principals their major activities were as follows:-

- ✓ Female teachers arranged a tutorial only for female students.
- ✓ Female teachers give advice only for female students regarding to their naturally.
- ✓ Female teachers may understand easily for female students their needs.
- ✓ Female teachers should be a good exemplar to female students in order to improve female students in education.

4.2.5 Family and School Related Barriers

Table 37: Female Students' Response on Family Related Factors

	Family related factors	females' response (N=278)		
		N	%	Rank
1	House hold demands of females' labor	124	47.1	1
2	Lack of time to study at home	87	31.5	3
3	Lack of interest to study at home	61	23.2	7
4	Parents low level of education	88	33.5	2
5	Low levels of parental attitudes and expectation for females' education	85	32.3	4
6	Low level of parental support to their daughters education	84	30.4	5
7	Parents economic problem	65	23.6	6

As it can be seen in the above table 37, among the seven mentioned family related factors that affect females' participation and performance most of female students are spent their time in house hold chores (124), parental low level of education (88), lack of time to study at home (87) and the forth one low level of parental support to their daughter education (84) affect females' participation and performance.

Most of females' came from poor family, because of this they spend most of their time on pity trade activity and after return to their home they also engaged in house hold chores. Because of this and other related factors parents were not interested to send their daughter for attending tutorial program. Even for regular class room time most of them came to school lately and sometimes couldn't attend all the day classes. And parents do not support their daughters as compared to their sons.

Table 38: Opinions on the effect of early marriage on the participation and performance of females in education

Item	Responses of females'	N=278	%
Does early marriage hamper females' schooling?	a. Yes	278	100
	b. No	-	-
	c. I am not certain	-	-
	Total	278	100

As can be seen in the above table 38, 100 percent of the respondents affirmed that early marriage prohibited females' participation and performance in education. This confirms the finding that early marriage retards the participation of female in education. Since early marriage hamper females' schooling.

Table 39: Female Students' response regarding to their age at which they get married

Item	Age	N	%
From your experiences and observation, at which age do most female get engaged in marriage?	A.10-12	11	4
	B.13-14	42	15.1
	C.15-18	216	77.7
	D.19-20	9	3.2
	E. Above 20	-	-
	Total	278	100

In the above table 39, Concerning the age at which most females get married, in the research area, the majority i.e. 216 or 77.7 percent of the respondents said that female get married at 15-18 years of age. The ages of 15 - 18 years/when most girl children get married/ is the time when females are supposed to be enrolled in primary and secondary schools. In such circumstance there is no doubt that the participation and performance of females' would be lower at these levels of education. Besides, 42 or 15.1 percent of females' respondent stated that girl children

get married at the age of 13-14 years. On the other hand 11 or 4 percent, 9 or 3.2 percent of females' respondent stated that girl children get married at the age of 10 - 12 and 19 - 20 years respectively. On the other side, no above 20 years of females' get married.

In general, the differences in the participation of females in the various levels of education could be explained by the availability of schools, low pass rates, high dropout rate and early marriage.

Table: 40: Reasons for Female Students' Absenteeism

Item	Respondents					
	Teaching staff		Females'		Parents Total	
	N	%	N	%	N	%
1. Do females experience absenteeism than boys in your area?						
a) yes	59	88.1	197	70.9	14	87.5
b) No	8	11.9	81	29.1	2	12.5
Total	67	100	278	100	16	100
2. If you say yes on the above why they be absent from school ?						
a) To assist mothers' domestic household work	41	69.5	165	83.8	11	68.8
b) Because the school distance	15	25.4	21	10.7	5	31.2
c) Because they are sick	3	5.1	11	5.5	-	-
Total	59	100	197	100	16	100

Regarding to question posed at the above table 40, who was more often absent from class the result reveal 59 or 88.1 percent of principals and teaching staffs, 197 or 70.9 percent of female students' and 14 or 87.5 percent of parents gave affirmative responses. i.e. females' experienced more absenteeism than boys. The reasons for absenteeism, of course, vary according to the individual students cases. Regarding females absenteeism from class the result reveal that 27 or 39.1percent of the teaching staff and 214 or 35.7 percent of the females' responded that the need to assist mothers in domestic activities is the main reason for their absenteeism. Reasons like distance to school and security problem are given second and third priority respectively by the teaching staff and female respondents while 45 or 37.5 percent and 38 or 31.7 percent of parent respondents respectively gave these two reasons first and second priority.

Table 41: Factors mainly Affect Female Students’ Participation and Performance in these Selected Schools, Female Students’ and Teachers’ Response

Item	Respondents											
	Female students’ response (N=278)						Teachers’ response (N=59)					
	SA		A		DS		SA		A		DS	
	N	%	N	%	N	%	N	%	N	%	N	%
1.Heavy work load at home	193	69.4	67	24.1	18	6.5	37	62.7	15	25.4	7	11.9
2. lack of female teachers as a model in the school	89	32.1	101	36.3	88	31.6	41	69.5	18	30.5	-	-
3. cultural and environmental impact	67	24.1	165	59.4	46	16.5	37	62.7	13	22.1	9	15.2
4. Lack of support parents	58	20.9	205	73.7	15	5.4	49	83.1	10	16.9	-	-
5.Schooling fees, stationery and material cost	37	13.3	113	40.6	128	46.1	3	5.1	14	23.7	42	71.2
6. food supply cost and House rent	18	6.5	137	49.3	123	44.2	9	15.2	17	28.8	33	55.9

As shown in the above table 41, for item 1, 260 or 93.5 percent and 52 or 88.1 percent of females' and teachers respondents respectively agreed that female students' are less in their achievement because, due to heavy work load at home. These ideas go with Canway and Boesqu (1993), and Alemtshaie (1987) that the major barrier for females' education was traditional views, which reflects that females' have to be placed in the home. During interviewed some female students' said "we don't go school regularly. Because our family wants to stay at home rather than at school, they give priority to their sons". They reason out that, parents' assume that investing in females' education was wastage because of the marriage. This attitude can affect the participation and performance of females' in education. On the other hand, 18 or 6.5 percent and 7 or 11.9 percent of females' and teachers respondents respectively disagreed on that attitude.

For item "2" 190 or 68.4 percent and 59 or 100 percent of female students' and teachers of the respondents respectively agreed that, female students' have less in their achievements, because lack of female teachers as a model in the school was one criteria. In interviewed too, most of female students' and teachers stated that, female teachers as a model in a school is very significance. On the other hand, 88 or 31.6 percent of female respondents disagreed on that attitude. As indicated in the same table, for item "3", 232 or 83.5 percent and 50 or 84.8 percent of females' and teachers of the respondents respectively agreed that female students' have less in their achievement, because cultural and environmental impact is one criteria. In interviewed also some female students' and teachers stated that, their parents are not educated (see chart 2) due to this factor they can't get their needs especially in education. In addition to this female students' reported, their parents they need teaching for their daughters how to perform household activities which would be useful when we get marriage rather than sending us to formal education. Therefore, marriage is one of the reasons for females' to leave schools this is one of these cultural and environmental impacts. This goes with the argument that the only acceptable role of females is to be wives and mothers (Assefa 1991 Boya 1996). However 46 or 16.5 percent and 9 or 15.2 percent of females' and teachers respondents respectively disagreed to the parents' attitude.

Parental need for females' labor contributions is one of the major reasons for low participation and participation of females in education. According to this, in item "4" 263 or 94.6 percent and 59 or 100 percent of females' and teachers respectively respondents agreed that lack of support

parents' participation of female students' is less. On the other side, 15 or 5.4 percent of female students didn't agree on that attitude.

As indicated in table 40, item "5" 150 or 53.9 percent and 17 or 28.8 percent of females' and teachers respectively respondents agreed that schooling fees, stationery and material cost is affected female students' in education. On the other hand, 128 or 46.1 percent and 42 or 71.2 percent of females' and teachers respondents respectively disagreed that schooling fees, stationery and material cost is affect female students' their education. In item "6" in the same table, 155 or 55.8 percent and 26 or 44.1 percent of females' and teachers respondents respectively agreed that food supply cost and house rent is affect female students' in their achievements. On the other side, 123 or 44.2 percent and 33 or 55.9 percent of females' and teachers respondent respectively disagreed that food supply cost and house rent is affect female students' in their achievements. Hence, parents, principals, teachers and female students stated that considered to low achievement of female students are parents unable to afford the cost of education and unwilling to educate beyond primary education are the first and the main reasons for females' low participation and performance as well as to leave their schooling.

In general, the finding denotes that parents with low economic level cannot afford to cover the cost of their children education. Parents are not also willing to educate their daughters perhaps this may be because they are discouraged by their achievement.

Table 42: Female Students their Complete Grade levels

Item	Responses	No. of responses	Percentage
Which level of education do most females complete?	A. 1-4 grades	192	69.1
	B. 5-8 grade	75	27.0
	C. 9-10 grade	11	3.9
	D. 11-12 grade	-	-
	Total	278	100

As it shown in the above table 42, 192 or 69.1 percent of female students' stated that most of female students' complete their education level from grade 1-4. Whereas 75 or 27.0 percent and 11 or 3.9 percent of female participants stated that most of female students' complete their education level from grade 5-8 and 9-10 respectively. Therefore, less females' promotion and low persistent rate of female in education levels can result in low female participation and performance in second cycle primary schools.

Table 43: Teaching Material, Gender Bias and Perceptions Regarding to Textbooks

No	Item	Females' Responses	N	%
1	Do you think that expression and examples found in many textbooks and teaching materials represent male and female characters equally?	a. Yes	65	23.4
		b. No	201	72.3
		c. I am not certain	12	4.3
		Total	278	100
2	If your response to question No. 1 is "No", what is your evidence?	A. Males are active and strong whereas females are passive and weak	173	86.1
		B. In given examples males are more frequently mentioned than females	28	13.9
		Total	201	100

In the above table 43, the majority that is 201 or 72.3 percent of the female students replied that the expressions and examples found in many textbooks and teaching materials do not represent males and females equally. They are more inclined towards males. Besides, in the same table 41, 173 or 86.1 percent responded that textbooks and teaching materials represent males as active and strong, while females are depicted as passive and weak and ones guided by males. Whereas, 65 or 23.4 percent of the female students replied that the expressions and examples found in many textbooks and teaching materials represent males and females equally. This shows that textbooks and teaching materials demonstrate gender biases that discourage females' from thinking of themselves as good student as men. This result seems to substantiate the fact that textbooks and teaching materials have pronouns of sex bias UNESCO (2003), World Bank (1991) and Kalia (1982). This can negativity affects the participation and performance of females in education.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. SUMMARY

The main purpose of the study is to investigate and analyses the status of females' education in second cycle primary school in Loka Abaya woreda of SNNPR. To conduct the study, all the necessary information was collected through questionnaire distributed to teaching staff (teachers and principals) and parents from second cycle primary schools including interview, made with parents and principals. In addition to questionnaire and interview, focus group discussion with key informants was held to secure additional information. Moreover, relevant documents of the SNNPREB and Central Statistics Authority were consulted to gather information on the number of female students enrolled at regional, zonal and woreda levels, and the number of school age population. In addition to this, questionnaires were distributed to 278 female students, 57 teachers, 8 principals and 278 parents. Furthermore, 12 focused group discussions were held with 84 female students' at four second cycle primary schools; three for each focused group were discussed to gather information on factors affecting for low female participation and performance in education.

1. Home Related Factors

Females' participation and performance can be largely affected by parental problem, such as socio-economic, perception, attitude, etc... factors are affected on female students' on their achievement especially in education. Some of the points revealed by the study are:

- Lack of parental financial support
- Lack of parental moral support
- Mothers and fathers lower occupational status
- Parent's low expectation about females' academic performance
- Making female students' family responsibility or childcare.

2. School Related Factors

The school itself is also one of the main affecting factors for the participation and performance of female students' in education. The school has an obligation to fulfill any input for female students to make them equal with their male counter parts in the academic performance. Under this, the following are some points in which the studies give great attention.

- Lack of text books
- Lack of reference books
- Lack of library services
- Lack of laboratory services
- School distance from student's home
- Lack of teachers motivation as well as support for female students

3. The participation rate of female students' at the second cycle primary schools were very low as compared to boys' in Loka Abaya woreda.

4. Most of female students in Loka Abaya woreda are completed their education level from grade 1-4.

5.2. CONCLUSION

- ❖ The participation rate of female students' was low at the second cycle primary schools. In other words, the participation of females in education decreases as the level of education advances from lower to higher levels. The variation in the participation and performance of females among grade in second cycle primary schools is due to early marriage.
- ❖ One of the personal characteristics of female low participation and performance is that they enter school late in life, above the official starting age defined in the National Policy of Education. The problem of overage enrolment is that girls reach puberty while still at school. This in turn increases the risk of sexual abuse that may influence females' low participation and performance.
- ❖ Direct school costs were rated by the highest proportion of respondents to have a strong influence on female low participation and performance from schooling.
- ❖ Cultural practices were rated to have high relations with the low females participation and performance. However, parents commonly agreed that early marriage, pregnancy and risk of abduction are the most important cultural practices leading to female low participation and performance.
- ❖ The direct schooling cost of parents to their daughters such as the living house rent and food supply cost are the major hindrances to female students' participation and performance in second cycle primary schools' of Loka Abaya woreda. This is because in Loka Abaya woreda there are 27 kebeles, but there are only 12 complete primary schools. For those who came from other kebeles to get second cycle primary school , their parents must pay living house rent and food supply cost.
- ❖ The causes of female child labor are multidimensional. Female child labor is the cumulative effect of economic, social, political factors as well as school related factors. Female child labor is also closely associated with low income and their parents' illiteracy. All of them have implications on female students' dropout, repetition and low performance and achievement in education.
- ❖ The problems female students encounter in school environment includes long distances from home to school and back home. The cost of food and living house rent, lack of role model female teachers, in second cycle primary schools, and the inclusion of examples

in text books (contents and pictures) that demonstrate low status to females were reported to be factors affecting female students' participation and performance in second cycle primary schools of Loka Abaya woreda.

- ❖ Abduction or "telefa", early marriage and Evening market especially traditional belief were reported as contributors to the low female students' participation and performance in second cycle primary schools of Loka Abaya woreda.
- ❖ Parents' attitude has an impact on participation and performance of females in education. A large number of parents believe that women's natural duty is getting married and give birth. Parents also worry that their daughters may get in to unwanted pregnancy before completing their schooling. On the other hand, poor knowledge of the benefits of educating their children and parents' illiteracy were reported to be the main reasons for the low of female participation and performance in education. Furthermore, majority of the respondents have supported the view that parents' literacy promotes their daughters' schooling.
- ❖ Finally, the home related factors that affect female students' education are domestic chores, lack of study time, and low living standards of their parents. It seems that all the factors indicated as socio-economic, socio-cultural and school environment problems were the critical factors that hindered female students' participation and performance in second cycle primary schools of the woreda.

5.3. RECOMMENDATIONS

In order to bring change in the society serious attention should be given to females' education and the problems should be tackled accordingly both by government nongovernment and school community.

This study focusing on females' education in second cycle primary schools was conducted for the first time in Loka Abaya woreda. The study is a survey and as such, it cannot come up with all possible solution specifically geared to all problems related with the issue.

5.3.1. Recommendations for Regional level.

- ❖ Lowering school distance: Short distances from home to school could reduce dangers for personal safety and security. They could also shorten the time required for travelling between home and school. Thus, encouraging the expansion of small feeder schools is important. Feeder schools can also serve children to get basic education skills in their own village.
- ❖ More female teachers and directors should be employed in second cycle primary schools. This brings successful role models very close to female students particularly in rural areas. The observed percentage of females' participation and performance in second cycle primary schools their achievement is very low. This low female participation and performance rate at the mention levels would set the stage for low female participation and performance at second cycle primary schools. This will, in turn, pave the way for low female participation in the labor force of modern sectors and high status occupation. In order to stop this problem and to find a means that helps to get ride of the causes for low female participation and performance at second cycle primary schools, policy makers and concerned bodies should take measures to reverse the problem.
- ❖ To reduce the long distance home to school and the problem of living house rent and food supply cost for female students building second cycle primary schools at reasonable distances or bringing females' to a place where the schools are available is crucial. In addition, preparing project proposals and finding funding agencies to build boarding houses near second cycle primary schools would be highly beneficial.

- ❖ Eliminate all forms of discrimination against women and establish policy and guide line to protect women's right and to achieve gender equality.
- ❖ Community development project should be intensified so that improved economic status would enable more families to overcome their financial problems and support their females' education.
- ❖ New required female teachers' distribution should be made in order to have better models for females' students and community.
- ❖ Gender-workshop and awareness program should be done at community level so that parents and community as a whole understand the benefits of schooling of females' and to sensitize the harmful effects of early marriage on females' education and to change practices like abduction and kidnapping.

5.3.2. Recommendation for Parents and Communities

- ❖ Community development programs: adult education programs need to be encouraged in order to systematically reduce the prevalence of female dropouts.
- ❖ Community based childcare services may help female children to get time to continue attending schools. Labour saving technologies and water close to homes may free females' from spending long hours in domestic work
- ❖ In order to make the society and parents aware of the benefit of educating females, it is good to conduct workshops and seminars with parents, religious leaders in the woreda at Kebele level. It is also important to broadcast through mass media the problem of female students and their solutions adequately. So that females can aspire for and work toward continuing their education and benefit from their education.
- ❖ Income generating activities are the best means of combating child labor in general and female child labor in particular. Schemes like revolving funds and credit facilities based on feasibility studies should be arranged for targeted groups. Diversification of the economy is also another way of increasing income at least for self-sustained of the household. Providing grinding mills in rural areas, making mechanisms or simplest ways of preparing Ensent for food, improving home technologies and other possible means of intervention are necessary to minimize the incidence of female child labor exploitation as main factor affecting females' participation and performance in education.

- ❖ Set up committees and schemes to overcome problems of abduction and harassment by bringing abductors to court where they are finding.
- ❖ School parent committee should be encouraged and strengthened. So that they can promote the smooth running of the school and also help in bringing back females' who leave schools
- ❖ Parents have to in which their daughters can get time to study.
- ❖ School parent committee should create school events such as prize giving and sport days to promote better home school relations and emphasize the importance of females' education. In the study area, Loka Abaya woreda, in most of second cycle primary school, abduction (telefa) was indicated to be the major problem to females' participation and performance in education. So the woreda administration, women' affairs office and police office, in collaboration with kebele administration should take serious measures on abduction and early marriages.

5.3.3. Recommendation for Schools

- ❖ Creating an attractive and gender sensitive school environment: In addition to providing for instructional materials, it is necessary to invest in school structures including classrooms, libraries, gender sensitive facilities, and water supply as well as in teachers so that they come regularly to work. Increasing the number of female teachers and directors and providing them with encouragements creates a reassuring environment and also brings role models very close to girls.
- ❖ As females' expressed the desire to be assisted in subjects they have difficulty with, tutorials help them to increase their performance and improve their chances of survival in the school. So the program should be arranged to help females' students.
- ❖ Teachers should conduct action research based on family related factors and they should also visit female students and their families at home to take about their daughter scholastic achievement, the importance of tutorial programs and other related issues.
- ❖ In order to improve females class room participation as well as their academic performance the study is therefore recommended that teachers should ask question for both sexes without discrimination, during group work teachers should assigned females as group leader and in the case of individual work teachers should also encourage females

to present their assignment in front of the classmate, since this approach help to promote their self confidence and also leadership ability.

- ❖ Female teachers and other teachers should invite female role models either from the local area or out of the local area. This approach helps to exchange some sorts of idea that helps for female as assertiveness towards improving their participation and performance.
- ❖ Invite professional women to address about their life and how they succeeded in their study. The purpose is to encourage females' and to build up the self-esteem of females.
- ❖ Invite parents regularly, in groups and sensitize them on the problems of females' violence such as abduction and harassment by staff.
- ❖ Teachers should give due consideration to female students during the teaching learning process. The school and classroom need to be friendly to female learners.
- ❖ Assigned volunteer teachers to give counseling for females' who experience difficulties in school either in their academic performance or because of social factors can help.
- ❖ Finally, to improve the participation and performance of females in education the following additional measures are important: Supporting positive policies and public expenditure programs, eliminating forms of discrimination that restricts females' attendance, providing informal or alternative forms of education. On top of these, subsidizing uniforms, dropping uniform requirement, alleviating poverty, providing school feeding programs, subsidizing school materials, improving home technologies, ensuring equal division of labor for both sexes, providing family planning education services, reducing hidden cost and females' dependence on males for money, and involving parents in school administration will help for the increment of females' participation and performance in education.

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APPENDIX - I

ADDIS ABABA UNIVERSITY

POST GRADUATE PROGRAMME

INSTITUTE OF EDUCATIONAL RESEARCH

DEPARTMENT OF EDUCATIONAL RESEARCH AND EVALUATION

Master's thesis questionnaire to be filled by female students'

The main purpose of this questionnaire is to collect relevant and appropriate data concerning females' participation and performance in second cycle primary schools' in Loka Abaya Woreda and to provide some possible recommendations for the encountered problems if there are any. Thus, your genuine, frank and timely response is quite vital to determine the success and completeness of the study. Hence, I cordially request your high collaboration in filling it honestly and responsibly.

Note: Dear participant please read carefully the instructions below before starting to fill the questionnaire.

1. I strongly ensure that your responses will be used for academic purpose, nothing else. So, the responses will be kept privately and confidentially.
2. Writing your name is not necessary
3. Please read each question orderly, and then indicate your response by circling the letter, or by putting the mark "X" in the given blank space, or by giving short responses where necessary.
4. Please be as brief as possible in responding the open- ended questions.

Thank you for your co-operation!

Background of female students

I. Give short answers for the following questions

1. Name of your school _____

2. Age: A. 14 Years and below ____ C. 19_22 years____
 B. 15_18 years____ D. 23 years and above____

3. Sex: A. male____ B. female____

4. Grade level: A.5th____B. 6th____ C. 7th____ D. 8th____

5. Marital status: A. married____ B. single____ C. divorced____

6. Religion: A. Orthodox _____B. Muslim_____ C. protestant _____D. -
_____traditional belief _____E. Other_____

7. What seems your parental level of monthly income?

A. Very high (more than 1000birr ____B. High (750-1000 birr_____

C. Medium (500-750) _____D. Low below 100 birr_____

8. At the place where you live, do men and females' have equal chance to get education?

A. Yes ____ B. No_____

9. If your response to question number 2 is "no" who gets more chance and why?

10. Do you think that school costs influence parents' willingness to educate their daughters?

A. Yes____ B. No ____ C. I am not certain_____

11. If your response to question number 9 is "yes" which factors that affect females' participation and performance especially these who come from poor families?

- A. food supply cost _____ B. Stationery and material cost____
C. House rent____ D. Schooling fees_____

Any other _____

12. Which one of the following do you think that the main factors for females' failure, not to do well in schooling?

- A. Heavy work load at home____ B. Lack of thinking ability____
C. Lack of support in class____ D. Lack of support parents
E. All are factors F. any other_____

13. Dropout of females' from second cycle primary schools are high why the reason they leave the school? _____

14. In your experience and observation who is more absenteeism in your school?

- A. females' _____ B. men_____

15. From your past experience who was engaged more in house hold chores?

- A) Males____ B) Females____

16. If your response for question number 15 is "females" what kind of work do they engaged in?

17. Based on your knowledge of the community and experience, indicate your opinion on the extent to which these attitudes play a role in your context?

Note: SA- strong agree, A-agree, DS-disagree, SD- strong disagree

No	Attitudes of parents towards educating their daughter	SA	A	DS	SD
1	Parents do not want to educate their daughter				
2	Parents do not believe that boys' and girls' are equally intelligent and can perform equally				
3	Expectation of parents for their daughter are not as that of their son/s				
4	Parents consider educating girls' as a wastage as compare to their son/s				
5	Parents believe that boys' have better access to the world of work than girls'				
6	Parents do not have the knowledge of the benefited educating their daughter				

18. To what extent the above mentioned parental attitudes affects for females' academic performance?

A. Very high _____ B. High _____ C. Medium _____ D. low _____ E. very low

19. To what extent parental education affects females' participation and performance?

A. Very high _____ B) High _____ C. Medium _____ D) low _____ E. very low

20. To what extent parental economic status affects females' participation and performance?

A. Very high _____ B) High _____ C. Medium _____ D) low _____ E. very low

21. Do you think that schools, especially grades 5-8 in your area are located far away from their homes?

A. Yes ____ B. No ____ C. I am not certain ____

22. If your response to question number 21 is "No", what are the effects of long distance between home and school on the participation of girls' in education?

23. Do you think that the presence of female teachers in schools has positive effect on female student enrollment and achievement?

A. Yes ____ B. No ____ C. I am not certain ____

24. Whose dropout rate is higher for this academic year 2005?

A. Male ____ B. Female ____ C. I do not know ____

25. Which level of education that most females complete their schooling?

A. 1- 4 grades ____ B. 5- 8 grades ____ C. 9-10 grades ____ D. 11-12 grades ____

26. What is the main problem that affects for females' participation and performance in education?

A. School related problems _____

B. Family related problems _____

27. Which one of the following factors mainly affects female students' participation and performance in your school?

A. carelessness, lack of attention, or uneager to learn, ____

C. cultural and religious impact _____

D. lack of female teachers as a model in the school _____

E. lack of facility and encouragement in the school for females' _____

F. Lack of proper reading place where they can use freely _____

28. Does early marriage commonly practice in your area?

A. Yes___ B. No___ C. I am not certain___

29. From your experiences and observation, at which age do most female get engaged for marriage?

A. 10 -12 years old ___B. 13 -14 years old___

C. 15 – 18 years old ___D. 19 – 20 years old ___E. 20 and above___

31. From the following alternative which measures improve females’ participation and performance in education (Making more than one choice is possible).

A. Giving more job opportunities for females than males.____

B. Giving equally opportunity jobs for females and males.____

C. Expanding schools at an average distance._____

D. Prohibiting early marriage_____

E. Increasing number of female teachers in school._____

F. Making parents aware of the importance of females' education.____

32. Do you think that expressions and examples found in the textbooks and teaching materials represent male and female characters equally?

A) Yes

B) No

C) I am not certain

33. If you have additional comments, suggestions and recommendations on how to improve females' education you are welcome.

Thank you!

APPENDIX - II

ADDIS ABABA UNIVERSITY

POST GRADUATE PROGRAMME

DEPARTMENT OF EDUCATIONAL RESEARCH AND EVALUATION

INSTITUTE OF EDUCATIONAL RESEARCH

Master's thesis questionnaire to be filled by teachers

The main purpose of this questionnaire is to collect relevant and appropriate data concerning females' participation and performance in second cycle primary schools' in Loka Abaya Woreda to provide some possible recommendations for the encountered problems if there are any. Thus, your genuine, frank and timely response is quite vital to determine the success and completeness of the study. Hence, I cordially request your high collaboration in filling it honestly and responsibly.

Note: Dear participant please read carefully the instructions below before starting to fill the questionnaire.

1. I strongly ensure that your responses will be used for academic purpose, nothing else. So, the responses will be kept privately and confidentially.
2. Writing your name is not necessary
3. Please read each question orderly, and then indicate your response by circling the letter, or by putting the mark "X" in the given blank space, or by giving short responses where necessary.
4. Please be as brief as possible in responding the open- ended questions.

Thank you for your co-operation!

Part 1. Personal Information

1. Age ____

2. Sex .Male ___ Female _____
3. Qualification: TTI___ Diploma____ Degree ___Masters____ P.HD _____
4. Marital status: married____ single____ divorced_____
5. Religion: Orthodox___ Muslim___ Protestant___ Traditional belief___ Other_____
6. Service in Year _____

Part Two Questions

1. Which factor do you think is the most associated with females' failure to do well in school?

- A. Heavy work load at home____ B. Own self esteem____
C. Lack of support in class____ D) other_____

2. What is the main problem that affects for females' participation and performance?

- A. School related problems____
B. Family related problems____ C. cultural_____

3. How can you improve females' participation and performance in your school?

4. More females' of school what is the main reason why females' leaving the school?

- A. The family cannot afford the cost of education. _____
B. The females' are getting married. _____
C. Their achievement is not good enough to continue. _____
D. Parents are not willing to educate beyond primary education._____

5. Do females' have experience absenteeism than men in your school? A. Yes ___B. No___

6. If your answer to No5 is yes what do you think, is the reason?

A. To assist mother domestic household work___ B. Because the school distance from home ___

C. Due to security problem___ D. Because girls' get sick frequently___

7. From the following alternative which measures that improves females 'participation and performance in education (Making more than one choice is possible).

A. Giving equally opportunity for females and males.___

B. Expanding schools at an average distance.___

C Prohibiting early marriage_____

D. Increasing number of female teachers in school.___

E. Making parents aware of the importance of females' education.___

8. As you are member of the community based on your knowledge of the community and experience, indicate your opinion on the extent to which these attitudes play a role in your context?

No	Attitudes of parents towards educating their daughter	SA	A	DS	SD
8.1	Parents do not want to educate their daughter				
8.2	Parents do not believe that boys' and girls' are equally intelligent and can perform equally				
8.3	Expectation of parents for their daughter are not as that of their son/s				
8.4	Parents consider educating girls' as a wastage as compare to their son/s				
8.5	Parents believe that boys' have better access to the world of work than girls'				
8.6	Parents do not have the knowledge of the benefited educating their daughter				

Note: SA- strong agree, A-agree, DS-disagree, SD- strong disagree

9. To what extent do the above mentioned parental attitudes affect females' participation and performance?

A. Very high _____ B. High _____ C. Medium _____ D. low _____ E. Very low _____

10. To what extent parental education affects females' participation and performance in education?

A. Very high _____ B. High _____ C. Medium _____ D. low _____ E. Very low _____

11. To what extent parental economic status affects females' participation and performance?

A. Very high _____ B. High _____ C. Medium _____ D. low _____ E. Very low _____

12. Whose dropout rate is higher in this year? A. Boys' _____ B. Girls' _____ Why? _____

13. In your observations and experience to whom families they give especial attention and support materials in education among their children?

A. For females' _____ B. for boys' _____ C. I am not certain _____

14. If not "for females' " on the above; what would you say that the reasons why prefer to their daughters?

A. The culture base against females' _____

B. Parents perceive less confidence on females' education _____

C. Lack of awareness the importance of female education _____

Other _____

15. Which one of the following factors mainly affects female students' participation and performance in your school?

A. lack of self- confidence, Lack of ability to be competent, Inability to become well planned and organized, fear, & shyness _____

B. carelessness, lack of attention, or uneager to learn, _____

C. cultural and religious impact _____

D. lack of female teachers as a model in the school _____

E. lack of facility and encouragement in the school for females _____

F. Lack of proper reading place where they can use freely _____

16. To what extent do females' have participation and performance in education?

A. Very high _____ B. High _____ C. Low _____ D. Very low _____

17. If they have "low" or "very low", what do you think are the reasons for it?

A. They have workload at home _____ C. Teachers cannot support in class _____

B. They are careless in nature _____ D. Parent cannot support at home _____

18. What is females' major daily routine work load in your area?

19. From your experiences and observation, at which age do most female get engaged in marriage?

A) 10 -12 years old _____ B) 13 -14 years old _____

C) 15 – 18 years old _____ D) 19 – 20 years old _____ E) 20 and above _____

20. Do you think that expressions and examples found in the textbooks and teaching materials represent male and female characters equally?

A) Yes B) No C) I am not certain

21. If your response for question number 21 is "No", among the following by which one can it be described?

A) Males are active and strong whereas females are passive and weak _____

B) In given examples males are more frequently mentioned than females_____

22. Which of the following measures do you think that helps females' participation and performance in education? (Making more than one choice is possible).

A. Organize tutorial class___ C. Expanding schools at an average distance___

B. Organize gender work shop for females' ___ D. Prohibiting early marriage___

E. gives recognition for female teachers in school_____

F. If any _____

23. If you have additional comments, suggestions and recommendations on improving females' education you are welcome.

Thank you!

APPENDIX- III
ADDIS ABABA UNIVERSITY
POST GRADUATE PROGRAMME
DEPARTMENT OF EDUCATIONAL RESEARCH AND
EVALUATION
INSITUTE OF EDUCATIONAL RESEARCH

Master's thesis questionnaire to be filled by school directors

The main purpose of this questionnaire is to collect relevant and appropriate data concerning females' participation and performance in second cycle primary schools' in Loka Abaya Woreda and to provide some possible recommendations for the encountered problems if there are any. Thus, your genuine, frank and timely response is quite vital to determine the success and completeness of the study. Hence, I cordially request your high collaboration in filling it honestly and responsibly.

Note: Dear participant please read carefully the instructions below before starting to fill the questionnaire.

1. I strongly ensure that your responses will be used for academic purpose, nothing else. So, the responses will be kept privately and confidentially.
2. Writing your name is not necessary
3. Please read each question orderly, and then indicate your response by circling the letter, or by putting the mark "X" in the given blank space, or by giving short responses where necessary.
4. Please be as brief as possible in responding the open- ended questions.

Thank you for your co-operation!

Part 1. Personal Information

1. Age _____
2. Sex .Male ___ Female _____
3. Qualification: A. TTI___B. Diploma_____ C. Degree ___D. MA/MS _____E. P.HD _____
4. Marital status: A. Married_____ B. Single_____ C. Divorced_____
5. Religion: A. Orthodox___ B. Muslim___ C. protestant___ D. traditional belief___ E. other___
6. Service in Year: A.1-5 ___ B. 6-10 _____ C. 11-15 _____ D. 16-20 _____ E. above 20

Part Two Questions

1. Do females' participate well in your school? A. Yes___ B. No___
2. Which factor do you think is the most associated with females' failure to do well in school?
 - A. Heavy work load at home_____ B. Own self esteem_____
 - C. Lack of support in class_____ D) other_____
3. What is the main problem that affects for females' participation and performance in education?
 - A. School related problems_____
 - B. Family related problems_____
4. More females' are faced dropout what is the main reason they' leave the school?
 - A. The family cannot afford the cost of education. _____
 - B. The females' are getting married. _____
 - C. Their achievement is not good enough to continue. _____
 - D. Parents are not willing to educate beyond primary education._____
5. Do females' have experience absenteeism than boys' in your school? A. Yes ___B. No___

6. If your answer to No5 is yes what do you think, is the reason why?

- A. To assist mother domestic household work___ B. Because the school distance from home ___
 C. Due to security problem___ D. Because females' get sick frequently___

7. What you suggest to improve females' participation and performance in education?

8. To what extent school distance is affect females' participation and performance in education?

- A. Very high _____ B. High _____ C. medium _____ D. low _____ E. very low _____

9. Whose dropout rate is higher in this year 2013? A. men___ B. females'___ Why_____

10. As you are member of the community based on your knowledge of the community and experience, indicate your opinion on the extent to which these attitudes play a role in your context? Note: SA- strong agree, A-agree, DS-disagree, SD- strong disagree

No	Attitudes of parents towards educating their daughter	SA	A	DS	SD
10.1	Parents do not want to educate their daughter				
10.2	Parents do not believe that men and females' are equally intelligent and can perform equally				
10.3	Expectation of parents for their daughter are not as that of their son/s				
10.4	Parents consider educating females' as a wastage as compare to their son/s				
10.5	Parents believe that men have better access to the world of work than females'				
10.6	Parents do not have the knowledge of the benefited educating their daughter				

11. To what extent do the above mentioned parental attitudes affect for females' academic performance?

A. Very high _____ B. High _____ C. Medium _____ D. low _____ E. very low _____

12. To what extent does parental education affects females' participation and performance in education?

A. Very high _____ B. High _____ C. Medium _____ D. low _____ E. very low _____

13. To what extent parental economic status affects females' participation and performance?

A. Very high _____ B. High _____ C. Medium _____ D. low _____ E. very low _____

14. In your observations and experience to whom families they give especial attention and support materials in education among their children?

A. For men ___ B. for females' ___ C. I am not certain ___

15. If not "for females' " on the above; what would you say that the reasons were for not to prefer their daughters?

A. The culture base against girls' ___

B. Parents perceive less confidence on girls' education ___

C. Lack of awareness the importance of females' education ___

If any other _____

16. Which one of the following factors mainly affects female students' participation and performance in your school?

A. lack of self- confidence, Lack of ability to be competent, Inability to become well planned and organized, fear, and shyness _____

B. carelessness, lack of attention, or uneager to learn, _____

C. cultural and religious impact_____

D. lack of female teachers as a model in the school _____

E. lack of facility and encouragement in the school for females_____

F. Lack of proper reading place where they can use freely_____

17. To what extent does females' have participation and performance in education?

A. Very high_____ B. High_____ C. Medium_____ D. Low_____ E. Very low_____

18. If they have "low" or "very low", what do you think are the reasons for it?

A. They have workload at home_____ C. Teachers cannot support in class_____

B. They are careless in nature_____ D. Parent cannot support at home_____

19. What is females' major daily routine work load in your area?

20. From your experiences and observation, at which age do most female get engaged in marriage?

A) 10 -12 years old_____ B) 13 -14 years old_____

C) 15 – 18 years old _____D) 19 – 20 years old____ E) 20 and above_____

21. Do you think that expressions and examples found in the textbooks and teaching materials represent male and female characters equally?

A) Yes B) No C) I am not certain

22. If your response for question number 22 is "No", among the following by which one can it be described?

A) Males are active and strong whereas females are passive and weak _____

B) In given examples males are more frequently mentioned than females_____

23. Which of the following measures do you think that helps females' participation and performance in education? (Making more than one choice is possible).

A. Organize tutorial class___ C. Expanding schools at an average distance___

B. Organize gender work shop for females' ___ D. Prohibiting early marriage___

E. gives recognition for female teachers in school_____

If any other _____

24. If you have additional comments, suggestions and recommendations on improving females' education you are welcome.

Thank you!

APPENDIX - IV

ADDIS ABABA UNIVERSITY

POST GRADUATE PROGRAMME

DEPARTMENT OF EDUCATIONAL RESEARCH AND EVALUATION

INSTITUTE OF EDUCATIONAL RESEARCH

Master's thesis questionnaire to be filled by parents

The main purpose of this research is to identify the main problems that affect females' participation and performance in the schools of your wereda. Your school is particularly one of the selected levels for data collection purpose. It is also aimed at identifying possible intervention strategies that could be implemented improve females' participation and academic performance particularly in your school. In order to make the research more reliable and valued, you are among those chosen to participate in the study as a primary source of data. Thus, your genuine, frank and timely response is quite vital to determine the success and completeness of the study. Hence, I cordially request your high collaboration in filling it honestly and responsibly.

Thank you for your co-operation!

1. General background

1.1. Woreda /Administrative town_____ schools name_____

1.2. Sex, A) male____ B) female____

1.3. Age_____

1.4. Educational levels

A. Illiterate _____ D. Secondary level_____

B. Write and read only_____ C. Primary level_____

E. more than secondary _____

1.5. Religion _____

1.6. Occupation _____

1.7. Average income of the family (monthly) _____

2. How many children do you have? _____

A. son/s _____ B. daughter/s _____

3. How many of them are school age children?

No	Status of your children	Number of son/s	Number of daughter
1	attend primary school at present		
2	attend secondary school at present		
3	attend higher education at present		
4	Drop out any level of education		
5	Do not attend school		

4. Whom do you think should be given priority to send school between your son and daughter?

A) son/s _____ B) daughter/s _____ C) both _____

5. On the average how many time your daughter/s engaged for house hold chores? _____

6. To what extent your daughter engaged for the following house hold activities within a week?

No	House hold activities	No of days of a week engaged for house hold chores			
		Every days	5-6 days	3-4 days	1-2 days
1	Cleaning the house				
2	Cooking meals				
3	Collecting fire woods				
4	Fetching water				
5	Cares for sibling				
6	Washing clothes				

7. When you observe the existing situations of your local area, girls have less reading time than boy. What do you think about this statement?

8. Do you follow your children performance?

A) Yes _____ B) No _____

9. if your answer for the above question is " yes" who achieve higher academic performance?

A) son/s _____ B) daughter/s _____ C) both of them _____ D) I am not certain _____

10. What is the reason that your daughter/s or your son/s gets higher academic performance?

11. As you are member of the community based on your knowledge of the community and experience, indicate your opinion on the extent to which these attitudes play a role in your context?

No	Attitudes of parents towards educating their daughter?	SA	A	DS	SD
1	Parents do not want to educate their daughter?				
2	Parents do not believe that male and females' are equally intelligent and can perform equally?				
3	Expectation of parents for their daughter are not as that of their son/s?				
4	Parents consider educating females' as a wastage as compare to their son/s?				
5	Parents believe that boys' have better access to the world of work than females'?				
6	Parents do not have the knowledge of the benefited educating their daughter?				

Note: SA- strong agree, A-agree, DS-disagree, SD- strong disagree

12. To what extent do the above mentioned parental attitudes affect for females' participation and performance?

A. Very high_____ B. High _____ C. Medium _____ D. low _____ E. Very low _____

13. To what extent does parental education affects females' participation and performance in education?

14. A. Very high_____ B. High _____ C. Medium _____ D. low _____ E. Very low _____

15. To what extent does parental economic status affects females' participation and performance?

A. Very high____ B. High _____ C. Medium _____ D. low____ E. Very low _____

16. What is the main problem that affects for females' participation and performance?

A) School related problems _____

B) Family related problems _____

17. How we can solve these problems and improving girls' participation and performance in our area? _____

18. If you have additional comments, suggestions and recommendations on improving females' education you are welcome.

Thank You!

APPENDIX - V

ADDIS ABABA UNIVERSITY

POST GRADUATE PROGRAMME

DEPARTMENT OF EDUCATIONAL RESEARCH AND EVALUATION

INSTITUTE OF EDUCATIONAL RESEARCH

Master's thesis semi-structured Interview for principals

The main purpose of this research is to identify the main problems that affect females' participation and performance in your schools. Your school is particularly one of the selected levels for data collection purpose. It is also aimed at identifying possible intervention strategies that could be implemented improve females' participation and academic performance particularly in your school. In order to make the research more reliable and valued, you are among those chosen to participate in the study as a primary source of data. Thus, your genuine, frank and timely response is quite vital to determine the success and completeness of the study. Hence, I cordially request your high collaboration in filling it honestly and responsibly.

Thank you for your co-operation!

1. General background

1.1. Schools name _____

1.2. Sexes, A) male ____ B) female ____

1.3. Age _____

1.4. Services in year _____ for teaching _____ for school principal _____

1.5. Level of education _____

1.6. Status _____

2. How could you describe female students and teachers relationship in your school?

3. Do you observe any problem, regarding to their problem?

4. How could you describe parents and school relationships in your school?

5. Do you think that parents came and discuss from teachers or other concerning bodies in your school based on their daughters' academic performance?

6. In 2005 E.C who repeated more particularly in your school? What is the reason for their repetition?

7. Based on your school practice situation, what do you think about the presence of female teachers and female students regarding to their academic achievement?

8. What major activities were done towards improving females' academic performance in your school?

9. Could you mention some of the major problem faced in your school in improving their academic performance/ or in relation to female education?

10. What measures were used to solve those problems?

11. In your opinion, in order to improve females' participation and performance at zonal level, what measure should be taken?

12. Do you think that expressions and examples found in the textbooks and teaching materials represent male and female characters equally?

Thank You

DECLARATION

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

Name: Alem Hagos G/Kidan

Signature: -----

Date: -----

SUBMISSION APPROVAL SHEET

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

Name: Wanna Leka

Title: -----

Signature: -----

Date of Submission: -----