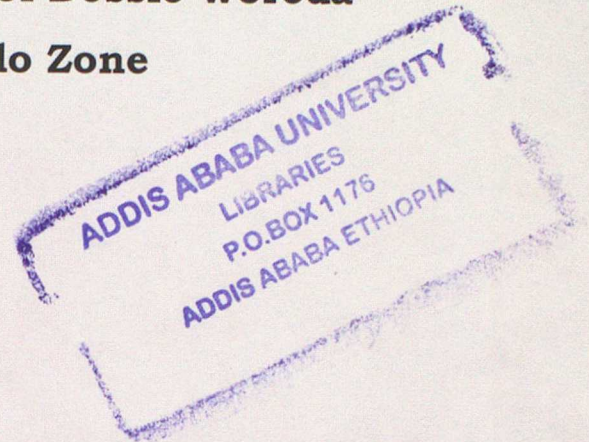


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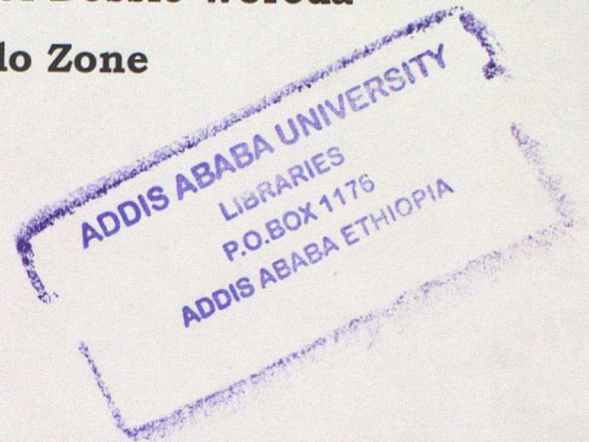
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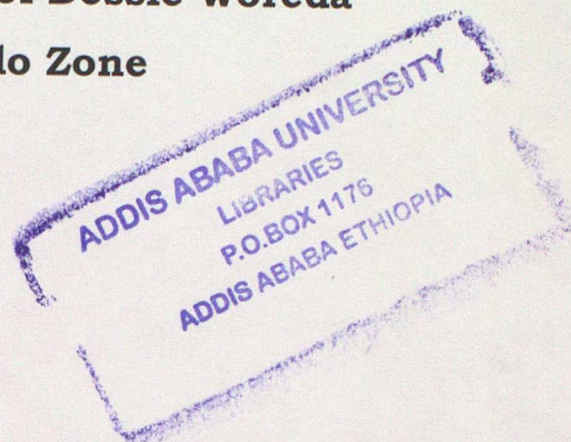
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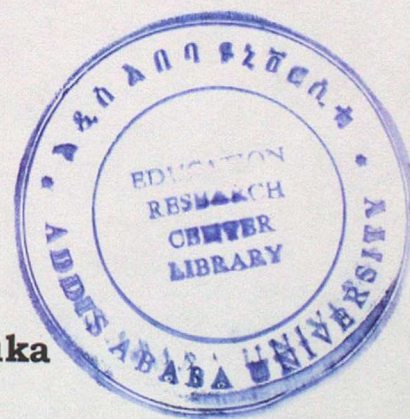
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Acknowledgments

I would like to express my deepest appreciation to my thesis advisor Ato Lema Setegn (Ass. Professor), for his Unreserved guidance, encouragement, corrections and constructive comments, without these the completion of my thesis would have been impossible.

Special thanks to my husband Ato Mesfin Tesfaye for his unforgettable kind support in all aspects of my life.

I am also grateful to Feven Anteneh and Genet Welday for their genuine computer assistance to type the thesis.

I have exceptional thanks to God that gives me health and all the above kind individuals.

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List of Acronyms

AIDS	-	Acquired Immune Deficiency syndrome
CRC	-	Convention on the Rights of the Child
CYFWO	-	Children, Youth, and Family Welfare Organization.
HIV	-	Human Immune Virus
HR	-	Human Right
HRW	-	Human Rights Watch
MOE	-	Ministry Of Education
OAU	-	Organization of African Unity
PTA	-	Parent – Teacher Association
SAHRE	-	Society for the Advancement of Human Rights Education
UN	-	United Nations
UNECA	-	United Nations Economic Commission for Africa
UNESCO	-	United Nations Educational, Scientific and Cultural Organization.
UNICEF	-	The United Nations International Children’s Emergency Fund.
FGD	-	Focus Group Discussion

Abstract

The purpose of this study was to assess the extent to which girls' rights are violated or neglected, and to examine its functional impact on their academic performance. In order to attain the objectives of the study, qualitative and quantitative aspect of descriptive survey method was employed. The study was carried out on five second cycle primary schools that were selected using random sampling technique from 21 second cycle primary schools of Dessie woreda in South Wollo zone. A total of 270 female students selected randomly from grade 7 and 8, 30 teachers selected using stratified random sampling technique, 15 parents of female students selected randomly from PTA members and 5 school director purposely selected from the five sample schools were involved in the study. Questionnaire, interview and focus group discussion (FGD) were the instruments used for data collection. The data gathered were analyzed using statistical tools such as frequency counts and percentages. The result of the analysis show that girls' rights are violated both at home and in school environments of Dessie Woreda. Therefore, most of the female students of the woreda do not benefit from the provision of development and safeguard rights. It was also observed that violation of development and protection (Safeguard) rights have profound impact on female students' academic performance. Therefore, creation of child right awareness in the community, creation of conducive environment in the school for girls to benefit from child rights, taking disciplinary measures in the individuals who harass and mistreat girls in the school and in the community and also cooperative work between the community, schools and legal institutions were recommend for the realization of girls' rights protection in order to increase academic achievement of female students of Dessie Woreda.

CHAPTER ONE

1. Introduction

1.1 Background of the study

The problem of human rights violations exists in most of the world nations. For example, it exists in Europe, America and Africa (Olweus, 1994, Bran, 1994; Kingery, et.al. 1998 cited in Habtamu 1998).

Violation of rights in the area of education is large in Africa. Even if getting education is a fundamental human right it is a right that is routinely violated on a massive scale. Concerning this, Watt, (2003) indicates that 53 million African children aged between 6 and 11 (i.e. 25% of them) are out of school; only 50% of the children in the region complete the primary education cycle. Millions of children who do complete this cycle receive a poor quality of education (Alemayehu, 2004).

The government of Ethiopia has considered international child rights such as UN convention on the rights of the child, African charter on the rights and welfare of the child and incorporated them in its constitution and other various programs.

Despite these measures to resolve those challenging children's problems, there still persist child rights violations in the country. Physical and sexual violence, child labor, neglect, forced marriage and prostitutions, corporal punishment, torture, other cruel, inhuman and degrading treatment and punishment are common (SAHRE, 2007).

In schools, children are also exposed to violations such as: physical punishment, inhuman treatment, sexual harassment and exploitation, and discrimination. Some studies in Ethiopia (Dereje and Tigist 1997; Daniel, Gobena, and Habtamu 1998) for instance confirmed that school children have

been subjected to different kinds of violations and their rights have not been protected well, of which physical punishment the most frequently occurring in the country. Knowingly or unknowingly parents and teachers use severe physical punishment. These violent behaviors break human rights and sometimes endanger children's life.

Even if both sexes are victims of violence, girls are more vulnerable than boys. Panos (2003), indicates that male and female student are both affected but there is a significance gender difference. Girls and young women are encountering higher level of violence. It is also explained that sexual harassment and abuse affect women's and girl's rights and ruin them physically and psychologically. It severely limits their ability to use their educational potential.

Therefore, investigating the extent to which child rights are violated and analyzing its impact on the child education in general and girls' academic performance in particular seems timely.

For this study the United Nations convention on the rights of children (CRC) is taken as a framework. As a result implementation of some articles, which deal, particularly, with the issues of child's development and protection of rights will be dealt.

Development rights refer to those things that are required for children in order to utilize their optimal potential. Protection of rights on the other hand, enables to safeguard children from any form of maltreatments and violence (Foundain, 1993). Enumerated issues in the CRC include the following provisions. For the sake of precision rights, such as developmental and protection rights, are included. Specifically, Development rights which include:

- i. The right to get food (nutrition) and health service (Article 27, 24)
- ii. The right to express their own views, opinion and get freedom of thought (Article 12, 13, 14)
- iii. The right to get information, support and guidance (article 17, 18)

- iv. The right to participate in deciding issues affecting them (article, 31); and Protection (safeguard) rights, that include:
 - i. Discrimination (Article 2)
 - ii. Hazardous works (Article 32)
 - iii. Corporal punishment (Article 19)
 - iv. Sexual harassment (Article 19) are taken.

1.2 Statement of the Problem

The universal declaration of human rights (1948) states “every one has the right to education”. This fundamentally justifies the significance of education in enhancing the development of a society. However, the issue has remained an unfulfilled promise for millions of people world wide, especially for women living in developing countries.

MOE (2007/08: 23) education statistics annual abstract indicates that even if many of really ready children have now been “captured” by the system, there remains a gender gap in terms of enrollment of boys and girls with girls still lagging by about 10 percentage points.

The same annual abstract (table 4.10: 37) indicates the primary completion rate by gender for five consecutive years (2003/04-2007/08). The table clearly shows female’s completion rate is less than male’s.

Primary Completion Rate by Gender

Year	Grade 5			Grade 8		
	Male%	Female%	Total%	Male%	Female%	Total%
1996E.C (2003/04)	60.0	42.2	51.3	34.9	19.1	27.1
1997E.C (2004/05)	65.2	49.5	57.4	42.1	26.3	34.3
1998 E.C (2005/06)	69.2	56.0	62.7	50.1	32.9	41.7
1999E.C (2006/07)	71.6	61.6	66.6	51.3	36.9	44.2
2000E.C (2007/08)	71.7	67.0	69.4	49.4	39.9	44.7

Still the relative percentage of enrollment and completion rates has regional disparity.

The data obtained from Dessie Woreda education bureau (2008/09) indicates that out of 11114 enrolled second cycle primary grade students (5-8) only 5542 of them were females and out of 614 drop outs 337 were female, and out of 1050 class repeaters 536 of them were female students.

Access to primary education is only one part of the problem for girls. Once they are in schools, girls often have high repetition, failure and dropout rates resulting in low primary education attainments (Odaga & Heneveld, 1995:11).

Different problems that influence the improvement of girls' education have been discussed in a number of ways. However, only few studies focused on the problem of low education attainment and incompleteness rates of girls in relation to the condition of child rights protections. Thus, to understand whether the problems have connection with child rights violations, it seems worthwhile to investigate the extent of child rights violations and its influence on girls' academic performance.

In this regard, this study tries to focus on the following objectives.

1.3 Objectives of the Study

This study attempts

1. To analyze the extent to which the girls in Dessie woreda primary schools (2nd cycle) are deprived of the provision of development rights (i.e. getting food and health service, expressing their own views and opinion, getting freedom of thought, participating in decision making, getting information, support and guidance).
2. To examine the extent to which girls in Dessie woreda primary schools (2nd cycle) are deprived of the provision of protection (safeguard) rights (i.e. sexual discrimination, hazardous works, sexual harassment and abuse, and corporal punishment).

3. To assess the impact of child rights violations on academic performance of female students in Dessie woreda primary schools (2nd cycle).
4. To analyze which members of the community violate the provision of development and protection (safeguard) rights of girls in second cycle primary schools of Dessie woreda.

1.4 Research Questions

In order to attain its objectives this study tries to answer the following basic questions.

1. To what extent are girls in Dessie woreda primary schools (2nd cycle) deprived of the provision of development rights?
2. To what extent are girls in Dessie woreda primary schools (2nd cycle) deprived of the provision of protection (safeguard) rights?
3. To what extent the violation of the rights of female students have affected the academic performance of female students in the Dessie woreda primary schools (2nd cycle)?
4. Who violates the provision of development and protection (safeguard) rights of girls in second cycle primary schools of Dessie woreda?

1.5 Significance of the study

It is true that child maltreatment causes a significant developmental handicap that unless corrective measures are taken in time the scarce resource that is being channeled in to this sector and even more important the children are left to be wasted.

Hence, the result of this study is believed to be helpful to provide information for different social groups in order to have better understanding of the issues of child rights and its contribution to girls' academic performance. This will help them to create strategies for exercising the girl children's rights in line with CRC. In addition to this, the study will encourage further research works in the area.

1.6 Delimitation of the Study

In order to have more comprehensive information it will be good if the study will include both sexes of all the primary schools in different settings of the country. However, for the sake of in-depth and manageable study it was delimited to female students of primary schools of second cycle in south Wollo zone of Dessie Woreda. Moreover the study was delimited to examining the issues categorized under development and protection rights of a child since the contents of CRC is so wide so that all the articles could not be covered.

1.7 Limitation of the Study

The major problems encountered by the researcher were the following

1. Problem of identifying students whose rights are violated.
2. Individuals' un-willingness to participate in the study due to lack of trust about the relevance and other unjustifiable reasons.
3. Due to the few number of the study participants, restrict to generalize the result of the study to the general situation of the country.

1.8 Operational Definition of the Key Terms

1. **Academic achievement** – the actual accomplishment in teaching and learning process.
2. **Child**- Every human being below the age of 18 years (UN, 1989)
3. **Development rights** – those rights that are required for children in order to utilize their optimal potential (Foundian, 1993)
4. **Family** – A constellation of all members of a house hold. In this study the concept also represents those individuals who are sharing the same house hold (parents, children, relatives, house maids, servant, etc)
5. **Gender gap** – difference between male and female pupil enrolment ratios in a given year (MOE, 2001/02:26)
6. **Participation** – In this study used to mean girls enrolment and indicates the persistence of female pupils in primary schools.
7. **Performance** – Scores students earned in the examinations (Hornby, S 1999).

8. **Protection rights** – those rights which safeguard children from any form of maltreatments and violence (Foundian, 1993)
9. **Second Cycle Primary Grades** - Grades 5th – 8th
10. **Sexual abuse** – any sexual act, attempt, unwanted sexual comments, or advances, or acts, to traffic girl's sexuality, using coercion, threats of harm regardless of the victims consent (Panos, 2003).
11. **Sexual Harassment** – the use of power to emphasize the sexuality or sexual identity of a student in a manner which prevents or impairs that students full enjoyment of educational benefits, climate, or opportunities (Nancy Tuana, 1992)
12. **Wastage** - Refers to the effects of the associated problems of repetition and dropping out i.e., the inefficient utilization of both human and economic resources by the education system

CHAPTER TWO

2. Review of the Related Literature

2.1 Historical Background of Female Education

Education, which is one of the major human activities, plays a vital role to promote national development and thus bring about positive changes in the lives of the people. It is believed that development is brought about not only by educating men, but also women. Many studies have shown that in many African countries, women's participation in education is low. The enrollment at elementary, secondary and tertiary levels of education is characterized by gender disparity and also a large number of female students dropout from school and repeat in a class (GCE, 2003) in Dereje (2008). The legal and political rights a woman may exercise and even the ability of a woman to care for herself and for her children depend on the level of education she gets (UNICEF, 1992) cited in Dereje (2008). Therefore, women's access to education has been recognized as a fundamental right, and increasing their access is among the goals of most developing countries. In spite of this fact, however, the provision of educational opportunities for females in most of the developing countries were not as desired.

The traditional education, which has a long history in Ethiopian education, was characterized by strengthening the traditional view of the society in widening the gender gap between men and women in different social activities, and it favored the patriarchal system based on the superior nature of males and heads of the households, which recognizes women as dependents (Seyoum, 1986). Women were not allowed to assume responsibilities in state and religious institutions when education system was religious oriented (Alemtsehay, 1985).

The opening of the first girls' school in Addis Ababa in 1931 by Empress Menen was also a good foundation for the provision of modern education for girls in

Ethiopia. However, there were only eighty students in the school in 1935 (Atsede, 1988). During the newly opened provincial schools, empress Mennen School in 1941 and Empress Menen Handicraft School in 1942 for girls in Addis Ababa, the overall enrollment of girls were increased from 8.7 percent in 1946-1947 to 12.4 percent in 1950-1951 (Atsede, 1988:17). The 1940's government schools admitted both sexes but maintained separate classes for girls and boys. From those 540 government schools in 1950, 450 of them were co-educational: teaching girls and boys in the same classes. That was the major effort made in applying the principle of providing equal opportunity for education for both sexes.

In spite of the efforts made by the government to provide equal opportunities for both sexes and non-discriminatory policies, the actual situation in Ethiopia today confirms the superiority of the male in an indirect way in education (Almaz, 1995). Consequently women were deprived of education especially in many rural areas of Ethiopia and their contribution in development is felt not to be fully actualized.

In general terms, as the number of studies have been shown concerning the various issues that are related to females' education, Ethiopia is one of the most disadvantaged countries of the world in its educational progress, especially in providing equal opportunities for both sexes, this fact is evidenced by a recent statistics that tells us even if many of really ready children have now been "captured" by the system, there remains a gender gap in terms of enrolment of boys and girls with girl still lagging by about 10 percent points (MOE, 2007/08). Also the researches conducted in Ethiopia on females' education show that just as other developing countries, in Ethiopia too, enrollment is low for female and also cases of dropping out and repeating in a grade at different educational levels of the country are generally higher for female students than males.

Among the major causes for such a low rate of female enrollment and high rate of class repetition seem to be child rights violations in different forms at homes, schools and in the community (Alemayehu, 2004; Genet 1991; Tilaye, 1997; Kinyanjui 1993; etc).

2.2 Political Commitment and Legal Basis for CRC Implementation

The Ethiopian government's policy towards ratifying relevant international instruments is indicator of its commitment to children's welfare. Several important instruments have been ratified, the most important being the Convention on the Right of the Child (UN.1989).

The OAU adopted the African Charter on the Rights and Welfare of the Child in 1999 to exercise it in accordance with the African traditions and developmental trends. The spirit of the Charter is stated as follows:

In the African society a child occupies a unique and privileged place and is expected to live and grow up in a family atmosphere of happiness and love. We all have a role to play to ensure that the rights of the child are respected and protected at all times. It is also important for children themselves to know what they should expect and demand from their Governments, communities, and families (The African Child Policy Forum, 2006).

The state parties committed themselves to take all the necessary steps and legislative measures for ensuring the protection of the African child rights. Ethiopia has been part of these global trends. All major international documents have been fully recognized in the country's constitution. The child rights to parental care and protection were adequately covered by Civil Code of 1960 and Penal Code of 1957. Ethiopia has fully embraced child rights since 1991 and the Convention has become part of the legal system of the country (CYFWO, 1992). The present constitution, and Education and Training Policy of Ethiopia are some of the main policies and laws that ensure human right protection. To have a glance at the United Nation's and

Ethiopia's state parties preposition on the child rights, let us look at a few pertinent articles and phrases.

The CRC contains several provisions related to protecting children from violence. The general principles of the CRC stipulate that in all actions concerning children, the best interests of the child should be a primary consideration (Article 3), and that there is an inherent right of every child to life and to survival and development. More specifically, Article 19.1 of the CRC protects the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardians(s) or any other person who has the care of the child. Article 37 protects children from torture or other cruel, inhumane and degrading treatment or punishment. Article 39 also imposes on ratifying states an obligation to take steps to assist children who are victims of violence in their recovery and social reintegration. Article 36 sets forth that every child has the right to be free of corporal punishment or cruel and inhumane treatment in schools and other institutions responsible for the care of children. The same article also stipulates that a child has the right not to be subjected to exploitative practices, or required to do work, which may be hazardous or harmful to his or her education, health or wellbeing. In Article 35 that deals with the rights of women, the Constitution also provides for the protection of women, including girls, against harmful traditional practice that cause physical and psychological harm.

The Ethiopian Education and Training Policy states that, "Education plays a role in the promotion of respect for human rights and democratic values, creating the condition for equality, mutual understanding and cooperation among people" (ETP, 1994).

The CRC provides for complete and wide- ranging protection of children from violence. Ethiopia ratified the CRC in 1991 and is bound by all its provisions. Moreover, as per article 9(4) of Ethiopia's Constitution, all the provisions of the

CRC are considered as an integral part of the law of the country. However, there occurs a challenging problem in translating the legal concession into practice. Many of the issues in the CRC, laws and policies pertaining to the girl child have not been applied yet fully for a number of reasons like lack of cultural adaptation and inadequate public support (Alemayehu, 2004).

2.3 Determinants of Child Rights Implementation

Some factors at home and in school environments are the most determinants of child rights implementation.

2.3.1 Home Environment

Home environment and other family characteristics constitute the most important factor that influence a child's level of achievement in school.

2.3.1.1 Parental Involvement and Responsibilities

The family is the first and the basic socializing institution in the process of a child's growth and development. In many aspects parents and the child rights have close relationship. This is because, the general condition of parents determine the implementation of the child rights, so CRC gives more emphasis for parental guidance and responsibilities as indicated in CRC- article 5 and 18.

- * Article (5) states that "State parties shall respect the responsibilities, rights and duties of parents or where applicable, the members of extended family or community as provided for by local custom, legal guardians or other persons legally responsible for the child to provide, in a manner consistent with the evolving capacities of the child, appropriate direction and guidance in exercise by the child of the rights recognized in the convention" (UN, 1991:38)
- * Article 18 also states that "State parties shall use their best efforts to ensure recognition of the principle that both parents have common responsibilities for upbringing and development of the child, parents or, as the case may be, legal guardians, have the primary responsibility for the upbringing and

development of the child. The best interest of the child will be their basic concern (UN, 1991:41).

Hence, as we can read and understand from above articles, parents have a very important role to play in promoting child's rights implementation.

Research studies seem to agree with the notion of parental guidance and responsibilities in the child's development aspects. Fenman, Keith and Remers (1967) cited in Teshome (2002) shows us that a direct parental involvement in such activities like reading books, advising, reinforcement, showing techniques of the study is found to have a positive contribution to effective use of the child potential that enable him/her to achieve a better academic results. Lishan (2004) indicates that low level of academic achievement among female students is due to lack of study time and parental support.

Parental support and involvement in child's schooling as has been observed to be important in a number of ways. It includes emotional and personal aspects in addition to school- like activities. Grolnick and Benjet (1997) describe parent involvement as the dedication of resources by parent to the child within a given domain such as behavior, cognitive intellectual and personal. The parent's behavior concerns participation in activities at school and at home such as helping with homework and asking about school. Cognitive- intellectual involvement includes exposing the child to intellectually stimulating activities like talking about the current events. Personal involvement concerns knowing about and keeping abreast of what is going on with children in school. The above authors found that parent involvements are associated with children's motivational resources and school performance. In this regard, it is considered to be an influential aspect in pursuing the goal of enabling children to use their optimal potential. However, some inconsistencies have been also observed among research results. For instance, Mathewos (2000) and Alemayehu (2006) found that parental involvement such as monitoring activities, and family's financial and moral support has no significance.

2.3.1.2 Some Home Related Constraints Girls Face

There are a number of barriers that block the girl children benefiting from provision of the rights in the home environments.

i. Parental Attitude Towards Girl's Education

It can be presumed that the concern of adults for the well being and healthy development of the child is common to all societies and cultures in the world- both developed and developing countries. However, the means and methods employed in expressing this concern may vary. In rural areas, where the majority of the people are illiterate, the reason for low enrollment, dropout and low academic performance of girls in different levels of education may be attributed to the values and attitudes that the society attaches towards education of girls. Such perception of the society towards the education of female is usually based on the so called traditional constraints. These constraints include the following: Girls have special needs for physical protection and tradition often demands special concern for girls' privacy and special reputations. In those cultures where female seclusion is practiced, the impact of that tradition on girls' enrollment after puberty is likely to be substantial. Moreover, traditional constraint such as school related problems which lead to safety and culture concerns may force parents not to send girls to school.

These negative perception for female education is predominantly observed in the modern schooling systems of most African countries with far- reaching adverse consequences for both individual and national well- being (Kinyanjui, 1993). The illiteracy and under education of African women vividly hinder their ability to articulate and express their interests in a wide variety of fields, ranging from politics to the economy. Realization of the rights to education serves the goal of individual and reproductive health.

In most parts of Ethiopia where patriarchal thinking dominates the culture, people believe that men are superior to women and it also institutes division of

labour by gender. As a result, women are given the role of a wife, a mother and a house-keeper while men are given the role of a bread winner, a protector and supporter. Thus, the attitude that education is not necessary for girls and women are eminent in patriarchal societies since it believed that education has no role of preparing women to be good housewives and mothers (Lglitin, 1976). Such attitudes have great impact on the values attached to women's education by each group of society that is directly or indirectly involved in educating women especially girls' parents and leaders of the culture.

According to Odaga and Heneveld (1995) the cultural beliefs of most rural parents that boys are more intelligent than girls, boys perform better in school than girls were found definitely affect attitude of parent decision and desire to invest on the education of their daughters. Parents' with these types of cultural practices and beliefs tend to judge the value of education by the returns from the labor market. These expectations by the parents force them to give priority to boys' education, and the perception of girls' education as equally important as that of boys among the family found to be not encouraging (Njeuma, 1993).

Furthermore, the worry of most parents about the investment on their daughters' education is that they leave the family when they get married, and they also think that the income that a girl acquires through education directly goes to her husband instead of supporting her family (Odaga and Heneveld, 1995). As different studies indicated, societal attitudes towards girls' education vary from community to community especially where the majority of the people are illiterate. For instance, studies conducted in Chad indicated that some parents believe that schools tend to push girls to prostitution and difficult to control them by parents, and studies conducted in Cameroon also indicated that educated girls are like to challenge the traditional roles expected of them during marriage (Odaga and Heneveld, 1995).

In general, many studies have shown that parental attitudes have a strong influence on girls right to education.

ii. Girls Labour at Home

As several research findings show, girls are the major sources of labour in the household. Even if girls get the opportunity to attend school, the time they spend on household chores before and after school makes them tired during lessons. According to UNESCO (1983), African women perform so many household chores under harsh conditions with poor training and tools. Some of these household chores which mostly accomplished by girls especially in rural areas are:- to fetch water, collect firewood, drying animal dung, cooking food, washing clothes, looking after younger children, weeding, etc. These activities which they engage in starting from their school age do not allow girls to have free time to study and to do their homework, because of these their performance in schools will be poor which indirectly force them to class repetitions (Kelly, 1989).

Hence, child labour is a major source of daily life, especially for rural parents, and one of the obstacles for the participation of rural girls in schools (Odaga and Heneveld, 1995). In rural Ethiopia women spend at least fifteen hours a day working different tasks where the largest amount of time is spent on activities required to feed the family, fetching water and firewood (IDS, 1996). Reasonable opportunity costs of girls' time have been shown to be a reason for girls not attending school mostly in rural Ethiopia (Anbessu and Junge, 1988).

iii. Early Marriage or Abduction

Several studies in Africa and other developing countries have shown that early marriage has a considerable share in retarding female school participation. In Ethiopia, most rural parents are positive about marriage and feel that girls are born to be married and to have children. As a result, they arrange marriage for their daughter's right before they reach puberty stage (Anbessu and Junge, 1988). According to Hyde (1989), females' commitment to marriage at their early age discourages their school entrance. Thus, some girls are married before they have the chance of attending school. Similarly, the study made in Ghana revealed that in area where early marriage practice, school enrollment of female

was very low (UNESCO, 1983). In conformity to the above findings, UNECA (1989) states that once girls are married, they are occupied in child-rearing and house duties that do not allow them to continue their education.

Customs in Ethiopia show that early marriage for religious reasons is particularly common in some ethnic groups, where girls are usually ready prepared for marriage at the age of 13-14 (Fatime, 1988).

On the other hand, in some rural areas girls sometimes get 'Kidnapped' on their way to school, or even from within the school compound itself by the parents of boys, for marriage to their sons (Rose et.al., 1997). As a result of this risk, some parents refuse to send their daughters to school.

In general, as several studies show, early marriage or abduction are among the problems for girls' school participation and persistence in schools. In Ethiopia too, where early marriage or abductions are practiced, they could be among the reasons for the low enrollment of females in education.

2.3.2 The School Environment

2.3.2.1 School Environment and Responsibilities

Schools, as social institutions charged with the responsibility of educating the children of a country.

Every child has the right to education. According to Pieron in UNESCO (1979), the child's right to education should not be seen solely in relation to the school, but in relation to all the places and times in the child's life. The school has an important role to play in exercising child's right in education. In emphasizing the role played by the school, Alexander (2003) noted that, the role of the school is to promote learning. A school is a community in which children learn to live first and for most as children and not as future adults, to be themselves and to develop in the way and at the pace appropriate to them and so on. This implies that, the school environment is considered to be a determinant for the realization of the child's rights to education. The convention in Article 28 and 29 states that "the child has the right to education ... education shall aim at

developing the child's personality, talent, mental and physical abilities to fullest extent" (UN, 1991) in Alemayehu (2004). In these regards, school communities, particularly, teachers have important responsibilities for helping to ensure that children rights are upheld; children need to be heard and listened in school to meet their needs. Charlton (1996) concludes that children's academic success can be improved, their personal problems can be reduced, and their self-esteem and motivation can be enhanced. The author further discusses the reasons for pupils free communication as follows:

We listen to them because we want to know more about them so we become better able to understand and to help them. On other occasions, we listen because they need to talk about a concern or fear so youngsters can "realize" the problem talks about it and hopefully resolve it. There are times also when we listen so we can diagnose, and remove blocks, which prevent pupils from successful academic skills. There are occasions also when we listen because we value their involvement in school affairs. By listening their views, we extend our knowledge of their perception of those experiences (Charlton, 1996:50).

The UN Convention on the Rights of Children in the same manner recognizes the notion of the child to be heard and freely express his/her views in any matter of interaction. In Article 12, it is stated that "The child has the right to express his/ her opinion freely and to have that opinion taken into account in any matter." And Article 13, similarly presents that "The child has the rights to express his/her views, obtain information, make ideas or information known regardless of frontiers".

The realization of the right to information, free expression and communication improves the child's education. Maheu (1973) suggests that the right to information becomes instrument for man's knowledge improvement in the fact that it is a natural extension of the right to education. In this regard, teachers

play a great role in order to promote children benefit from this right. They have to create free atmosphere so as to communicate with their pupils. Charton (1996) notes that for many pupils, teachers are persons who pupils need to discuss with their concerns, fears, worriers and anxieties. Even if teachers are not trained counselors, they need to have at least relatively simple, yet effective skills or approach to help their pupils. However, some of the teachers take measures which violate the rights of the children like corporal punishment, sexual harassment and abuse.

2.3.2.2 Some School Related Constraints Girls Face

i. Teachers' Attitude and Teaching Practice

Teachers' attitudes and teaching practice have important implications on the success of girls in primary education. Studies from several African countries reveal that both female and male teachers believe that boys are academically better than girls. (Rose et al; 1997; Anderson Leavitt et al, 1994; Davison and Kan Yuka, 1992) in Lishan (2004). Palme (1993) in Teshome (2003) reports that, in Mozambique, there is little communication between pupils and teachers, and the higher rate of failure for girls might be due to inequality of treatment. In line with this, in Guatemala, Nunez (1995) in Odaga and Heneveld (1995) found out that male teachers initiated interactions more frequently with boys, and boys initiated interaction more often with their male teachers.

ii. Lack of Educational Guidance & Counseling Service

Guidance is any help provided to individual or groups to manage their activities and develop their own talents (Chauhan, 1982). Counseling on the other hand, requires qualified, competent and interested personnel that can promote the individual's ability to make decisions which leads him/her to independent life activities (Shertzer and Stone, 1980). According to Stoops (1981), counseling helps the learner to adjust to his/her peers and to his/her school environment.

According to UNESCO (1983), lack of educational guidance and counseling services in the schools often lead to attrition or premature specialization and too late to influence student's attitudes as well as their educational and career choices.

Thus, Myrick (1987) cited in Muro (1995) has noted that, guidance and counseling activities are assumed to be needed by all children. All children need to gain self- understanding, assume increasing responsibility for self- control, mature in their understanding of the world around them, and learn to make decision. In addition, children need help in learning to solve problems and mature in their sense of values.

In the study of female's school participation by Yelfign (1995), it is found that girls have to face additional problems not necessarily faced by boys such as early marriage, unnecessary pregnancy and illegal abortion which contribute to class repetition and dropping out from school. Yusuf (1993) reported that in most of Ethiopian schools, lack of educational guidance and counseling, especially for female students results in dropouts, being exposed to some kinds of sexually transmitted disease, lack of knowledge of contraceptives, communication problems with family members, teachers, peers and school personnel. According to Yusuf, this is mainly because of lack of enough professionally trained counselors in many Ethiopian schools. Myrick noted that it is a mistake to think of guidance and counseling as the private domain of counselors. If one accepts the contention that developmental guidance is for all children, then it follows that other professional and non- professional adult will have a role in the guidance process. Teachers have a responsibility for contributing to, as well as utilizing, the guidance service in the school; they can contribute anecdotes for the cumulative record. They are in an excellent position to observe student behavior.

Although the importance of educational guidance and counseling services in schools are recommended by scholars in the field, they have not been given the

necessary attention by the Ethiopian educational policy makers. Educational guidance and counseling services are non-existent, especially in government primary schools of Ethiopia (Befekadu, 1998).

According to Yusuf (1993), even though there are few counselors in few Ethiopian high schools who are professionally trained in the discipline, they are complaining that they do not have any support (in relation to the necessary facilities such as budget, office and the like) from the school personnel, teachers, the community and other concerned bodies.

In general, a series of studies have shown that lack of educational guidance and counseling services in schools are found to be a barrier and have considerable impact on the academic achievement of both girls and boys, but it is more serious in the case of female students.

iii. Sexual Harassment and Abuse

Today, sexual harassment and abuse are issues of concern in educational institutions in Africa and it is a real concern for students, parents and authorities.

Various studies on the issue of sexual harassment have revealed that low rate of girls' school enrollment is remarkably attributed to sexual harassment (Thomas, 1990; Odaga and Heneveled, 1995). However, "While the many social and economic constraints on women education in Africa are the subject of concern, the issue of sexual harassment has been largely neglected" (Hallam, 1994 in Odaga and Heneveld, 1995). Later on from various surveys and articles chronicling incidents of sexual harassment, society is beginning to understand sexual harassment's negative impact on education through absenteeism, lower achievement, loss of self-esteem and dropping out of school by the victims. According to Thomas (1990), girls are harassed often sexually by the school boys and the problem is ignored or treated by the concerned school community (such as teachers, administrator, etc) as it is a normal boyish behavior.

In one study conducted in Zimbabwe girls in four schools were asked about problems they have at school. Of 73 girls interviewed, 47 percent reported unsolicited physical contact from boys in school such as grabbing or pinching their breasts, pulling them, twisting their arm, blocking their way, and in a few cases beating or hitting them. Fourteen percent of the girls reported being asked by a teacher for sex. In another survey in Botswana (Rivers, 2000 cited in Alemayehu (2004)) forty percent of girls of age 13 to 16 years old reported having been touched in a sexual manner without their consent, and the same percentage reported being talked to about sex in a manner, which made them feel uncomfortable. Two percent of them reported being asked for sex by a teacher. Hence, in both cases school girls faced sexual violence and harassment from peers and teachers.

The learning environment is difficult for girls with harassment, teasing and ridicule from boys for being unfeminine if one is intelligent and the other is not too intelligent (Summers, 1992). In addition to this, he noted that boys sometimes used physical threats of violence, and personal teasing to keep girls quiet in class and discourage them from taking leadership roles. (Hallam, 1994) noted that in groups, as members of clubs and cults, male students prey on female students, abuse them verbally, cartoon them in absence in campus publications, harass, beat and rape them.

Furthermore, Summers (1992) has noted that school sexual risks are also attributed to teachers which force many girls to dropout of school. Moreover, African Rights (1994) has noted that sexual abuse by teachers which exploits the trust of both female students and parents is far more spread than most institutions care to admit. Such abuses range from sexual advances, threats of examination failure to an outright rape. By any means female students are forgets of sexual harassment ranging from having sexual rumors spread about them to being touched, grabbed, or pinched in a sexual way. Indeed "the phenomena of sexual harassment has been perceived to be so common that many women have come to regard it as normal" (African Rights, 1994).

Strauss, (1993) in African Rights (1994) has noted that most female students ignored the harassing because they do not want to make waves and afraid of others for they would think as they were making a big deal out of nothing. In line with this idea, Reilly et al (1986) cited in African Rights (1994) has noted that the victims of sexual harassment try to handle the problem by simply avoiding the harasser whenever possible, or they tell family members and friends about it. Neither of these tactics may be helpful, particularly the later one since family and friends may blame the victim or just tell to ignore the harassment.

Furthermore, Brandenburg (1997) noted that some complains about too much attention to sexual harassment is destroying male- female relationships and eliminating spontaneity in personal and professional interactions.

It is obvious that sexual harassment and abuse have an impact on girl's education and health. The unchallenged occurrence of sexual violence and harassment in schools is highly disruptive to girl's education. It frequently results in intimidation, poor levels of participation in learning activities; forced isolation, low self- esteem or self- confidence, dropping out of education or from particular activities or subjects or other physical sexual and/ or psychological damage (HRW, 2001).

In general, as many research findings indicated, sexual harassment creates an unpleasant and hostile learning environment for female students, which affect their school participation and persistence, their personal and professional growth and ultimately their future careers. The lack of remedy by school community, parents, and other concerned authorities and the abuse of female students within the school system, grossly undermine the efforts to increase females' school participation and achievement in education. To sum up, sexual harassment and violence against female students in educational institutions do have considerable effect on their enrollment and persistence.

iv. Corporal Punishment

Corporal punishment is a punitive act that inflicts pain. This includes hitting, slapping, spanking or forcing a child to maintain an uncomfortable position (Cyconline, (2001) cited in Alemayehu (2004)) that is common else where in the world- both in developed and developing countries.

Ethiopia has a long standing history of sophisticated church and koranic education. In these traditional schools, the student has to obey his teacher implicitly. Teachers have complete power over their students. Students are obligated to serve their teacher by carrying out such chores as cutting and splitting firewood, buying supplies from market places and serving as messenger boys. Any deviation from these norms is considered as offence. For a young student to disobey a teacher, or even a senior student, is considered as a major breach of discipline and entails severe punishment. As a result, corporal punishment is administered liberally. The use of long sticks and the whip is common under such circumstances. Parents usually side teachers. Quite often, a child is subjected to further punishment if he informs his parents about his punishments at school (Habtamu, 1996).

He also continues to show that, corporal punishment is administered not only for the breach of regulations but also for poor academic performance. To be slow in learning is punishable as the psychology of individual differences is not understood. These types of corporal punishments as a means of disciplinary method in Ethiopian are quite common in schools and homes even today.

Studies by Tegist and Dereje, (1997); Daniel and Gobena, (1998) and Hanbtamu, (1998) show that physical punishment is highly prevalent in schools. According to Tegist and Dereje, (1997), 79 percent of urban and 76 percent of rural children reported having had some form of physical punishment. The study further revealed that 21 percent of the urban and 65 percent of the rural respondents had skin bruises or swelling due to such inhuman treatments. Two percent of these students sought medical treatments.

Haile Gebriel (1998) cited in Habtamu (1998) conducted a study that involved 780 children of ages 7 to 18. He found that 83% of the children have been physically abused (beaten, pinched, slapped) by parents. Habtamu (1998) also reported that over 50% of participants have been hit, kicked or shoved by teachers. The African Child Policy Forum (2005:30), also revealed that in the home fathers, mothers, older sisters and brothers, stepmothers and fathers play a role in this regard as they are responsible for disciplining the children in the Ethiopian socio- cultural context.

Rose, (1984), conducted a survey in American public schools, which revealed the widespread use of corporal punishment with students at every grade levels in virtually all regions of the United States. The study indicated that 74.1 percent of principals in the US reported using corporal punishment, 83.3 of them supported the notion that corporal punishment as a means for maintaining school disciplines.

Educators, psychologists, UN conventions and child welfare organization are against the use of corporal punishment. Article 5 of the universal declaration of human right (UN, 1948) described that no one is subject to torture or the cruel, in human or degrading treatment or punishment. And United Nation Convention on the Rights of the Child, further stressed in article 19(1) as follows:-

States parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical and mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation including sexual abuse, while in the care of parent (s) or any other person who has the care of the child (UN, 1991:42).

Article 28(2) of CRC also talks about school discipline. It reads, "States parties shall take all appropriate measures to ensure that school discipline is

administered in a manner consistent with the child's human dignity and in conformity with the present convention" (UN, 1991:34).

Cyconline (2001) summarized the reasons for not using corporal punishment as the child's dignity, unfairness of an adult using physical force and of justice, as well as its association with a variety of psychological and behavioral disorders of children including anxiety, depression, withdraw and low self- esteem. It rather constitutes a violation of human rights (Seleshi, 2001).

Moreover, the UN conventions, the child welfare organizations, as well as national policies and legal constitution prohibit the use of corporal punishment, and affirmed that school children should be protected from mistreatment of any kinds. In practice, however, corporal punishment, as indicated by some studies by Tegist and Dereje, (1997); Daniel and Gobena, (1998) and Habtamu, (1998), is highly prevalent, and most people use it to modify undesirable students' behavior. These conditions contradict the child human rights, and constitute human right violation.

2.3.3. The Community- Vagrant Boys and Boys in the Neighborhood

Girls frequently experience beatings, insults and various forms of harassment from boys in the neighborhood and on the street (The African Child Policy Forum, 2005:31).

CHAPTER THREE

3. Research Design and Methodology

As mentioned earlier, the aim of this research was to investigate the current status of the child rights violations and its impact on academic achievement of female students in second cycle primary schools of Dessie woreda in South Wollo Zone. To achieve this end, the following methods and procedures of data gathering and analysis were used.

3.1 Research Method

To secure the study, multiple methods (qualitative and quantitative) aspects of descriptive survey method was employed. The reason why the researcher used it was that, descriptive survey is important to collect wide ranges of information with questionnaire, interview and focus group discussion (FDG) and easily manageable as well as convenient for the study.

3.2 Source of Data

To conduct the research the following data sources were used from second cycle primary schools of Dessie woreda in South Wollo zone.

- Female students from grade 7 and 8
- Parents of female students of second cycle primary grades.
- Second cycle primary school teachers and directors.

3.3 The sample and sampling procedures

The target population in this study was 5596 female students in 21 primary schools of Dessie woreda in South Wollo Zone of the year (2009/10). Out of 21 primary schools in the woreda five schools (Etege Menen, Gerado, Tesfa, Tigle Frie and Tita) were selected by simple random sampling technique. This is because simple random sampling technique give equal chance to the schools to be involved in the sample. To increase homogeneity of the sample and to get more matured ones, girls who are attending grade 7 and 8 which account for 50% of the total population of female students in the schools were considered as sample groups. From these sample groups 250 respondents and 20

discussants were selected using simple random sampling techniques. 25 female students from each grade, i.e. 50 female students from each school were considered as respondents and 2 female students from each grade, i.e., 4 students from school were considered as discussants.

Moreover, stratified random sampling technique was employed in selecting teacher respondents. The stratification secures proportional representations in relation to sex, work experience, qualification and subject area of the teachers. Parents (male and female) were selected purposely from PTA, school directors were selected using availability sampling technique in order to get detail information.

30 teachers (3 from each grade i.e., 6 from each school), 15 parents (3 from each school) and 5 directors (1 from each school) were the sample population of the study. Hence the total population of this study was 320 in number.

3.4 Data collecting instruments

To obtain adequate information for the study, three types of data collection tools were employed. These were; questionnaires, interviews and Focus Group Discussions (FGD). The reason why these instruments were employed is that, they help to secure relevant information on opinions and perceptions in a structural framework from respondents and they cover broad range of information. To have better communication with students and their parents, Amharic language as medium of communication was used. That means questions were translated from English language to Amharic language.

Questionnaire

The questionnaires were set for two types of respondents; female students and school teachers. The questionnaires for the students and teachers were open-ended and close-ended types. Using close-ended questions, the respondents were requested to assess the extent to which child rights as stated in the provision are protected using the five point scales from the very high to very

low. The open ended questions were used to get further information for the study.

Interview

Interview was held with school principals and parents. Both structured and semi-structured interviews were developed and used.

Focus Group Discussion

Focus Group Discussion was held with female pupils. In the FGD too, both structured and semi- structured questions were used.

The interview and the FGD enable the investigator to cross check and enrich the information gathered through questionnaire.

3.5 Data Collection Procedures

The questionnaire prepared for female students was administered in their respective schools during regular class periods. Students were made to fill out the questionnaire with out time limit. They were made not to discuss on the items as the response of one student may be influenced by the other. Before the students start to fill out the questionnaire, the purpose of the study was explained by the researcher. In addition to the specific and general directions in the questionnaire, oral instructions were also given. All the questionnaires administered to 250 students were filled properly and returned on time.

The teacher questionnaire was administered by distributing it to teachers in the sample schools and to be returned in the next day. All of them were filled and returned on time.

Parents' interview was done by calling them to come to the sample schools, and directors' interview was made in their office.

The focus group discussions with female students were made in the sample schools during the break times.

During interview and focus group discussions tape recorder and note taking were used.

3.6 Method of Data Analysis

As mentioned before, the study was approached both quantitatively and qualitatively. It attempted to catch information by using questionnaire interview and focus group discussion from the sources. The data gathered through questionnaires were presented and analyzed by using tables followed by discussions. For the sake of convenience related questions were treated together. Frequency counts and percentages are the main tools of summarizing the data from questionnaires. Data from interviews and Focus Group Discussion were involving narrative approach including quotations from respondents.

CHAPTER FOUR

4. Presentation, Analysis and Interpretation of Data

This chapter deals with the presentation, analysis, interpretation of data gathered from the sample population (grade 7 and 8 female students, teachers, school directors and parents) through questionnaire, interview and Focus Group Discussion (FGD).

In the study, 270 female students (250 for questionnaire and 20 for FGD), 30 teachers, 5 directors and 15 parents are included in the study. All participants were from five primary schools, which are called Tigil Frie, Etege Menen, Tesfa, Tita and Gerado that were selected randomly from 21 primary schools in the woreda.

All the distributed questionnaires were filled properly and returned on time. Most of the data gathered are presented and analyzed by using tables followed by discussions. For the sake of convenience related questions were treated together. Responses from FGD conducted with four female students in each school, interviews conducted with the directors and parents are incorporated to substantiate the data obtained from female students and teachers using questionnaires.

To make the flow simple and understandable, the respondents' characteristics, analysis of girls' rights violations and the impact of child right violations on the academic performance of female students are presented and interpreted as follows.

4.1 Characteristics of the respondents

As it is described above, the subjects of this study are second cycle primary schools' female students, teachers, directors and parents.

Table 1: List of the Sample Population of the Study

Zone	Woreda	2 nd cycle primary schools	Number of female students by grade (n= 270)			Teachers (n = 30)			School directors (n = 5)			Parents (n = 15)		
			7	8	T	M	F	T	M	F	Total	M	F	T
South Wollo	Dessie	Tigle Frie	27	27	54	5	1	6	-	1	1	2	1	3
		Etege Menen	27	27	54	3	3	6	1	-	1	3	-	3
		Tesfa	27	27	54	4	2	6	1	-	1	2	1	3
		Tita	27	27	54	4	2	6	1	-	1	1	2	3
		Gerado	27	27	54	3	3	6	1	-	1	1	2	3
Total		5	135	135	270	19	11	30	4	1	5	9	6	15

Table 1 shows the sample population of the study according to their respective schools. The background information about the subjects as data sources for the study is presented as follows

4.1.1 Background information of Female Student Respondents

As it is already described, the large number of data source for the study were female students that selected from five second cycle primary schools of grade 7 and 8 in Dessie Woreda of south wollo zone. Some of the characteristics of the respondents as indicated in the questionnaire are shown in table 2 below.

Table 2: Characteristics of Sample Female Students

	Grade			Age				Marital Status				
	7	8	Total	12-14	15-17	18-20	>20	Total	Unmarried	Married	Divorced	Total
No	125	125	250	140	93	14	3	250	230	18	2	250
%	50	50	100	56	37.2	5.6	1.2	100	92	7.2	0.8	100

As we can see from table 2, a total of 250 female students, responded to the questionnaire. Regarding their age, most of the female students 140 (56%) are with in the school age of (12-14) years. In terms of their marital status 230

(92%) are single, 18(7.2%) are married and 2 (0.8%) are divorced. All these married students are from Tita and Gerado schools. This shows that early marriage is practiced in the rural area of Dessie woreda. Moreover, the 2 divorced students are in the Gerado School whose ages are in the range 18-20. This also shows the early marriage may be the case of divorce. As it is reported in (UNICEF, 2001), in industrialized world (such as USA and Canada), mate choice is considered to be free and people marry because they have "fallen in love" with each other. Many girls in Africa however, have no choice of whom or when they will marry, most actually, marry before maturity. Consent to marry, especially in cases where the girl is under 15, can be problematic in itself in that the female child can not be expected to understand the implication of accepting a life time partner.

With regard to participant female students education background, 74 (29.6%) of them were repeated in classes at least once and at most three times in their school lives. The remaining 176 (70.4%) of them promoted to their respective grades with out being repeaters. Moreover, 50 (20%) of them were dropped out their education at least once and at most three times in their school lives. This shows that there are female students in Dessie Woreda second cycle primary schools how repeats class and drop out their education because of different reasons.

4.1.2 Background Information of Teachers

Teachers are the other respondents of questionnaire prepared to the study as one of the sources of data. Some of their characteristics are shown in the table given below.

Table 3: Characteristics of Sample School Teachers

	Sex			Age					Academic qualification			Service Year				
	M	F	T	Below 25 years	25-30 years	31-35 years	36-40 years	Above 41 years	TTI	Diplo ma	B.A/ B.Sc	0-5 years	6-10 years	11-15 years	16-20 years	Above 21 years
No	19	11	30	5	8	2	3	12	-	24	6	10	2	1	2	15
%	63.3	36.7	100	16.6	26.7	6.7	10	40	-	80	20	33.3	6.7	3.3	6.7	50

Table 3 indicates us that out of 30 sample teachers 19 (63.3%) of them are males and 11 (36.7%) of them are females. Regarding the age ranges, even if most teachers' age is above 41 there are teachers in all indicated age ranges. Regarding their qualification most of the teachers 24(80%) of them are diploma holders and only 6(20%) of them are B.A/ B.Sc holders. Regarding their service year half (50%) of them have above 21 years service, but one third of them (33.3%) are in the range of 0-5 years.

The above characteristics of teachers indicate that even if the numbers of male teachers are greater than female teachers, participation of female teachers is in a good condition in Dessie woreda. The age range, qualification and service years indicate that the combination of teachers in second cycle primary schools of the woreda is in a good condition too.

4.1.3 Background Information of School Directors

The other respondents are school directors of the same second cycle primary schools. Some characteristics of these respondents who responded to the interview are shown in table 4 below.

Table 4: Characteristics of Sample School Directors

	Sex			Academic Qualification			Service Years			
	M	F	Total	TTI	Diploma	BA/B.Sc	1-5	6-10	11-15	Above
No	4	1	5	-	-	5	1	1	3	-
%	80	20	100	-	-	100	20	20	60	-

As can be seen from the table 4 (80%) of them are males and 1 (20%) of them is a female. By qualification all 5(100%) of them are BA/B.Sc holders. The majority of these school directors, 3 (60%) have service year which ranges from 11-15 years. These show us that the qualification and service year of most of the school directors of Dessie Woreda are in a good condition to manage the school.

4.1.4 Background Information of Parent Respondents

In addition to female students, teachers and directors, parents are also included in the study as one source of data by taking them from parent-teacher- association (PTA) of the sample schools.

Table 5: Characteristics of Parent Respondents

	Parents			Educational Level					Occupation			
	M	F	T	Illiterate	1-4	5-8	12 th complete And others	T	Farmers	Merchants	Government employee	T
No	9	6	15	4	5	3	3	15	6	4	5	15
%	60	40	100	26.7	33.3	20	20	100	40	26.7	33.3	100

As it is shown in table 5 above, 9 (60%) of the parent respondents of the interview are male and 6 (40%) of them are females. The majority of them 5 (33.3%) have educational level that ranges from grade 1-4. Regarding their occupation, even if most of them 6 (40%) are farmers there are merchants and government employee parents in Dessie Woreda.

4.2 Analysis of the Status of Girls Rights Violations

The status of provision of development and safeguarded rights are the two sub parts of this section.

Though there would be difference in degree of violation between those girls who have low and very low protection, for the convenience of analysis the combined results were mostly used. Moreover, the same was true for high and very high protection.

4.2.1 The Status of the Provision of Development Rights

As it is discussed in the background of the study children's development rights include the rights such as:

- i. the right to get food and health service;
- ii. the right to express their own views, opinion and get freedom of thought;
- iii. the right to get information, support and guidance; and
- iv. the right to participate in deciding issues affecting them.

The data on the extents of the provision of each of these rights is discussed as follows:

4.2.1.1 Girls' Right to Get Food and Health Service

The sample female students were asked whether they get food prior to and after school. The results are summarized as follows:

Table 6: Response on the Rate of Provision of Food (N = 250)

Provision of food	V. High		High		Medium		Low		V. Low	
	No	%	No	%	No	%	No	%	No	%
Prior to school	91	36.4	32	12.8	72	28.8	32	12.8	23	9.2
After school	75	30	36	14.4	110	44	15	6	14	5.6

As can be seen from table 6, 55 (22%) and 29 (11.6%) of female students have low or very low provision of food before and after school respectively. 72 (28.8%) and 110 (44%) of the students are moderately provided food. These figures imply that quite a large numbers of female students attend school with out getting sufficient food both before and after school time. The results obtained from focus group discussion of female students and the interviews made with parents support the above findings. The following common expressions are taken as example.

Around 35% of the discussants of different sample schools, say that
We can't get break fast. As a result we can't attend classes properly. After school too we are expected to prepare food for our selves and to the family even if we are too tired.

Most of the interviewed parents from the rural schools of Dessie woreda (Tita and Gerado 2nd cycle primary schools) and some from Tigle Frie, Tesfa and Etege menen schools agreed with the above findings by saying that;

Since we go to work early in the morning, we can't follow them whether they eat break fast or not. But we tell them to eat food before and after school by themselves since they have the responsibility to prepare food to the family too.

Female students were also asked whether they have the possibility of getting medical help in the case of sickness.

Table 7: Response on the rate of provision of health service

Getting medical help	V. High		High		Medium		Low		V. low	
	No	%	No	%	No	%	No	%	No	%
In the case of sickness	73	29.2	65	26	65	26	32	12.8	15	6

The extent of the provision of health service to female students while they have health problems show us that 138 (55.2%) of the female students have high access to health service when they have health problems. On the other hand, the remaining 112 (44.8%) of them have only average, low or very low opportunity to get health service. This figure shows that more than one third of the students do not get medical help in the case of sickness.

The focus group discussions also support the above finding. For instance, most of the discussants say that:

When we are sick our parents try to help us by using traditional methods of treatments only.

Concerning this the interviewed parents' responses also support the above finding. Most of them say that:

We have a shortage of money and time to go to the medical centers for every feeling of sickness of our children. Most of the time, we treat them traditionally.

4.2.1.2 Girls' Right to Express their own views, opinion and get freedom of thought

To examine whether or not the girls are benefit from these rights at home and in school environment, participants were asked different questions and the results are presented under two sub- topics bellow.

4.2.1.2.1. Girls' Right to Express their Own Views and Opinions

Participant female students of the study were asked to rate the extent to which they have the right to express their own views and opinions in any matters of discussions at home with their families, and in school with their teachers and class mates. Their teachers were also asked to rate the extent of female students' freedom in expressing their idea when discussing with their teachers on educational and other issues inside and out side class room. The results are presented as follows:

Table 8: The Response Rates of the Extent to Which Girls Express their Own Views and Opinions at Home and School Environment

Key: S = Students

T= Teachers

Number of S= 250
Number of T= 30

Environment	V. High				High				Medium				Low				V. Low			
	S		T		S		T		S		T		S		T		S		T	
	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
At home with their parents	76	30.4	-	-	38	15.2	-	-	62	24.8	-	-	39	15.6	-	-	35	14	-	-
In school with their teacher (in class room)	70	28	10	33.3	46	18.4	10	33.3	56	22.4	8	26.7	41	16.4	2	6.7	37	14.8	-	-
In school with their teacher (out side class room)	71	28.4	10	33.3	51	20.2	5	16.7	71	28.4	10	33.3	30	12	4	13.3	27	10.8	1	3.3
In school with their male class mates	50	20	-	-	41	16.4	-	-	59	23.6	-	-	51	20.4	-	-	49	19.6	-	-

Table 8 above shows us that, about 74 (29.6%) of female students are deprived from expressing their ideas and opinions at home environment in the extent that ranges low to very low.

Moreover, more than fifty percent of the girls that participated in FGD also supported the above result saying:

Our families expect girls to keep quiet and listen to only what other family member discuss. So we don't have high opportunity to express what so ever feeling we have in any matter.

This result is also supported by most sample respondent parents by saying that "in our community it is not accustomed to involve girls in any discussion, because of this they do not try to participate in the discussion of any matter at home".

Similarly, both student and teacher participants were asked to rate the extent of the right of students to express their ideas and opinions freely in the class room and out side class room with their teachers. About 134 (53.6%) and 128 (51.2%) of female students are deprived of these rights in the classroom and out side classroom respectively in the extent that ranges from medium to very low. Moreover 10 (33.4%) and 15 (49.9%) of the teachers showed that girls have no freedom to express their idea and opinion in and out side classroom respectively in the extent that ranges from medium to very low.

In addition to these, girls that participated in FGD shared their experiences as follows:

Since our friends laugh at us when we make mistakes in expressing our ideas, most of us have no confidence to express our ideas and opinions particularly in the class room. Moreover, there are some teachers that laugh with the class instead of indicating errors. Because of these we are always afraid of making mistakes. As a result we prefer not to participate in any kind of discussion.

Moreover, as indicated in table 8 above, only 91 (36.4%) of female students have very high and high freedom to express ideas and opinions while they are

communicating with the male class mates. Others 159 (63.6%) of them have only get average and below average freedom to express their ideas and opinions.

In addition to these, the school directors were also asked if there is a freedom to female students to express their idea and opinion in the school in any matter, all the directors of sample schools responded that there is a freedom but most girls are very shy to express their idea.

In general, from the above results and discussions it is very clear that, female students of Dessie woreda are deprived from expressing their own views and opinions at home with their parents, inside and out side classrooms with their teachers and with their class mates.

4.2.1.2.2. Girls' freedom of thought

Female students, teachers and parents were asked questions to examine female students' freedom of thought. The results of the female students' responses are summarized in the following table below. The response to some open-ended questions for the teachers and the interview for the parents also expressed below.

Table 9: The extent of Girls in Getting Freedom of thought

Environment	V. High		High		Medium		Low		V. Low	
	No	%	No	%	No	%	No	%	No	%
At home (with parents)	54	21.6	52	20.8	54	21.6	50	20	40	16
In school (with teachers)	71	28.4	50	20	53	21.2	51	20.4	25	10

As indicated above a significant portion of female students have no freedom to produce idea, ask questions of interest and get elaboration. The number of students who are highly deprived of thought both at home and in school environment account for 90 (36%) and 76 (30.4%) respectively. 54 (21.6%) of them at home and 53 (21.2%) of them in school were deprived of this freedom at medium level.

The FGD information also supports the above results by indicating that the socio- cultural believes of parents do not allow them to debate and raise questions of interests freely. In schools too, if a female student raises question related to reproductive issues, almost all male students will not have good feeling towards her since they consider her as if she had sexual experience. Because of these and other issues, most teachers do not motivate female students to ask and to participate in the discussion of such issues. Further more, most teachers specially females, incapable to elaborate the issue openly.

Almost all of the teachers in their response to the question which demanded, to list down at least five possible actions that can be taken in their school to help female students to use their right to education, indicated that they help female students to ask questions and to participate in different discussions that are made in the

classes and out side of the classes. But the results of the FGD oppose to the response of the teachers.

Most parents in Tita and Gerado schools and some from Tigle Frie, Etege Menen and Tefa, say that there is an issue which is not appropriate to ask at home especially the sexual issue. Because, in our community children are not allowed to discuss this issue with their parents. But if they ask other issues we can help them as we can and we can also listen to their idea.

Therefore, the results discussed above, and the FGD results and the responses of parents show that, female students have no freedom of thought.

4.2.1.3 Girl's Right to Get Information Support and Guidance

The questions forwarded under this topic were presented using two sub-topics below.

4.2.1.3.1. The Extent to which Right to Get Information

The extent of girls' right to get information on different issues is one part of this study. To examine whether or not the girls benefit from this right at their home and in school environment, participants were asked different questions and the results are presented as follows:

Table 10: The Extent of Girls' Opportunity to Get Information at Home and in School Environment

Environment	V. High				High				Medium				Low				V. Low			
	S		T		S		T		S		T		S		T		S		T	
	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
Reproductive information from parents	71	29.4	-	-	39	15.6	-	-	45	18	-	-	49	19.6	-	-	46	18.4	-	-
Information which help to work hard and pursue further education from parents	75	30	-	-	42	16.8	-	-	55	22	-	-	50	20	-	-	28	11.2	-	-
Education related information from teachers	80	32	-	-	48	19.2	-	-	98	39.2	-	-	20	8	-	-	4	1.6	-	-
Educational information from mass media	70	28	-	-	50	20	5	16.7	62	24.8	11	36.7	50	20	13	43.3	18	7.2	1	3.3
Educational information from mini-media	45	18	8	26.7	52	20.8	5	16.7	65	26	13	43.3	61	24.4	4	13.3	27	10.8	-	-
Educational information from school clubs	35	14	12	40	59	23.6	7	23.3	81	32.4	10	33.3	36	14.4	1	3.3	-	15.6	-	-

As can be seen from the above table, the response of the students on the rate of the extent of getting information related to reproductive issues like menstruation period, birth and HIV/AIDS at home. The table indicates that about 95 (38%) of the female students lack the opportunity to get information on reproductive issues from their parents. This shows us that there is no free communication at home on this issue. Moreover, 45 (18%) of them are also moderately deprived of this freedom. These results indicate us that more than half of the female students 140 (56%) are unable to get the necessary information on reproductive issues from their parents.

The FGD also makes this issue clear by saying that, our parents do not want to discuss with us on the reproductive issues. Therefore, we have no the right to raise questions and get useful advices. This is because parents believe that giving information on these issues is considered as spoiling girls' sexual behavior.

Moreover, the female respondents were asked to rate the extent of getting information from parents, which help them to work hard and pursue further education. It is clearly shown in table 10 that only 117 (46.8%) of them have the opportunity to get this information from parents. But more than half of them 55 (22%) have only medium opportunity while 78 (31.2%) of them are deprived of getting this opportunity. The FGD results support the above result.

An attempt was also made to find out the extent to which girls get different information from their teachers, mass media, mini-media and school clubs. For this purpose, four items were included in the questionnaire. Accordingly the summary of the data of table 10 above, show as that 98 (39.2%) of female students get moderate information, while 24 (9.6%) of them get low and very low information from their teachers in addition to the classroom instructions.

In the case of the right to get information from mass media both female student and teacher respondents indicated that 68 (27.2%) and 14 (46.6%) respectively, female students are deprived of the information from the mass media. Also 62

(24.8%) of the female students and 11 (36.7%) of teachers shows that female students are getting information from mass media only moderately. These show us that female students do not get sufficient information from the mass media.

Parents were also asked if their daughters get different information from mass media at home. According to their responses, female students can't get any information from mass media at home. Because they have no time to get this chance as they have different responsibilities at home such as cooking food and fetching water and wood.

In getting information from mini-media and school clubs, a significant number of them are deprived of the information from these two sources 88 (35.2%) and 75 (30%) respectively. This is also supported by some teacher respondents 4 (13.3%) and 3 (3.3%) respectively. In general, including those students who have moderate access about 153 (61.2%) and 156 (62.4%) of the students do not get proper information from mini- media and school clubs respectively.

Even though the school directors try to show as if girls are fully benefited from mini- media and school clubs, in getting information the female students FGD supports the above result by saying that:

Even if there is a mini- media center and different clubs in our school, most of the time they help us to get information on HIV/ AIDS only.

In general, it seems that there are female students that are deprived of the opportunity of getting necessary information from parents, teachers mass media, mini-media and school clubs which would have helped them to improve their knowledge.

4.2.1.3.2. Girls' Access to Parental Support and School /Teachers/ Guidance

To achieve better academic performance and to use their potential, parental support, in giving direction and helping with homework, are important factors for the students. To check this, student and teacher participants were asked whether female students get appropriate educational support from their parents and teachers. Results in table 11 below indicates that a considerable number of female students 91 (36.4%) are less benefited from their parents. 64 (25.6%) of them get only medium support. That means, totally 155 (62%) of them seem to attend school with out having the above educational supports from their parents. Moreover, 16 (53.4%) of teachers' responses show that the above conclusion.

Table 11: The extent to which Girls are Getting Parental Support and Teachers' Guidance

Support & Guidance	V. High				High				Medium				Low				V. Low			
	S		T		S		T		S		T		S		T		S		T	
	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
Parental support	40	16	7	23.3	55	22	7	23.3	64	25.6	5	16.7	53	21.2	5	16.7	38	15.2	6	20
School /teachers/ guidance	72	28.8	8	26.6	50	20	9	30	70	28	9	30	30	12	2	6.7	28	11.2	2	6.7

About 58 (23.2%) of the female students have limited opportunity to get guidance from their teachers. And 70 (28%) of them have only moderate opportunity to get guidance from their teachers. Moreover, 4 (13.4%) of the teachers also agreed with the response, that there is a limited opportunity of students to get guidance from their teachers. Also 9 (30%) of teachers say, female students get only moderate opportunity of guidance and counseling services from their teachers.

The FGD also shows that teachers do not genuinely help them find solutions. Discussants also explained that most of the teachers do not give conducive atmosphere to openly discuss on their problems.

Most of the sample parents agreed that they are not helping their daughters in doing their home work and other assignments since they have no time to do this. But they only make material support for their education as they can.

The directors of the schools were asked if their schools provide guidance and counseling services for their female students. They indicate that there is no the guidance and counseling office in their school. But all of them tried to indicate that they give different advices for all students every morning during the flag ceremony.

Generally, all the above results and discussions help us to understand that female students do not get appropriate support and guidance from either their parents or school teachers.

4.2.1.4 Girls' Right to Participate in Deciding Issues Affecting Them

Student participants in the questionnaire and in the FGD and parents were asked to what extent the female students have the right to participate in decision making on different issues affecting them. The rate of responses to the questionnaire, the FGD and the parents' responses for the interviews are presented below.

Table 12: Extent of Girls' Right in Participating in Decision Making

Decisions	V. High		High		Medium		Low		V. Low	
	No	%	No	%	No	%	No	%	No	%
Rejecting harmful traditional practices	78	31.2	42	16.8	53	21.2	37	14.8	40	16
Choice of marriage partner	88	35.2	37	14.8	45	18	37	14.8	43	17.2

As can be seen from the table, the responses to the questionnaire items set to examine the freedom of girls in participating on decision making on issues that affect them; that is the right to reject harmful traditional practices depict that about 77 (30.8%) of the female students have low and very low freedom to accept the traditional practices like use of traditional medicines and tattooing.

Moreover, the table shows that 80 (32%) of the female students have very limited opportunity to participate in the choice of their marriage partner and 45 (18%) of them have only moderate opportunity.

The FGD result also indicates that many girls are forced by parents to get married at the time where they do not want to marry. Particularly most girls from Gerado and Tita (rural part of Dessie Woreda) expressed that they do not have the right to decide whom and when they will marry.

The parents of the sample schools were asked the same questions. Their responses for traditional practices indicate that, since the traditional medicines in their locality cure many diseases, they use for their children with out giving a chance to their children to decide on them. In the case of choice of marriage partner, one of the fathers' responses supports the girls' response by saying that:

If the person who wants to marry the girl is from economically good parents in our area, we give permission to the man to marry the girl with out any discussion with our daughters.

Generally, these would mean that parents in Dessie woreda violate their daughters' right by forcing them to go through different traditional practices. They give less chance to their daughters to exercise the right to participate in decisions on marriage issues.

4.2.2 The Status of Provision of Protection (Safeguard) Rights

This section deals with the extent to which girls are being protected from discrimination, hazardous work, corporal punishment, and sexual harassment.

4.2.2.1 Girls' Protection from Sexual Discrimination

Teacher and student respondents were asked whether female students are exposed to sexual discrimination. Results are presented as follows.

Table 13: The Extent of Girls Being Protected from Sexual Discrimination

Discrimination	V. High				High				Medium				Low				Very Low			
	S		T		S		T		S		T		S		T		S		T	
	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
In different traditional plays	81	32.4	-	-	40	16	-	-	44	17.6	-	-	46	18.4	-	-	39	15.6	-	-
In food sharing among family members	75	30	-	-	46	18.4	-	-	41	16.4	-	-	49	19.6	-	-	39	15.6	-	-
In different educational activities	87	34.8	17	56.7	41	16.4	13	43.3	33	13.2	-	-	48	19.2	-	-	41	16.4	-	-

Table 13 indicates that 85 (34%) of female students had limited opportunity to participate in traditional plays due to gender discrimination. 44 (17.6%) of them are only moderately protected from sexual discrimination in different traditional plays.

The FGD result reflects that their families do not permit them to play traditional plays with their brothers and other boys at home or in the field. This is because they think that girls may face sexual harassment at the time of play, and also they want their daughters to help them in household chores.

Therefore, the questionnaire result and the FGD responses of the respondents show that many of the girls have no right to play traditional plays.

In the case of food sharing, the table makes clear that 88 (35.2%) of female students are sharing food with discrimination. 41 (16.4%) of them are protected from such discrimination only moderately. This means, that 129 (51.6%) of female students didn't have high protection from gender discrimination in food sharing.

Table 13 also shows that 89 (35.6%) of female students are deprived of the opportunities to participate in educational activities due to their sex. 33 (13.2%) of them also are not protected from sexual discrimination entirely.

Regarding the educational activities, the FGD result reflects that teachers do not expect much from female students. Because of this most of the time, when asking questions and giving instructions, they give more attention to male students. Moreover, they are also biased in selecting and assigning students for co-curricular activities, as it is commented by the girls themselves.

The results of FGD that were made in the different sample schools, also showed that male students undermine female students' abilities in any kind of activities in the schools. As an example, a girl from Etege Menen School says that:

When a girl is assigned as a class monitor most of the time male students say that, she is a female how she can be a class monitor?

A question regarding this issue was forwarded for the teachers. The responses of all teachers (17 (56.7%) V. High and 13 (43.3%) high) indicate that they give equal chance for male and female students without discrimination.

In general, even though teacher's responses show that there is no discrimination in different educational activities in schools, most students' response to the questionnaire and results of the FGD show that there is discrimination in different educational activities in the schools which are made by the teachers and male students.

4.2.2.2 Girls' Protection from Hazardous Work

Female students and their parents were asked some questions concerning girls' work burden at home and out side home. Results are presented below.

Table 14: The Extent of Girls' Work Burden inside and Out Side Home

Environment	V. High		High		Medium		Low		V. Low	
	No	%	No	%	No	%	No	%	No	%
Inside home	93	37.2	82	32.8	24	9.6	28	11.2	23	9.2
Out side home	68	27.2	80	32	36	14.4	36	14.4	30	12

Table 14 shows that female students are exposed to exhausting works both inside and outside their home. This depicts that most of them spend most of their time in doing exhausting works both inside 175 (70%) and out side 148 (59.2%) home rather than reading and doing their home works.

The FGD result shows this. A combined response shows that

We female students are over- burdend with house hold chores, child care, and fetching water and wood. In addition to these, most of us help our parents in their farm work and trading. As a result we do not have enough time to study.

One of the sample mothers responded to the question posed to them as follow:

I need my daughter's help in my home. She has to help me in cooking food and fetching water and wood.

There were fathers who say that:

After school I need my daughter to help me in keeping my shop and helping in my farm place in different activities.

The above results and discussions generally show us that in the woreda the extent of girls' protection from work burden is very low.

4.2.2.3 Girls' Protection from Corporal Punishment

Teachers and female students were asked whether female students are exposed to corporal punishment at home and in school. Results are presented as follows.

Table 15: Extent of Girls being exposed to Corporal Punishment

Corporal punishment	V. High				High				Medium				Low				V. Low			
	S		T		S		T		S		T		S		T		S		T	
	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
At home	73	29.2	6	20	61	24.4	6	20	50	20	8	26.6	42	16.8	5	16.7	24	9.6	5	16.7
In school	63	25.2	5	16.7	58	23.2	4	13.3	48	19.2	9	30	46	18.4	6	20	35	14	6	20

Table 15 shows that, 134 (53.6%) of students and 12 (40%) of teacher indicated that female students are highly exposed to corporal punishment at home. Moreover 50 (20%) of the students and 8 (26.6%) of the teachers indicated that female students' exposition to corporal punishment at home was moderate. These indicate that female students are exposed to corporal punishment at home.

The table also shows that, 121 (48.4%) of the students and 9 (30%) of teachers indicated that female students are highly exposed to corporal punishment at school. Moreover, 48 (19.2%) of the students and 9 (30%) of the teachers indicated that female students' exposition to corporal punishment at school is moderate. These indicate that female students are exposed to corporal punishment in schools too.

As it is indicated by some of the questionnaires and FGDs, they will be physically punished by their fathers, mothers, elder brothers and sisters and sometimes by their grand parents, if they do not fulfill some instruction at home. They will also be physically punished by their class monitors, teachers, unit leaders and school directors if they are absent or late from school, failed to do home work, or quarreled with other children.

It is also indicated that corporal punishments in the form of hitting, spanking or shoving were used as a means of common disciplinary methods at home and in school.

Moreover, most of the discussants indicated that both at home and in school they were punished by mentally torturing words. That means, using bad insults.

From the above statements and questionnaire results, it is possible to conclude the fact that, most female students in the wereda are victims of both physical and psychological punishments.

4.2.2.4 Girls' Protection from Sexual Harassment

In this study; female students, teachers, parents and school directors were asked whether female students are exposed to sexual harassment and abuse. Results are presented as follows:

Table 16: The Extent of Girls' being exposed to Sexual Harassment and Abuse

Sexual harassment & abuse	V. High				High				Medium				Low				V. Low			
	S		T		S		T		S		T		S		T		S		T	
	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
On the way to school	54	21.6	7	23.3	48	19.2	6	20	68	27.2	6	20	50	20	6	20	30	12	5	16.7
In school	50	20	5	16.7	42	16.8	4	13.3	70	28	8	26.7	45	18	7	23.3	43	17.2	6	20

As it is shown in table 16, 102 (40.8%) of the students and 13 (43.3%) of the teachers indicate that female students are highly exposed to sexual harassment on the way to school. 68 (27.2%) of the students and 6 (20%) of the teachers also indicate that female students are only moderately exposed to sexual harassment on the way to school.

Moreover, 92 (36.8%) of the female students and 9 (30%) of the teachers indicate that female students are highly exposed to sexual harassment and abuse in their school. In addition to these 70 (28%) of the students and 8 (26.7%) of the teachers indicate that the protection made for female students from sexual harassment & abuse in school is moderate.

Therefore, these results indicate that female students are exposed to sexual harassment and abuse on the way to school and in school.

One of the questions in the questionnaire distributed to the female students posed who are engaged in these sexual harassment and abuse. 37 (14.8%) of them faced this problem by their male school mates, 58 (23.2%) of them were harassed and abused by other persons on the street, 21 (8.4%) of them were harassed by their teachers. In addition to these 50 (20%) of the female students specified that they were harassed by their step father, the friends of their brothers and fathers, aunt's husband and other relatives. But 84 (33.6%) of the students did not give answer for this question.

Moreover, there was a question which asks that, in what form is the sexual harassment and abuse committed on female students. 42 (16.8%) and 41 (16.4%) of the respondents indicated that it is by attempting rape and abduction respectively. 50 (20%) by bullying, and 25 (10%) by snatching properties. But 92 (36.8%) of the respondents did not give answer to the question.

In addition to these, most of the interviewee parents also indicated that there is sexual harassment and abuse on the way to school and in the school of their daughters. Accordingly, one of the fathers from Gerado School expressed his experience as follows:

Last year, when my daughter was in grade 7 (2001E.C.), my family was in difficult situation. This is because a person on the way to her school had asked her to go with him somewhere and

discuss about marriage and decide on it repeatedly. However, she was not willing to do what he wanted. Since the situation became serious she told us and she stopped to go to school for two weeks. Because of this I sent her to Dessie to learn there and to live with other relatives.

The school directors also support the above result and discussions by indicating that there is sexual harassment and abuse on the way to school and in school on female students.

A director from Tita second cycle primary school narrated his experience as follows:

Even if I am a director of this school only for six months, some girls reported to the office that they faced problems by male students in the school compound and also before and after school on their way.

Generally, the above discussions and questionnaire results clearly indicate that, a significant proportion of female students are victims of sexual harassment and abuse by school boys and other persons on the way, the teachers, friends of their brothers and fathers, and some of their relatives, that is expressed in the form of attempting rape, abduction, bullying and snatching properties.

4.3 Impact of Child Rights Violations on the Academic Performance of Female Students

In the preceding sections of this chapter, it has been examined that the status of the provision of development and protection (safeguard) rights. As it has been indicated, the provision of both rights is very low. The next section deals with the impact of these violations on the academic performance of female students.

4.3.1 Impact of Development Rights Violations on Academic Performance of Female Students

The sample female students and teachers were asked on the extent of influence of development rights violations in academic performance of female students. The results are summarized in the following table:

Table 17. The Extent of Influence of Lack of Development Rights on Academic Performance of Female Students

The extent of influence of lack of :	V. High				High				Medium				Low				V. Low			
	S		T		S		T		S		T		S		T		S		T	
	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
Getting appropriate food before school	81	32.4	18	60	117	46.8	12	40	38	15.2	-	-	7	2.8	-	-	7	2.8	-	-
Getting appropriate food after school	79	31.6	14	46.7	92	36.8	15	50	70	28	1	3.3	5	2	-	-	4	1.6	-	-
Getting medical help in the case of sickness	75	30	16	53.3	110	44	14	46.7	52	20.8	-	-	9	3.6	-	-	4	1.6	-	-
Freedom to express their idea at home	69	27.6	11	36.7	56	22.4	10	33.3	70	28	3	10	30	12	4	13.3	25	10	2	6.7
Freedom to express their idea in school	90	36	21	70	81	32.4	9	30	70	28	-	-	6	2.4	-	-	3	1.2	-	-
Getting information support and guidance at home	48	19.2	13	43.3	57	22.8	14	46.7	48	19.2	3	10	52	20.8	-	-	45	18	-	-
Getting information support and guidance in school	100	40	25	83.3	83	33.2	5	16.7	64	25.6	-	-	3	1.2	-	-	-	-	-	-
Participation in deciding issues affecting them	37	14.8	10	33.3	43	17.2	8	26.7	49	19.6	9	30	60	24	2	6.7	61	24.4	1	3.3

As it can be seen from table 17 above 198 (79.2%) of female students and 30 (100%) of teachers indicated that students go to school with out getting enough food which has high or very high impact on academic achievement of female students. Moreover, 38(15.2%) of female students also showed that it has moderate impact on academic achievement. Female student and teacher respondents were also asked on the impact of lack of appropriate food after school. One hundred seventy one (68.4%) of female students and 29(96.7%) of teachers indicated that they don't get appropriate food after school which has very high or high impact on academic achievement of female students. Moreover, 70 (28%) of female students and 1 (3.3%) of teachers indicated that it has moderate impact on academic achievement of female students.

Female students' FGD supports the above result. A girl from Tesfa second cycle primary school said that

Our school provides us with breakfast every day since we are from low income families. If this has not been the case we could not follow the lesson in the class properly. Most of the time, when I go to home I can't get food before dinner. This affects me to do my home work and to study since I am very hungry and tired.

Thus from the above figures and discussion, one can conclude that lack of getting appropriate food before and after school has a significant impact on academic achievement of female students in the study area.

Similarly, both female students and teachers were asked whether or not they are getting medical help in case of sickness and its impacts on academic achievement of female students. Results on table 17 showed that, 185 (74%) of female students and 30 (100%) of teachers responses indicated that they don't get medical help in case of sickness which has very high or high impact on their academic achievement. Moreover, 52 (20.8%) of female students indicated

that it has moderate effect on academic achievement of female students. Thirteen (5.2%) of female students showed that it has low or very low impact.

Female students that participated in FGD also supported the above result saying:

If some one feels sick she/he can't go to school to learn. That means it is one of the cases to be absent from school. Even if one can go to school with the feeling she/he can't learn in the class attentively. Therefore, lack of getting medical help has an impact on academic achievement of female students.

Teachers were asked to list down the reasons for female students' absence from class. Nine (30%) of them indicated that female students become absent from school because of health problems. Their responses on the extent of the impact of missing classes on academic achievement showed that 22 (73.3%) of them indicated that it has very high and high impact on female students' academic achievement. Therefore, lack of medical help is one of the reason to be absent from school. This in turn has indirect impact on academic achievement of female students.

In general, from the above results and discussion, it is very clear that lack of getting medical help has brought a great impact on academic achievement of female students.

Table 17 also indicates the extent of the impact of lack of freedom of female students to express their ideas at home and in school. One hundred twenty five (50%) of female students and 21 (70%) of teachers indicated that lack of freedom to express their idea at home has very high and high impact on their academic achievement. About 70 (28%) of female students and 3 (10%) of teachers indicated that it has moderate impact.

The table also shows that 171 (68.4%) of female students and 30 (100%) of teachers indicated that lack of freedom to express their idea in school has very

high and high impact on their academic achievement. Also 70 (28%) of female students indicated that it has moderate impact.

To cross check the above result, girls who participated in the FGD were asked the same question.

At the time of discussion they said that, we can not express our idea clearly at home and in school. We can not get solutions for our problems. These have hindered from achieving good result in our education.

Therefore, the results discussed above and the FGD show that lack of freedom of female students to express their idea at home and in school has an impact on their academic achievement.

The table also clearly showed that the extent of influence of lack of getting information, support and guidance at home and in schools. As it is indicated in the table, 105 (42%) of female students and 27 (90%) of teachers showed that lack of getting information, support and guidance at home has a very high and high impact on their academic achievement. Moreover, 48 (19.2%) of female students and 3 (10%) of the teachers indicated that it has moderate impact on female students academic achievement.

It is also clear from the table that 183 (73.2%) of female students and 30 (100%) of the teachers showed that lack of getting information, support and guidance in school has a very high and high impact on academic achievement of female students. Sixty four (25.6%) of the students showed that it has moderate impact on academic achievement of female students.

The FGD made clear that lack of getting information, support and guidance at home and school has impact on their academic achievement. In the discussion, most of them said that we need our parents and teachers support and give guidance in all biological and social issues, since we don't have enough knowledge on these matters. But in our community, especially parents do not

help us in giving information, support and guidance in any matter. Thus, we believe that lack of getting information support and guidance at home and in school has great impact in academic achievement of female students.

A study on females' school participation by Yelfign (1995) found out that girls face additional problems not necessarily faced by boys which contribute to class repetition and dropping out from school. One of which is absence of school guidance and counseling service obviously contributed to low rate of enrolment, high dropouts and repetition.

Therefore, from the results in the table and the discussions made, it is clear that lack of getting information, support and guidance at home and in school has brought high impact on academic achievement of female students in the study area.

Table 17 also shows, the extent of influence of lack of participation in deciding issues affecting them. As it is indicated, 80 (32%) of female students and 18 (60%) of the teachers showed that lack of participation in deciding on issues affecting them has very high and high impact on female students' academic achievement. Moreover, 49 (19.6%) of the students and 9 (30%) of the teachers indicated that it has moderate impact. But 121 (48.4%) of female students and 3 (10%) of teachers indicated that it has low or very low impact.

As it was indicated in FGD, whenever parents force them to accept traditional practices and marriage that they do not want, they feel that they can't decide on issues affecting them. This made them to feel hopeless and to be careless for their education. Thus, their result in examination becomes very low. This leads them to repeat class and dropout.

Therefore, from the figures in the table and the above discussion, lack of participation of girls in deciding on issues affecting them resulted in high dropout and class repetition.

4.3.2 Impact of Protection (Safeguard) Rights Violations on Academic Performance of Female Students

Both female student and teacher respondents were asked on the extent of the influence of protection (safeguard) rights violations on academic performance of female students. The results are presented as follows:

Table 18. The Extent of Influence of Lack of Protection (Safeguard) Rights on Academic Performance of Female Students

The extent of influence of :	V. High				High				Medium				Low				V. Low			
	S		T		S		T		S		T		S		T		S		T	
	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
Discrimination at home	100	40	13	43.3	114	45.6	11	36.7	17	6.8	6	20	10	4	-	-	9	3.6	-	-
Discrimination in school	101	40.4	17	56.7	116	46.4	13	43.3	19	7.6	-	-	8	3.2	-	-	6	2.4	-	-
Hazardous work at home	96	38.4	18	60	79	31.6	12	40	65	26	-	-	6	2.4	-	-	4	1.6	-	-
Hazardous work out side home	99	39.6	23	76.7	80	32	7	23.3	71	28.4	-	-	-	-	-	-	-	-	-	-
Corporal punishment at home	83	33.2	22	73.3	89	35.6	8	26.7	62	24.8	-	-	9	3.6	-	-	7	2.8	-	-
Corporal punishment in school	91	36.4	21	70	96	38.4	9	30	63	25.2	-	-	-	-	-	-	-	-	-	-
Sexual harassment in the community	102	40.8	24	80	100	40	6	20	48	19.2	-	-	-	-	-	-	-	-	-	-
Sexual harassment in school	120	48	27	90	130	52	3	10	-	-	-	-	-	-	-	-	-	-	-	-

Table 18 above shows us that, 214 (85.6%) of female students and 24 (80%) of teachers indicated the extent of influence of discrimination on academic achievement of female students at home is in the range of very high to high. Moreover, 17(6.8%) of the students and 6(20%) of the teachers indicated that its impact is in the range of medium level. But only 19 (7.6%) of the students showed its influence being low to very low.

One can see that, 217 (86.8%) of the students and 30 (100%) of the teachers indicated the extent of influence of discrimination in school as very high to high respectively. Nineteen (7.6%) of the students showed that its extent is in the range of medium. But only 14(5.6%) of the students made its influence to be low to very low respectively.

Furthermore, most school directors noted that, most parents in the locality do not encourage or give equal chance for their daughters' schooling as they do to their sons because of lack of awareness of the value of education for girls, immediate need for girls' labour at home and fear of abduction or rape on their way to school. This results in low enrollment and repeated absence from school. In addition to this, female students' FGD showed that, teachers believe that boys are academically better than girls so that they give high attention to boys and neglect girls in different activities in side and out side class room. This hinders them to make efforts since it leads them to develop low self- esteem.

Thus, the figures in the table and the above discussions imply that discrimination at home and in school on female students do have a considerable impact on their academic achievement.

The table also shows the extent of influence of hazardous work in and outside home on the academic achievement of the female students. One hundred seventy five (70%) of the students and 30 (100%) of the teachers and 179 (71.6%) of the female students and 30 (100%) of the teachers showed that the extent of the impact of hazardous work on academic achievement of female students at home and outside home as very high to high respectively and 65

(26%) of female students showed that it has moderate impact. Similar studies on the issue showed this. For instance, Lishan (2004), indicated that female students' poor performance at school can be related to their life style. Most of them do house work: cooking, taking care of their younger brothers or sisters. The presence of domestic work would appear to constrain girls' access to schooling and their ability to concentrate on their studies.

Most of the parents believe that girls should not go to school if there are some home tasks they would accomplish. This result also coincides with the research finding reported by Odaga and Henveld (1995). They have noted that for rural parents, child labour is a major source of daily life, and because of this it is found to be one of the obstacles for the participation of rural girls in schools.

Tirusew (2001) confirms that the low participation, high repetition as well as high dropout rate of female students could be ascribed to their immense role in the house hold chore. Moreover, an interview made with directors of schools has disclosed that, female pupils are over burdened with an additional house hold responsibility, that made them to have less time to study, and leads them to class repetition.

In general, from the figures given in the table and the above discussion, hazardous work in and outside home have a considerable impact on academic achievement of the female students in the study area.

Table 18, also indicates that, 172 (68.8%) of female students and 30 (100%) of teachers believe that corporal punishment at home and 187 (74.8%) of female students and 30(100%) of teachers believe that corporal punishment in school have a very high or high impact on academic achievement of the female students.

A study on corporal punishment by the African child policy forum (2006:6) indicated that direct and grave consequences of the prevailing harsh and ubiquitous physical and psychological violence against children as follows:

- Permanent body injury and death;
- Emotional distress such as unhappiness, humiliation, low-self-esteem, and hopelessness;
- Dropping out of school, lack of interest in their studies, low memory retention and low educational achievement.

A case in point from a girl in Tigle Fre in the FGD also supports the above expression as follows:

Before last year when I was in grade six my mother told me to fetch water before school. But I told her there is no time to do this, because it is a school time. She beat me using a stick severely and let me go to school. I reached the school being very late. Moreover, the school unit leader beat me using a stick severely again since I am a late comer. Because of this I didn't follow the class properly all the week. I, became careless for my education. Because of this my result was not good at all.

Therefore, from the table results and the above discussions, it is very clear that corporal punishment at home and in school on female students contributed to the low achievement of female students.

Table 18, also shows that 202 (80.8%) of female students and 30 (100%) of the teachers indicated that sexual harassment in the community has impact on female students' academic achievement in the ranges of very high to high respectively. The remaining 48 (19.2%) of female students indicated its impact is moderate. No one of the students and teachers said that it has low or very low impact. All the 250 (100%) of the female students and 30 (100%) of teachers showed that sexual harassment in the school has impact on female students' academic achievement as very high to high respectively.

This finding goes with the research findings of the African child policy forum (2006:6) which indicated the effects of sexual violence against children as follows:

- Street- living and prostitution;
- Unwanted pregnancies;
- Sexual transmitted diseases including HIV/AIDS;
- Immediate and permanent health problems such as fistula;
- Dropping out of school and running away from home to join the sex trade.

Similar to this was also reported by Dereje (2008), sexual harassment in schools and on the way to school is one of the factors that affect females' academic achievement. According to his study, harassment of girls in school and on their way to school by male school mates or any male on the street is either over looked or ignored or taken as a normal boyish behavior, especially by parents and even by some school communities. As a result, most female students are forced to stay at home or dropout from school.

In general, the results in the table and the above discussions imply that sexual harassment is one of the major factors that accounts for the low academic achievement of female students in the study area.

CHAPTER FIVE

5. Summary, Conclusions and Recommendations

This chapter deals with the summary, the conclusions drawn from the major findings of the study, and the recommendation made on the basis of these findings.

5.1 Summary

The main objective of the study was investigating the extent to which girls' rights are violated or neglected and analyzing its functional impact on their academic performance. In order to attain the desired objectives, relevant literatures on the topics; historical background of female education, political commitment and legal basis for CRC implementation and determinants of child rights implementation such as, home environment, school environment and the community were discussed.

The study was carried out in five second cycle primary schools in Dessie woreda of South Wollo Zone that were selected using simple random sampling technique. The subjects of the study were female students from grade 7 and 8, teachers, school directors and parents from parents- teacher association (PTA) members.

In order to carry out the study, the qualitative and quantitative aspect of descriptive survey method was adopted. To gather the required information from the sample population, questionnaires were distributed to sample female students and teachers. Moreover, structured and semi- structured interviews were made with school directors and parents. In addition to these focus group discussions were made with female students.

The data obtained from questionnaires were handled by using statistics such as frequency counts and percentages. Data secured from interviews and focus group discussions were described by using narrative approach including quotations from respondents.

Depending on the results of the analysis made, the following major findings were obtained.

1. It was observed that the majority of female students are deprived of the provision of development rights at home and in school.

At home

Most female students attend schools with out proper provision of food and health service, deprived from expressing their own views and opinions with their parents, can not get necessary information, support and guidance. Moreover, in most of the family, marriage was arranged by parents and daughters could not have the right to decide on these issues. Parents also force their daughter to go through traditional practice such as traditional medicines and tattooing.

In schools

As the result indicated, in the school environment too, female students have limited opportunity to benefit from their development rights. That means, they have limited opportunity:

- ❖ to express their own views and opinions inside and outside the class rooms with their teachers and with their class mates;
- ❖ of getting necessary information from their teachers, mass media, mini-media and school clubs; and
- ❖ to get appropriate support and guidance from their teachers and counselors.

2. It was also indicated that the majority of female students lack provision of protection (safeguard) rights at home and in schools.

At home

According to the results, the majority of female students lack proper protection from hazardous works. Their energy is mostly drained by household chores and other works out side home such as farm and trade. They spend their spare time in doing such exhausting chores rather than studying. They also receive both

physical and psychological punishments such as hitting, punching, slapping, insulting and shouting by their parents as a disciplinary measure. Moreover, they are victims of sexual harassment. They are abused sexually by some of their relatives and some friends of their relatives. They also lack proper protection from early marriage.

In school

With regard to girls' rights protection in the school environment, many of them could not be the beneficiaries of their rights. They tend to be exposed to discriminatory treatment in different educational activities by their teachers and male students. They are also exposed to endure corporal punishments by their teachers and class monitors. Moreover, they are victims of sexual harassment. They are abused mainly by school boys and to some degree by their teachers.

Thus, the study revealed the presence of every type of violence against female students at home, in school and in the community of Dessie Woreda in South Wollo zone.

3. From the final analysis of the study, it was observed that lack of provision of development rights and protection (safeguard) rights have an impact on the academic achievement of female students.

5.2 Conclusions

1. It seems that there is lack of awareness about the female child rights among the community at large and family members in particular.
2. Parents' attitudes towards their daughters' education contradict with child rights convention. Because of this female students' rights tend to be violated or neglected at home by their parents. For this, socio-cultural beliefs of parents appear to be the contributing factors. Therefore, in many cases, home environment conditions seem to be in favor of the female students' rights violations.

3. It seems that no attention was given for the protection of female students rights in the schools too. It is because of this, that school teachers and boys are violators of many of the rights of female students.
4. According to the result of the study, it can be concluded that, lack of child rights protection has impact on female students learning. That means, female students' right violation can be considered as one of the main contributing factors for the less academic performance of female students.

5.3 Recommendations

On the basis of the findings of the study and the conclusion arrived at, the following recommendations are forwarded.

1. **Awareness creation:** it is necessary to create child rights awareness with in the community, among family members, teachers, school boys, traditional leaders, and girls themselves.

This could be done through:

- * Child rights advocacy clubs
- * Orientations and workshops
- * Documents such as
 - ❖ Convention on the rights of the child (CRC),
 - ❖ United Nations Declaration of Human Rights (UNDHR) and
 - ❖ Convention on the elimination of all forms of discrimination against women should be made available in the schools and public libraries.

2. **Conducive atmospheres in the schools:** Schools have to create conducive atmospheres for girls so that they can freely express their ideas, discuss their problems and get feedbacks.

3. **Taking disciplinary measures:** Sexual harassment and corporal punishment in the school and in the community call for both policy and

school based measures. Therefore, there should be regulations and disciplinary measures that deter the individuals who harass and mistreat girls in the school and in the community.

- 4. Working in cooperation:** schools' supervisors, teachers and parents should have to work closely so as to increase their understanding of the problems of female students in the school and at home.

Results of the study showed that girls' rights violations have impacts on their learning. Thus, the community, legal institutions, parents, and teachers have to work in collaboration for the realization of the girl child rights protection, which in turn improves their academic performance.

5. Lastly, it is recommended that further study should be carried out covering wide population both in rural and urban areas.

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Appendix – 1

Addis Ababa University School of Graduate Studies College of Education Department of curriculum and Teacher's professional development studies

Questionnaire to be filled by second cycle primary school female students

Introduction

Dear students, the purpose of this questionnaire is to gather information about “the status of child rights violations and its impacts on students’ academic achievement with particular reference to the female students of second cycle primary schools of Dessie Woreda”

It is believed that the information you provide in answering each question as thoroughly and frankly as possible will be fundamental to the success of the study and also to promote and improve female students’ education.

The researcher, thus, appreciates your free responses, and thanks you in advance for the co-operation.

General direction

1. You need not write your names
2. Read each question carefully
3. Complete each question by making mark on the boxes provided or by writing your opinion on the space provided as intended by each question

Part I. Personal Information

1. Name of school _____
2. Grade you are attending _____
3. Age _____
4. Marital Status
Married Single Divorced
5. Have you ever repeated classes before?
Yes No
6. If yes how many times?
Once Twice Trice
7. What is your parent's occupation?
Farmers Merchants
Government's employees Daily laborer(s)
Others
8. What is total number of people living together with you in the home?

Part II. Questionnaire

Instruction: Based on your experience so far, evaluate the protection of your rights by answering each question frankly.

1. What is the possibility of getting appropriate food before and after school?
A. Very High B. High C. Medium
D. Low E. Very Low
2. Does your family provide all necessary educational materials for you?
Yes No
3. Does your family give equal chance for their daughters and sons in fulfilling the required educational cost (tuition fee, text book cost, transportation, etc.)
Yes No

11. What is the degree of your freedom to express your idea to your male classmates on educational discussions in the schools?
- A. Very High B. High C. Medium
D. Low E. Very Low
12. According to the tradition in your area, what is the chance of a girl selecting a partner for marriage on her own choice?
- A. Very High B. High C. Medium
D. Low E. Very Low
13. If your family wants to perform traditional practices on you/e.g. circumcision, tattooing, traditional medicines/, what is the extent of your freedom in rejecting their idea?
- A. Very High B. High C. Medium
D. Low E. Very Low
14. What is the likelihood of your getting information on sexual issues /e.g. menstruate period, birth, HIV/AIDS/ from your family?
- A. Very High B. High C. Medium
D. Low E. Very Low
15. What is the extent to which you can get information related to education /e.g. about your academic results, educational prospects, explanation/ from your teachers?
- A. Very High B. High C. Medium
D. Low E. Very Low
16. How often do you get guidance and counseling service in your school?
- A. Always B. Sometimes C. Not at all
17. What is the probability of getting counseling (guidance) services from teachers in case of problems /e.g. psychological, physical, family and other problems that may force you to discontinue your education?
- A. Very High B. High C. Medium
D. Low E. Very Low

18. How did you get the service of the guidance and counseling in your school?

- A. Excellent B. Very good
C. Good D. Poor

19. If your answer for question "18" is "D= poor" what do you think the major problem of the services?

- A. Lack of office B. Lack of qualified
C. Lack of special service for female students
D. Other (Please specify) _____

20. What is the extent of the support you get from your family to do your home work as well as gather information from the laboratory, the library or other similar places?

- A. Very High B. High C. Medium
D. Low E. Very Low

21. What is the degree of advice and information, you get from your family to help you work hard and pursue further education?

- A. Very High B. High C. Medium
D. Low E. Very Low

22. What is your probability of getting different information's /e.g. on HIV/ AIDS, environment conservation, sports, rights /from mini- media, mass-media or school clubs?

22.1 From Mas- media

- A. Very High B. High C. Medium
D. Low E. Very Low

22.2 From mini-media

- A. Very High B. High C. Medium
D. Low E. Very Low

22.3 From school clubs

23. What is the extent of your freedom in asking your family, examining and understanding some issues you want to know further?

23.1 Asking, examining and knowing about nature.

- A. Very High B. High C. Medium
D. Low E. Very Low

23.2 Asking, examining and knowing about religious issues:

- A. Very High B. High C. Medium
D. Low E. Very Low

23.3 Asking, examining and knowing about reproduction issue.

- A. Very High B. High C. Medium
D. Low E. Very Low

24. In school, what is the extent of your freedom to ask, examine and know about reproductive, religious and state issues?

24.1 Asking, examining and knowing about reproductive issue?

- A. Very High B. High C. Medium
D. Low E. Very Low

24.2 Asking, examining and knowing about religious

- A. Very High B. High C. Medium
D. Low E. Very Low

24.3 Asking, examining and knowing about state issues

- A. Very High B. High C. Medium
D. Low E. Very Low

25. What is the extent of your participation and acceptance similar to boys in traditional activities and plays with out being discriminated against because of your sex?

- A. Very High B. High C. Medium
D. Low E. Very Low

26. Among your family members, what is the possibility of providing food with out discriminating between male and female?

- A. Very High B. High C. Medium
D. Low E. Very Low

27. What is the extent of your participation in school in different educational activities /e.g. in clubs, discussions, debates and queries on educational issues with out being discriminated against because of your sex?
- A. Very High B. High C. Medium
D. Low E. Very Low
28. Have you ever faced sexual harassment on the way to school or in-school?
- A. Yes B. No
29. If your answer to question number "28" is "Yes" who do you think mostly engaged in sexual harassment? (more than one response is possible)
- A. Male school mates B. Any person on the street
C. Teachers D. Specify if any other _____
30. Do you think the harassment committed up on females greatly influence academic achievement?
- A. Yes B. No
31. Based on your experience, what is the extent of corporal punishment taken over you in the home?
- A. Very High B. High C. Medium
D. Low E. Very Low
32. If there is corporal punishment taken over you by your parents, who committed the punishment? (More than one response is possible)
- A. Fathers B. Mothers
C. Older sisters and brothers D. Step mothers and/or father
33. Based on your experience, what is the extent of corporal punishment taken over you by your teachers while you are late, absent from school, failed to do work or quarried with others?
- A. Very High B. High C. Medium
D. Low E. Very Low

በአዲስ አበባ ዩኒቨርሲቲ ድህረ ምረቃ

ፕሮግራም የትምህርት ፋክልቲ የመምህራን ትምህርትና የካሪኩለም ጥናት

የትምህርት ክፍል

በሴት ተማሪዎች የሚሞላ መጠይቅ

ውድ ተማሪዎች የዚህ መጠየደቅ ዋና አላማ “የህፃናት መብት መጣስ በምን ሁኔታ ላይ እንዳለ እና የዚህ መብት መጣስ በሴት ተማሪዎች የትምህርት ውጤት ላይ የሚያስከትለው አሉታዊ ተጽእኖ” በሚል ርእስ ከደሴ ወረዳ የመጀመሪያ ደረጃ ሁለተኛ ሳይክል ሴት ተማሪዎች አንፃር ለሚካሄደው ጥናት መረጃ ማሰባሰብ ነው። ከመጠየቁ የሚገኘው ምላሽ ለጥናቱ አጠቃላይ ውጤት ወሳኝ በመሆኑ የጥናቱ ተሳታፊዎች በፈቃደኝነትና በግልጽነት ትክክለኛ መረጃ በመስጠት ለምታደርጉት ትብብር በቅድሚያ ክፍ ያለ ምስጋና አቀርባለሁ።

አጠቃላይ መመሪያ

1. መጠየቁን ስትሞሉ ስም መፃፍ አስፈላጊ አይደለም።
2. ለጥያቄዎቹ ተገቢውን መልስ ለመስጠት ይረዳችሁ ዘንድ በቅድሚያ መመሪያዎቹን በመቀጠልም እያንዳንዱን ጥያቄ በርጋታ አንብቡ።
3. ጥያቄዎችን ስትመልሱ በምርጫዎቹ አጠገብ ባለው ሳጥን ውስጥ “✓” ምልክት በማድረግ ወይም በተሰጠው ክፍት ቦታ ላይ ሀሳባችሁን በመግለጽ መልሱ።

ክፍል 1

የተጠያቂዎ የግል ሁኔታ

1. የትምህርት ቤትሽ ስም _____
2. የክፍል ደረጃሽ _____
3. እድሜሽ _____
4. የጋብቻ ሁኔታ
ሀ. ያገባች ለ. ያላገባች
ሐ. አግብታ የፈታች መ. የታጨች
5. እስካሁን ባላለፍሻቸው የክፍል ደረጃዎች ወድቀሽ (ደግመሽ) ታውቂያለሽ?
ሀ. ደግሜ አውቃለሁ ለ. ደግሜ አላውቅም

6. ለአምስተኛው ጥያቄ መልስሽ “ሀ” ከሆነ ስንት ጊዜ

ሀ. አንድ ጊዜ

ለ. ሁለት ጊዜ

ሐ. ሶስት ጊዜ

መ. ከሶስት ጊዜ በላይ

7. ትምህርት አቋርጠሽ ታውቂያለሽ?

ሀ. አዎ አቋርጬ አውቃለሁ

ለ. አቋርጬ አላውቅም

8. ለሰባተኛው ጥያቄ መልስሽ “አዎ” ከሆነ ስንት ጊዜ?

ሀ. አንድ ጊዜ

ለ. ሁለት ጊዜ

ሐ. ሶስት ጊዜ

መ. ከሶስት በላይ

9. የወላጆችሽ መተዳደሪያ ስራቸው (ሙያቸው) ምንድን ነው?

የእናት _____

የአባት _____

10. የቤተሰብሽ አባላት ብዛት ስንት ነው? _____

ክፍል ሁለት መጠየቅ

መመሪያ

ካለሽ ልምድና ገጠመኝ በመነሳት በቤትና በትምህርት ቤትሽ የመብትሽን አከባበርና አጠባበቅ ሁኔታ በመገምገም ከዚህ በታች ለቀረቡት ጥያቄዎች በእያንዳንዱ ጥያቄ መሰረት ከስራቸው በተቀመጠው ሳጥን ውስጥ “✓” በማድረግ ወይም በተሰጠው ክፍት ቦታ ላይ ሃሳብሽን በመግለጽ መልሹ።

1. ወደ ትምህርት ቤት ከመሄድሽ በፊትና ከትምህርት ቤት ስትመለሹ የተሟላ ምግብ የማግኘትሽ ሁኔታ ምን ያህል ነው?

ሀ. በጣም ከፍተኛ ለ. ከፍተኛ ሐ. መካከለኛ

መ. ዝቅተኛ ሠ. በጣም ዝቅተኛ

2. ወላጆችሽ ለትምህርትሽ አስፈላጊውን የትምህርት መሳሪያ ያሟሉልሻል?

ሀ. አዎ ለ. አያሟሉልኝም

3. ወላጆችሽ በትምህርት መሳሪያ አቅርቦት ትራንስፖርትን ጨምሮ በቤትና በወንድ ልጆቻቸው መካከል ልዩነት የሚያደርጉ ይመስልሻል?

ሀ. አዎ ለ. አያደርጉም

4. ለ “3”ኛው ጥያቄ መልስሽ “አዎ” ከሆነ የበለጠ ትምህርት ነክ ድጋፍ የሚሰጡት ለማን ነው?

ሀ. ለሴት ልጆቻቸው ለ. ለወንድ ልጆቻቸው

5. ቤተሰቦችሽን በስራ ታገለግያለሽ?

ሀ. አገለግላለሁ ለ. አላገለግልም

6. ለ “5” ኛው ጥያቄ መልስሽ “ሀ” ከሆነ በየትኛው የስራ አይነት ነው የምትረጃቸው?

(ከአንድ በላይ መልስ መስጠት ትችያለሽ)

ሀ. በቤት ውስጥ ስራ ለ. በእርሻ ስራ

ሐ. በንግድ ስራ መ. በህፃናት ጥበቃ

ሠ. ሌላ ካለ ይገለጽ _____

7. ለ “5” ኛው ጥያቄ መልስሽ “ሀ” ከሆነ በትምህርትና በጥናት ጊዜሽ ላይ ምን ያህል ተጽእኖ አለው?

ሀ. በጣም ከፍተኛ ተጽእኖ አለው ለ. በመጠኑ ተጽእኖ አለው

ሐ. በትንሹ ተጽእኖ አለው መ. ምንም ተጽእኖ የለውም

8. የጤና ችግር ሲያጋጥምሽ የህክምና አገልግሎት የማግኘትሽ ሁኔታ እንዴት ነው?

ሀ. በጣም ከፍተኛ ለ. ከፍተኛ ሐ. መካከለኛ

መ. ዝቅተኛ ሠ. በጣም ዝቅተኛ

9. በቤት ውስጥ በአንድ አንድ ጉዳዮች ላይ ከቤተሰቦችሽ ጋር ተወያይተሽ የራስሽን ሀሳብ ለመግለጽ ያለሽ ነፃነት ምን ያህል ነው?

ሀ. በጣም ከፍተኛ ለ. ከፍተኛ ሐ. መካከለኛ

መ. ዝቅተኛ ሠ. በጣም ዝቅተኛ

10. በትምህርት ቤት ከአስተማሪዎችሽ ጋር ባለ ትምህርታዊ ውይይት ወቅት አስተያየት ለመስጠት ያለሽ ነጻነት በክፍል ውስጥና ከክፍል ውጪ ምን ያህል ነው?

10.1 በክፍል ውስጥ

ሀ. በጣም ከፍተኛ ለ. ከፍተኛ ሐ. መካከለኛ

መ. ዝቅተኛ ሠ. በጣም ዝቅተኛ

10.2 ከክፍል ውጪ

ሀ. በጣም ከፍተኛ ለ. ከፍተኛ ሐ. መካከለኛ

መ. ዝቅተኛ ሠ. በጣም ዝቅተኛ

17. በትምህርት ቤት አንድ አንድ ችግሮች (ለምሳሌ የጤና ችግርን፣ የስነ ልቦና ችግር፣ ትምህርትን ሊደናቅፍ የሚችል ቤተሰባዊ ወይም ሌላ ተመሳሳይ እክል ሲያጋጥም ለመምህራን ነግሬሽ የምክር አገልግሎት የማግኘት ሁኔታ እንዴት ነው?

- ሀ. በጣም ከፍተኛ
- ለ. ከፍተኛ
- ሐ. መካከለኛ
- መ. ዝቅተኛ
- ሠ. በጣም ዝቅተኛ

18. በትምህርት ቤት ውስጥ የሚሰጠው የምክር አገልግሎት ምን ያህል አርኪ ነው?

- ሀ. እጅግ በጣም ጥሩ ነው
- ለ. በጣም ጥሩ ነው
- ሐ. ጥሩ ነው
- መ. አያረካም

19. ለ "18" ጥያቄ መልሱ አርኪ አይደለም ከሆነ ለምን ይመስልሻል?

- ሀ. አገልግሎት የሚሰጥበት ቢሮ ባለመኖሩ
- ለ. አገልግሎቱን የሚሰጥ ባለሙያ ባለመኖሩ
- ሐ. ለሴት ተማሪዎች ልዩ እገዛ ስለማይደረግ
- መ. ሌላ ካለ _____

20. ከትምህርት ቤት የሚሰጡ የቤት ስራዎችን በቤት ሙከራ በቤተ መጻሕፍት ወይም በተመሳሳይ ስፍራ በመገኘት ለመስራትና መረጃዎችን ለመሰብሰብ ምን ያህል የቤተሰብ እገዛ ታገኛለሽ?

- ሀ. በጣም ከፍተኛ
- ለ. ከፍተኛ
- ሐ. መካከለኛ
- መ. ዝቅተኛ
- ሠ. በጣም ዝቅተኛ

21. በትምህርት ጠንክረሽ እንድትሰራና ወደፊትም እንድትቀጥይበት ከቤተሰብሽ የምታገኘው ምክርና መረጃ ምን ያህል ነው?

- ሀ. በጣም ከፍተኛ
- ለ. ከፍተኛ
- ሐ. መካከለኛ
- መ. ዝቅተኛ
- ሠ. በጣም ዝቅተኛ

22. እስካሁን በትምህርት ቤት ትምህርት ነክ መረጃዎችን (ለምሳሌ ስለኤች አይ ቪ ኤድስ ስለአካባቢ እንክብካቤ ስለ ስፖርት ስለመብት ጉዳይ ከሚኒ ሚዲያ ከማስሚዲያ ወይም ከተለያዩ ክባባት እንቅስቃሴ የማግኘት ሁኔታ ምን ያህል ነው?

22.1 ከሚኒሚዲያ የምታገኘው መረጃ

- ሀ. በጣም ከፍተኛ
- ለ. ከፍተኛ
- ሐ. መካከለኛ
- መ. ዝቅተኛ
- ሠ. በጣም ዝቅተኛ

ለሴት ተማሪዎች ለቡድን ውይይት የቀረቡ የመነሻ ጥያቄዎች

1. ትምህርት ቤት ከመሄዳችሁ በፊትና በኋላ በምትፈልጉት ሰዓት ምግብ የማግኘታችሁ ሁኔታ ምን ይመስላል?

ሀ. በቤት

ለ. በት/ቤት

2. የጤና ችግር ሲያጋጥማችሁ በቂ የህክምና አገልግሎት ታገኛላችሁ?

3. አሳባችሁንና አመለካከታችሁን በነፃነት የመግለጽ እድላችሁ ምን ያህል ነው?

4. በጋብቻ፣ በስነ ተዋልዶና በተለያዩ ባህላዊ ልምዶች ላይ የመወያየትና የራሳችሁን አስተያየትና ውሳኔ የመስጠት ነፃነታችሁ ምን ያህል ነው?

ሀ. በቤት

ለ. በትምህርት ቤት

5. በስነ ተዋልዶ ጉዳዮች ላይ በግልጽ የመወያየትና መረጃ የማግኘት እድላችሁ ምን ያህል ነው?

ሀ. በቤት

ለ. በትምህርት ቤት

6. በመኖሪያችሁ አካባቢ (በቤት ውስጥም ሆነ ከቤት ወጪ) ያለባችሁ የስራ ጫና ምን ይመስላል?

7. በሴትነታችሁ ምክንያት የደረሰባችሁና ሊደርስባችሁ የሚችል መድሎ ካለ ልትነግሩን ትችላላችሁ

ሀ. በቤት

ለ. በትምህርት ቤት

8. በትምህርት ቤትና በመኖሪያ አካባቢያችሁ የደረሱና ሊደርሱ የሚችሉ ለወሲብ የሚገፋፋ ድርጊቶች ወይ ወሲባዊ ትንኮሳዎች የማጋጠሙ ሁኔታ ምን እንደሚመስል ልትነግሩን ትችላላችሁ

ሀ. በወንድ ተማሪዎች

ለ. በአስተማሪዎች

ሐ. በመኖሪያ አካባቢ ባሉ የተለያዩ ነዋሪዎች

9. ከዚህ በፊት ካላችሁ ተሞክሮ የደረሰባችሁ አካላዊ ቅጣት ምንና ምን ያህል እንደሆነ በዝርዝር ልትነግሩን ትችላላችሁ

ሀ. በቤት

ለ. በትምህርት ቤት

10. ከላይ የተጠየቁትና ሌሎች የህፃናት መብቶች ተጥሰውብኛል ካላችሁ በትምህርት አቀባበላችሁ ላይ ምን ተፅእኖ አሳድሯል?

Appendix - 3

Addis Ababa University School of Graduate Studies
College of Education Department of Curriculum and Teacher's
Professional Development Studies

Questionnaire: to be filled by Second Cycle Primary School
Teachers.

Dear Respondents

The purpose of this questionnaire is to gather information about "The status of child rights violations and its impacts on students' academic achievement with particular reference to the female students of second cycle primary schools of Dessie Woreda". Since your sincere response has a great influence on the study, your cooperation in answering the questions will be highly appreciated.

Directions:- Please give what you feel is appropriate answer to the following question by putting "✓" mark in the box or by writing in the space provided

Name of the school _____

1. Sex A. Male B. Female
2. Age A. Below 25 years B. 25-30 years
 C. 31 - 35 years E. Above 41 years
 D. 36-40 years
3. Academic qualification
 A. TTI B. Diploma C. B.A./B.Sc
4. Service year
 A. 0 - 5 years B. 6 - 10 years E. Above 21 years
 C. 11 - 15 years D. 16 - 20 years
5. Do most parents in your locality encourage their daughter's schooling?
 A. Yes B. No C. I am not certain

6. If your answer to question number 5 is "No" what do you think is the probable reason?
- A. Poverty
- B. Parents' lack of awareness of the value of education for girls
- C. Parents' immediate need for girl's labour at home
- D. Specify if any other _____
-
7. Do female students miss class more frequently than boys?
- A. Yes B. No
8. If your answer to question number 7 is "Yes" which one of the following items best explain the reasons for female students' absence from school?
- A. Health problem B. Household work
- C. Fear of sexual harassment
- D. Trading
- E. Specify if any other _____
9. How often do students get guidance and counseling services in your school?
- A. Always B. sometimes C. Not at all
10. To what extent do you think helping parents at home affects girls' study time?
- A. Very strongly B. Average
- C. Little D. Not at all
11. Is there any sexual harassment in and around your school community commit on female students which affect their education?
- A. Yes B. No
12. If your answer to question number "11" is "Yes" in what form? (more than one answer is possible)
- A. Attempting rape B. Abduction
- C. Sexual harassment D. Bullying
- E. Snatching properties
- F. Specify if any other _____
-

13. Is there any corporal punishment in your school committed on female students which affect their education?

A. Yes B. No

14. If your answer for question number "13" is "Yes", by whom? (More than one answer is possible)

A. By teachers B. Unit leaders
C. Directors D. Class monitors
E. Specify if any other _____

15. Is there any corporal punishment at home committed on female students which affect their education?

A. Yes B. No

16. If the answer for question number "15" is "Yes" most of the time by which member of the family? (more than one answer is possible)

A. By fathers B. Mothers
C. Grand parents D. Elder brothers or sisters

17. In your school, what is the extent of female students' freedom in expressing their idea when discussing with their teachers on educational and other issues inside as well as out side class.

17.1 Inside class

A. Very high B. High
C. Medium D. Low E. Very Low

17.2 Out-side class

A. Very high B. High
C. Medium D. Low E. Very Low

18. What is the probability of female students getting different information from mini- media, mass- media or school clubs?

18.1 From mini-media

A. Very high B. High
C. Medium D. Low E. Very Low

18.2 From mass- media

- A. Very high B. High
C. Medium D. Low E. Very Low

18.3 From school clubs

- A. Very high B. High
C. Medium D. Low E. Very Low

19. In different educational and other activities in school do you give equal chance for male and female students?

- A. Yes B. No

20. If the answer for question number "19" is "No", what is /are your reason(s)?

21. Please, list down at least five possible actions that can be taken in your school to help girls to use their right to education

- 21.1 _____
- 21.2 _____
- 21.3 _____
- 21.4 _____
- 21.5 _____

22. What have you done on your part to help girls to use their right to education?

Appendix – 4

Addis Ababa University School of Graduate Studies
College of Education Department of curriculum and Teacher's
professional development studies

Interview guidelines prepared for school principals

1. Name of the school _____
2. Sex _____
3. Academic qualification _____
4. Service year _____
5. What is the current status and trends of females' school participation in your school?
6. Does your school provide guidance and counseling services for female students? How?
7. How often violence in school and on their way to school committed up on female students? Who commits it? In what form?
8. In your school, is there a chance for female students to get different information from mini-media, mass-media or school clubs?
9. In your school, is there freedom to female students to express their idea just as their male class mates do in educational and other issues?
10. Is there any corporal punishment committed in your school on female students which affect their education? By whom?
11. Is there any corporal punishment committed on female students at home which affect their education? By whom?
12. According to the tradition in your area, is there a chance of a girl selecting a partner for marriage on her own choice?
13. Do you believe that child right violation has an impact on academic performance of female students? How?
14. Are there any reported cases on child right violations?

Appendix – 5

Addis Ababa University School of Graduate Studies
College of Education Department of curriculum and Teacher's
professional development studies

Interview guidelines prepared for parents

1. Sex _____
2. Educational level _____
3. Occupation _____
4. What is your attitude towards girls' education? Why?
5. Do you expect more help in house hold chores from your daughters?
6. Do you provide enough and equal food for your daughters and sons before and after school? If not why?
7. In the case of sickness, do you give equal medical help for your daughters and sons?
8. Do you fulfill all necessary educational materials for your daughters up on request?
9. Do you allow some hours for studying for your daughters at home? If "No", Why?
10. Do you allow your daughters to go to school library or school group activities out side of the school hours? If "No", Why?
11. In your locality, what is the view of most parents on their daughters' schooling?
12. In your locality, for whom (male or female) parents would prefer to give priority for education? Why?
13. In your locality, is there any corporal punishment committed on female students at home? If "Yes" what kind and by which members of the family is committed most of the time?
14. Is there any corporal punishment committed on female students in schools which affect their education? If "Yes" what kind and, by whom?

15. In your locality, is there a security problem for female students on their way to school? If so, what is/are the nature of problem(s)?
16. According to the tradition in your area, is there a chance of a girl selecting a partner for marriage on her own choice?
17. At home, what is the extent of female students' freedom in expressing their idea of sexual and other issues?
18. At home, is there a chance for female students' to get different information from mass media?
19. If you want to perform traditional practices (e.g. circumcision, tattooing, traditional medicines etc) on your daughters, have they freedom in accepting or rejecting your idea?
20. Could you mention the major factors that you think which contribute for dropout and low enrolment of girls in your locality? If so, how?
21. Does the child right violations has any effect on female students academic achievement?

በአዲስ አበባ ዮኒቨርሲቲ ድህረ ምረቃ

ፕሮግራም የትምህርት ፋክልቲ የመምህራን ትምህርትና የካሪኩለም ጥናት

የትምህርት ክፍል

ለወላጆች የተዘጋጀ መጠይቅ

1. ጾታ _____
2. የት/ት ደረጃ _____
3. ሥራ _____
4. ሴት ልጆችን ስለማስተማር ያለዎትን አስተያየት ቢገልጹልን?
5. በቤት ውስጥ ስራ የሴት ልጆችን እርዳታ በከፍተኛ ደረጃ ይፈልጉታል?
6. ትምህርት ቤት ከመሄዳቸውና ከተመለሱም በኋላ ለወንድና ሴት ልጆች ምንም አይነት አድልዎ ሳያደርጉ በቂ ምግብ ያቀርቡላቸዋል? ካልሆነ ምክንያት ምንድን ነው?
7. ወንድና ሴት ልጆች ሲታመሙ በአኩል ሁኔታ የህክምና እርዳታ እንዲያገኙ ያደርጋሉ?
8. ለሴት ልጆች የሚያስፈልጋቸውን የትምህርት መሳሪያ በአስፈላጊው ጊዜ ያሟሉላቸዋል?
9. ለሴት ልጆች በቤት ውስጥ የጥናት ጊዜ ይሰጧቸዋል? ለምን?
10. ከትምህርት ሰዓት ውጪ ሴት ልጆች በትምህርት ቤቱ ቤተ መጽሀፍት ለማንበብ ወይም ከክፍል ጓደኞቻቸው ጋር በጋራ ለማጥናትና ለመመራመር ይፈቅዱላቸዋል? ለምን?
11. በመኖሪያ አካባቢዎ፣ ሴቶች ልጆችን ለማስተማር ያለው አመለካከት ምን ይመስላል?
12. በአካባቢዎ፣ ለትምህርት ቅድሚያ የሚሰጠው ለማን ነው ለሴት ወይስ ለወንድ ልጆች? ለምን?
13. በአካባቢዎ፣ በቤት ውስጥ በሴት ልጆች ላይ አካላዊ ቅጣት ይፈጸማል? መልሶ አዎንታዊ ከሆነ የቅጣቶቹን አይነትና በማን እንደሚፈጸሙ ቢገልጹልን።
14. በልጆች ትምህርት ቤት፣ ሴት ልጆች አካላዊ ቅጣቶችን ይቀጣሉ? መልሶ አዎንታዊ ከሆነ የቅጣቶቹን አይነትና በማን እንደሚፈጸሙ ቢገልጹልን።
15. ሴት ልጆች ወደ ትምህርት ቤት ሲሄድና ሲመለሱ በመንገድ ላይ ሊያጋጥማቸው ይችላል ብለው የሚሰጉባቸው ነገሮች አሉ? ካሉ ምንና ምንድን ናቸው?
16. በአካባቢዎ ባህል መሰረት ሴት ልጆች የትዳር ጓደኞቻቸውን የመምረጥ እድል አላቸው?
17. በቤተሰብ መካከል ሴት ልጆች በግብረ ስጋ ግንኙነትና በሌሎች ጉዳዮች ላይ ሀሳባቸውን የመግለጽና ያልገባቸውን የመጠየቅ ነጻነት አላቸው?

18. ሴት ልጆችዎ በቤት ውስጥ በብዙሀን መገናኛ የሚተላለፉ ልዩ ልዩ ጉዳዮችን የመከታተል እድል አላቸው?
19. በሴት ልጅዎ ላይ ባህላዊ ድርጊት (ለምሳሌ፡- ግርዛት፣ ንቅላት፣ ባህላዊ ህክምናና የመሳሰሉትን) ለማድረግ ሲፈልጉ ልጅዎ አሳብዎን የመቃወም መብት አላት?
20. በአካባቢዎ ሴት ልጆች ወደ ትምህርት ቤት እንዳይሄዱና ትምህርት እንዲያቋርጡ ምክንያት የሚሆኑ ጉዳዮችን ሊገልጹልን ይችላሉ? እንዴት?
21. የሴት ልጆች መብት አለመረጋገጥ በትምህርታቸው እንዳይገፋ አስተዋጽኦ ያደርጋል ብለው ያምናሉ?

22.2 ከማስሚዲያ የምታገኘው መረጃ

- ሀ. በጣም ከፍተኛ
- ለ. ከፍተኛ
- ሐ. መካከለኛ
- መ. ዝቅተኛ
- ሠ. በጣም ዝቅተኛ

22.3 ከተለያዩ ክበባት የምታገኘው መረጃ

- ሀ. በጣም ከፍተኛ
- ለ. ከፍተኛ
- ሐ. መካከለኛ
- መ. ዝቅተኛ
- ሠ. በጣም ዝቅተኛ

23. አንዳንድ መረዳት ስለምትፈልገው ጉዳይ ቤተሰቦችሽን በግልጽ የመጠየቅ የመመርመርና የማወቅ ነፃነትሽ ከዚህ በታች ከተቀመጡ ነጥቦች አንፃር ምን ያህል ነው?

23.1 ስለ ተፈጥሮ የመጠየቅና የመመርመርና የማወቅ ሁኔታ

- ሀ. በጣም ከፍተኛ
- ለ. ከፍተኛ
- ሐ. መካከለኛ
- መ. ዝቅተኛ
- ሠ. በጣም ዝቅተኛ

23.2 ስለ ፆታ ነክ ጉዳዮች የመጠየቅ የመመርመርና የማወቅ ሁኔታ

- ሀ. በጣም ከፍተኛ
- ለ. ከፍተኛ
- ሐ. መካከለኛ
- መ. ዝቅተኛ
- ሠ. በጣም ዝቅተኛ

23.3 ስለ ሀይማኖት ነክ ጉዳዮች የመጠየቅ የመመርመርና የማወቅ ሁኔታ

- ሀ. በጣም ከፍተኛ
- ለ. ከፍተኛ
- ሐ. መካከለኛ
- መ. ዝቅተኛ
- ሠ. በጣም ዝቅተኛ

23.4 ሀገራዊ ጉዳዮች (ስለፖለቲካ፣ ስለዲሞክራሲ፣ ስለ ሰውልጅ መብት ወዘተ) የመጠየቅ የመመርመር የማወቅ ሁኔታ

- ሀ. በጣም ከፍተኛ
- ለ. ከፍተኛ
- ሐ. መካከለኛ
- መ. ዝቅተኛ
- ሠ. በጣም ዝቅተኛ

24. በትምህርት ቤት ስለ ፆታ ስለ ሀይማኖት ስለ ስነ-ተፈጥሮ እና ሀገራዊ ጉዳዮች በግልጽ አስተማሪዎችሽን የመጠየቅ የመመርመርና የማወቅ ነፃነትሽ ምን ያህል ነው?

24.1 ስለ ፆታ ነክ ጉዳዮች የመጠየቅ የመመርመርና የማወቅ ሁኔታ?

- ሀ. በጣም ከፍተኛ
- ለ. ከፍተኛ
- ሐ. መካከለኛ
- መ. ዝቅተኛ
- ሠ. በጣም ዝቅተኛ

24.2 ስለ ሀይማኖት ነክ ጉዳዮች የመጠየቅ የመመርመርና የማወቅ ሁኔታ?

- ሀ. በጣም ከፍተኛ
- ለ. ከፍተኛ
- ሐ. መካከለኛ
- መ. ዝቅተኛ
- ሠ. በጣም ዝቅተኛ

24.3 ስለ ተፈጥሮ ነክ ጉዳዮች የመጠየቅ የመመርመርና የማወቅ ሁኔታ?

- ሀ. በጣም ከፍተኛ ለ. ከፍተኛ ሐ. መካከለኛ
- መ. ዝቅተኛ ሠ. በጣም ዝቅተኛ

24.4 ስለ ሀገራዊ ጉዳዮች የመጠየቅ የመመርመርና የማወቅ ሁኔታ?

- ሀ. በጣም ከፍተኛ ለ. ከፍተኛ ሐ. መካከለኛ
- መ. ዝቅተኛ ሠ. በጣም ዝቅተኛ

25. በቤት ውስጥ በሴትነት ስር መድሎ ሳይደረግብሽ በተለያዩ ልማዳዊ ክንውኖችና ጨዋታዎች እንደ ወንድ ልጆች የመሳተፍና ተቀባይነት የማግኘት ሁኔታ እንዴት ነው?

- ሀ. በጣም ከፍተኛ ለ. ከፍተኛ ሐ. መካከለኛ
- መ. ዝቅተኛ ሠ. በጣም ዝቅተኛ

26. በቤተሰቦች ላይ አባላት መካከል የምግብ አቅርቦትን በተመለከተ ለወንድና ሴት ልዩነት ሳይደረግ የማከፋፈል ሁታ ምን ያህል ነው?

- ሀ. በጣም ከፍተኛ ለ. ከፍተኛ ሐ. መካከለኛ
- መ. ዝቅተኛ ሠ. በጣም ዝቅተኛ

27. በትምህርት ቤት በተለያዩ ትምህርት ነክ ክንውኖች (ለምሳሌ:- በክበባት እንቅስቃሴ በትምህርት ነክ ውይይትና ክርክር በጥያቄና መልስ ውድድር) በሴትነት ስር መድሎ ሳይደረስብሽ ለመሳተፍ ምን ያህል ነፃነት አለሽ?

- ሀ. በጣም ከፍተኛ ለ. ከፍተኛ ሐ. መካከለኛ
- መ. ዝቅተኛ ሠ. በጣም ዝቅተኛ

28. እስካሁን በአካባቢሽንና በትምህርት ቤት ስር በወንዶች ሊደረጉ የሚችሉና ለወሲብ የሚገፋፋ የተለያዩ ድርጊቶች (ለምሳሌ:- የጡትና የዳሌ መነካካት፣ የወሲብ ስሜቶችን የሚያነሳሱ ቀልድና ጨዋታዎች፣ ወዘተ) ደርሶብሽ ያውቃል?

- ሀ. አዎ ለ. አልደረሰብኝም

29. በቁጥር "28" ላይ ለተጠየቀው ጥያቄ መልስሽ "ሀ" ከሆነ አብዛኛውን ጊዜ ድርጊቱ የሚፈፀመው በማን ነው? (አንድ በላይ መልስ መስጠት ትችያለሽ)?

- ሀ. በትምህርት ቤት ባሉ ወንድ ተማሪዎች
- ለ. በመንገድ በሚያጋጥሙኝ ማንኛውም ወንድ
- ሐ. በመምህራን
- መ. ሌላ ካለ ይገለጽ _____

30. በሴት ተማሪዎች ላይ የሚደረገው የታዊ ትንኮሳ በትምህርት አቀባበልና ውጤት ላይ ተጽእኖ ያሳድራል ብለሽ ትገምቻለሽ?

ሀ. አዎ እገምታለሁ ለ. አልገምትም

31. እስካሁን ባለሽ ገጠመኝ ቤተሰቦችሽ ከሚወስዱት የእርምት እርምጃ መካከል የዱላ ወይም የግርፋትና የመሳሰሉት ቅጣት የመቅጣት ሁኔታ ምን ያህል ነው?

ሀ. በጣም ከፍተኛ ለ. ከፍተኛ ሐ. መካከለኛ

መ. ዝቅተኛ ሠ. በጣም ዝቅተኛ

32. በሴትሽ የዱላ ወይም የግርፋትና የመሳሰሉት ቅጣት የሚደረግ ከሆነ ብዙውን ጊዜ ቅጣቱን የሚጽመው ማን ነው?

ሀ. አባቴ ለ. እናቴ

ሐ. ታላላቅ ወንድሞቼና እህቶቼ መ. አያቶቼ

33. በአንዳንድ ምክንያት ከትምህርት ቤት ብትቀረ፣ ብታረፍ፣ የቤት ስራ ባትሰራ፣ ከልጆች ጋር ብትጋጩ ወይም ደግሞ ተመሳሳይ ድርጊት ብትፈጽሚ እስካሁን ባለሽ ገጠመኝ መሰረት አስተማሪዎችሽ ወይም የትምህርት ቤቱ ሀላፊዎች ከሚወስዱት የእርምት እርምጃ መካከል የዱላ፣ የግርፋትና የመሳሰሉትን ቅጣት የመጠቀሙ ሁኔታ ምን ያህል ነው?

ሀ. በጣም ከፍተኛ ለ. ከፍተኛ ሐ. መካከለኛ

መ. ዝቅተኛ ሠ. በጣም ዝቅተኛ

Appendix – 2

Addis Ababa University School of Graduate Studies
College of Education Department of Curriculum and Teacher's
Professional Development Studies

Guides for Female Students Focus Group Discussions

1. Would you like to tell us your possibility of getting food at the right time (before and after school)?
2. How about your likelihood of getting medical treatment during sickness?
3. Could you tell us the extent of your freedom to express your ideas and opinions?
 - a. at home
 - b. at school?
4. Could you tell us the extent of your participation in discussion and decision making on marriage and reproductive issues and also in different traditional practices at home?
5. Would you like to tell us how far you could discuss and get information on sexual issues /e.g. menstruate period, birth, HIVAIDS) freely at
 - a. home?
 - b. School?
6. Could you tell us in detail about how far you are exposed to household activities?
7. Would you like to tell us the extent to which you could participate in clubs' discussions, debates and queries on different educational issues with out being discriminated because of your sex?
8. How do you evaluate the extent to which you could come across with sexual harassment and abuse by school boys, teachers and others?
9. Would you like to tell us in detail the extent of corporal punishment taken over you by your parents, school teachers and others?
10. What is the influence of violation of your right on your academic achievement?

DECLARATION

I hereby declare that this thesis is my original work and all relevant sources used for the thesis are acknowledged.

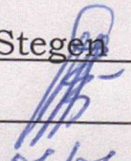
Name Konjit Kebede

Signature 

Date 06/06/2010

This thesis has been submitted for Examination with My Approval as University Advisor.

Name Lemma Stegen

Signature 

Date of Approval 06/06/2010

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