

ASSESSMENT OF FACTORS INFLUENCING ACADEMIC ACHIEVEMENT OF
FEMALE STUDENTS: THE CASE OF HOLETA SECONDARY SCHOOL

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AAU

Declaration

First, I declare that this thesis is my original work and has not been presented to any other University anywhere for the award of any academic degree, diploma, or certificate. It has been submitted in partial fulfillment of the requirement for MA degree at Addis Ababa University. All sources of materials used for this thesis have been duly acknowledged.

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Table of Contents

Contents	Page
List of Tables	viii
Acronyms and Abbreviation	ix
Definition of Key Terms.....	x
CHAPTER ONE	1
INTRODUCTION.....	1
1.1. Background of the Study.....	1
1.2. Statement of the Problem.....	3
1.3. Basic Research Question.....	4
1.4. Objectives of the Study.....	5
1.4.1. General Objectives of the Study	5
1.4.2. The Specific Objectives of the Study	5
1.5. Significance of the Study	5
1.6. Delimitation of the Study	6
1.7. Limitation of the Study.....	7
1.8. Organization of the Study	7
CHAPTER TWO	
REVIEW OF RELATED LITERATURE	8
2.1. Factors Influencing Student Achievement	8

2.1.1. Socio-Economic Condition	8
2.1.2. Institutional Factors	9
2.1.3. Students Characteristics	10
2.2. Females' Participation in Education	11
2.3. Poor Participation of Females' in Education	14
2.4. Factors that Contribute to Females' Academic Achievement	16
2.5. School Factors Affecting Female Students' Academic Achievement.....	19
2.5.1. Instructional Materials	23
2.5.2. School Facilities	24
2.5.2.1. Library	25
2.5.2.2. Laboratory	25
2.6. Characteristics of Teachers	26

CHAPETR THREE

RESEARCH DESIGN ANDMETHODOLOGY	28
3.1. Research Design	28
3.2. Participants	28
3.2.1. Population of the Study	28
3.2.2. Sampling Technique	28
3.2.3. Primary Source of Data	29
3.2.4. Secondary Sources Data	30
3.3. Data Collection Instruments	30

3.3.1. Questionnaires	30
3.3.2. Interview Guide	31
3.3.3. Document Analysis	31
3.3.4. Formal Observation	31
3.4.Data Collection Procedures	32
3.4.1. Pilot-Testing of the Instrument	32
3.4.2. Data Collection	32
3.5.Method of Data Analysis	33
3.5.1. Analyzing the Quantitative Data	33
3.5.2. Qualitative Data Analysis	34

CHAPTER 4

DATA PRESENTATION ANALYSIS AND INTERPRETATION.....	35
4.1.Characteristics of Respondents	35
4.2.Presentation, Analysis and Discussions of the Result.....	36
4.3.Factors That Mostly Affect The Academic Achievements Of Female Students At	44
4.3.1. Institutional Related Factors	45
4.3.2. Instructors Related Factors.....	48
4.3.3. Student Related Factors.....	52
4.3.4. Parents' Related Factors.....	55

4.4.Educational Officers’ Interview Response.....59

CHAPTER 5

FINDING, CONCLUSION AND RECOMMENDATION.....62

5.1.Findings.....62

5.2.Conclusion64

5.3.Recommendation.....67

Reference69

Appendices

List of Tables

Table 4.1 Age of Student Respondents.....	35
Table 4.2 Educational Level of Teacher.....	36
Table 4.3 Service Year in Teaching.....	36
Table 4.4Response Based on Female Students Mother’s Level of Education.....	37
Table 4.5Response Based on Female Students Father's Level of Education.....	37
Table 4.6Female Students Mothers’ and Fathers’ Occupation.....	38
Table 4.7 Response Based on Female Students Encouragements of Parents.....	39
Table 4.8.Response Based on Female Students’ Parents’ Assistance Because of their Occupation.....	39
Table 4.9Response of Both Male and Female Students Based on Different Questions those are Related to Female Students Academic Achievement.....	40
Table 4.10Responses of Teachers Based on Different Questions those are Related to Female Students’ Academic Achievements.....	43
Table 4.11.1Responses Related to Institutional Factors that Affect Female Student Academic Achievement.....	46
Table 4.11.2 Responses Related to Instructors’ Factors that Affect Female Students’ Academic Achievement.....	50
Table 4.11.3 Responses Related to Female Students’ Factors that Affect Female Students’ Academic Achievement.....	53
Table 4.11.4 Responses Related to Parents’ Factors that Affect Female Students’ Academic Achievement.....	57

Acronyms and Abbreviations

CSA- Central Statistical Authority

ESDP- Education Sector Development Program

EGSECE- Ethiopia General Secondary Education Certificate Examination

FDRE- Federal Democratic Republic of Ethiopia

MOE- Ministry of Education

PMO-Prime Minister Office

SPSS- Statistical Package for Social Science

SHIPS- Stop Harassment in Public Schools Project

TGE Transitional Government of Ethiopia

TIMSS- Third International Mathematics and Science study

UNESCO- United Nations Educational, Scientific, and Cultural Organization

UNICEF- United Nations Children Education Fund

Definitions of Key Terms

- Government Schools- are schools that are established and owned by government, and financed and managed by government educational officials.
- Secondary Schools- are schools that provide general and preparatory education in grades 9-12.
- Academic Achievement- a successful accomplishment or performance in particular subject area. It indicated by grades, marks and scores of descriptive commentaries.

CHAPTER ONE

INTRODUCTION

This research has five parts: introduction, review of related research and research design and methodology, data presentation and analysis, and summary of findings. In my study, issues like background of the study supported by related literature, statement of the problem, basic research questions, objectives of the study, significance of the study, and limitation of the study will be dealt with.

1.1 Background of the Study

In the world of education, the most complex activity seems to be the process of teaching and learning. As its complexity is more than we think, the problem it faces is also more complex than one thinks. The problems that education sector encounters hinder the progress of teaching and learning process, in other hand it affects quality of education negatively.

The Ethiopian Government has taken quite a number of measures particularly aimed at improving quality of teaching, to enhance students 'academic' achievement in general and females' in particular and realizing the importance of quality education.

However, as the government strives to expand education, it also faces the challenge of ensuring quality, especially for girls. The Ministry of Education in its Education Sector Development Program (ESDP IV 2010/11- 2014/15) document indicates women's participation in education is constrained by economic, socio-cultural, familial, personal and school factors. The economic problems relate to parents' inability to send girl children to school especially if schools are far from home or girls drop out due to lack of finances. The problem is more serious in rural areas, particularly in pastoralist regions. The traditional division of labor in homes constrains girls' success in education. School distance and harassment, feelings of discomfort to participate equally with men are stumbling blocks for female students.

Ethiopia is the one of developing countries expanding education access and performance. However the education is characterized by gender inequality. This is not only low enrolment but also the cases of dropping out and repeating in grades are higher than that of male counterparts. The constitution of the Federal Democratic Republic of Ethiopia(FDRE) Article 35 sub- article 6 states "Women have the right to full consultation in the formulation of national development policies, designing and executing of projects, and specifically in the case of project affecting the interest of women" (FNG, 1995). As a result, women affairs institutions were established at various levels in almost all Regional States of Ethiopia, to maximize their contribution to reduce factors affecting girls schooling as well as in other issues. MOE (1994), Transitional Government of Ethiopia Education and Training Policy and its strategy document states the government will provide support to raise the participation and performance of women in education.

Scholars define academic achievement differently in different situations. Academic achievement refers to a successful accomplishment or performance in particular subject area which is indicated by grades, marks and scores of descriptive commentaries.

Academic performance also refers to how students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers in a fixed time or academic year (Hawis and Hawes, 1982).

Good (1973) stated that achievement encompasses actual accomplishment of the students' of potential ability. Gabati, (1988) and Khadivi-Zand, (1982), Kobal and Musek (2001), stated as:

...there are two broad groups of definitions of academic achievement. The first one could be considered more objective, because it refers to numerical scores of a pupil's knowledge, which measure the degree of pupil's adaptation to school work and to the educational system. The second group is a more subjective one, as its determination of academic success is reliant upon the student's attitudes towards his academic achievement and himself, as well as by the attitudes of significant others towards his/her success and him/herself.

Female education and achievement is affected by a number of factors such as socio-cultural beliefs, customs and practices, living standard and level of education of parents.

1.2. Statement of the Problem.

The new education and training policy applied in Ethiopia in recent years have, to a greater or lesser degree, addressed a number of issues of which the introduction of standardized students' achievement is one. Concerning this point, there seems a gap

between what ought to be and what exists in reality to bring in the intended outcomes of the female academic achievement that could be because of different factors.

Factors of student's achievement can be investigated in terms of many variables of which some of them are parental involvement, homework and tutorial, class size, school facilities, teacher competency and principal's leadership. For instance, parents with higher income and education are more likely to have higher expectations for their children's educational attainment, have knowledge about their children's educational options and involve their children in intellectual activities (Cookson, 1994). These factors have a positive impact on student learning. On the other side, lower socioeconomic status parents have fewer economic resources from which to purchase books and other items to improve academic outcomes of their children (Blau, 1999).

In Holeta Secondary and Preparatory School no study has been conducted on the factors of female students' achievement. In Holeta city, when I was working being a supervisor both in primary and in secondary schools in the last 3 years, I recognized that female students' participation in academic issues and their success in examinations, including classroom tests, is not as much as expected in relative to male students'.

In spite of these, the influence of the factors on the male and female students differs on students' academic achievement /in EGSECE inclusive/ was not yet studied. Hence, this study will examine the factors that affect female students' academic achievement in Holeta secondary schools.

1.3 Basic research questions

In the course of the study, the following basic questions were raised and answered.

1. What are the major factors affecting female students' academic performance in Holeta Secondary school?
2. To what extent teachers' commitments enhance girls' academic performance in Holeta Secondary school?
3. To what extent parents' socio-economic status affect female students' academic performance in Holeta secondary school?
4. To what extent do institutional factors affect female students' academic performance in Holeta secondary school?

1.4 Objectives of the Study

1.4.1 General Objectives

The general objective of this study is to explore the major factors influencing female students' academic achievement in the secondary schools of Holéta special zone.

1.4.2 Specific Objectives

The specific objectives of the study are as follow:

To analyze major factors that influences female students' academic performance in Holeta secondary school.

To explore major challenges that affect female students' academic achievement in secondary level.

To find out main factors of institutional, instructors and parental involvement for low academic achievement of female students'.

1.5. Significance of the Study

To improve female students' academic performance/achievement requires clear understanding of socio-economic, socio-cultural, institutional, and personal and other

factors. The major purpose of this study is, therefore, to assess female students' academic performance in secondary level of schooling and, to investigate why a smaller population of female students progress in high schools and preparatory schools and what are the major challenges in, Holeta Secondary and Preparatory School.

To this end, the study will have the following significance.

1. This study is a practical step to examine the recent female students' academic performance and participation with the emphasis on secondary level
2. It investigates the in school and out of school factors which affect girls' educational achievement and finally to indicate the possible solutions which may help to alleviating the problems in secondary education
3. The study could indicate the gap between what ought to be and what exists in reality so that educational administrative bodies of different levels woreda, zone and regions would take corrective measures to fill the identified gaps.
4. It may pose issues that may motivate and/or serve as a reference material for other researchers and policy makers who are in need to fill the gap in the area:

1.6. Delimitation of the Study

This study has focused on the major factors influencing females' academic achievement in Holeta secondary school which is one of secondary schools in Oromia special zone. Administrately, Oromia is divided into 14 Zones and one Special Zone Surrounding Finfine. There are 15 secondary schools in Oromia special zone surrounding Finfine.

To conduct the research work in all Oromia's special zone there would be impractical due to constraints of resource and time. The scope of the study is delimited to Holeta secondary school which is the only secondary school in Holeta city administration.

In terms of time dimension the study is delimited to cover successive academic year from 2002 E.C to 2004 E.C of student academic result. Even though there are different variables that affect female student academic achievement in this study attempts were made to examine school factors, parent related factors, instructor related factors and factors related to females themselves.

1.7. Limitation of the Study

The comprehensiveness of this study has been limited by different challenges. For instance, the attempts made to collect data from some teachers and students lacks to give the necessary data on time. Another challenge was lack of well organized and documented data. Data on some issue are in a way inconvenient to access immediately from record office. Despite all these challenges, the researchers have tried to critically analyze the available data to answer the questions raised in the study.

1.8. Organization of the Study

This thesis was organized in to five chapters. The first chapter was treated the introductory part that deals with background of the study, statement of the problem, objectives of the study, significance of the study, delimitation and limitation of the study, and definitions of key terms.

The second chapter discusses the review literature part of the study. In the third chapter, design and research methodology of the study discussed briefly. While chapter four presents the presentation, analysis, interpretation, and discussion of the research. The last chapter five presents the summary, conclusion, and recommendation of the research. At the end of the study paper, reference and/ or bibliography attached followed by appendices.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The review literature part of this thesis discusses factors influencing student achievement, females' participation in education, factors that affect females' academic achievement, poor participation of females in education, factors that contribute to females' academic achievement, school factors affecting female students' academic achievement.

2.1. Factors Influencing Student Achievement

2.1.1. Socio-Economic Condition

The family's socio-economic status influences the daughter's educational performance. The financial and moral support provided to girls for schooling is limited as compared to boys (Teshome, 2003). Socio-cultural beliefs, customs and practices, girls' expectation and other traditions play significant role in the educational performance of women by affecting their school attendance and even leading to dropout and repetition (Odaga and Heneveld, 1995).

The amount of time females spend on domestic chores and other activities also reduces their time and energy they spend in schools affecting their success (Namuddu, 1991). The learning environment, distance to school, teachers' attitudes toward female students, teaching practices, gender bias in the curriculum and classroom culture also contribute either facilitating or hindering the academic performance of female students (Hyde, 2005). Parents living standard, level of education of parents (literacy), lack of gender targeting in school environment and teachers quality affect female students' academic achievement. Robinson (1993) and Engin-Demir (2009) argued that sizable research has consistently shown that students' academic achievement has influenced by background of

family characteristics such as socio-economic status of parent's, level of education, occupation and income. From these factors parental level of education and income has been the most significant source of disparities in female students' performance.

As indicated on the Third International Mathematics and Science study (TIMSS) tests, students from economically disadvantaged families and families where parents had less level of education have systematically performed worse than other students.

2.1.2 Institutional Factors

MOE (2004) stated that "the learning environment is determining factor for students' performance and survival at any given educational level." More factors related to institutions and learning environment are: Existence of policies that protect the right of individuals from sexual harassment. As to MOE (2004) the rules and regulations that protect the safety and security of female students are: the rules and regulations that govern teachers code of conduct, establishment offices of support of women's education within secondary level, level of awareness and sensitivity of staff about gender issues that affect girls' education, availability of support systems for both sexes in the form of guidance and counseling.

Odaga and Heneveld (1995) argue that the school environment, teachers' attitude and pedagogy, and gender bias in learning materials affects the performance and attainment of female students.

Regarding the relationship between school resources and students academic achievement measurements are inconsistent. Some research has suggested that more resources do not necessarily yield performance gains for students (Hanushek, 1997; Hanushek and Luque, 2003). Other research evidence indicated that variations in school characteristics are

associated with variations in students outcomes (Card and Krueger, 1996; Greenwald et al., 1996; Lockheed and Verspoor, 1991). Engin-Demir (2009) argue:

Attending a school with a better physical environment is associated with increased math's scores. A significant positive effect on schooling outcomes associated with student-teacher ratio, instructional materials, size of the library and teacher training

As suggested in most research findings family background is an important determinant of school outcomes, whereas school characteristics have minimal effects (Heyneman and Loxley, 1983). Others argued that in various studies they indicated both home and school environments have a strong influence on performance of students (Griffith, 1999).

2.1.3. Students Characteristics

Students' characteristics refers to student well-being, perception of the school environment, motivation, involvement in scholastic and co-curricular activities and efforts of students, perception of students' on parental support and involvement, and locus of control in all areas have significant effects on students' academic achievement (Engin-Demir2009). Konu and Rimplela (2002) cited in Engin-Demir (2009), there are four areas of well-being dimensional phenomenon of students conceptualized as school condition, social relationships, and means for self-fulfillment and health status, which affects both their behavior and their examination results in school.

In schools, students' well-being depends upon other factors including their opinions on rules and regulations of school and relations with their teachers and schoolmates. In addition, scholastic activities and individual efforts are important for academic achievements. Regardless of intelligence, students spent more time on doing assignments;

project works, home works and class works are very important activities to improve their grades. Students' amount of time invested on homework and other related activities has also found to be strongly related to a student's motivation to achieve and their positive feelings with achievement have positive effect on actual academic achievement.

In addition, school attendance has highly correlation with individual academic achievement. In relation, students' academic achievement motivation is influenced by the students' perception of parental support and involvement. If students' perception is positive on their parents support and involvement, they will achieve well (Grolnick and Slowiaczek, 1994; Wang and Wildman, 1995). Engin-Demir (2009:19) argued as:

students' perceptions that their parents are involved and interested in school and encourage them to do well are positively related to academic achievement. Through their involvement, parents convey the message that school is important and provide their children with positive emotional experiences in relation to school. (...), Fuchs and Wobmann (2004) observed that students performed significantly worse in reading, math's and science in schools whose principals reported that learning was strongly hindered by the lack of parental support. However, some research has shown most aspects of the relationship between educational support of parents and scholastic achievement of children to be negative.

2.2 Females' Participation in Education

As indicated in various policy documents, the current trends are that the Ethiopian government is cognizant of this fact and seems to be investing more in education. It is hoped that issues of disparity, particularly between the regions and the sexes, would get due attention in practice. From the women education practical policy statement, some of them listed below.

The Constitution of Federal Democratic Republic of Ethiopia (FDRE, 1995, *Article 35&41*) states the following:

the historical legacy of inequality and discrimination suffered by women in Ethiopia taken into account, women, in order to remedy this legacy, are entitled to affirmative action. The purpose of such measure shall be to provide special attention to women so as to enable them compete and participate on the basis of equality with men in political, social and economic life as well as in public and private institutions. Every Ethiopian national has the right to equal access to publicly funded social services. The state has the obligation to allocate ever increasing resources to provide to public health, education and other social services.

Moreover, The Federal Democratic Republic Education and Training Policy of Ethiopia (TGE, 1994 Article 3.7.7) states the following: Special attention will be given to women and to those students who did not get educational opportunities in the preparation, distribution and use of educational support input.”

As indicated by the Central Statistical Authority (CSA, 2007), women constitute half of the Ethiopian population. They should have constituted significant proportion of the work force and contributed to economic, social and political development of the country. From the school age population of female students in the country, there was very low proportion at secondary level. Not only women are low in number but also poorly performing at the level with particular reference to grade 10 (Ten) national examination. Mamo (2002) claimed that dropout and attrition rate has been a serious problem in each level in the country. Odaga and Heneveld (1995:12) indicated that in Ethiopia more girls than boys repeat and dropout. Low participation and poor academic achievement of

female students at secondary level particularly in grade 10 (Ten) national examination indicates pertinent problems that need investigation. Though the analysis of girls not being in school is important, however, participation has been well researched and there is a separate concern on how girls and why are in school perform poor relative to boys, and this is the focus of the rest of this research papered.

Without educating women, national endeavors can be less effective, and the efforts of women are weaker. Equal opportunity of education for both sexes is equally important. In a number of developing countries, the participation of women in education is characterized by low enrolment and poor performance Herz,1991; King and Hill, 1993; Odaga and Heneveld, 1995. The significant contribution of female education is expressed in terms of economic, cultural and political aspect a country. Obanya (2005:15) stated that an educated female is likely to become: a more competent and knowledgeable mother, a more productive and better paid worker, an informed citizen, a self confident individual and a skilled decision maker. Geiger (2002:3) indicated that the benefits of education relates to more or less in all aspects of development. Education empowers them to participate in the public and political life. The potential benefits of education are always present but females' education often has stronger and more significant impact than males' education (King, 1990). This does not mean education is unnecessary for males. One of the Ethiopia's research efforts pointed out that girl's low level of school attainment and correspondingly low levels of literacy, political integration, and economic productivity (Seged, et al., 1991). In the Universal Declaration of Human Right 1948, Article 13(1 and 2), the development of a system of quality education at all levels shall be actively pursued, and the material conditions of the teaching staff shall be continuously

improved. Currently, girl's education is a critical development agenda since of its inherent value to individual girls, and benefits for its wider society. In their study on women's education in developing countries; Hill and King (1993:11) reported "evidence from many countries points to strong links between the education of women and national development."

Furthermore, Rose (1996: 2) has made the following observation:

Giving females equal access to education is not only their right, but is also likely to have significant social and economic benefits for the country. In particular, female education at the late primary school and secondary school levels has been shown in a number of studies to be closely related to lower fertility, and improved child health measured by lower infant and child mortality or improved nutritional status. In addition, it has a multiplier effect since it also has an impact on the mother's desire and ability to educate her children. Female education has been shown to have a greater effect on these factors than male education. There need to be much attention to make education accessible to girls.

2.3 Poor Participation of Females in Education

With regard to the importance of educating women for poor countries like Ethiopia Seyoum(1986) stated that in as much as women constitute at least one half of the total population of the nation, the question of women's education can no longer be ignored, and their involvement in the development process should not be left to be marginal. After all, a developing country like Ethiopia, cannot afford the luxury of not using the brainpower, and talent of both sexes in the productive labor. Moreover, it could be realized that the question of the emancipation of women is inextricably linked with their

education and in fact their freedom could be said to be the function of their level of participation in education. Seyoum (1986), the Orthodox Church and the mosque were the major institutions that were responsible amongst men and women for the dissemination of education in pre 1970s traditional Ethiopia.

The role played by these two institutions in development cannot be underestimated in Ethiopia. Nevertheless, the participation of women in such education has been negligible Seyoum (1986)

the major purpose of church education was to produce member of the clergy and the Koranic schools was not also fundamentally different; the ultimate aim was to produce devoted and faithful Muslims who would promote the Islamic religion. Both institutions favored boys over girls. At this point it may worthwhile to consider some of the possible reasons why women had been left out from mainstream of intellectual life intraditional Ethiopia.

As in most traditional societies of the world the attitude towards women in most ethnic cultures in Ethiopia is characterized by what come to be known as male superiority. This indicates that men are more important than women. The values justified that the idea it is more important for man, the breadwinner, to get an education, a job and in general to receive preferential treatments. Women exist to please men and from this idea come the attitude that women should be dependent on men for everything, especially their identities, the social definitions of who they are. Seyoum (1986) criticizes the Orthodox Church and Mosque education did not highly encourage female to participate in formal education of Ethiopia. Habtamu (2004) stated that inequality of education opportunity between and among various social groups has been a serious problem in Ethiopia. The numbers of enrolment and graduates have not been proportional to the size of population when we compare males with females. The development of a democratic and inclusive

society requires that individuals and various social groups get equal opportunity in education, employment and other services.

Furthermore, he pointed out addressing educational disadvantage usually requires some intervention from the kindergarten through higher education.

2.4. Factors that Contribute to Females' Academic Achievement

Engin-Demir (2009), claims learning is not only an outcome of formal schooling but also families, communities and peers. Social, economic and cultural forces affect learning and thus academic achievement. Odaga and Heneveld (1995), argue that socio-economic status, socio-cultural beliefs, and unfavorable school environment, political and institutional conditions can affect female education in general and their academic performance in particular. Welch (1992) argues that; the majority of women suffer from all forms of structural injustices including access to education and training. Seyoum(1986) mentioned that religious outlooks and certain traditional attitudes limit the role of females as mothers and homemakers, especially in the rural parts of a country. This also contributes to the low participation of female students. In addition to low participation in education, even those female students who have managed to stay in schools face different problems. The problems manifest in hindering their academic performance. Parents living standard, level of education of parents (literacy), lack of gender targeting in school environment and teachers quality affect female students' academic achievement. School fees, cost for books and stationery; indirect cost for transportation, uniform, lodging and board and house rent matters schooling girls. The economic opportunity loss also affects families productive or business activities use labor, mostly the girl child.

Families may assume that the costs of schooling of their daughters do not exceed the expected economic return unless parents do not want to send their daughters to school because education as an investment becomes unattractive to parents. Only to the extent that parents are willing to accept low economic return, daughters will be educated (King and Hill, 1993; Adetunde and Akesina, 2008; Glick, 2008). For these reasons female students are not performing well in school.

In poor families decision to send a girl to school relies on parents' commitment and their willingness. Poorer parents prefer their daughters stay at home to help them in domestic work. Most of the research reports underline that resources, work and various opportunities are not equally allocated among family members. Parent, to get additional income for their household subsistence and to secure daily demanding basic need, women spend more time on income generating activities and domestic chores. The most clearly noticeable gender inequalities are visible in the societies where women are confined to the home (UNESCO, 2003).

Poverty also affects girls schooling. Parents' ability to support their daughters is mostly depending on their income level. Parents' willing to support their daughters cost by providing stationary, house rent, uniform and other related expenses. Parents' income is the most influential in respect of supporting their daughters in schooling. To some extent in also affects girls' performance in schools. As indicated in many studies women education is a pre-requisite for greater economic independency, equality, social autonomy for women; and for improving the socio-economic status of their families and community at large (Adetunde and Akesina, 2008).

However, almost all developing countries, female education and their performance are not adequately addressed.

As Liglitin (1976) stated that the attitude of education is eminent in patriarchal societies since it is believed that education has no role of preparing women to be good house wives and mothers. Traditionally, women are given to the role of a wife, a mother and a house keeper whereas men are a bread winner, protector and supporter. Women dominated by the societal attitude to accept and behave accordingly. When compared to men and women regardless of the socio-cultural influence on their success men can move from one place to another in search of facility; whereas women are constrained socio-culturally as they glued to their families. Gibson (2004) argues that; the vulnerability of girls often becomes more when girls are adolescent and approaching secondary school. At this level girls' sexual maturity can cause parents to be more anxious about their daughters' safety at school and girls' risk of pregnancy and HIV/AIDS. MOE (2004) indicated that families tend to influence the upbringing of their daughters based on the cultural values and religious norms. At early age girls are taught to be quiet shy and most importantly obedient, hence, their inability to express themselves and interact with teachers and students in class make them isolated. Likewise, many students face difficulties in adapting the environment they are learning in which at the end causes poor academic performance. Females are encouraged to get married and establish families at a very early age. In fact, early marriage and abduction are the major cultural problems hindering females' education.

2.5 School Factors Affecting Female Students' Academic Achievement

The general institutional climates is the overall interaction and practice the students make with school personnel, institutional rules and regulations, sanctions, and the organizational structure which in turn affect students practice in the school and their perception towards the school. It is one nonacademic factor, that influences students' social and academic experience .Balock and Verspour (1991:16) indicate that the social related inputs such as curriculum, learning materials, instructional time, educational management, teachers' qualification and motivation and teaching methods have the most significant effect on female students' academic achievement. It is long noted that the relationship between students and their school is one significant predictor of social and academic development. To put it in yet another way, the managerial and organizational structure of the school unfairly treats students based on their background (Apple, 1980). In explaining how the school structure affects minority students, Lawton, (1984) noted that the school is a subsystem of the larger social system and the larger social system is dependent on schools to pass along crucial beliefs and values through stereotypes and expectations and the structure that assigns power, privileges and tasks by sex and ethnicity. The way in which the teacher responds to student behavior, the often subtle distinctions made between sexes, the nature of classroom control mechanisms, the topics and issues chosen for classroom study and the rewards and punishment practiced are culturally loaded and transmit messages that reinforce certain student behavior and discourage others (Banks 1997)

Students in addition to a formal class, learn by observing their instructors, peers, and university administrators. They observe the ratio of males to females, rich and poor students from diverse culture, and the authority structure in the educational hierarchy.

Other findings suggest that students who better academically reported that they are on better terms with faculty members, and find the institute to be generally supportive of their educational needs. Consequently, they appear to make a greater effort to interact with ethnic groups (Fuller, 1994).

If students feel that the school environment is alien and hostile toward them or does not affirm and value who they are (as many students ethnic minority believe), they will not be able to concentrate as thoroughly as they may be on academic tasks. The stress and the anxiety that accompany this lack of support and affirmation cause their mental attention, energy and efforts to be defused between protecting their psyches from attack and attending academic tasks (Astin, 1975). This shows that unfavorable school climate adversely affects students' daily academic performance by reducing their willingness to persist at academic tasks and interfering with the cognitive process involved in learning (Craft, 1996).

Furthermore, learning is high risk taking enterprise that works better when students are made to feel secured and centered in who they are and what they are already capable of doing before they are asked to take on new ventures. Psychological security and a positive feeling of self-worth are pre-requisites for the more abstract need to know and learn. Unfavorable school climate may cause school failure more than intellectual ability for some culturally different students. Thus, maximizing school success requires creating conducive school climate (Ibid).

The kinds of social climates that exist in the classroom also affect students' performance on academic tasks. This influence is particularly true for those who consider social relations and informal settings imperative to the learning process. These feelings of personal affirmation and comfort create the conditions of personal connectedness that is essential to students' taking ownership in learning, which, in turn, leads to more sustained attention, effort, time on task and improved task mastery and academic achievement. More specifically, this study attempts to examine students' perception of the school climate and the nature of student power structure. Besides, this study addressed the presence of rules and regulations to create a constructive environment for education. Even when families encourage persistence, the poor performances of schools can pressure students into dropping out. One study revealed that female high school students are frequently enrolled in cosmetology classes or tracked into non-class programs. Few vocational programs encourage females to enter nontraditional activities or offer them reasons to remain in school (Banks, 1997).

Female students may also leave school because of sexual harassment and the refusal of administrators to correct it. Sylvia Cedilla of the University of Texas Law School worked with the Stop Harassment in Public Schools Project (SHIPS) to eliminate sexual comments or jokes, sexist terms, sexual rumors, graffiti, leering, sexually graphic notes, and physical sexual harassment such as touching, grabbing, or pinching. Typically, sexual harassment begins in middle school, but many students report such behavior before the 7th grade. Competition and conflicts among "cliques" of girls can also result in harassment, affecting females' attitudes toward school and their ability to learn (Merten, 1997). As a result of sexual harassment, students often stay home, cut class, or

do not contribute. They may experience difficulty concentrating on school work or suffer lowered self-esteem and self-confidence (Ballentine, 1997). Peer attitudes also contribute to lower education aspirations among females. A major part of what students learn comes from friendships formed outside the classroom and the strategies of peers for coping with school (Kimura, 1999). Female students who are parts of peer groups that participate in and are accepted by the school do better in their classes and future jobs than students in peer groups that reject the school and feel rejected by it. According to Feldman (1993), students feel that social support from peers deteriorates significantly by the end of the first year in high school. Females with close friends who are School oriented are more likely to graduate and consider attending college.

The support of family, schools, and peers is very important to female students in completing higher education and taking nontraditional career paths (Grevatt, 1992). School programs that promote self-efficacy, self-confidence, and high expectations are as important as programs that provide opportunities for higher academic achievement and career success. Student support services designed to improve students' academic performances at early ages and help them set and work toward academic goals have been found to counter academic barriers such as teachers or counselors who discourage females from taking advanced classes. These programs also help them maintain their goals for academic success while retaining ties to friends who may not be school oriented. There are numerous examples of gender bias in our classrooms from preschool through graduate education (Lewallen, 1992), and faculty need to counter these biases. Teachers can connect with female students by making physical or eye contact, allowing them sample time to answer questions, creating a sense of community and participation in

the classroom, using examples in the classroom that are inclusive of female representatives, listening carefully and respectfully to students' questions and comments, and coaching students who seem reserved to speak. Nelson (1993) identified a number of school factors that promote female students' success in higher education. The most critical is a university staff that believes all students can succeed. Other key factors include valuing students' languages and cultures, holding high expectations, making education a priority, offering a variety of courses, providing sound counseling, and providing staff training to help teachers serve female students more effectively.

As indicated above the problems of female students are multifaceted and are reflected at the time of admission, choice of stereotypically assigned fields and graduation from high schools and universities. With this situation it is unthinkable to realize gender equity and equality in education. Thus, the government both at national and regional levels should set workable policy that takes into account the prevailing social, cultural, economic and political context of the country and aggressively work towards its implementation.

2.5.1 Instructional Materials

The academic achievement of students can be affected by number of factors in secondary schools among them is availability of instructional materials. The instructional materials such as text books, modules, reference books, magazines, new audio visual (plazma) and other equipment are very crucial in facilitations effective learning.

Moreover, instructional materials are critical ingredient in learning and the intended curriculum cannot be easily implemented without them. They processes information organize the scope and sequence of information on presented and provide opportunities for students to use what they have learned instructional materials are among the

important variables that enhances instructional outcome. The quality and relevance of text books, modules and others reference materials in schools is one of the most consistent factors leading to improve the quality of education. Text books are the single most important instructional tool in the class room. They have the largest and most obvious influence on curriculum to the extent of standardizing teaching ad structural practices.

In the case of high school of Ethiopia are characterized by shortage of instructional material and other teaching equipment (Tekeste, 1990) has stated the following: In Ethiopia school teachers have no teaching materials designed to assist them text book which one load to students against payment are always in short supply in most case several students share the text books. This reveals that one of the major problems in secondary school is shortage of instructional materials which could affect both the work of teachers and students. Thus such a situation is indeed to affect the scholastic achievement of the students and teaching learning process could not be done properly due to lack of appropriate support of instructional materials.

2.5.2 School Facilities

Physical environment in which the formal teaching learning occur ranges relatively from modern and well equipped to open air gathering place (UNICEF, 2005). Thus the school infrastructure includes the class rooms, offices, toilet rooms, water supply, electricity services, technology services, computer laboratory, science laboratory, library, staff, lounges, attractive green area, swimming pool etc. According to MOE (2003) school facilities includes water supply, latrines (male and female toilet) clinical laboratory,

library, pedagogical center, laboratory. The facilities are required to be proportion to the number of teachers and students in the school for the provision of quality education in schools.

2.5.2.1 Library

A school library is one of instructional resources that may significantly affect the student academic achievement. It serves a schools need in that it is the working tool of education. It's center of intellectual life. A lively and effective teaching program in a school depends on well organized library. According to Rossof (1992) on academic library is the heart of the school anatomy and the library in high school is essentially curriculum enrichment secondary school library will need on adequate, up to date and comprehensive stock, enough space to accommodate students at any given time, trained personal are necessary to promote effective service of the library and encourage students to develop a lifelong reading habit.

2.5.2.2. Laboratory

Laboratory is another facility that is useful particularly science teaching to acquire specific knowledge systematically in depth the most important means of teaching libratory work that it gives on increase emphasis in enhancing students involvements scientific investigation. Laboratory gives the students the student the subject knowledge on one hand and it provides the students some understanding of scientific investigation. MOE (1995) has recommended there laboratories each comprises separate demonstration store and preparation more over furniture for laboratory .i.e. table, teacher demonstration table, students work bench laboratory cap board were recommended .

2.6 Characteristics of teachers

Effective teaching is determined by teachers' knowledge of subject matter and mastery of pedagogical skill which create positive effect on student's academic achievement.

To show the impotence of qualified teachers, Ayalew (2009) has indicated the teachers play decisive role in the fulfillment of education goals. Whatever, curriculum changed is introduced and whatever reform is made all will be of little or no avail without qualified and commitment of teachers.

Douglass and others (2000) indicate one important of teacher's instructions in helping students learn how to learn. Teachers themselves know more about the foundation of subject area and they must understand how students think as well as what they know in order to create experience that produces learning. Each teacher is experienced to mix and match objectives and activities to produce a meaningful learning experience for students. Frase (1992) notes that "we believe that teachers are every school's greatest resources and that only through teachers professional growth and development can schools growth and development can schools achieve marked success." Effective teachers are highly committed and care about their students and they need supportive working conditions to maintain these attitudes (UNICEF, 2000). The ultimate goal is to bring improved performance, quality and output to education and simultaneously to bring pride of workmanship to teachers (Deming 1968). Teachers can make a difference even in a situation where there is no sufficient classroom, libraries and other required teaching learning materials. Fekede indicates that if teachers are well qualified, well paid, motivated respected and get opportunity to update his/her knowledge get prepare

pedagogically and content wise. Teachers can make a difference in student's academic achievement in classrooms and initiated to do things with their own effort.

The most important measurable impact of the schools on the measure competence of their students was not the curriculum or a school's resources but teacher's knowledge of subject matters and method in teaching (Hebbet, 1982).

However, student achievement gains would be constrained if teachers were not competent in effectively using additional instructional time. Investing more resources to lengthen the school day may have no influence on achievement until teacher skills are up grade (Fuller, 1986). The strength of any educational system largely depends on the quality and commitment of its teachers. Ayalew(2009) suggests that indeed teachers are the most important element in the realization of educational goals. Because of this every educational system should strive to attract qualified people to the profession and to provide them with the best possible working conditions and material incentives that will satisfy their needs.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

The research method part discusses the research design, sources of data, sampling techniques, instruments of data gathering, and methods of data analysis consecutively.

3.1 Research Design

To achieve the objectives of the study, the quantitative research approach was employed. In addition to this the qualitative approach was used for cross-checking purpose. Specifically, descriptive survey design was used since it enables to gather data from a relatively large number of populations there by used to describe the distribution of characteristics (Best, 1999).

3.2 Participants

3.2.1 Population of the Study

The target population of this study was 9 educational experts of Holeta Town Administrations Educational Office, 1112 students of grade 9,10,11 and 12, 77 secondary school teachers, 5 principals, and 6 supervisors.

3.2.2 Sampling Techniques

Holeta secondary and preparatory school is selected purposely for the study. Whereas, teachers and students were selected by probability sampling where simple random sampling method was employed as every member of the population was assigned a number, and a table of random numbers can identify the population members who was make up the sample. Probability sampling ensures the representativeness of the sample:

where each school and teacher within the sampling frame have equal chance of being selected (Kumar, 2006).

Non probability sampling was the sampling technique for the selection of secondary school principals, supervisor, and educational experts whereby purposeful sampling was employed seeing that these sample individuals provide information to address the research questions. In purposeful sampling (sometimes referred to as purposive, judgment, or judgmental sampling), the researcher selects particular individuals or cases. Based on the researcher's knowledge of the population, a judgment is made to include those individuals and cases that information- rich and get them interviewed (McMillan & reed, 1994) cited in Mekonnen (2011).

The samples of the participants were selected after the list of the names of the secondary schools students, supervisor, directors, and teachers of the sample schools are obtained from the Town's Administration Education Office, and schools respectively. All of the teachers and 10% of the students who are in the secondary school were selected. In the same way, all principals including vice-principals and educational experts of the education office were selected purposely.

3.2.3 Primary Sources of Data

The study used educational experts of Holeta Town Administrations Education office, students, secondary school teachers, principals, supervisors and formal observations such as female students' participation, results of different subjects as the primary sources of data.

3.2.4 Secondary Sources of Data

In addition to the primary sources of data mentioned above, the research was supported by relevant and supplementary information such as females' repetition, rate, and scores, from documentary analysis. Thus, current and related documents, and some instruments related to students' academic results were reviewed for the purpose.

3.3 Data Collection Instruments

In conducting the research, different data gathering instruments were used to collect relevant information or data for the study. These were questionnaire, interview, document analysis, and formal observation.

3.3.1 Questionnaires

The closed-ended questionnaire is chosen for it becomes easy to fill out, takes relatively little time, keep the respondents on the subject, is relatively objective, and easy to tabulate and analyze. The open-ended questionnaires, on the other hand, is intended for it gives respondents a chance of giving their responses in their own words relatively freely (Best and Khan, 2005: 301-302), cited in Mekonnen (2011). The questionnaires prepared to teachers and female students. In order to avoid boringness of respondents the questionnaire is limited to 20 items. The socio-economic status of the family, school related factors, instructors related factors, home related factors and student related factors affecting academic achievement are the major concern of the questionnaire. The instrument was prepared in English language as the participants are secondary school students and teachers.

3.3.2 Interview Guide

In this study, to get additional information, i.e. for the purpose of triangulation, to the data to be obtained through questionnaires, interview was used to obtain information about encouragements done to female students to enhance their academic performance, factors associated more with girls' failure to perform well in the school and other related concerns about academic achievement of female students from teachers, school principals and supervisor. Semi-structured interview is employed with the aim of substantiating the data gathered through questionnaire, probing views and opinions, and giving chance for informants to expand on their responses, and saves them being of the points (Lidico, et. al. 2006:124). Moreover, it allows a wider freedom to ask further questions and helps control the direction of the interview to draw out the required data (Brown, 1998, cited in Getachew, 2010).

3.3.3. Document Analysis

For the purpose of crosschecking and supplementing data obtained through the aforementioned instruments, current and related documents such as attendance sheet, students result record books, that pertains students' achievements, policy documents, and some checklists related to female students' assisting programs was analyzed.

3.3.4. Formal Observation

Observation is an important tool that can be employed in descriptive research and other qualitative research types for gathering genuine and pertinent data in the actual setting (Selger and Shohamy, 1989; McDonough and McDough, 1997; Creswell, 1994), cited in Bedada (2002). Hence, in this research, formal observation was employed to crosscheck the information secured through other data gathering tools regarding the

teachers' initiatives to provide assistance to female students and female students' class participation.

3.4 Data Collection Procedures

3.4.1 Pilot-Testing of the Instruments

The researcher was used pilot testing study that enables to find out ambiguities and misunderstanding of each item from the previously delivered pilot test in such away the data obtained from pilot test was analyzed and checked for modification and required improvement. Accordingly the questionnaire was distributed to the respondents for the actual work of the study and final the questionnaire was collected from the respondents.

In line with this, pilot participants were selected at random in accordance with the sampling procedures mentioned above. The instruments were administered to 15 teachers, 40 students, 2 principals, 3 supervisors. After all, each of the items of the instruments was thoroughly examined, and finally vague and unclear statements were corrected before the actual usage.

3.4.2 Data Collection

After checking the validity and reliability of the instruments, some sort of orientation on how to administer the research questionnaires was given to the researcher's assistants and/ or to the remunerators. Then, the research questionnaires were administered to the randomly selected samples of the population by the researcher's assistants/ remunerators. During the distribution of the instruments, orientations was given and the purpose of the study was highlighted for all the sample respondents collectively/ and or individually at their respective schools.

Concerning the interview, the researcher himself was conducted it with the school principals of the sampled schools. To do so, the researcher was created good rapport with the research participants to obtain their free was from the very onset of the interview. Accordingly, a research protocol (research ethics) was prepared, and discussed on before starting the interview. Furthermore, for the matter of privacy, the interviewees were given fictitious names. Interview was conducted on intermittent bases with separate sessions that will last for about twenty-five minutes in average.

The interview were held by Afar Oromo and/ or Amharic for in depth explanations of ideas and intensity, which finally be transcribed in to English. For this purpose, a tape-recorder was used based on the interviewees' approval.

The other data collection instruments - the document analysis and the informal observation were administered in its own program.

3.5 Methods of Data Analysis

The data obtained through different instruments were analyzed using different methods based on the specific nature of the data.

3.5.1 Analyzing the Quantitative Data

The quantitative data obtained through questionnaires were edited, categorized tallied, and tabulated. The data, then, was analyzed using appropriate descriptive statistics. Thus, percentages mean types of statistical techniques were used to analyze the data secured through close-ended questionnaires.

Percentage was used to explain the characteristics of the respondents and to show the difference in responses among the various groups of respondents. Mean, on the other hand, was employed to calculate the average of the class size.

3.5.2 Qualitative Data Analysis.

The qualitative data gathered through open-ended questionnaires, interviews, focused group discussions, and document analysis was described thematically as supplementary evidence in addition to the discussions of quantitative data. The data was analyzed using narrative description and/ or by quoting as it is.

CHAPTER 4

DATA PRESENTATION ANALYSIS AND INTERPRETATION

This chapter deals with presentation, analysis and interpretation of data that were collected through interview and questionnaires. The subjects of the study were female students, teachers, principals and educational officials. The interview was started by analyzing of the respondents' background information with respect to their responses. The researcher categorized the respondents into three groups: students, teachers and educational officials and principals. Among 20 participants of the educational officials and principals proposed to take part in interview, 18 (90%) were interviewed. In addition to this some of selected female students were interviewed and also from the female students selected to fill the research questionnaire, only 112(97%) filled the questionnaire. From 77 teaching staff 74(97%) teachers filled and returned the questionnaire.

4.1. Personal Characteristics of the Respondents

The characteristics of the respondents were grouped as age, sex and educational background of students, teaching staff and educational officials and principals. The discussion is here under.

Table 4.1 Age of Student Respondents

R.NO	Age	N	%
1	15-20	76	67.9
2	21-25	34	30.4
3	26 and above	2	1.8
	Total	112	100

Concerning the age of the student respondents, as shown in Table 4.1, all of them are above 15 years.

Table 4.2 Educational Level of Teachers

R.No	Education level	N	%
1	Diploma	1	1.3
2	BE	67	89.3
3	MA	6	8.0
	Total	74	

From all of the respondents, according to table 4.2, 99% of respondents were BA degree holders and above. Almost all of the respondents are graduates. So they helped me in giving the information for the research.

Table 4.3 Service Year in Teaching

R.No	Service year	N	%
1	1- 8	7	9.3
2	9- 16	18	24.0
3	17 and above	49	65.3
	Total	74	

Concerning service year of the teachers given above 65% of the teachers have longer work experience which is above 17 years

4.2. Presentation, Analysis and Discussions of the Research Response

This part discusses response given only by female students. Analyses of item responses are presented under each of the major issues in the tables given below.

The following tables illustrate data of questionnaire regarding to parents educational status.

Table 4.4. Response based on Female Students' Mothers' Educational Level

R.No	Educational level	N	%
1.	Illiterate	2	1.8
2.	Basic literacy	2	1.8
3.	Primary(1-8)	83	74.2
4.	Secondary(9-12)	20	17.8
5.	Graduate(Above Diploma)	5	4.4
	Total	112	

As shown in Table 4.4, 74.2% of mothers of students were below grade 8. On the basis of the data, majority of female student respondents' stated that their mothers' education background is below primary level.

Most of the interviewed students stated that their parents' education background was low. While some interviewees asserted that to some extent their parents are involved in their daughters' education matter and give academic support to perform well.

Table 4.5. Response based on Female Students' Fathers' Educational Level

R.No	Educational level	N	%
1.	Illiterate	-	-
2.	Basic literacy	5	4.4
3.	Primary	50	44.6
4.	Secondary	21	18.8
5.	Graduate	36	32.2
	Total	112	

From above Table, 67.8% of fathers of students were below grade 8 and only 32.2% are graduates. Concerning the data given on above two tables (Table 4.4 & 4.5) higher percentage of parents are below grade 8.

Table 4.6 Female Students' Mothers' and Fathers' Occupation

R.No	Occupation	Mother's occupation		Father's occupation	
		N	%	N	%
1	Farmer	61	54.4	30	26.8
2	Merchant	10	9.0	14	12.6
3	Private business worker	23	20.6	28	25
4	Government employee	18	16.0	40	35.8
	Total	112		112	

Table 4.6 indicates that female respondents' mother occupation and reveals 54.4% were farmers, 9.0% were merchants, 20.6% are private business worker and 16.0% of them are government employees. Whereas according to respondents' fathers' occupation 26.8% were farmers, 12.6% are merchant, 25% are private business worker and 35.8% are government employee.

Table 4.7. Response Related to Parents' Encouragement Because of their Educational Level

R.No		Option	N	%
1	Mothers encouragement in education	High	7	6.2
		Medium	23	20.6
		Low	82	73.2
2	Fathers encouragement in education	High	9	8.0
		Medium	35	31.2
		Low	68	60.8

Based on table 4.7, 73.2% and 60.8% of respondents' mothers and fathers were not encouraging them in education respectively. But 20.6% respondents' mothers and 31.6% fathers were encouraging them only to medium degree of extent.

However, some students' interviewees blame their parents for their poor encouragement exhibited in their home, which in turn affect their effective and efficient management of time. Moreover, they declare that they do not give attention about their education.

Table 4.8. Response Related to Parents' Assistance Because of their Occupations.

R. No		Option	Frequency	Percentage
1	Mothers assistance in education	High	6	5.4
		Medium	20	17.8
		Low	86	76.8
2	Fathers assistance in education	High	8	7.2
		Medium	31	27.6
		Low	73	65.2

Table 4.8. indicates that most respondents (76.8% and 65.2% of fathers' and mothers' respectively) parents' assistance based on their occupation was low.

Table 4.9. Responses of Female Students Based on Different Questions Related to Female Student Academic Achievements

No	Item	Options	Frequency	%
1	Attending class regularly	Yes	48	42.9
		No	64	57.1
2	Suitability of school environment(toilet and others)	Very good	18	16.1
		Good	42	37.5
		Not good	52	46.4
3	Provision of guidance and counseling service by school	Yes	39	34.8
		No	73	65.2
4	Teachers support for academic improvement of female student(tutorial classes)	Yes	23	20.5
		No	89	79.5
5	Sexual harassment from male students	Yes	79	70.5
		No	33	29.5
6	Sexual harassment from teachers	Yes	84	75.0
		No	28	25.0
7	Females being academically competent with males	Yes	71	63.4
		No	41	36.6
8	Way of learning of females students	Active learner	20	17.9
		Medium learner	26	23.2
		Slow learner	66	58.9

With regard to item 1, most of the respondents (57.1%) indicated that most female students did not attend their class regularly. Whereas 42.9% of the respondents disagreed with the idea that female learners attend their classes regularly.

One of the students' interviewees stated as:

... they were pleased during the time they are being in the school, however, most of the time they are dictated to stay at home because their parents were given assignments to help them in domestic works. Their parents did not allow going to school before they finish the daily household activities. Until they complete the assignments they stayed at home and they missed the class.

A question on item 2 was raised concerning suitability of school environment for female education with regard to distance from home, adequate materials, furniture and books. Accordingly higher percentage of respondents responds that the school environment is not suitable for girls' education. 46.4% of them said the school environment is not suitable for educational activities. But some of respondents 16.1% and 37.5% said the school environment is very good and good for educational activities respectively.

Other question was raised concerning provision of guidance and counseling service given by the school for better academic achievement of female students. Only 34.8% of respondents agree in this idea, but 65.2% of them are not agreeing in the considerable support obtained by counseling. Regarding item 4 most of female students responds, support of teachers towards girls' education and motivation and commitment to support female students to improve academic achievement was very low. 79.5% of respondents agree in this idea, but 20.5% of them are not agreeing in the considerable support

obtained by counseling. Further, they stated as no provision of special class for girls' to inspire the females to achieve academically better.

The above table implies that higher percentage (70.5%) of respondent were victim of sexual harassment (to worry them by putting in pressure) from male students. Besides, 75.0% of respondents reveal that they were facing harassment from teachers which lower their self esteem and their attitude toward their education.

In addition to this, one of student interviewee pointed out that the other serious problem was safety and security issues how males were verbally and physically harass her in the school and out of school. As to the interviewee, the overall situation was very terrible in terms of emotional insecurity. The problem was not only from the male students but also from the male teachers. Few teachers' harass girls. They knowingly ban marking of female students which allows him to get the opportunity to talk with her and ask for sexual relations. She stated, "In the school I have never feel comfortable due to pressure from some harass male students and teachers."

Most of teachers consider females as they are not academics as male student. This perception also analyzed from respondents point of view on item 7. As it is indicated above 63.4% of them responds that teachers were not treat female students as they were not academics as male. But few respondents (36.6%) were not agreed with the above belief.

Concerning the last item given in the above table it tries to identify perception of learners as active learner, medium learner and slow learner. As it is indicated only 17.9% of respondents approve they are active learners and high percentage (58.9) of learners are slow (passive) learners.

Besides female student interviewee stated that parents' assumption towards female education relied on perception of the status of women in the community and gender roles. They assumed as females are educated to master the household duties and responsibilities, and obedient wife. Boys are educated to show men role in community and functioning in farming and, if opportunities avail for administrations which are culturally reserved only for men. Therefore, parents are inclined to support and have a desire to involve in the education of sons and be reluctant or refrain from investing their resources on females' education.

Table 4.10. Responses of Teachers Based on Different Questions those are Related to Female Students' Academic Achievements

No	Item	Options	Frequency	%
1	Presence related factors	Yes	46	62.16
		No	28	37.84
2	Effort of female students in doing their assignment, questioning and answering question	High	-	-
		Medium	26	35.1
		Low	48	64.86
3	Females absenteeism from school compared to males	Yes	56	75.67
		No	18	24.33

In the above table, the first item discusses about presence of teacher related factors. From the respondents 62.16% of them respond there was high instructors' related factor. But 37.84% of them respond negatively.

Response regarding effort of female students in doing their assignment, questioning and answering questions is presented in item 2, the table clearly indicates at high rate

(64.86%) their high problem in performing their works like doing assignment, participating in class.

The other point presented in above table is females' attendance of class regularly. As indicated by 75.67% of respondents female students were show absenteeism from class. In other side 24.33% of them reveal that there were no differences in attending class with regard to male student.

Interviewed teacher respondents' pointed out that the poor performance of female students in secondary level was due to high demand for domestic work, heavy household workload as well as taking responsibility at home, and inadequate involvement of parents and lack of continuous support by moral, financial and material from their parents due to poor income capacity of parents. And failure of teachers' commitment to assist female students, and negative attitude of community towards girls' schooling and low perception or stereotype of students being a woman are factors affect females' academic achievements.

4.3 Factors That Mostly Affect the Academic Achievements of Female Students at Secondary School.

This part investigates factors mostly affect the academic achievements of female students at secondary school. On top of this, the presentations, analysis, interpretations and discussions of the research results obtained through different data securing instruments are carried out in the following subsections.

4.3.1 Institutional Related Factors

Of the major factors in which this study focuses, the characteristic of school is one factor clearly analyzed and indicated as follow.

Here, institutional related characteristics largely refer to the facility in terms of equipments, instructional materials, internal rules and regulations, support system, and other similar conditions which facilitate the smooth learning and teaching process.

Regarding to this factor, one of interviewed student said that lack of concerned body to consult females significantly affects them not to be academically competent.

Another interviewed students said, "The school should strengthen and extend the guidance and counseling service, to improve self-confidence among females, especially via assertiveness training, the school must include promotion of gender issues and female supporting services".

The following table shows institutional factors which affects female students' academic achievement.

Table 4.11.1 Responses related to Institutional Factors that Affect Female Student Academic Achievement

R.No	Items	Respondents	N	Very	High	Low	Very
				%	%	%	%
1	Non availability of teaching material	Teachers	74	5.4	48.63	45.9	-
		Students	112	18.8	50	31.3	-
2	Non availability of support system	Teachers	74	54.1	13.5	27	5.4
		Students	112	48.2	36.6	15.2	-
3	Non application of policies that protect females from sexual harassment	Teachers	74	51.4	8.1	40.5	-
		Students	112	33.9	43.8	22.3	-
4	Absence of internal rules and regulations that protect the safety and security of female students	Teachers	74	12.2	50	37.8	-
		Students	112	13.4	51.8	34.8	-
5	Low level of awareness about gender issues	Teachers	74	-	40.5	48.6	10.8
		Students	112	31.3	45.5	23.2	-
6	Availability of counseling and guidance	Teachers	74	8.1	37.8	54.1	-
		Students	112	7.1	42	50.9	-
7	Rewards given in the school for best grade scorers	Teachers	74	8.1	24.3	67.6	-
		Students	112	-	38.4	52.7	8.9
8	Lack of proper reading place	Teachers	74	5.4	29.7	64.9	-
		Students	112	18.8	54.5	26.8	-

The general institutional climate is one factor affecting female student's academic achievements which in turn affect students practice in the school and their perception

towards the school. In line with this, table 4.11.1 displays the teachers' and students responses regarding to some of institutional related factors.

Thus, on top of this, as it can be seen from the table, in all cases forwarded for the respondents, a greater proportion of the respondents said that the effect of factors raised above is highly influential. Regarding this, for instance, the table depicts that 68.8% and 84.8% of the student participants agree that there is shortage of teaching material and supportive material respectively. But few percentages of respondents (31.3% and 15.2%) proved there is availability of teaching and supportive material respectively. In the same manner teachers participants proves that the availability of teaching materials and supportive materials have significant effect in academic achievement of female students.

According to item 3 and 4 there is low application of policies, practices, internal rules and regulations that protect the safety and security of female students against sexual abuse and harassment face female students in the school. Accordingly, 77.7% and 65.2% of students' respondents forwarded that there were no practice that protect females from sexual abuse and there were no internal rules and regulation that protect safety and security of female students. Whereas below 22.3% and 34.8% of the respondents disagree with the item given. The results in above table further revealed that higher percentage of teachers respondents (above 60%) agree in the absence of internal rules and regulation.

Concerning item 5 regarding to low level of awareness about gender issues given in the school most of the respondents (76.8%) rate high and very high which implies that there were lack of giving awareness concerning gender issue. Rests of the respondents disagree with the idea given. Concerning the options forwarded, "Availability of counseling and guidance to female students for creating better academic achievement", 49.1% of the

respondents agree with the point forwarded while 50.9% of the respondents disagree with the case. As mentioned earlier the response given by students and teachers are the same. On the above table, table 4.11.1, is raised to evaluate rewards given to high result scorer students in order to motivate and encourage them in education. While the majority of the student respondents (61.6%) said there were no such motivations for female students to encourage them for better academic achievement. Furthermore, in the same table it is found to be that there was lack of proper reading which is suitable and convenient place for studying. This idea is shared by 73.3% of the research participants. However, 26.6% of student respondents respond there were no convenient environment for reading and studying. In contrast teachers recognize the school environment is convenient for reading.

4.3.2. Instructors Related Factors

Teachers are the essential components of teaching and learning process that make schools effective through their work. Therefore, the qualification, experiences and teaching practices that operate in the schools are investigated through the different instruments used in this study. Relation to this, one of the interviewed students pointed out that:

“Attitude of teachers towards girls’ education and motivation and commitment to support female students to improve academic achievement was not much enough.

Further, she stated as “no provision of special class for girls’ to inspire and the females to achieve more”.

Another interviewed student asserted that;

“Lack of sufficient experiences to solve females’ problem, lack of appropriate system to deliver extra supportive classes to females teachers, lack of students’ interests are worth mentioning that have made females to achieve academically less.”

Moreover, another interviewed student claimed, "In spite of the role of the teacher in enhancing or inhibiting students' motivation, tendency for teachers' attributions to parallel and reinforce students are low. Teachers tend to initiate more concern with boys, prompt boys more, and have more social interaction with boys than with girls." Further she stated, "When some girls fail teachers tend to attribute their failure to lack of ability, lack of effort, and task difficulty.

Furthermore, as to the document inspection and teachers response, teachers have less experience to provide supportive classes for female students. In addition school teachers have never got upgrading training for a long period of time.

Besides, as observation and students response show, there is a sort of problem on teachers' clarity and simplicity of the language they use for students. Still, teachers will not motivate and praise their female students to tackle difficulties and challenges. Hence, teachers' role is significant to scale up females achievement.

Table 4.11.2. Responses Related to teachers' related Factors that Affect Female Students' Academic Achievement

R. No	Items	Respondents	N	Very high	High	Low	Very low
				%	%	%	%
1	Teachers experience in solving female students academic challenges	Teachers	74	4.1	40.5	48.6	6.8
		Students	112	9.8	50	26.8	13.4
2	Teachers quality and commitment to support female students	Teachers	74	6.8	41.9	51.4	-
		Students	112	3.6	41.1	45.5	9.8
3	Teachers emotional and social skill in providing special support	Teachers	74	13.5	40.5	45.9	-
		Students	112	21.4	33.9	32.1	12.5
4	Clarity of teachers presentation in recognizing female students	Teachers	74	5.4	43.2	48.6	2.7
		Students	112	11.6	36.6	28.6	23.2
5	Existence of role model female teachers	Teachers	74	27	59.5	13.5	-
		Students	112	26.8	45.5	27.7	-
6	Lack of qualified and experienced teachers	Teachers	74	2.7	48.6	44.6	4.1
		Students	112	25	45.5	16.1	13.4

In this group respondents were asked to give their opinion concerning the instructor related factors which affect females' academic achievement. Item1, in table 4.11.2, participants were asked teachers experience in solving female students academic challenges. Majority of the students 59.8% of the respondents said that teachers were helping and supporting females to solve their academic challenges.

Regarding teachers' response half of the respondents' said problems solving experience of teachers were good. But rest of them revealed there was low support of teachers for female students' better academic achievement.

Item2, in table 4.11.2, respondents were also asked to rate teachers' quality and commitment to support female students. Accordingly 55.3% and 44.7% of the students' respondents implied that teachers' commitment to support female student is low and high respectively. Item3, of table 4.11.2, respondents were asked to rate teachers' emotional and social skill in providing special support for female students 55.3% of them said teachers skill were highly affecting female academic achievement. But 44.7% of them rated the effect as low. Accordingly the respondents put the effect at medium range. In the same manner teachers' responses were at medium range.

The table also depicts that a great proportion, 72.3% of respondents of the research said that there is lack of role model female teachers in the school. In the same item they realize that to moderate degree there were few model teachers in the school. Only 14.1% of them agree on this point. As presented above higher percentage of teachers respond there were lacks of role model female teachers in the school. On the same table the last item identifies lack of qualified and experienced teachers in the school. 51.3% of respondents' quality and experience of teachers in supporting females was high.

4.3.3 Student Related Factors

Academic achievement could also be affected by the characteristics of students such as discipline, interest to learn, efforts for doing assignment and carefulness to attend classes.

Concerning this, one of students interviewee said:

“School facilities, conducive environment, good management and efforts and qualities of teachers would have no significant value without being assisted by good students' behavior and interest for lessons. It is the sound combination of these situations that make learners successful in their academic achievement.”

Further she stated that students' background, interest for their lessons and class participation is poor which hinders them in their education.

In addition to this, some of student interviewee asserted that most female students are not motivated to study and to perform their homework without anybody's pressure, whether teachers check the homework or not. Their courage for better academic achievement is low which affects directly their educational achievement.

The following table presents female students' related factors those thoughts to be mostly affects female students' academic achievement.

Table 4.11.3. Responses Related to Female Students' Factors that Affect Female Students' Academic Achievement

R. No	Items	Respondent	N	Very high	High	Low	Very low
				%	%	%	%
1	Students' self motivation	Teachers	74	-	27	48.6	24.3
		Student	112	-	62.5	27.7	9.8
2	not positive relation with their teachers	Teachers	74	-	40.5	52.7	6.8
		Student	112	6.3	45.5	44.6	3.6
3	Absence of regular school attendance	Teachers	74	-	59.5	40.5	-
		Student	112	-	65.2	27.7	7.1
4	not positive relation with male schoolmates	Teachers	74	-	51.4	41.9	6.8
		Student	112	11.6	44.6	43.8	-
5	Less amount of time invested on educational activities	Teachers	74	-	64.9	35.1	-
		Student	112	17	60.7	19.6	2.7
6	Less attendance on tutorial and supportive classes	Teachers	74	-	60.8	25.7	13.5
		Student	112	27.7	29.5	42.9	-
7	Inability to become well planned and organized	Teachers	74	-	58.1	28.4	13.5
		Student	112	17	33	31.3	18.8
8	Lack of self confidence	Teachers	74	2.7	56.8	40.5	-
		Student	112	30.4	42.9	26.8	-
9	Lack of adequate effort and carelessness	Teachers	74	12.2	51.4	36.5	-
		Students	112	18.8	44.6	36.6	-

Item 1, in the above table, is about self motivation of female students for better academic achievement. As presented on table 4.11.3, 62.5% of participants forwarded that there is low self motivation of students. In contrast, 37.5% of them identified that there is high self motivation of students for achieving academically better. In the other hand higher percentage of teachers respondents (72.9%) realize that student self motivation and desire for better academic achievement were low.

According to item 2 and 4 participants realized female students have a medium degree of relation with their teachers and male schoolmates. Accordingly, 45.5%, 44.6%, 3.6% of respondents' rate females' students' relation with their teachers as high, low and very low respectively. They rated the effect of their relations with their male classmates as high (11.6%), low (44.6%) and very low (43.8%) respectively.

Item 3 discusses about absence of regular school attendance. Many of student respondents (65.2%) indicated that female student absenteeism is high compared to male students. The same is true regarding teachers respondents. Around 60% of them realized that female student did not attend their class regularly. However 34.8% of student respondents asserted female students class attendance as regular when compared to male students. On item 5, they were asked to evaluate the time females invest in educational activities compared to male students. Concerning this 77.7% of students responded that females spent lesser time in educational activities. Only 22.3% are confidentially responded female student spent enough time of study compared to male students. Higher percentage of teachers' participants (65%) realized the same thing as mentioned above.

Regarding to less attendance of tutorial and supportive classes most of the respondents (57.2%) rated high and very high. Rests of the respondents (42.8%) disagree with the idea given. As well 60.8% of teachers participant responds approved that there were low attendance of constructive classes and tutorial classes. Concerning the options forwarded, "Inability to become well planned and organized", 50% of the respondents agree and the rest half of the respondents disagree with the given item.

On above table 4.11.3, item 8, is raised to evaluate self confidence of female students in education. While the majority of the respondents (73.3%) said they lack self confidence, the rest participants (27.6%) forwarded that female students are confidential as male students for their academic achievement. Furthermore, in the same table, it is seen that there were lack of adequate effort and carelessness. This idea is shared by higher percentage of the research participants (63.4%). However, 36.6% of them respond that there were no convenient environment for reading and studying.

4.3.4 Parents' Related Factors

Parental involvement in females' education is one of the most recognized non-school factors impacting female students' achievement.

On this issue, one of the interviewed student point out that,

"Parents' were not taking keen interest in girl's education and used to give attention to education as a secondary thing. No checks were given to us by our parents neither in the schools nor in home which caused us to achieve academically lower and ultimately leaving the schools."

In addition to this, another interviewee pointed out,

“Their parents are not willing to fulfill educational materials, they will not help them to perform their homework in time, they don't need to involve in school activities when requested. Generally, they do not care about their educational activities.

Some of the mentioned issues by respondents regard to home related factor are high demand of females for domestic chores, lack of study time, low involvement of parents and lack of continuous support by moral, financial and material.

Table 4.11.4 Responses Related to Parent related Factors Affect Female Students'

Academic Achievement

R. No	Items	Respondents	N	Very high	High	Low	Very low
				%	%	%	%
1	Socio-economic status of parents	Teachers	74	27	60.8	12.2	-
		Student	112	19.6	42	38.4	-
2	Level of education of parents of female students	Teachers	74	17.6	62.2	20.3	-
		Student	112	25.9	42	32.1	-
3	Parental occupation	Teachers	74	18.9	54.1	27	-
		Student	112	29.5	45.5	25	-
4	Negative attitude towards female academic achievement	Teachers	74	27	64.9	8.1	-
		Student	112	27.7	42	30.4	-
5	Poor parental-child interaction	Teachers	74	10.8	54.1	35.1	-
		Student	112	34.8	33.9	31.3	-
6	Need for extensive usage of female students labor	Teachers	74	6.8	67.6	25.7	-
		Student	112	34.8	55.4	9.8	-
7	Non-conducive home environment	Teachers	74	13.5	51.4	35.1	-
		Student	112	34.8	43.8	21.4	-

Item 1, on table 4.11.4, participants were asked effect of socio-economic status of parents on female academic achievement. Majority of the respondents (61.6%) were responded that there were direct effects of family socio-economic background on their education.

As presented above teachers (87.8%) also realized that socio-economic status of parents had a significant effect on students' overall academic achievement. But 38.4% of them revealed there was low support of teachers for female students' better academic achievement.

Item 2, table 4.11.4, respondents were also asked to rate effect of level of education of parents females educational achievement. According to the table given above 67.9% of respondents rated educations of parents were low which hinders on the students' academic achievement particularly female students. Only small number, 32.1% of respondents rated that parents' educational background at higher rate. Teachers' respondents also identified parents' educational background were low which hinders the academic achievement of female students.

Item 3, table 4.11.4, respondents were asked to analyze effect of parental occupation on academic achievement of female education where 75% rate high and very high only 25% of them respond negatively.

Item 4, table 4.11.4, implied that high percentage of respondents, 69.7% agreed about negative attitude of parents towards female schooling. But 30.4% of respondents replied that parents attitude toward female schooling were good. This also identified by teachers' respondents at higher rate (8.1%). Beside they recognize that poor parent-child interaction makes females schooling difficult. The table also depicts that a great proportion of respondents of the research (65%) said that there were non-conducive home environment and need for extensive usage of female students labor influence female academic achievement to high rate.

Numerically, 90.2% and 78.6% of respondents realized that need for extensive usage and non conducive home environment was majorly affect females' education. In the same table the respondents realize that there were poor interaction between parents and children which directly affect their motivation toward education.

4.4 Educational Officers' Interview Response

Concerning the performance of female students, all key informants of educational leaders agreed on sharing the point that most girls had records of low examination achievement. Majority of educational managers of the Woreda and school directors asserts that ideally variations or inconsistencies in exam achievements are not good. The reason for the females low performance could be modes of teaching, infrastructure, technology, teachers' qualification and devotion to assist students, exam administration system, students talent and commitment to study and motivation to perform high academic result, integrity of school administration and the facility of schools such as reading room, availability of reference materials.

Educational managers asserted that students sometimes were cheating and passing exam answers to all class examinees. Due to lack of time to study and prepare themselves for exam and lack of sufficient prior knowledge on subject matter, students tried to adjust themselves to cheat the exam. These kinds of problems repeatedly happened in past few years exam. They also pointed out that the situation was disgraceful and shame for the students. We know some of the students result was disqualified.

The informant stated th at the traditional attitude of women were mostly dependent, especially in their identities and in their social definitions of who they are.

The community cannot see boys and girls on equal position. Boys are very important than girls. In the absence of father, a boy takes responsibility of the family because boys are physically strong. Even if a woman can manage a household, she cannot do as good as man. Any courage and support were provided for boys only. No equal time allocation for boys and girls at home. Boys have enough time for studying but females have not. Parents demanded females for domestic work rather than encouraging them for studying, doing assignment, home work and other educational activities rather. Culturally the ways that were discouraged female in all educational tasks.

The respondent also elaborated the concept further from the traditional attitudes and sayings that *“the women’s place is in the home and as such her major role isto be a wife or a mistress and mother”*. In fact the manifestations of these concepts in the traditional attitude are to be found in the following attitudes:

“However, knowledgeable a woman may be the final decision rests with a man.”

The educational managers replied that they agreed large numbers of eligible females are not achieving well.

Even if a girl was in school, she has no time to study and to read and to prepare for the lesson rather waiting the daily routine works at home because the school girls expected to fetch water and firewood for the family. In addition, making coffee and preparing food for whole family and rearing cattle in the field, pounding grain and purchasing important items from the market for the family. Girls’ labor is used to substitute for mothers’ work in the households. In one or other way girls have such heavy, long and tiresome and

difficult activities in the household that take a lot of time energy. Gender biases on burden of domestic workload and direct and indirect cost of schooling are negatively affecting the school attendance and academic achievement of female students at large. The argument here is that the school girl has no time to refer books, study and to do an assignment. The domestic work makes them too busy. As key informants said that the problem in rural area was worst when compared to urban girls. To some extent the urban girl is better than the rural ones.

In addition, traditional attitude towards girls' schooling have effect on academic performance of female students. Majority of the community is illiterate and have no sufficient ideas about the benefit of education.

The family as well as community have negative attitude in education. Due to this reason girls fill hopelessness, unable to see bright future and poorly perform in exam.

Most students, teaching staff and educational managers asserted that the reason for poor academic achievement of female students was the lack of female role model teachers in teaching profession in the region in each level that refrain female students' from being encouraged, building self-confidence and future prospective chances. In addition, they stated if there is significantly low number of female model teachers in the areas. This may hinder females not to be motivated to learn as well as to perform well.

CHAPTER 5

FINDING, CONCLUSION AND RECOMMENDATION

This chapter deals with the conclusion of the study analyzed in Chapter four. It also presents the conclusions arising from the study and recommendations that should be done to improve female students' academic performance.

5.1 FINDINGS

1. Related to parents' occupation, as presented above, most students' parent job will not able them to support and assist female students' in their education. Besides, students who came from low economic background family their parents will not be able to cover the direct and indirect cost of schooling.
2. Concerning to supportive mechanisms in the schools, most of the respondents identify that the tutorial services and various supportive mechanisms including teachers support is not enough.
3. Regarding to institutional related factors such as shortage of availability of teaching materials, shortage of availability of support system for female students, non application of policies in the school that protect the right of female students from sexual harassment, not implementation of internal rules and regulations that protect the safety and security of female students, low level of awareness and sensitivity of staff about gender issues are amongst the most factors that affect girls' academic achievement.
4. As illustrated above some major instructors' related factors that affect female students' academic achievement forwarded at high rate by respondents are; lack of experienced teachers in solving female students' academic challenges, low commitment of teachers to support female students, teachers' emotional and social skill in providing special support

for female students. Moreover, failure of teachers' commitment to assist female students, and negative attitude of community towards girls' schooling and low perception or stereotype of students being a woman are factors affect females' academic achievements. In the interview held with different participants all students, teaching staff and educational managers asserted that the reason for low academic achievement of female students was the lack of female role model teachers in teaching profession in the region in each level that refrain female students' from being encouraged, building self-confidence and future prospective chances.

5. From data analyzed above parents related factors are one of mostly affecting female students' academic achievement. From result of questionnaire most of respondents agreed that socio-economic status of parents, level of education of parents of female students, parental occupation, negative attitude towards female academic achievement, poor parental-child interaction, need for extensive usage of female students labor, non-conducive home environment. Regarding to activities performed home most of respondents identify female students perform household activities at home. In this regard due to heavy domestic work females' experiences lower academic performance and being bored in their education and tired during education.

5.2 CONCLUSION

The main objective of this study was to assess the female students' academic achievement and the major challenges of the Holeta secondary school in improving female students' academic achievements and to suggest strategies that may help to improve female students' academic achievements.

Based on the findings, it has been found that comparing factors that affect females' academic achievement is a complex issue which is multidimensional. This had been indicated from the findings in terms of, percentage of the independent variables among each other. Lack of protective and preventive measures for female students was the most serious education deficit that leads them to achieve lower in their education. Some of measures needed are application of policies in the school that protect the right of female students from sexual harassment, support system for female students in particular that would help them academically competent, internal rules and regulations that protect the safety and security of female students.

Based on findings, institutional factor which mostly affect academic achievement of female student is non availability of teaching material, i.e. shortage of instructional material. Lack of sufficient instructional material such as books, modules, library etc. hinder them to not be educational efficient.

In the school, inadequate supportive mechanisms, i.e. the tutorial services and various supportive mechanisms not sufficiently provided. This indicates the academic environment is not adequate for girls. On the other hand, counseling and guidance to female students was very low. The issue is one of major challenges of female academic achievements. Counseling and guidance stands out to be a significant factor in creating

and improving awareness of the society regarding to female education for their better academic achievement.

The parents' educational backgrounds are likely to shape children's attitude towards education. Since educated parents are likely to reward education, it may be expected that girls normally coming from educated parental background persist and perform well at school. Students who come from economically stable families perform better than those who come from humble background, because the parents are able to provide relevant learning material such as text books and uniform.

Parents' positive attitude towards girls' education and their involvement will play significant role in female students' academic achievement. However, lack of parental involvement, encouragement and support of parents in female education was very low which will hide their potential to achieve academically better. In addition poor parental-child relation also attributes to poor performance of female students.

As stated by most of the respondents, there is high need for extensive usage of female student's labor, i. e. the high need for girls to work the household/domestic work from an earlier age than boys. A daughter is usually unrecognized domestic worker and it affects all school age girls. Girls have heavy burden and a subsequent unclear mind, and increased absenteeism from school, lack of time for school assignments after school attending, lack of understanding the subject matter and commitment to school activities. The effect is academic underperformance for the girl.

This may indicate that females spend more time helping their parents at home than doing their homework and assignments which negatively affects their academic achievement. On this regard non conducive and non suitable home environment for studying is other

factor which influence female to academically lower. The conclusion is that high demand for domestic work; low school attendances of girls' and hence effects on their academic achievements. Therefore, girls' schooling may require additional policy that reacts to the demands on girls' time available for study.

If teachers were not experienced in supporting them with commitment and good skill, female academic achievement would be constrained. According to the finding, teachers experience in solving female students' academic challenges, teachers' quality and commitment to support female students, teachers' emotional and social skill in providing special support for female students was low.

Female role model teachers have high psychological impact on female students. In the school, there is a low proportion of role model female teachers' in the schools. The finding implies that there is significantly low number of female model teachers in the areas. This may hinder females not to be motivated to learn as well as to perform well.

The psychology of the girls at school plays a key role in their academic performance. According to the finding students' self motivation, relations with their teachers and classmates, inability to become well planned and organized, lack of self confidence, lack of adequate effort and carelessness are believed as the major factors affecting female academic performance.

More ever, a large number of female students believe that they being females are not supposed to take any greater interest in studies as their primary duties are to look after there would be husbands, run their families effectively, rear children and involved in household activities.

5.3. RECOMMENDATION

1. The finding of the research showed that because of parents' occupation - low economic background, most parents could not support and assist female students' by covering the direct and indirect cost of schooling. This inability of covering school direct and indirect costs plays its role standing in the way of female students' academic achievement.

Thus, to tackle this obstruction and encourage females' regular attendance, the school/ the government should subsidize education for girls by incentives like minimizing direct costs to parents so that female student's would get the room to study hard and think only of their academic issues rather than think of the direct costs of their education. This would be effective by either mobilizing stakeholders such as NGOs, community and other donors or by developing/forming compassionate club institutionally for females from poor family.

2. Concerning to supportive mechanisms the school was providing, the research identified that the tutorial services and various supportive mechanisms including teachers support was not in an adequate amount. This indicates that the academic environment was not suitable for female students for their better academic achievement.

On top of this, in tackling this problem the school should set a schedule and provide progressive gender focused tutorial program in a cyclic program which could be possible by arranging the teachers' working hours or schedules for the purpose that would be effectively done making some teachers free for the tutorial classes. Moreover, Teachers should offer counseling and guidance to female students on how to advance their learning for counseling and guidance stands out to be a significant factor in creating and

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APPENDICES A

Addis Ababa University

Institute of Educational Research

Department of Educational Research and Evaluation

Research Questionnaires for students

Dear Student

The purpose of this questionnaire is to collect data for the study entitled “Factors Affecting Academic Achievement of Female Students: The Case of Holeta Secondary School of Special Zone of Oromia”. It aims at assessing the major factors affecting female students’ academic performance and thereby recommending solutions for the problems identified. Since your cooperation plays a vital role for the success of this study, I kindly request your cooperation in completing this questionnaire. Your responses will be kept confidential and will be used only for the purpose of this research.

Please note that:

- You need not write your name and any other personal identifier except the requested ones.
- To those questions with alternatives, please, mark your responses by putting “X” or “√” in the boxes provided.
- For any additional opinions, you are kindly requested to write your responses on the blank space provided.

I thank you in advance!

Part I: Personal Data

- 1. Woreda/ Town's Administration _____
- 2. School _____
- 3. Sex (use "X" or "√") M F
- 4. Age (use "X" or "√") 15 - 20 21 - 25 26 - 30

Part II: Research Questionnaires

5. Indicate Your mother's level of education

No.	Level of Education	Tick as appropriate /use "X" or "√"/
5.1	Illiterate	
5.2	Literate (able to write and read)	
5.3	Primary (1 – 8) education	
5.4	Secondary (9 – 12) education	
5.5	Graduate (Certificate to degree level)	
5.6	Other (Please Specify)	

6. On the basis of her level of education, how do you rate your mother's encouragement in your education? (**High=3, Medium=2, Low=1**)

High Medium Low

7. Indicate Your father's level of education

No.	Level of Education	Tick as appropriate /use "X" or "√"/
7.1	Illiterate	
7.2	Basic literacy (able to write and read)	
7.3	Primary (1 – 8) education	
7.4	Secondary (9 – 12) education	
7.5	Graduate (Certificate to degree level)	
7.6	Other (Please Specify)	

8. On the basis of his level of education how do you rate your father's encouragement in your education? (**High=3, Medium=2, Low=1**)

High Medium Low

9. Indicate Your mother's occupation

No	Occupation	Tick as appropriate /use "X" or "√"/
9.1	Farmer/Housewife/	
9.2	Merchant	
9.3	Private business worker	
9.4	Government employee	

10. On the basis of her occupation how do you rate your mother's assistance in your education? (**High=3, Medium=2, Low=1**)

High Medium Low

improving awareness on how to properly use their resources - time and learning materials such as text books, reference materials, school labs, libraries etc,

3. It has been pointed out that some major instructors' related factors that affect female students' academic achievement are related to lack of experienced teachers in solving female students' academic challenges, teachers' quality and low commitment to assist female students, teachers' emotional and social skill in providing special support for female students. Among the other things teachers' quality and commitment do mostly affect academic performance of learners. Holding this problems would resolve experience, emotional and social skills of the teachers' in assisting female learners and putting them in the right track of good performance.

Therefore, the school and the education office should cooperatively react on the issue by creating attractive atmosphere which would motivate the teachers towards providing support for female students. In so doing, the school and the office should arrange reward programs such as scholarships for up grading for teachers who are regularly striving and engaged in supporting female students and bring about good performance in the case.

4. The research explicated that a reasonable barrier to the schooling of girls is the fact that parents themselves have not been to schools and may not have enough idea about the benefits' of education or what schools can do for their children. In minimizing this barrier, therefore, the school and the education office should arrange awareness creating program to help parents and communities better to understand and appreciate the value of schooling and the long range effective education has on their female students. Concurrently, the school and the education office should play a play a vital role to organize prizes to parents those who are committed to support their female students'

learning though not educated for such prizes would have a power of stirring up those families who don't have such commitments.

5. The research results depicted that some cultures belittle girls as intellectually deficient and doom them to eventual failures. These early negative influences can, in course of time, accumulate and cripple their ambitions.

Thus, the school, the community and the education office should pay much attention to create awareness that female students are as intellect as their male counterpart students. Moreover, in attacking this backwardness and harmful practical thinking that have effects on female students' academic achievement, the school should do its' utmost to develop self-esteem and high aspirations on female students so that such cultures are destabilized by the society.

6. The issue of female students' academic performance is still widely open to discussions and be the concern of all education stalk holders, further research is recommended to tackle female students' related problems and to bring the desired outcomes in this regard.

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11. Indicate Your father's occupation

No	Occupation	Tick as appropriate /use "X" or "√"/
11.1	Farmer/Housewife/	
11.2	Merchant	
11.3	Private business worker	
11.4	Government employee	

12. How do rate your father's assistance in your education? (High=3, Medium=2, Low=1)

High Medium Low

13. Do you think that you attend class regularly as compared to male students?

Yes No

14. How do you rate the suitability of your school for female students' learning? (Very good = 3, Good = 2, Not good =1)

Very good Good Not good

15. Does the school provide guidance and counseling service for female students in particular on how to be academically better achievers?

Yes No I don't know

16. Do teachers provide special support for female students to make them academically better achievers?

Yes No I don't know

17. Is there severe female students' sexual harassment in the school by male students?

Yes No I don't know

18. Is there severe female students' sexual harassment in the school from teachers?

Yes No I don't know

19. Do most teachers see that female students as academically competent as male students?

Yes

No

I don't know

20. In your opinion, how do female students perceive their learning as compared to male learners?(Please rate your perception as to the following)

Active learners Medium learners Slow learners

21. How much do you think that the following Institutional related factors affect the academic achievements of female students at secondary level education?

(Please rate them as: **Very high = 4, High = 3, Low = 2, Very low = 1.** Use 'X' or '√')

No	Institutional related factors	Rating scales (Use "X" or "√")			
		Very high	High	Low	Very low
21.1	Non availability of teaching materials				
21.2	Non availability of support system for female students in particular that would help them academically competent				
21.3	Non application of policies in the school that protect the right of female students from sexual harassment				
21.4	Absence of internal rules and regulations that protect the safety and security of female students				
21.5	Low level of awareness and sensitivity of staff about gender issues that affect girls' academic achievement				
21.6	Availability of counseling and guidance to female students for creating better academic achievement				
21.7	Rewards given in the school for female students good scorer				
21.8	Lack of proper reading place where they can use freely				

22. How much do you think that the following Instructors' related factors affect the academic achievements of female students at secondary level education?

(Please rate them as: **Very high = 4, High = 3, Low = 2, Very low = 1.** Use 'X' or '√')

No	Instructors' related factors	Rating scales (Use "X" or "√")			
		Very high	High	Low	Very low
22.1	Teachers experience in solving female students academic challenges				
22.2	Teachers quality and commitment to support female students				
22.3	Teachers emotional and social skill in providing special support for female students				
22.4	Clarity of teachers presentation in recognizing female students learning pace				
22.5	Existence of role model female teachers in the school				
22.6	Lack of qualified and experienced teachers				

23. How much do you think that the following female Students' related factors affect the academic achievements of female students at secondary level education?

(Please rate them as: **Very high = 4, High = 3, Low = 2, Very low = 1.** Use 'X' or '√')

No	Female Students' related factors	Rating scales (Use " X " or " √ ")			
		Very high	High	Low	Very low
23.1	Students' self motivation				
23.2	Abnormal relation with their teachers				
23.3	Absence of regular school attendance				
23.4	Abnormal relation with male				
23.5	Less amount of time invested on				
23.6	Less attendance on tutorial and				
23.7	Inability to become well planned and				
23.8	Lack of self confidence				
23.9	Lack of adequate effort and carelessness				

24. How much do you think that the following Parents' related factors affect the academic achievements of female students at secondary level education?

(Please rate them as: **Very high = 4, High = 3, Low = 2, Very low = 1.** Use 'X' or '√')

No	Parents' related factors	Rating scales (Use " X " or " √ ")			
		Very high	High	Low	Very low
24.1	Socio-economic status of parents				
24.2	Level of education of parents				
24.3	Parental occupation				
24.4	Negative attitude towards female academic achievement				
24.5	Poor parental-child interaction				
24.6	Need for extensive usage of female students labor				
24.7	Non-conducive home environment				

APPENDICES B

Addis Ababa University

Institute of Educational Research

Department of Educational Research and Evaluation

Research Questionnaires for Teachers

Dear Respondents

The purpose of this questionnaire is to collect data for the study entitled “Factors Affecting Academic Achievement of Female Students: The Case of Holeta Secondary School of Special Zone of Oromia”. It aims at assessing the major factors affecting female students’ academic performance and thereby recommending solutions for the problems identified. Since your cooperation plays a vital role for the success of this study, I kindly request your cooperation in completing this questionnaire. Your responses will be kept confidential and will be used only for the purpose of this research.

Please note that:

- You need not write your name and any other personal identifier except the requested ones.
- To those questions with alternatives, please, mark your responses by putting “X” in the boxes provided.
- For any additional opinions, you are kindly requested to write your responses on the blank space provided.

I thank you in advance!

Part I: Personal Data

- 1. Woreda/ Town's Administration _____
- 2. School _____
- 3. Sex : Male Female
- 4. Your educational Qualification
Diploma BA Degree MA Degree
Any other, please specify _____
- 5. Your service years in teaching / for Career level Identification/
1 – 2 yrs 9 – 12 yrs
3 – 5 yrs 13 – 16 yrs
6 – 8 yrs 17 yrs and above

Part II: Research Questionnaire Items related to factors affecting girls' academic achievement

- 6. In you experience of teaching at secondary school level, have you ever been recognized that there are teachers related factors that affect female students' academic achievement?
Yes No
- 7. If your answer for question 6 is "yes" would you please mention some of the factors?

- 8. How do you rate the efforts of female students in doing assignments, questions, class/ home works compared to male students?
High Medium Low
- 9. Do female students' experience absenteeism more than male students in your school?
Yes No

10. How much do you think that the following Institutional related factors affect the academic achievements of female students at secondary level education?

(Please rate them as: **Very high = 4, High = 3, Low = 2, Very low = 1.** Use 'X' or '√')

No	Institutional related factors	Rating scales (Use "X" or "√")			
		Very high	High	Low	Very low
10.1	Non availability of teaching materials				
10.2	Non availability of support system for female students in particular that would help them academically competent				
10.3	Non application of policies in the school that protect the right of female students from sexual harassment				
10.4	Absence of internal rules and regulations that protect the safety and security of female students				
10.5	Low level of awareness and sensitivity of staff about gender issues that affect girls' academic achievement				
10.6	Availability of counseling and guidance to female students for creating better academic achievement				
10.7	Rewards given in the school for female students good scorer				
10.8	Lack of proper reading place where they can use freely				

11. How much do you think that the following Instructors' related factors affect the academic achievements of female students at secondary level education?

(Please rate them as: **Very high = 4, High = 3, Low = 2, Very low = 1.** Use 'X' or '√')

No	Instructors' related factors	Rating scales (Use "X" or "√")			
		Very high	High	Low	Very low
11.1	Teachers experience in solving female				
11.2	Teachers quality and commitment to				
11.3	Teachers emotional and social skill in				
11.4	Clarity of teachers presentation in				
11.5	Existence of role model female teachers				
11.6	Lack of qualified and experienced				

12. How much do you think that the following female Students' related factors affect the academic achievements of female students at secondary level education?

(Please rate them as: **Very high = 4, High = 3, Low = 2, Very low = 1.** Use 'X' or '√')

No	Female Students' related factors	Rating scales (Use "X" or "√")			
		Very high	High	Low	Very low
12.1	Students' self motivation				
12.2	Abnormal relation with their teachers				
12.3	Absence of regular school attendance				
12.4	Abnormal relation with male schoolmates				
12.5	Less amount of time invested on educational activities				
12.6	Less attendance on tutorial and supportive classes				
12.7	Inability to become well planned and organized				
12.8	Lack of self confidence				
12.9	Lack of adequate effort and carelessness				

13. How much do you think that the following Parents' related factors affect the academic achievements of female students at secondary level education?

(Please rate them as: **Very high = 4, High = 3, Low = 2, Very low = 1.** Use 'X' or '√')

No	Parents' related factors	Rating scales (Use "X" or "√")			
		Very high	High	Low	Very low
13.1	Socio-economic status of parents				
13.2	Level of education of parents				
13.3	Parental occupation				
13.4	Negative attitude towards female academic achievement				
13.5	Poor parental-child interaction				
13.6	Need for extensive usage of female students labor				
13.7	Non-conducive home environment				

APPENDICES C

Addis Ababa University

Institute of Educational Research

Department of Educational Research and Evaluation

Interview Guides for School Principals and Woreda Education Experts

1. What factors do you think affect girls in their education?
 - a.* School related?
 - b.* Instructional related?
2. Is that male or female students who perform well in education? Why?
3. What factors do you think are associated more with girls' failure to perform well in their learning parental related?
4. Do you believe that female students need more help than male students? Why?
5. What do you think should be done to improve female students' academic achievement?

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

Institute of Educational Research and Evaluation

Observation Checklist

This checklist is intended to measure the extent of the availability of materials, facilities and services in the school.

Time of observation _____

Date of observation _____

No	Subjects for observation	Categories				
		Very adequate	Adequate	Moderately Adequate	Inadequate	Very Inadequate
1	Library <ul style="list-style-type: none"> • Size • Availability of relevant text and reference books • Professionals • Service time 					
2	Laboratory <ul style="list-style-type: none"> • Size • Availability of lab kits, chemicals and apparatus • Preference of lab manuals • Preference of lab assistance 					
3	Guidance and counseling service <ul style="list-style-type: none"> • Availability of professionals • Availability of service 					
4	Students sample result and dropout					