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FACTORS THAT AFFECT GIRLS' PARTICIPATION IN
PRIMARY SCHOOL: THE CASE OF TAHTAY KORARO
WOREDA

BY
MASHO BELAY

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February 2009



Addis Ababa University
School of Graduate Studies

Institute of Regional and local Development
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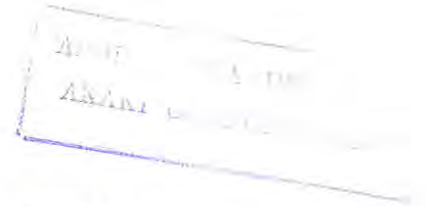
A Thesis Presented to the School of Graduate Studies, Addis
Ababa University in Partial Fulfillment for the Degree of
Master of Arts in Regional and Local Development Studies

BY
Masho Belay

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Development studies

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ACRONYMS

- ESDP – Educational Sector Development Program
FDRE – Federal Democratic Republic of Ethiopia
GER – Gross Enrollment Rate
G.G - Gender Gap
MOE - Ministry of Education
REST – Relief Society of Tigray
TNRS – Tigray National Regional State
PTA – Parent Teacher Association
WAD – Women Affairs Department
WOFED – Woreda of Finance and Economic Development
WTEO_ Woreda Tahtay koraro Education Office

ABSTRACT

This thesis deals with factors that affect girls' participation in primary schools of Tahtay Koraro Woreda. In undertaking the study, the descriptive survey method was used. Eight sample schools of the woreda were selected using simple random sampling method. Questionnaire, structured interview forms and document inspection forms were employed for data collection. The sample of the study includes 96 female pupils, 80 teachers (43 females, 37 males), 8 school directors (all males), and 24 parents (8 females, 16males). Percentage was used in analyzing and reporting the results. The major findings show that, all the pupils are coming from rural and low income families. The enrollment rates of girls were higher than boys, but all the school age girls' did not have the chance to get education. The dropout rate of females is relatively higher than that of boys and their repetition rate is also higher than boys. Early marriage, long distance from home to school, shortage of school facilities and lack of motivation and negative parental attitude towards female education were some of the factors which affect girls' participation in school.

Recommendations made include improve contact the need between schools and Parents, Teachers Associations create awareness of the society; improve the educational standard of the parents. There is also need to communicate with donor agencies to assist for the low income pupil. Both the society and the government should improve the school facilities and that the teachers help the female pupils by giving them tutorial classes.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education is fundamental in enhancing the quality of human life and ensuring the social and economical development of a nation. The contribution of education is inevitable and irreplaceable for development of any country. Education plays a vital role for human resource development and development of one country.

Education becomes even more significant for the economic transformation of nations through technological advancement and new methods of production that depend on skilled labor force (Lockheed, 1994). As such, the instruction of children and youth at the primary level is believed to be the foundation of education irrespective of gender (Lockheed, 1994). However, as Combs (1985) put it, historically disparities in education especially, between females and males existed in almost all societies primarily because of cultural reasons.

In recent years, the role of women in the national development in Ethiopia has been acknowledged as important. However, women still face economic, social cultural and legal constraints that prevent the maximization of their development efforts (Nikoi, 1998). The exclusion of women from any development sector, including economical, social and political development portrays a major loss of potential human resources (Opulos and Wood hall 1986; Robinso, 2004)

In any development program, human element is one of the essential components. However, the educational participation of women lags far behind that of men in many parts of the world. Although Fagerlind and Saha (1989) predicted that this situation would continue till the end of the millennium, i.e. 2000, it seems that this condition is still predominant.

The economic benefit can be demonstrated through the changes that can be expected in the nature of labor force participation and through the gains in family welfare, family planning, health and child care (Gandhi, 2002). In addition to economic benefit, it has its own

contribution to social development and to improve the quality of life in the country. Furthermore, even though the importance of educated women for political development has not been widely researched, it is believed that raising the education of women would also contribute to the political development of a country (Fagerlind and Saha, 1989).

The disparity between boys and girls in getting an opportunity of education can be explained in different ways. For example, unbalanced enrollment, with fewer number of girls attending school, higher absentee and dropout rates among girls, curricular disparities that are limited among girls to certain fields of study and allocating greater financial resources to boys' education (Buvinic et al., 1976).

In the contemporary world, a high degree of discrimination of females in various aspects including the area of education is prevalent in all developing countries. Perhaps it is not so pronounced in the developed ones (Adams, 1975). Education systems are unable to meet their objectives in many developing countries though it is now widely believed that the education of females is a basis to all other elements on which the transformation of societies depend (Deble, 1980). According to Deble (1980), boys are better placed than girls in attending school in all countries of Africa, Asia, and some countries of Latin America. The existence of gender inequalities and injustice are one of the most persistent obstacles towards a steady development of education in developing countries.

Due to gender inequality and injustice, development of education is steady in developing countries. The estimation of World Bank and UNESCO shows that there are over 150 million children in the world who are in the age group of 6-11 are not at school. And over 90 percent of these children are found in the developing countries of which 60 percent are girls (Conway and Bourque, 1993).

Education for boy is often seen as right that is sometimes denied to girls. This is a privilege to be earned. The girl can get an education if funds are available, if the school is not too distant, if she does not have to marry early, if she does well an examinations, if her parents fear of about her security of future life and if she can continue to carry out her domestic tasks and soon (Kane, 1996).

As stated on FDRE (2004), "Girls education is one of the fundamental pillars for ensuring sustainable economic development, democratic participation and poverty reduction." In general, the economic and social returns of girls have supreme importance as it benefits both the girls themselves and the society at large (Phonix, 2000).

In Ethiopia, women constitute half of the population and a large part of the labor force (SIDA, 1992). In most developing countries, the majority of the works in the household is carried out by women. These women's unpaid work, largely in family labor and household, has significant contribution to families and society. However, it is rarely acknowledged and cannot be easily computed in economic terms (Fagerlind and Saha, 1989). Therefore, it is important to improve women's participation in the social, economic and political life by taking the necessary measures (SIDA, 1992).

At present, the importance of participation of girls in education has been determined as necessary and has been given emphasis (MOE, 1995). The disparity in education of boys and girls has been seen in the country as it is in between rural and urban, and among geographical locations and ethnicity, with various reasons of economical, social, and cultural constraints. The enrollments of female students at all levels are very low as compared to male students. The problem of equity and access in the education of girls needs due attention since gender disparity is evident, especially in rural areas (MOE, 1995).

Although improvement of education is seen in recent years, the enrollment of girls in primary education is still not sufficient. The Ethiopian government has adopted a policy of universal education, which is the basic for education. But, primary education is under developed in Ethiopia. Although attempts have been made in the past to improve the situation, universal education has remained unrealistic in the educational system of the country.

Having realized this problem, the government of Ethiopia introduced a new educational policy, which especially focuses on increasing girls' enrollment rate in schools. At present, there are a total of 19,412 elementary schools of which 18,075 are government and 1,337 non-government schools. There are also a total of 835 secondary schools of which 694 are government and 141

non-government schools. Tigray has a total of 1,479 primary and 59 secondary schools. Currently Tigray has a total of 882,642 students in primary schools of which 435,522 are girls (MOE, 2007).

In Tahtay Koraro woreda the number of primary schools was 20 in 2004. In those schools there were a total of 10,074 students of which 5,627 were females. In 2008 the number of primary schools has reached 35 in which there were a total of 18,577 students out of which 9,195 were females. This indicates that there is an increment both in the number of primary schools and number of students. That is the number of schools and female students have increased by 75% and 63.4% respectively. Even though this shows an increment enrollment of female students is still low (WTEO, 2008).

Regarding dropout of students in the woreda there were 1,121 droppers in 2004 and 295 in 2008 out of which 556 and 160 droppers were girls in the two fiscal years respectively. Moreover, when we observe the repetition of students in the woreda 344 have repeated in 2004 and 458 in 2008 out of which 243 and 281 were girls in the two fiscal years respectively (WTEO, 2008).

1.2. Statement of the Problem

In many developing countries, girls are expected to contribute to childcare or home production at an early age. Education of girls has been given low priority to many poor families, but that of boys is considered a security for old age (Tietjen et al., 1991). These authors further wrote that poverty and unwillingness to bear the educational cost of books, uniforms and other expenses have contributed to the lower participation of girls in education.

Female students' poor performance in schools is related to their life styles. Most of them are mostly engaged in house work, cooking, taking care of younger brothers and sisters, fetching water from distant areas and collecting fire wood. Generally they spend most of their time helping their over burdened mothers, and training for their future roles as wives and mothers. This has been leaving them with very little time for educational activities, such as schooling (Tsehai Brhaneselassie, 1991).

Genet Zewde as cited in Tsehai (1991) stated that in most African countries enrollment and participation in education is characterized by sexual disparities. The number of female students enrolled in elementary, secondary and tertiary is lower than that of boys. Many girls do dropout before they complete their elementary and secondary school. Ethiopian women's pattern of enrollment and participation is similar to that of other African women.

The enrollment rate, participation and achievements of female students in primary and secondary schools of Ethiopia are low as compared to boys (Tsehai, 1991). Despite the policy of universal education however the pattern of female students' enrollment and participation at all levels is much lower than that of boys. Also the number of girls who continue to drop out of school or to repeat classes is higher than that of boys (Ibid).

As can be seen in Tsehai's (1991) study, the participation and achievement of female students are low and their dropout rate is high. But his study is at national level and also does not adopt strategies to eradicate the problems.

The enrollment rate of females in Tigray region is lower than boys. Regarding to the dropout rate of the region, 3.68% and 1.42% of the droppers were females and males respectively. Moreover, 2.71% and 1.72% of the repeaters were females and males respectively (MOE, 2007). This indicates that, there is high dropout rate, and high repetition rate of females as compared to males in Tigray region.

When we observe the problem at Tahitay Koraro woreda, the report of WTEO (2008) indicates that the enrollment rate of females was 49%. Moreover, 54.24% of the droppers and 61.35% of the repeaters were females. This shows that there is low participation, high dropout rate, and low achievement of female students in primary education of the woreda. Therefore, it seems necessary to find out the root causes for all these phenomena and adopt strategies to reverse the trend at woreda level. The current researcher believes and initiates that more is required to find out the factors that affect the low participation rate in the woreda to adopt strategies and as an initiation for other research.

Thus, the researcher feels that there is a need for investigating closely beyond the quantitative data in order to find out the root causes for the problems of girls' participation in woreda Tahtay Koraro's primary education. That is to further examine girls' enrollment, dropout rate, and achievement in primary school; the in school and out-school factors that affect girls' participation in primary education including the attitudes and perceptions of female students, teachers, and parents in the woreda. The study also investigates and explores possible solutions and approaches, which would help to change the situation positively. In particular greater emphasis is given to the factors that affect girls' participation in the woreda at the primary school level and adopt strategies to alleviate the disparities.

1.3 Objectives of the Study

1.3.1. General Objective

The general objective of the study is to identify factors that affect girls' participation in primary school of Tahtay Koraro woreda and to recommend some remedial measures.

1.3.2. Specific Objectives

The specific objectives of the study are to:

1. Analyze girls' enrollment rate in primary school of the woreda.
2. Identify factors that affect girls' participation in primary school of the woreda.
3. Assess their success from first cycle to the second cycle of primary school of the woreda.
4. Determine their attrition rate in the primary school of the woreda.
5. Recommend remedial measures.

1.4 Research Questions

The study attempts to investigate and seek answers to the following four basic questions.

1. What is the participation / enrollment rate of females in primary education in Tahtay Koraro woreda?
2. What are the factors that affect girls' participation rate in the woreda?
3. How can we determine the success of girls in primary schools of the woreda?

4. What measures can be taken to eradicate the challenges that female students of primary school face at woreda level?

1.5 Significance of the Study

The study will contribute to the theoretical understanding of girls' participation in school and the determinant factors that affect the participation rate in both urban and rural area in general and in the rural area in particular. The study is highly important in identifying the causes of the problem, declining rate of enrollment and the reason for low achievement and high rate of dropout. In addition to this, it will be useful for policy makers in designing appropriate policy measures to improve girls' school participation at primary school level.

1.6. Methodology

In this case study both primary and secondary data are used. Primary data were collected mainly using the questionnaire.

1.6.1. Sampling Method

In this study simple random sampling is used to select the respondents. The members are selected randomly from the whole population. Female student, teacher, school directors and parents are constituted in the basic sampling unit of the survey.

There are thirty-five schools in the woreda, out of which eight schools are selected randomly. In the sample schools, there are total of 1850 female students, 176 teachers and school directors, and 96 parents of the sample students. The total population of the study is 2122. Out of those 96 female students 88 teachers and school directors and 24 parents are selected as a sample using the lottery method. The total sample size was 208. The details indicated in table 1.1.

Table 1.1 Sample population of the study

Name of sample schools	Total female student	Number of sample female student	Total teachers and school directors	Sample teachers and directors	Total parents of the sample students	Sample parents
Wekarduba	305	12	27	11	12	3
May-Adrasha	220	12	22	11	12	3
Degena	310	12	25	11	12	3
Beles	350	12	26	11	12	3
Adi-Menabr	150	12	15	11	12	3
Kelakl	95	12	24	11	12	3
Adi-Abozut	170	12	18	11	12	3
May-Dumu	250	12	19	11	12	3
Total	1850	96	176	88	96	24

Source: survey, 2008

1.6.2. Data Gathering Instruments

Qualitative and quantitative primary data are gathered through three types of instruments that are developed and constructed by the researcher. Instruments for data collection are designed and constructed by the researcher in order to examine the factors affecting females' participation in primary education in the woreda. The types of instruments that are developed and used are the following.

Structured interview for female pupils and parents, and questionnaire for teachers and directors are used to collect the primary data. In addition to this in-depth interview with female teachers and school directors has been conducted to get deep information related to the problems of female education. Moreover, secondary data is collected from document inspection. In general the different data collection instruments that are used for the survey in the study are listed and explained as follows.

Interview for Female Students

Interview is used to collect information from female students of grade 3 up to 8 in the selected sample schools. Both open-ended and closed ended questions are included in the in the interview guide. The questions have solicited information on socio economic conditions of the students' parents, participation rate, dropout rate, reasons for dropout, achievement in their education, and their general view on female education.

Interview for Parents

Interview is conducted with parents whose daughters are selected as participants for the study. The interview guide was mainly consists of questions about factors that affect girls' enrollment at schools and their achievements. The interview guide also contains questions related to socio economic condition, female participation in education and factors that lead to dropout of female students.

Questionnaire for Teachers and School Directors

The teachers and directors are selected from the sample primary schools. The items (questions) are closed questions and some open-ended questions mainly asking information about background of the respondents, enrollment, dropout rate, achievement of female students and their related problems.

Document Inspection Form

This is used to record relevant data from the woreda education office regarding school age population enrollments, dropout, and achievements. The style of this instrument was especially adapted to suit the usual form used by the Ministry of Education. In addition to data collected through questionnaires, other related pieces of information were also gathered in the field during the process of data collection. All the instruments of data collection that are explained above were first prepared in English and later translated into Tigrigna to be administered to the respective respondents in the sample areas.

1.6.3. Data Collection Process

The questionnaires are pre tested in three primary schools of the woreda. The pretest helps to identify ambiguities and misunderstandings, and to test the validity and reliability of the instruments for collecting the necessary data. After the refinement, which is done based on the information of the pretest; eight assistants, who have completed grade twelve, were recruited to administer the questionnaires and to conduct the interview. Before they are engaged on the task, the assistants have taken orientation about how to proceed with the data collection process.

The data collection process in each sample school started with female pupils, personal interview. In conducting the interview, first random selection of twelve female students from grades 3 up to eight is done in each school. Then the assistants interviewed each participant pupil individually. The researcher also attended and helped her assistants as they were interviewing the pupils. The teachers' and school directors' questionnaire was also administered by distributing in to the selected teachers and the school directors. The teachers are selected by lottery method.

Likewise, parents of the sample pupils are interviewed using the interview guide for parents. First, 3 parents from each sample school comprising 24 parent participants were selected using the lottery method. This is done by calling the selected parents to come to the sample schools and also by going to their residential areas.

1.7. Scope of the Study

A study that attempts to treat girls' participation rate and their success in primary education in the woreda is obviously broad and comprehensive. There are twelve kebeles in the woreda. In those kebeles there are about 35 primary schools. Due to shortages of available time, budget facilities and transportation the study could not cover all the schools. Out of these, eight schools are selected randomly. And then, ten teachers, twelve female students' three parents and one school director from each school is selected randomly. The total sample size is 208.

1.8. Limitation of the Study

Some problems are encountered during data collection. The major problem was that the sample parents and students were reluctant to give the exact information. This ultimately reduced the valid case in the analysis. The other problems were shortages of time, budget and transportation facilities. Despite of the indicated problems, attempts have been made to exhaust all information to make the study robust in explaining the situation of girls' education in the area.

1.9 Organization of the Thesis

The thesis is presented in five chapters. The first chapter gives the background, the statement of problem, objective of the study, research questions, significance of the study, methodology,

and the limitations of the study. The second chapter deals with the literature review. It reviews related works to the study. The first part relates to concepts and definitions, which is followed by conceptual framework, the empirical works and the constraints to girls' education in sub-Saharan Africa. The third chapter deals with the study area. The fourth chapter presents the results and discussion and chapter five consists of the summary, conclusions and recommendations.

- ◆ **Pupil section Ratio** – is the average number of pupils in a given level per section in the same level (Ministry of Education 2007: 195).
- ◆ **Pupil Teacher Ratio** – is the average number of pupils in a given level per teacher in the same level (Ministry of Education 2007: 195).
- ◆ **Dropout Rate** – is the percentage of pupils who discontinue their learning from a given grade out of the previous year total enrollment in the same grade (Pupils who enrolled in primary school for some time and abandon their schooling before its completion) (Ministry of Education, 2007: 194).
- ◆ **Repetition Rate** – is the percentage of pupils repeating in a given grade out of the previous year total enrollment in the same grade (Ministry of Education, 2007:195).

2.2. Theoretical Framework of the Study

Education is important because it helps to get more out of life. It increases one's knowledge and understanding of the world. It helps adjust to changes. This benefit has become increasingly important because social changes today take place with increasing speed and the lives of more and more people; most of the African countries economy depends on agriculture. To improve the agricultural activity, developed knowledge and skilled manpower are necessary. Therefore for a worker to improve agricultural production, it is important to expand industrialization, surplus capital, create market for industrial product, raw materials and exportable goods to earn foreign exchange (Praeger, 1995).

According to Amare (1996), education increases required skills, knowledge and attitudes to prepare productive and responsible citizens. It also creates the access to information sources, especially in the context of the present, when information has become the most important commodity for social and economical development of the nation. Therefore education is so important for improvement of human life and development of the country.

Female education and national development have proven to be closely linked. While the education of both males and females is critical to development, the failure to insure equality in education between the sexes can reduce the potential benefits that educating male has on social welfare. Further a nation with a large gender gap in enrollments will have a lower economic

productivity than another country with similar capital and labor resources but smaller gender gap in schooling (World Bank Group, 1993).

Girls' education is constrained by several related factors at home, school community and government levels. In addressing a study, which attempts to seek the participation and performance of female students, the most important approach is one, which is addressing supply and demand side strategies simultaneously (Odaga and Heneveld, 1995). Consistently, Befekadue (2001) suggested that girls' participation in education is the result of two major variables; parental demand of their daughter's education and public or private sectors supply of services.

Supply side strategies, according to King (1991) include supply of schools, facilities, teachers, learning materials provide incentives to schools that achieve gender equality, institute automatic promotion, promote gender sensitivity program and shift greater proportion of resources to basic education were some of the strategies. These strategies are a necessary condition to increase girls' enrollment in schools. Though, they are not sufficient.

The demand for girls' education on the other hand is a direct reflection of household decisions that are affected by cultural, social and economic circumstances, traditions and practices, such as gender bias, division of household labor, parent's education and family income. Befekadue (2001) further indicates that demand is a function of supply in that, it becomes explicit when direct and indirect costs are reduced or when the family sees girls' schooling as affordable. Supply and demand factors, at macro level are influenced by broad societal conditions such as natural wealth, level of industrialization, level of development and degree of urbanization.

The nature of supply side services and how responsive they are to the expectations and demands of parents and communities will determine the increase in girls' participation and narrowing of the gender gap. Supply and demand side factors influencing female schooling are interrelated and should be viewed as a unitary concern. Their interactions jointly determine the level of girls' participation in schools. Efforts to promote girl's education must improve supply

by increasing the number of school places for girls and demand by increasing the benefits and reducing the costs of schooling for girl's families (Odaga and Heneveld, 1995:52).

In general, the framework indicates that there are two way interactions or mutual influences among economic, cultural, school factors and institutional and political factors as well as girl's participation and performance. Socio economic factors and socio cultural factors to demand side factors, school factors and political and institutional factors indicate supply side (Odaga and Heneveld, 1995:52). Those factors are affecting participation and performance of girls' in school. If the socio-economic, socio cultural factors, school factors, political and institutional factors are well and improved the participation rate and performance of girls' in school are also improved (Ibid). The conceptual framework is indicated in figure 2.1

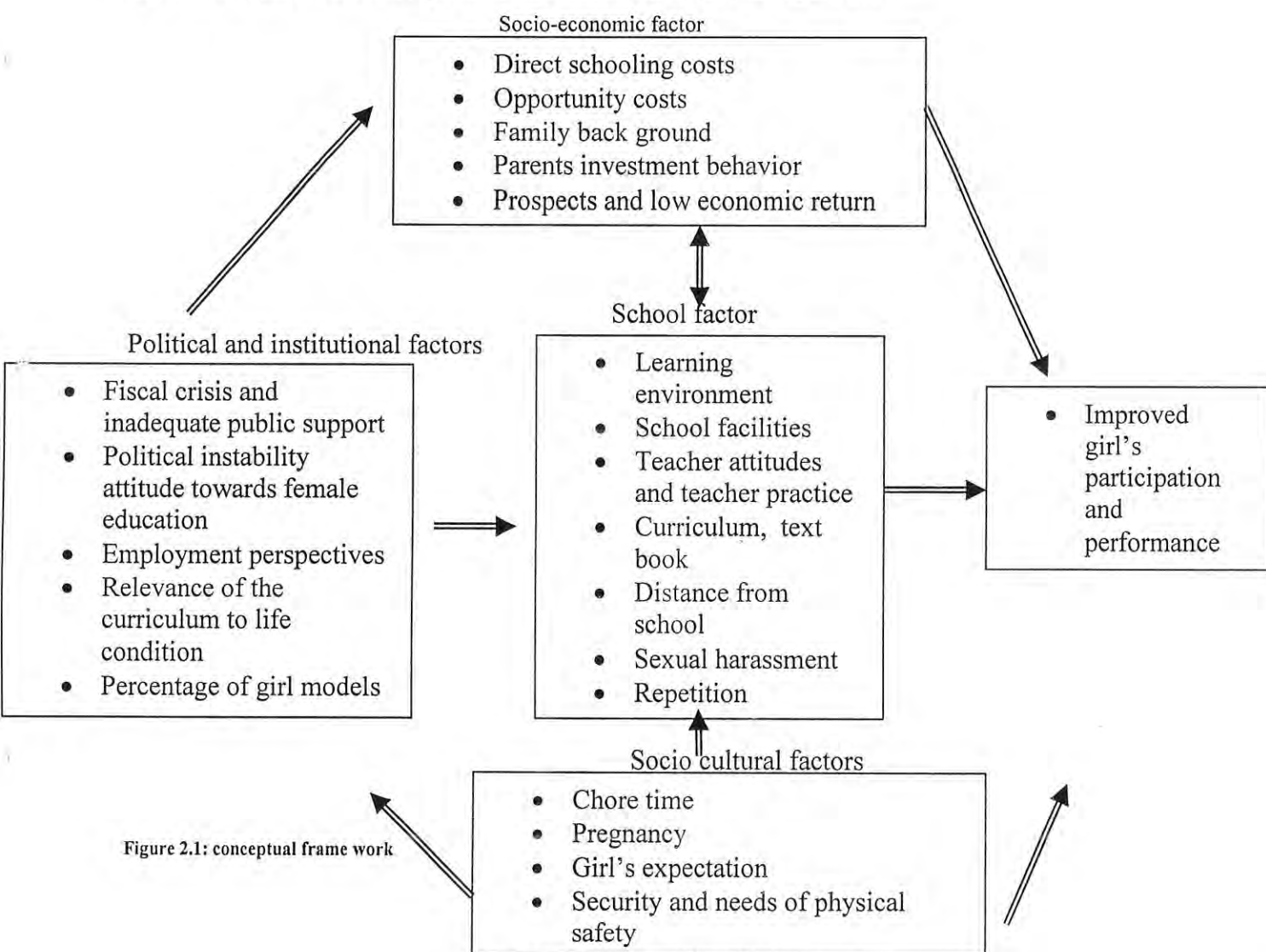


Figure 2.1: conceptual frame work

Source: Odaga and Heneveld (1995).

2.3. Empirical Studies

2.3.1. The State of Female Participation in Primary Education: A global Trend

Women comprise more than half of the world's human resources and are central to the economic as well as the social well being of societies. Development goals cannot be fully reached without their participation (Snyder and Mary 1995). The ample evidence available suggests that educated women have a considerable social return. For instance, there is a positive correlation between primary education, enrollment rate of girls and GNP per capita. Moreover, there is an overall impact of education on the economic well being of women, their families and society (Kane, 1995).

Increasing equal access has been a major policy goal for most developing countries in the past three or four decades (King and Hill, 1993). Despite all this, women's participation in education and development still lags behind in many countries. Out of nearly one thousand million adults, two thirds are women, who are unable to read and write, and some 130 million school age children have no access to primary school education (UNESCO, 1998).

The World Bank Report (1993) as cited in King and Hill (1993:2) also indicates that low literacy rates still prevail among women. Out of 51 developing countries, the Bank considers 14 of the countries as having literacy rates of less than 20% and even less than 10% in five countries including Afghanistan, Burkina Faso, Nepal, Somalia and the Sudan. On the other hand, men's literacy rates are reported to be three to four times higher.

Although the enrollment rate in all school levels has been rising in the developing countries for both sexes, the enrollment rate of girls is much lower than that of boy with the widest gap in the poorest countries. Among the poor countries, both enrollment rates and gender disparities differ regionally. Except for South Asia and Sub-Sahara Africa, all regions have achieved nearly universal primary education for boys. East Asia and Latin America, however, have enrollment rates for girls, which are approaching similar levels with that of boys in other regions (King and Hill, 1993).

As indicated in Tables 2.1, and 2.2, participation of females in primary schools is higher in Botswana, Kenya, Namibia, Zambia, and Zimbabwe but lower in other countries especially in Ethiopia. When we see in the junior and senior secondary schools participation rate of females is lower in all the other countries except in Botswana Namibia, and Zimbabwe which are still favors females (Tietjen et al, 1991).

As indicated above, there is low enrollment rate of females both in primary and secondary level of schools in Anglophone Africa. Tadoro (1985) as cited in Tietjen et al, 1991, cites a number of reasons for low enrollment of female students. These are; family environment, including income and educational level, early marriage, parental discouragement of girls to attend school, early pregnancy, early nutrition and health, peer group interaction, the type of children with whom an individual child associates.

2.4. Constraints on Enrollment, Persistence and Performance of Girls in Primary Education in Sub-Saharan Africa

Conditions that influence the improvement of girls' education are many and complex and they differ across and within countries. They have been studied and discussed in a number of ways, with particular reference to sub-Saharan Africa. Odaga and Henveld (1995:4) discussed factors affecting female education under three categories socio economic and socio cultural, factors related to school environment, political and institutional factors.

The Women Affairs Department (WAD) of MOE (1999:7) has presented the main obstacles affecting female education in to two categories; demand and supply related factors. The demand related factors include socio economic and socio cultural factors and supply related factors include school, political and institutional factors.

Similarly Teshome (2003:5) discussed factors that influence the improvement of girls' education under four categories: economic, cultural, school and societal factors. In line with this, in this review the literature is summarized under the categories: economic, cultural and societal factor.

Economic Constraints

Conditions that influence girls' education have links with socio-economic factors. According to studies made in Africa and other developing countries, Odaga and Heneveld (1995) have shown that socio economic factors include direct and opportunity cost of schooling, limited employment opportunities, socio economic status, parental investment behaviors and the economic value of girls, area of residence and the level of parental education.

Direct Cost of Schooling

Direct cost of schooling has been found to be the major reason parents offer not send their daughters to school. The increasing prohibitive cost of schooling is due to poverty and the fiscal crises, which force families to cover shortfalls, which in turn have devastating impact on households and the education system, as far as girls education is concerned (Amanuel and Mulugeta, 1999). Kinyanjui (1993) and Nammudy (1994) as cited in Odaga and Heneveld (1995:15), link the severity of direct costs with the shift of educational costs to parents in the name of cost sharing. In general several studies suggest that direct cost or financial constraints hold back more girls than boys from schooling (Odaga and Heneveld, 1995).

The Opportunity Cost of Schooling

According to Odaga and Heneveld (1995:17) child labor is indispensable to the survival of many rural households in Sub-Saharan Africa. Parents usually associate the resources, that is, services lost due to sending the child to school; those are agricultural work, domestic work (cooking, collecting firewood, and fetching water and child care) and marketing tasks are required from children. When it comes to childcare girls are more likely to be involved. Rural young girls are sent to urban areas to become domestic servants for kin and non-kin families, this in turn seriously hampers girls' education (Odaga and Heneveld, 1995).

The prospect of low economic return makes girls hopeless and reinforces them to dropout. Historically, formal education has been linked to employment, particularly in the civil- service sector in the region. When families learn that women earn less than men or are excluded from the labor market they are forced to keep girls at home and send boys to school (Teshome, 2003).

Social Class

According to EL-Sanabary (1993:153), a family's socio economic status influences a daughter's education directly through financial and moral support for schooling and indirectly through a set of variables that include the daughter's physical, cognitive and psychological development as well as her own motivation, aspirations and expectation. In this regard, Teshome (2003:6) points out that girls from better-off homes who live in urban areas, and whose parents are better educated are more likely to enroll and remain in school longer than those from poor homes and rural areas. In general, girls who come from socio economically advantaged families are much more likely to enter and remain in school longer than from disadvantaged families.

Parental Perception or Investment Behavior on Girls' Education

Children's educational outcomes are a direct result of how much resources and priority parents and families attach to each child. Parental and family attitudes have a strong influence on the decision to invest in girls' education. In most African families, there is ambivalence towards investment in female education because of the belief that boys are intelligent and prevalence of paternal inheritance systems, where boys are prime beneficiaries (Rugh, 2000).

Some communities and families hold a negative view of educated girls. For example, in Chad, some parents believe that schools push girls to prostitution, and make them unfaithful to their husbands. Similarly, in Cameroon, educated girls are perceived as being independent and demanding to challenge the traditional role expected of them in marriage (Odaga and Henveld, 1995:20).

Cultural Constraints

Socio cultural beliefs, customs and practices, pregnancy girls' expectation and other traditions play a significant role in decisions to keep or send girls to school. Initiation ceremonies still mark the transition from childhood to adulthood among communities in sub-Saharan Africa. Evidence indicates that initiation creates a lot of confusion and dilemma for girls, affecting their school attendance and even leading to dropout (Odaga and Henveld, 1995:22).

A study carried out in Sudan has shown that families in rural areas of Sudan are reluctant to send their daughters to school beyond the primary level, especially if they have to travel outside their communities, because parents worry about sending their children to secondary school in other towns (Maglad, 1994:24).

Religion

Religion is usually associated with low female participation in school. The reasons have to do with fear of parents on the assumption that western education promotes values and behavior, which are contrary to cultural norms. In some Christian and Islamic communities, they withdraw their daughters from school, especially after puberty, because they fear that formal schooling would bring non-traditional customs to girls, particularly, the possibility of pregnancy and the economic responsibility grand children would induce (Odaga and Heneveld, 1995: 24). Soumare, as cited in Odaga and Henveld (1995:26), in his study of analysis of factors constraining girls' schooling concluded that religion as measured by the intensity of parents' religious belief and its impact on their decisions does not appear to be fundamental factor in sharing parents' decisions to send their daughters to school.

Chore Time

The amount of time girls spent on chores and other productive activities such as marketing reduces the time and energy they spend in schools affecting their success and persistence. Nammuddu (1991) as cited in Teshome (2003:9) argued that in Uganda, poor performance of girls has relations with demand on their time to perform household chores including fetching water and wood, cooking, and caring for younger siblings.

School Constraints

The school also affects the survival of girls and perpetuates the gender gap in education. The working environment, distance to school, teacher's attitudes and teaching practice, gender bias in curriculum and class room culture all affect female attainment and persistence in schools (Hyde, 1993).

Learning Environments

Learning environments have been well recognized to be inadequate in sub-Saharan Africa due to low level of economic development and poverty (Odaga and Heneveld, 1995). Most learning institutions are short of supply of facilities and learning materials. Even those facilities that are available they are inadequate and out dated. These institutions also often lack basic amenities such as water and electricity. In many sub-Saharan Africa countries, teachers are paid relatively low salaries compared to other sectors or they are not paid regularly. The result is not motivated and attrition (Teshome, 2003). In line with this, Hyde, (1993:119) indicated that schools of poor quality inhibit the educational attainment of girls and affect the choices they make about what to study.

Distance

Distance from school has been a deterrent in many sub-Saharan African countries. The long distances girls have to travel have two major problems. One relates the duration time and energy children have to spend to cover the distance often on an empty stomach; and the other relates the concerns parents have for the sexual safety of their daughters. The problem of distance has implications for the motivation of girls to stay in school (Odaga and Heneveld, 1995:30).

Teachers' Attitudes and Teaching Practices

Teachers' attitudes and teaching practices have important implications on the success of girls in primary education. Studies from several African countries reveal that both female and male teachers believe that boys are academically better than girls (Davison and Kanyuka, 1992). Palme (1993) as cited in Teshome (2003:10) reported that, in Mozambique, there is little communication between pupils and teachers, and the higher rate of failure for girls might be due to inequality of treatment.

School Factors

Gender sensitive and culturally appropriate school facilities have a great impact on girls' persistence in school. Studies show that parents are unlikely to retain girls in school if they lack private lavatories, particularly after puberty (Herz, 1991). Njau and Wamahiu (1995:66)

argue that, it is rather embarrassing for adolescent girls not only to share toilets with boys but also to have no provision in those toilets for disposal of used sanitary napkin.

Curriculum, Textbooks, and Learning Materials

The quality of the courses offered, and the message about sex roles conveyed in educational materials are important determinants of whether girls enter and remain in school. To this end, Genet (1991) noted that text books, through which students gain indirect experience about the world, make their contributions to the low performance of girls in education by transmitting sex stereotyped images.

Political Constraints

In many sub-Saharan countries, the capacity to finance and manage the education sector is increasingly under threat. One explanation given is the increasing number of students that outstrips the supply of school places. When it comes to girls' education, African governments have not intentionally inhibited girl's education, nevertheless, the lack of political will in promoting it is apparent. Studies indicate that there is a linkage between government commitments to universal primary education and female education. Low enrollment ratios and wider gender gaps are the characteristics of poorer countries that are less committed to financing universal primary education in their countries (Odaga and Heneveld, 1995:45-46).

The limited participation of women in development activities has been documented as having a negative impact on girls' education. Although improvements have been observed in the establishment of several agencies with common issues, their effect, however, is marginal; still these are issues of gender quality in education, political, representation, the civil service sector and political parties (Ibid).

2.5 The Trend of Female Participation in Ethiopian Primary Education

Ethiopia has a population of about 73,043,468 million. About 49.89% of the population is females and 20.20% of these are below the age of 15, with educational participation rate of (primary enrollment rate of) 85.8% (MOE, 2007). The report further indicates that the majority of the Ethiopian population has little or no education. That is, 62% of the males and 77% of the

females have no education. According to the same source, less than 40% of males and 30% of females have completed primary education. This indicates the need for a rapid transformation of education both quantitatively and qualitatively. Ethiopia has experienced many changes and reforms in its education system. Currently, education occupies a central position in the country's development policy. For instance, the constitution of Federal Democratic Republic of Ethiopia (FDRE) (1994) stipulates: "Access to public health and education are priority and the state has the obligation to allocate increasing resources for these services."

The new education and training policy (1994); the first five years Educational Sector Development Program (ESDPI) (1997/98-2001/02); the five year national educational development plan (2000/01-05); and ESDPII (2002/03)-2004/05) all clearly state the country's commitment to provide access to quality learning opportunities for all children. However, low enrollment, high dropout rate and low achievement in the educational sector are still prevalent (Befekadu, 1998). Due to limited access, attrition and inefficiency of Ethiopia primary education, female children's participation has been found to be very low by international standard and even compared with neighboring African countries (Ministry of Education, 2007).

2.5.1. Enrollment Trends in Ethiopia

According to the education statistics 2005/2006 of the country, (MOE, 2007) the Gross Enrollment Rate (GER) in primary education increased from 61.61% in 2001/02 to 91.3% in 2005/06. However the rate of growth is more rapid for males than females. It was 71.7% for males and 51.2% for females in 2001/02 and reached 92.9% and 78.5% for male and females respectively in 2005/06 as a result the gender gap is 14.4 in 2005/06, which is in favor of boys' (MOE, 2007).

Table-2.3 Gross Enrollment Rate (GER) and Gender Gap of Regions.

Region	GER of 2001/02				GER of 2005/06			
	Both	Male	Female	G.G	Both	Male	Female	G.G
Tigray	77.6	79.1	76.0	3.1	100.9	109.9	101	-0.1
Afar	12.6	13.9	10.8	3.1	21.9	24.2	19.1	5.1
Amhara	58.1	62.4	53.7	8.7	86.4	89.4	83.3	6.1
Oromia	62.3	78.1	46.5	31.6	89.8	100.9	78.6	22.3
Somalia	13.1	16.1	9.5	6.6	30.3	35.4	24.4	11
B.Gumuz	89.1	111	66.1	44.9	109.7	125.6	93.2	32.4
SNNRP	67.5	83.3	50.9	33.0	85.6	96.9	74.2	22.7
Gambella	102.7	126.9	77.0	49.9	137.1	167.6	104.6	63
Harare	107.5	123.6	90.5	33.2	103.1	112.9	92.7	20.2
Addis- Ababa	128.4	126	130.5	-4.5	148.5	135.5	161.3	-25.8
Diredawa	80.2	893	70.8	18.6	79.5	85.3	73.3	12
Total	61.6	71.7	51.2	20.5	85.8	92.9	78.5	14.4

Source; Ministry of Education (2007) Note: G.G= Gender Gap (the difference between male and female)

Table 2.3 shows that the gender gap increased more in Somalia, Afar and Gambella, but decreased in the other regions. When we see at national level, the gender gap was 20.5 in 2001/02 and 14.4 in 2005/06; a decrease of 6.1 but still it is high. The gap in most regions of the country needs more effort especially in the rural areas of the country.

2.5.2. Persistence

Dropout and numbers of years girls stay in school are some indicators of the persistence (survival rate) of girls in schools. According to the Education Statistics Annual Abstract of the country (MOE, 2007), the survival rate is used to estimate the percentage of students who will complete the first cycle primary education, since the completion is at least four years of schooling is commonly considered as a prerequisite for sustainable level of literacy.

Table-2.4 Dropout Rate of Primary School

Year	Boys	Girls	Both
2000/01	16.2	16.3	16.2
2001/02	16.7	17.8	17.2
2002/03	19.6	18.5	19.2
2003/04	14.9	13.6	14.4
2004/05	12.3	11.3	11.8

Source: MOE, 2007

Table 2.4 shows that the drop out rate decreased from year to year except in year 2001/02 and 2002/03. Eventhough, it is decreased; it is still high which is 11.8% (MOE, 2007).

Table-2.5 Completion Rate (Proxy)

Year	Grade 5			Grade 8		
	Male	Female	Both	Male	Female	Both
2001/02	52.2	31.5	42	23.5	13.7	18.7
2002/03	56.9	36.4	46.8	30.2	16.5	23.5
2003/04	60	42.2	51.3	34.9	19.1	27.1
2004/05	65	49.5	57.4	42.1	26.3	34.3
2005/06	69.2	56	62.7	50.1	32.9	41.7

Source; Educational Statistics Annual Abstract (MOE, 2007)

As indicated in Table 2.5, the completion rates in 2005/06 were 62.7% and 41.7% for grade 5 and 8 respectively. Although the completion rates for both grades show significant increase; there is a recognizable gender disparity in favor of boys. However, if we consider the overall grade five completions for the last five years (2001/02-2005/06) girls 24.5% have out performed boys (17%). But, if we consider the same for grade 8, boys have a better chance (26.6%) of going to grade 9 or joining the secondary education and above than girls (19.2%). In general even though, the completion rate of females increased from year to year, it is below the boys and their increment is declining (Ministry of Education, 2007).

creating awareness to the general public on the importance and identifying major issues regarding the problem. However, the gender gap in school participation is still significant. Some of the factors influencing girls' enrollment, persistence and performance, are discussed below. These included family size, parents' educational background and economic states.

Family Size

Family size, as a significant variable, has an impact on children's chance of enrollment persistence and performance. The smaller the family, the greater the chance that the daughters will enter school and remain there. Small families, even those of modest means, may not have to choose whether to educate daughter or a son. (Amanuel and Mulugeta, 1999:20). A study of parent's aspirations (EL-Sanabary, 1993:157) for their children found that larger families with children under thirteen years of age had lower aspirations for their children, especially for their daughter's. In this connection, Amanuel and Mulugeta (1999) indicate that, if a family's ability to send its children to school is limited, it is likely that daughter's are be disfavored.

Parents' Educational Background

Parents' educational background is likely to shape children's attitude towards education. Because educated parents know the benefits of education, they frequently send their children to school. However, uneducated parents usually do not send their children to school, even if they do they frequently insist on their children to dropout. To this end, Tesfaye (1997:25-41), in his study, the impact of maternal status and success striving of female college students, has shown that mothers' education is significantly associated with females' success striving and gender – role attitude.

Economic Status

The economic status of families is a strong de-motivating factor that incapacitates parents not to send their daughters to school. On average an Ethiopian household is poor. Even if tuition is free, the direct costs of schooling are a burden to the households. The average yearly income may not be enough to sustain the households' life let alone to help cover school expenses. The study shows that lack of money to pay for school fees was the most important reason for not attending School (Amanuel and Mulugeta, 1999:21).

Female students' poor performance at school can be related to their life style. Most of them do house work; cooking, taking care of their younger brothers or sisters. The presence of domestic work would appear to constrain girls' access to schooling and their ability to concentrate on their studies (Herz, 1999). Zewdie and Barbara (1990), in their study of women's work load and time use in four present associations, found that women spent almost 15 hours a day on activities such as working on the farm, fetching fire wood and water and preparing meals which are essential for family up-keep but mainly a burden left to the women.

Summary

Chapter two indicates that girls' education is constrained by different related factors such as socio economic factors, school factors, socio cultural factors, political, and institutional factors. Early marriage, the poverty level of families, poor parental support, and society's poor attitude towards girls' education are among the socio cultural factors. Whereas direct opportunity cost of schooling, limited employment opportunities, socio economic status and parental investment behaviors are included in the socio economic factors. In addition to those; distance from home to school and learning environment are also among the constraints to girls' education.

Due to those factors girls' participation in primary education is low in most African countries including Ethiopia. Discouragement of early marriage through legislation and education, creation of jobs, free schooling and scholarship grants, mobilization against poor parental support through sensitization on the value of modern education and change of society's poor attitude towards girls' education through mobilization of communities and groups were some of the measures introduced by the Nigerian government.

CHAPTER THREE

THE STUDY AREA

This chapter explained the situation of the study area. It includes the location of the area, the socio-economic condition of the area, the demographic characteristics of the area, and related factors. Under this chapter the educational situation of the area has been discussed thoroughly using different educational indicators. To be more cleared about the location of the study area, the location map was used.

3.1 The Situation of the Study Area

The Tigray National Regional State (TNRS) is among the nine regional states of the federal democratic republic of Ethiopia. It is located in the northern part of the country. It has a total area of 80,000 square kilometer and is bordered by Eritrea in the north, Sudan in the west, Amhara in the east. The region is divided into five climatic zones, dega, woinadega, kola (low land). According to REST (1991), 56%, 31.8%, and 18.2% of the total area fall under woinadega, kola, and dega climatic zones respectively.

North West zone is one of the eight administrative zones of TNRS. It has consisted eight woredas, out of which Tahtay Koraro is one. This woreda has twelve kebeles covering an area of 662.14 square kilometers with the total population of 85,500. Since it is rural woreda, all the population resides in the rural areas (REST, 1991).

The woreda is bordered by Laealay Adiyabo woreda in the north, Asgede Tsmbila in the west, Medebay Zana in the south and east. Climatic condition of the woreda is semi woina dega and kolla. The mainstay of the people is agriculture whereas small-scale trade is also important. The cultivable and irrigable land of the woreda is 18340 and 3000 hectors respectively. Out of the irrigable land only 1295 hectares are irrigated. The agricultural activities consist of both crop production and animal rearing. Crop production is highly dependent on rainfall and is only limited to areas where irrigation facilities exist. Irrigation facilities are used to produce vegetables and cash crops. The climatic condition of the woreda is favorable for crop production and animal rearing. The crops like Teff, Maize, Sorghum, and Millet are the major

crops produced in the woreda. But income of the people is low because the land holding per household is 1.15 hectares only (Thatay Koraro WOFED, 2008).

In the woreda there are 11 health posts and 2 clinics that give services for 64% of the total population. In addition to this there are 39 springs, 79 shallow wells and 68 hand pumps which serve pure drinking water to 62.8% of the total population of the woreda (Thatay Koraro WOFED, 2008).

As far as the education facilities of the woreda, there are 35 primary schools and one secondary school in the woreda. The coverage of primary schools of the woreda is about 90.88% as the coverage indicates that the woreda also required opening some primary schools in those areas, which has no nearest primary schools. The map of the woreda is indicated as follows (Thatay Koraro WOFED, 2008).

Table 3.1 Girls' enrollment rate in primary schools of Tahtay Koraro woreda from 2004-2008

Grade level	2004			2005			2006			2007			2008			Increment of girls 2004-2008
	Total student	Girls	% of girls	Total	Girls	% of girls	Total	Girls	% of girls	Total	Girls	% of girls	Total	Girls	% of girls	
1	2672	1510	56.51	3417	1763	51.59	2974	1489	50.07	3671	1670	45.49	4229	1984	46.91	29.01
2	1610	938	58.26	2249	1279	56.87	3235	1681	51.96	2711	1308	48.25	3170	1514	47.76	61.41
3	1727	1010	58.48	1523	876	57.52	2107	1211	57.48	3081	1556	50.50	2559	1326	51.82	23.83
4	1755	1018	58	1662	981	59.03	1486	853	57.40	1964	1000	50.92	2846	1556	54.67	52.85
1-4	7764	4476	57.65	8851	4899	55.35	9802	5234	53.39	11427	5534	48.43	12804	6344	49.55	41.73
5	843	430	51.01	1412	805	57.01	1604	941	58.67	1436	700	48.75	1849	921	49.81	114.19
6	629	325	51.67	797	414	51.94	1379	808	58.59	1415	710	50.17	1267	655	51.69	101.54
7	519	250	48.17	642	329	51.25	785	406	51.72	1351	677	50.11	1310	629	48.02	151.60
8	319	146	45.77	441	210	47.62	713	402	56.38	867	435	50.17	1347	646	47.96	342.46
5-8	2310	1151	49.83	3274	1758	53.70	4481	2557	57.06	5069	2552	49.75	5773	2851	49.39	147.67
1-8	10074	5627	55.86	12125	6657	54.49	14283	7791	54.55	16496	8056	48.84	18577	9195	49.50	63.41

Source: Woreda Tahtay Koraro Education Office, 2008

Table 3.1 indicates that the enrollment rate of girls in all the five years is higher than that of boys. When we see the enrollment rate of girls from grade one to grade four was 57.65%, 55.35%, 53.39%, 48.43% and 49.55% in 2004, 2005, 2006, 2007 and 2008 calendar years respectively. And 49.83%, 53.7%, 57.06%, 49.75% and 49.39% were enrolled from grade five to grade eight. In general the enrollment or participation rate of girls is a bit lower than 50% of the total students. The table also indicates that the enrollment rate of girls is increased from year to year. 41.73%, 196.96%, 63.40% were their increments in 1-4, 5-8, and 1-8 grade level respectively in the five years. As can be seen in the table there is an increment of female students' enrollment. But still it needs effort to improve the situation.

Table -3.2 School age population, enrollment, and coverage at the woreda level

Year	School age population 7-14 years old			Enrollment of 1-8 by sex			Coverage by sex		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
2004	8201	7553	15754	4447	5627	10074	54.23	74.50	63.95
2005	8447	7780	16227	5468	6657	12125	64.73	85.57	74.92
2006	8701	8014	16715	6492	7791	14283	74.61	97.21	85.45
2007	8962	8255	17217	8440	8056	16496	94.18	97.59	95.81
2008	9231	8503	17734	9382	9195	18577	101.64	108.13	104.78

Source: Tahatay Koraro Education Office

Table 3.2 indicates that except in 2008 all the school age male and female children are not enrolled to school. As the coverage indicates even though, the coverage of female students is greater than males; it is lower than the school age population of females except in 2008. Above 100% coverage indicates there are two problems.

1. Since the housing and population census was taken in 1994, which is before 14 years the estimation of school age population may not be accurate.
2. The accurate age of primary school (1-8) is from 7-14 years old, but when we see actually above 14 years old are enrolled in the primary school.

Table 3.3 Girls' Dropout rate in the woreda from year 2004 up to 2008

Grade	2004			2005			2006			2007			2008		
	Total	Girls	% of	Total	Girls	% of	Total	Girls	% of	Total	Girls	% of	Total	Girls	% of
1	425	228	53.65	250	108	43.20	315	135	42.86	234	80	34.19	78	38	48.71
2	123	60	48.78	71	31	43.66	156	57	36.54	70	23	32.86	65	33	50.77
3	143	77	53.85	54	31	57.41	116	55	47.41	72	21	29.17	24	8	33.33
4	141	82	58.16	84	41	48.81	77	37	48.05	56	20	35.71	22	7	31.82
1-4	832	447	53.73	459	211	45.97	664	284	42.77	432	144	33.33	189	86	45.50
5	102	42	41.18	68	36	52.94	133	65	48.87	56	31	55.36	23	16	69.56
6	87	32	36.78	33	10	30.3	78	27	34.62	51	25	49.02	30	20	66.67
7	72	26	36.11	35	9	25.71	57	21	36.84	67	32	47.76	28	18	64.29
8	28	9	32.14	33	25	75.76	30	12	40	41	18	43.90	25	20	80.00
5-8	289	109	37.72	169	80	47.34	298	125	41.95	215	106	49.30	106	74	69.81
1-8	1121	556	49.60	628	291	46.34	962	409	42.52	647	250	38.64	295	160	54.29

Source: Woreda Tahtay Koraro Education Office, 2008

Table 3.3 shows that the dropout of girls in 2004 year in the Woreda was high which is 49.6% of the total dropout rate and 46.34%, 42.5%, 38.64%, and 54.24% for in 2005, 2006, 2007 and 2008 respectively. This shows that the dropout rate decline from 2004 to 2007 but it has increased in 2008. Though, it is still high. The reason for declining is there is team from the Woreda up to the school level to return the droppers. But it needs to work hard more in the future.

Table 3.4. Girls' Repetition Rate of the Woreda

Grade level	2004					2005					2006					2007				
	Number of student sate in the exam		Repetition rate			Number of student sate in the exam		Repetition rate			Number of student sate in the exam		Repetition rate			Number of student sate in the exam		Repetition rate		
	Total	Girls	Total	Girls	%of girls	Total	Girls	Total	Girls	%of girls	Total	Girls	Total	Girls	%of girls	Total	Girls	Total	Girls	%of girls
1	2247	1282	64	36	56.25	3167	1655	66	38	57.56	2659	1354	68	38	55.88	3437	1590	95	44	46.32
2	1487	878	26	20	76.92	2178	1248	34	22	64.71	3079	1624	65	33	50.77	2641	1344	52	30	57.69
3	1584	933	21	16	76.19	1469	874	2	2	100	1991	1156	50	32	64	3009	1611	50	35	70
4	1614	936	87	66	75.86	1578	940	27	24	88.89	1409	816	32	24	75	1908	1119	35	22	62.86
1-4	6932	4029	198	138	69.70	8392	4717	129	86	66.67	9138	4950	215	127	59.07	10995	5664	232	131	56.47
5	741	388	34	27	79.41	1344	769	30	28	93.33	1471	876	51	39	76.47	1380	809	50	36	72
6	542	293	13	11	84.62	764	404	3	3	100	1301	781	17	13	76.47	1364	813	23	16	69.56
7	447	224	42	32	76.19	589	320	12	6	50	728	385	16	12	75	1284	759	14	11	78.57
8	291	137	57	35	61.40	408	185	20	12	60	683	390	13	7	53.85	826	461	139	87	62.59
5-8	2021	1042	146	105	71.92	3105	1678	65	49	75.38	4183	2432	97	71	73.20	4854	2842	226	150	66.37
1-8	8953	5071	344	243	70.64	11497	6395	194	135	69.59	13321	7382	312	198	63.46	15849	8506	458	281	61.35

Source: Woreda Tahtay Koraro Education Office, 2008

The above Table, table 3.4 indicates that the repetition rate of girls in all classes is high in all years. When we see the repetition rate of girls from grade one up to grade eight, were 70.64%, 69.59%, 63.46% and 61.35% of the total repeaters in 2004, 2005, 2006, and 2007 years respectively. Even though, it decline from year to year it is still high.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

Introduction

This chapter presents the survey results and the accompany discussions. The first part contains background information of the respondents including pupils, teachers, school directors and parents. The second part relates to girls enrollment and factors that affect them in the woreda. This is followed by an analysis of the dropout rate of girls in primary schools. Other results include the distribution of favored conditions for learning to girls, academic performance of girls and factors affecting girls' participation in the primary schools of the woreda.

4.1 Background Information of the Respondents

The data sources for the study are sample female pupils', school directors and teachers and parents drawn from eight primary schools of the Tahatay Koraro woreda. Some of the background information is summarized in Table 4.1.

Table4.1. Background information of respondents

No	Item	R e s p o n d e n t s									
		Students		Teachers		School directors		Parents		Total	
		No	%	No	%	No	%	No	%	No	%
1	Sex										
	Male			37	46.25	8	100	16	66.67	61	29.33
	Female	96	100	43	53.75	-	-	8	33.33	147	70.67
	Total	96	100	80	100	8	100	24	100	208	100
2	Age in years										
	10-15	76	79.17	-	-			-	-	76	36.54
	16-20	20	20.83	5	6.25	-	-	-	-	25	12.02
	21-25	-	-	40	50.0	-	-	-	-	40	19.23
	26-30	-	-	13	16.25	-	-	-	-	13	6.25
	31-35	-	-	11	13.75	2	25	3	12.5	16	7.69
	36-40	-	-	8	10	3	37.5	6	25	17	8.17
	Above 40	-	-	3	3.75	3	37.5	15	62.5	21	10.1
	Total	96	100	80	100	8	100	24	100	208	100
3	Service in years	-	-								
	1-5	-	-	45	56.25	-	-	-	-	45	21.64
	6-10	-	-	15	18.75	-	-	-	-	15	7.21
	11-15	-	-	7	8.75	1	12.5	-	-	8	3.85
	16-20	-	-	13	16.25	2	25.0	-	-	15	7.21
	Above 20	-	-	-	-	5	62.5	-	-	5	2.4
	Total	-	-	80	100	8	100	-	-	88	100
4	Qualification										
	T.T.I	-	-	24	30.0	-	-	-	-	24	11.54
	Diploma	-	-	55	68.75	6	75	-	-	61	29.33
	Degree	-	-	1	1.25	2	25	-	-	3	1.44
	Total			80	100	8	100	-	-	88	100
5	Education level by grade	-	-								
	Illiterate	-	-	-				19	79.17	19	9.13
	1-4	35	36.46	-	-	-	-	1	4.17	36	17.31
	5-8	61	63.54	-	-	-	-	4	-	65	31.25
	Total	96	100	-	-	-	-	24	100	120	100

Source: Survey, 2008

Table 4.1 shows that, the total sample size of the study is 208, of these female pupils were 96, 80 teachers, 8 school directors and 24 parents. Regarding the gender of the respondents all pupils, 53.75% of the teachers and 3.33% of the parents were female and the rest of respondents were male. This may indicate that they are varied and explained with the issues under study.

As far as the age is concerned, 79% of the pupils were between the age groups of 10 to 15 and the remaining 21% were between 16-20 years. The majority of the teachers (96%) were between 21-40 age group indicating a youthful teaching staff, while all the parents and school directors were above the age of 30 years.

As regards to the years of service Table 4.1 indicates that 56.25% and 18.75% of teachers have served from 1 to 5 and 6 to 10 years respectively, 8.75% of teachers, one of school director has served from 11 to 15 years, while 16.25% of teachers two of school directors have served from 16 to 20 years and finally 62.5% of school directors have served above 20years. As we have observed 56.25% or above 50% of the teachers have few (below 5 years) service, whereas 62 % which are above 50% of school directors have serviced above 20 years.

Concerning the qualifications, 30% of teachers were TTI, 68.75% teachers and 75% of school directors were diploma holders, while the remaining 1.25% of teachers and 25% of school directors were first degree holders. It is obvious that the qualification of teachers is the main factor for the existence of quality education in school.

On the other hand 79.17% of the parents were illiterate 4.17% and 16.66% of the parents have from grade 1-4 and 5-8 education level respectively whereas 36% and 64% of the pupil respondents were from 1-4 and 5-8 grade levels respectively.

Table 4.2. Effect of family background on the academic performance of female students

No	Item	Student respondents	
		Number	%
1	Occupation of parents		
	a. Government employed	5	5.21
	b. Merchant	2	2.08
	c. Driver	1	1.04
	d. Farmer	84	87.5
	e. Daily laborer	3	3.13
	f. Military	1	1.04
	Total	96	100
2	Monthly Income of parents		
	a. Below 100 birr	31	32.29
	b. 100-300 birr	23	23.96
	c. 301-400 birr	3	3.13
	d. 401-500 birr	9	9.38
	e. above 500 birr	30	31.25
	Total	96	100
3	Education level of parents		
	a. College and above	3	3.13
	b. Grad 9-12	2	2.08
	c. Grade 1-8	18	18.75
	d. Illiterate	73	76.04
	Total	96	100

Source Survey, 2008

Item number one Table 4.2 deals with the occupation of parents; accordingly 5.21% of respondents indicate that their parents are government employees, 2.08% merchants, one driver, 87.00 % farmers, 3.13% daily laborer and 1.04% military were occupation of the parents of the students. Since the woreda is in rural area, majority of the student respondents' parents were farmers. Female students from such family are expected to help their parents in agricultural activities and home activities. And the parents are giving more attention to their agricultural work; they consider education as secondary or activity that done after completing agricultural work. Therefore female students in the rural area are influenced in their educational performance because they have no enough time to do their home works effectively and to study their lessons.

Regarding the monthly income of the students' families, 32.29% indicated that it was below 100 birr, 23.96% from 100 to 300 birr, and 3.13% between 301 to 400 birr. Further more,

3.8% and 31.5% of the respondents indicated that their income ranged from 401 to 500 and above 500 birr respectively. From these figures, we can see that the majority of the students are come from very low-income families, who may not be able to pay for their educational expenses. Students from such family background may not have full materials that are necessary to facilitate the learning process. Under such circumstance the educational performance of students is likely to be poor.

Concerning to the educational level of parents, the majority of them (76%) are illiterate, 3% of them have attained college and above and also 21% of the parents have attained from grade one up to twelve. The fact that most of the parents are illiterate means that they are not familiar with the learning activities especially in following up of academic efficiency of their children and in facilitating different educational materials. Even though low in-come and low educational level of families affect for both males and females, it highly affects females.

4.2 Girls Enrollment and Factors that affect them in the Woreda

The first and most important thing in the education of girls is the enrollment ratio. Enrollment ratio is directly related to the numbers of those individuals who register every year to attend primary schools. In this regard opinions of pupils themselves, teachers, school directors and parents are solicited on these aspects using the questionnaire and interview forms prepared for them. The results obtained are presented and discussed as follows.

In connection with female enrollment sample pupils, teachers' school directors and parents are asked if all school age girls in their locality attended school. The responses provided by the respondents are summarized in Table 4.3.

Table 4.3. Responses of pupils, teachers, and parents whether all the school age girls in their locality attend school

Do all the school age girls attend school in your locality?	Respondents							
	Pupils		Teachers and directors		Parents		Total	
	No	%	No	%	No	%	No	%
Yes	45	46.88	42	47.73	14	58.33	101	48.56
No	51	53.12	46	52.27	10	41.67	107	51.44
Total	96	100	88	100	24	100	208	100

Source: Survey, 2008

All the 96 pupils, 88 teachers, and school directors, and 24 parents included in the study responded to the question in table 4.3. Accordingly 46.88% of pupils, 47.73% of teachers and school directors and 58.33% of parents; of the respondents indicated that all the school age girls in their locality did get the chance to attend primary school. On the other hand, 53.12% of pupils, 52.27% of teachers and school directors, and 41.67% of parents indicated that all school age females did not get the chance to attend primary school.

The data from table 3.2, which is obtained from document analysis, shows that there is high coverage of female students. But, the data in table 4.3, which is obtained from respondents, indicate that there is low coverage. This inconsistency needs further investigation.

The pupils, teachers and school directors and the parents who answered that all the school age girls in their locality do not attend primary school are further asked to give reasons for their response. Some of the reasons they mentioned are summarized in Table 4.4.

Table 4.4. Factors that affect school age girls' primary education

Reasons or factors that affect girls school attainment	Respondents							
	Pupils		Teachers & directors		Parents		Total	
	No	%	No	%	No	%	No	%
Economical problems (unable to cover cost of educational materials, food, cloth)	14	27.45	6	13.04	4	40	24	22.43
Moving long distance from home to school	3	5.88	-	-	-	-	3	2.8
Lack of interest from the side of the society to let female students go to school	11	21.57	19	41.3	2	20	32	29.90
Social and cultural problem (early marriage)	23	45.1	17	36.96	3	30	43	40.2
Child labor is high in the place	-	-	4	8.7	-	-	4	3.74
Keeping animals	-	-	-	-	1	10	1	0.93
Total	51	100	46	100	10	100	107	100

Source: Survey, 2008

Table 4.4 indicates that 22.43% of the respondents said economical problem is one factor, 40.2% of the respondents said socio cultural problems such as marriage, 22.9% of the respondents responded lack of interest from the side of the society to let female students to go to school, whereas only 3 students, 4 teachers and directors and one parent responded, moving long distance from home to school, child labor and keeping animals respectively are also dominant. In general according to the respondents economical problem and socio cultural problems are the major factors, which affect girls' school attainment. In addition to this the sample pupils are also asked whether their family supported their education or not. The response is summarized in Table 4.5.

Table 4.5. Parents support for female students or not

Responses	Pupils Respondents	
	No	%
Yes	66	68.75
No	30	31.25
Total	96	100

Source: Survey, 2008

As indicated in Table 4.5, 68.75% of the respondents responded yes, whereas 31.25% responded no or their family did not support for their education. Regarding the latter, pupils who said no are also asked to mention the reasons. The responses are summarized in Table 4.6.

Table 4.6 Reasons for not get support from their parents (Response of the students)

Reasons	Pupils	
	No	%
Lack of parents awareness in giving attention to education	15	50
Lack of money to cover educational cost	3	10
Not giving (lack of) sufficient time to read and study	6	20
Lack of morals and motivations	6	20
Total	30	100

Source: Survey, 2008

As can be shown in Table 4.6, the reasons that the majority or 50% of the group mentioned that lack of parents awareness in giving attention to education and the rest of the respondents mentioned that, lack of money to cover educational cost, lack of sufficient time to read and study, lack of awareness of parents about female education and economic problems are the main problems of the woreda.

The sample pupils are also asked whether they faced any problems related to their education. The problems they mentioned are indicated in Table 4.7.

Table 4.7. Problems facing related to girls' education

Response	Pupil Respondents	
	No	%
Early marriage	34	35.42
Burden of home tasks	40	41.67
Economical problem	22	22.91
Total	96	100

Source: Survey, 2008

Table 4.7 indicates that 35.42% of the respondents replied early marriage, 41.67% responded burden of home tasks, and 22.91% said economical problems. This implies that social, economical, and cultural were the main problems faced by female students.

Related questions are also raised to parents of the sample pupils in an interview regarding of the contribution to their daughters to succeed their education. The responses are summarized in Table 4.8.

Table 4.8. Whether parents help their daughters or not

Response	Parent Respondents	
	No	%
Yes	19	79.17
No	5	20.83
Total	24	100

Source: Survey, 2008

Table 4.8 indicates that about 79% of the respondents said yes meaning that they help their daughters to succeed in their education whereas about 21% of the respondents responded that they do not help them.

For those parents who said yes, we support they are also asked what kind of support they give. Their responses are summarized in Table 4.9.

Table 4.9. Support given by parents to their daughters

Type of support	Respondents	
	No	%
Educational material	4	21.05
Morals and motivations	8	42.11
Give time to study and read	5	26.32
Purchase of books and dictionary	2	10.53
Total	19	100

Source: Survey, 2008

As indicated in Table 4.9, the majority (42%) of the respondents selected giving morals and motivation. The others, about 21%, 26% and 11% of the respondents mentioned giving support by educational materials, giving time to read and study and purchase of books and dictionary respectively. Those indicated that majority of the parents are motivate and give support to female education. This leads to increase participation of females in school.

4.3. Dropout Rate of Girls in Primary Schools and Factors Affecting

It has been tried to demonstrate that relatively speaking, girls in the sample areas and even in the woreda at all have better opportunities for participation in primary education than ever before. This development, however, seems to take place not only slowly but also with some conflicts and challenges. One of the most important challenges is the dropout rate of female pupils in their education at the primary level. The data are obtained from the research with regard to girls' survival in primary education and some of the factors that affect their education are discussed below.

Table 4.10 Female pupils' response on dropout rate

Interruption in education	Responses	
	No	%
a. Yes	26	27.08
b. No	70	72.92
Total	96	100

Source: Survey, 2008

Female pupils are asked whether their education has been interrupted in the past. The majority of them (73%) revealed that they had not been interrupted while the rest said they had been interrupted. Another question asked to the pupils who said yes, were to mention the reasons for the dropout rate. The responses are summarized in Table 4.11.

Table 4.11 Reasons for dropout rate of female pupils

Reasons	Pupils	
	No	%
Early marriage	4	15.38
To support the family	7	26.92
Economical problem to fulfill the necessity	6	23.08
Moving long distance from home to school	6	23.08
Disease (illness)	3	11.54
Total	26	100

Source: survey, 2008

Table 4.11 indicates that majority of the respondents (26.92%) and (23.08%) revealed that to support the family economical problems and moving long distance were the reasons for the dropout rate while the rest 15.38%, and 11.54% said that early marriage and disease were some of the reasons.

Table 4.12. Dropout rate of girls in the sample schools

Dropout rate in locality	Respondents	
	Teachers and school directors	
	No	%
a. High	20	22.73
b. Medium	37	42.05
c. Low	31	35.23
Total	88	100

Source: survey, 2008

The teachers and school directors are asked to indicate the effect of the dropout rate in their schools. Table 4.12 indicates that 22.73% of the respondents of teachers and school directors answered high, 42.05% and 35.23 of the respondents respond there were medium and low dropout rate in their school respectively. The data of Table 3.3 shows that high dropout of female students as compared to males, which is above 50% of the droppers. This shows that the data obtained from record is consistent with the information obtained from the respondents.

The teachers and school directors have mentioned different reasons for the high and medium dropout rate in their school. The reasons are summarized in Table 4.13.

Table 4.13 Reasons for female high dropout rate:

Reasons	Teachers and school directors	
	No	%
Shortage of facility in the school	1	1.75
Moving long distance from home to school	4	7.02
Social and cultural problems (early marriage)	37	64.91
Economical problems	5	8.77
Parents give less attention to female students	10	17.54
Total	57	100

Source: survey 2008

As indicated in Table 4.13 the majority of the teacher and school director respondents (65%) revealed that early marriage is the main reason for high dropout rate in the area while the rest revealed that shortage of school facility, long distance from home to school, economical problem, and parents give less attention to female students were some of the reasons. This states that early marriage is the dominant problem for high dropout rate in the woreda. Even though factors other than early marriage affect both male and female students, female students are highly affected.

In addition to this the respondent asked at what grade level was high dropout rate the response is summarized in Table 4.14.

Table 4.14. Dropout rate of female students by grade level

Grade level	Responses	
	No	%
1-4	15	17.05
5-8	53	60.22
1-8	20	22.73
Total	88	100

Source: survey 2008

Table 4.14 indicates that the majority of the respondents (60%) revealed that the dropout rate of females was high in grades five to eight while the rest of the respondents revealed that the dropout rate is high in grades 1-8. As can be observed from Table 3.3, the dropout rate of female students is high in grades five to eight.

Related questions are asked to the parents whether their daughter dropout their education or not. The response is summarized in the following Table 4.15.

Table 4.15. Dropout rate of daughters

Has your daughter ever dropped out?	Parents	
	No	%
Yes	15	62.5
No	9	37.5
Total	24	100

Source: survey 2008

As indicated in Table 4.15, sixty three percent of the respondents answered yes while the rest answered no. The major reasons mentioned for high dropout rate is included in helping her mother at home; early marriage and disease were some of the reasons. In general the survey results indicate there is a high drop out rate in schools this is due to socio cultural problems. Since there was a high dropout rate in the woreda another related question is raised on measures to be taken to alleviate this by the teachers and school directors. According to their responses, teachers and directors contact parents and create agreement with them to sign in order to send their daughters to school. This was some of the measures taken by the teachers and school directors in order to eradicate early marriage.

4.4. Existence of Conducive Learning Atmosphere

In recent years, Ethiopia has experienced positive changes regarding female education. The opportunities for educational participation are open today to girls on equal terms with boys. In some cases, even more favorable conditions for learning have been created for girls. For example, the education and training policy of the country stated that, "special attention will be given to women in preparation, distribution and use of educational support in puts" (Ethiopian Education Policy, 1994:29). Moreover, one of the specific policy objectives states "to gear education towards reorienting society's attitudes and values pertaining to the role

and contribution of women in development” (Ethiopian Education Policy, 1994:11). All these may be considered as positive steps towards creating conducive learning atmosphere for girls. However some questions still remain unsolved about female education. These relate to whether favorable conditions for learning exist both at school and at home or not. If we start from the sample female pupils themselves, one question raised to them in the interview was whether their parents give more emphasis to female students or not. The response of the pupils is summarized in Table 4.16.

Table 4.16. Parents’ emphasis on female education

Response	Pupil Respondents	
	No	%
Yes	55	57.29
No	41	42.71
Total	96	100

Source: survey, 2008

Table 4.16 shows that the majority of the respondents (57%) said yes and the rest 43% responded no. As indicated in Table 4.16 about 43% responded that the parents did not give more emphasis for female students. In addition to this a question is raised to the respondents for those who said no to reason out for their response. The reasons mentioned by the respondents are indicated in Table 4.17

Table 4.17. Reasons of parents for not prioritizing female education

Reasons	Pupil Respondents	
	No	%
Lack of awareness on initiation given for female students	2	4.88
Poor understanding on education	7	17.07
Because they need female students to stay at home to do home activities	24	58.54
Early marriage	8	19.51
Total	41	100

Source: survey, 2008

4.5. Academic Performance of Girls in Primary School

It has already been stressed in the previous section that one of the challenges in female education is their dropout rate with their education. Another important area of challenge in female education is their academic performance /achievement. It was found out in the study that a large number of female pupils left school before completing primary education. In examining female pupil's academic performance, some related questions are presented to the sample pupils, parents, teachers and school directors in the interview and the questionnaire. Female pupils are asked about their average rank in class. The pupils' responses are summarized in Table 4.23.

Table 4.23. Female pupils average rank in their class

Response	Respondents	
	No	%
a. Rank from 1-3	14	14.58
b. Rank from 4-10	35	36.46
c. Rank from 11-15	14	14.58
d. Rank from 16-20	6	6.25
e. Rank from 21-25	15	15.63
f. Above 25	12	12.50
Total	96	100

Source: survey, 2008

Table 4.23 indicates that about 51% of the respondents ranked in from first up to ten. This indicates that the respondents consider the measures to be doing very well in school. But the data in Table 3.4 shows high repetition rate of females. We can see that the response of the pupils regarding their rank is not consistent with the data obtained from record.

In addition to this pupils are asked whether female students participate actively in the class or not. The responses are summarized in Table 4.24.

Table 4.24. Female pupils' participation in class

Do female students actively participate in class?	Respondents	
	No	%
a. Yes	58	60.42
b. No	38	39.58
Total	96	100

Source: survey, 2008

Table 4.24 indicates that 60.42% of the respondents said “yes” that female pupils actively participated in class. The rest 39.58% respond “No”. This indicates that even though doing a lot of things to increase the academic performance and females' participation in class, the change is not as needed. It also needs a lot of effort to increase the active participation of female students in the sample schools and in the woreda at all.

Pupils who responded no are further asked the reasons for not actively participating in class. The responses are summarized in Table 4.25.

Table 4.25. Reasons for low female participation in class

Reasons for low participation	Respondents	
	No	%
Teachers do not motivate for females to participate in class.	3	7.90
Female students afraid to task and answer in the class	33	86.84
No time to read and study	2	5.30
Total	38	100

Source: survey, 2008

As we can see from Table 4.25 the majority of the respondents (87%) indicate that fear to ask and answer questions in the class is the reason for low participation in class, whereas the rest of the respondents said that teachers do not motivate female students. Other reasons given by the students were shortage of time to read, study, and to exercise their lessons to upgrade their performance.

Table 4.27 indicates that the majority of the respondents (68%) said that the teachers do not give more emphasis on females while the rest 32% response female students by them selves have no interest to read and study. This indicates that the support and emphasis given to female students by the teachers is not as needed. Therefore the woreda education office should supervise schools timely and strength the academic relation ship of teachers and female pupils.

In connection to the academic performance of female pupils some questions are raised to sample teachers and school directors. One of the questions was “How are the results of female pupils in your primary school in general?” The responses of the teachers and school directors are summarized in Table 4.28.

Table 4.28. Teachers' and school directors' evaluation of female pupils result in primary school

Rate of results	Respondents	
	No	%
a. High	5	9.09
b. Medium	50	56.82
c. Low	30	34.09
Total	88	100

Source: survey, 2008

Table 4.28 shows that, only 9% of the respondents rated the female pupils' results as high, while the rest 57% and 34% ranked them as medium and low respectively. In general the majority of both the parent and the teacher respondents rated the results of female pupils as medium and low. This idea is parallel with the data obtained from record indicated in Table 3.4. This implies that the academic performance of female pupils is low in the sample schools.

The teachers and school directors give reasons for low achievement of female pupils in primary school. The responses are summarized in Table 4.29.

Table 4.29. Reasons for low achievement of female pupils (Teachers' and school directors' responses)

Reasons mentioned	Respondents	
	No	%
Shortage of time to study and read	16	36.36
Lack of books and other materials	4	9.09
Female students by themselves lack interest to read and study	3	6.82
Social and cultural problems	21	47.73
Total	44	100

Source: survey, 2008

Table 4.29 indicates that 36%, 9% and 7% of the respondents cited shortage of time to study lack of books and other material and female students by themselves lack interest to read and study. The rest 48% answered social and cultural problems were the reasons.

In general different reasons were reply by the respondents (pupils, teachers and parents). Therefore to increase the academic performance of female pupils both parents' teachers and the female pupils by themselves have work together and put solutions for the reasons.

4.6 Factors that Affect Girls' Education

There are many factors that affect girls' participation, dropout rate and academic performance in the primary school. Among those factors are facilities like toilet, drinking water enough class rooms, books, chairs and distance from home to school are some of the factors (Survey, 2008).

Regarding this, some questions are forwarded to the pupils, parents, teachers and school directors in the interview and the questionnaire. One of the questions asked to the female pupils was "is there toilet in your school?" About 54.17% of the respondents were respond "yes" means there is toilet in the school and 45.83% of the respondents were respond no

(there is no toilet in their school). Related to this, another question was forwarded to the respondents who said “yes” The question was “if there is toilet how secured is it?” The responses of the respondents are summarized in the following table 4.30.

Table 4.30. Security and usage of the toilet

Toilet usage	Respondents	
	No	%
There is separate toilet for boys and girls.	16	30.77
There is separate toilet but it is not clean.	28	53.85
Both male and female use together.	8	15.38
Total	52	100

Source: survey, 2008

Table 4.30 reveals that 30.77% of the participants respond that there is separate toilet for boys and females whereas 53.85% of the participants confirm the presence of separate toilet although not clean. The rest 15.38% of the participants confirm the absence of separate toilet. From this data we can conclude that the facility of clean and separate toilet is not fulfill. Even though this may affect both boys and girls, it may highly affect female students.

In addition to this female pupils are asked whether there was drinking water in the school. The response of the respondents was summarized Table 4.31.

4.31. Availability of drinking water in the school

Availability of drinking water	Respondents	
	No	%
a. Yes	52	54.17
b. No	44	45.83
Total	96	100

Source: survey, 2008

Table 4.31 indicates that the majority of female respondents (54%) answered the existence of water in the school while the rest 46% of the respondent respond on the contrary.

Finally, distance from home to school, the study results indicates that the majority (52%) of the students travel long distance to access schools. This implies that increase in dropout rate and low enrollment, especially for female pupils. The response of the pupils is summarized in Table 4.32.

Table 4.32 Distance from home to school

Distance from home to school	Respondents	
	No	%
a. one kilometer	23	23.96
b. 1-2 kilometers	23	23.96
c. 2-3 kilometers	25	26.04
d. above 3 kilometers	25	26.04
Total	96	100

Source: survey, 2008

Regarding to the facility of drinking water, toilet enough classroom, chair, and books one question is forwarded to the parents in the interview. The question was is there enough facility in the school of your locality?" The responses of the respondents are summarized in Table 4.33.

Table 4.33. Availability of facilities in the school

Availability	Respondents	
	No	%
a. Yes	10	41.67
b. No	14	58.33
Total	24	100

Source: survey, 2008

Table 4.33 indicates that 41.67% of the parent respondents respond "yes" this means that there is enough facility in their school and while majority of the respondents (58.33%) respond "no" (there is no enough facility in their school).

Motivation is also one of the factors that affect female education. Related to the motivation one question is forwarded to the teachers and school directors. The question was “is there any motivation or reward given to female students for those who get good results?” the response of the respondents was summarized in table 4.35.

Table 4.35. Availability of motivation to female students

Availability of motivation	Respondents	
	No	%
a. Yes	51	57.95
b. No	37	42.05
Total	88	100

Source: survey, 2008

Table 4.35 indicates that 57.95% of the respondents respond “yes” which means motivation in the form of reward have been given in their school. Where as 42.05% of the respondents respond in the contrary.

Another question like “what kind of rewards given?” is requested to be answered by those who said yes. According to the teachers and school directors, the kinds of reward given in the sample schools were educational material and certificate.

Summary

Majority of the participant pupils come from low-income families. And 51% of the female pupils respond that all the school age female children do not get the chance of attending school due to economic problem, long distance from home to school, poor attitude of society towards female education, socio cultural problems, and child labor. About 69% of the respondents get support of their parents, whereas the rest 31% do not get support due to lack of parents' awareness and economical problems.

Regarding to the dropout rate of females 27% of the pupils, 23% of teachers and school directors, and 62% of parent respondents believe that there is high dropout rate of female pupils. This is due to early marriage, to support their family, long distance from home to school, and economical problems. About 60% of the pupil participants respond that they get morals and education materials support from Women Affairs. In addition to this about 71%

of the pupil respondents, reply tutorial class is given in the school some times, which most of the students believe that it helped them improve their performance. Most of the parents, teachers, and directors believed that the academic performance of female students was almost below average. Moreover, some of the school factors that affect female education forwarded by the participants are shortage of drinking water, toilet, and books.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The purpose of this study was to investigate the factors that affect girls' participation in primary schools of Tahtay Koraro woreda. To this end the study investigated many factors by using descriptive methods.

In order to assess the purpose of the study, basic questions are raised for the study. These were:-

1. What is the participation/enrollment rate of females in primary schools of the woreda?
2. What are the factors that affect girls' participation rate in the woreda?
3. How can we determine the success of girls in primary school?
4. What measures can be taken to eradicate the problems?

The study is conducted using 96 female students, 24 parents, 88 teachers and school directors. Data is collected using the questionnaire and interview. Both closed and open-ended items are used to get sufficient information leading to analysis. Moreover, documents available in the education office of the woreda are considered as additional sources of information.

The data obtained are analyzed using percentages based on the analysis. The following are the major findings of the study.

- 5.1.1 All the students are coming from rural and low-income families. Their families are unable to cover the educational cost of their daughters. In addition to this, the majority of the parents of the female respondents were illiterate.
- 5.1.2 As the response of the respondents 48.56% of the total respondents said that all the school age girls in their locality go to school, whereas 51.44% of the total respondents said, all the school age girls did not get the chance of attending school. In addition to

- Both the regional education bureau and woreda education office should give an attention in distributing timely and appropriately the necessary teaching materials.
- Both the woreda government and the society should pay attention to fulfill the facilities of schools like drinking water, toilet, constricting enough classrooms and supplying enough chairs.

5.3.3 To overcome the problems of high dropout rate of girls, the schools have to create strong contact with parents, and Parent's Teachers Associations. Evaluate the rate of drop out rate weekly and try to return back the droppers to their school.

- The schools should create awareness to the society to eradicate early marriage.
- The woreda government should open additional schools with the standard distance to over come the long distance problem from home to school.

5.3.4 The causes of success or failure in academic performance of the girls are related to the effort and study habit of the student them selves, teaching ability of the teachers and parents awareness.

1. Schools should prepare to acquaint students on how to manage their time and use it for study, which can be done by the teachers.
2. The teachers should be strong enough in their teaching ability.
3. Teachers should make cloth relation ship with parents in order to inform them about the academic status of their daughters from time to time so that they could provide ample time for study with all possible help.

5.3.5. Separate tutorial classes for girls are the best support. But the tutorial classes given at this time is very weak. Therefore, the schools should give great emphasis for the tutorial classes and should add the time of the tutorial classes.

5.3.6. Conducive environment and good awareness of the parents and society are better for girls' education. But there was low awareness of parents and the parents were not support to their daughters to succeed their education. Therefore the schools should create awareness of the parents and the society to support female students.

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7. When did you start schooling? _____

8. Have you ever been interrupted in your education at any time in the past?
A, Yes B, No

9. If your answer to question number "8" is yes, what was the problem?
A, Because of early marriage B, to support for family
C, lack of many to fulfill the necessity D, Conflict with teachers,
E, long distance from home to school F, Because of poor performance G,
Other (specify) _____

10. What is your average rank in the class? _____

11. Did you frequently get any support from your family to succeed in your education?
A, Yes B, No

12. If the answer in question 11 is No, what do you think would be the reasons?

A, Lack of parents' awareness in giving attention to education

B, Because of lack of available money to cover materials

C, Lack of sufficient time to read and study

D, Lack of moral and motivation

E, others (specify) _____

13. Do you face any problems related to your education?

A, Yes B, No

14. If the answer in question 13 is yes, what are the problems? _____

15. Do you get any separate tutorial support? A, Yes B, No

16. If the answer in question 15 is yes, how often is it given?

A, Always C, Some times

B, Often D, Rarely

E, others (specify) _____

17. If you learn in the tutorial program, do you improve your result? (What is your result after the tutorial program?)
A, improved B, remained the same
C, decreased d, others (specify) _____

18. Do you think that female students are active participants in the class?
A, Yes B No
19. If the answer in question "18" is no what are the problems?
A, teachers do not motivate for females to ask and give answer for the questions
B, teachers ask questions for male only
C, Female students afraid to ask and answer in the class
D, other (specify) _____

20. Is there any separate toilet in your school?
A, Yes B, No
21. If the answer in question 20 is yes, how secured is it?
A, It is separated only but girls use it B, It is separated but male student is use it
C, it is separated but it is not clear D, if any other specify _____

22. Is there drinking water in your schools?
A, yes B, No
23. How far is your school from your home?
A, less than 1 kilometer B, 1 upto 2 km
C, 2 upto 3 km D, above 3 km
24. Do you get any support from women association or women affairs?
A, yes B, No
25. If the answer in question "24" is yes what kinds of support you get?
A, educational material B, moral and motivation
C, giving advice for the parent for giving me more time to study and read
D, other (specify) _____

26. Do you think that your parents give more emphasis and support for female students?

A, Yes B, No

27. If your answer for question 26 is No what do you think are the reasons?

A, Lack of awareness on initiative given for female students

B, Because of poor understanding on education

C, because they need female students to stay at home to do home jobs

D, because they need to married early

E, if any other specify _____

28. What do you think the roles of the parents, teachers and governments in bringing possible solutions of female participation in education? _____

29. Mention your own suggestion to improve the situation? _____

Thank you!

II. Questionnaire for teachers and school directors

Dear Teachers and Directors:

I am doing a research on "The major factors that affect girls' participation in primary school of Tahtay Koraro." The Objective of the study is to know the major factors, which affect girls' participation in primary school, so that it would be possible to suggest possible solutions. There fore, you are kindly requested to answer the questions given in this questioner. The data obtained will be used for a research paper that serves as a partial fulfillment for M.A Degree in regional and Local Development Study (RLDS). I greatly thank you for the invaluable information that you provide me with your responses will remain confidential.

NOTE:

- a) You are not required to write your name
- b) Encircle your answers for the choices and put your answer in the space provided for the non choices questions, it is also possible to circle more than one answer.
- c) Write your answers for the open –ended question on the space provided
 1. sex _____, Age _____ Education level _____
 2. Your experience in teaching _____
 3. How are the results of female student in your primary school in each general?
A, High B, Medium C, Low
 4. If the answer in question 3 is low what are the problems?
A, lack of enough time to study and read
B, social and cultural problem
C, shortage of educational material
D, shortage of books
E, others (specify) _____

 5. Do you give any support for female students in class room and out side the class room?
A, Yes B, No (If not Why) _____
 6. If the answer in question 5 is yes, what kind of support did you give?
A, motivate to ask questions and give chance to answer questions
B, educational material (supplying available materials)
C, giving rewards and motivations for the active female participants
D, create conducive environment for female student (create awareness of the parents and society
E, others (specify) _____

7. Do you give tutorial classes continuously?

A, yes B, No

8. If the answer in question 7 is yes how often do you give it?

A, Always B, Often

C, Sometimes D, Rarely

F, other (specify) _____

9. By whom are given the tutorial?

A, Female student B, male student C, A and B D, female teacher

E, male teacher F, D and E G, Other (specify) _____

10. How is the drop out rate of female students in your school?

A, high B, medium C, low

11. At what grade level is the drop out rate is high? A, grade one B, grade two

C, grade 3 D, grade 4 E, (1-4) F, grade 5 G, grade 6

H, grade 7 I, grade 8 J, (5-8) K, 1-8

12. If the drop out rate is high and medium, what are the problems?

A, shortage of facility in the school (toilet, drinking water, books

B, conflict with teachers

C, long distance from their home to school

D, social and cultural problems (early marriage)

E, lack of money to full file their basic needs (food, cloth) (poverty)

F, parents give less attention to female student

G, others (specify) _____

13. If there is dropout rate problem, what measures have you taken so far to alleviate the problem? _____

14. How is the enrollment rate of female students from time to time in your primary school?

A, increasing B, Decreasing C, no change D, other (specify)

15. Do you think all the school age female students are enrolled in your school every year?

A, Yes B, No

16. If the answer in question 14 is No what are the problems you assume?

A, social and cultural problems

B, economical problems (unable to cover the cost of educational materials, food, cloth)

C, parents give less attention to female students

D, child labor is high in the place

E, others (specify) _____

17. What is the average class-student ratio in your school? (1-4)? ____, (5-8)_, (1-8),

18. What is the average book – student ratio in your school? 1-4 ____, (5-8)_, (1-8),

19. Is there any motivation or reward given to females for those who get good results?

A, Yes B, No

20. If the answer in question 19 is yes, what kinds of reward is given?

A, money B, Educational material C, books D, certificate

E, other (specify) _____

21. What is the average result of female students in your primary school in general?

A, High B, medium C, low

22. If the answer in question 21 is low what do you think are the reasons?

A, shortage of time to study and read

B, Teachers do not motivate to the female students

C, Lack of books and other materials

D, female student lack interest

E, all

F, others (specify) _____

23. Mention your own suggestion to improve the situation? _____

Thank you!

III. Questionnaire parents

Dear Parents:

I am doing a research on "The major factors that affect girls' participation in primary school of Tahtay Koraro." The Objective of the study is to know the major factors, which affect girls' participation in primary school, so that it would be possible to suggest possible solutions. There fore, you are kindly requested to answer the questions given in this questioner. The data obtained will be used for a research paper that serves as a partial fulfillment for M.A Degree in regional and Local Development Study (RLDS). I greatly thank you for the invaluable information that you provide me with your responses will remain confidential.

NOTE:

- a) You are not required to write your name
- b) Encircle your answers for the choices and put your answer in the space provided for the non choices questions, it is also possible to circle more than one answer.
- c) Write your answers for the open –ended question on the space provided
 1. sex _____ Age _____, education level _____
 2. Your family size male _____ female _____
 3. What is your job _____
 4. How much is your monthly income?
 - A. Less than 100 birr
 - B. 101-300 birr
 - C. 301-400
 - D. 401-500
 - E. above 500 birr
 5. Do you send your children to school? A, Yes B, No
 6. If the answer in question 5 is yes, how many female students? _____ and male students? _____
 7. Did your daughter drop out from school in the past?
 - A, Yes
 - B, No
 8. If the answer in question 7 is yes, what were the reasons?
 - A, to help her mother at home
 - B, lack of money to cover the cost of food, cloth, education materials
 - C, marriage
 - D, social problem
 - E, conflict with the teachers
 - F, long distance from home to school
 - G, others (specify) _____

9. How your daughter's performance high in school?
A, strongly agree B, Agree c, Disagree
10. If the answer in question 9 is low what is the problem?
A, lack of enough time
B, no body can motivate her to study at home
C, shortage of educational material and books
D, teachers do not give emphasis for female students to participate in class (ask and answer questions)
E, others (specify) _____

11. Do you support your daughter to succeed her education?
A, Yes B, No
12. If the answer in question 11 is yes, what kind of support did you give? _____
A, Educational material
B, morals and motivations
C, give time to study and read
D, purchase of books and dictionary
E, other (specify) _____

13. Do you assume there is enough facility (toilet, drinking water, enough class room, and chair) in the school? A, Yes B, No
14. If the answer to question 13 is No can you mention the problems that female students face in school?
A, they can be ill B, increase their drop out rate
C, decrease their result D, all
E, others (specify) _____

15. What measures do you propose to avoid the problems that are mentioned in question number 14?
A, government must be provide, toile, drinking water, enough class rooms, supply chairs
B, society must supply their needs
C, both government and society must provide all
D, NGOs must provide facilities
E, others (specify) _____

16. Do you assume all the school age females are enrolled in school every year in your school? A, Yes B, No
17. If the answer to question 16 is No, what do you expect are the problems?
- A, the society lacks interest to send female student to school
 - B, long distance from home to school
 - C, Un able to cover the cost of educational material, food, cloth
 - D, early marriage
 - E, Conflict with teachers.
 - F, others (specify) _____
18. Mentions your own suggestion to improve the situation? _____

Thank you!

IV. Data gathered from the secondary sources

(Education office of the Woreda)

In Addis Ababa university

Regional and local development study (RLDS) post graduate program

Questionnaire to assess factors that affect girls' school participation in primary schools

Purpose of the study

The purpose of this questionnaire is to gather data for a Master of Arts Degree in Regional and Local Development Studies (RLDS). I am investigating the factors that affect girls' participation in primary school and propose some remedial measures.

The information that you shall provide will be need for the purpose of the study and you have to give your information confidential. Your information and opinions will be remained confidential

1. Registered students from 1995-1999 E.C by sex in each grade level of the primary schools?
2. Drop out rate from 1995-1999 E.C by sex in each grade level of the primary school
3. Performance of the student from 1995-1999 E.C by sex in each grade level. (How many they set in the exam? failed in each grade level every year?)
4. School age population by sex from 1995-1999 E.C

Thank you!

Declaration

This thesis is my original work and has not been presented for a degree in any other university and that all the sources of materials use for the thesis have been duly acknowledged.

Name Masho Belay

Signature

Date

MB
10/4/09

confirmed by the Adviser

Name Ignatius Mberengwa (PhD)

Signature Ignatius Mberengwa

Date 23/04/09