

**FACTORS AFFECTING FEMALES' ACADEMIC ACHIEVEMENT IN
GENERAL SECONDARY SCHOOLS OF WEST WOLLEGA ZONE**

BY : Niftalem Diana

ADDIS ABABA UNIVERSITY

**COLLEGE OF EDUCATION AND BEHAVIRIAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANEGEMENT**

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ZONE**

A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES OF ADDIS ABABA
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BY :-Niftalem Diana

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Acronyms

AIDS	Acquired Immune Deficiency Syndrome
EC	Ethiopia Calendar
GER	Gross Enrollment Ratio
EGSECE	Ethiopia General Secondary Education Certificate Examination
GPA	Grade Point Average
GPI	Gender Parity Ratio
MDG	Millennium Development Goal
MoE	Ministry of Education
NER	Net Enrollment Ratio
NGO	Non governmental Organization
OECD	Organization of Economic Cooperation and Development
OREB	Oromia Regional Education Bureau
UNESCO	United Nation Education, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
WEO	Woreda Education Office
ZE	Zonal Education Department

Abstract

The main purpose of this study was to assess major factors that have an impact on female students' academic achievement in general secondary schools of West Wollega Zone. The study aimed at identifying in school and out of school factors related to girls' academic achievement. To attain the objectives, the study employed a descriptive survey method. Thus, the study was conducted on four general secondary schools of West Wollega Zone that were selected using simple random sampling techniques from 30 general secondary schools of the zone. The study included 244 female students and 67 teachers selected using simple random sampling to give equal chance for all students, four principals and four woreda education office heads were selected by availability sampling techniques respectively, while eight parents of female students were included using accidental sampling techniques from sample schools. Questionnaires, document analysis and interview were the instruments for data collection. Statistical tools such as percentage, chi-square and rank order correlations were used to analyze the data gathered showed that the major in school factors affecting students' academic achievement in general secondary schools were lack of guidance and counseling services, female students failure to study, conduct tutorial and other supporting program; lack of motivation of female students to learn, and poor school facility were identified. On the other hand, , lack of time to study at home, lack of parental support., parental lack or low level of education, and household responsibility were identified as out-of-school factors that hindered females' academic achievement in the study area. The studies also found out that, the academic performance of female students were a function of multi dimensional variables, which generally emanate from in-school and out-of-school systems. Based on these major findings conclusions were made. Finally, based on the findings and conclusions certain recommendations were made.

CHAPTER ONE

1. THE PROBLEM AND ITS APPROACH

1.1 BACKGROUND OF THE STUDY

Education is the backbone of social and economic development of any country; as well as for individual advancement. The evidence from third world countries shows a close link between woman's education social and economic development, and between the sizes of the education gender gap and national development (King 1990). However, as Mak (1996) noted, even if women constitute proportionally a large group of the labor force in various economic sectors, economic development is unthinkable without the participation of women.

Females to be involved in any developmental activities, they should have the opportunity to be educated. As Yilma (1995) described, education enhances women's ability to perform the multitude of economic, social, cultural and political activities in which they are engaged and to learn new methods that vitally contribute to overall development and their well being in society. Yilma (1995) pointed out that mastery of literacy, innumeracy, communication information processing skills and cognitive development prepares women to be more productive, creative, appreciative, and participant in all spheres of life.

Nowadays, evidence shows that education is helping to improve health and productivity in developing countries. The poorest people appear to be benefiting the most from it. For the attainment of the required productivity and health, considering the education of females is very necessary (King, 1990). This idea is also shared by Hill and King (1993), too. Hill and King (1993) argue that educating females yields far-reaching benefits for girls and women themselves, their families, and the societies in which they live. Furthermore, Hyde (1993) says, educating girls offers the best hope to break the cycle of female deprivation. Increased schooling has similar effects on the incomes of males and females, but educating girls generates much larger social benefits.

Gender inequality in educational provision reflects deep-rooted traditions and values within the ideological, political, economic and socio-cultural fabric of societies (Kasete, 1995). In rural societies, girls are made to perform household and agricultural activities. According to Tehsome (2003:7), although it is difficult to obtain data from all parts of the world on equality of girls and boys in terms of access to education, projections previously developed up to the year 2000 indicated the persistence of disparities between girls and boys in formal educational systems around the world. In realizing the benefit of girls' education, nations are promoting females' education in a wide range. Particularly, the present government has shown a keen interest and taken a number of measures to increase girls' enrollment at various levels. Giving a special attention to increase the participation of women in the education system, this was emphasized in the Education and Training Policy (TGE, 1994).

Although the government has been making a considerable effort in some respects, there is still a wide gap among regions in students' enrollment rate and gender disparity (MoE, 2009). However, what matters is not only females' participation in education but also their academic achievement. So, parallel to increasing their participation in education, it is unquestionable to enhance the capacity to do well in their education, which determines their individual and societal well-being in the world of work.

Regarding the academic achievement of women, Duncan and Genet (1998) described a research that analyzed secondary education examination results in Botswana, Zambia and Kenya. The research revealed that girls performed poorer than boys in almost all subjects. Other studies conducted in most developing countries (Brock and Campmish, 1994; Bray and others, 1986) show that among few numbers of female students enrolled in schools, many of them are exposed to grade repetition at both primary and secondary levels of education. Odaga and Heneveld (1995) also affirm that once girls are in schools, they often experience high-grade repetition, particularly in secondary schools in sub-Saharan Africa.

In Ethiopia too, for female students' grade repetition is higher at the secondary level (Rose and others, 1997). In her study of female students' performance and participation in high schools of Addis Ababa, Genet (1991) showed that, the participation and attainment of girls in all

educational levels is lower than their male counter parts, and the disparities between the two sexes become significant in secondary and tertiary education levels.

The major barriers especially for girls are social and cultural factors, since Ethiopia is a country with varied population; cultures and traditions factors like early marriage, abduction and rape are the most reasons for girls not go to school or drop out as well as their low academic performance; parental and societal attitudes towards girl's education and the traditional practices are amongst the other reasons (Yisak, Workneh and Ashama, 2009). In the same way, the absence of schools in local community affects girls' academic achievement. Osheba (1986), as cited in Hill and King (1993) found that in rural areas the distance to a secondary school is negatively associated both with the aspirations of parents for their children's education and with the probability of a child attending secondary school. On the other hand, from various surveys and articles chronicling incidents sexual harassment have negative impact in education through absenteeism, lower achievement, loss of self-esteem and dropping out of school by victims.

Moreover, Hill and King also explain that, sex stereotyped perception has affected the achievement of girls in school. For instance, boys are encouraged in ways that will enable them to achieve complete and win; while girls are discouraged from developing sense of competitiveness in their educational endeavors.

It is, based on these facts that this study attempts to investigate the impact of these major factors on the academic achievement of female students in the area understudy. It also attempts to find alternative and relevant solutions to alleviate problems hindering the academic achievement of female students.

1.2 Statement of the Problem

Education gives women the proper status and makes them confident to undertake the right choices for themselves, their children and family. It is also the best means of achieving sustainable development and economic growth of a country. Even though women play a significant role for the over all development of a nation, they remain under represented at all levels of educations, informal or non-formal education. Few receive technical and vocational training and they also account for a very small proportion of enrollment in education both in developed and developing countries (Kelly and Elliott in Kassa, 2006). A number of studies conducted in Ethiopia regarding the participation, persistence and performance of female students both at primary and secondary schools are constrained by several interrelated social, cultural, economic and school related factors (Genet, 1998; Teshome, 2002; Kane, 2004; Tilaye and Bedru, 2006). Therefore, among those factors that affect females' academic achievement, the present study tried to assess in school and out-of-school factors that affect female students' academic achievement at secondary schools in specific areas of West Wollega Zone of the Oromia regional state.

Different evidences show that Oromia as one of the regional states of Ethiopian has not achieved gender equity in education and there is still imbalance in favor of male pupils not only in numerical enrollment but also in their scholastic achievement (MoE,2007). Accordingly, in Oromia region among those female students who sat for Ethiopia General Secondary Education Certificate Examination (EGSECE) in the past four consecutive years in E.C (1996, 1997, 1998 and 1999) 52.8%, 77.51%, 92.67% and 71.54% scored grade point average (GPA) of below 2.00. Where as, only 1.74%, 1.11%, 0.5% and 1.91% of the total female students scored GPA of 3.00 and above respectively. In the study area, also from those students who sat for EGSECE in the past four consecutive years (1998-2001 E.C) more than 70% of the total students scored a GPA below 2:00. This is one of the many problems prevalent in the zone, which needs assessment. Based on this observation, this study attempts to assess the impact of these major factors on the academic performance of female students in the zone to be studied. Thus, the general objective of this study is to assess the in school and out- of-school factors that affects girls' education performance and academic achievement, and finally to indicate the possible

solution which may help in alleviating the problems in general secondary schools in West Wollega Zone.

1.3. Objective of the Study

The main objective of this study was to assess the major in school and out of school factors that affect the academic achievement of female students in general Secondary School of West Wollega Zone. In line with this, the specific objectives that guide this research were:

- 1 To know the status of female students academic achievement in secondary school.
- 2 To assess factors affecting females students academic performance in secondary school of West Wollega Zone
- 3 To suggest some possible alternative solution which may help alleviate the problem and improve the academic performance of female students.

1.4. Research Questions

In order to attain the above objectives, the study tried to answer the following basic questions:-

- 1 What is the current status of females' academic achievement in general secondary school of West Wollega Zone?
- 2 What are the major in school factors that affect females' academic achievement in general secondary schools?
- 3 What are the major out-of-school factors that hinder females' academic achievement in general secondary schools?

1.5. Significance of the Study

Females are the basis for the continuous existence of human generation. Furthermore, they are the center of development process (World Bank, 1990:1). Making this reality means achieving the over all development needs of the country in general and the study area in particular. However, this can be achieved if and only if education is to be the most important variable affecting the well being and quality of women. So as to make this variable strong and more tangible and meaningful, research activities are of paramount important in identifying problems of that affect the academic achievement of female students. With this regard, this study will have the following significances.

1. This study is necessary to provide valuable information to policy makers, educational planners, and educational administrators of the study area concerning female students' academic achievement and hence, policy makers and

educational planners will gain some basis for developing alternative methods of improving the academic performance of female education

2. The result of this study will create some kind of awareness on the problem and therefore, help regional bureau, zonal, woreda education office and the school principals and teachers to create a school climate that is conducive to female students performance in education and by increase their academic achievement in education.
3. Even though a number of researches on this problem have been done in different education levels of different areas, this problem is not yet investigated in the west wollega zone particularly in secondary schools. Having this in mind, this study may also serve as a primary board for researchers who attempt to study problems related to this in the study area.

1.6 Delimitation of the Study

Maintaining the scope of study is valuable for the research ability and sensibility of it. Therefore, this study is delimited to:

- 0) The zone has 19 woredas and 30 government and non- government secondary schools. However, due to resource and time constraints and also for the sake of its manageability, it is delimited to four secondary schools of four woredas. Therefore, this study is delimited to only four government schools of female academic performance and their academic achievement in EGSECE result.
- 0) Low academic achievement of both sex of the study area is the existing problem. But, the problem is more sever for the female students .And, This study is thus limited to factors affecting the academic achievements of females students such as school related factors (school facilities and educational materials, counseling and guidance) and out of school factors (educational back ground of parents , parents support)

1.7 Limitations of the Study

It is difficult to mention all the limitations of the study from the out set. To mention some lack of interest to respond to the research questions by teachers and to the interviews by some school principals and woreda education managers .shortage of sufficient finance and time

remained a major drawback to effectively conducting the process of investigation as detailed as it was originally planned. However, the student researcher over come these difficulties and could complete his work on time

1.8 Definition of Key Terms

Academic Achievement: - knowledge attained or skill developed in the school Subjects usually designed by test scores or by marks assigned by teachers or by both.

Gender- A cultural elaboration of differences between men and women
(Stormquist, 1997:14).

General Secondary Schools:- a school ranking between the general primary (1-8) and tertiary level i.e. grade 9 and 10.

Participation: is expressed by the term “Enrollment” and refers to the total number of girls registered every year to attend school in different grade levels

Performance this refers to the actual accomplishment as distinguished from potential ability.

1.9 Organization of the Study

This study was organized under five major chapters. The first chapter includes background of the study; research questions, statement of the problems, objectives of the study, Research questions, limitation, delimitations significance of the study; definition of the key terms, and organization of the study. The second chapter deals with the review of related literature. It provides detailed research findings related to female students’ educational performance such as factors affecting female students’ academic achievements and measures taken in from the experiences of nations and studies done in Ethiopia. The third chapter was concerned with research methodology namely research design, sources of data, research method and data collection instruments, procedures of data collection and method of data analysis. The fourth chapter deals with the presentation, analysis and interpretation of data, while the last chapter contains summary, conclusions and recommendations.

Chapter Two

2. Review of the Related Literature

This part of the study deals with the review of literature. Accordingly, an attempt has been made to review about female performance and factors that affect their achievement in general secondary school to give background information about the study under taken.

2.1 General Over view of Female Education

Education is universally acknowledged to benefit individual and promote national development. Education expands the opportunities and the choices for both boys and girls. According to USAIP (2007) world wide, 60 about million girls are remained out of school hence governments need to close the gap between boys and girls by assessing the degree of educational disadvantage of girls face, identifying gender related obstacles and implementing remedies to remove and overcome them.

Education which is considered as one of the fundamental human rights has not so far been fairly distributed among nations of the world. As a result, most developing countries are not able to secure education for their children in general and girls and women in particular. Regarding this, Abdul Fatah (2006) indicate that ideally education should be for all children and it should help each child reach her or his full potential.

As pointed out by UNESCO (2005), the effective strategy for educating girls' needs to include attention to access and success as well as narrowing gender gap. Girls in developing countries often come up against teaching practices, text books and other learning materials in schools that promote gender stereotypes that are detrimental to their academic achievement. To confirm this Kasente (2000) stated that, despite the progress in raising educational enrollment rates for both males and females across all African countries, in the past decades, growth in educational success at all level for girls lags behind that of boys. The low educational levels among female's results form two basic factors. These are inadequate provision of educational materials and continued gender discrimination faced by girls and women (Thomas & Baden, 1993). Several researches indicated that systematic barriers to girls' equal participation were numerous (Amy, 2001). In Eastern Africa various factors come into play to keep the majority of girls out of school

and militate against the quality of education available. These include insecurity in the region poverty, social-cultural factors insensitive school environment and HIV/AIDS among other (Ashimolom, & Akinbilea 2007).

Thus, one of the most serious problems that Africa is facing is how to redress the existing gender imbalance in all walks of life, particularly in educational participation and success (Kasente, 2003). Although, the degree and types vary from country to country, findings of different studies in Africa including Ethiopia noted that the existence of gender parity in education and the need to identify and eliminate factors that hinders girls full participation and success in schooling (Rose, 1997; Yelfign, 1999; Emebet, 2003).

Therefore, inequality and females in educational access is not only making half segment of the population unproductive but also served as a threat for the development of domestic and inclusive society (Habtamu, 2004).

Though, gender equality as a guiding principle in any national development plan and strategy recognized as vital for sustainable development and peace, women and children in developing countries are still subjected to various forms of harmful traditional practices that affect their education and development (Jancloes, 2002). Thus, an effort to address the human right of girls' for full participation in education requires in depth analysis and understanding of barriers affecting girls' success in education. These barriers include, psychological, social, and cultural influences related to home and school environment (UNESCO, 2004)

2.2 Benefits of Female Education

Girls' education has been recognized as an investment with the largest returns for economic and social development. Research has shown that educating girls and women gives those skills and knowledge that contribute positively to their well being and that of their families and further enables them to contribute to issues of social and economic development (UNICEF, 2000). With regard to the importance of education for female UNICEF cited in Obonyno (2005) stated that an educated females is likely to become :-a more competent and knowledgeable mother, more productive and better paid worker, an informed citizen, a skilled decision maker and a self confident individual.

The benefits of education for girls and the society can also be explained by the effect that education has on empowering girls. Empowered girls acquire and use new personal, social and economic behaviors that in turn affect societal change it provided an opportunity and space for girls to engage in the world outside their home. This engagement of young girls may provide an impetus to greater civil society development through the creation of women's organizations and community development (Moulton, 1997). On the other hand, educating girls is one of some important investments that a country can make in its own future, because it helps to build economic productively, higher family incomes, delayed marriage, reduced fertility rate and improved health and survival rates for infants and children (USAID, 2008).

Moreover, it helps to make communities and societies healthier, weather and safer and can also help to reduce child deaths, improve maternal health and tackle the spread of HIV AIDS. It also underpins the achievement of all the other Millennium Development Goals (MDGs) (DFID, 2005). Besides, girls' education is a key to breaking the inter-generational transmission of poverty and catalyzing progress to words a host of positive development out comes and it is also one of the most important investments that any country can make in its own future (DFID, 2005). According to save the children's document, if you keep a girl in school, you help her change the course of her life, that of her future family, and an entire nation. This indicate, educating girls contributes to lowering rate of child mortality, preventing the spread of HIV, and combating poverty as well as promoting political stability (save the children, 2005).

2.3 Policy Frame work of Women Education in Ethiopian

Considering the gender and regional educational disadvantaged status of women and girls, the current government of Ethiopia has developed and endorsed adequate policy statements to promote the education of women and girls. Some of the main policy statements are described as follow: - education and training policy (1994) article 3.7.7 state that

Special attention will be given to women and to those students who did not get educational, opportunities in the preparation, distribution and use of educational support in put (p. 7).

The constitution of federal democratic Republic of Ethiopian (1995) in article 35; 3 stated that:-

The historical legacy of inequality and discrimination suffered by women in Ethiopian taken in to account, women, in order to remedy this legacy, are entitled to affirmative action. The purpose of such measures shall be to provide special attention to women so as to enable them complete and participate on the basis of equality with men in political social and economic life as well, as public and private institutions (p.28).

Article 41.1 also stated that;-

Every Ethiopian national has the right to equal access to publicly founded social services. The state has the obligation to allocate ever increasing resources to provide to the public health education and other social services (P, 41.)

Higher education proclamation (FDRE, 2003) article 33:1 also stated that"-

Entry assessment or admission procedures designed for any female, disabled stunts, a students who has completed high school education in developing region and who is native of the nationality of such region or a student from the nationality whose participation in higher educations is low shall be different from others. They shall, during their stay in the institution, get special support; particulars of such support shall be determined by the ministry (p, 8).

These policy statements show that their has been a clear understanding of the gender and disadvantaged position of girls and women in general and in the educational opportunities of under served regions in particular. Accordingly, the government has given a greater emphasis as well as efforts, to reverse this situation of educational disparities and hence, remarkable improvements have been gained in the past few years. For example, in the Somali region, the equity indicator of the primary (1-8) gross enrollment rate (GER) increased from 23% in year 2004/05 to 32.7% in year 2007/08. The average annual growth rate at this level of education is also reported to be the highest (27.7%) at Somali region compared to the national (12.6%) average annual growth rate (MoE,2008). In general, Ethiopia has agreed, in its commitment to the Millennium development goals (MDGs), to reduce gradually, and finally eliminate the gender gap at all levels, as part of its poverty redaction strategy. Obviously if females, comprising about 50% of the population are neglected, it will be difficult for the country to move for ward more decisively, as the high level of illiteracy and the disempowerment of women constitute a serious barrier to development (MoE,2006).

2.4. The Status of Females' Secondary Education in Ethiopia

The over view of the present condition of females' secondary education can be seen briefly in terms of females' participation and achievements as follows:

2.4.1. Females Participation in Secondary Schools

The pattern of enrollment and participation of Ethiopian women in education is similar to that of many African countries (Genet, 1998:26). She reported the statistics of the then time reveal that the number of female students enrolled in elementary, secondary and higher education is not equal to that of male students. Genet tried to clarify this idea by displaying the statistical figures of students enrollment at each educational level. She described that in 1989/90 academic year, female students enrollment in primary, secondary and higher education in Ethiopia accounted for 39%, 39% and 10% respectively. Teshome (2003:3) also pointed it out that the Gross Enrollment Ratio (GER) at primary and secondary levels have been increasing constantly for both girls and boys at the national level. However, the gender gap in secondary education seems worse since the gap has increased from 2.6% in the base year (1996/97) to 6.8% in 2001/02. Wana (2008:10) also mentioned that in 2002/03, the Gender Parity Index (GPI), which is the ratio of female to male enrollment rate, was 0.7 at national level. Thus, he said that girls' education lags behind that of the boys at secondary and above level. According to annual abstract of Oromia education Bureau, in Oromia regional state also the Net Enrollment Ratio (NER) of the secondary education was only 5% in 1998/99 and the disparity between male and female was insignificant (i.e = 5.45, female=4.45). Net Enrollment Ratio of this level shows improvement and growth from 5% in 1998/00 to 8.69 in 2004. Though NER revealed a significant change, the discouraging thing observed here is the disparity between boys and girls become wider and wider (OEB, 2003/04:7). The statistical evidence for this idea is that the NER disparity of boys and girls in five consecutive years (1998/99, 1999/00, 2000/01, 2002/03 and 2003/04) of secondary education is 0.91, 0.91, 1.22, 1.64 and 3.52 respectively.

2.4.2. Female Students' Academic Performance in Secondary Schools

Achievement and grade repetition in examination, homework, and study time are indicators correlating with student's performance. Different writers have argued that girls do not perform as compared to boys at the primary and secondary level (Dorsey, 1989; Hyde 1993; in Odaga and Hneveled 1995). In this regard Makau (1994) in Odaga and Henevelled (1995) in his analysis of

Kenya student performance in the primary and secondary promotion national examinations, indicated that (female achievements is lower than that of males (except in language). Kane (1996) explain the challenges of girl's education in the following ways.

Education for boy is often seen as a right, which is sometime denied, for girls, it is privilege to be earned. If funds are available after her brother are educated, if parents' fear about her security and maintenance of traditional values can be met, if the school is not too distant, if she can continue to carryout her domestic tasks, if she does not have to marry early, if she does not become pregnant, if she does well on exams despite having little time to study then she may get an education (p, 5).

As the writer indicates above, the academic achievement and participation of girls are subject to a number of constraints. Desai, Admas, and Amaresh (2008) pointed out that both school and family served as source of girls' lower achievement and dropping out of school by saying that.

At the individual level, poor academic performance, retention, lack of teacher support and guidance disliking school or teachers, and taking on adult responsibilities such as work and child care have been found to contribute to lower achievement and dropping out of school, parental involvement, have hold income and household wealth have informed family contributions to educational attainment (p,3).

Student's performance can be measured through their achievement and repletion in National examination, study time attendance assignments and homework. Regarding achievement of girl's in the Ethiopian National Examination, MoE (2003/04) reported that in Ethiopia girls' performance in some subjects reveals wider gender gap in performance than other. In this year(2003/04) only 20% of girls passed grade 10 examination compared with 53% of boys and 46% and 67% respectively the grade 12 examination (Rose 2003 cited in UNESCO 2004). To be able to make efforts that improve girls' academic achievement in the secondary schools, this tried to identify some of the factors that affect girls' academic achievement in West Wellega Zone.

2.5 Factors Affecting Students' Academic Achievement

Writers try to put some of the factors that affect females' academic achievement from different perspectives. Tigjten (1991) put the factors into three categories as macro level social factors: The education system and school factors and social factors and household factors. Other Odegn and Heneveld (1995) describe them in three aspects: socio- economic and socio-cultural factors

and school environment factors. However, for the convenience of the study, this study categorized all the factors that affect the academic achievement of students in to two broad groups: school and out-of school factors.

2.5.1 In School Factors

In developing countries, including Ethiopia, school related factors such as adequate availability of school facilities, instructional materials, and quality of teachers have more impact on academic achievement than out of school factors (Haile, 2002). With regard to significance of learning environment (institution) with which females learn, MoE (2005) stated that learning environment is determining factor for students performance and survival at any given educational level.

There are several school related factors that affect smooth running of teaching and learning process in general and female student's achievement in particular. However, for sake of manageability, this study treats school facilities and instructional materials, teacher quality, teacher attitude toward female students' learning, guidance and counseling girl motivation to learn and absenteeism.

2.5.1.1 School Facilities and Instructional Materials.

The availability of instructional material and school facilities has significant impact upon the academic performance and persistence of girl in school. For example, Teshome (2003) explains that gender sensitive and culturally appropriate school facilities have great impact on school persistence of girls. Many studies indicate that inadequate provision of instructional materials and physical facilities is a major cause for girl's dropout of school (Ellni 1995). Instructional materials are critical ingredient in learning and the intended curriculum can not be easily implemented without them. They provide information presented and provide opportunities for students to use what they have learned (Lock heed&Verspoor et al, 1991).

The study made by Tilaye (1997) indicated that educational facility and service are important tools for the teaching learning process. They are the means by which instructional objectives are fulfilled; lacking the provision of instructional materials and physical facilities is a major cause

for dropping out of school (World Bank 1980). Another study made by MoE (1995) noted that school characteristics and school environment could either enhance or retard female students performance. These include teaching methodology and approach, school facilities, play ground, textbooks and instructional materials.

The shortage of school facilities for instance separate toilet and other have more impact on the female students performance and attendance in school (Befkadu 1998); King (1993); Odaga (1995). According to World Bank (1998) the scarcities of learning materials in the classroom have been the most serious impediment to educational effectiveness in Africa. Besides, Elleni (1995) explains that due to budgetary problem in Africa students have thought and unpleasant time as school. She further argue that the African schools are depressing the class room have broken desks and chairs, with no ventilators and sanitation. All the discourage pupils learning and aggravate premature school leaving.

2.5.1.2 Teachers' Attitudes to Word Female Students' learning

Teachers are the most important in puts in schools. Teachers are indispensable actors in teaching learning process. The quality and attitude of teachers have a direct impact on the academic performance of students in schools in general and female students in particular. In support of this the World Bank (2000) argues that:-

The role of teachers was passed a fundamental success factors in terms of what happens at school and in the class room. Indeed teachers determine the behavior attitude and performance of girls as well as the quality of teaching. They also influence the relationship between the school and the family (p, 4).

In the same way, Odaga and Henevled (1995) stated that, teacher's attitude and teaching practices have perhaps the most significant implication female student's persistence and academic performance.

Accordingly, trained teaches with better qualification and experience could make a positive contribution to wards students performance.

A number of literature also suggest that teacher's attitudes, behavior and teaching practice have perhaps the most significant implications for females students persistence and academic

achievement. evidence from different African countries indicate that the female and male teachers believe that boys are academically superior to girls (Odaga, et al 1995) According to these authorities boys are given more attention than girls by both male and female teachers.

Similarly, Stomquist (1997) and Golom and Fivush (1995) stated that, teachers have low expectation of female students academic performance, which reinforces and supports, girls low academic achievement and contribution to high level of female students' educational wastage at all level's of schooling. To substantiate this, Rose and other (1997) revealed that attitude of teacher and pupils themselves towards girls abilities meant that girls' often lack confidences in class and did not participate fully, because of shyness which affects their performance Emebet (1998) also stated that many of female students do not have close and supportive relationship with their teachers. It has been show that women and men teacher generally tend to have lower expectations for female students (Gaines and Divis, 1990). Both male and female teachers have been found to have lower expectations of girl's academic ability. Boys are perceived to be intelligent hard working motivated and cooperative while girls are perceived to be easy to control, passive, calm and submissive (Kainja and Mkandawire, 1990). Besides, Odaga and Heneveld (1995) convey the fact that society; parents, teachers, and students have low expectation of female students reinforces and support girls low academic performance and high dropout rates. As a consequence in class room activity teachers spend more time in interacting with boys than girls (OECD, 1986).

In general, teachers' attitudes towards girls' education and their awareness of gender issues play a significance role in the success and failure of girl's students and as the above studies result clearly show that teachers' differing treatment for boys and girls in the school environment do have considerable impact on the participation, performance and achievement of female students.

2.5.1.2.1 Teachers' Motivation and Quality of Teaching

Teacher's competence with have been examined for their relationship to students learning include, measurement of academic ability, years of teacher experience, measures of subject matter and methodology, certification status, and teaching behavior in the class room (Tilahum, 2007). Teacher's preferences for students and the quality of instruction give as a result of these

preferences also appeared to a significant factor in explaining the relation between class room conducted and student's academic achievement.

To show the impact of qualified teachers, Zewdineh (1987) states that, teachers with higher cognitive ability are more likely to be flexible, adaptive, creative and innovative. Moreover, as Gouald and Yoakan (1954) state that a well qualified teaching staff will render a higher quality of instruction and poorly qualified staff will result in inferior teaching.

Furthermore, the quality of education and learning achievement of students depend heavily on competence, personality, and education of teachers (Coombs, 1985). This shows the importance and contribution of qualified teachers in enhancing instructional process as well attaining educational objectives effectively and efficiently

Writers like Carron and Chau (1996) contend that poor quality teaching indirectly contribute to grade repletion of stunts, because it leads to the discouragement and de-motivation of students. Like Wise, Nyagura and Chivore (1997); and Heyneman (1980) state that the de-motivation and poor educational qualification of teachers were found to be the cause of poor quality teaching which in turn results in poor performance on the part of the students and leads them to grade repletion.

On the other hand, lack of teacher's motivation erodes more especially the confidence of school girls and makes them to perform poorly in their education (Odaga and Heneveld 1995). In Ethiopia too, According to UNICEF (1993) teachers lack motivation and as a result are unable to motivate their students to learn. Therefore, teachers' motivation and poor quality of teaching are some of factors that negatively affect female student's academic performance.

The strength of an educational system often is determined by the quality of teacher assigned and students' achievement and success is partly the reflection of teachers in the school. With regard to quality of teachers, MoE (1995) explain that teachers to be effective in their profession they need to posses the professional skill, knowledge and attitude that enable them effective in their assignment. Much of the students' educational achievement does not only depend upon the

above qualities but also are depending on teachers' beliefs, expectation and attitude about their students learning and achievement (Chaube and Chaube, 1996).

2.5.1.3 Girls School Based Supportive Service

To offset the barriers of girls' success in education, the school plays a key role. Glewwe (2002). Pointed out making school more "girls friendly" the first to increase their success in education. Reduction or removal of tuition fees and other costs related to formal or non-formal primary school education is possible to promote the education of the disadvantages girls (Heady, 2003). The school can also plan and provide co-curricular experiences, arrange remedial or catch-up classes for girls to enrich their academic difficulties (Suriyasarn, 2006).

Besides, individual teachers can play an important role to promote girls education. In the class room, teachers' positive attitude encourages girls' active participation (psacharopoulos, 1997). A teacher can also provide advisory services when girls have been absent from school. He/ she can discuss their problems with parents and identify underlying causes related to their educational matters to seek appropriate solutions (Mill, 1998). Particularly, female teachers have indispensable role to act as positive role models and can best provide psychological guidance services for girls' working in domestic service (Tungesvik, 2006). Smith and Shepard (1989) further point out that interventions like tutoring, summer schools individualized instruction and encouraging parental involvement in the school through regular meeting are more effective and less costly than making children repeat the grade. They conclude, a coordinated system of comprehensive support services aimed at addressing the academic, socio-emotional, behavioral and psychological need of the child will help promote health adjustment and achievement among children at risk for low academic achievement.

2.5.1.3.1 Guidance and Counseling Services

Most students in secondary schools are in the age range of 15 to 21 year UNESCO, (1987). Psychologists called this period "adolescence age" as a high complex transitional period from childhood to maturity. During adolescence period students in secondary school are subject to complex life difficulties, the situation causes poor performance on the part of the students (Garman and Brown, 1989). To conform this, UNESCO (1987:123) states that.

Secondary school deals with students a high complex and irresponsible age when an evolving personality is preparing for entry it to adult life as stormy process of building up the personality ensues and this will require the guidance orientation and counseling of pupils at secondary school (p, 123).

Yesuf (1993) reported that in most of Ethiopian school lack of educational guidance and counseling especially for female students. According to Yusuf, this is mainly because lack of enough professionally trained counselor. Although the importance of educational guidance & counseling service in school are recommended by scholar in the field, they have not been given the necessary attention.

Moreover, female students require counseling services that provide encouragement regarding their school participation and awareness about their future roles (Genet, 1998). Therefore, attention must be given to secondary education, to the subject of guidance and counseling as a way of incasing the academic performance of female students as well as for improving the quality of secondary education

2.5.1.4 Girls' Motivation of Learn

Regarding motivation, Fox and others (1994), concluded that girls have lower confidence than boys do at puberty. They further state that lack of confidence has been cited as a reason inhibiting the persistence of many females in education. Of course, a number of girls succeed in school but the writer is concerned with identifying problem rather than wondering at triumph of some of school girls over his adversity.

Cole and Chan (1994) also explained motivation as concerned with personal energy directed towards the achievement of particular goals. One can be understand that students can be activated by both intrinsic and extrinsic motivation. Students need to be satisfied internally in what they do in the class, and they to be externally motivated to be successful in their academic accomplishment.

A number of reasons are suggested for girls' lack of motivation of girls to learn. These are socio-cultural factors which are constantly present, a subservient wife and mother role of girls, type of jobs expected by girls, the real and perceived lack of market opportunities, low teachers' expectation, etc (UNICF, 1993; Rhooode, 1989). Others, like Carron and Chau (1996) also explained that, difficulties of academic subjects were also other factors that affect female students' motivation to learning.

Regarding this fact, researchers revealed that the lower achievement of female students in some subject could adversely affect their motivation in school. For instance, FEMED (1996) Claim that 80 and 90 percent of the girls in East African countries failed in Mathematic, Physis, Biology and Chemistry examination in secondary school in each of the years from 1990 to 1995.

Odaga and Heneveld (1995) Argue that differential treatment of girls from boys by school teaches and parents and low expectation of girls can cause low motivation among school girls, Nyagura and Chivor (1997) and Haddad (1997) said that the unmotivated students are low achievers. Similarly, Akinkugbe (1994) conclude the absence of the role model for younger girls and male teachers discouraging of girls in the classroom situations, are the causes of poor motivation among school girls towards learning and contribute to their poor performance.

2.5.1.4.1 Absenteeism

Absenteeism destabilizes the teaching learning process. Students who miss periods definitely face a problem of understanding follow up lessons. Thus, it appears that absenteeism is a cause for educational wastage (ERP, 2002:38). Irregular attendance limits the learning process and reduces the ability to get either good education or competing the cycle of that education (German and Brown 1989);

Since they are responsible for household chores, as many researchers explained, school girls miss class often than boys. For example, Rhoodie (1989) and Rao (1985) depict that female students in most cases experience frequent school a absenteeism for hey have to feed the family, fetch water and collect fire wood, clean the house, look after the younger siblings, etc. As a

result, Jabre (1988) explain that a vast majority of female students have poor result because of absence from school, with often is concomitant with grade repetition.

The studies conducted in schools of Ethiopia reveal that because of different reason (excessive household activities marketing, religious holidays) more girls are absent from school (ERP 2002).

Generally, absenteeism in education reduces the cost effectiveness of the system and severely limits a child's life long potential by keeping her away from school. This situation expressed by German and Brown (1989:7) as, the more children miss school, the less they learn the less they learn the lower their grades; the lower tier grades, the greater possibility of failing or repeating the more difficulties experience with educational process. The less they want to stay in school, the less likely they are to graduate.

2.5.2 Out of School Factors

In addition to school related factors, there are also many other factors out-side the school factors that can affect the academic performance of female students. Some of the out of school factors assumed to be the cause for female students' low participation and poor academic performance are the socio-economic and socio cultural factors. Thus, the following section is intended to discuss these factors in relation to girls 'education'.

2.5.2.1 Socio Economic Factors

Socio economic status is measured in terms of parents' occupations, education level and household income. Parent's socio-economic status has notably upon their children education attainment and upon their performance. Shultz (1989) Argued that socio-economic status appears to be affecting achievement motivation desire which in turn affects academic performance. If the socio-economic status of parents is strong, they are in a position to provide sufficient material for their children. Otherwise students from low economic status family engaged themselves to part time work and this influence academic achievement of students negatively.

Many studies have found that the economic status of parents a significant failure for female students' poor academic performance (Hyde, et al 1993). For instance, as Tilaye (1999) on the

study of East Gojjam secondary school indicted, the other major factors that can defer the schooling of children are private or economic problems. Low employment opportunities, students' excessive involvement in family work (domestic chores and involvement in income generating activities (preferred working to win bread for the family or for them), parental reluctance to pay children's educational expenses.

As it is stated in Elliott, and other (1982) we can mention only a few salient patterns of social selectivity in education of girls. Perhaps the firmest generalization is that socio economic status of parents has more influence on the schooling of girls than boys. Similarly Hedija (2002) described the influence of families economic status as under. Family plays a great role for the successful achievement of students at all levels of education. However, the role of family is very crucial in the case of female students in terms of moral and material supports.

It is well known that female students need money to buy some clothes and other make-ups in addition to purchase of stationary materials. If these things are not fulfilled, female students may feel inferior to their colleagues and may divert their attention from the education and try to get some way to fulfill their requirements. As a result these students become poor in their academic performance. Stow and Self (1989) also stated that, social and economic factors have been central issues in discussing a child's educational performance. This is because the variations in materials circumstance, parental life cycle, attitude and values fundamentally affect the child's learning achievements. Cherv & Chovoky and Meeslk (1985) confirmed that low economic status is one of the major barriers for parents in providing their daughters with the necessary educational materials. In addition to this, the writer revealed that parents to poor economic background prioritize their sons rather than their daughters in providing the limited economic support they have.

2.5.2.1.1 Parents' Educational Background

Parent's educational background is likely to be one of the factors that affect female students' academic performance. For instance, if the head of the family is highly educated, his children likely to receive some encouragement guidance and even help in academic work. Almost all educational parents' wishes and expected better performance of their daughters. Various studies

have found that the educational background of parents is important factors in determining female students' academic progress.

Carron and Chau (1996); King and Hill (1991) also stated that parents who are educated might have a positive attitude about female education or provide a more stimulating environment for education than other parents. Parent's educational background is likely to shape children's attitude to wards education. Because educated parents know the benefit of education they frequently send their children to school. However, uneducated parents usually do not send their children to school, event if they do, they frequently insist on their children to dropout. To this end, Tesfaye (1997), stated that impact of materials status and success striving of female college students, has shown that mother education is significantly associated with females' success striving and gender, role attitude. Yelfign and other (1995) have also confirmed that mother's education increases the likelihood of girls' education

Even though, many scholars agree on the opinion that parent's literacy affect female's academic performance, there is difference in the view that fat her and mothers literacy equally affects females academic achievement. According Chervichvsky and Meesook cited in Merga (999) for instance mother's literacy does not matter as such as the fathers education, because father can decide whether or not a daughter attends school. According to these writers, fathers' education has greater influence that the mothers' education since household have upper hand in all decision concerning the family. In the other hand, writers like gill, (1991) stated that, education of mother is more closely associated with the academic performance of daughters than the education of father. Similarly, Brown (1990) also stated those mothers are expected to play great roles as educators. They are the primary sources of knowledge, language, value and social relationships to their child. Therefore, the higher education level of the mother, the more effectively she is able to transmit the knowledge required by her children.

In general, to provide the necessary assistance to learning children, the parents' educational background is to be very significant and plays a major role. Lack of encouragement and educational information from the parents to the stunts could likely cause certain technical deficiencies in their learning activities.

2.5.2.1.2 Lack of Time to Study at Home

Study time is one important indicator of performance in schools. However, since girls are more likely to be overburdened with household tasks, they are likely to be prioritized to those domestic responsibilities over school work. This in turn would influence the education of children, particularly girls. In line with this, Hyde, (1993) indicated that less time for study is likely to lower children's achievement.

Researchers reveal that although boys and girls are involved in activities outside of school time, girls take on more domestic responsibilities in which they are involved for large hours than boys. The situation of heavy responsibility and work load at home put young girls at a disadvantage to pace their progress in education. Similarly Rhoadie (1989) stated that girls have very little time to study at home because they are more involved in the household economy. In fact, girls support their family in all tasks as a result, Khandker (1996), conclude the female students have often poor results than boys in school due to their limited study time at home.

Other than household tasks, women spend most of their time looking after their children. This takes most of their time and attention which can have an impact on their educational achievement. In line with this, Bustillo (1993) in King Hill (1993) stated that married women or those who have children dropped out of school or took more years to complete their secondary education. In addition, Jabre (1988) confirmed that female students have poor academic results because of their limited study time and frequent absence due to their responsibility for a great number of tasks inside and outside home.

2.5.2.1.3 Home- School Distance

Long distance between home and the school demotivates girls more than boys in educational enrollment. This is because girls may be exposed to threats while they travel long distances to get to schools. Because of this parents fear for the safety of their daughters and make them reluctant to allow girls to attend school.

Distance from school has been a deterrent in many countries. Odaga and Heneveld (1995) referring to the large number of studies reported that, the long distance girls have to travel, has

two major problems. One relates the length of time and energy children have to cover the distance, often on an empty stomach, the other related the concerns parents have for sexual safety of their daughters. The problem of distance has implications for the motivation of girls to stay in school.

Similarly, various studies stated that school location specified as the distance to the nearest school, is often an important determinant of students academic achievement, enrollment and dropout rates. King (1993) also stated that the length of time it took a student to reach a school affect female student's safety where they are vulnerable to harassment, abduction or rape are the main factors related to distance that can affect only female's achievement but also their enrollment (Kelly, 1987).

A series of studies has shown that the school locations is found to be a barrier and has considerable impact on academic achievement of both students. And all research results cited that distance to school is directly correlated with the low academic achievement of girls at all education level. If the school is within the community and within easy walking distance academic achievement is likely to be higher for both boys and girl (Hill and Ring 1993). The finding of the studies made in Ethiopia affirmed that distance to school affect student enrollment. For example, a survey study made in selected primary school in Bahir Dar Awraga revealed that students lived closer to the primary schools were enrolled than those who were not (Anbasu and Barbara, 1988).

In general, studies have shown that the school location is found to be a barrier and has a considerable impact on academic achievement of girls. All research results cited above confirmed that the distance to school is directly correlated with low academic achievement of girl at all education level.

2.5.2.1.4. Sexual Harassment

Sexual harassment committed on girls both on their way to school as well in the schools have contributed to limiting opportunities of education, i.e. decreasing enrollment and increasing dropout of girls Ogada (1995); Woldu (1995). According to Gordon (1993) teasing, humiliation,

verbal bullying and ridicule of girls by boys were major problems of girls at school. This harassment occurs with in and out side of the classroom on their ways to /from school.

The sexual harassment /rape/ in educational institution around the world has increasingly been deterring female schooling Ogada (1995) African rights (1994). According to Africa rights (1994) sexual abuse of teachers which exploits the trust of both parents and students is far more spread then most institutions case to admit. Such abuse ranges from sexual advances, threat of examination failure to our right rage. In conformity with this above idea the study made by Appelbaun (1995) on 1600 students in 79 high school across America shows that four out of give students reported having been sexual harassed at least once during all the years they had been at school, many by other students.

Almaz (1996) also noted that abduction and/or rape is recognized as a form of marriage in different ethnic groups in Ethiopia. And it usually takes place on the way to and/or market or school. This implies, as she indicted, schools are one of the areas Vulnerable (sensitive) to abduction, rape or sexual harassment.

To sum up, research finding indicate that sexual harassment has serious negative consequences for female students. Victims report indicated, decline in their academic performance, discouragement of studying a particular field, lowered self esteem, emotional disturbance, physical illness or both (Renzetti, 1989). In addition, sexual harassment creates an un pleasant and hostile learning environment for female students, which affect their school participation and persistence, their personal and professional growth and ultimately their future careers. The lack of remedy by school community parents, and other concerned authorities and the abuse of female students with in the school system, grossly undermine the effort to increase females' school participation and achievement in education.

2.6 Strategies used to Enhance Girls Educational and Performance

Even thought the gender differences that persists in education, "today girls, like body are educated to compete to get a head, to believe in and strive for individual success first in school, and then in a competitive labor market and to value persistent independence". By (Hoffnung,

1955) cited in Abdulfatah (2006). Despite this situation, girls do not gain the same returns on their education boys do.

As identified in the literature, effective strategies to improve the education of girls and women are the creation of a political will and the involvement of the community (Oxfam, 1999). In this regard, Oxfam (1999) also states that most governments have failed to develop a Coherent plan of action to mobilize the political will, popular involvement and financial resources needed to deliver on the promise of education, for all to achieve equal access for girls and boys. Other literature found that success in education has come from simultaneous implementation of a number of interventions and strategies in an integrated "package deal" approach that addresses a combination of supply and demand factors. Therefore adoption of only one or two measures has not always been effective (Abdulfatah, 2006). According to Abdulfatah, (2006) some possible perspectives and strategies for action were:-sensitizing parents' awareness that the benefits of educating their daughters can be large; the removal of fees and other cost barriers which keep poor children out of school; reviewing and modifying of curriculum, both content and pedagogical aspects to ensure that it gender sensitive; making school more acceptable for girls. E.g. Fences for girls, special faculties E.g. Toilet for girls; develop understudying among educational managers, planners and administrators of gender sensitive policies, targets and guide lines of educational development; the process of mobilizing the whole society to create favorable social and family environment for girls' education; putting schools with in reach of children and locating schools closer to children's homes to promote and expand girls' access to education; offering flexible schedules that do not compromise quality of education given the many demands on girls' time; the need to address the issue of under nourished or sick students who are being learned to over crowded class rooms with out access to basic learning materials; the need to address more failures that are fundamental to effective management and weak accountability mechanism rigid and irrelevant approaches to learning. Therefore, focusing on girls' educational achievements and career aspirations allows society to ensure woman economic security, a better quality of life and more career choices. Similarly targeting more on equitable educational activities will not only improve the lives of the individual women, but will also develop the community as a whole.

CHAPTER THREE

3. Research Design and Methodology

3.1 The Research Design

The major purpose of this study was to assess those factors affecting the academic achievement of female students in general secondary schools of West Wollega Zone. Thus, this study used a descriptive survey design. The researcher's choice of this method was not without ground. First the overall trust of the study, the objectives to be attained and calls for a descriptive design. For example, Kamar (2005) has suggested that the choice of research design has to base on the objectives of the study. Secondly, all the research questions that ask about a current state or conditions require a strategy of description. Descriptive survey explains the present through the description of what now exists. In this regard, Creswell (2009) has suggested that certain social problems call for specific approaches. Therefore, to have a clear picture on the existing problems and to attain the objectives stated earlier a descriptive survey become appropriate.

3.2 Sources of Data

Both primary and secondary sources were used as data sources. The primary sources of data include teachers, female students, principals of the sample schools, parents' of female students, and Woreda Education Office managers. In addition, data from documents was used. Regarding this, synthesized information obtained from Zonal Education Bureau and School records of the sample schools were consulted.

3.3 Population, Sample Size and Sampling Technique

According to statistical data obtained from Oromia Education Bureau, there were eighteen (18) Zones and six (6) administrative towns in the region (OEB, 2009). Of these, West Wollega Zone was selected using purposive sampling method. This was due to the fact that first no detailed study was made on the topic under discussion and secondly, the researcher was familiar with the study area since he has been working in one of the secondary school and woredas of the zone. Therefore, the researcher hoped that he secures adequate cooperation both from Zonal, Woreda, school principals, teachers and students.

In West Wollega Zone there were 19 Woredas, and 30 government and non government secondary schools. Of these 19 woredas, four woredas were selected. Namely Lalo Asebi, Guliso, Bodji and Bodji Chokorsa Woredas (which accounts 21% of the woredas of the zone) using simple random sampling techniques to give them equal chance of being included in the sample.

From six government secondary schools found in those selected woredas, two secondary and preparatory schools namely Bodji secondary and preparatory school and Guliso secondary and preparatory school were selected purposely. This is because there were no other secondary schools in the Woredas they are found in. The remaining two schools Bodji chokorsa secondary and preparatory school and Enengo secondary and preparatory school were selected using simple random sampling method (i.e., lottery system). The selection of this sampling technique was to ensure every member of schools to have equal chance to be included in to sample (Best and Khan 1998:121). Following the sample school selection, the next step was selecting the respondents of the study. The respondents of the study were five different groups from each sample schools. These groups were 250 female students from the total number of 2939 female students. Sample female students were selected from grade 9 and 10 using the simple random sampling techniques with the assumption that it gives equal chance to all female students. And 70 teachers from the total number 223 teachers in the sample schools. Those teachers were also selected from each sample schools using the same sampling technique.

Parents' of female students were selected and included in the sample population by using accidental sampling techniques. This is because; it is difficult to get parents' of female students in and around the school regularly. In addition, school principals and Woreda education managers were selected using available sampling technique.

3.4 Instruments of Data Collection

This study employed both quantitative and qualitative research approach in order to touch important aspects of the situation. Therefore, multiple data collection tools such as both open and close ended questionnaires, interviews and document analysis which serve as a data collection instruments were used.

3.4.1 Questionnaires

Questionnaires were used together information on characteristics of respondents, factors affecting female students' academic achievements and some strategies to enhance female students' education performance. Questionnaire was selected because it provide the researcher away to get personal information from different subjects that could not be obtainable by using other methods. Besides, it offers greater anonymity to the respondents which could have a positive impact on the findings of the study. According to David (1995; 201), a questionnaire permits wide coverage with minimum expense of both money and effort and makes for greater validity in the results through the selection of large repetitive sample. Based on this, a questionnaire consisting of both open and close ended questions was prepared for female students and teacher respondents. About 35 open ended for female students and 28 for teachers and one close ended question for both groups were used.

3.4.2 Interviews

This instrument was employed to collect further information on factors affecting female students' academic achievements. A face to face interview was held with eight parents of female students, four school principals and four woreda education offices (WEO) heads one from each interviewed woreda. In this regard, Best and Kahon (1999), interview is used to gather information regarding individual's experiences, opinions, beliefs, feelings and demographic data. An interview was made with four principals, eight parents of female students and four WEO managers.

3.4.3 Document analysis

Documents like Grade 10 National Examination result of four consecutive academic years of West Wollega Zone and four sample schools were conducted. This was made to witness the academic achievement of female students in that zone and four sample schools. According to Kamar (2005) analysis of the content of records, documents and other printed materials constitutes the secondary sources of survey to collect facts for a research study.

3.5 Pilot test

The purpose of the pilot test was to try out the questionnaire. Hence, the draft of questionnaire was first distributed to 25 female students and 6 teachers at Wollega Adventist secondary and preparatory school. After the questionnaires were filled and returned each questionnaire was examined critically. According to Cronbach's alpha reliability coefficients, the pre-test results for female students questionnaire was 78.3 percent, and teachers' questionnaire was 80.6 percent were reliable. Because the researcher was made his/her study to measure the respondent attitudes, interest, values and the like on a specific issue, the reliability result should be more than 65 percent (Yalew, 2009). Finally, based on the feedback obtained from the pilot test the necessary corrections were made and the final version was prepared and administered. Based on the comments obtained, some ambiguous questions were simplified, modified and two questionnaires were also canceled

3.6 Procedures of Data Collection

This study incorporates different stages. At the initial stage review of literature was made to develop the background and instruments of data collection. Documents, statistical abstracts and reports were assessed to collect relevant information. The data gathering instruments was pilot tested at Wollega Adventist Academy Secondary and Preparatory School (non-sample school) on 25 female students from grade 9 and 10, and 6 teachers to see the validity of each item in terms of appropriateness and clarity. The first step towards collecting the necessary data was making official contacts with the sampled zone to get permission and support for the research work. Then, woreda education managers, school principals were informed about the objectives of the study and conditions were facilitated for the data collection activities. Next the researcher arranged time and place with the respondents. Accordingly, schedule was set for the distribution and collection of questionnaire papers and the conduction of interview.

The researcher administer the instruments in such a way that the questionnaire prepared for students was administered in their respective school during regular class period, and before the students start to fill out the questionnaire, the general purpose of the study was explained by the researcher. In addition, the researcher provided oral instructions and necessary clarification. The

teacher's questionnaire was also administered by distributing to sample teachers of sample school and return the next day. The total copies of questionnaires distributed were 250 copies for female students and 70 copies for teachers' respondents. From this total questionnaire, distributed 6 (2.4%) from female students and 3 (4.3%) from teachers were not properly filled and for returned. This means the analysis was based on 244 (97.6%) from female students and 67 (95.7%) of questionnaires from teacher respondents. There was also data obtained from interview of principals of each sample school, eight parents of female students and for managers from all sample Woreda education Bureau.

3.7 Methods of Data Analysis

Depending on the nature of the collected data through questionnaire, interview and document analysis, different statistical techniques were employed in the study for data analysis and interpretation. Both qualitative and quantitative data analysis were employed in this study. The collected data were coded, tailed and properly organized using tables according to classification in their different categories to give detailed background information about the sample.

After organizing the collected data, it was analyzed using basic statistical tools that are believed to analyze data gathered to answer the basic questions raised and to maintain the objectives of the study. Accordingly

1. Percentage was used to describe respondents' personal information such as sex, age, grade level, qualification and occupation of student parents and the magnitude of respondents' responses.
2. Chi-square and Spearman coefficient of correlation were used to show if there were an association between different group responses on different factors raised.

CHAPTER FOUR

4. Presentation, Analysis and Interpretation of Data.

This part of the study deals with analysis and presentation of data gathered from respondents through questionnaires, the total copies of questionnaires distributed were 250 copies for female students and 70 copies for teachers' respondents. From this total questionnaire, distributed 6 (2.4%) from female students and 3 (4.3%) from teachers were not properly filled and for returned. This means the analysis was based on 244 (97.6%), from female students and 67 (95.7%) of questionnaires from teacher respondents. There was also data obtained from interview of principals of each sample school, eight parents of female students and for managers from all sample Woreda education Bureau and document analysis included. The first section of the chapter presents characteristics of the respondents by sex, age, and grade level, level of education (qualification) and occupation of parents of female students. The second section treats the present status of female student's academic achievement. Following this the chapter treats those factors that may affect female students' academic achievement. Finally, in these chapter possible measures to be taken by schools to improve female students' academic achievement was presented.

4.1 Characteristics of the Respondents

In the study different groups were involved as a primary source of information. I.e. female students, teachers, school principals, parents' of female students and woreda Education officials were involved. In order to give clear picture about the respondents involved in the study, some of their major characteristics are presented below.

4.1.1 Characteristics of Female Students and their parents

Table 4.1 Characteristics of Female Students and their parents

	Respondents (N=244)	No		Percent	
1	Grade 9	112		45.9	
	10	132		54.1	
	Total	244		100	
2	Age				
	Below 15 years old	23		9.4	
	16-17 years old	134		54.9	
	18-19 years old	72		29.5	
	20 and above years old	15		6.1	
	Total	244		100	
3	Marital Status				
	• Married	25		10.2	
	• Unmarried	214		87.7	
	• Divorced	5		2	
	Total	244		100	
4	Parents' Education	Fathers		Mothers	
		No	%	No	%
	• Illiterate	72	29.5	79	32.4
	• Complete primary school	97	39.7	108	44.3
	• Complete secondary school	43	17.6	54	22.1
	• Diploma	21	8.6	3	1.2
	• Degree level	10	4	--	--
	Total	244	100	244	100
5	Parents' Occupation				
	• Government employees	62	25.4	18	7.4
	• Farmers	98	40.2	41	16.8
	• Merchants	74	30.3	58	23.8
	• Daily labors	10	4.1	16	6.6
	• House wives	--	--	111	45.5
	Total	244	100	244	100

As Table 4.1 above indicated, 45.9% and 54.1% of female student respondents were from grade 9 and 10 respectively. From the total number of sample respondents, about 9.4% of them were below the official school age of secondary school, and about 54.9% of them were at the official school age of general secondary School. Regarding this age, Levine (1992) stated, the 15-20 age range is when female population supposed to be physically attractive expected to exercise sexual practices, prepared to marry and undertake household activities which adversely affect their academic progress.

In addition, 29.5% of female respondents were above the official age. About 6.1% of them reported that they were older than 19 years. Therefore, as the table indicates, the majority of female students were in an official age of general secondary school where they need adequate guidance and counseling services to adjust themselves to the social environment.

As shown in Table 4.1 item 4, 29.5% and 32.4% of female respondents reported that their fathers and mothers are illiterate respectively. The father and mother of 39.7% and 44.3% of female students respectively had primary education and 17.6% and 22.1% had secondary education respectively.

As it can be seen in Table 4.1 item 5, 25.4% and 7.4% of female students' father and mother occupations respectively were government employees and 40.2% and 16.8% of female students' fathers' and mothers' occupation were farming respectively. Trade was also the occupation for 30.3% of fathers' and 23.8% of mothers' respectively. Furthermore, 40.2% of respondents' fathers were farmers.

4.1 .2 Characteristics of Teachers Respondents

Personal characteristics of the respondents expressed by age, sex, academic qualification, and experience in the system are important variables to be considered so as to get pertinent and relevant information on the efficiency of education. The presence of the great variability in these variables make difficult to consider the response they provide. Therefore, the following section discusses about it below in table 4.2.

Table 4.2 Characteristics of Teachers Respondents.

S.N	Teacher respondents[N=67]	No	Percent
1	Sex		
	• Male	54	80.6
	• Female	13	19.4
	Total	67	100
2	Age		
	• Below 25 years old	32	47.8
	• 26-30 years old	14	21
	• 31-40 years old	12	18
	• 41 years old and above	9	13.2
	Total	67	100
3	Level of education		
	• Diploma	18	26.9
	• B.A/B Sc	49	73.1
	• Other	--	--
	Total	67	100
4	Service years		
	• 0-5 years	20	29.8
	• 6-10 years	14	21
	• 11-15 years	13	19.4
	• 16-20 years	7	10.4
	• 21 and above	13	19.4
	Total	67	100

From the 67 teacher respondents, about 80.6% were males, where as only 19.4% were females. Here, still the data reveal that the number of female teachers was very low and shows male dominance in number. Regarding age of teachers, the majorities (47.8%) were below 25 years and only 13.2% were above 41 years.

With regards to educational qualification, about 26.9% of teachers were diploma while 73.1% of them were degree holders. Similarly, the statistical data taken from the zone education office also shows that, from the total number (1308) of secondary school teachers in the zone, 19.5%

(255) of them were diploma and 80.5% of them were degree holders. According to the education and Training Policy (1994) of Ethiopia, Diploma for primary school and B.A/B.Sc and above for secondary schools (ETP;1994) In relation to this fact, even though, more than half percent(about 2/3) of the respondent teachers fulfilled the above requirement, 26.9% of them did not fulfill the requirement. This may contribute negative impact on the quality of education. Regarding service years, 29.8% of teachers have between 0-5 years of service and 19.4% of teachers have served more than 20 years. This shows the majority of them lack of long years of experience on teaching.

4.2 The Present Status of Females' Academic Achievement in Secondary Schools of West Wollega Zone

This section discusses females' survival in secondary schools and their performance in Ethiopia General Secondary Education Certificate Examination [EGSECE]. The first priority in females' education is to get them to school. However, together with this, the success of female students in this case, the grade 10 national exam results could be important indicators of females' success in their secondary education. From these points of view, the study tried to collect relevant information from sample students and teachers. It also tried to supplement the respondents' view with data obtained from the documents of the zone education office, woreda education offices, and from the four sample general secondary schools.

Table 4.3 The academic performance of female and male students in EGSECE exam in terms of promoted and detained in West Wollega zone (1999 E.C to 2002 E C).

(E.C)	Students sat for exam						Promoted 2:00 and above						Detained below 2:00					
	Male		Female		Total		Male		Female		Total		Male		Female		Total	
	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
1998	7818	71.5	3912	29	10930	100	3402	44	927	23.6	4329	55	4416	56.4	2985	76.3	7401	67.7
1999	8239	61.3	5196	39	13435	100	3681	45	1319	25.3	5000	37	4558	55.3	3877	74.6	8435	62.8
2000	7426	64.4	4091	36	11517	100	3438	46	1255	30.6	4693	41	3988	53.7	2836	69.3	6824	59.2
2001	7830	61.5	4905	39	12735	100	2324	30	1642	33.4	3966	31	5506	70.3	3263	66.5	8769	68.8

Source WCEO 1998, 1999, 2000 & 2001

In Table 4.3, we find that the percentage of females promoted throughout the year were less than that of males. For instance, out of the total students promoted in each year (i.e. from 1998 E, C to 2001 E.C.), the percentage of females promoted were 23.6%, 25.3%, 30.6% and 33.4% respectively. Here, when the percentage of promoted males themselves were compared with the percentage of exam takers (sat for exam), the result is not that much interesting. Because the percentage of males promoted, were 43.5%, 44.6% 46.2% and 29.7% respectively in the four academic years. In other words, even though large numbers of students of both sexes were performed less in exam at the zone level, females in particular were less achiever than males as the data shows. Of course, the rate of female students who passed the examination with 2:00 GPAs and above slightly increased from 23.6% to 33.4% between 1998 -2001 E.C academic years. From this one can conclude that more than half of female students who sat for exams could not get a chance of being promoted to the next level of schooling either because of in school related factors or out of school factors or both of the factors. In general, it could be inferred that in both zonal as well as sample school level, the academic achievement of female students in national exam was not satisfactory.

Table 4.4. Female Students' academic performance in comparison with their male counter parts in 4 sample schools.

Sample schools	Year	Students sat for exam						promoted						Detained					
		M		F		T		M		F		T		M		F		T	
		No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
Bodji	1999	388	48	426	52	814	100	149	38	99	23	248	31	239	62	327	77	566	70
	2000	235	59	165	41	400	100	157	67	121	73	278	70	78	33	44	27	122	31
	2001	437	61	277	39	714	100	135	31	80	29	215	30	302	69	197	71	499	70
	2002	236	49	246	51	482	100	193	82	192	78	385	80	43	18	54	22	97	20
Bodji Chokorsa	1999	--	--	--	--	--		--	--	--	--	--	--	--	--	--	--	--	--
	2000	288	60	191	40	479	100	112	39	67	35	179	37	176	61	124	65	300	63
	2001	200	57	151	43	351	100	84	42	15	10	99	28	116	58	136	90	252	72
	2002	228	52	208	48	436	100	105	46	77	37	182	42	123	54	131	63	254	58
Enengo	1999	497	57	380	43	877	100	252	51	85	22	337	38	250	50	290	76	540	62
	2000	249	65	134	35	383	100	159	64	75	56	234	61	89	36	60	45	149	39
	2001	262	58	194	42	456	100	108	41	60	31	168	37	141	54	134	69	288	63
	2002	232	53	207	47	439	100	191	82	158	76	349	80	41	18	49	24	90	21
Guliso	1999	291	58	212	42	503	100	107	37	40	19	147	29	184	63	172	81	356	71
	2000	353	58	256	42	609	100	107	30	38	15	145	24	246	70	218	85	464	76
	2001	383	58	108	27	401	100	56	19	34	33	90	22	237	81	74	69	311	78
	2002	383	58	276	42	659	100	237	62	153	55	390	59	146	38	123	45	269	41

Source; from the consolidated mark sheets of each high school

There is clear similarity in relation to the academic achievement of female students between the previous Table 4.4 and the present Table 6. Both tables indicated that female students have shown low academic achievement compared with male students. The percentage of over all academic achievement of female students shown in Table 4.3 at Zonal level were the reflection of the academic achievement of the above mentioned, four sample secondary schools. Table 4.4 shows that the promoted female students from the total passed students were 29.9%, 10%, 31% and 32% in 2001 E.C in sample schools of Bodji, Bodji Chokorsa, and Enango and Guliso secondary schools respectively.

To sum up, from the aforementioned data collected from different sources, it could be possible to conclude that female students were less achieves or performers in their secondary education in West Wollega Zone. This finding conceded with the idea of Nakanyika and Bahlihuta (2002) in Kassahun (2006), which says the inequality in education is reflected in lower performance of girls than boys.

4.3 Factors Influencing the Academic Achievement of Female Students.

Female low academic achievement is believed to be caused by a number of factors that can emanate either from inside or outside the school system. Thus, this section deals with discussion of some of these factors

4.3.1 In-School-Factors

There are many school related factors that affect the academic performance of female students in general secondary schools. Some of these factors that are discussed in this topic are:-school facilities, teachers' encouragement towards female student learning, the availability of guidance and counseling service, girls' motivation to learn and female students' attendance of the class.

For the analysis of items from percentages and chi-square are associations are used to test whether there is a significant difference or not between the response obtained from female students and teachers.

4, 3.1.1 School Facility and Instructional Materials

In order to make the teaching and learning activity more attractive, the school should be conducive to students, teachers as well as the school community. The school should available good sanitary facilities. The facilities include separate latrine for boys and girls, water, sporting filed, equipment, school laboratory and school pedagogical center and the like. With this understanding, this part is intended to investigate the availability of major school facilities and services related factors in secondary school of West, Wollega Zone.

Table 4.5 School facilities and its extent influence on girls academic achievement as reported by female students and teachers.

Items	Respondents :- No of female students=244								No of teachers =67							
	Very high				High				Low				Very low			
	Female students		Teachers		Female students		Teachers		Female students		Teachers		Female students		Teachers	
	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
Lack of referenees	95	39	22	33	68	28	19	28	59	24	17	25	22	9	9	13
Lack of Library	78	32	21	31	67	27	19	28	57	23	18	27	42	17	9	13
Lack of laboratory	112	46	37	55	93	38	26	39	39	16	4	6	--	--	--	--
Lack of gender sensitive	89	36	29	43	78	32	21	31	59	24	12	18	18	7	5	7.5

Table 4.5 summarizes the responses regarding the availability of school facilities in the sample schools. As indicated in the table, 67% of student respondents responded the shortage of reference materials was "very high" and "high" in their schools. Furthermore, 61% of teacher respondents also reported the shortage was "very high" and "high" respectively.

Regarding the second item, 59% of both student and teacher respondents reported that lack of library services have "very high" and "high" impact in their schools respectively. Besides, the table shows, 84% of female students and 94% of teacher respondents respectively responded lack of laboratory as "very high" and "high" impact on teaching learning process in their schools. For item four, 68% of female students and 74% of teacher respondents respectively responded that lack of gender sensitive facilities like latrine, drinking water, and the like have "very high" and "high" extent of impact respectively on girls' academic achievement. Therefore, as can be seen from the table the large proportion of female students and teacher respondents responded the scarcity of school facilities in their school. Thus, it can be safely concluded that lack of sufficient reference materials and other school facilities were basic factors for low academic achievement of female students in the sample schools.

According to personal observation of the researcher, most of the School libraries of sample schools were not well organized and attractive. This situation affects girls' motivation of reading and referring different materials in their school individually as well as in group. In addition, almost in all sample schools, there is acute shortage of laboratory materials and different laboratory rooms for different subjects. The absence of such facilities and inadequacy of the instrument forces teachers simply to transplant theoretical conception in the minds of the students with out showing any practical work. As a result, this condition hinders the provision of quality education in general and academic achievement of students in particular.

The provision of separate latrine for boys and girls was found to be inadequate in all of the schools investigated. For example, the old latrine that can be used for female students is currently damaged. As a result, students were obligated to use hidden places in the school compound during break time.

4.3.1.2 Girls' School Based Supportive Service.

Another vital issue related to girls' academic success in education was the school based services. Hence, respondents were asked to indicate the presence of support at school level other than regular classroom instruction. Accordingly, the results are summarized in table 4.6 below.

Table 4.6 Girls and Teachers view on School Based Supportive Service

Items	Respondents			
	Female students		Teachers	
	No	%	No	%
1. Do you get additional school based support other than regular classroom instruction?				
Always	16	6.5	3	4.5
Sometimes	121	49.6	51	76
Not at all	107	43.9	13	19.4
Total	244	100	67	100

As depicted in table 4.6 above, some of the female students (43.9%) indicated absence of any school based supportive service other than classroom instruction. while 49.6% percent of them indicated, sometimes school based supportive services are available to them. However, more than half (76%) of teacher respondents indicated school based supportive services are sometimes available for female students. While 19.4% of teacher respondents indicated that there is no school based supportive services available for female students other than classroom instructions. Though agreements are observed among the respondents on the absence of availability of sufficient school based supportive services the participants of interviews, clearly confirmed absence of support in

terms of tutorial provision, advisory and guidance services and make up with the missed work regularly.

Besides, school directors were interviewed regarding what school had done to support girls' success in their education and what they did to help their missed work. According to their suggestion, many schools had attempted to organize tutorial program, make up to compensate the missed work on Saturdays and Sundays, when they believe is conducive for both students and teachers. However, the planned supportive service that was organized by the school might not reach female students who need it the most, because most of the time female students spend their free time in some kinds of domestic work to support themselves and some others are from neighboring rural areas where their labor are very much needed at home.

4.3.1.2.1 Guidance and Counseling

Research studies have established that guidance and counseling program in school can positively influence students' success. The new generation at school requires the necessary information and professional help to adjust their career aspiration in the education preparation. High school students face various problems, which often emanate from the nature and characteristics of being adolescent. They also face mental problems and subsequent emotional and psychological problems. Other than such problems that are shared commonly by high school students, high school girls have to face additional problems not necessarily faced by their male counter parts. Thus, they seek help from variety of sources. Among these, the school counselor is one. Lack of such services seems to contribute to low academic achievement of female students. Table 4.7 below shows how female students get guidance and counseling services in school and the extent of influence of lack of such services on females' academic achievement respectively.

Table 4. 7. The Influence of Guidance and Counseling Service

	Items	Respondents				X ²
		Female students		Teachers		
		No	%	No	%	
1.	How often do students get guidance and counseling services in your school? <ul style="list-style-type: none"> • Always • Sometimes • Not at all 	16	6.5	1	0.02	X ² =8.53
		121	49.6	20	29.9	
		107	43.9	46	68.7	
	Total	244	100	67	100	
2.	If your response to the above question is “not at all” what do you think is the major problem? <ul style="list-style-type: none"> • lack of qualified man power • lack of facilities • lack of special attention 	67	62.6	30	65.2	X ² t(2)=5.99
		14	13	3	4.5	
		26	24.2	13	19.4	
	Total	107	100	46	100	

Table 4.7 reveals that lack of guidance and counseling service was a major problem for 43.9% of female students. About 68.7% of teachers also indicated the absence of guidance and counseling service for female students in their schools. About 29.9% of teachers and half of female students (49.6%) replied that counseling service provided” sometimes” for female students in their schools. In addition, interview conducted with school directors also indicated; “the provision of guidance and counseling for females was not sufficient, sometimes they got guidance from teachers, school clubs, anti HIV-Aids club and from NGOs “. (Jan 13,2003E.C).

Therefore, from this point of view it concluded is that temporarily activities of giving guidance and counseling service would not be enough to solve the problem of female students. Thus, lack of proper guidance and counseling service seems to be a serious

problem in secondary schools of the study area. The computed value of Chi- square result ($\chi^2=8.53$ at $\alpha=0.05$) shows that there is no significant difference between teachers and female students view. The current result seems also to match with what was reported by UNESCO (1987) that is “poor progress” of students particularly in secondary schools is the result of improperly organized guidance and counseling services.

Regarding the reasons for the absence of guidance and counseling services table 4.7 shows that 62.6% of female students and 65.2% of teacher respondents responded lack of qualified persons in their schools. However, 24.2% of female students and 19.4% of teacher respondents also responded lack of giving special attention for guidance and counseling services for female students. In addition, interviews made with school principals also indicated that qualified personnel for guidance and counseling services were not assigned to their schools. Selected teachers serve as guidance and counselor in the school. However, the counseling services given by those people were also insufficient. Generally, the present findings indicated that absence of well organized and continuous provision of guidance and counseling services was among school related factors that hinder the academic performance of female students in West Wollega Zone.

4.3.1.3 Teachers` Encouragement of Female Students` Learning.

Teachers are the most important inputs in schools. Teachers are indispensable actors in the teaching- learning process. The quality, interest and attitude of teachers have a direct impact on the academic performance of students in schools in general and female students in particular.

Hence, in order to identify the encouragement and attitude of teachers for female students, question were raise for female student respondents via the questionnaire, and the result is summarized in the following table 4.8.

Table 4.8 Extent of Teachers' Encouragement of Female Students' Learning as reported by Female students

	Items	Respondents	
		Female students	
		No	%
1	Do you think that teachers encourage you to be effective in your education? <ul style="list-style-type: none"> • Yes • No 	176 68	72.1 27.9
	Total	244	100
2	Whom do you think that teachers ask more question in the class? <ul style="list-style-type: none"> • Boys • Girls • Both 	81 8 87	46 4.5 49.4
	Total	176	100

According to Table 4.8 first item, 72.1% of female students responded that their teachers encourage them to be effective at their education. But, 27% of the respondents indicated that their teachers did not encourage them for their learning. Furthermore, according to the interviews conducted with secondary school principals in the study area "teachers encourage both male and female students equally in the class. Gender biases were not manifested in the class room during teaching learning process." (Jan 12, 2003 E.C)

Regarding item two of table 4.8, 46% of female students responded that their teachers ask more questions boys than girls in the classroom. But, 49.4% of female respondents indicated that both boys and girls were asked question equally in the classroom. This indicates that half of girls and boys (49.9%) encouraged by their teachers equally in the schools. Thus, this finding seems to contradict the view of Rose et al. (1997) that explained teachers encourage and give more attention to boys than girls in the class with

the perception that boys are more intelligent than girls since nearly half of the female student respondents (49.4) replied that teachers used to ask both girls and boys equally.

4.3.1.4 Female Students Absenteeism.

Absenteeism is another in- school factor that makes a number of students to abandon schooling and low academic performance. In order to successfully complete their education they are required to attend classes regularly. However, students miss classes either for justifiable or unjustifiable reasons. But, no matter what their reason could be, absenteeism is undesirable encounter. Regarding the problem both female students and teachers were asked and the result is presented in the table below.

Table 4.9. Female Students Absenteeism.

	Items	Respondents				X ²
		Female students		Teachers		
		No	%	No	%	
1.	Do female students attend the class regularly? • Yes • No	150 94	61.5 38.5	11 56	16.4 83.6	X ² =9.03
	Total	244	100	67	100	
2	If your answer to the above question is "No" what do you think are the reasons? -Household work at home -Long distance from school to home -Fear of sexual harassment -Inability to complete homework on time	37 25 20 12	39.4 26.6 21.3 12.8	32 11 8 5	57 19.6 14.3 8.9	X ² (2)=3.84
	Total	94	100	56	100	

Table 4.9 shows that, 61.5% of female students responded that they attend their class regularly while 38.5% responded that they do not attend their class regularly. In contrary, 83.6% of teacher respondents responded that female students did not regularly attend their classes. Only 16.4% of teacher respondents indicated regular attendance of female students. The Chi-square result (X²=9.03) shows that there is no statically significant difference between the responses given by female students and teachers. On the other

hand, interviews with school directors indicated that female students did not regularly come to schools due to household works of the family. The situation seems that female students were not regularly attending their classes, which have a negative impact on their educational performance.

Regarding reasons for absenteeism, Table 4.9 shows that, 39.4% of female students were not going to school regularly, because of the burden of household activities. Similarly, out of those teachers who indicated the absence of regular attendance the majority (57%) considered household activities as the reason for frequent absence of females from their school. Moreover, 26.6% and 12.8% of female students reported home-school distance and inability to complete home work on time as reasons for not regularly attending their class respectively. About 19.6% and 8.9% of teacher respondents also indicated "long distance from school" and inability to complete home work on time" respectively as reasons for female students' absence from school. Besides, 21.3% & 14.3% of female students and teachers respectively responded that fear of sexual harassment as reasons for female frequent absenteeism.

Hence, the current finding affirms what was reported by Jabre (1988), which status show that female students have poor academic results because of their limited study time and frequent absence due to their responsibility for a great number of tasks inside and out side home.

Generally, as indicated by female students and teacher respondents the main reason for female students' absenteeism from school were household work at home, long distance from school and fear of sexual harassment respectively. In addition, the interview made to school directors indicated that female students were absent from school because of household chores and activities, which related to the life condition of their families. Thus, females' absenteeism from schools was a problem, which implicated the low academic achievement of female students in the sample secondary schools. This research finding supports the research result by Teshome (2002), Merga (1999) and Rhodie (1989) that female students' absenteeism from school is mostly due to house hold activities like

cooking, fetching water and fire wood, cleaning the house, looking after younger children and the like.

4.3.1.5 Relative Influence of In-school Factors

In-school factors are factors which emanate from within the school and one of the factors affecting not only female students' academic achievement but also the dropout rate, absenteeism and their participation in education. MoE (2004:140) stated that, learning environment is a determining factor for students' performance and survival at any given educational level. These factors were requested to be ranked by female students and teachers on the ranking order ranging from 1-12 and the results are shown below in table 4.10.

Table 4.10. The ranking of in-school factors as reported by female Students and teachers as a cause of low academic achievement of female students.

	Factors	Female students		Rank order	Teachers'		Rank order
		No	%		No	%	
1	Lack of guidance and counseling service for female students	52	21.3	1	11	16.4	2
2	Lack of motivation of female students to learn	35	14.3	3	10	14.9	3
3	Frequent absenteeism	14	5.7	7	6	8.9	5
4	Violence in and around the school	7	2.9	11	2	2.9	9
5	Shortage of educational material	17	6.9	6	9	13.4	4
6	Poor school facilities	23	9.4	4	5	7.4	6
7	Unfair treatment of teachers in the class	9	3.7	10	2	2.9	10
8	Teachers low expectation for female students' performance	19	7.8	5	1	1.5	11
9	Quality of teachers	13	5.3	8	4	5.9	7
10	Lack of female role model	5	2	12	1	1.5	12
11	Lack of teacher's interest to support girls to conduct tutorial and others supporting program	11	4.5	9	3	4.5	8
12	Female students' failure to study hard, conduct tutorial and others supporting program.	39	15.9	2	13	19.4	1

In Table 4.10, the respondents were requested to rank what they think are the most serious factors and rank the selected factors according to their contribution for low academic achievement of female students. Thus, as Table 4.10 reveals, lack of guidance and counseling services for female students, female students' failure to study hard, conduct tutorial and others supporting program, lack of motivation of females to learn, poor school facilities, teachers low expectation for female students, shortage of educational materials and frequent absenteeism, quality of teachers, lack of teachers' interest to support girls, unfair treatment of teachers, violence in and around the school and lack of role model for females were highly ranked as school related factors for female students.

To measure the degree of agreement between the ranking orders of school related factors, the spearman rank order correlation coefficient was computed. The results of the rank order correlation for in-school factors listed in Table 4.10 shows, strong positive correlation $r_s = 0.80$ at $\alpha = 0.05$ (refer to appendix 6), two tailed. This indicates that strong positive correlation between the ranking of female students and teachers. Generally, when we observe the rank order of all respondents from above, it seems that the effect of in-school factors were identified as much stronger than their separate influence for female students' low academic achievement.

4.3.2 Out-of-School Factors

In this study, besides the in-school factors, an attempt was made to investigate the causes of female students' low academic achievement that emanate from outside the school system. Some of the out-of-school factors which are expended to be the cause of female students' low academic achievement are parental educational background, motivation of girls to learn, lack of family support, household responsibility and the like. The topic tries to assess how those out-of-school factors affect the academic performance of female students.

4.3.2.1 Girls Motivation to Learn.

Motivation is an important psychological construct (Elliott, 2000). Thus, as a significant part of learning, motivation is emphasized in enhancing the performance of students. What motives students and what go against the motivation of the students should be clearly identified to foster an effective learning environment for students. Based on this fact both group of respondents were asked about the motivation of female students in table 4.11 below.

Table 4.11. The Level of Girls Motivation to Learn and Reasons Attributed to existing level of motivation as reported by Teachers and Female Students

	Items	Respondents				X ²
		Female students		Teachers		
		No	%	No	%	
1.	How do you rate the motivation of girls to school?					X ² =17.96
	-Very high	92	37.7	-	-	
	-High	31	12.7	16	23.9	
	-Low	109	44.7	43	64.2	
	-Very low	12	4.9	8	11.9	
	Total	244	100	67	100	
2	If your response to the above question is "low" or "Very low" what is the reasons?					X ² (t)=7.81
	• Irrelevance of curriculum	20	16.5	11	21.56	
	• Lack of parental support	67	55.4	26	50.9	
	• Lack of prospects of future employment opportunities	34	28	14	27.4	
	Total	121	100	51	100	

As indicated in Table 4.11, 37.7% of female respondents reported that they have "very high" motivation for learning. In contrary, 44.7% and 4.9% of female students responded that they have "low" and "very low" motivation to learn respectively. Besides, more than half of the teachers (64.2%) responded as female students have "low" motivation to learn and 23.9% responded as female students have "high" motivation for their education.

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According to interview made with school principals and education bureau leaders, female students have no motivation for their education because of lack of support, parental work load at home, economic conditions of their family, problem, and lack of study time at home. From the above items, it is concluded that female students' lack of motivation to learn was a basic factor for their low academic achievement in the sample schools. The chi-square result ($\chi^2=17.96$) also indicates the agreement or association between the responses obtained from female students and teachers respondents.

Regarding item 2, 55.4% of those female respondents who already reported the "low" or "very low" motivation of females to their education responded that the main reasons were lack of parental support followed by lack of prospects of future employment opportunities. While, (50.9%) and 27.4% of teacher respondents also attributed low motivation of female students to lack of parental support and lack of future employment opportunities respectively.

Complementary to this, the result obtained from the interview pointed out that females' motivation to learn these days is somewhat better than the past due to the reason that the chance of employment is more or less encouraging. However, there is the traditional belief that there are limited numbers of jobs opportunities reserved for women. Therefore, this affects female students' occupational aspiration and expectations, which in turn, have their own effect on educational participation and academic achievement of female students. This idea is coincide with the idea of kann (1981) cited in Genet (1998; 30).

Generally, from table 4.11, we concluded that girls lacked motivation in their learning in the study area. This was confirmed with UNICEF (1993), which stated that girls lack motivation to learn due to a number of reasons, i.e. Socio-cultural factors such as sub servant wife and mother role of girls, types of jobs expected by girls' real and perceived market opportunities, low teachers expectation, e t c.

4.3.2.2 Low level of education of parents, Parental support to their Daughters and the influence of household responsibility.

Among other factors, parents' education has its own share in influencing their daughters' education. Different studies have approved this fact. For example King (1983:162) stated that children whose parents show high level of interest score higher average score and above all they improve their level of performance from time to time. Besides, the writer indicated that ambitions parents to their daughters' education are the result of their level of education.

Parents can influence their daughters' academic performance positively by supporting and encouraging them in their education. Moreover, educated mothers better recognize the importance of education for their daughters and are ready to provide them with necessary materials. In this regard, Behrman and Wolf (1983:12) pointed out that the level of parental education particularly that of mothers highly influenced females' participation and their performance. Therefore, as the education background of parents and their encouragement of daughters is one of the factors which can affect females' education, assessment of these factors is important to gain some solution. Presentation and analysis of data gathered from sample students and teachers on parent related factors indicated in the following tables.

4.3.2.2.1 Lack or low level of Parental Education

One of the factors affecting students' academic achievement is parental education. A lot of research studies have shown that the educational background of parents play a decisive role for their daughters' success of teaching-learning process.

Table 4.12. Influence of Parents low level of Education

Items	Respondents					
	Female students		Teachers			
	No	%	No	%		
1 To what extent parents' "Lack" or "Low" level of education has affected females' education? <ul style="list-style-type: none"> • Very high • -High • Low • Not at all. 	115	47.1	51	76.1	$X^2=20.31$	
	60	24.6	13	19.4		
	69	28.3	3	4.5		
	--	--	--	--		
	Total	244	100	67		100
2 If your response is "very high" & "High" whose education do you think matters more? <ul style="list-style-type: none"> • Mothers' • Fathers' Both have equal influence 	41	23.4	27	42.2	$X^2(t)=5.99$	
	39	22.3	7	10.9		
	95	54.3	30	46.9		
	Total	175	100	64		100

As can be seen from Table 4.12 item 4, 47.1% and 24.6% of female respondents respectively indicated that parent's illiteracy or low level of education has "very high" and "high" influence on their academic performance. However, 28.3% responded that it has low impact on their educational performance. Moreover, 76.1% of teacher respondents also confirmed as illiteracy or low level of parental education affected the academic performance of female students. The finding seems to support the research result reported by Sacky (2007) point out that parental education is a decisive factor in the educational attainment of their children and there is a strong intergenerational correlation in education. The quantity and quality of time devoted by parents to their children positively related to the parents' education status.

The chi-square result ($X^2 = 20.31$) shows that the responses obtained from the two groups of study population are statistically dependent. As discussed by Carron and Chan (1996) the educational background of parents is important factor in determining female students' academic progress. Similarly, Akinkagbe (1994) stated that illiterate parents tend to force their daughters to marry than to be educated. Generally, according to this study, parental lack or low level of education was a serious problem in the study area for effective academic performance of female students.

Regarding whose education matters most, Table 4.12 item 2 indicated that both fathers and mothers' education have equal importance. The majority of female students (54.3%) and teachers (46.9%) said that both father and mothers' education equally affect female students' academic achievement.

The finding supports the findings of Wanna and Tsion (1994) that educational level of both parents' had a strong positive effect on educational attainment documented of their daughters. In view of this, providing literacy education for both parents, therefore, seems to have valuable contribution in an effort to decrease female students' poor academic achievement.

4.3.2.2.2 Parental support and Encouragement

Parental support plays a significant role towards improving student academic performance in general and girls' academic achievement in particular. In this regard different questions rose for female students and teachers' respondent and the result are shown in table 4.13 below.

Table 4.13. Reasons for lack of Parent support and Encouragement for their Daughters

	Items	Respondents			
		Female Students		Teachers	
		No	%	No	%
1	Does the family give sufficient support for their daughters schooling? -Yes -No	80 164	32.8 67.2	12 55	18 82
	Total	244	100	67	100
2	Do most parents in your locality encourage their daughters schooling? -Yes -No -I am not certain	127 113 4	52 46.3 1.6	27 35 5	40.3 52.2 7.5
	Total	244	100	67	100
3	If your answer is "No" to question number 2 what do you think is the probable reason? • poverty • Parents lack of interest towards girls education • Parents immediate need for girls labor at home. • Parents Lack of awareness of the value of girls education	48 12 32 21	42.5 10.6 28.3 18.6	17 2 14 2	48.6 5.7 40 5.7
	Total	113	100	35	100

Regarding parental support, most of the female students (67.2%) responded that their parents do not give sufficient support in fulfilling the required educational materials and costs. In addition, 82% of teachers also confirmed this idea and indicated that families do not provide necessary support for their daughters. In conclusion, the above findings indicated that parents do not support their education. This lack of support of parents has an impact on girls' educational participation and academic achievement. However, most

of the interviewed parents have no problem in providing their daughters with some educational materials such as stationary and uniform. But, still a considerable number of female students as shown in the table revealed that parents do not provide them the necessary educational materials. Though low socio-economic status on their schooling, it could have still its contribution for the low academic achievement of female students in the study areas.

Different studies indicated that the role of family is very essential in the case of female students' in terms of moral and material supports (Sewent, 1995). Similarly, parental attitude and expectations are key factors in the over all progress of their children school performance as well as their latter life (Adamu, 2004).

Table 4.12 item 2, indicates that 52% and 40.3% of female students and teachers respectively responded that parents encourage their daughters' education, while 46.3% & 52.2% of female students and teachers respectively responded that parents do not encourage their daughters schooling. However, 1.6% of female students and 7.5% of teacher respondents were not quite sure of parents' encouragement of their daughters schooling.

Regarding the third item, 28.3% of female students and 40% of teachers respondents who already indicated the absence to encourage their daughters schooling responded that parents do not encourage their daughters schooling because of immediate need for girls labor at home. Besides, 18.6% of female student respondents and 5.7% of teachers responded that parents' lack of awareness of the value of girl's education. 10.6% of female students and 5.7% of teachers were also indicated parental lack of interest towards girl's education. But, 42.5% of those female student and 48.6% of teacher respondents respectively reported that poverty as a reason for parents lack of encouragement of their daughters schooling. This finding was in line with Chovoky and Meesik (1985) stated that low economic status is one of the major barriers for parents in providing their daughters with the necessary educational materials. In addition to this, the writer reveled that parents to poor economic background prioritize their sons rather than their daughters in providing the limited economic support they have

4.3.2.2.3 Household Responsibility

The gender division of labor that exists within homes leaves the bulk of domestic chores to girls, thereby decreasing their chances of attending school as well as their academic performance. As shown in table 4.14 below, even though both girls and boys engaged in different household activities, girls spent most of their time helping their family in household work.

Table 4. 14. Influences of Household Responsibility

	Items	Respondents			
		Female Student Respondents		Teacher Respondents	
		No	%	No	%
1	Do you help your family in household chores? <ul style="list-style-type: none"> • Yes • No 	230 14	94.3 5.7		
	Total	244	100		
2	How much does household chores influence study time? <ul style="list-style-type: none"> • Very high • High • Little • Not at all 	154 64 20 6	63.1 26.2 8.2 2.5	54 8 3 2	80.6 11.9 4.5 3
	Total	244	100	67	100

Table 4.14 item one indicates that 94.3% of female student's respondents are helping their family in different household activities. As can be observed from Table 4.14, item two, 63.1% and 80.6% of female students and teachers respondents responded that female students helping of their family in household chores had "very high" influence on their study time. About 11.9% and 4.5% of teachers indicated that it has "high" and "little" influences on the study time of female students respectively. This shows that helping parents out of school hours affect female students study time at home. The chi-square result ($X^2 = 8.05$) shows that statistically there is significant association between the responses given by two groups of respondents.

The information obtained from parents and school principal's interview suggested that females are much involved in helping the family outside school hours for they have little time to study at home and this is an important reason why girls do not perform well as boys in schools. In addition to this, the interview obtained from the parents reveals that, female students more or less affected by house hold chores in their academic performance. Furthermore, whenever one of them or both parents are away, they are more responsible for managing and taking care of the house. Because of this and other related reasons they have less time to study and give little attention to their study.

4.3.2.3 Girls Reading Experiences

Girls spend more time for different household activities towards support their family. These house hold chores negatively affects for girls having enough reading time at home and also its have a negative impacts for their academic performance. Teshome (2002) and Kane (2004) also suggested that in different part of the world girls engaged in house hold activities is more than that of boy's. The amount of time girls spends on household chores and other productive activities affecting their success and persistence. To get available information's, about their trained of using reading time, different question raised for female students and for teachers. The result is shown below here in table 4.15

Table 4.15 Teachers responses about Girls Reading Experience

Items			Teacher Respondents(N=67)			
			S agree	Agree	Disagree	Strongly disagree
1	Most often boy's use more time than girls' for reading	No	21	37	6	3
		%	31.3	55.2	9.5	4
2	The reason for girls to have less reading time than boys in the house is;- <ul style="list-style-type: none"> ▪ Most of their time is taken by house hold activities ▪ Lack of interest to study at home ▪ Parents did not give value or Recognition to girls education ▪ Due to the absence of conducive Studying environment at home ▪ Due to spending most of their time for vending after school 	No	%			
		22	37.9			
		2	3.4			
		8	13.8			
		10	17.2			
		16	27.6			
Total		58	100			

As it is shown in Table 4.15, out of 67 teachers 86.5% of them agree and 13.5 disagree respectively on the fact that boys most often use more time than that of girls. Regarding the reason for less reading time 37.9% of teachers agreed on most of their time is taken by house hold activities. 13.8% of teachers agreed on the fact that contributed for girls having less reading time than boys were lack of parental recognition for girls' education. The other 17.2% and 27.6% of teachers agreed respectively on the absence of conducive environment at home and that most of girls spend their time for vending and this leads to have less reading time at home.

From teacher response, it can be deduce that in the research area a great number of girls are engaged in different household activities for more amount of time than that of boys. On the other hand, boys were more likely than that of girls to give enough time for their

education and other related issue. Various researchers also argue that girls have spent most of their time in helping family with household activities than boys do. Girls' mostly exposed to help their family's home activities. Due to this, they face shortage of time to study. This situation contributes to girls having poor academic participation and performance (Ager, 2002).

Table 4.16 Female Students Response about their Reading Experience

	Items	Female Student respondents	
		No	%
1	How long on average do you spend on academic work at home per day? <ul style="list-style-type: none"> • Less than 1hours • 1-2hours • 3-4 hours • None at all 	128 87 29 --	52.4 35.5 11.9 --
2	Which time mostly used for reading? <ul style="list-style-type: none"> • After school time • Before school time • After accomplishing house responsibility • At night • I don't have specific reading time 	25 5 148 33 33	10.2 2 60.6 13.5 13.5
	Total	244	100

Table 4.16 items one, also show that; the majority of female students (52.4%) had spent less than one hour on academic activities outside of school. About 35.5% of them also spent only from 1-2 hours, and 11.9% of female student responded that 3-4 hours. From this we can concluded that, majority of female students were not time sufficient for their education. Though less time for academic activities could be caused by cumulative effect on multiple house hold chores, it appeared that, it is likely to attribute the low level of motivation they had for learning.

Regarding items two the table shows that, 13.5% of female students do not have appropriate specific reading time. A great majority of female students (60.6%) prefer to read after they accomplished their house hold chores. The other three items even though less number of female students give their response, it gives a good picture to what extent they become tried with house hold activities. This situation contributes to female students having low level of academic performance as well as poor achievement.

4.3.2.4 Sexual Harassment

Another factor that affects females' school enrollment and academic performance is sexual harassment. Various studies on the issue of sexual harassment have revealed that low rate of girls' enrollment in education is remarkably attributed to sexual harassment (Summers, 1992; Thomas, 1990; Odaga and Heneveld, 1995). Furthermore, African Rights (1994) has noted that by any means female students are targets of sexual harassment ranging from having sexual rumors spread about them to being touched, grabbed or pinched in a sexual way. Hence, this section of the analysis focuses on the impact of sexual harassment and the following tables preset the summary of the data.

Table 4.17. The Influence of Sexual Harassment as responded by Teachers and Female Students

	Items	Respondents				X ²
		Female students		Teachers		
		No	%	No	%	
1	Is there any violence in and around your school targeting female students to affect their education? <ul style="list-style-type: none"> • Yes • No 	94	38.5	11	16.4	X ² =9.03
		150	61.5	56	83.6	
	Total	244	100	67	100	
2	Who do you think are mostly engaged in school violence? <ul style="list-style-type: none"> • Teachers • Male students • Jobless gang • Others 	-	-	-	-	X ² t(2)=3.84
		36	37	7	63.6	
		58	53	4	36.3	
	Total	94	100	11	100	

As indicated by Table 4.17, the majority of female students (61.5%) and teacher (83.6%) respondents responded that, there is no violence in and around their schools that targeted to female students in the study area. Nevertheless, 38.5% of females' students and 16.4% of teachers indicated that there was violence in and around their schools targeted female students. The chi-square result ($X^2 = 9.03$) shows that the responses obtained from the two groups are statically associated.

As shown in Table 4.17 item 2, 53% of female students those indicated the presence of violence in and around their school were responded that any jobless gang were engaged in sexual violence and 36.3% of teacher respondents also reveal those jobless gangs were engaged in sexual harassment. In addition, 37% of those female students and 63.6% of teachers respondents informed the presence of violence in and around their school were indicated the involvement of male students in sexual violence either in or around the school. However, minor respondents confirmed the problem created by street groups and some male students, in and around the school. Therefore, sexual violence and harassment was not a major factor for female students' low academic achievement. Regarding this, the interview obtained from school principals, Woreda education Bureau officers and female student parents confirmed that there was no serious problem of sexual violence targeted female students in the area. Therefore, sexual harassment and violence was not a main reason for female students' low academic achievement in the study area.

4.3.2.5. Home- School Distance.

Traveling long distance from home to school found to limit females' school participation (WLID, 2006). According to Kelly (1989; 98), absence of school with in not more than a distance of 3 kilometers from their home limits girls' enrollment as compared to boys. Similarly, King (1993) also stated that the length of time it took a student to reach a school affect female student's performance. Thus, the following discussions are based on the above views.

Table. 4.18. Influence of Home- School Distance.

	Items	Respondents	
		Female Students	
		No	%
1	Is the school in which you are currently enrolled found in your residential area?		
	• Yes	92	37.7
	• No	152	62.3
	Total	244	100
2	How much your school is far from your home?		
	• Below 1km	63	25.8
	• 1km-3kms	74	30.3
	• 3kms-5kms	55	22.5
	• More than 5kms	52	21.3
	Total	244	100

As can be observed from Table 4.18 first item, 62.3% of female student respondents responded that the schools are not found around their home. But 37.7 percent of them responded that their schools are found around their home. This indicates that majority of female students are coming from distant areas to their schools.

Table 4.18 items two also shows, 25.8% of female student respondents indicated that they travel less than 1km to reach their schools. Furthermore, 30.3% of female respondents were travel 1km-2kms daily. However, 21.3% of female students were travel more than 5kms daily. To further investigate this issue.. parent's also interviewed, Accordingly the parents indicated that female students in rural area suffered from long distances of schools due to the location of secondary schools is only woreda towns which are far from country side. In this case, some students forced to learn in other localities by leaving their homes and others were exposed to harassment and snatching of their properties on the way to and from the school by youngsters. Thus, the school distance has a paramount impact on the academic achievement of female students and still a difficult daily task for

a considerable number of female students in the study area. This implies that although schools are available at a reasonable distance, parents seen unwilling to send their daughters to schools where there were no schools at an ease reach. In supporting this, Jimenez and others (1989) stated that the length of time it took a student to reach a school affect female students safety where they are vulnerable to harassment, abduction or rape are the main factors related to distance that can affect not only females achievement but also their enrollment (Kelly, 1987:98).

4.3.2.6 Relative Influence of out-of-School Factors

Table 4.19 The Ranking of Out-of-School Factors as reported by Female Students and Teachers for the cause of Low Academic achievement of Female Students.

No	Factors	Female students		Rank order	Teachers'		Rank order
		No	%		No	%	
1	Lack of parental support	46	18.8	2	10	14.9	3
2	Parents lack or low level of education	41	16.8	3	15	22.4	1
3	Lack of time to study	60	24.6	1	12	17.9	2
4	Sexual violence	12	4.9	8	4	5.9	8
5	Household chores	29	11.9	4	6	8.9	6
6	Lack of motivation	16	6.5	7	3	4.5	7
7	Home school distance	22	9	5	9	13.4	5
8	Parental attitudes and expectation for girls' education	18	7.4	6	8	11.9	4

As can be seen in Table 4.19, Lack of time to study were rated by female students as the most important factors for their poor performance among out-of school factors listed in the table. Their teachers who rated the variable as a second major factor for female students' poor performance also support this. This may confirm that the observable facts

of female shouldering of many responsibilities at home, which takes most of their time to study after school hours as compared to their male counter parts.

This result seems to substantiate the contention of Rose and others (1997); Brock and Cammish (1994); who indicated lack of time to study at home due to household problems as major factors for female students' low performance. As can be observed from Table 4.19, lack of parental support identified as one of the major factors to female students' low performance. Female students and their teachers' respondents rated this variable as second and third important out-of-school factors respectively..

Table 4.19 also revealed that female students and their teachers rated parents' lack or low level of education as a third and first major out-of-school factors among those listed in the table respectively. It is possible to say that illiterate parents or parents with little education might be less able to assist their children in school, offer their children less opportunity to study and need their help out at home or in the field.

Regarding the procedures employed to put the variables listed in Table 4.19 rank order, similar procedures of ranking of the in-school factors was used. To see the degree of agreement between female students and teachers ratings, the spearman rank order correlation coefficient was calculated. The result shows nearly strong positive correlation ($r_s=0.83$) significant $\alpha=0.05$ (refer appendix 6). One possible reason for the similarity in point of view between the two study groups could be the existence of knowledge gained from experience with the factors of females' educational problems.

4.3.3 Measures Taken to Improve Female Students Academic Achievement

4.3.3.1 Efforts made to improve Females Academic Achievement

Regarding efforts made to improve or increase females' performance and academic achievement, respondents of the questionnaire and interview described the following points. These are: tutorial program for female students in most of the school, awareness creation activities in the society were done even though it was not as much as expected and each school has girls' club and so on. Here, what the respondents concerning the

efforts made repeatedly respond is that every school has a tutorial program given by the teachers for female students. However, as the respondents tried to comment is that this tutorial program given due to the reason that it given for teachers by the school for their performance appraisal. That means, teachers may not be committed by themselves if not.

4.3.3.2 Possible Measures to be taken

Regarding the measures to be taken to improve female academic achievement, the strategies recommended by teachers, school principals and woreda education bureau leaders to minimize the influence of in-school and out-of-school factors on females education were;-develop the participation of female students in different school activities and in society in general, changing the attitude of the society by creating awareness about girls education developing the awareness of pupils about gender equality, continuous provision of guidance and counseling services for female students in schools, arranging tutorial or special school based support program for female students, female teachers of the school should play a significant role and actively participate in arranging different program and improving the academic performance of female students, the school should arrange “girls for girls” supporting mechanisms in their respective schools through their club and government, NGOs, and schools should create awareness among parents to give attention to female education.

CHAPTER FIVE

5. Summary, Conclusion and Recommendation

The major objective of this study was to assess some of the major factors that affect female students' academic achievement in West Wollega Zone General Secondary Schools and look for relevant and applicable alternative solutions that might help in minimizing the problem under study.

Specifically, the study was intended to achieve the following objectives, these are:-

- 7 To assess factors affecting females students academic performance in secondary school of West Wollega Zone
- 8 To suggest some possible alternative solution which may help alleviate the problem and improve the academic performance of female students.
- 9 To suggest some recommendations that could make the school and the home environment conducive for female students to be successful in their academic achievement.

Accordingly, the following statuses of questions were set:-

- 1 What is the current female what is the current status of females' academic achievement in general secondary school of West Wollega Zone?
- 2 What are the major in school factors that affect females' academic achievement in general secondary schools?
- 3 What are the major out-of-school factors that hinder females' academic achievement in general secondary schools?

The study was carried out in four government secondary schools. Female students, teachers, parents, school principals and WEO managers were the subjects of the study. To collect the required information, different data collecting instruments, such as, questionnaires, interview and document analysis were handled. Depending on the nature of the data collected, different statistical tools such as percentage analysis, Chi-square and Spearman's were employed to analyze the data throughout the study.

In this chapter, the major findings of the study have been summarized. conclusions on the basis of the findings have been drawn, and then recommendations that are thought to be operational to alleviate the problems have been forwarded.

5.1 Summary

In this part of the study, an attempt was made to provide a summary of the major findings, which would answer the basic questions.

Status of females' academic achievement in general secondary school of West Wollega Zone

- The findings of the study indicated that female students who passed grade 10 national examination between 1998-2001E.C in the study area and in the four sample schools in 2001E.C academic year on the average were 28.2% and 25.3% respectively.
- Having a glance at the academic performance of female students in the zone, one can judge from facts that it is unsatisfactory. For example, from those students who sat for EGSECE in the past four years (1998-2001EC) 76.3%, 74.6%, 69.3%, and 66.5% scored GPAs below 2.00

In school factors that affect females' academic achievement in general secondary schools

- In most schools of West Wollega zone there is an acute shortage of reference books, different laboratory room for different subject and absence of sufficient library services.
- Both respondents (female students and their teachers) expressed their agreement on the negative impact of lack of guidance and counseling service on the academic achievement of female students.
- Most of the female respondents 107(43.9%) replied that there is no special support for female students from their teachers except a regular teaching learning class and general tutorial class.
- Girls' low motivation in their education was also identified as a common problem for female students' low academic performance as reported by 44.7% and 64.2% of female student and teacher respondents respectively.
- Among school related factors included in the study; lack of guidance and counseling services, Female students' failure to study hard, conduct tutorial and others supporting program; Lack of motivation of female students to

learn; Poor school quality; Teachers low expectation for female students' performance and shortage of educational materials and others were identified as major factors for female students' low academic achievement in the general secondary schools of West Wollega Zone.

Out-of-school factors that hinder females' academic achievement in general secondary schools

- The study revealed that parents' educational background identified as a factor for female students' low academic achievement. As reported by female students (47.1%) and teacher (76.1%) respondents lack or low level of parental education has strong impact on females' education because the majority of their parents, 32.4% of mothers and 29.5% of fathers were illiterate and 44.3% of their mothers and 39.7% of fathers had elementary education in the study area.
- From out of the eight out-of-school variables listed in Table 4.19, lack of time to study at home, lack of parental support, parents lack or low level of education, house hold chores and home school distance are found to be major factors for female students' poor academic achievement in general secondary school of West Wollega Zone.
- For all variables, the chi-square of association shows the relationship between responses given by both female students and their teachers are statistically associated. The overall rank order correlation coefficient between the ranking of female students and that of teachers ($r_s=0.80$ for in-school factors and $r_s=0.83$ for out-of-school factors) have shown the existence of high degree of agreement or relationship in rating the main reasons for female students low academic achievement.
- There were also efforts made in secondary schools in order to improve female academic achievement. The major ones include creating awareness in the society regarding female education, arranging tutorial program for female students and establishing girls club.

- The female students, teachers, school principals and WEO managers were also recommended some strategies to alleviate the influence of school and out-of-school factors that affects the academic achievement of female students. Such as:-develop the participation of female students in different school activities and in society in general, continuous provision of guidance and counseling services for female students in schools, arranging tutorial or special school based support program for female students, female teachers of the school should play a significant role and actively participate in arranging different program and improving the academic performance of female students, the school should arrange “girls for girls” supporting mechanisms in their respective schools through their club and government, NGOs, and schools should create awareness among parents to give attention to female education.

5.2 Conclusion

Based on the finding of the study, it can be concluded that even if relative improvement has been observed in the number of female students, percentages of female promotion in EGSECE each year shows that, female student’s academic achievement was relatively declined through the years under consideration. Furthermore, it was found and that female students’ low academic achievement was caused by multitude of factors which emanated from both what female students have experienced in school and out –of-school environments. In other words, as reported by the respondents. Female academic performance equally influenced by internal and external factors. Therefore, a low academic achievement of female student in general secondary schools of West Wollega Zone was a function of both school related and out-of-school variables.

In general;- The lowest percentage of female students promotion in EGSECE in the study area is emanated from in-school and out-of-school factors, lack of motivation of female students in education are the result of socio-economic factors, like lack of parental support, future work opportunity, etc; Females’ lack of adequate time to study at home could be resulted of parents’ need of female students’ labor at home and lack of appropriate guidance and counseling and other basic services in the general secondary school could have strong impact on girls’ academic achievement in the study area.

5.3 Recommendations

On the basis of the findings obtained and the conclusions reached, at the following recommendations was forwarded:-

- 1 The findings of the study disclosed that girls' promotion rate in national exam was very low in zonal and sample general secondary schools. Thus, the Regional, Zonal and Woreda Education Office should organize the provision of tutorial to female students with poor academic performance in general secondary schools.
- 2 The findings in this study also showed that lack of guidance and counseling at school level is found to be among the major school related factors that are hindering academic achievement of female students, such problems emanated mainly from lack of well-coordinated guidance and counseling program. Thus, in order to tackle the problem of counseling in general secondary schools, the engagement of teachers, directors and students with in the school system and the community is very important.
- 3 Strengthen school based supportive to assist female students and those who are at the risk of repeating, by initiating peer group tutorials within the regular school hours. Better performing students may assign to conduct to tutorial sessions for academically weaker students.
- 4 Parents' lack of support towards girls' education was one of a basic problem of out-of-school factors. Therefore, the Zonal and WEO in collaboration with government and NGOs should sensitize and aware parents more about gender equality and the value of female education for the family as well as for the development of the country in general.
- 5 Lack of time to study at home due to household chores was another serious factor for low academic achievement as well as for wastage of education in general secondary schools of the study area. Indeed, as females spend more hours in household activities, it will take time and drains the energy used for education activities. Thus, it is advisable that, the government, the regional, zonal and woreda education bureau attempt to raise the awareness of the community in order to reduce constraints on girls' education and to make free for education.

- 6 There is also a need to organize regular meeting with the community where the purpose is to develop community awareness about the difficulties females face in their education. It is essential to orient parents about the need to study at home and attend classes regularly. Teachers also should invite parents regularly, especially mothers, in-groups and sensitize them on problems of girls' education.
- 7 Low level of parental education was found to be the major problem for female students' poor academic achievement. Educated people appreciate education of their daughters' and encourage them to acquire at least as much education as they themselves had. Hence, intervention to "educationally empower" parents through expanding non-formal adult education programs seem important. Such strategy may reduce mother's dependence on the labor of her daughters, and can help to overcome social and traditional barriers and raise parental willingness to support their daughters' education.
- 8 Both teachers and female students confirmed that there is lack of reference book, library services, laboratory materials and other school facilities in their schools which have its own negative impact on the academic performance of female students. Therefore, the schools in collaboration with different concerned bodies like woreda education bureau, the community and NGOs can solve the problem.
- 9 Every school should arrange award program at the end of the academic year for the top students in general and out standing role model female students in particular. In addition, woreda Education Bureau and others also arrange such award ceremony program at the end of the academic year with the collaboration with NGOs and others to motivate female students and to increase their academic performance.

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APPENDIX- 1

Addis Ababa University

School of Graduate Study Institute of Education
Department of Education Planning and Management
Stream – Educational Policy Planning

Questionnaire to be filled by General secondary School Female students.

Dear Students:-

The purpose of this questionnaire is to gather relevant information regarding in- school and out-of school factors that affect the academic achievement of female students in General Secondary Schools and to recommend some possible solution that improve girl's education in the study area.

You are one among those chosen to be data sources (participant) of the study. Thus, your willingness in provide relevant information is highly appreciated. The data collected is used only for academic purpose.

Dear respondents, you are kindly requested to be honest, thoughtful and frank while filling each items of the questionnaires, since the value and the reliability of the findings of this study highly depend on your authentic responses to the questionnaire.

Thank you for your cooperation in advance.

Direction

- No need of writing your name
- Put "✓" mark in the box where alternative answer are given
- If you do not get any satisfying answer among the given alternatives, you can write your answer, on the space provided for the options.

Part I. Background Information

1.1 Personal Information

1.1. Name of your school _____

1.2. Present grade you are attending _____

1.3. Age A. below 15 years old C. 18 and 19 years old
 B. 15-17 Years old D. 20 years and above

1.4. Marital status

A. Married B. Unmarried C. Divorced

1.2 Information of parents of students

1. Indicate your parents' level of education. If they have graduated from more than one educational institute indicate the highest one by using "✓" mark.

	Level of education	Father's	Mother's
A	Illiterate		
B	Primary education		
C	Secondary education		
D	Diploma		
E	Degree level		

2. Indicate your family's occupation by using "✓" mark

	Occupation	Father's	Mother's
A	Government employees		
B	Farmer		
C	Merchant		
D	Daily Labors		
E	Other		

Part II. Factors related girls study habit and motivation to learn

1. How do you rate the motivation of girls to learn?

A. Very high B. High

C. Low D. very low

2. If you answer for question number "1" is "low" or "very low" what de motivates you to learn

A. Irrelevance curriculum

B. Lack of parental support

C. Lack of prospects of future employment opportunities

3. How long on average do you spend on academic work at home per day?

A. Less than one hours C. 3 - 4 hours

B. 1 - 2 hours D. none at all

4. In my house, most often I used my reading time properly.

A. Strongly agree C. Disagree

B. Agree D. Strongly disagree

5. Which time mostly used for reading?

- A. after school time B. Before school time
C. After accomplishing house responsibility D. At night
E. I don't have specific reading time

Part III. Family Factors

1. Does your family provide all necessary educational materials for you?

- A. Yes B. No

2. Does your family give equal chance for their daughters and sons in fulfilling the required educational cost?

- A. yes B. No

3. If your answer to question "2" is "No" to which gender, your family give priority most of the time?

- A. Male B. Female

4. Do most parents in your locality encourage their daughters schooling?

- A. Yes B. No

5. If your response for question number "4" is "No" what do you think is the possible reason?

- A. Poverty B. Parents lack of interest towards girls education
C. Parents immediate need for girls labor at home
D. Parents lack of awareness of the value of girls education

6. To what extent has your parents' lack of education or low level of education negatively affected your education?

- A. Very high B. High C. Low D. Not at all

7. If your answer for question "16" is "very high" or "high" whose education do you think matters more?

- A. Mothers' education B. father education
C. Both have equal influence

7. Do you think that the sexual violence committed upon females can have impact on their academic achievement?

A. Yes B. No

8. Below is some of out-of- school possible reasons for low academic achievement of female students in secondary school. Please rank the items according to their contributions. Indicate the most serious problem first and the least important last by putting number 1-8 (number "1" for the most serious problem and number "8" for the least problem)

	Factors affect the academic achievement of female students	Rank order
1	Lack of parental support	
2	Parents lack or low level of education	
3	Lack of time to study	
4	Sexual violence	
5	Home school distance	
6	Lack of motivation	
7	Distance of the school	
8	Parental attitudes and expectation for girls' education	

9. Please list down the possible actions that can be taken in your school to help girls achieve better in their academic achievement!

	Factors affect the academic achievement of female students	Rank order
1	Lack of guidance and counseling service for female students	
2	Lack of motivation of Female students to learn	
3	Frequent absenteeism	
4	Violence in and around the school	
5	Shortage of educational material	
6	Poor School facilities	
7	Un fair treatment of teachers in the class	
8	Teachers low expectation for female students' performance	
9	Quality of teachers	
10	Lack of role model of female	
11	Lack of teacher's interest to support girls to conduct tutorial and others supporting program	
12	Female students' failure to study hard, conduct tutorial and others supporting program.	

Part V. Out of School Factors

1. Do you help your family in the house hold chores?

A. Yes B. No

2. If your answer for question "1" is "yes" how much does it influence your study time?

A. Very high B. High
C. Little D. Not at all

3. Is the school in which you are enrolled found in your residential area?

A. Yes B. No

4. How much your school is far from your residential place?

A. below 1 km 1 km -3 kms
C. 3 kms – 5kms D. More than 5 kms

5. Is there any violence in and around your school targeting female students to affect their education?

A. Yes B. No

6. If your response for question number "5" is Yes" whom do you think mostly engaged in violence?

A. Teachers B. Male students
C. Job less gang D. If any other, specify _____

Part IV. School Factors

1. Do you think that teachers encourage you to be good at your education?

A. Yes B. No

2. Whom do you think usually teachers ask more questions in the classroom?

A. Boys B. Girls

3. How often do you get school based support other than regular classroom instruction?

A. Always B. Sometimes C. not at all

4. Do you attend the class regularly?

A. Yes B. No

5. If your answer for question number "4" is "No" what is your possible reasons?

A. Due to household works at home

B. Long distance of school from home

C. Fear of sexual harassment

D. In ability to complete home works on time

6. How often do you get guidance and counseling service in your school?

A. Always B. Some times C. Not at all

7. If your response for question number "6" is "Not at all" what do you think is the major problems?

A. Lack of qualified manpower B. Lack of facilities

C. Lack of special service for female D. If any other, specific -----

8. To what do you think the following instructional materials and school facilities affected your academic performance? Rate each of them by putting "✓"

S.N	Factors that affect the academic performance of female students	Very high	High	Average	Low	Not at all
1	Lack of reference books					
2	Lack of library services					
3	Lack of laboratory services					
4	Lack of gender sensitive facility like latrine & drinking water					

9. Below is some of in school possible reasons for low academic achievement of female students in secondary school. Please rank the items according to their contributions. Indicate the most serious problem first and the least important last by putting number 1-12 (number "1" for the most serious problem and number "12" for the least problem).

APPENDIX- 2

Addis Ababa University

School of Graduate study Institute of Education

Department of Education planning and Management

Stream – Educational Policy Planning

Questionnaire to be filled by General Secondary School Teachers

Dear Respondents!

The purpose of this questionnaire is to gather relevant information regarding in- school and out-of school factors that affect the academic achievement of female students in General Secondary Schools and to recommend some possible solution that improve girl's education in the study area.

You are one among those chosen to be data sources (participant) of the study. Thus, your willingness in provide relevant information is highly appreciated. The data collected is used only for academic purpose.

Dear respondents, you are kindly requested to be honest, thoughtful and frank while filling each items of the questionnaires, since the value and the reliability of the findings of this study highly depend on your authentic responses to the questionnaire.

Thank you for your cooperation in advance.

Direction: - please give short and brief answer for items requiring completion and put "✓" marks for items requiring selection in the space provided.

Part I. General background to the respondents

1. Name of your school _____

2. Sex A. Male B. Female

3. Age A. below 25 years old B. 25-30 Years old

C. 31-40 Years old D. 41 Years old and above

4. Qualification

A. Diploma B. B.A/B.Sc

C. M.A/MSc D. others _____

5. Service year

A. 0-5 Years B. 6-10 Years

C. 11-15 Years D. 16-20 Years

E. 21 Years and above

Part II. Factor related to girls study habit and motivation to learn

1. How you rate the motivation of girls to learn?

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

2. If your answer for question number "1" is "low" or "very low" what de-motive girls to learn?

- A. Irrelevance curriculum B. Lack of parental support
C. Lack of prospects of future employment opportunities
D. If any other, specify _____

3. Most often boys use more time than girls' for reading.

- A. Strongly agree C. Disagree
B. Agree D. Strongly disagree

4. If your answer is "strongly agree" or "Agree" what is your possible reasons for girls' to have less reading time than boys?

- A. Most of their time is taken by household activities
B. Lack of interest to study
C. Parents do not give value to girls' education
D. Lack of conducive studying environment
E. Due to spending most of their time for vending after school

Part III. Family Factors

1. Do most parents in your locality encourage their daughters schooling?

- A. Yes B. No

2. If your response for question number "1" is "No" what do you think is the problem reason?

- A. Poverty
B. Parents lack of interest towards girls education
C. Parents immediate need for girls labor at home
D. Parents lack of awareness of the value of girls education

3. Do you think parents give equal support for their daughters and sons and fulfill their required education costs?

- A. yes B. No

4. If your answer in question number "3" is "No" to which gender parents give priority at most support?

- A. Male B. Female

5. Does the family provide all necessary educational materials for you?

A. Yes B. No

6. To what extent do you think helping parents at home affect girls' study time?

A. Very high B. High

C. Low D. Not at all

7. To what extent parents lack or low level of education has been affected female education?

A. Very high B. High

C. Low D. Not at all

8. If your answer for question "7" is "very high" or "high" whose education do you think matters more?

A. Mothers' education B. father education

C. Both have equal influence

Part IV. School Factors

1. Do female students attend the class regularly?

A. Yes B. No

2. If your answer for question number "6" is "No" what is the reason for not going to school regularly?

A. Due to house hold works at home

B. Long distance of school from home

C. Fear of sexual harassment

D. Inability to complete home work on time

3. How often do female students get additional school based support?

A. Always B. Sometimes C. Not at all

4. How often do female student get guidance and counseling service in your school?

A. Always B. Sometimes C. Not at all

5. If your response for question number "13" is "Not at all" what do you think is the major problem?

A. Lack of qualified man power B. Lack of facilities

C. Lack of special service for female students

D If any other, specify

6. To what do you think the following instructional materials and school facilities affected your academic performance? Rate each of them by putting "✓"

S.N	Factors that affect the academic performance of female students	Very high	High	Average	Low	Not at all
1	Lack of reference books					
2	Lack of library services					
3	Lack of laboratory services					
4	Lack of gender sensitive facility like latrine & drinking water					

7. Below is some of in school possible reasons for low academic achievement of female students in secondary school. Please rank the items according to their contributions. Indicate the most serious problem first and the least important last by putting number 1-12 (number "1" for the most serious problem and number "12" for the least problem).

	Factors affect the academic achievement of female students	Rank order
1	Lack of guidance and counseling service for female students	
2	Lack of motivation of Female students to learn	
3	Frequent absenteeism	
4	Violence in and around the school	
5	Shortage of educational material	
6	Poor School facilities	
7	Un fair treatment of teachers in the class	
8	Teachers low expectation for female students' performance	
9	Quality of teachers	
10	Lack of role model of female	
11	Lack of teacher's interest to support girls to conduct tutorial and others supporting program	
12	Female students' failure to study hard, conduct tutorial and others supporting program.	

Part IV Out of school Factors

1. Is there any sexual harassment in and around your school targeting female students to affect their education?

A. Yes

B. No

2. If your answer for question number "8" is "yes" who do you think are mostly engaged in school violence?

A. Teachers

B. Male students

C. Jobless gang

D. If any other, specify

3. Below is some of out-of- school possible reasons for low academic achievement of female students in secondary school. Please rank the items according to their contributions. Indicate the most serious problem first and the least important last by putting number 1-8 (number” 1” for the most serious problem and number “8” for the least problem

	Factors affect the academic achievement of female students	Rank order
1	Lack of parental support	
2	Parents lack or low level of education	
3	Lack of time to study	
4	Sexual violence	
5	Home school distance	
6	Lack of motivation	
7	Distance of the school	
8	Parental attitudes and expectation for girls’ education	

9. Please list down the possible actions that can be taken in your school to help girls achieve better in their academic achievement!

1. _____

2. _____

3. _____

4. _____

APPENDIX- 3

Interview Guide line prepared to school principals

The main purpose of this interview is to get additional relevant information on the factors that affect the academic achievement of female students in General secondary school, Therefore, your opinion is believed to be contribute much to the study, thus, I am confidentially appreciate the efforts and cooperation you offer honestly and frankly.

Thank you in advance!

1. Name of the school _____ 2. Sex _____
3. Service year _____
4. Level of Education _____
5. How many female students passed in EGSECE for the last four years?
6. In you locality, how is the view of most parents on their daughter education, why?
7. If female students are absent from school repeatedly, what do you think are the reasons and what the school does?
8. How is the motivation of female students to learn, if low why?
9. Does your school have facilities to respond to girls need (e.g. separate toilet, Library services, Laboratory material etc.)?
10. Do female students get guidance and counseling service or academic support for their personal and academic difficulties in your school, if not why?
11. Please, state the main problems that you think female students face both in and out of the school compound.
12. In order to tackle the problems and enhance the academic achievement of female students, what kind of intervention mechanism would you suggest?

APPENDIX- 4

Interview Guide line prepared to parents of female students

Dear parents

The main purpose of this interview is to gather additional information regarding the academic performance of female students in west Wollega Zone General secondary school. Therefore, your suggestions are worthwhile for the study and I am confidentially appreciated the effort and cooperation you offer honestly and frankly.

Thank you in advance!

1. Name of the school _____ 2. Age _____ 3. Sex M _____ F _____
4. Level of Education _____
5. Occupation _____
6. To whom (boys or girls) do you give priority to go to school, Why?
7. If you have a daughter (s) who attends school, how is her/ their academic achievement?
8. What support you give to encourage daughters in their education?
 - Do you follow her study?
 - Do you see her exam paper?
9. If any, please, state the major factors that affect the academic achievement of your daughter (s)
10. Whom do you think should do more domestic work at home between girls and boys, why?
11. How do you rate the effect of heavy load of domestic work on school performance of girls?
12. Do you allow your daughter to study at home like boys after school?
13. What is your general comment about the present status and activities of female education in your locality?
14. What measures should be taken to improve girls' academic achievement in General secondary schools?

APPENDIX- 5

Interview Guide line prepared to Woreda Education Bureau leaders

The main purpose of this interview is to get additional relevant information regarding the academic performance of female students in west Wollega Zone General Secondary schools. Therefore your suggestions are worth while for the study and I am confidentially appreciated the efforts and cooperation you offer honestly and frankly!

Thank you in advance!

1. In your locality, how is the view of most parents on their daughters' education?
2. Could you mention some major things done in your woreda to increase female students' academic achievement?
3. Research studies indicate that, females on the average are academically low as compared to their counter parts, so, what are the reasons (factors)?
4. How could you describe the influence of the environment on female students' academic achievement?
5. Please, state the main problems that you think female students face both in and out of school compound.
6. What should be the role of parents, community, government and non-government organizations to enhance female students' academic achievement?
7. To tackle the problem, what kind of intervention mechanism do you suggest?

APPENDIX 6

A. Calculated value of spear man order correlation coefficient (rs) for school

<u>X1</u>	<u>R1</u>	<u>X2</u>	<u>R2</u>	<u>D=R1-R2</u>	<u>D²</u>
2.53	1	3.18	2	-1	1
5.14	3	4.30	3	0	0
5.30	7	4.94	5	2	4
5.43	11	4.95	9	2	4
6.00	6	5.00	4	2	4
6.81	4	5.56	6	-2	4
6.91	10	6.30	10	0	0
7.16	5	6.32	11	-6	36
8.89	8	6.34	7	1	1
8.97	12	6.75	12	0	0
9.01	9	7.17	8	1	1
9.21	2	8.82	1	1	1
					<u>ΣD²=56</u>

$$rs = \frac{1 - 6 \sum D^2}{n(n^2 - 1)}$$

$$rs = \frac{1 - 6 \times 56}{12(12^2 - 1)}$$

$$rs = \frac{1 - 336}{1716}$$

$$rs = 1 - 0.195$$

$$rs = 0.80$$

Where D is the difference between ranks, D² is the sum of the squared differences between ranks and n is the number of parried ranks.

B. Calculated value of spear man order correlation coefficient (rs) for out-of-school variables.

<u>X</u>	<u>R1</u>	<u>X2</u>	<u>R2</u>	<u>D= R1-R2</u>	<u>D²</u>
46	2	10	3	-1	1
41	3	15	1	2	4
60	1	12	2	-1	1
12	8	4	8	0	0
29	4	6	6	-2	4
16	7	3	7	0	0
22	5	9	5	0	0
18	6	8	4	2	4
					$\Sigma d^2=14$

$$rs = \frac{1 - 6 \Sigma D^2}{n(n^2 - 1)}$$

$$rs = \frac{1 - 6 \times 14}{8(8^2 - 1)}$$

$$rs = \frac{1 - 84}{504}$$

$$rs = 1 - 0.17$$

$$rs = 0.83$$

Where D is the difference between ranks, 1 and rank 2, D² is the sum of the squared differences between R1 & R2 and n is the number of items.

Declaration

The thesis is my original work has not been presented for a degree in any other university and that all sources of material used for the thesis have been duly acknowledged


Name Niftalem Diana

Signature -----


Date of submission -----
10/05/2011

This thesis has been submitted for examination with my approval

Name Akalewold Eshete

Signature -----


Date -----
10/05/2011

