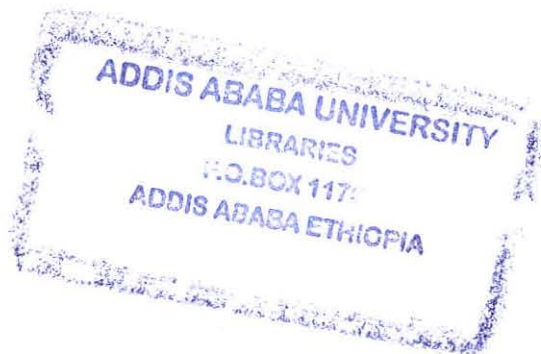


**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATION**

**FACTORS AFFECTING FEMALES EDUCATION PARTICIPATION AND
ACADEMIC PERFORMANCE IN SECOND CYCLE PRIMARY AND
SECONDARY SCHOOLS OF GAMBELA REGION**

**IN PARTIAL FULLFILMENT OF THE REQUIRMENTS FOR MASTER
OF ART DEGREE IN HUMAN RESOURCE AND ORGANIZATIONAL
DEVELOPMENT**

**BY
WONDEMENEH ASRAT**



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ABSTRACT

The purpose of this study was to examine factors that affect participation and academic performance of female students in secondary school of Gambela region. Factors which were believed to affect the participation and academic performance of female students are in school and out school related factors such as: teacher related, school facilities and services related, students related, parent related, distance and guidance and counseling related factors Were stated and treated in accordance with objective of the study.

Descriptive survey design was employed for this study. Data relevant to the study were collected through questionnaire, interview and document analysis. Then the collected data were analyzed by using percentage, mean and t-test. Besides, Chi-square test was employed to examine the degree of conformity between teachers and female students' respondents to the problem raised.

The finding regarding participation of female students revealed that even though there is a change from year to year the problem exists. Concerning the achievement, female students have lower academic performance relative to males in the region. This is a function of different factors related to school and out of school factors.

Therefore, suggestion such as the provision of gender sensitive training program to students, instructors as well as for all the member of the societies, strengthening the performance of female students at primary, secondary and tertiary level to widen the pool of the level through possible interventions, in addition organizing the gender committee and opening female affairs office facilitate forums for discussion and assertiveness training to help female students to build self confidence and among the recommendations forwarded.

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List of Acronyms

The following Acronyms appeared in the text as stated here under.

CSA	Central Statistics Authority
ECA	Economic Commission for Africa
FAWE	Forum for African Women Educationalists
ILO	International Labor Organization
MOE	Ministry of Education
OECD	Organization of Economic Cooperation and Development
UNDP	United Nations Development Program
UNESCO	United Nations Educational, Scientific and Cultural Organization
WAD	Women Affairs Department

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CHAPTER ONE

THE PROBLEM AND ITS APPROACH

This chapter includes back ground of the study, statement of the study, significance of the study, delimitation of the study, definition of terms and organization of the study.

1.1 Background of the Study

Education is the backbone of social and economic development of any country; it is the major pillar for the well being of individuals and society at large. Technological advancement, scientific changes and new method of production emanate from education. It enables people to conserve their environment resource properly. It also helps to mobilize human mind for innovation, creation and getting new findings .Further more, it is important to produce well informed, responsible and productive citizens who can adapt him/herself to ever-changing environment.

Education well equips individuals and society with problems solving capacity and ability, and enables them to identify harmful tradition and replace them by useful ones in order to bring sustainable development (MOE, 1994:1). It also plays a role in the promotion of respect for human rights and democratic values, creating the condition for equality, mutual understanding, and cooperation among people. This implies that it is unthinkable to bring sustainable development with out having proper education and hence education of female.

Having all this in mind, the role of education in building capacity of individuals and country to acquire, adapt and advance knowledge is undeniable and therefore, it is imperative to boost the educational level or status of both male and female of the region.

However, women are marginalized in the development process owing to their low level educational status and low participation in education.

Aggrey in Kwesiga (2002:101) states that:

No race or people can raise half-slave, half- free. The surest way to keep a people down is to educate the man and neglect the women. If you educate a man you simply educate individual, but, If you Educate women, you educate a family.

The above statement points out that it is substantial to bridge the gender gap in education in order to bring development. And women's literacy vis-à-vis men's literacy plays a great role in their family's life. Many research findings indicated that countries with higher levels of women's education experience more rapid economic growth and improved quality of life. Thus, educating women yields more benefits to individuals, their families and society.

Full and complete development of any country requires the maximum participation of females who are about half of the world's population as they are the earlier educators of children. Due to this and other factors, their education needs particular attention.

Regarding the necessity of educating females, Hyde (1989:8) pointed out that:

Female's education is being viewed as critical, not only for its contribution to literacy and learning but also for its contribution to health, nutrition, family planning, and Economic growth.

However, while the social, economic and political development of a country is directly or indirectly dependent on female participation and hence on female education, they are not given due attention in different development activities especially in education. They are taken as the invisible work force and unacknowledged back bone of the society who are all crucial to keep the socio-economic alive.

Enhancing women contribution to development through education is as much an economic as a social issue. And recent researches show those girls and women themselves, their families, and the society in which they live gain far-reaching benefit from education of girl and women.

Investment in the education of girls may well be the highest return investment available in any country particularly in developing ones. This is to mean that educating female

helps to break the cycle of female deprivation of education and has tremendous social impact.

What is more, women education plays an important role in their health and children. It reduces maternal death and infant mortality. It also creates a sense of control over the frequency and spacing of child bearing and enables women to receive health services during pregnancy and birth. Studies carried out in 46 countries indicate that a one percent increase in women literacy rate is three times more effective in reducing infant mortality than a one percent increase in the number of doctor (Ballara, 1991). The researches point out that personal and domestic hygiene, children health and nutrition of children are the results of women education.

Even through the contribution of females' education to development is very high, their academic performance and participation rate in education is low in developing countries because their deprivation of education and lack of support.

In support of this, King and Hill (1993:1) states that:

When schools open their doors wider to girls and women in addition to boys and men, the benefits multiply. Indeed failing to invest adequately in educating women can reduce the potential benefit of educating men. This failure exacts a high cost in lost opportunities to raise productivity, to increase income, and to improve the quality of life. Yet women's education still lags far behind men's in most developing countries, with far-reaching adverse consequences for both individual and national wellbeing.

This underlines that a holistic development of a nation cannot be obtained without full participation of females in education. Many factors can be taken as reason for lower participation and achievements of female students. From these the availability of instructional material and facilities, teachers' education and attitude, class size, academic difficulties, etc. exerts a great influence on student's academic performances. This shows that school related factors are determinants of students' academic performances. Besides, socio and cultural beliefs, customs and practices, pregnancy, girls' expectations and other traditions play significant roles in female educational performances and lead them to absenteeism and leading to drop out.

The economic and education back grounds of parents, their attitudes about educating girls also contribute to female students' poor academic performance. Moreover, the learning environment, distance to school, teachers' attitudes, teaching practices, gender biases in curriculum and class room culture and the related factors also contribute their part on either facilitating or hindering the academic performances of female students.

Based on this ground, the study tries to identify some major in the school and out of school factors that impede the participation and academic performances of secondary school female students in Gambela region and propose recommendations.

1.2 Statement of the Problem

Different scholars have written a number of books on the economic, social and political advantage of female education. Research report of World Bank (1986a), fore example, asserted that female education is linked with late marriage, lower fertility rate, the desire for smaller families, and increased practices of contraception. The relationship becomes very much stronger as the level of females' education increases. Based on research on different countries, Cochrane (1979) suggest that on average, additional year schooling for women is associated with a 5-10% reduction in child mortality less than 5 years of age.

Similarly, as women constitutes half of the Ethiopian population (CSA, 1994); they should have contributed to economic, social, and political development of the country. So as to maintain and keep the advantage gained from women education, the government of Ethiopia has designed different policies and strategies to reduce the gender disparity in education. Besides, the government has tried to maintain different opportunity for the female students to perform better in their education. However, all the attempt and endeavors of the government do not bring the expected goals. The problem of female participation is prevalent even if it shows some changes as compared to some years (5-10) before. For instance, as Table 1.1 indicates, in the year 1995-1999 E.C average female participation rate grade 5-8 in Gambela region was 36.7% and grade 9-12 was

19.36% while their male counterparts were 63.1% and 80.6% respectively. This shows that the problem exists even in the present time which directly or indirectly needs assessment of the problem.

Table 1.1 Enrollment Trends of Gambela Region in the Year 1995-1999 E.C

Grade	Years	Gambela Region				
		M	%	F	%	T
5-8	1995	326000	63.8	18531	36.2	51131
	1996	29628	66.7	14762	33.3	44390
	1997	32722	60.7	21143	39.3	53865
	1998	37117	63	21773	37	58890
	1999	49662	61.5	31148	38.5	80810
9-12	1995	2954	81.3	678	18.7	3632
	1996	2586	82.6	543	17.4	3129
	1997	3136	80.9	741	19.1	3877
	1998	5549	80.4	1354	19.6	6903
	1999	4480	77.98	1265	22.02	5745

Source: Education Statistics Annual Abstract (MOE, 1999: 37)

To bring universal development, closing the gender gap in education is necessary. By excluding female from education it is impossible to think about development. 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 their capacity to do well in their education, which determines their individual and societal wellbeing in the world of work. Low academic performance of female students particularly at high school level is the existing problem in the country. For instance as it is indicated in table 1.2, in Gambela region from those students who sat for EGSECE in the past four consecutive years (1996-1999 E.C) 13.3%,11.7%,15.7%,and 16.6% scored GPA of below 2.00 whereas only 0%, 0%, 0.08, and 0.04%,of the total students scored GPA of 3.00 and above respectively. This data indicates that only .03% of the total students in four consecutive years have got GPA of 2.00 and above which means only this number of students has passed for preparatory

school. This is also the other side of the problem prevalent in the region which needs assessment so that the problem is to be alleviated or minimized.

Table 1.2 Grade Ten Result of Gambela Region in the Year 1996-1999 E.C

Years	Gambela region						
	<2.0		2.0-3.0			>3.0	Total (M&F)
	F	%	F	%	F	%	
1996	222	13.3	34	2	-	-	1664
1997	195	11.7	37	2.2	-	-	1668
1998	380	15.7	37	1.5	2	.08	2418
1999	401	16.2	46	6.5	1	.04	2476

Source: Education statistics Annual Abstract (MOE, 1996-1999 E.C)

Poor academic performance of female students is usually expressed in terms of repetition and drop out in each level. Almaz (1991:21) indicated that in Ethiopia more girls than boys repeated and dropped out because of poorer academic performances.

It is also important to note that people have different view about the academic problem of female students. Many argue that the reason for low participation and poor performance of female students is their low performance in primary level while other maintain the view that it happens after they join the level. Some other also argues that it is because of some social, economic and cultural problem of the students.

Therefore, these different views on reason for low participation and academic performance of female students should be studied in detail so that some kind of consensus can help overcome the problem could be reached.

Thus, the main purpose of this research is to study factors affecting female students' education participation and academic performance in secondary school of Gambela region. An attempt will also be made to suggest some possible alternative solutions which may help alleviate or reduce the problem and improve the academic performance of female students.

1.3 Objectives of the study

The study is designed to achieve the following general and specific objectives:

1.3.1 General objectives

- ❖ To assess the major factors contributing to low participation and academic performance of secondary school of Gambela region and to examine and identify the actual practices the region are undertaking to minimize or avoid the problem.

1.3.2 Specific objectives

1. To identify the major in and out school factors affecting the region's female students
 - a) Participation and
 - b) Performance
2. To assess female participation (enrollment) trend of the region
3. To suggest some alternative solution that can help improve female students
 - a) Participation and
 - b) Academic performance of the region.

Accordingly, the study will try to answer the following basic questions:

1. What are the major
 - a. in school factors affecting female students' performance in secondary school of Gambela Region?
 - b. out school factors affecting female students' performance in secondary school of Gambela Region
 - c. in school factors affecting female students' participation in secondary school of Gambela Region? And
 - d. out school factors affecting female students' participation in secondary school of Gambela Region?
2. Is there statistically significant relationship between
 - a. out-school factors and females academic performance?
 - b. in-school factors and females academic performance?
3. What remedial measures should be taken to reduce these problems?

1.4 Significance of the Study

Females are the basis for the continuous existences 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 region 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 that hinder the participation and academic performances 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 region concerning female participation and their performance in education and, hence, policy makers and educational planners will gain some basis for developing alternative methods of increasing school enrollment and enhancing their performance in education.
2. The result of this study will create some kind of awareness on the problem and, therefore, help regional education bureau, woreda education offices in and the schools particularly the school principals and teachers to create a school climate that is conducive to female participation and performance in education and thereby increase their enrollment in their respective schools.
3. Even though a number of researches on this problem have been done in different education levels of different regions, this problem is not yet investigated in the Gambela region particularly in secondary levels and tertiary levels. Having this in mind, this study may also serve as a springboard for researchers who attempt to study problems related to this in the region.

1.5 Delimitation of the Study

Maintaining the scope of one study is invaluable for the research ability and sensibility of it. Therefore, this study is delimited to;

1. The region has 12 woredas and a total of 40 junior and 6 senior secondary schools. Including all woredas and hence all schools in all level (primary, secondary and tertiary levels) as sample will make the study sensible. However, due to resource constraints and for the sake of its manageability, it is delimited to 12 junior secondary schools (7-8) and 6 senior secondary schools (9-12) of six woredas. Therefore, as this study is delimited to only secondary schools (Grade 7-12), participation of females in technical and vocational schools, tertiary level, and their participation in non-formal and informal education will not be assessed.
2. Low education participation of both sex of the region is the existing problem. But, the problem is more severe in the female students. And therefore, this study is delimited to study factors affecting participation as well as academic performances of females' students such as parents related factors (economic and education background, attitude towards female education, parents support and encouragement), school related factors (school facilities and services related, teachers related and guidance and counseling related), student related factors (their efforts and activities to improve their result and their attitude towards female education) and distance related factors.

1.6 Limitation of the Study

Almost all the statistics on students' enrollment and results were drawn directly from the document of Ministry of Education and Gambela region education bureau. The statistical data taken from the two sources were not the same. They were not checked for accuracy. However, obvious error in calculation was corrected, but the error made by ministry of education and the region could not be corrected. As a result, the data used in this study may suffer from such limitations.

1.7 Definition of terms

Academic performance: refers to a successful accomplishment or achievement in particular subjects or courses, usually be reasons of skills, hard work and interest. Typically summarized in various types of grads, marks, scores or descriptive commentary (Hawes and Hawes, 1982)

Gross enrollment rate (GER): it is the proportion of total number of pupils (irrespective of sex) in a particular level of expression as percentage of the corresponding school age (MOE, 2004: 17)

In-school factors: refers to factors which are emanated from with in the school such as effects of rule and regulations of the schools, provision of facilities like libraries, laboratories, and teachers experience in teaching, educational qualification of teachers, attitude of teachers toward female students and role of guidance and counseling.

Out- school factors: refers to factors which have not emanated directly from the school such as economic and education background of parents and their attitude towards female education, parents support and encouragement of their daughters, students effort and activities to improve their result and students attitude towards female education and distance related factors.

Secondary schools: in this study secondary schools refers to junior (Grade 7-8) and senior (Grade 9-12) schools of Gambela region.

1.7 Organization of the Study

This study was divided in to five chapters. This is the first chapter of the study which deals with the problem and its approach. The review of related literature and methodology and procedures of the study will be dealt in chapter two and chapter three respectively. Data analysis and findings will be presented in Chapter four whereas the summary and recommendations of the over all study will be covered in chapter five.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

This chapter of the study reviews different literature on female education participation and academic performance particularly on factors affecting their participation and achievement. It tries to see different experiences of different countries studied by different authors.

2.1 Female Education and Its Benefits

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.

Finding in Sub-Sahara Africa countries indicates that educating women has significant contribution in economic and social sectors in terms of reducing fertility, reduced maternal mortality, enhanced family health and welfare improved children education (World Bank, 1986a).

Female education and national development have been proven to be closely linked. They make considerable contribution to the economic development. Although both sexes are crucial to economic development, a nation with lower gender gap in enrollment will have higher economic productivity than any country with similar capital and labor resources but a higher gender gap in schooling (World Bank, 1996: 2). When schools open their doors wider to females, the benefits multiply economically. Educated females are more productive at home and work place and better able to get further education and earn better income to support their family (King, 1990: 1). Female education has beneficial impact on raising economic productivity, improving health, nutrition and longevity of family, reducing family size and raising their esteem and confidence.

The benefits to economic growth and family welfare that come from educating women are undeniable. Educating females yield far-reaching benefits for girls and women themselves, their families, and the societies in which they live (King and Hill, 1993: 110). Thus promoting equal access of education for women and improving their academic performance becomes a priority subject. This is because on one hand it contributes to

national development and on the other hand it helps to promote the advancement of women and the elimination of all forms of discrimination against women. That is why we should have to consider education for gender perspective and that is the main reason for studying females' education.

The integration of education to development and poverty reduction is the current issue which brings the attention of countries specially the developing ones including Ethiopia. So as to attain this issue successfully the involvement of women in education and equipping them with the necessary knowledge and skill is inevitable as they should never be "a missing piece in the development puzzle" Seyoum (1986).

2.2 Overview of Females' Educational Participation

In Ethiopia, education was in the hand of church and mosque for many years (MOE, 1994:1). In central, Northern, and North-West high land of Ethiopia the schools were under the Ethiopian Orthodox Church and taught the sons of clergy and aristocracy to read and write biblical texts. Similarly, in area where there were concentration of Moslem population, particularly in the eastern, southern and western part of the country, quranic schools were the predominant source of education and the attendant of the schools were mainly boys (Teshome, 1979:10). Thus, females were excluded from participation in the religion education.

Expressing this fact, Seyoum (1986:6) says that "...the participation of women in traditional education had been negligible." "The reason for lower participation of women in education might have been due to the fact that church education was quiet rigorous and takes a long time to complete." and leaving ones village in search of higher church education, walking long distances and leading a life of begging and privation are hardships which were thought to be far too great to bear for women in traditional Ethiopia. Besides, as men were considered to be the bread winners, they were supposed to get education, a job and a better treatment Seyoum (1986:8).

The educational status of the country is said to be low and reaches a limited number of people, mostly in urban areas. The problems have affected the rural majority who is said

to be about 89% of the total population. The majority of rural illiterates are said to be women and girls (UNDP, 1997:11).

In the rural areas where agriculture is the main stay of the people, women work fifteen to eighteen hours a day and are responsible for 50-60 percent of subsistence agricultural production while suffering from poor standards of living, poor health condition and with a limited or no access of education (Almaz,1995: 3).

With the coming of Western missionaries to Ethiopia in early 16th century, modern education was started in some part of the country (Pankrust, 1968. Meaza, 1966). Lutheran missionary was said to organize lesson in Greek and Hebrew for boys only in 1634. However, girls' school was set up lately around 1866 in Monkullu and moved to Belessa in 1890 (Pankrust, 1968:672). Two girls' schools were also established: one in 1898 at Alitena, and the other at Addi Ugri nearly in similar year (Pankrust, 1968:672). From 100 students registered to attend their education in these schools, 88 of them were males while the number of females was 12 by 1905 (Teshome, (1979: 23). Furthermore, a boarding school established by Lazarist at Keren in 1872 was teaching both boys and girls, and according to some reports, there were 80 boys and 70 girls who were boarding with 500 days students (Pankrust, 1968:672).

In 1908, when the first secular school was opened in Addis Ababa still all the students enrolled were males (Pankrust, 1968:96). After the issuance of the proclamation that made school attendance obligatory for children from the age six years upward (Haile Gebriel, 1968: 11) no promising progress had been achieved in female school enrollment.

An effort was made to formulate a policy that could lead to the universalization of primary education. Besides, the formulation of such a policy, the school for girls was opened in Addis Ababa in 1931 (Senedu, 1957:77). In spite of all these efforts, however, there were only 80 female students enrolled in the school in 1935 (Atsede and Kebede, 1988: 16). Finally, their participation in education was brought to an end by the Italian invasion from 1936-1941(Meaza, 1966). After the restoration of peace in the country, however, Emperor Hailaselasie considered education as a basic instrument for his

modernization process and started to expand modern education in different part of the country.

Education is not compulsory in Ethiopia, and all school age children are not enrolled in schools. Educational policy is not discriminatory to women. In fact article 36 of 1987 constitution of The People Democratic Republic of Ethiopia stipulates:

The state shall provide women with a special support, particularly in education, training and development so that they may participate in political, economic, social and cultural affairs on an equal basis with men.

Despite the policy however the pattern of pupil enrollment and participation from the primary grade to senior secondary school shows that the number of girls enrolled remains lower than that of boys. The number of girls who continued to drop out of the school or to repeat classes is higher than that of boys. This is reflected in some figures available for the period 1974-1989. As represented in table 2.1 the percentage of female students enrolled in 1989 at primary, junior and senior secondary schools was 39%, 41% and 39% respectively. Between 1974-1985 the number of males in all these levels had been increasing every year, perhaps because new schools were opening in many places where female students could attend. The percentage of enrollment however remained the same in between the period of 1986-89.

Table 2.1 Enrollment Trends of Female Students in Ethiopia in the Year 1974-1989

Year	Junior			Senior		
	Total	Girls	%	Total	Girls	%
1974	101,800	30,600	30	01300	19,200	24
1984	303,600	109,100	36	276,200	98,400	36
1985	320,200	122,200	38	282,200	106,700	38
1986	363,100	142,000	39	292,400	113,700	39
1987	424,500	167,000	39	326,000	126,200	39
1988	454,000	184,200	40	378,700	142,500	38
1989	447,600	183,800	41	426,40	167,600	39

Source: Education Statistics Annual Abstract (MOE, 1989 and 1999)

Even though a lot of awareness creation and other works has been on the government side about females education and hence there is a great change in perception of society in general and parents in particular of female education still the percentage of female in school remain the same (average of 30-40%) or has no as such significant change as it is indicated in table 2.3 and this shows that still the problem is prevalent and needs profound study or more should be done on the government and non government side so as to mobilize the whole community (particularly in the rural part of the country which are the main victim of the problem) in creating awareness to increase the female participation.

Table 2.2 Enrollment Trends of Female Students in Ethiopia in the Year 2002-2006

Year	Junior			Senior		
	Total	Girls	%	Total	Girls	%
2002	79155	22475	28.4	665464	237235	35.6
2003	94660	25471	39.2	780639	267668	34.3
2004	92483	25070	27.1	953217	331890	34.8
2005	123683	31794	25.7	1190106	419501	35.2
2006	175219	58219	33.2	1398882	521207	37.5

Source: Education Statistics Annual Abstract (MOE, 2006)

In addition to their enrollment, female students show comparatively poor school performance. This is reflected in the national examination result and in the rates of repetition and drop outs. The result of grade six national examination for the year 1978-87 indicate that, of the total number of students who passed, an average of only about 35% were female (Genet, 1991: 89). Every year, a large number of female students fall behind their male classmate in joining the junior secondary schools. For some of these female students, the primary level of education become terminal as repeating class is mostly discouraging by their families who don't place high premium on the value of educating their daughters.

The performance of female students at grade 8 national examination at the end of junior secondary schools is no better than that at grade 6 (Genet, 1991: 89). The students who

passed the grade 8 national examination between the years 1978-87, about 40% of female failed or were unable to continue on to senior secondary school. Some of the failures may have tried to repeat class and re sit the examination, but may not have done so for economic reasons. Like the failures from grade 6, their education will be limited to elementary and junior secondary level only.

The expansion of formal school system has continued from the time of its beginning to now both in the urban and rural areas of the country. Despite the government's efforts to provide equal opportunities to women and non-discriminatory policies, the actual situation in Ethiopia today confirms the superiority of the male in an indirect way in education (Almaz, 1995:5) and in other sectors.

Thus the identification of major in and out of school factors which have paramount impact on females' education is invaluable. Having this the main concern, the following sub topic tries to see some studies done by researchers on these factors and experiences of different countries will be assessed.

2.5 Factors Affecting Female Participation and Academic Performance

According to Article 26 (1) of universal declaration of human rights adopted by the General assembly of United Nations on 10 December 1978, education is not a charity; rather it is a fundamental right for all people irrespective of their sex, race, economic status, and other differences .Even though females right to education is generally recognized, they are far from exercising this right. Hence, the educational system is often blamed for discriminating women who in turn seems to exclude them from involving in most development endeavors of the country. It is thus clear that females have less opportunity than males to get schools in most developing countries.

Chabaud (1970:17) explains this fact as:

Women do not enjoy all the educational opportunities they should have, and often do not have any at all. Nearly every where in the world, they are given less education than men, and over vast areas of the globe the majority of the illiterates are women.

Female students' poor performance at school can be related to their life style. Most of them do house working: cooking, taking care of their younger brothers or sisters, generally helping their overburdened mothers and training for their future role as wives and mothers. These leaves them little time for their studies.

Beyond poor performance, repeating in a class discourages female education as parents prefer their daughters to drop out and get married rather than spend another year. There is a higher drop out rate of more female students than boys especially from grade 9-12. In the opinion of majority secondary school teachers in Addis Ababa many girls drop out as the result of unintended pregnancy. Others explained it in terms of marriage and financial problems.

Studies confirm that in Ethiopia inequitable distribution of educational facilities, sex stereotyped education; parental discouragement and early marriage are directly linked with social values and attitude, and seriously affect the education of women. Elsewhere, the age-old belief that women are intellectually inferior has been disproved. The world has seen many female scholars, and the debate on the influence of biology on the intellect has been seriously challenged. Many have looked into socio-cultural factors for women's low enrollment, participation, and performance in education. Deble (1980: 89-90) explains "the poor performance of girls in school by saying difference in performance at school between boys and girls cannot be put down to sexual differences in aptitude but social and cultural causes." Duncan (1989: 45-55) also support the view that cultural and gender role expectation of the society can affect the performance of girls in school.

Many studies have been undertaken to identify factors affecting females' participation and academic performance. Accordingly, World Bank (2002) identified different factors which directly or indirectly have impact on female academic performance. These factors are categorized into five such as: poverty, low quality and relevance of education limited access and inadequate infrastructure, limited income generation opportunity and inadequate or supportive policy environment. Brown and Steirberg (1991) stated that family, peer relationship, and college influences may affect the academic performances

of women. Odaga and Heneveld also classified these factors as socio-economic, socio-cultural, school environment, political and institutional factors and emphasized them as the main factors affecting not only female students' participation but also the dropout rate, absenteeism and their academic performance. Besides, Cammish (1993:87) classified these factors into eight such as: geographical, legal, socio-cultural, political, administrative, health, religious, economic, and educational factors. Similarly FAWE (1998:75) classified these factors which can impede women education in Africa as, socio-economic, socio-cultural, and political and policy related and school related or institutional. Emebet (2003:13) also classifies as economic, family related and cultural barriers as the main causes of female low participation and academic performance. Although different researcher classifies these factors in different ways, in reality it has to be recognized that there is considerable overlap between these factors and their influences.

Having these in mind and for the convenience of the study, the student researcher summarized factors affecting the participation and academic performance of female students in secondary school level in to two major categories. These are:

- In-school related factors and
- Out - school related factors.

2.5.1 In-School Factors Affecting Females Participation and Academic Performance

As Simmons and Alexander (1980:80) stated, institutional factors which have primary importance in policy decisions are: allocation of resources in terms of teachers' quality, student teacher ratio, school size and availability of materials. With regard to significance of learning environment (institution) within which females learn MOE (2004:140) stated that, learning environment is a determining factor for students performance and survival at any given educational level. Moreover, WAD of MOE (2004:14) listed the following as a critical element which influence the environment of an educational institution and female's academic performance:

- A. teachers' attitude to ward girls
- B. Existence of policies that protect the right of individuals including policies against all forms of harassments of female students and existences of mechanism for implementing them
- C. Rule and regulation that protect the safety and security of female students and that govern teachers' code of conduct
- D. Establishment of offices in support of women education within higher education
- E. the gender balance of teachers, leaders, and the existence of female role models
- F. level of awareness of and sensitivity of staff about gender issues that affect girls' education
- G. availability of support system for both male and female students in the form of counseling and
- H. gender sensitizing of male students' population and creating harmony between female and male students etc.

Besides, Odaga and Heneveld (1995:28) indicated that the school environment, teachers' attitude and pedagogy, and gender bias in learning materials all affect the performance and participation of female students.

2.5.1.1 Teacher Attitude toward Female Students

The students become the subject of educational process and the teacher is one variable that determine school climate as well as factors that enhance learning and teaching in the schools. Among all role players teachers are the most important figure to make frequent contact and there by lay appropriate base for students (Jimenz and Pinzon, 1999)

As the most important input in schools, teachers are indispensable actor in the teaching learning process. The quality and attitude of the teachers has a direct impact on the academic performance of students in schools in general and females in particular. In support of this The World Bank (2000:4) writes

The role of teachers was posed as a fundamental success in terms of what happens at schools and in classroom. Indeed, teachers determine the behaviors, attitudes, and performance of girls as well as the quality of teaching. They also influence the relationship between the school and family.

In the same way, Odaga and Heneveld (1995:31) stated that teachers' attitude and teaching practices have perhaps the most significant implication for females' persistence and academic performances. Accordingly, trained teachers with better qualification and experience could make a positive contribution towards students' performances. However, studies in Africa revealed that both female and male teachers believe that boys are academically better than girls. Evidence from Cameron, Sierra Leone, Malawi, Guinea and Rwanda indicated this (Anderson, Brock and Cammish in Odaga and Heneveld, 1995:31)

Houston (1996) in Mastewal (2005:36) indicated that girls get little attention and teachers often respond to them negatively, the result of this may lead females to develop fear and negative attitude towards their lesson and perform poor. Classroom observation in Kenya, Malawi and Rwanda showed that teachers paid little attention to girls than boys or completely ignore girls. In Cameron, teacher indicated that they prefer to teach boys and they focused more on boys than girls in classroom (Odaga and Heneveld, 1995:31)

The strength of an educational system most often is determined by the quality of teachers assigned and students' achievement and success is partly the reflection of teachers in the school. With regard to quality of teachers, MOE (1995) explains that teachers to be effective in their profession they need to possess the professional skill, knowledge and attitude that enables them effective in their assignment. Much of the students' educational achievement does not only depend up on the above qualities but also is dependent on teachers' belief, expectation and attitude about their students which have a tremendous impact on students learning and achievement (Chaube and chaube 1996).

On the other hand teachers are part and parcel of the society most of them reflect the traditional lower consideration for female students during classroom teaching learning

activities. Odaga and Heneveld (1995:41) convey the fact that society, parents, teachers, and students have low expectation of female students reinforces and support girls low academic performance and high drop out rates. As a consequence in class room activity teachers spend more time in interacting with boys than girls (OECD, 1986). Where as, many of female students do not have close and supportive relationship with teachers (Emebet, 1988)

2.5.1.2 Lack of Role Model Female Teachers

Presence of female teachers in schools was observed as an important factor that affects female school enrolment. One good school level practice to promote females education and performance is the increased presence of female teachers to act as role models for girls so as to make the school environment more girls friendly (UNESCO, 1998:13).

According to the World Bank (1990:15) for instance, presence of female teachers in school encourage parents to send their daughter to school. Similarly the findings of the study on association between enrolment and sex of teachers in Iran revealed that in districts where teachers were predominantly male, females enrolment was low (Bowman and Anderson, 1980:26). The study made in Nepal also indicates that schools have higher number of female teacher have higher girls' school enrolment (Kasaju and Manandhar, 1985:331). The assumption is that appointment of female teachers in schools can serve as an impetus for parents to send their daughter to school.

In support of this, Yelfign et.al (1995:440) stated that in a school where there are more female teachers as role models, girls are likely to perform better and less likely to drop out. As the writer explained female teachers are sensitive to the feeling of female students, skillful and provide gender sensitive awareness for them.

Odaga and Heneveld (1995:31) also indicated that the presence of female teachers encourage female students to work hard and perform better academically. They stated that the presence of female teachers has a dual function; other than serving as role models to many female students, they encourage parents to keep their daughters in schools.

However, as King (1990:12) indicated in low income countries only one third of primary, less than fourth of secondary and just over one tenth of tertiary education teachers are females. On top of this UNESCO (2001:14) stated that one of the area that tertiary institutions are unresponsive to the needs of female students is reflected in the lack of adequate number of females academician in the institutions to act as role models for female students.

Ethiopian women, for instance, do not occupy jobs of high status and position nor do they participate in scientific fields. Those in managerial, administrative, technical and scientific position are very few. In this regard UN data of Ethiopia shows that number of females as a percentage of females in 1990 for the following occupational groups (UN, 1995: 6):

Administrative and Management	25%
Project and Technical	23%
Clerical and Sales	130%
Services	71%

Other studies also have shown that vertical segregation is quiet rampant. An ILO study found that "women tend to occupy low skilled, low paying positions which receive lower wages very few women are represented at marginal level. The percentage of women in administrative and managerial positions is less than 1% in public sector and 4% in private sector (ILO, 1993:247-248).

2.5.1.3 Lack of School Facilities (in quality and quantity)

Enrollment and academic performance of students (both sexes) can also be affected by school facilities related factors. A study undertaken in Uganda by Chaube and chaube. (1996) have found out positive relationship between students participation and the greater availability of text and reading materials (Fuller, 1987: 261). Parents are reluctant to send their children in schools where there is lack of furniture and other school facilities (World Bank, 1996).

2.5.1.3 Unfavorable Learning Environment

Problems of school are apparent in lack of classroom, equipment and learning materials. The presence of conducive class room climate for learning, clearly understood goals, effective teachers and leadership, good communication, active students involvement, positive incentives and rewards are some of the conditions for an educational institution to be effective (Odaga and Heneveld, Reed and Bargeman, 1995 in Getachew, 2004:24).

Studies by Henveld and Craig (1996) in Jimenz and Pinzon (1996:7) summarized the common school factors that affect academic performance of students as:

- School supplies (text books, teachers' guides, and curriculum)
- Appropriate curriculum and relevant content to the students experience
- Learning methods, involvement of community and parents
- Principals leadership, commitment, level of education and supervision and
- School decentralization

In addition, in Ethiopia WAD of MOE (2004:14) stated that some higher educational institution do not provide female students with adequate protection for their safety and security. There is physical and sexual harassment and disrespecting of female students by different people including teachers which directly or indirectly affect their academic performance.

2.5.2 Out-School Factors Affecting Females Participation and Academic Performance

Out school factors such as parent related, labor market need of females and availabilities of schools is discussed here under:

2.5.2.1 Parent Related Factors

Parent related factors such as attitude towards female education, parents' education and economic background, parents religion is discussed in the following few pages:

2.5.2.1.1 Parent Attitude and View on Female Education

Cultural values on the education of women are influenced by society's views of gender roles. Taking Ethiopian culture, UN (1995) states:

In most of these cultures the patriarchal system is dominant instituting division of labor by sex (defining stereotyped roles) limiting the female to that of a wife, a mother and a house keeper and promoting ideals, and norms reinforcing these.

Parent attitude to ward female education is one of the most important factors that have negative impact on their enrollment UNESCO (1989:9). Bowman and Anderson (1980:15) also noted that a very few number of female students attend school in the area where traditional attitudes such as protection of daughters from foreign influence were strong. The enrollment of females was lower in the society where social expectation of the role and obligations of women reflect a traditional bias (Deghe, 1985: 146). The only socially acceptable role of female in most of developing country particularly those who are found in sub-Sahara region is to be wives and mothers. This is why females are trained for these roles in their early stage instead of attending school (Assefa in Dirirsa, 1993:22). The assumption is that formal schooling does not prepare daughters adequately for their traditional role as mothers and wives and thus it was felt that they could be prepared for those roles at home (Dirirsa, 1993:22).

Lack of parents' appreciation for their daughters' education is another factor that can affect female participation to education (King and Bellew, 1991:8). Emphasizing this, Hyde (1989:25) revealed that most parent do not prefer to send their daughters to school in fear of losing supporters during their old age. Females are seen simply as someone who will stay with their families for awhile and leave theme when they get married. Until they leave home, it is felt, they have to help their mothers in taking care of their younger siblings and perform other household duties that will prepare theme for their eventual role as wives and mothers. There is also a belief that educated females neglect their household duties, disobeyed their elders and their husbands when they get married (Atsede and kebede, 1988:14). Illiterate parent feel that if girls attended school, they would think themselves superior to their parents and because of this they are not willing to send their daughters to school. (UNESCO, 1998:9). Therefore in area where this type

of thinking still exists weak participation of female is expected, since parents fear that schooling will create subversive force against the prevailing norms. Hyde (1989:20) said that even if they were enrolled, they are forced to discontinue as soon as they know how to write and read, since, it is felt that going beyond this would affect how they should look after their households and obey their elders and husbands. On top of this, sending females to school to educate with males is another wrong assumption of parents not to send females to school. In this regard, Coombs (1985:229) said that despite the availability of schools down the road and parents awareness of the benefit of females schooling fear of sending daughters to school to be educated with boys or fear of their exposure to foreign environment inhibit parents from sending their daughters to schools. Undoubtedly, such kind of mentality is stronger in society like Ethiopia where most parents lack exposure to modern outlook.

2.5.2.1.2 Parent Religion

Religion of parents in most country, particularly in most developing ones, is another factor for lower female education participation and academic performance. In this regard, different researcher has confirmed this in their different findings. For instance, Kasaju and Manandhar (1985:328) confirmed that religion was found to be important factor of lower female participation in education in Nepal. Finding of the study made in Ghana indicate that demand for education varies according to the religious differences of parents (Blakemore, 1975:246). The study further indicates that Christian parents believe that all children should go to school than non-Christian parents, who favor sending only sons or none. In the view of this scholar, Christianity stress the importance of literacy, since literacy reduces the significance of local beliefs, and thus favor females schooling. In the same view, Coombs (1985: 226) notes that Moslem parents were reluctant to send their daughters to school. Bowman and Anderson (1980: 26) have also noted that areas where many Moslems lived had lower enrollment rate, while those where non- Moslems resided had higher enrollment rates. In view of these writers, the low enrollment rate of females in Moslems community is resulted from a widespread of females' seclusion in Islamic societies. But this does not always hold true in views of Elliott and Kelly (1980), since Islamic countries that do not practice female seclusion have considerably low female

participation in education. On the contrary, Jones (1980) and Hyde (1989) argue that Islam should not be responsible for the low enrollment rate of females, since the most predominantly Islam countries have the highest enrollment rates. In this regard, Hyde (1989:21) has cited Sudan as a counter example, in which the Moslem areas in the north has significantly higher enrollment rate than the Christian south. What is important here is that parent's religious outlook has a considerable impact on female participation in education. Likewise, since Ethiopians follow different types of religions, predominantly Christianity and Islam, they might have affected parents' decision to send their daughters to school.

2.5.2.1.3 Early Marriage of Females

In least developed countries parents are positive about marriage and feel that girls are born to be married and to have children as a result, they arrange marriage for their daughter at the right after their childhood or even during infancy. In Bangladesh, for example, girls engage in marriage at the age of 40 days and go to the house of their father-in-law at the age of seven when they are supposed to go to primary school (Islam, 1985:8). IN Ethiopia too girls are often married before reaching puberty (Anbesu and Barbara, 1988:47). this is also confirmed by the study made in Addis Ababa the study revealed that 43 percent of the girls were married between 11 and 15 years of age and about 7 percent were married at 10 or even being younger(Almaz,1991:6). In view of many scholars, such early marriage brings forward not only the time of motherhood but also hinder their schooling. In this regard, Hyde (1989:3) states that females' commitment to marriage at their early stage discourages their school entrance. In conformity to this, the study made in Ghana revealed that in areas where early marriage practice is high female enrollment was low (UNESCO, 1989: 8). further more review studies of least developed countries show that in countries where girls are married at early age, school enrolment of females was lower (Bowman and Anderson, 1980:21). Charpa (1978:9) also noted that engagement of females in marriage at early age result in low female participation in education. In Ethiopia too, where early married is practiced, it could be one of the reason for the low enrolment of females in education.

2.5.2.1.4 Parents Level of Education

The study made to find the relationship between parental education and daughter school enrollment indicates that daughters of illiterate parents have less opportunity to go to school (Bowman and Anderson, 1980:28). For example, the study made in Mexico revealed that educated parents place a value on daughters schooling than illiterate parents (UNESCO, 1989:33).

Similarly the study made in sub-Saharan Africa indicates that educated parents are more likely to send their daughter to schools and keep them there longer (Hyde, 1989:21). In conformity to this, the study made in Indonesia revealed that enrollment rate of daughter whose parents are literate is higher than enrollment rate of daughters of illiterate parents (Kasaju and Manandhar, 1985:326). According to the finding of this study, for instance, out of 76 literat parents 39 of them or 51.3 percent were sending their daughters to school (Kasaju and Manandhar, 1985:329).

The reason offered for such difference is that literate parents recognize the importance of education of daughter and are willing to make sacrifices for this purpose than less educated or illiterate parents, In other words, literate parents have better awareness of chances awaiting educated daughters than illiterate parents. As a result, they fell that education is tangible fortune they can leave behind for their daughters.

Even though, many scholars agree on opinion that parents litracy affect females schooling, there is differences in the view that fathers and mothers' literacy equally affect female participation in education. According to Chervichovsky and Meesook (1985:24), for instance, mothers' literacy does not matter as much as the fathers can decide whether or not daughters attend school. In view of these scholars, fathers' education has greater influence than the mothers' education, since husbands have upper hand in all other decisions concerning the family.

On the contrary, Jabre (1988:22), Gill (1991: 13) argue that education of mother is more closely associated with the schooling of daughters than the education of fathers, which is

more associated with the schooling of the sons. In conformity to this, King and Bellew (1991: 31) note that mothers' education exerts stronger effect on female participation in education than fathers schooling. Similarly the study made in Peru affirmed that mothers' education increases daughters' school enrollment as much as 40 percent more than fathers' education (World Bank, 1996: viii).

The evidences go to suggest that the probability of a daughter being send to school is affected by the literacy of parents, though no yet agreed on whose education matters more. However, many scholars have supported the view that mothers schooling have key influences on participation of daughter and also are role models. But, since educated mothers are often few, especially in the least developed countries like Ethiopia, educated father may have the greater influences on whether or not a daughter is sent to school. Thus, it seems safer to take the view that parents literacy contribute to promote female participation in education.

2.5.2.1.5 Child Labor Need of Parents

Researches are moving beyond parental education in their attempt to explain factors determining females' participation in education. Some have considered labor demands of the family exerting on young girls. Invariably, they confirmed that the idea that parents demand for their daughters labor impede females from pursuing schooling. For instance, Mbilinyi (1969; 41) notes that need for girls assistance with household chores at home obstacles school enrollment of girls. Similarly Mcweeney and Marion (1980:134) indicate that parents demand for daughters' help in daily tasks at home obstruct their participation in education. In Ethiopia too, daughters are required to help in household activities. And, therefore, it may affect female participation in education.

2.5.2.1.6 Economic Status of Parents

Economic factor can also be taken as other discrepancy factor that affects parents' decision to send a child to school. The school price to be paid by individuals for a certain amount of education can determine the number that will enroll for that educational program or level of education. The effect of this school cost of education has far reaching

impact particularly on girls' education participation and achievement (World Bank, 1996: np).

In Indonesia, for instance, economic reasons were found to be obstacles to about half of school- age children being out of school (Chervichovesky and Meesook, 1985). In Egypt too, cost of schooling was the most important reason often cited by parents for not sending their children to school (World Bank, 1996:34). According to UNESCO publication (1989:33) school fees limit females' enrolment than males, since parents favor sons when ever economic circumstances force a choice for which they should pay. King and Bellew (1991: 8) have also noted that if the costs associated with schooling were reduced, girls' school enrollment will rise. Further more, the study made in Peru revealed that lowering the price of schooling will increase enrollment of females more than males (Gill, 1991:247).

MOE (2004: 22) indicated that although higher education in public institution is free of tuition in Ethiopia and government fund for the provision of free housing and meal, it is still unfavorable for many families because of other indirect cost to be covered by the students. However, the enrollment of female students increased as direct tuition fee is left for the government. For instance, enrolment of female students in Indonesia has been increased since the abolishment of school fees (Chervichovsky and Meesook, 1985: 2)

A study undertaken in Africa by Odaga and Heneveld (1995:15) indicated that the effect of the direct cost of schooling is high especially when the parents are poor. For instance, when fees were introduced in Nigeria between 1982 and 1986 primary enrollment declined from 92% to 72%.

The World Bank (1996: np) indicated that parents keep their daughters at home for house hold and related duties due to their low economic status and the effect of such practices on girls education are far reaching affect their participation and academic performance. Moreover, when decisions are to be made on whom to keep at home as a result of the direct cost, females are more likely than males to be held back or withdrawn from schools. In conformity to this, the study made in Indonesia by Deghe (1985: 148) and in

Tanzania by Mbilinyi (1969:71) indicate that parents prefer to provide schooling to boys than girls whenever they could not afford school costs for all.

2.5.2.2 Availability of Schools (Distance of Schools from Home)

Availability of schools in a village improves the chances that a child attends school and complete more years of schooling Chervichovsky and Meesook (1985:25). Absence of schools within an easy reach of home limits girls' enrollment more than boys because of parents' concerns about their daughters' safety where they are vulnerable to harassment, abduction or rape (Kelly, 1987: 98).

The study made in Iran indicates that districts that lacked a school had lower enrolment rates (Bowman and Anderson, 1980:26). Similarly, the study made in Peru indicates that increasing the number of schools, and, hence, reducing distance of schools, result in school enrolment rose (King and Bellew, 1991:228).

Jones (1980:9) has also noted that lower rate of enrolment result partly from distance to school. Furthermore, Jemeniz and others (1999: 9) have indicated that length of time it took a student to reach a school affect not only students achievement but also school enrollment. Similarly, a study in Egypt indicated that when the school was located in 1 kilometer distance from home, enrollment of girls was 72 percent, while when the school was located 2 kilometer far; the enrollment fell to 64 percent (ECA, 1997:37).

The findings 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 Awraja revealed that students lived closer to the primary schools were enrolled than those who were not (Anbasu and Barbara, 1988). Teklehaymanot (1983: 117) also asserted that administrative regions as well as Awraja, that have more schools have higher rate of educational participation.

Although, many scholars generally agree on the fact that availability of schools or distance to schools affects educational participation, they differ in the view that it affects

both sexes equally. According to Bowman and Anderson (1980: 14) availability of school does not necessarily increase female enrolment since reluctance or refusal of parents can lower female participation in education. They further noted that in countries where social selection for sex is very high expanding of schools will solve, in large part, the problem of males' access to schooling than it does to solve the problem of females access.

On the contrary, Chernichovisky and Meesook (1985:26) argue that in area where schools are universally available parents' decision to control their daughters could be very important. Nevertheless availability of schools has more determinant than parental decision. In conformity with this, observation of Jones (1980: 218) on school enrollment of Tunisia indicates that availability of schools strongly influence parental decision about females schooling and their progress or attrition. In view of this scholar, parents who want to send their daughters to school or continue education on to junior secondary and senior secondary schools can not do unless these levels of education are available. In connection to this, Kelly (1987:98) notes that parents are less likely to send their daughters to schools if schooling entails daily travel.

Mbiliyni (1969:21) also noted that the most important reason given for not sending daughters to schools by Tanzanians was scarcity of schools. Similarly the World Bank (1996:5) indicates that too few places in school affect female participation in education. The paper further notes that in Egypt the enrollment of girls who lived two kilo meters from school was 8 percent less than that of girls who lived within one kilo meter from school. Further more, the paper underscored that since distance to schools is a critical factor for girls' school attendance, providing those schools within their walking distance is necessary respond to increase female participation. In view of this, establishing schools at the area more accessible to the females is hoped to encourage parents to send their daughters to school. Similarly Hyde (1989: 4) has noted that expansion of educational system has been successful in raising the level of female participation.

2.5.2.3 Labor Market Need (Employment Opportunity of Educated Females)

It is often suggested that women's role in production becomes progressively less central and important during capitalist industrialization in developing countries (Henshal, 1996: 68). This writer has suggested four dimension of marginalization as it is applied to urban female employment:

Firstly, women are prevented from entering certain type of employment, usually on the ground of physical weakness, moral danger, or lack of facilities for women worker.

Secondly, marginalization can be seen as concentration on the periphery of labor market where women's employment is predominantly in the informal sector and the lowest paid, most insecure job.

Thirdly, workers in particular jobs may become so overwhelmingly female that the jobs themselves become feminized and so of low status.

A fourth dimension is marginalization as economic inequality. This aspect refers to the economic distinctions which accompany occupational differentiation, such as low wage, poor working conditions and lack of both fringe benefits and job security in work thought of as women's. This marginalization of women in production resulted on lower job status of females.

For instance, Ethiopian women do not occupy jobs of high status and position nor do they participate in scientific fields. Those in managerial, administrative, technical and scientific position are very few (Genet, 1991: 89).

In magnifying the relationship between the presences of role model female teachers in schools and enrollment different studies have been undertaken by different researcher in different countries. Habani (1984: 418), for example, argues that even if education is free, female enrolment can not increase until returns to schooling are increased. In supporting this, Hyde (1989: 3) also noted that labor market opportunities play an important role in influencing parents' decision to send their daughters to school. Similarly, Khandker

(1991:57) notes that improved labor market opportunities for educated women can raise female school enrollment. In conformity to this, Elliott and Kelly (1980:5) also say that improving enrolment opportunities for educated women will improve their aspirations to attend school. Sadik (1990:1) also suggest that female school attendance will increase when it is accompanied by better employment opportunities. Similarly, King and Bellew (1991:8) have noted that if employment opportunities for educated females are low parents respond to this by giving daughters less education. This was confirmed by the organization of Economic Cooperation and Development (OECD, 1986:38) saying that if women become a larger proportion of labor force the demand by parents to educate their daughters will increase. But if they perceive little opportunity for entering occupation they will demand less to educate their daughters and do not let them continue schooling. This could also be an important factor in Ethiopia, where there is unemployment problem.

CHAPTER THREE

METHODOLOGY AND PROCEDURES OF THE STUDY

To carry out this study, the following methodology and procedures are used.

3.1 Methodology

As it is indicated in the previous part of this document, the major purpose of this study is to examine the current problems responsible for low female students' education participation and academic performance in secondary schools of Gambela region and to assess the current practices used to alleviate the problems. This will help the researcher to have data collected from a relatively wide area of the region. Hence, the descriptive method is appropriate to be employed in this study.

3.2 Sources of Data

This study was used two types of data sources namely: primary and secondary data sources.

3.2.1 Primary Data Sources

Primary data was gathered from female teachers, female students, school principals and vice principals, school guidance and counselors, education sector heads/ experts, and gender experts in the region. All of these are the most important agents who have better information on female education in the region and hence, were expected to be dependable informants.

3.2.2 Secondary Data Sources

Documents, books, journals, research papers, published and unpublished materials, education statistics, annual abstracts and school records were examined.

3.3. Sample and Sampling Techniques

The following two sub-sections described the population and sample frame as well as the sampling techniques used in the study.

3.3.1 Population and Sample Frame

Gambela has 3 zones namely; Agnua, Nuer and Mezengir and 12 woredas. The three zones are politically assigned based on the language and culture the people used in the area. Using these locations helps this study to get different data from different respondents who have different background. The following table indicates the population and sample frame of woreda, school (junior and secondary school level) and respondents category used in this study.

Table 3.1 Sample and Population Frame

No	Sample category	population	Sample size	%
1	Woredas	12	6	50
2	Schools			
	2.1 Junior s.s	40	12	30
	2.2 Senior s.s	6	6	100
3	Respondents			
	3.1.Principales	18	18	100
	3.2.Guidance & counselors	4	4	100
	3.3.Female teachers	85	70	82.3
	3.4.Female students	426	137	42
	4.1. 7-8	273	44	16
	4.2. 9-10	103	43	41.7
	4.3. 11-12	50	50	100

The following table indicated the list of sample woredas and schools included in this study.

Table 3.2 Sample Woreda and Schools of the Study.

Zone	Woreda	Respective schools in the woreda	Level of the school	
			junior	senior
Agnua	Gambela	Jejebe & Ras gobena	✓	
		Gambela s.s.s		✓
	Abobo	Abobo J.s.s& chobo	✓	
		Abobo s.s.s		✓
Nuer	Itang	Abodo & Abuworo	✓	
		Itang s.s.s		✓
	Jikawo	Kuwagang & Teylut	✓	
		Larea s.s.s		✓
Mezengir	Godere	Akashi & Gumare	✓	
		Meti s.s.s		✓
	Mengesh	Kumi	✓	
		Gelesha	✓	
		Pigndow		✓

3.3.2 Sampling Techniques

As it is indicated in table 3.1, 6(50%) of the woredas of which two are from each zone were selected using simple random sampling method. This is to give equal chance for each woreda of the zones to be included in the sample.

There are only 6 senior and 40 junior secondary schools in the region. Including all these schools in the study make the study sensible and meaningful. However, due to financial constraints and for the sake of its manageability limiting the number of schools is invaluable. Therefore, as the number of senior secondary school is only 6, all are

included in the sample whereas simple random sampling method was used to select sample junior secondary schools. Therefore, out of the total of 40 junior secondary schools in the region 12 (30%) schools of which two from each woreda were included in the sample. the lists of the schools included in the sample are shown in table 3.2 above.

Purposive sampling technique was used to select school principals, women affairs bureau head, and school guidance and counseling of senior secondary schools and education heads at all levels of the region. Thus, all school principals), school guidance and counselors, education heads at all levels and women affairs bureau head were included in the sample.

From a total of 85 female teachers, 70 were randomly selected to be included in the sample. Besides, since the study focuses on female students' participation and performance in education, more relevant information was believed to be gained from the female students them selves. Therefore, the size of the sample of female students is attempt to keep in track with 95% confidence level of the sample .So, among a total of 426 female students 137(42%) were included in the sample using simple random sampling method. Among the total sample female students 44 were from grade 7-8, 43 from 9-10 and 50 were from grade 11-12.

Generally, 137 female students, 70 female teachers, 18 principals and 4 guidance and counselors, were the respondents of this study. Totally, there were 229 respondents who took part in this study. Besides, education bureau heads from each woreda, Women affairs bureau head were taken to be interviewed so that dependable information was gained.

3.4. Data Collection Tools and Procedures

Data collection tools and procedures used in this study are described as follows:

3.4.1 Data Collection Tools

Questionnaires, semi structured interview and document assessment were employed to collect relevant data for the study. Two types of questionnaires were prepared and used. One type was prepared in English for teachers and other for education experts, and the other type was prepared in Amharic language for female students and for those who cannot understand English language easily.

The questionnaires contain more of close ended and some open ended. Furthermore, factual and detail information was obtained from principals, school guidance and counselors, regional and woreda offices education heads and gender experts using semi-structured interview. Additional information regarding female students' academic performances was obtained through document assessment. Besides, observation regarding the condition of class rooms, the number of students enrolled in a class and library condition was under taken.

Before the data collection tools (questionnaires) were distributed, different data collection procedures were undertaken and each of the procedures is discussed in the following sub section.

3.6 Data Collection Procedures

1. The questionnaires were checked by five experts who were believed to have adequate expertise on the issues. Based on the suggestion and comment gained from those experts some modification and improvements was made on the questionnaires.
2. Then after, a pilot test was under taken in one of the school (which was not included in the sample) of the region. Based on the result of the pilot testing, necessary modification and improvement of the questionnaires was also be done.
3. The reliability of the instrument was tested using Pearson product correlation coefficient (r) formula and split half methods after conducting pilot test. Therefore,

the result of the calculated $r=0.93$ indicated that the instrument was reliable as it close to 1.

4. After doing all these and checking that the questionnaires are reliable, the questionnaires were distributed to the respondents by the researcher and one assigned personnel from Gambela education Bureau and then the questionnaires filled by the respondents were collected by the assigned personnel from Gambela education Bureau. The student researcher coded the data and analyzed using SPSS (Statistics Program for Social science)

Regarding the interview

- ❖ The student researcher prepared semi-structured interview and interviewed principals, different heads in the region then their responses were recorded by the researcher
- ❖ Finally, different documents related with female students' academic performances were critically assessed.

3.5 Method of Data Analysis

Method of data analysis used in this study is discussed in the following sub section:

3.5.1 Variables

The dependent variables of this study are the participation and academic performance of female students in secondary schools of Gambela region and the independent variables (determinant of females participation and academic performance) of the study are in-school factors such as school facilities, services and out school factors such as parent related factors (education and economic background of parents, their attitudes towards female education and their support and encouragement of their daughters), student related factors such as their effort and activities exerted to education and their attitude towards the contribution of education to themselves.

3.5.2 Data Analysis

Depending on the nature of the collected data through questionnaires and interview, 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 and graphs according to classification in their different categories to give detailed background information about the sample by using SPSS (Statistics Program for Social science).

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

1. Percentage was used to describe characteristics of respondents' personal information (such as sex, age, and grade, experiences) and the magnitude of respondents' response.
2. Chi-square and Spearman coefficient of correlation was used to show if there were an association between different parents' educational and economic background and students grade ten results, age and education level of students with opinion and attitude of female students on different factors raised.
3. Independent t-test was used to compare means of both teachers and students responses and to identify statistically significant differences, similarities and degree of agreement and disagreement based on the respondents' responses concerning the in and out school factors that hinder females' participation and academic performance and on attitude question raised
4. ONE WAY ANNOVA was used to compare means of respondents on the availability of school facilities and services in different school level i.e. 7-8, 9-10, 11-12.
5. Mean was used to describe the magnitude of respondents' response.

Chapter Four

Presentation and Analysis of Data

This part of the study deals with analysis and presentation of data gathered from primary and secondary sources obtained through questionnaires, interview and document analysis. It is categorized in to three major parts. Accordingly,

- 4.1. Deals with characteristics of respondents such as sex, age, education qualification, work experience
- 4.2 deals with the in-school factors affecting students' participation and academic performance such as school facilities and services related factors, teacher related factors, guidance and counseling related factors, and the out school factors such as parent related factors, student related factors, distance related factors.
- 4.3. Deals with Attitudes of respondents i.e.
 - 4.3.1 Attitudes towards female education
 - 4.3.2 Attitudes towards contribution of female education to themselves
 - 4.3.3 Attitudes towards contribution of female education to family
 - 4.3.4 Attitudes towards contribution of female education to the society

The study tried to include a total of 242 sample respondents-150 female students, 70 female teachers, 18 principals, and 4 guidance and counselors from six woredas of Gambela region. Questionnaires were distributed to all sample respondents and all the questionnaires except 13 of female students were fully responded and returned. In other words, 229 respondents took part in this study.

For the sake of statistical convenience principals, guidance and counselors, and female teacher respondents are categorized as teacher where t-test statistical tool is used to compare means. Throughout the study, comparing the two mean that of teachers and female students was made for all five point measurements based on the following mean score ranges as

<1.5 strongly disagree [1.50-2.00) disagree [2.00-2.50) Neutral [2.50-3.50) agree
≥3.50 strongly agree

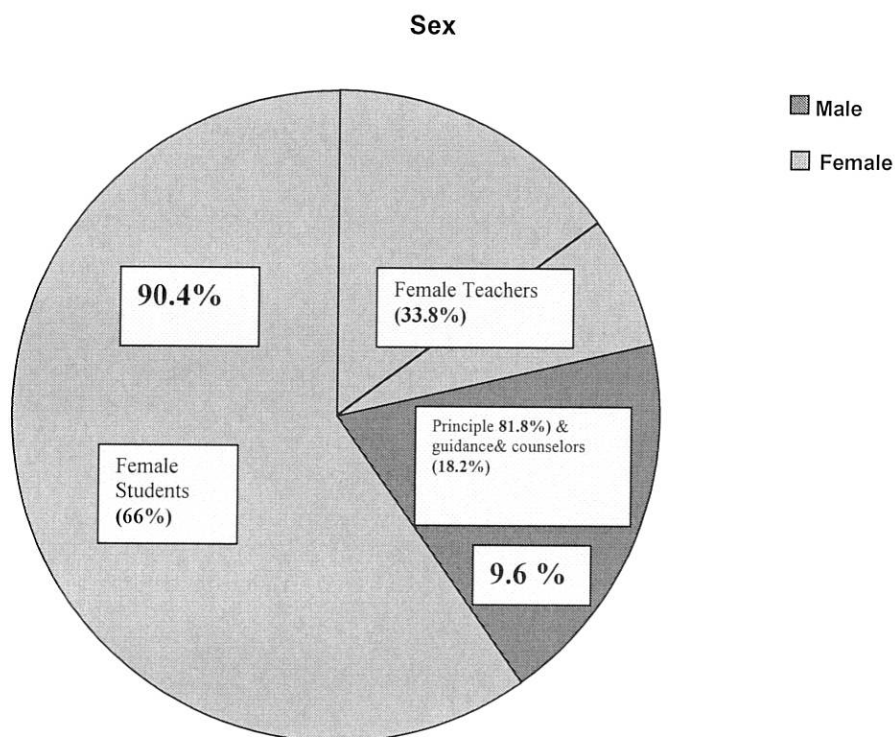
4.1 Characteristics of Respondents

The relevant background information of the respondents necessary for this study is presented and analyzed as follows:

4.1.1 Sex Profile of Respondents

As can be seen in appendix2 and fig 1, 207 (90.4%) of the total sample respondents are female and 22(9.6%) are male. Out of female category of respondents 70 (33.8%) are female teachers and 137(66.2%) are female students. from the male sample category principals accounts 18 (81.8%) and guidance and counselors accounts 4 (8.2%). This shows the largest proportion of the respondents are females specially female students which indicates relevant data could be obtained as the problem concerns female students.

Fig 1. Summary of Sex of Respondents.



4.1.2 Age Profile of Respondents (Female Students)

Education wastage can be determined by inefficient use of resources and students' dropout and repetitions. Due to different reasons students may enroll before or after the appropriate school age. So as to make education system efficient the participants (students) age should commensurate with the standard school age of entrance.

This part of the study is intended to see whether the students enrollment (participation) went up to the standards and to see how efficient the system in relation to the age of the students.

Accordingly, age of students is categorized into five according to the standards school age of each school level in Ethiopia as: <13, 13-14 for grade 7-8, 15-16 for grade 9-10, 17-18 for grade 11-12 and > 18.

22

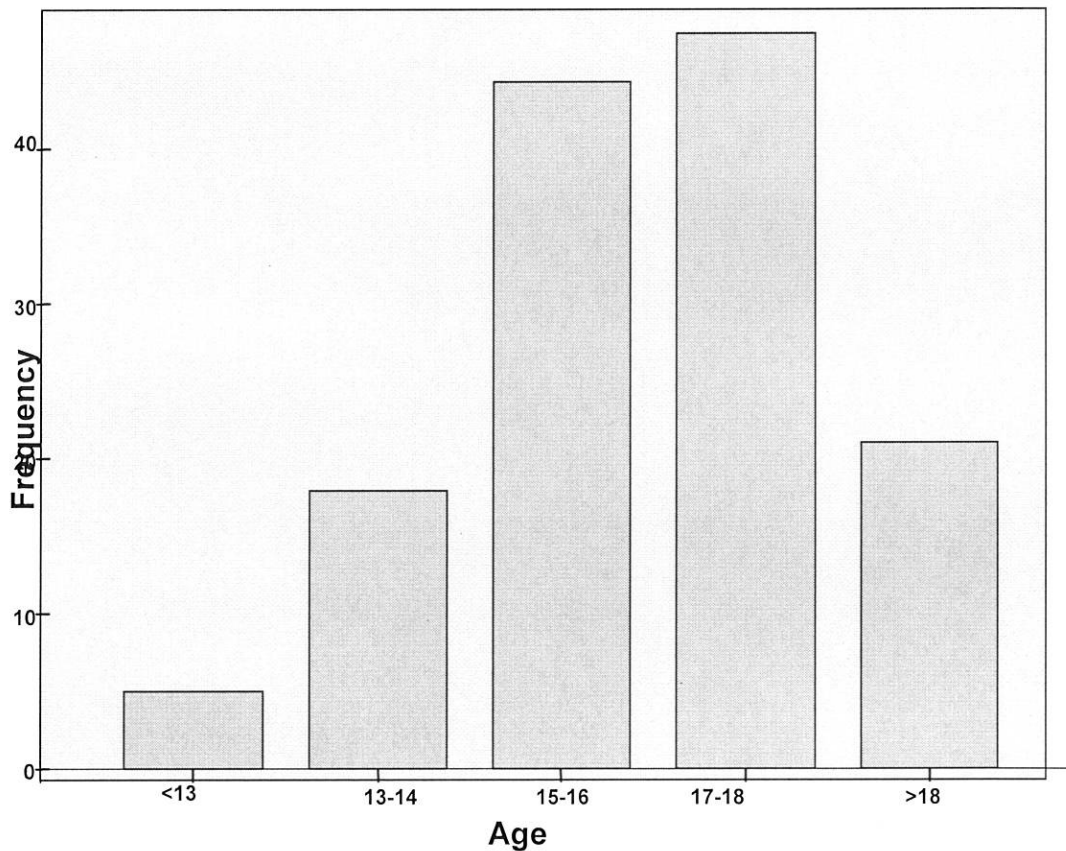


Fig 2. Summary of Age of Respondents.

Therefore, item 6 of table 4.1 indicated that out of the total of 137 female students, 44(32.1%), 43 (31.4%), and 50(36.5%) are in grade 7-8, 9-10 and 11-12 respectively. From those students who are in grade 7-8, 7(16%) are less than 13 years of age, 17(38.5%) are in the age of 13-14 and the remaining 20(45.5%) of them are beyond the upper school age of the level (> 14)

Regarding grade 9-10 students, 30(69.8%) and 13 (30.2%) are in the age of 15-16 and 17-18 years of age respectively. Besides, in the upper secondary school level (grade11-12), 29 (58%) are in the age category of 17-18 and the remaining 21 (21%) are above 18 years of age. This shows that large numbers of students are either enrolled late of the standard school age of the respective level of education or repeated and/or dropped out at a time of their year of schooling.

4.1.3 Education Qualification Profile of Respondent

Among all players, teachers are the most important figures to make frequent contact and thereby lay appropriate base for students. The strength of an education system most often is determined by the quality of teachers assigned and students' achievement and success is partly the reflection of teachers in school. With regard to quality of teachers, MOE (1995) explains that for the teachers to be effective in their profession they need to possess the professional skills, knowledge and attitude that enables them effective in their assignments.

Therefore, assessments of education qualification of teachers and principals have a paramount importance for this study. And it is presented and analyzed here under.

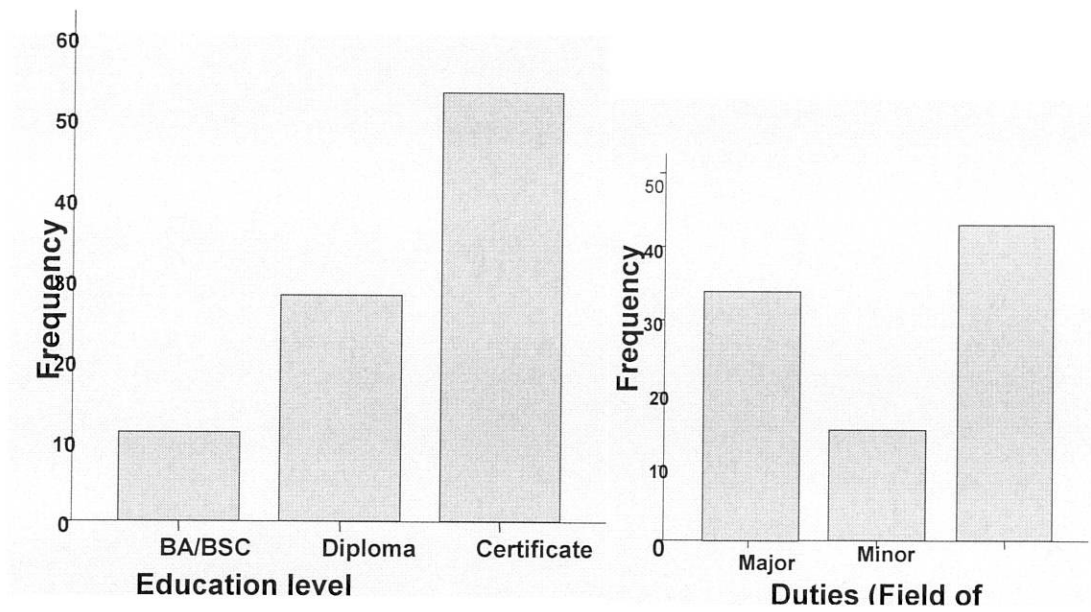


Fig 3. Summary of Education Qualification and Duties (field of work) of Respondents.

Regarding the education qualification of respondents (principals, guidance and counselors, and female teachers) indicated in table 1 and in fig 3, 11 (12%), 53 (57.6%), and 28 (30.4%) are BA/BSC, Diploma and certificate holders respectively.

More specifically, out of 11 BA/ BSC holders respondents 4 (36.3%) are principals, 4 (36.3%) are guidance and counselors and the rest 3 (27.4%) are female teachers. In the same token, 11(20.8%) and 42(79.2%) of 53 diploma holder respondents are principals and female teachers. The remaining respondents that is 3 (10.7%) and 25 (89.3%) are certificate holders of principals and female teachers respectively. There were no MA/MSc holders respondents in all sample categories.

Obviously, teachers are assigned in teaching in their major and/or minor field of their study. In relation to this, item 4 of table 1 in appendix 2 indicates that all principals are working in other field- school principal, while they are qualified for teaching in different subject area of their study.

Regarding sample guidance and counselors, only 1(25%) of them is assigned in its field of study (psychology) and the rest 3(75%) are assigned by the school so as to serve as a guidance and counselor while they have other field of study to work on.

Concerning female teachers, 30(42.9%) of them are assigned in their major field of study and 15(21.4%) and 25 (35.7%) are assigned in their minor and other fields of study to work on respectively.

All the above data shows that the large proportions 53(57.6%) of the respondent are Diploma holder and a moderate proportion 28 (30.4%) are certificate and very few or 1 (12%) is BA/BSC holders and 15(16%), 31(33.7) and 46(50%) are working in minor, major and other field of study respectively. This depicts that schools are under taking the teaching learning process with less qualified teachers of each level (7-8, 9-10, and 11-12). Besides, large proportion of teachers are working in other field of study which implies that there have no adequate number of teacher in the schools to do their task only in their major or minor field of study.

4.1.4 Work Experience Profile of Respondents

Other things being equal, teachers with higher work experience have a greater positive impact on the result of students. It is believed that experienced teachers have well developed and well constructed knowledge, skill and methodology.

In relation to the experience of teachers many literature review have been concerned with the discrepancy many teachers perceives between their teacher training program and their first years of teaching experience(Ryan,et.al,1979cited in Chapman, 1983:46).

Teachers often discover during their actual teaching that they were not as well prepared as they had thought they were and that they faced an anticipated gap in their professional competency. It is through school experience that they acquired knowledge and skill gained through training could be transferred properly to the student using different methodology and adjustment which gained in the work life.

As teachers work experience has its own impact on students' performance and their results thereby it is one factor that is to be considered and assessed in this study. Therefore, this section of the paper attempts to see the work experience associated with principals, guidance and counselors and female teachers in all school level taken in this study as follows:

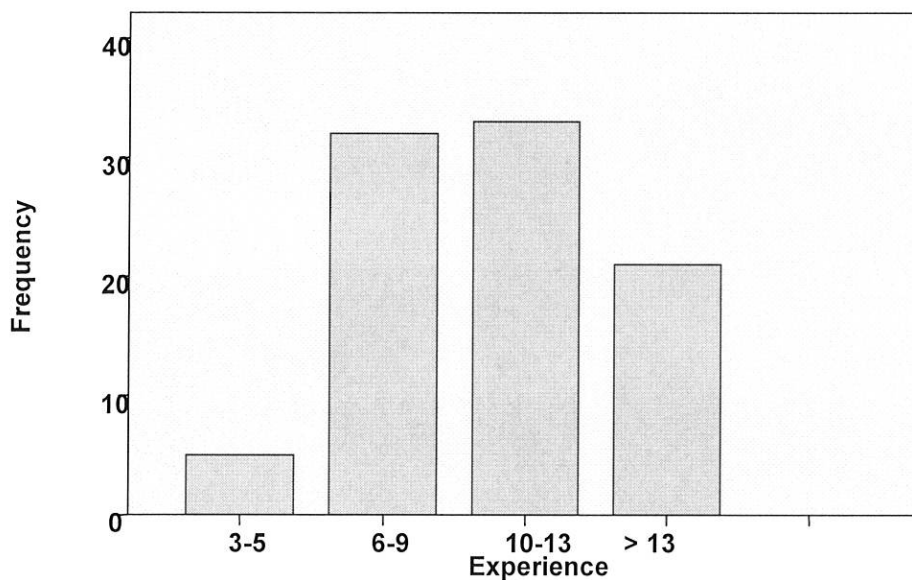


Fig 4. Summary of Work experience of Respondents (Teachers).

Item 2 of table 4.1 in the appendix 2 and fig.4, depicts that 6 (6.5%) of the total (92) respondents teachers have work experience of 3-5 years, 31(33.7%) have work experience of 6-9 years, 34 (37%) have a 10-13 years of work experience and the remaining 21 (22.8%) have more than 13 years of work experience.

Seeing in sample respondents category, 12 (66.7%), 5(27.7%), and 1 (5.6%) of respondent principals have 6-9, 10-13 and more than 13 years of work experiences respectively. Concerning sample female teachers, 6(8.6%) have 3-5 years , 16(22.9%) have 6-9 years, 28 (40%) have 10-13 years and 20 (28.5%) more than 13 years of

experience. And, out of total sample guidance and counselors which is 4 in number, 3 (75%) have 6-9 years and 1 (25%) has 10-13 years of work experience.

Generally, the above description of the data shows that the large proportion of teachers 55(59.8%) of the total sample respondent have work experience of ten and above and moderate proportion 31 (33.7%) have 6-9 years of experience and very few proportion 6 (6.5%) less than 6 years of experiences which also shows that adequate numbers of experienced teachers were assigned in each school level in this study.

4.2 Factors Affecting Female Educational Participation and Academic Performance

Better academic performance and participation of students particularly females is the overall sum of different in and out of school factors. Therefore, assessment of these factors is the main concern of this part. To treat each, these factors are categorized as

A. In-school factors such as:

4.2.1. School facilities and service related factors,

4.2.2. Teachers related factors such as education qualification, work experience attitude towards female education.

4.2.3. Guidance and counseling related factors

B. Out-school factors such as;

4.2.4 Parent related factors such as education, economy and attitude to female education

4.2.5 Student related factors such as age, grade level and attitude towards female education and its contribution

4.2.6. Distance related factors

Data related to these factors are presented and analyzed as follows;

A. In-school factors

Data gathered on the in school factors to be studied in this study is presented and analyzed in the following few pages:

4.2.1. Schools Facilities and Services Related Factors

The availability of school facilities and services in quality and quantity is one of the most important component which can improve the teaching and learning process in the school and hence, the academic performance and participation of students. With this understanding, this part is intended to investigate the availability of major school facilities and services related factors in secondary school of Gambela region.

Table 4.2A: Frequency and Mean Distribution of Opinion of Teachers and Students on School related Factors

No	School facilities and services Related Factors	Rating Scale Teachers					X**	Rating Scale Students					X	t-value
		1	2	3	4	5		1	2	3	4	5		
		1	Lack of text books			12		73	7	3.17	8	16		
2	Lack of reference books		20	47	19	6	3.13		20	102	7		3.19	-0.087
3	Lack of support from school management		54	10	18	10	2.63		93		15		2.52	0.153
4	Lack of additional support		51		38	3	2.67		18	105	10		2.59	0.131
5	Lack of guidance and counseling		10	45	30	4	3.10			111	5		3.28	2.115
6	Lack of library			12	71	9	3.13						3.32	-0.096
7	Unfair assignment of students in different streams			14	74	4	3.00		96	8	20		3.17	0.203
8	Irrelevant curriculum to female students		51	10	10	21	2.61		35	16	82		2.76	0.232
9	Lack of comfortable classroom		20	70	2		3.12		101	24	12		3.72	0.134
10	Large number of students enrolled in a class		86	6			3.33		132	5			3.42	0.116
11	Lack of laboratory		83	9			3.20		105	30	2		3.43	0.141
12	Lack of demonstration place		92				2.56		125	10	2		2.53	0.126
13	Lack of pedagogical center		52	38	2		1.84		30	99	8		1.75	-0.142
14	Lack of different clubs participation		10	73	9		1.32		86	42	9		1.27	0.074
15	Lack of workshop		38	53	3		2.63		122	15			2.66	-0.126

Key: X** - Mean of teachers X - Mean of Students, <1.5 strongly disagree [1.50-2.00) disagree [2.00-2.50) Neutral [2.50-3.50) agree ≥3.50 strongly agree , *- significant at 0.05,

As can be seen in table 4.2A, respondents were asked to rate the impact of lack of the listed school related factors. Both teachers and students with mean score of 3.17 and 3.86 respectively agreed that text books are not available as per the need of the school. In supporting this, assessment of School records on book- Student ratio of three sample

schools was made. The result of this assessment (book- Student ratio= $\frac{1}{4}$) confirmed this fact. From this, it can be deduced that in most of the schools in the region students' text books are in scarce which in its part has its role in influencing students' performance. Supporting this, a study by Hyneman and Samison(1980) have found positive relationship between students participation and greater availability of text and reading materials in Uganda (Fuller, 1987:261).

Students can grasp knowledge not only by doing every activity in a class room. Availability of different relevant books or (reference books) have a paramount importance in improving students result. On this base, respondents were asked on the impact of lack of reference books in the schools. Therefore most of the respondents agreed on the issue. This is confirmed by the mean score 3.13 and 3.19 of teachers and students respectively. In availability of adequate reference books in the school implies that the schools did not give due attention for supplying and provision of reference books as a result of which students result might be affected.

Provision of additional support by the school management has its own share in improving students' performances. Accordingly, respondents were asked whether lack of additional support of school management had negative impact on student's performance or not. Both the teachers and students with the mean score 2.67 and 2.59 respectively agreed that additional support were not given by the school management and hence contributed for lower performance of female students..

Provision of guidance and counseling services are not the activities that are to be undertaken once. It is a continuous activity through out the school life of students if it is needed to improve their achievement. The mean score 3.10 and 3.28 of teachers and students respectively show that lack of guidance and counseling services affected female students performance. The computed t-value 0.015 indicated that there was a significance difference in the responses of the two respondent categories. This might be because that there were either a gap of information on the availability of service from students side or considering the opening of the office as a provision of services while it is not provided on

teachers part. On top of this, as students are towards the problem, they might know the prevalence of the problem than teachers.

Schools have goals to be achieved at different time frames with various resources (inputs). One of these goals is producing responsible and well knowledge equipped citizens and individuals who can achieve best in his education. Therefore, to maintain these goals assignment of students in different field of study as per the interest and talents of students have positive impact on the students' achievement. Accordingly, respondents were asked whether students' unfair assignment in different field of study affect their performance or not. With this regard, mean score rated as 3.00 and 3.17 for teachers and students respectively indicated that both respondents' categories agreed with no statistically significant difference of response that unfair assignment affected female student's performance. Therefore, the above data implies that assignment of students' in studying streams was not in agreement with their interest and talent which in turn can affect the overall schools goal.

Item 9 and 10 of table 4.2 tried to indicate that lack of comfortable class and its size affected students' performance or not respectively. On this base, the mean score 3.12 and 3.72 of item 9 and 3.33 and 3.42 of item 10 of teachers and students respectively showed that Lack of comfortable class room and enrollment of large number of students in a class affected the result of female students. Proving this fact, observation of class rooms and record assessment made in four sample school indicated that there were no facilities such as ventilator, whit board etc. which can promote the teaching learning process and there were averagely about 65 students enrolled in a class. This implies that teaching learning process in such condition could not resulted in better results of students and hence, it was one factors contributed for lower female students performance.

It was also depicted in item 11 and 15 that both respondent categories agreed that schools have lack of laboratory and workshop. Mean score of 3.20 and 3.43 and 2.63 and 2.66 of teachers and students of each case respectively showed this fact. This implies that the teaching learning process under taken in those schools were theory based which might have contributed for lower performance of female students.

Realizing the conformity of responses of both respondent categories, t-test value was computed as indicate in the table. Therefore, the computed t-value of all item except item 5 indicated that there was no statistically significant difference of responses.

Besides, the extent of this problem was tried to be seen in level of schools (7-8, 9-10, and 11-12). According to table 4.2A in appendix 3, the grand mean for item 2, 9, 10, and 11 falls on the range for serious problems. Therefore, they are considered as serious problems by the sample respondents. The other problems indicated in item 1, 3, 4, 5, 6, 7, 11, 12, 13 and 14 are rated as moderately serious. In all levels of education the problem presented to respondents are rated as moderately serious or serious. The finding, therefore, implies that all the problems listed in table are existent in all level of education (7-8, 9-10, and 11-12).

Furthermore, one way ANOVA was employed to test if there is a discrepancy between the groups of respondents' responses on the issues. The result of the ANOVA test shows that there is no statistically significant difference between the groups of respondents for all items except item 3, 4, 5 and 6 at 95% level of significance. These problems are taken as more serious problem at grade 9-10 and 11-12.

More specifically, lack of reference books, lack of comfortable class room, large number of students enrolling in a class, and lack of laboratory is a serious problem in grade 7-8 school level, lack of library, guidance and counseling services, lack of comfortable class room and enrolment of large number of students in a class and lack of laboratory is considered as serious problem in 9-10 grade level schools and in 11-12 grade level schools lack of reference books lack of guidance and counseling services unfair assignment of students, lack of comfortable room and enrolling large number of students in a class as well as lack of laboratory is a serious problem.

Generally, lack of reference books, lack of comfortable rooms, enrolling large number of students in a class, lack of laboratory, lack of guidance and counseling services and lack of library are serious problem at all level. In supporting this, lack of schools facilities

may affect enrollment and performance of students, particularly girls. Yet lack of appropriate teaching and materials is likely to affect the performance of both sexes in rural areas. Especially in the areas where there are lacks of furniture in schools and where students are required to sit on floor, parents are probably against sending their daughters to such schools (World Bank, 1995:116). Moreover, a study carried out by Arriagada(1983) indicated a positive relationship between students participation and performance, and better provision of school facilities.

4.2.2 Teachers Related Factors

Among all players, teachers are the most important figures to make frequent contact and thereby lay appropriate base for students. The strength of an education system most often is determined by the quality of teachers assigned and students' achievement and success is partly the reflection of teachers in school. With regard to quality of teachers, MOE (1995) explains that for the teachers to be effective in their profession, they need to possess the professional skills, knowledge and attitude that enable them effective in their assignments.

Beside the qualification teachers' have, they should acquire the necessary level of experience and methodology which could help them in providing students appropriate knowledge in clear and easy ways. Based on this fact, it is necessary to assess teachers' related factors which can hamper student's performances. Therefore, this part of the study treats this in detail as follows:

Table 4.3A: Frequency and Mean Distribution of Opinion of Teachers and Students on Teachers Related Factors

No	Teachers Related Factors	Rating Scale					X *	Rating Scale					X	t-value
		Teachers(N=92)						Students(Z=137)						
		1	2	3	4	5		1	2	3	4	5		
1	Sexual harassments by teachers			9	48	35	1.34		7 8	16	13	3 0	142	2.31
2	Lack of teachers support to female students		13	58	21		2.60		9 8	29			2.75	0.32
3	Teachers limited teaching experiences			4	82	6	1.20		4 2	55	40		1.52	2.12
4	Teachers ineffective instruction methods				67	25	1.31		1 2	10	13		1.20	0.58
5	Lack of teacher motivation to encourage females			4	73	15	2.71		3 0	9			2.64	2.54
6	Too difficult exam given			4	76	2	2.70		3	88	10		2.67	.146
7	Lack of role model female teachers	25	67				2.57		3	88	10		2.63	0.34
8	Teachers know how of the subject matter	5	23	43	20	1	1.43		3 1	44	42	4	1.33	0.81
9	Unfair teachers students relationships	86	4	2			2.54		2	113	2		2.51	1.56
10	Lack of teachers follow up	12	57		12	11	2.64		7	3			2.52	2.31
11	Lack of provision of notes/hand outs/exercises	2	3	51	36		3.58		3 0	53	41	6	3.24	1.22
12	Lack of provision of tutorials		42	15	12	13	4.05		2 4	2	15		3.98	0.42
13	Lack of provision of model questions	8	33	24	19	8	2.57		1 6	5			3.72	2.42
14	Lack of provision of feedback		55	11	8	18	2.59			3	21		2.73	2.51
15	Lack of interest in asking question			1	61	30	2.64		8 1	12	15	9	2.69	3.35

Key: X*-Mean of teachers X-Mean of students, <1.5 strongly disagree [1.50-2.00) disagree [2.00-2.50) Neutral [2.50-3.50) agree ≥3.50 strongly agree , *- significant at 0.05,

Among the factors listed in table 4.3A, lack of female teachers or their help and lack of tutorial classes were indicated to have negative impact on female students' result. Female students and teachers' mean values for the two items 2.57 and 2.63 and 4.05 and 3.98 respectively indicated that both groups of respondents agreed to the impact of these factors on female students' achievement. Besides, it is seen that that lack of teachers support to female students, lack of teachers motivations to encourage females, unfair relationship between students and teachers, lack of teachers follow up, lack of provision of notes, hand outs and exercises, lack of provision of model questions, lack of provision of feedback, lack of interest in asking questions were considered as factors which have negative impact on students performances. Mean value above 2.50 of both teachers and students confirmed their agreement of these issues.

However, teachers and students disagreed that Sexual harassment of female students by their teachers, lack teachers teaching methodology, teachers' limited teaching experience and lack of teachers know how of subject matter had negative impact on female students result. The mean value below 2.00 of both teachers and students and the computed t-value which is beyond the significance level of 0.05 indicated that both respondent categories disagreed with out statistically difference on these issues

The reason why teacher's limited teaching experience and teaching methodology was not considered as a cause for lower performance might be because as it is indicated in table4.1 there was adequate number of experienced teachers who have more than 10 years of experiences in teaching. This implies that teachers with higher teaching experiences have developed different teaching methodology which can solve different learning problem of students and could perform their job in the way that can promote students performance.

Besides, lack of teachers know how of subject matter was not considered as a cause for lower performance is because as it is indicated in table 1 and fig 3, though there was few number of BA/BSC and diploma holder teachers, this level of education of teachers with a higher teaching experience could solve the problems of students .

Different studies indicate that teacher's attitude; their behavior and teaching methods are among the factors affecting girls' persistence and academic achievement. The following table (Table 4.3B) was organized with the intention of assessing teacher's support of female students so that they could perform better

Table 4.3B: Frequency Distribution of Teachers Support of Female students

N O	Items	Teachers				Students		Total	
		P&G		FT		FS		N	%
		N	%	N	%	N	%		
1	How do you see the interest of teachers in asking questions?								
	A. They ask females only	--	--	--	--	--	--	--	--
	B. They ask males only	--	--	--	--	16	11.7	16	
	C. They ask females rarely and males frequently	3	9.09	25	35.7	91	66.4	119	
	D. They ask males rarely and females frequently	--	--	--	--	--	--	--	
	E. They ask females as frequent as males	19	86.3	45	64.3	30	21.9	94	
2	If teachers support female students, which of the following possible ways do they use?								
	A. Praise female students when they ask/ answer questions	1	4.5	8	11.4	3	2.2	12	
	B. Prepare and Provide tutorial classes	5	22.7	10	42.3				
	C. Encourage female students to ask/ answer questions	10	45.6	31	44.3	4	2.9	45	19
	D. Encourage female students to participate in group discussion	5	22.7	15	21.4	19	13.9	39	17
	E. Provide handouts	--	--	--	--	--			
	F. Advice on how they should study	1	4.5	6	8.6	14	10.2	21	
	G.NO additional support except teaching in a regular class					97	70.8	97	42.4

Key- P-Principals FT- Female Teachers G- Guidance and Counselor FS- Female Students
 X**-Mean of teachers X-Mean of Students, *-significant at 0.05

Accordingly, item 2 of table 4.3B shows that most of female student respondents i.e. 97(42.4%) responded that teacher do not have additional support except a regular teaching learning class. However, 45(19.7%) and 39(17%) of respondents replied that teachers encouraged female students to ask and answer question and to participate in group discussion respectively.

Teachers encouragement of female students in provision of tutorial class was supported by 15(16%) of teacher, and none of female students respondents. This shows while there is an agreement of responses on teachers support in encouraging female students to ask and/or answer question and encouraging them to participate in group discussion, there is a disagreement in their response regarding preparation and provisions of tutorial. Moreover, the data indicates that teachers do not prepare hand out which can help students as an additional reading material to their notes given and class discussion.

Regarding teachers interest in asking students, large proportion i.e. 119(52%) of respondents responded that teachers ask less frequently that males showing that teachers have negative attitude to wards female abilities in their education. FAWE (1996:12) confirmed this fact as teachers regard girls as less able to learn and perform in a class than boys and may use physical punishment to enforce learning which promotes fear of school and this may also result in early drop out from schools particularly in the rural area.

Generally, From table 4.3A and 4.3B one can deduce that even though teachers have higher teaching experiences and use effective teaching methodology, they do not help students additionally as it is indicated item 2 of Table 4.3B and this is also emphasized by item 2, 5, 10, 12, 13, 14, and 15 of table 4.3A i.e. teachers do not have motivation in supporting and encouraging students in following up, preparing and providing hand outs, notes, and model questions and they do not give feedback if they give assignment and home works. Above all, it is indicated that teachers do not provided a tutorial classes by which they can improve students' achievements. This implies that teacher's encouragement of students and considering females less able to learn is the factors for lower performance of female students. This is supported by Odaga and Heneveld (1995:31) stated that teachers' attitudes towards girl's achievement in a class are a reflection of the broad societal basis about role of women in the society and the academic capacity of girls. Besides, the same result gained from a class room observation conducted in Rwanda and Tanzania found out that teachers pay more attention to boys than girls (kilo, 1994 in Odaga and Henveld, 1995)

In addition to the above data attempts were made to cross tabulate teachers and students education level with their opinion to teachers' provision of support to female education in a class to see the relationship between these variables.

Accordingly, the calculated chi-square =16.03 of item 1 at $df= 8$ is less than the critical value 15.50. And chi-square=20.12 at $df= 12$ of item two is less than the critical value=21.16. This shows that there was statistically significant difference on the response of teachers at different education level. So, item one of appendix 6B indicated that

40(75.5%) of diploma holder teachers and 24(85.7%) of certificate holder teachers ask female students as frequent as male while 11(100%) of BA/BSC holders ask female students rarely and males frequently. This data depicts that teacher at lower education level tried to participate female students in asking questions in a class whereas teachers with higher education level do not ask as frequent as male students. Hence, lack of teacher's interest to participate female students in class was seen high in teachers with higher education level and low in teachers with lower education level.

Concerning students education level and their opinion on teachers support of female students, it is seen that students at education level of 7-8 was asked as frequent as males whereas students at grade 9-10 and 11-12 level were asked less frequent than male. This shows that while teachers with lower education level participate females in asking questions in class, teachers with higher education level do not. This implies that the education level of teachers had reverse impact on participating female students in asking questions.

From these two data, one can deduce that students at lower grade level(school level) have been motivated by their teachers as equal as male whereas at the higher level 9-12 students were deprived of this advantage.

4.2.3 Guidance and Counseling Related Factors

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. Moreover, guidance counseling service has a great control in the development of students in schools and the society as a whole.

Considering these facts, the following table presents the presence of this service in schools, its benefits to students and the extent of these benefit students gained from the service as follows.

Table 4.4: Frequency Distribution of Opinion of Teachers and Students on Availability and Benefits of Guidance and Counseling service

NO	Items	Teachers				Students		Total	
		P&G		FT		FS		N	%
		N	%	N	%	N	%		
1	guidance and counseling service in your school								
	A. available	8	36.4	10	12.3	40	29.2	58	25.3
	B. not available	14	63.6	60	87.7	97	70.8	171	74.7
2	If your answer for question No. 1 is available, students are								
	A. benefited of the service	2	25	3	30	12	30	17	29.3
	B. not benefited of the service	6	75	7	70	28	70	41	70.7
3	If your answer to question No. 2 is ' benefited of the service ' the extent of benefit they gained								
	A. Very high	--	--	--	--	--	--	--	--
	B. High	--	--	--	--	--	--	--	--
	C. Fair	--	--	3	100	5	41.7	8	47.1
	D. Low	2	100			5	41.7	7	41.2
	E. very low	--	--	--	--	2	16.6	2	11.7
4	If your answer for question No. 2 is ' not benefited of the service ', what are the reasons?								
	A. Less awareness on the services	4	66.7	2	28.6	15	53.6	21	51.2
	B. Less confidence on the counselors secrecy	--	--	--	--	3	10.7	3	7.3
	C. The assigned guidance and counselor has no the acquired knowledge on the profession	2	33.3	5	71.4	10	35.7	17	41.5
5	If your answer for question No.3 is very high /high when do the students get the services?								
	A. When they get difficulty subject matters	--	--	--	--	--	--	--	--
	b) When they get fear of academic failure	--	--	--	--	--	--	--	--
	C) When they get health related problems	--	--	--	--	--	--	--	--
	D) When hating their teacher subject matter	--	--	--	--	--	--	--	--
	E) When they get pregnancy and related conditions	--	--	--	--	--	--	--	--
	F. When they get family related problems	--	--	--	--	--	--	--	--

Key: X**-Mean of teachers X-Mean of Students P-Principals FT- Female Teachers
 G- Guidance and Counselor FS- Female Students

As it is shown in item one of table 4.4, while 171(74.7%) of respondent indicated that there is no a guidance and counseling service, the remaining 58(25.3%) responded that there is a guidance and counseling service in the school. The existence of guidance and counseling service in school is supported by 40(29.2%), 10(12.3%) and 8(36.4%) of female students, female teacher and principal and guidance and counselor where as

14(63.6%) 60 (97%) and 97 (70.8%) of principles and guidance and counseling, female teacher and female students respectively supported the non existence of this service.

This is also be supported by observation under taken in four sample school. The result of observation indicated that even though there is office guidance and counseling service in one school, there is no any evidence that can show whether the service is delivered or not which indirectly shows the service is not given to the students. Besides, indicating the non existence of the service is also shown in item two of same table. From the total of 58 (25.3%) respondents, 41(70.7%) responded that students are not be benefited of the service.

As guidance and counselors are designed in school to help students, it is believed that students can give most accurate response on the issue. Therefore, most students i.e.70 (41%) of those who said there were the service supported that they were not benefited of the service.

Item 3 depicts the extent of benefit that female students gained of the service. Accordingly, no respondent in both category responded high and very high while 8(47.1%), 7(41.2%) and 2(11.7%) of respondent responded fair, low and very low respectively. This is reasoned out by 21(51.2%), 3(7.3%) and 17(41.5%) of the respondent as less awareness on the service by students, less confidence on secrecy and the assigned guidance and counselor have no the acquired knowledge on the profession respectively.

The goal of guidance and counseling is to give an opportunity for an individual to see a variety of available options and there after, assist the person in making wise choice (UNESCO, 1996). However, all the above data implies that students were deprived of the counseling services while they have many factors which could retard their performance. The schools did not give a due attention for the service.

Strengthening the above result, cross tabulation was undertaken between teachers and students' education level and their opinion on guidance and counseling services in the school. (appendix6c)

Accordingly, the data in item one indicated that all students at 7-8 grade level and all teachers at certificate level confirmed that guidance and counseling services was not completely provided to students at education level of 7-8. On the higher level i.e. grade 9-12, 27(62.8%) of 9-10 level students and 26(52%) of 11-12 level students responded that there was the service while 16(37.2%) of 9-10 and 24(48%) of 11-12 level students responded that there was no this service. From item 1 and item 2 one can deduce that the service was absent in 9-12 education level even if the guidance and counselors were assigned. Realizing the conformity of responses, the calculated chi-square exceeds the critical value in both cases entails that there were no significance differences on the responses of teachers and students at different education level.

B. Out School Factors

Data gathered on the ^{out} school factors to be studied in this study is presented and analyzed in the following subsections:

4.2.4 Parent related Factors

Parent related factors such as education and economic related factors and other parents related Factors is analyzed and presented as follows

4.2.4.1: Education Background of Parents

Among other factors, parents' education has its own share in influencing their daughters' educations. 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 ambitious 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

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 influences females' participation and their performance.

Therefore, as the education background of parents and their encouragement of daughters is one of the factors which can affects females' education, assessment of these factors is important to gain some solution. Presentation and analysis of data gathered from sample students on parent related factors indicated in table 4.5 from sample female students is the concern of this part of the study.

Table 4.5: Frequency Distribution of Parents Education level

No	Items	Mothers		Fathers	
		No	%	No	%
1	Indicate Your parents education level				
	1. uneducated	70	51	41	30
	2. read and write only	23	16.8	35	25.5
	3. 1-6	26	19	28	20.4
	4. 7-8	14	10.2	14	10
	5. 9-10	2	1.5	5	3.7
	6. 11-12	-		5	3.7
	7. certificate	2	1.5	5	3.7
	8. diploma	-		4	3
	9. degree and above	-		-	
	Total	137	100	137	100

As can be seen in item 1 of table 4.5, most of parents of sample female students accounts 93(67%) of their mothers and 75(54%) of their fathers are below grade one. 26 (19%), 14(10%) of their mothers are in between grade 1-6 and grade 7-8 respectively. very small proportion of respondents' parent that is 4(3%) of their mothers and 20(14.1%) of their fathers gone beyond primary level. The above data shows that parents have very low education level or no education background at all and the problem is more serious on mothers.

As it is indicated in the above paragraph and in second chapter of this study, parents encouragement to their daughters and their know-how of female education benefit have its own impact on the participation and performance of female students. Table 4.6A indicated in appendix 5 also presented and analyzed parent encouragement of their daughters. Therefore, respondents are asked to indicate whether parents' education encourages female education or not. Accordingly, 63(68.4%) of teachers and 30(21.9%) of students responded that parent education encourages females education and the remaining 27(36.6%) and 107(78.1%) of teachers and female students responded that it does not encourage females education.

Item 3 of the same table indicated the extent to which parents' education encourages female education. Therefore, from a total of 93(40.6%) of respondents who responded as parents education encourages female education 8(8.7%), 31(33.3%), 31(33.3%) and 23(24.7%) responded that parents encouragement of females education is high, fair, low and very low respectively. This implies that encouragement of parent education was seen insignificant.

Female educations have an important role in achieving sustainable development and economic growth of the country. This can be expressed in relating mothers' education and infant mortality rate. Different findings in sub Sahara Africa countries indicates that educating women has a significant contribution (benefit) in economic and social sector in terms of reducing fertility, reduced maternal mortality, enhanced family health and welfare improved children education. Keeping this fact in mind, knowing the benefit gained from female education should by and large be the main concern of parents which is the base for children education. With out parents know how of the benefit of female education the over all development plan of a country is a futile exercise.

Therefore, as this is one factor that contributes to female education participation and academic performance, respondents were asked in item 4 to indicate whether parents appreciate the benefit gained from their daughter education (from female education in general) or not and the reason why they do not appreciate the benefit(if not).

Accordingly, 56(24.5%) respondents responded that parents appreciate the benefits gained from female education while 173(75.5%) of the total respondents responded to the

reverse i.e. parents do not appreciate the benefit gained from female education. this was reasoned out by 53(30.6%), 23(13.3%)and 97(56.1%) of the total respondents as parents lower level of education, absence of role model females and considering the benefit gained from educated female is not as much beneficial as uneducated females working in their home respectively.

All the above data depicts that parents have lower level education background which is the main reason for their lower (no) encouragement and appreciation of the benefit of female education. This is supported by the data indicated in item 1 that more of mothers than fathers have very low level education which directly or indirectly indicates that there are females' deprivation of education than males.

In addition, cross tabulation of teachers and students education level with their opinion on parent education encouragements was made. Accordingly, large number of teachers in each education level responded that parent education encourage their daughters education. However, their encouragement was seen insignificant which is rated fair and below as indicated in item 3 of appendix 6D. On top of this, parents do not appreciate the benefit gained from female education. This was reasoned out by most of teachers and students as because parents consider the benefit gained from educated female is not as much as the benefit gained from uneducated females who are working in their home and parent lower education level. This shows that lack of parent's encouragement and their awareness on the benefit of female education contributed for the lower performance of female students. Regarding the conformity of responses of both teachers and students at different education level, the calculated chi-square in appendix 6D which is beyond the critical value indicated that there was no statistically significant difference.

Moreover, parent's encouragement of female students is tried to cross tab with the school level and age of female students to see the relationship between the two variables. Table 4.6B indicates this as follows:

Table 4.6B: Frequency and Chi-Square Distribution of Parents education Encouragement and age of Students at Different Education Level

No	Grade level	Students characteristics	Students have been----- by their Parent's education? N=50				df	X ²	cv
			Encouraged		Not encouraged				
			No	%	No	%			
1	7-8	Age					1	3.00*	2.7
		<13	7						
		13-14	8		9				
		>14	11		9				
2	9-10	<15				3	2.40	5.6	
		15-16	2		28				
		>16	1		12				
3	11-12	<17				2	1.42	5	
		17-18	1		28				
		>18			21				

X²- Calculated Chi-square, df- degree of freedom, cv-critical value, * significant at 0.05 level.

As can be seen in table 4.6B, in the first item students' encouragement by their parent's education with students' age at 7-8 grade level was cross tabulated to see if there is a relationship between the two variables. As it is indicated in the table, the computed chi-square value exceeded the critical value at significance level of 0.05 showing that there is significant relationship between respondents age at this level and parents encouragement of their daughters. In supporting this, female students' participation and their performance decrease as the education level increase (MOE, 1994). This may indicated that females were encouraged at this level.

In the second and third item of the same table, attempts were made to identify whether there exists a statistical relationship between female students age at grade 9-10 and 11-12 grade level schools and parents education encouragement of their daughters. As it is depicted in the table, no significance relationship between the two variables of each education level was seen at a significance level of 0.05. This might be because of that as

student's education level increases, the cost of education increase which could not even be covered by them and, therefore, parents are obliged not to send their daughters to school or not encouraged them.

4.2.4.2 Economic Background of Parents

Female education can be improved by supporting them with the necessary learning materials and by providing them moral to perform better. For this to happen in a way that promote female education, family economic and education background play a great role. Below table 4.7 shows an Attempt made to cross tabulate parents education and economic background with female students grade 10 result to investigate whether they related or not.

Table 4.7: Frequency and Chi-Square Distribution on Fathers education Background and Students Grade Ten Results

N O	Items	Students Grade 10 Result (N=50)						Spearman r	df	X ²	CV
		2.0-2.4		2.4-2.8		>2.8					
		N	%	N	%	N	%				
1	parents level of Education							0.744	3	2.02*	1.8
	1. uneducated										
	2. read and write only										
	3. 1-6	14		3							
	4. 7-8	12		1							
	5. 9-10	1		5							
	6. 11-12	1		3		1					
	7. certificate			3		2					
	8. diploma			2		2					
	9. degree and above										
2	parents monthly income							0.723	1	3.01*	2.1
	1. <200 and no income)										
	2. 201-300			4							
	3. 301-400			1							
	4. 401-500	6									
	5. 501-600	2		1							
	6. 601-700	18		4		1					
	7. 701-800			2		1					
	8. 801-900	1		2		1					
	9. 901-1000	1		1		1					
	10. >1001			1		1					

CV- critical Value df- degree of freedom X²-Chi-square, *significant at 0.05 level,

In the first item of table 4.4A fathers' education level with female students' grade 10 results were cross tabulated to see if there is a relationship between the two. As indicated in the table, the computed Chi- Square value exceeded the critical value at a significance level of 0.05 showing that there is a relationship between students' grade 10 results and parents education level. The Spearman coefficient of correlation $r = 0.744$ and $r = 0.723$ also indicated that there is a strong positive relation between fathers education and economy with students result respectively.

In the second item of the table, attempts were made to identify whether there exist a relationship between fathers monthly income with students grade ten result. As it is

shown in the table, statistically significance relation between the two variables was seen at the significance level of 0.05 (the computed Chi-Square value at significance level of 0.05 indicated that there was statistically established relationship between the two variables. From these data one can deduce that students that had got better result are those who are from family who have a relatively better income and education level.

The data shown in table 4.9A of appendix 4 indicated that the total sample respondent female students who have a monthly income of >\$701 accounts 8.02% and the remaining 92% of parent have monthly income of <701 which indicates that this amount of income could not even fulfill their basic subsistence and most of female student respondents are from economically lower status parents.

Table 4.9B: Frequency and Mean Distribution of Parent Encouragement and their Awareness of Female Education Benefits

NO	Items	Teachers				X*	Students		X	Total		T-values
		P&G		FT			FS			N	%	
		N	%	N	%		N	%				
2	parents willingness to educate their daughters is											
	A) affected by school cost	18	81.8	58	82.9	3.57	119	86.9	3.17	195	85.2	0.314
	b) do not be affected by school cost	4	18.2	12	17.1	2.59	18	13.1	2.53	34	14.8	-0.091
3	If your answer to question no 2 is 'yes', school related costs prevent parents from sending their daughters to school I are:											
	a) School fee			4		2.43	13	10.9	2.59	17	8.7	0.163
	b) Expense of learning materials	8	44.4	30	51.7	2.57	66	55.5	2.59	104	53.3	0.132
	c) Cost or rent of books	--		--		---	---	---	---	---	---	---
	d) cost of school uniform	9	50	16	27.5	2.53	25	21	2.52	50	26.5	-0.097
	e) Transportation cost	1	5.6	8	13.8	2.54	15	12.6	2.53	24	12.3	0.821

Key: X*-Mean of teachers X-Mean of students, P-Principals FT- Female Teachers G- Guidance and Counselor
 FS- Female Students, <1.5 strongly disagree [1.50-2.00] disagree [2.00-2.50] Neutral [2.50-3.50] agree ≥3.50 strongly agree
 *- significant at 0.05.

In item 2 respondents are asked whether school cost affect parents willingness to educate their daughters or not. Accordingly, 76 (83%) of teacher and 119 (86.9%) of female students agreed on that school cost affected parents willingness to educate their daughters while 16(17.1%) and 18(13.1%) of teaches and female students respectively disagreed on that school cost affected parent willingness to send their daughter to school. this is confirmed by the mean value of 3.57 and 3.17 of item 1 A and 2.59 and 2.53 of item 1B of teachers and students respectively.

Measuring the degree of conformity between teachers and students respondents, t-value has been computed. And the calculated value 0.314 and -0.091 of the respective items confirmed that there is no statistically significant difference in means of both respondents. This means school cost has its influence on parent's willingness to educate their daughters which is supported by almost 195(85.2%) of the total respondents.

Item 3 shows the most common school cost which can prevent parents from sending their daughters to school. Therefore, out of respondents responded school cost influence parent willingness to send their children to school, 17(8.9), responded school fee 104(53.3%) expense of learning materials, 50(26.5%) cost of school uniform and 24(12.3%) transportation costs as the main school cost that causes parents not to send their draught to school.

All the above data implies that expense of learning materials and costs of school uniform cause parents not to send their daughters to school; it is considered as one of the main reason for lower female student's participation in school. This is also directly related to what the data in item 1 of the table 4.9A in appendix 4 shows i.e. lower economic status of parents which hamper parent's encouragement of their daughters.

Besides, the following table presented different parent related factors which can affect female participation and academic performance in detail as follows:

female students' performance. And 54% of teachers and 63% of students disagreed that parents' religion had impact on female students' performance.

The mean values of items 5 and 6 which indicated that female students and teachers' response towards the effect of parental occupations on female students' results are below mean score of 2.00. This indicated that both groups of respondents were convinced that parents' occupation had no effect on female students' academic performance while the mean score of students and teachers 3.53 and 3.62 in both item 3 and 4 indicated that parent's education have impact on female education.

Moreover, the computed t-values for item three to six indicated that there was no statistically significant difference between female students and teachers' responses.

Cross tabulation of teachers' education level and their opinion indicated in appendix 6F showed that there was a difference in their responses on item 5 and 6. While most of teachers at a certificate level agreed on negative impact of parents lower occupation status on female students' performance, those who had diploma and degree responded to the reverse. This difference in response is confirmed by the Chi-square result which is below the critical value 5.99 in both item 5 and 6. All teachers also disagree on the impact of religion on female education indicating that religion had no influence on students' performance in the region.

The cross tabulation result of students' education with opinion to parent related factors indicated some what the same as teachers. However, students at education level of 11-12 showed their agreement on parents' occupation status as factor of influencing females' participation and academic performance. Besides, students at all education level disagreed the negative impact of religion on female education. In the remaining items except item 5 and 6 (i.e. Lack of parental financial support, Lack of parental moral support, Mothers poor education background, Fathers poor education background, Lack of parental follow up, Negative impact of parent religion, Parents low expectation about female academic performance, Parents negative attitude towards female education, Lack of parent encouragement and Lack of awareness about female education benefit item 1-12 respectively) all students agreed on the negative impact of these items on female

education .This is confirmed by the Chi-Square result which is above the critical value 5.99. However, in item 5 and 6 significant response difference was seen in students of at each education level. While most of students at education level of 7-8 disagreed on the negative impact of parents' occupation status on female education, students at education level of 9-12 agreed on it. This was confirmed by the calculated Chi-Square less than the critical value of each item.

Both teachers and students disagreed on the negative impact of religion on female education indicating that religion had no influence on students' performance in the region.

4.2.5 Students' Related Factors

Students are most important components in the education process. Students in school are expressed in terms of their prior knowledge, self esteem and interest towards learning. This is because, their academic achievement and over all development in school depend on how they behave in school, feeling about themselves using their senses and their mental images. Tinker and Branson (1975) in their study of Islamic school in Nigeria noted that girls did not ask and were not asked questions by their teachers and simply sat at the back of the class away from the boys. With this premises in mind, the efforts and activities regarding participating in asking and answering questions, in doing their assignment, home work and class work and other additional effort to improve their education is presented in table 4.11 below.

assignment, home work and class work and other additional effort to improve their education is presented in table 4.11 below.

Table 4.11: Frequency and Mean Distribution of Female Students Activities in Improving their Education

N O	Items	Teachers(N=92)				X*	Students(N=1 37)		X	Total (N=229)		T- values
		P&G		FT			FS			N	%	
		N	%	N	%		N	%				
1	effort of female students in doing assignments											
	A. Females exert effort as males in doing assignments	8	36.4	30	42.9	3.03	40	29.2	2.59	78	34.1	-0.631
	B. Females exert less effort than males in doing assignments	14	63.6	36	51.4	2.53	77	56.2	2.56	127	55.5	-0.610
	C. Females exert more effort than males in doing assignments	--	--	4	5.7	2.54	20	14.6	2.62	24	10.4	-0.012
2	Females participations in asking questions											
	A. ask as frequent as males	2	9.1	11	15.7	2.53	50	36.5	3.10	63		-0.150
	B. ask less frequent than males	20	91.9	59	84.3	3.50	80	58.4	3.51	159		-0.034*
	C. ask more frequent than males	--	--	--	--		7	5.1		7		
3	females' participations in answering questions											
	A. Answer as frequent as males	4		1		2.60	34		2.56	39		0.483
	B. Answer less frequent than males	18		69		3.29	101		3.54	187		0.261
	C. Answer more frequent than males	--	--	--	--		2			2		-0.121
4	female students in your school most often do to improve their academic performance											
	A. Reading reference books regularly	--	--	4	5.7	2.41	6	4.3	2.38	10	4.3	0.152
	B. Referring note regularly	2	9.1	13	18.6	2.44	53	38.7	2.50	68	29.7	0.270
	C. Doing home works regularly	2	9.1	15	21.4	2.41	20	14.6	2.47	37	16.2	0.310
	D. Doing class works regularly	12	54.6	20	28.6	3.06	17	12.4	3.15	49	21.4	0.200
	D. Attending tutorial classes	4	18.1	11	15.7	3.06	15	10.9	3.13	15	6.6	0.450
	E. Doing model questions	--	--	--	--		--					
	F. Asking teachers' unclear concepts	2	9.1	5	7.1	3.26	41	29.9	3.20	48	21	0.26
	G. Asking teachers' unclear concepts	--	--	2	--2.9	2.48	--	1.5	2.50	2	0.8	0.11

Key- P-Principals FT- Female Teachers G- Guidance and Counselor FS- Female Students, X** -Mean of teachers
X-Mean of students, <1.5 strongly disagree [1.50-2.00) disagree [2.00-2.50) Neutral [2.50-3.50) agree ≥3.50 strongly agree
, *- significant at 0.05,

As indicated in the above table respondents were asked to respond on how they see the effort of female students in doing assignment and homework relative to male students. Accordingly, the data in item 1 shows that 38 (16.8%), 50(21.8%) and 4(1.7%) of

teachers responded that females exert effort as males in doing assignment, less than males and exert more effort than males respectively. Whereas 40(27.5%) of female students responded that they exert equally as male, 77(33.6%) females exert less effort than male and 20(8.7) responded that females exert more effort than male in doing their assignment.

The mean score 2.53 and 2.56 and the t-value -0.610 entails that most of the respondents i.e. 127 (55.5%) with no statistically significant difference agreed that female students' effort in doing assignment was less than that of male students. This in turn shows that female students have their own problem that prevents them not to do their assignment. It might be caused, either by their own or other factors external to them.

The participation of female students in asking question in class seems very serious problem than their effort in doing their assignment. In both sample category the proportion raise from 21% to 34.5% in teachers part and from 77(33.6%) to 80(34.9%) in students part who responded as female exert less effort than male. This is more emphasized by the response of principle, guidance and counselors which account 20(91.9) of them.

Here what make the response different from item one is that while 24(10.4%) of the respondents of item 1 responded female exert more effort than male students, only 7(3.1) of the respondent of item 2 respondents said the same. Moreover, while 63(27.5%) of the respondents item 2 responded that female exert equal effort as male, 78(34.1%) of respondents responded the same in item 1. This show even though their effort in doing assignment is very low as indicated in item 1, it is relatively better than their participation in asking question in class. The t-value=0.034 of alternative B of item 2 indicated that there is significant difference in respondents response.

Coming to item 3, the problem gets the worst. With no statistically significant difference of responses both respondents agreed that female students' participation in class is less than male students' which accounts 188 (82.1%) of the total respondents. whereas 39(17%) and 2(0.9%) of the respondents replied that female's effort is as equal as male and more than male students respectively. This problem is more emphasized by the response of female students themselves i.e. 101 (73.7) of themselves.

The above data implies that female students relatively asked question than answering questions.

Item 4 of the same table is intended to see what activities female students were doing so as to perform better academically. As it can be seen, referring their notes, doing class work and asking their friend unclear concepts is the most regular work that is performed by them. This is confirmed by the response of 68(29.7%), 49 (21.4%) and 48(21%) of the total respondents respectively or mean score of greater than 2.50. Besides, 10(4.3%) and 15(6.6%) and 2(0.88) of respondents responded that female students perform activities like reading of references books, attending tutorial classes and asking teachers unclear question/concepts regularly. And 37 (16.2%) of the respondents responded that female students do their home work regularly.

These data showed that there is less or no effort of students to read additional references on the student's part and almost very low in attending tutorial class which can help students as an additional support. This data is more emphasized by the response of students themselves which account 10(4.3%) and 0(0.00%).

More specifically, 4(4.3%) of teachers and 4(4.3%) of female students have responded that female students read reference books regularly. 15(16.2%)and 53(38.7%) of teachers and female students respectively responded that students refers their note book regulatory. 17(%) 32(%) 15(%) and 7(%) of teachers and 20(14.6%), 17(12.4%) 15(10.9%) and 41 (29.9%) of female students responded that female students do home work, do class work, attend tutorial classes, do model questions, ask teacher unclear concepts and their friends regularly respectively.

This implied that with out statistically significance difference of responses, the data indicate that there were lack of provision of tutorial class and preparation of model questions to strengthen students performance on the school part and the problem in doing home works, reading references books (either because of lack of references books in school or they have no adequate financial support from family to buy these books) which also be the cause for students not to do model questions prepared by different author exist

Regarding the implementation of tutorial classes, two students and two teachers were interviewed. Their response confirmed that there were no regular tutorial class which is planned by the school rather one or two sessions in a semester were prepared by some teachers. Though they prepared these programs students do not use it.

Besides, a cross tabulation was made to see the relationship between teachers and students education level with their opinion on female students activity in improving their performance.

With no significant difference, teachers at all education level responded that female students most often do their home work and class work and read their notes only to improve their performance as indicated in item 4 of appendix 6G.

However, regarding items 1-3 teachers with certificate level responded that students do their home work/ assignments as equal as males, participate in asking and answering questions as equal as males respectively. Whereas, teachers with education level BA/BSC and diploma responded on items 1-3 that females exert less effort in doing their assignment, participate less than males in asking and answering questions. This difference in their response is seen in the calculated Chi-square of each item.

To sum up, the above data implies that students at 7-8 school level had used their effort in doing their assignment; they had no problem of asking and answering questions to teachers.

The following table also tries to analyze and present data gathered on some additional student related factors as indicated below:

Table 4.12: Distribution of Opinion of Teachers and Students on Students Related Factors

No	Students Related Factors	X*	X	t-value
1	Lower motivation to education	3.21	1.83	0.02*
2	Lower interest to education	3.51	2.91	2.06
3	Language difficulty	3.21	3.43	0.47
4	Less effort exerting by female students	2.91	2.83	0.41
5	Higher absenteeism of female students	2.92	1.31	0.049*
6	Higher family responsibility of female students	1.47	1.49	2.43
7	Poor elementary education background	2.37	2.39	0.49
8	Lack of attending tutorial classes	1.34	1.41	2..56
9	Disciplinary problem	1.37	1.48	2. 23
10	Lower interest/motivation to do their home work/ class work / assignments	2.55	2.64	2.41
11	Fear of asking question when they get doubt	2.75	3.31	1.93
12	Lower habit of reading their notes/ references books	3.74	3.33	2.45

Key: X**-Mean of teachers **X**-Mean of Students, **Key: X****-Mean of teachers **X**-Mean of students, <1.5 strongly disagree [1.50-2.00) disagree [2.00-2.50) Neutral [2.50-3.50) agree ≥3.50 strongly agree , *- significant at 0.05,

As can be seen in item one and two of table 4.12, teachers agree that females students' low motivation and interest to education were as some of the causes to their lower academic performance. The mean score of 3.21 of item one and 3.51 of item 2 indicates this fact. Students were disagreed on item one and two which says that female students lower interest and motivation is the fact for lower participation and achievement which indicated that students have interest and motivation for their education. The computed t-value of item one indicated that there was statistically significance difference in mean of students and teachers.

Besides, the mean score of both teachers and students of item 3, 4, 7, 10, 11, and 12 indicated that with no statistically significant difference, each items were factors contributing for lower participation and performance of female students. This is confirmed by the t- values of each item.

However, students and teachers have different response on item 5. While teachers agreed on the contribution of students' absenteeism to lower performance of female students, students do not. This response disagreement is indicated by t- value .049 which is

significant at .05 levels. Most probably, this disagreement emanated from the perception of absenteeism by students and teachers i.e. students considered themselves as present when they come to school without attending the class.

Generally, from table 4.12 one can deduce that Language difficulty, Less effort exerting by female students, Poor elementary education background, Lower interest and motivation to do their home work/ class work or assignments, Fear of asking question when they get doubt and Lower habit of reading their notes/ references books were the factors affecting their participation and performance. And higher family responsibility of female students, Lack of attending tutorial classes, Disciplinary problem were not considered as factors that contributes to the lower participation and performance of female students.

Besides, cross tabulation of teachers and students' education level and their opinion on students' related factors affecting female education was made as indicated in appendix6H. Accordingly, while teachers with a certificate education level had disagreed on item 1, 4, and 11, those with BA/BSC and diploma education level agreed on the same items. This is confirmed by the calculated chi-square which is below a critical value 5.99 at degree of freedom= 2. This implies that lower level secondary school female students were interested and self motivated for their education and this may not be considered as a problem of this level female student. In the same way at this level female students have no problem of asking unclear things to their teachers whereas in the upper secondary school (9-12) these problems were prevalent. This also implies that Students at 9-12 education level were not interested and self motivated for their education. Moreover at this level it was seen that asking their teachers unclear questions was one factor contributing for lower performance.

In the remaining items 3, 4, 5, 6, 7, 8, 9, 10 and 12 all teachers at different education level agreed on its contribution to lower academic performance of female students with no statistically significant difference which is confirmed by the calculated chi-square greater than the critical value in each case.

Coming to students' education level and their opinion on student related factors, there was responses difference in between them. This is confirmed by the calculated Chi-square= 3.11, 3.15, 4.10, 3.16, 3.25, and 3.20 of item 1, 2, 5, 6, 10, and 11. This shows that while students at 7-8 education level disagreed in these issues, students at 9-12 education level agreed with. Therefore, students interest and motivation to their education, their fear of asking question do not be considered as factor contributing for lower performance of female students in 7-8 school level whereas in 9-12 school level these factors have its own contribution on students performance.

4.2.6 Distance Related Factors

Table 4.13: Frequency Distribution on Relation between Distance and Female Education

N O	Items	Teachers (N=92)				Students (N=137)		Total (N=229)	
		P&G		FT		FS		N	%
		N	%	N	%	N	%		
1	Availability of schools								
	A. at a reasonable distance	16	72.7	44	62.9	93	67.9	153	66.8
	B. not at a reasonable distance	6	27.3	26	37.1	44	32.1	76	33.2
2	From your experiences and observations do parents allow their daughters to go to schools far away from their village?								
	A. allow	7	31.8	17	24.3	31	22.6	55	24
	B. do not allow	15	68.1	53	75.7	106	77.4	174	76
3	If your response to question No. 2 is 'No' why do not they allow them?								
	A) Fear of forced marriage			5	9.4	3	2.8	8	4.6
	B) Lack of money to pay for food, house rent, transportation and the like	2	13.3	10	18.9	34	32.1	46	26.4
	C) Fear of exposure to unfamiliar environment	6	40	16	30.2	23	21.7	45	25.9
	D) Lack of awareness about female education benefit	7	46.7	22	41.5	46	43.4	75	43.1

Key- P-Principals FT- Female Teachers G- Guidance and Counselor FS- Female Students
 X**-Mean of teachers X-Mean of Students

Table 4.13 tried to see whether schools are available at a reasonable distance for students or not, whether parents allow daughters to go to school far away from home and why parents do not send their daughters to far distance.

Accordingly, 153 (66.8) of the total respondents responded that schools were available at a reasonable distance and the remaining 76(33.) responded to the reverse.

As can be seen in item 2 of the same table, 55(24%) of the respondents responded that parents allow their daughters to go to school far away from their village whereas 174(76%) of the total respondents said that they did not allow their daughter to go to school. The reason for these as indicated in item 3 were fear of forced marriage accounts 8(4.6), lack of money to pay for food, house rent, and transportation accounts 46(26.4), fear of exposure to unfamiliar environment accounts 45(25.9%) and lack of awareness about female education benefit accounts 75 (43.1%). This implies that although schools are available at a reasonable distance, parents were seen unwilling to send their daughters to schools where there were no schools at an ease reach. Most of respondents reasoned out that parents fear of exposure to unfamiliar environment and lack of awareness about female education benefit caused them not to send. In supporting this, Jimenez and others (1989:9) stated that the length of time it took a student to reach a school affect female student's performance. Besides, parents concerns about their daughter's safety where they are vulnerable to harassment, abduction or rape are the main factors related to distance that can affect not only female's achievement but also their enrollment (Kelly, 1987:98). However, it is seen that schools are available at a reasonable distance.

3.5 Attitude Towards Female Education

Attitude is the controlling factors to students' motivations to learn. Accordingly, to measure students and teacher' attitude towards female education and its contributions, various statements which express both positive and negative attitudes were prepared under four headings such as: attitude on females' education, the contribution of females' education to females themselves, family and society and presented to students and teachers. Students and teachers' attitude was measured using likert scale ranging from 'strongly agree' to 'strongly disagree.'

The responses have been expressed using mean values, accordingly mean value of less than 2, is interpreted as unfavorable attitude towards the case raised and its contribution and mean value equal to 2.00-2.50 is expressed as neutral attitude. On the other hand mean value greater than 2.50 is interpreted as favorable attitude towards the case raised.

Accordingly, table 4.14-4.17 presents female students and instructors' attitude on female education and its contributions under different headings.

3.5.1 Attitude towards female Education

Table 4.14: Frequency and Mean Distribution of Attitude towards Female Education

No	Students Related Factors	X*	X	t-value
2	Females should be good wives than worry about education	1.27	1.32	0.173
3	Females roles should only be bearing and rearing children	1.18	1.11	0.446
4	Females are as hard working as males	1.52	1.61	0.455
5	Females are not as intelligent as males	1.96	.54	-0.355
6	Females sense of competitiveness in education is lower than males	2.79	2.67	0.594
7	Females education is not as important as males	1.68	1.53	0.676
8	Females face more problems than male in their education	2.74	2.73	-0.864
9	Females naturally need more help than males when they attend school	2.44	2.53	-0.400
10	Females have different biological problems so that they need frequent follow up than males	3.92	3.87	1.35
11	Females can not explore their potential as males can do	3.00	3.13	0.343
12	Females lower status is the result of their lower capacity of doing their work	1.56	1.53	0.122
13	Females lower status is the result of their lower level of education	2.52	2.55	-0.389
14	Parents favor males education than females	2.59	2.72	0.432

Key: X*-Mean of teachers X-Mean of Students Key: X*-Mean of teachers X-Mean of students, <1.5 strongly disagree [1.50-2.00) disagree [2.00-2.50) Neutral [2.50-3.50) agree ≥3.50 strongly agree , *- significant at 0.05,

As can be seen in the above table both students and teachers disagree with the case raised in items 2, 3, 4, 5, 7 and 12 and this is confirmed with mean score of less than 2.00 in both respondents. This means they have positive attitude toward these cases that is both students and teachers believes that Females worry about education along with being good wives, Females role should not only be bearing and rearing children, Females education is as important as males, Females are as intelligent as males, Females lower status is not the result of their lower capacity of doing their work. Besides, both students and teachers disagree with the idea Females are as hard working as males. This is seen in mean score less than 2.00 in both respondents. This shows that both respondents have negative attitude to their strength in their education. On the other hand, both teachers and students have agreed on the issues raised in item 6, 8, 9, 10, 11, 13, and 14 which have a mean score of greater than 2.50 in both teachers and students. This shows that both respondents believe that Females face more problems than male in their education, Females naturally need more help than males when they attend school, Females have different biological problems so that they need frequent follow up than males, Females lower status is the

result of their lower level of education and Parents favor males' education than females. From this it is seen that both students and teachers have positive attitude on the above issues whereas they have negative attitude on their competitiveness and on exploring their potential relative to males. All the computed t- value indicated that in all case there is no statistically significant difference in mean score of the respondents i.e. there is no difference between teachers and students responses. The value that they attach to education and its contributions could strongly affect the efforts they exert to learn. Peel, et al (1956:10) stated that the attitude of students towards education has an influencing factor for failure or success by controlling their motivation and their efforts. In addition to students', teachers' attitude towards females' education in general and their performance in particular has a direct bearing on female students' success (Odaga and Heneveld(1995:31)

3.5.2 Attitude towards the Contribution of Female Education to Themselves

Female student's attitude towards the contribution of their education has its own impact on their performance. The following table tries to present and analyze data gathered on this issue.

Table 4.15: Mean Distribution of Attitude towards Contribution of Female Education

No	Students Related Factors	X*	X	t-value
1	Better educated females have more career opportunity	2.53	3.97	0.274
2	Education help females to solve problems in daily life	3.93	3.88	0.342
3	Education helps to personality development of females	2.62	2.65	-0.435
4	Educated females have higher self confidence	1.53	1.57	-0.219
5	Educated females are responsible citizens	2.56	2.69	0.321
6	Educated females have better value of life	2.72	2.83	0.106
7	Educated females are better professionals	2.66	2.58	0.214
8	Educated females enjoy better income	2.53	2.57	0.322
9	Educated females are not skilled decision maker	2.99	2.82	0.336
10	Educated females better manage their finance	1.76	1.54	0.098
11	Education do not help females to solve problems in daily life	1.62	1.74	0.214
12	Education do not helps to personality development of females	1.51	1.55	0.739
13	Educated females do not have higher self confidence	2.52	2.69	0.346
14	Educated females are less responsible citizens	1.73	1.59	0.655
15	Educated females do not have better value of life	1.55	1.56	0.355
16	Educated females do not enjoy better income	1.60	1.53	0.385
17	Educated females are skilled decision maker	2.53	2.61	0.653

Key: X*-Mean of teachers X-Mean of Students, Key: X**-Mean of teachers X-Mean of students, <1.5 strongly disagree [1.50-2.00) disagree [2.00-2.50) Neutral [2.50-3.50) agree ≥3.50 strongly agree , *- significant at 0.05,

Table 4.15 presents a detail data on students and teachers attitude on the contribution of education to females. Seventeen statements which express contribution of education were presented to female students and teachers.

Accordingly, the data in the above table shows that both students and teachers computed mean scores are greater than 2.50 in item 1, 2, 3, 5, 6, 7, 8, 9, 13, and 17 indicating that both respondent categories agreed with the cases raise in these items. Whereas item 4, 10, 11, 12, 14, 15, and 16 have mean score of less than 2.00 which shows that both students and teachers disagreed with the issues raised in these items. In all cases the computed t-value indicated that there is no statistically significant difference in mean scores of both students and teachers i.e. both respondents categories have no different response in each case.

From this one can say both students and teachers have positive attitude on educated female indicated in their response as Better educated females have more career opportunity, education help females to solve problems in daily life, education helps to personality development of females, educated females are responsible citizens, educated females have better value of life, educated females are better professionals, educated females enjoy better income, , educated females have higher self confidence and educated females are skilled decision maker. Whereas they have negative attitude of educated female regarding to their self confidence and finance management.

Besides, table 4.15 indicated that both students and teachers believe that educated females can be benefited of education in social, economic and personal affairs.

3.5.2 Attitude towards the Contribution of Female Education to Family

Table 4.16: Mean Distribution on Attitude towards Contribution of Female Education to Family

No	Attitude on the contribution of female education to Family	X*	X	t-value
1	Educated working females add to the family income	2.66	2.69	1.21
2	Educated working mothers restricts her family size	2.71	1.88	1.73
3	Educated working females provide better facilities to the family	2.52	2.55	2.34
4	Children of Educated working females perform better academically	2.73	2.64	0.65
5	Children of Educated working females have better all round growth	2.72	3.97	3.35
6	Children of Educated working females have better value of life	2.53	2.65	0.65
7	Children of Educated working females become better professionals	3.50	3.33	0.27
8	Children of Educated working females have better future	3.15	3.03	1.34
9	Children of Educated working females are healthier	3.03	3.12	-0.43
10	Education gives females increased awareness of their role in the family	2.71	2.64	-1.21
11	Educated working females are neglected	2.51	2.74	1.10
12	Educated working females are not able to give due attention to the family	1.45	1.35	0.25
13	Educated working females do not add to the family income	1.46	2.69	0.21
14	Educated working females do not provide better facilities to the family	1.35	1.39	3.32
15	Educated working mothers do not restricts her family size	1.24	1.46	0.33
16	Educated working females do not provide better facilities to the family	1.42	1.43	1.09
17	Children of Educated working females perform less academically	1.40	1.31	0.22
18	Children of Educated working females have no better all round growth	1.33	1.37	1.38
19	Children of Educated working females have no better value of life	1.45	1.44	1.31

Key: X*-Mean of teachers X-Mean of Students, Key: X*-Mean of teachers X-Mean of students, <1.5 strongly disagree [1.50-2.00) disagree [2.00-2.50) Neutral [2.50-3.50) agree ≥3.50 strongly agree , *- significant at 0.05,

Table 4.16 measures female students and teachers attitude on the contribution of education to family. Accordingly, in most of the case i.e. item 1-11 students and teachers mean scores are all greater than 2.50. This implies that female students and teachers agreed on these cases. Both respondents disagreed on the issues raised in item 12-19. This is confirmed by the mean scores of both respondent categories which are greater than 2.50 for positive attitude questions and less than 2.00 for negative attitude questions. In both cases the t- value indicated that no statistically significant difference is seen in their responses.

From all the above data, one can deduce that both teacher and students have positive attitude on contribution of female education to family regarding increasing family income, reducing family size, provision of better facilities to the family, in making academically better children, creating better all round growth of children, in provision of better value of life for their children, in making better future of family, in making healthier family, in increasing awareness of children's role in the family.

Besides, so as to see the attitude of teachers and students on the contribution of female education to family, cross tabulation between teachers and students' education level and their attitude towards female education contribution to the family was made so that the impact of their education level was determined.

Accordingly, as the data in appendix 6L indicated that with no statistically significant differences both teachers and students at different education level strongly agreed with the issues from item 1-11 (Educated working females add to the family income, Educated working mothers restricts her family size, Educated working females provide better facilities to the family, Children of Educated working females perform better academically, Children of Educated working females have better all round growth, Children of Educated working females have better value of life, Children of Educated working females become better professionals, Children of Educated working females have better future, Children of Educated working females are healthier, Education gives females increased awareness of their role in the family and Educated working females are neglected respectively) which indicated that both respondent categories at different

education level have positive attitude towards the contribution of female education to the family. This is confirmed by the calculated Chi-Square which is above the critical value 5.99. The result of the cross tabulation indicated in appendix 6L and table 4.16 was seen the same. This implies that attitude of students and teachers towards the contribution of female education was positive and therefore, may not negatively influenced the academic performance of female students in the region.

3.5.2 Attitude towards the Contribution of Female Education to the Society

The following table presents students and teachers attitude on the contribution of female education to society.

Table 4.17: Mean Distribution of Attitude towards Contribution of Female Education to the Society

No	Attitude on the contribution of females education to the society	X*	X	t-value
1	Females education increases the productivity of the labor force	3.75	2.91	1.01*
2	Females education help to reduce fertility rate	3.22	3.71	0.65
3	Females education leads to increased life expectancy	2.61	2.56	0.27
4	Females education contributes to poverty reduction	2.65	2.72	1.34
5	Females education promotes gender equality	3.10	4.01	-0.43
6	Females education help challenge their subordinate position	3.17	2.66	1.04*
7	Females education contribute towards changing harmful tradition	3.48	3.12	2.34
8	Females education contribute towards changing harmful tradition	3.10	2.95	0.65
9	Females education helps to change their image in the society	2.53	2.76	1.03*
10	Females education decrease the productivity of the labor force	1.66	1.72	1.25
11	Females education help to increase fertility rate	1.42	1.44	0.56
12	Females education leads to decreased life expectancy	1.41	1.42	1.23
13	Females education do not contributes to poverty reduction	1.44	1.41	1.41
14	Females education hinders gender equality	1.31	1.33	0.35
15	Females education do not help challenge their subordinate position	1.36	1.45	0.22
16	Females education do not contribute towards changing harmful tradition	1.38	1.41	1.38
17	Females education do not helps to change their image in the society	1.41	1.34	1.31

Key: X**-Mean of teachers X-Mean of Students, Key: X**-Mean of teachers X-Mean of students, <1.5 strongly disagree [1.50-2.00) disagree [2.00-2.50) Neutral [2.50-3.50) agree ≥3.50 strongly agree , *- significant at 0.05.

Accordingly, all the statement from item 1 to 10 expresses their agreement on the cases raised in each item and this showed positive attitude on the contribution of female education to the society the mean score of female students and teachers attitude are greater than 2.50. This implies that both groups of respondents gave a strong value to

females' education and its contribution: to the productivity of labor forces, reduction of fertility rate, increased life expectancy, promoting gender equity, poverty reduction and other related.

Although females students and teachers had positive attitude to wards the contribution of education to society, in item 1, 6 and 8 their responses seem to be different. This is confirmed by the t- value 1.01, 1.04 and 1.03 respectively.

For instance, in item 1, female students mean score 3.75 and teachers 2.91 shows that both agree to the fact that female education increases the productivity of the labor force. Yet, the computed t-value 1.01 shows the presence of statistically significant difference in their response.

Besides, so as to see the attitude of teachers and students on the contribution of female education to the society cross tabulation between teachers and students' education level and their attitude towards female education contribution to the society was made so that the impact of their education level was determined.

Accordingly, as the data in appendix 6M indicated that with no statistically significant differences both teachers and students at different education level strongly agreed with the issues from item 1-9 (i.e. Females education increases the productivity of the labor force, Females education help to reduce fertility rate, Females education leads to increased life expectancy, Females education contributes to poverty reduction, Females education promotes gender equality, Females education contribute towards changing harmful tradition, Females education contribute towards changing harmful tradition and Females education helps to change their image in the society respectively) which indicated that both respondent categories at different education level have positive attitude towards the contribution of female education to the society. This is confirmed by the calculated Chi-Square which is above the critical value 5.99. The result of the cross tabulation indicated in appendix 6L and table 4.16 was seen the same. This implies that attitude of students and teachers towards the contribution of female education were positive and therefore may not negatively influence the academic performance of female students in the region.

Chapter five

Summary, Conclusion and Recommendation

The main focus of this study is to examine major factors affecting the participation and academic performance of female students in secondary schools of Gambela region. The study also intended to investigate school and out of school factors that contributes to the facilitation or hindrance of the participation and performance of female students of this level.

In order to achieve the objective, the study has explored different books research papers and journals related to female participation and performance in education, at global and local level.

Benefits of female education, constraints to female education were discussed in the review of related literature. To meet the objective of the study the following were the questions which were formulated and treated.

1. What are the major
 - a. in school factors affecting female students' performance in secondary school of Gambela Region?
 - b. out school factors affecting female students' performance in secondary school of Gambela Region
 - c. in school factors affecting female students' participation in secondary school of Gambela Region? And
 - d. out school factors affecting female students' participation in secondary school of Gambela Region?
2. Is there statistically significant relationship between
 - a. out-school factors and females academic performance?
 - b. in-school factors and females academic performance?
- 3.. What remedial measures should be taken to reduce these problems?

In order to answer these research questions and carry out the study, a descriptive method with qualitative approach was employed. 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 test and t-test were employed to analyze the data throughout the study. Finally the study came up with the following findings.

5.1 Summary of Major Findings

This part tries to summarize the core findings of the study in general terms.

5.1.1 Background of Respondents

I) Age: Large proportion i.e.65.5% of students were either lately enrolled or reapeded or dropped out at a time of their schooling.

ii) Work experience: 55(59.8%) of the total sample respondent have work experience of ten and above and moderate proportion 31 (33.7%) have 6-9 years of experience and very few proportion 6 (6.5%) less than 6 years of experiences which shows adequate number of experienced teachers are assigned in each school level in this study.

iii) Education qualification:

57.6% of the respondent are Diploma holder and 30.4% are certificate and 12% is BA/BSC holders. This reveals that schools are under taking the teaching learning process with less qualified teachers of each level (7-8, 9-10, and 11-12).

IV) Assignment of Work: naturally, it is assumed that teachers are assigned in teaching in their major and/or minor field of their study. However, what the data portrays is that the lion share of teachers are not teaching in their major or minor field of study i.e.15 (16%), 31(33.7) and 46(50%) are working in minor, major and other field of study respectively.

5.1.2 Enrollment Trend of secondary Schools of the Region

- though the increment in the enrollment of female students did not show a dramatic change, there is a little improvement in the years 1995-1999 E.C, and on average the data shows female participation rate for grade 5-8 in Gambela region was 36.7% and grade 9-12 was 19.36% while their male counterparts were 63.1% and 80.6% respectively.

5.1.3 Academic Achievement

- Having a glance at the academic performance of female students in the region, one can judge from facts that it is unsatisfactory. For instance, from those students who sat for EGSECE in the past four consecutive years (1996-1999 E.C) 13.3%, 11.7%, 15.7%, and 16.6% scored GPA of below 2.00 whereas only 0%, 0%, 0.08, and 0.04%, of the total students scored GPA of 3.00 and above respectively

5.1.4 Major Factors that hinder female students' participation and Performances

A. School related Factors

- Almost all of the respondents (96%) reached on a consensus which says that there is a prevalence of lack of guidance and counseling and the perception of different parties (teachers, parents, and students) on the performance of female students is very low.
- As far as lack of smooth interpersonal relationship between teachers and female students is concerned, 98(58%) of the respondents expressed their belief that it is one of the aggravating factors for low female students achievements. The calculated t-value indicated that there is no opinion difference between teacher and student respondents on the matter.
- In most schools of Gambela region there is an acute shortage of students' text books, reference books, absence of Laboratories and its equipments above all there is no library service in most of the schools

- Most of the respondents 97(42.4%) replied that there is no any additional (special) support for female students from the side of teachers to boost their achievement except a regular teaching learning class. For example, Lack of tutorial class for female students were mentioned as a cause for female students' low achievement by the majority 118(70.7%) of student respondents.
- From the total respondents including teachers and students, 106 (63.5%) expressed their agreement on the negative impact of lack of guidance and counseling service on the academic achievement of female students.
- Absence of female teachers who can be viewed as a role model has its own detrimental effect on better academic performance of female students.

B. Out of School related Factors

- From the total female students respondent majority i.e. 98% confirmed the fact that they came from a family whose economic status is very low. Additionally, they pointed out due to this low economic back up of their parents they did not yet, get any encouragement.
- Most parents economic back ground did not allow them to fulfill all the necessary materials which are mandatory for a student for his schooling like uniform, books and other learning materials. And therefore, this made them reluctant to send their daughters.
- Parents moral support and follow up, negative attitude towards female education and low expectation about their academic performance, lack of awareness about female education benefit has an impact on female students' academic performance

- The data revealed that most of the respondents, 153 (66.8%), confirmed that lower secondary schools (grade 7-8) are available at a reasonable distance whereas the number of higher secondary schools(grade 9-12) shortfall of what is required.
- Most of teacher and student respondent have Positive attitude towards female education and its contribution to females themselves, family and society at large. But, it is seen that both respondent categories have a doubt of female's education in bringing better finance management and in developing their self confidence.
- Regarding the prevalence of self confidence of female students, 85% of both teachers and students respondents believe that females have low self confidence in their own academic success.

5.2 Conclusions

Based on the findings the following conclusion can be drawn;

- Having a look at on the number of schools in the region, we have observed that there is an increment which in turn increased the total student enrollment. Though the number of schools increased and thereby total enrollment, the increment of female students is still insignificant as compared with total increment.
- The finding revealed that more than 85% of the total teacher respondents in secondary schools are diploma and certificate holders and only around 12% of them are degree holders. Besides, larger proportions of teachers are working in other field of study. Generally, form the two facts one can conclude that secondary schools are undertaking their activities with less qualified teachers i.e. by teachers who are under the required qualification and those who met the required qualification level are not teaching in their major field of study, which posed a black-shadow on the quality of education in general and female students' performance in particular.
- As far as in and out school factors which affect the performance of female education are concerned, the paper reached on the following conclusions.
 - Most of students' parents are uneducated which have a negative impact on female participation and academic performance. In other words, the higher the educational level of parents, the higher the probability of sending their daughters to school and better their children's performance will be.
 - lower economic background of parents is also found to be one of the major factors which affect the performance of female students negatively I.e. a student's performance whose parents are poor is unsatisfactory since he/she did not get the required material as well as moral support from his family.
 - Absence of female teachers who can be viewed as a role model has its own detrimental effect on better academic performance of female students i.e. if there are at least a few numbers of female teachers in a school, it will have a positive effect on boosting female students' self-confidence.

- There is an indication of attitudinal change towards female education on the part of teachers and students. This shows that if efforts are exerted on creating of awareness about female education and its benefit on parent, change could be seen in the near future.

5.3 Recommendations

Based on the finding and conclusion of the study the following recommendations are made

1. Teachers should encourage female students, understand their exceptional problems and establish a smooth communication channel with their female students in order to understand their difficulties and advise them accordingly. This can be achieved through encouraging them to ask and answer questions in classrooms, cheering them to be an active participant in group discussion, advice then on how to study, and providing them necessary materials which can improve their performance. This also helps female students to be open to their teachers about their academic problems
2. Schools should assign students in streams in which they are more interested and pave a way to develop their inherent talents.
3. The findings revealed that in Gambela region females faced a variety of gender bias and this made them to be felt inferior than men and erode their self confidence. Therefore, the Schools should have an appropriate guidance and counseling service at each level which can assist them in different challenging issues.
4. There should be the provision of gender sensitive training programs to the students, teachers, and other staff members. Moreover, this training should extend to all members of the society so as to make them more gender sensitivity and understand the exceptional problems of females.
5. Schools should take an initiative to organize gender committee as well as female affairs office which can play a significant role in identifying and solving female students' problems. Besides, establishing a two way relation with woreda and

regional women affair bureau in identifying and solving female students' problems is indispensable.

6. Regional, woreda education bureau and schools in collaboration with regional, woreda women affairs and NGOs who are working on women affairs should facilitate forum for discussion that focus on females' problems and sharing experiences. Well organized orientation schemes and assertiveness training may help female students to build self confidence, exert an effort and motivation towards their education.
7. The enrollment of females shows a tendency of decline as one goes up on the educational ladder. Thus, effort to promote the participation of females in secondary level should take an account of improved and quality nursery and primary level. To act otherwise is indeed to forget the root cause of their under representation. Hence, those involved in policy making and managing education at various levels, i.e. the Ministry of Education, different research institutes and scholars are called up on to create a united effort to engage in timely in research endeavor on female education.
8. The root cause of female students' low participation and academic performance is originated at their elementary level of education. Hence, the concerned bodies such as regional education bureau, woreda education offices and schools have to create mechanisms in which female students can perform better and improve their participation. Such mechanism are for example:
 - Institutionalize the tutorial class in every school at each level of education.
 - Coordinating schools with the community by assigning a responsible body- committee for a continuous communication.
 - Inculcating the reading culture in students at their first years of schooling. This can be done by creating awareness on parents and community.
 - Supporting students by providing different learning materials such as reference books, text books, etc. This can be done by equipping libraries with necessary books for each grade levels and each subject areas.

- Establishing different clubs in schools which can promote the importance of female education and can create awareness in students. For example, schools public relation club can play a great role in this regard.

All these mechanisms can bring effective result if it is done beginning from the elementary level.

9. As English is a current instructional media used in the region at grade 5-12 the know-how and skill concerning English language is indispensable factor which can contribute a great role in improving female students' academic performance. Therefore, at least assigning adequate qualified teachers can solve the problem. If this can not be reached, designing different workshops and other short term language training program for teachers teaching the language can minimize the problem if not avoid completely. Besides, language problem most probably happen from the students first years of schooling (at their elementary level) and thus, effort should be exerted in a way that students can learn and speak the language fluently. If the base is built in a manner that could not be distorted at the elementary level, the next step (secondary level) will be easy to make students go as per the intention of schools, family and the country at large.
10. Female students need to have guidance and counseling services in the school at each level and they have to be informed about the service beginning from the lower classes. To this end, assigning well qualified personnel has an immense importance. If qualified personnel can not be found, assigning personal by giving a short term training on the profession can solve the problem.
11. Co-curricular activities such as clubs in school have their own share in improving students' academic performance in general and female students in particular. Strengthening these clubs can help students have a chance to practice what is learnt theoretically in the class. Therefore, due attention should be given for schools different co-curricular activities.
12. Both teachers and students confirmed that there is lack of reference books which has its own negative impact on the academic performance of female students. Therefore, the schools in collaboration with different concerned bodies like

woredas and regional education bureau, the community and non- governmental organizations particularly working in the region can solve the problem.

13. . Without the awareness of parents (society at large) all the effort that is to be exerted to improve participation and academic performance of female students do not bring the intended result. Therefore, to realize this, creating awareness about the benefits of female education to parents should be a base for improving participation of female schooling.
14. Assigning a role model female teachers in schools can improve the participation as well as the achievement of female students. Above all increasing the number of female teachers in school can motivate parents to send heir daughter to school.
15. The class room condition such as its size, ventilation, light, adequate furniture, and other facilities such as black board, and whiteboard have their own impact on the teaching learning process. Accordingly, as the region is one of the hottest regions in the country each class room should have at least ventilator and the ceiling of building should be built long enough to have a ventilation space so that students can learn with out difficulty caused by the hot weather condition.
16. The current working hours of schools used in the region is from 8.00am-12.15 pm. out which approximately 2 hours is too difficult to learn and teach due to unfavorable hot whether condition. Therefore, to take the advantage of the whether condition of the area, it is better to change the working hours of the schools as of other organizations i.e. to 7.00am-11.30am which is the safest and cold time to undertake the teaching learning process properly.

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APPENDICES

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATION
DEPARTMENT OF EDUCATIONAL PLANNING AND
MANAGEMENT

**Questionnaire to be filled by female students, Female teachers,
Principals, Guidance and counselors**

The purpose of this questioner is to examine factors that affect the participation and academic performance of female students at secondary school level and to forward some suggestions to improve the situations. Your experience and suggestions are worth while for the study and I am confident that you will appericiat the effort and cooperate by offering honest and frank responses. Your individual view and opinions shall remain confident.

Directions

- No need to write your name
- Put mark in the box where alternative answers 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 option specify if any other
- Questions with * mark is to be filled only by students and with ** is to be filled by teachers only
- Your urgent reply is appreciated

Thank you in advance for your cooperation

1.* General Information (students)

1.1 Name of the school-----

1.2 Sex male female

1.3 age <13 13-14 15-16

17-18 >18

1.4. Grade 5-8 9-10

1.5. Studying stream (if any)

Natural Science

Social Science

Language

If any other specify-----

6
1
2
3
4
5
6
7
8
9
10
11
12

2.* General Information (teachers)

2.1 Name of the school-----

2.2 level of school your are currently working

5-8

9-10

11-12

2.3 Sex

male

female

2.4 Years of experience in teaching

<2 Years

3-5

6-9

10-13

>13

2.5 Education level

MA/MSc

BA/BSc

Diploma

Certificate

2.6 Qualification

Major-----

Minor-----

2.7 what are your duties in your school

Teaching in your major

Teaching in your minor

Teaching in other field (other than your major and minor)

Mention if any other-----

Appendix 1

- * 1. The education back ground of your family particularly your father and mother

	Mothers	Fathers
No schooling of any kind		
Read and write		
1-6		
7-8		
9-10		
11-12		
Certificate		
Diploma		
Degree and above		

- * 2. Does parents' education encourage their daughter education?

a) Yes

b) No

- * 3. If your answer for question No. 4 is 'yes', the extent of their encouragement is

	Very high	high	fair	low	very low
Father					
Mother					

- * 4. If your answer for question No. 4 is 'No' what do you think the reasons are-----

Appendix 1

- Females exert more effort than males in doing assignments
 - I can not decide
- 18. How do you see Females participations in asking questions?
 - Females ask as frequent as males
 - Females ask less frequent than males
 - Females ask more frequent than males
 - I can not decide
- 19. How do you see Females participations in answering questions?
 - Females answer as frequent as males
 - Females answer less frequent than males
 - Females answer more frequent than males
 - I can not decide
- 20. How do you see the interest of teachers in asking questions?
 - Teachers ask females only
 - Teachers ask males only
 - Teachers ask females rarely and males frequently
 - Teachers ask males rarely and females frequently
 - Teachers ask females as frequent as males

25. If your answer for question No. 25 is No, what do you think the reasons are?

a) Less awareness on the services

Appendix 1

b) Less confidence on the secrecy of counselors

c) The assigned guidance and counselor is not professional so that he/she has no the acquired knowledge on the profession

d) mention if any-----

26. If your answer for question No.27 is 'very high' or 'high' when do the students get the services?

a) When they get difficulty on subject matters

b) When they get fear of academic failure

c) When they get health related problems

d) When they hate their teacher and subject matter

e) When they get pregnancy and related conditions

f) mention if any-----

Appendix 1

27. The following are factors that may affect the academic performance of female students of secondary schools. Indicate the level of your agreement or disagreement to each one of them based on the extent to which each impedes the academic performance of females using -

5-Strongly Agree

4- Agree

3- Undecided

2- Disagree

1- Strongly Disagree

No	Factors Affecting Females Education Participation and Performance	5	4	3	2	1
1.	Institution (Service and facilities)related factors					
1.1	Lack of text books					
1.2	Lack of reference books					
1.3	Lack of support from school management					
1.4	Lack of additional support					
1.5	Lack of guidance and counseling					
1.6	Lack of library (reading room)					
1.7	Unfair assignment of students in different streams					
1.8	Irrelevant curriculum to female students					
1.9	Lack of comfortable classroom					
1.10	Large number of students enrolled in a class					
1.11	Lack of laboratory					
1.12	Lack of demonstration place					
1.13	Lack of pedagogical center					
1.14	Lack of different clubs participation					
1.15	Lack of workshop					
	Mention if any others----- -----					

Appendix 1

The following are factors that may affect the academic performance of female students of secondary schools. Indicate the level of your agreement or disagreement to each one of them based on the extent to which each impedes the academic performance of females using -

5-Strongly Agree

4- Agree

3- Undecided

2- Disagree

1- Strongly Disagree

No	Factors Affecting Females Education Participation and Performance(continued)	5	4	3	2	1
2	Teachers related factors					
2.1	Sexual harassments by teachers					
2.2	Lack of teachers support to female students					
2.3	Teachers limited teaching experiences					
2.4	Teachers ineffective instruction methods					
2.5	Lack of teacher motivation to encourage females					
2.6	Too difficult exam given					
2.7	Lack of role model female teachers and their help					
2.8	Teachers know how of the subject matter					
2.9	Unfair teachers students relationships					
2.10	Lack of teachers follow up					
2.11	Lack of provision of notes, handouts, and exercises					
2.12	Lack of lack of provision of tutorials					
2.13	Lack of provision of model questions					
2.14	Lack of provision of feedback					
2.15	Lack of interest in asking question					
	Mention if any----- -----					

Appendix 1

The following are factors that may affect the academic performance of female students of secondary schools. Indicate the level of your agreement or disagreement to each one of them based on the extent to which each impedes the academic performance of females using -

5-Strongly Agree

4- Agree

3- Undecided

2- Disagree

1- Strongly Disagree

	Students Related Factors(continued)	5	4	3	2	1
3.1	Lower motivation to education					
3.2	Lower interest to education					
3.3	Language difficulty					
3.4	Less effort exerting by female students to education					
3.5	Higher absenteeism of female students					
3.6	Higher family responsibility of female students					
3.7	Poor elementary education background					
3.8	Disciplinary problem					
3.9	Lower interest and motivation to do their home work, class work and assignments					
3.10	Fear of asking question when they get doubt					
3.11	Lower habit of reading their notes, references books					
3.12	Lack of attending tutorial classes					
	Mention if any----- -----					
4	Parent Related Factors					
4.1	Lack of parental financial support					
4.2	Lack of parental moral support					
4.3	Mothers poor education background					
4.4	Fathers poor education background					

Appendix 1

The following are factors that may affect the academic performance of female students of secondary schools. Indicate the level of your agreement or disagreement to each one of them based on the extent to which each impedes the academic performance of females using -

5-Strongly Agree

4- Agree

3- Undecided

2- Disagree

1- Strongly Disagree

Parent Related Factors(continued)						
4.5	Mothers lower occupational status					
4.6	Fathers lower occupational status					
4.7	Lack of parental follow up					
4.8	Negative impact of parent religion					
4.9	Parents low expectation about female academic performance					
4.10	Parents negative attitude towards female education					
4.11	Lack of parent encouragement					
4.12	Lack of awareness about female education benefit					
	Mention if any----- ----- -----					

Appendix 1

28. The following statements may indicate your attitude towards females 'education and its contributions. Indicate the level of your agreement or disagreement to each statement by using ----- mark.

5-Strongly Agree

4- Agree

3- Undecided

2- Disagree

1- Strongly Disagree

No	Attitude on females education	5	4	3	2	1
1.1	Females have lower interest to education					
1.2	Females should be good wives than worry about education					
1.3	Females roles should only be bearing and rearing children					
1.4	Females are as hard working as males					
1.5	Females are not as intelligent as males					
1.6	Females sense of competitiveness in education is lower than males					
1.7	Females education is not as important as males					
1.8	Females face more problems than male in their education					
1.9	Females naturally need more help than males when they attend school					
1.10	Females have different biological problems so that they need frequent follow up than males					
1.11	Females can not explore their potential as males can do					
1.12	Females lower status is the result of their lower capacity of doing their work					
1.13	Females lower status is the result of their lower level of education					
1.14	Parents favor males education than females					
	Mention if any----- -----					

Appendix 1

The following statements may indicate your attitude towards females 'education and its contributions. Indicate the level of your agreement or disagreement to each statement by using ----- mark.

5-Strongly Agree

4- Agree

3- Undecided

2- Disagree

1- Strongly Disagree

2	Attitude on the contribution of female education	5	4	3	2	1
2.1	Better educated females have more career opportunity					
2.2	Education help females to solve problems in daily life					
2.3	Education helps to personality development of females					
2.4	Educated females have higher self confidence					
2.5	Educated females are responsible citizens					
2.6	Educated females have better value of life					
2.7	Educated females are better professionals					
2.8	Educated females enjoy better income					
2.9	Educated females are not skilled decision maker					
2.10	Educated females better manage their finance					
2.11	Education do not help females to solve problems in daily life					
2.12	Education helps to personality development of females					
2.13	Educated females do not have higher self confidence					
2.14	Educated females are less responsible citizens					
2.15	Educated females do not have better value of life					
2.16	Educated females do not enjoy better income					
2.17	Educated females skilled decision maker					
	Mention if any----- -----					

Appendix 1

The following statements may indicate your attitude towards females 'education and its contributions. Indicate the level of your agreement or disagreement to each statement by using ----- mark.

5-Strongly Agree

4- Agree

3- Undecided

2- Disagree

1- Strongly Disagree

3	Attitude on the contribution of female education to Family	5	4	3	2	1
3.1	Educated working females add to the family income					
3.2	Educated working mothers restricts her family size					
3.3	Educated working females provide better facilities to the family					
3.4	Children of Educated working females perform better academically					
3.5	Children of Educated working females have better all round growth					
3.6	Children of Educated working females have better value of life					
3.7	Children of Educated working females become better professionals					
3.8	Children of Educated working females have better future					
3.9	Children of Educated working females are healthier					
3.10	Education gives females increased awareness of their role in the family					
3.11	Educated working females are neglected					
3.12	Educated working females are not able to give due attention to the family					
3.13	Educated working females do not add to the family income					
3.14	Educated working mothers do not restricts her family size					
3.15	Educated working females do not provide better facilities to the family					
3.16	Children of Educated working females perform less academically					
3.17	Children of Educated working females have no better all round growth					
3.18	Children of Educated working females have no better value of life					
3.19	Mention if any----- -----					

The following statements may indicate your attitude towards females 'education and its contributions. Indicate the level of your agreement or disagreement to each statement by using ----- mark.

5-Strongly Agree

4- Agree

3- Undecided

2- Disagree

1- Strongly Disagree

	Attitude on the contribution of females education to the society	5	4	3	2	1
4.1	Females education increases the productivity of the labor force					
4.2	Females education help to reduce fertility rate					
4.3	Females education leads to increased life expectancy					
4.4	Females education contributes to poverty reduction					
4.5	Females education promotes gender equality					
4.6	Females education help challenge their subordinate position					
4.7	Females education contribute towards changing harmful tradition					
4.8	Females education helps to change their image in the society					
4.9	Females education decreases the productivity of the labor force					
4.10	Females education help to increase fertility rate					
4.11	Females education leads to decreased life expectancy					
4.12	Females education do not contributes to poverty reduction					
4.13	Females education hinder gender equality					
4.14	Females education do not help challenge their subordinate position					
4.15	Females education do not contribute towards changing harmful tradition					
4.16	Females education do not helps to change their image in the society					

29. What are some of the things you do to improve your academic performance? (You can choose more than one from the given alternatives)

- Reading reference books regularly
- Referring r note books regularly
- Doing home works regularly
- Doing class works regularly
- Reading handouts regularly
- Attending tutorial classes
- Doing model questions
- Asking teachers' unclear concepts
- Asking friends' unclear concepts

Specify if any others -----

Table 4.2B Mean Distribution and Summary of Availability of School Facilities and Services in Grade Level

NO	Items	School level						Grand mean	F	Sig.
		7-8		9-10		11-12				
		X1	SD	X2	SD	X3	SD			
1	Lack of text books	2.34	1.26	2.41	2.43	2.65	0.57	2.49	0.98	0.377
2	Lack of reference books	1.94	1.05	2.10	0.81	1.95	1.23	1.99	0.50	0.602
3	Lack of additional support from school management	2.73	1.15	1.52	1.06	2.30	0.92	2.18	12.8	.000*
4	Lack of guidance and counseling	2.41	1.03	2.57	0.89	2.90	1.07	1.96	14.7	.000*
5	Lack of library	2.38	1.04	1.57	0.89	1.85	1.22	1.93	13.0	.000*
6	Unfair assignment of students in different streams	2.12	1.02	2.65	0.91	0.95	0.51	1.57	14.9	.000*
7	Irrelevant curriculum to female students	2.53	1.11	2.75	0.95	3.10	1.00	2.79	2.79	0.063
8	Lack of comfortable classroom	1.94	1.05	1.96	0.81	1.95	1.23	1.99	0.50	0.602
9	Large number of students enrolled in a class	1.92	1.06	1.85	0.86	1.95	0.75	2.57	22.9	0.062
10	Lack of laboratory	1.90	1.23	1.87	1.08	1.85	0.67	1.94	0.49	.608
11	Lack of demonstration place	2.00	1.13	2.32	1.06	2.30	1.59	1.94	4.82	0.098
12	Lack of pedagogical center	2.42	1.06	2.67	0.91	2.92	0.83	2.68	2.68	0.084
13	Lack of different clubs participation	2.06	1.13	2.65	1.24	2.75	1.02	2.25	7.05	0.071
14	Lack of workshop	2.31	1.12	2.28	1.10	1.92	0.72	1.98	0.54	0.612

X1-mean of 7-8, X2-mean of 9-10, X3-mean of 11-12, SD- Standard deviation

<2-serious problem, 2-3- moderately serious, >3- not a problem

Table 4.9A: Frequency Distribution of Parents Monthly Income

No	Question Item	Mothers		Fathers	
		No	%	No	%
1	Indicate Your parents monthly income				
	1. <200 and no income)	93	67.9	23	16.7
	2. 201-300	31	22.6	26	19
	3. 301-400	4	2.9	36	26.3
	4. 401-500	2	1.6	8	5.8
	5. 501-600	4	2.9	3	2.2
	6. 601-700	--		22	16
	7. 701-800	--		2	1.6
	8. 801-900	1	.7	3	2.2
	9. 901-1000	1	.7	10	7.3
10. >1001	1	.7	4	2.9	

Table 4. 1: Frequency Distribution of Respondents Characteristics

Respondents Variables ¹		principals		Guidance an&counselors		Female teachers		Female students		Total	
		No	%	No	%	No	%	No	%	No	%
1. Sex	Male	18	100	4	100					22	
	Female	--	--	--	--	70	100	137	100	170	
2. Years of work experience	<2Years	--	--	--	--	--	--	--	--	--	--
	3-5Years	--	--	--	--	6	8.6	--	--	6	6.5
	6-9Years	12	66.6	3	75	16	22.9	--	--	31	33.6
	10-13Years	5	27.8	1	25	28	40	--	--	34	37
	>13Years	1	5.6	--	--	20	28.5	--	--	21	22.8
	Total										
3. Education level(qualification)	MA/MSC							--	--		
	BA/BSC	4	22.2	4	100	3	4.3	--	--	11	12
	Diploma	11	61.1	--	--	42	60	--	--	53	57.6
	Certificate	3	16.7	--	--	25	35.7	--	--	28	30.4
	Total										
4. Duties in	Major	3	16.7	1	25	47	67.1	--	--	51	55.4
	Minor				75	23	32.9	--	--	23	25
	Others	15	83.3	3	--	--	--	--	--	18	19.6
	Total										
5. School level you are working in	5-8	12	66.6	--	--	60	85.7	44		116	50.7
	9-10	3	16.7	1	25	8	11.4	43		55	24
	11-12	3	16.7	3	75	2	2.9	50		58	25.3
	Total										
6. Age (for students only)	<13	--	--	--	--	--	--	7	--	--	--
	13-14	--	--	--	--	--	--	17	--	--	--
	15-16	--	--	--	--	--	--	44	--	--	--
	17-18	--	--	--	--	--	--	48	--	--	--
	>18	--	--	--	--	--	--	21	--	--	--

Table 4.6A: Frequency Distribution of Parent Encouragement and Their Awareness of Female Education Benefits

NO	Items	Teachers				Students		Total	
		P&G		FT		FS		N	%
		N	%	N	%	N	%		
2	Does parents' education encourage female education?								
	A. Yes	13	59	50	71.4	30	21.9	93	40.6
	B. No	9	41	20	29.6	107	78.1	136	59.4
3	If your response for question No. 2 is 'yes', the extent of their encouragement is:								
	A. Very high								
	B. High					8	26.7	8	8.7
	C. Fair	3	23.1	10	20	18	60	31	33.3
	D. low	10	76.9	17	34	4	13.3	31	33.3
	E. very low			23	46			23	24.7
4	Do your parents appreciate the benefit gained from their daughters' education?								
	A. Yes	8	36.4	20	28.6	28	20.4	56	24.5
	B. No	14	63.6	50	71.4	109	79.6	173	75.5
5	If your response for question no. 4 is 'No', why is that so?								
	A) Parents lower education level	12	85.7	6	12	35	32.1	53	30.6
	B) Absence of role model females	2	14.3	4	8	17	15.6	23	13.3
	C) They consider the benefit gained from female education is not as much as the benefit gained from uneducated females who are working in their house			40	80	57	52.3	97	56.1

Key- P-Principals FT- Female Teachers G- Guidance and Counselor FS- Female Students

Cross Tabulation of Teachers Education Level and Their opinion on teachers Related Factors

No	Item	Teachers Education Level																		X ²	
		BA/BSC(N=11)						Diploma(N=53)						Certificate(28)							
		SA	A	N	D	SD	SA	A	N	D	SD	SA	A	N	D	SD					
1	Sexual harassments by teachers			2	2	5			5	10	38				20	8		2	10	16	7.10
2	Lack of teachers support to female students	8	3				20	18	5												6.42
3	Teachers limited teaching experiences				8	3					40	13							18	10	6.12
4	Teachers ineffective instruction methods					4	7				53								12	16	13.04
5	Lack of teacher motivation to encourage females	9	2				40	10	3					12	10	6					8.15
6	Too difficult exam given	8		1		2	42		7		4	10	6	7					5	2	9.11
7	Lack of role model female teachers	11					40	13				20							6	2	11.05
8	Teachers know how of the subject matter	1	10				32	10	11					10	12	6					16.22
9	Unfair teachers students relationships	11					53							28							13.43
10	Lack of teachers follow up		8	3			41	10	2				8	16	4						8.58
11	Lack of provision of notes/hand outs/exercises	9	2				18	20	10		5	16	8								10.03
12	Lack of provision of tutorials	9	2									14	2						4	8	6.34
13	Lack of provision of model questions	11					51	2				28									7.41
14	Lack of provision of feedback	8	1			2	20	10	5	6	12	12	4	2	5	5					9.16
15	Lack of interest in asking question	7	1	1	1	1	40	11			2	16	12								7.28

CV=5.99, df=2, X² significant at 0.05

Cross Tabulation of Teachers Education Level and Their opinion on teachers Related Factors

No	Item	Teachers Education Level						CV	df	X ²
		BA/BSc (N=11)		Diplom a (N=53)		Certificate (28)				
		N	%	N	%	N	%			
1	How do you see the interest of teachers in asking questions?									
	A. They ask females only							15.50	8	14.01
	B. They ask males only									
	C. They ask females rarely and males frequently			11	13	4				
	D. They ask males rarely and females frequently									
	E. They ask females as frequent as males				40		24			
2	If teachers support female students, which of the following possible ways do they use?							21.16	12	20.12
	A. Praise female students when they ask/ answer questions	1		5		2				
	B. Prepare and Provide tutorial classes	2		7		6				
	C. Encourage female students to ask/ answer questions	3		26		12				
	D. Encourage female students to participate in group discussion	3		11		6				
	E. Provide handouts									
	F. Advice on how they should study	2		4						
G. NO additional support except teaching in a regular class										

X² significant at 0.05

10 Tabulation of Teachers Education Level and Their opinion on Parent Related Factors

No	Item	Teachers Education Level																		X ²
		BA/BSC						Diploma						Certificate						
		SA	A	N	D	SD	SA	A	N	D	SD	SA	A	N	D	SD				
1	Lack of parental financial support	9					30				23				20				8	10.3
2	Lack of parental moral support	8	1				16	14							15				8	8.12
3	Mothers poor education background	7		2	2		27		14	12		15		10	3					6.04
4	Fathers poor education background	7	2	2			28		2	23		20			20				4	9.16
5	Mothers lower occupational status	5					25			28		20			20				4	5.43
6	Fathers lower occupational status		4				15		2	35		18	2		6	2			2	4.10*
7	Lack of parental follow up	9					27	3		21		20		3					5	7.14
8	Negative impact of parent religion	7		2	1	1	23	4	10	10		10	5		4	4			4	9.23
9	Parents low expectation about female academic performance					1	10			30									26	7.31
10	Parents negative attitude towards female education	7	2	2			29		1	23		20			4	4			4	6.13
11	Lack of parent encouragement	11					28	2		15		11	10		6	2			2	7.11
12	Lack of awareness about female education benefit	9	1	1			26	2	2	3		22							6	9.08

CV-5-99, df-2, *-Significant at 0.05

Cross Tabulation of Teachers Education Level and Their opinion on Females Effort to Their Education

No	Item	Teachers Education Level				CV	df	X ²	
		BA/BSC (N=11)	Diploma(N =53)	Certificate (28)	%				
1	How do you see the effort of female students in doing assignments?	N	%	N	%				
	A. Females exert effort as males in doing assignments	3		25		10	9.48	4	12.85
	B. Females exert less effort than males in doing assignments	8		24		18			
2	How do you see Females participations in asking questions?	N	%	N	%				
	A. ask as frequent as males	2		6		3	9.48	4	14.25
	B. ask less frequent than males	9		47		25			
3	How do you see females' participations in answering questions?	N	%	N	%				
	A. Answer as frequent as males	1		3		1	9.48	4	12.06
	B. Answer less frequent than males	10		50		27			
4	Which are female students in your school do to improve their academic performance?	N	%	N	%				
	A. Reading reference books regularly	2		1		1	21.1	12	23.13
	B. Referring note regularly	4		7		4	6		
	C. Doing home works regularly	2		10		5			
	D. Doing class works regularly	2		18		12			
	E. Attending tutorial classes			12		3			
	F. Doing model questions								
	G. Asking teachers' unclear concepts	1		4		2			
H. Asking teachers' unclear concepts			1		1				

12 Cross Tabulation of Teachers Education Level and Their opinion on Students Related Factors

No	Item	Teachers Education Level																		X ²
		BA/BSC						Diploma						Certificate						
		SA	A	N	D	SD	SA	A	N	D	SD	SA	A	N	D	SD				
1	Lower motivation to education	8	3				40	10											6.21	
2	Lower interest to education	6	3				20	13	15	7									4.98*	
3	Language difficulty	11					50	3											6.39	
4	Less effort exerting by female students	8			2	1	28	16	8	1					5				3.62*	
5	Higher absenteeism of female students	11					45	7	1					20	7	1			7.04	
6	Higher family responsibility of female students			1	1	9			16	15	22					6	4	18	10.11	
7	Poor elementary education background	11					40	10	3		40	10	13	5					9.03	
8	Lack of attending tutorial classes								3	10	40								8.41	
9	Disciplinary problem					11					53								6.14	
10	Lower interest/motivation to do their home work/ class work / assignments	8	2	1			25	15	10	3				15	10				7.23	
11	Fear of asking question when they get doubt	6	3	2			30	10	10	3						1	6	21	4.50*	
12	Lower habit of reading their notes / references books	11					40	10	3					27	1				7.18	

CV=5.99, df=2, * -Significant at 0.05

13 Cross Tabulation of Teachers and Students Education Level and Their opinion on Availability of Schools

Appendix 61

No	Item	Students Education Level								CV	df	X ²
		7-8(N=44)		9-10(N=43)		11-12(N=50)		N	%			
		N	%	N	%	N	%					
1	Are schools available at a reasonable distance for all children? A. Yes B. No	3		43		14				5.99	2	6.35
		8		10		14						
2	From your experiences and observations do parents allow their daughters to go to schools far away from their village? A. Yes B. No	3		15		6				5.99	2	6.21
		8		38		22						
3	If your response to question No. 2 is 'No' why do not they allow them? A) Fear of forced marriage B) Lack of money to pay for food, house rent, transportation and the like C) Fear of exposure to unfamiliar environment D) Lack of awareness about female education benefit	1				4				12.59	6	16.28
		6		2		4						
		2		20		4						
		2		32		16						
1	Are schools available at a reasonable distance for all children? A. Yes B. No	Students Education Level		7-8(N=44)		9-10(N=43)		11-12(N=50)		CV	df	X ²
		N	%	N	%	N	%					
		26		31		36						
		18		12		14						
2	From your experiences and observations do parents allow their daughters to go to schools far away from their village? A. Yes B. No	14		7		10				5.99	2	
		30		36		40						
3	If your response to question No. 2 is 'No' why do not they allow them? A) Fear of forced marriage B) Lack of money to pay for food, house rent, transportation and the like C) Fear of exposure to unfamiliar environment D) Lack of awareness about female education benefit	3								12.59	6	
		8		11		15						
		4		10		9						
		29		22		26						

Cross Tabulation of Teachers Education Level and Their opinion on Parents Encouragement of Female Education

No	Item	Teachers Education Level				C V	df	X ²	
		BA/BSC (N=11)	Diploma (N=53)	Certificate (N=8)	%				
2	Does parents' education encourage female education?	A. Yes				2	5.99	8.23	
		B. No	5	40	18				
3	If your response for question No. 2 is 'yes', the extent of their encouragement is:	A. Very high	6	13	10				
		B. High					8	15.5	7.53
		C. Fair							
		D. low	2	10	1				
		E. very low	3	12	2				
4	Do your parents appreciate the benefit gained from their daughters' education?	A. Yes							
		B. No	2	18	8		2	5.99	7.76
5	If your response for question no. 4 is 'No', why is that so?	A) Parents lower education level	3	13	2		4	9.48	7.84
		B) Absence of role model females		3	3				
		C) They consider the benefit gained from female education is not as much as the benefit gained from uneducated females who are working in their house	6	19	15				

Cross Tabulation of Teachers Education Level and Their opinion on Impact of School Cost On Female Education
Appendix 6E

No	Item	Teachers Education Level						C	df	df	X ²
		BA/BSC(N=11)	%	Diploma(N=53)	%	Certificate(28)	%				
1	Do schools cost influence parents willingness to educate their daughters? A) Yes	N	%	N	%	N	%	5.9	2	6.0	
		8		42		26					
2	If your answer to question no 2 is 'yes', which of the following school related costs prevent parents from sending their daughters to school? a) School fee	N	%	N	%	N	%	15.5	8	16.72	
		3		71		2					
	b) Expense of learning materials	2		2							
	c) Cost or rent of books	6		23		9					
	d) cost of school uniform			11		4					
	e) Transportation cost			6		3					

Cross Tabulation of Students Education Level and Their opinion on Impact of School Cost on Female Education

N	Item	Students Education Level				CV	df	X ²
		78 (N=44)	910 (N=43)	1112 (N=50)	%			
1	Do schools cost influence parents willingness to educate their daughters? A) Yes	N	%	N	%	5.99	2	7.01
		38		37				
	b) No	6		6				
	If your answer to question no 2 is 'yes', which of the following school related costs prevent parents from sending their daughters to school? a) School fee					15.5	8	7.26
	b) Expense of learning materials	4		6				
2	c) Cost or rent of books	N	%	N	%	15.5	8	7.26
		14		22				
	d) cost of school uniform							
	e) Transportation cost	20		3				

14 Cross Tabulation of Teachers Education Level and Their Attitude towards Female Education

No	Item	Teachers Education Level																		X ²					
		BA/BSC						Diploma						Certificate											
		SA	A	N	D	SD	SA	A	N	D	SD	SA	A	N	D	SD									
1	Females have lower interest to education				3	8									53				12	16	16	7.10			
2	Females should be good wives than worry about education					11									53				3	9	16	10.31			
3	Females roles should only be bearing and rearing children					11													7	11	10	7.62			
4	Females are as hard working as males				6	5									20	33			2	12	14	0.43			
5	Females are not as intelligent as males				4	7									16	30	7		16	16	8	5	3.04		
6	Females sense of competitiveness in education is lower than males				3										39		14		18	24	8		10.13		
7	Females education is not as important as males					11										13	40		21	18	11		10.06		
8	Females face more problems than male in their education														50	3			26	10	4	5	5	7.61	
9	Females naturally need more help than males when they attend school				5	6									13	40			22	26	2			16.08	
10	Females have different biological problems so that they need frequent follow up than males																							8.42	
11	Females can not explore their potential as males can do														4	44			5	18					6.20
12	Females lower status is the result of their lower capacity of doing their work																								10.24
13	Females lower status is the result of their lower level of education														40	13									17.03
14	Parents favor males education than females														53										16.22

df=2, CV=5.99, X²=significant at 0.05

Cross Tabulation of Teachers Education Level and Their Attitude towards Contribution of Female Education to Themselves

No	Item	Teachers Education Level																								X ²
		BA/BSC						Diploma						Certificate												
		SA	A	N	D	SD	SA	A	N	D	SD	SA	A	N	D	SD										
1	Better educated females have more career opportunity	8					41	12				18	10				8.16									
2	Education help females to solve problems in daily life	5					29	20				20	6	2			7.01									
3	Education helps to personality development of females	11					53					28					11.85									
4	Educated females have higher self confidence	11					20			33		6			4	18	9.13									
5	Educated females are responsible citizens	8	3				40	10				21	5	2			6.00									
6	Educated females have better value of life	6	4			1	20	13	15	7		18	8	2			6.06									
7	Educated females are better professionals	11					40	10	3			10	13	5			6.15									
8	Educated females enjoy better income	8	2	1			25	15	10	3		15	10	3			7.06									
9	Educated females are not skilled decision maker	6	3	2			30	10	10	3		21	6	1			10.15									
10	Educated females better manage their finance	3				8	6			5	42	7	2			19	9.07									
11	Education do not help females to solve problems in daily life				5	6			4	20	29			2	6	20	10.10									
12	Education do not helps to personality development of females				2	9			8	20	25				15	13	8.41									
13	Educated females do not have higher self confidence	4	7		4	7	28	2	6	17		19	8	1			7.04									
14	Educated females are less responsible citizens				4	7		2	6	17				1	8	19	6.21									
15	Educated females do not have better value of life	4	1			6	10			25		9			3	16	15.22									
16	Educated females do not enjoy better income	4	1			6	10			25		9		3	16		7.76									
17	Educated females are skilled decision maker	11					40	10	3			10	10	8			9.52									

df=2, CV=5.99, X²=significant at 0.05

Cross Tabulation of Teachers Education Level and Their Attitude towards Contribution of Female Education to Family

No	Item	Teachers Education Level																X ²
		BA/BSC					Diploma					Certificate						
		SA	A	N	D	SD	SA	A	N	D	SD	SA	A	N	D	SD		
1	Educated working females add to the family income	8					41	12				18	10				11.40	
2	Educated working mothers restricts her family size	5					29	20				20	6	2			8.03	
3	Educated working females provide better facilities to the family	11					53					28					6.72	
4	Children of Educated working females perform better academically	11					20			33		6			4	18	12.40	
5	Children of Educated working females have better all round growth	8	3				40	10				21	5	2			7.53	
6	Children of Educated working females have better value of life	6	4			1	20	13	15		7	18	8	2			13.21	
7	Children of Educated working females become better professionals	11					40	10	3			10	13	5			10.48	
8	Children of Educated working females have better future	8	2	1			25	15	10	3		15	10	3			10.24	
9	Children of Educated working females are healthier	6	3	2			30	10	10	3		21	6	1			6.44	
10	Education gives females increased awareness of their role in the family	3				8	6			5	42	7	2			19	9.07	
11	Educated working females are neglected				5	6			4	20	29			2	6	20	8.11	
12	Educated working females are not able to give due attention to the family				2	9			8	20	25				15	13	11.31	
13	Educated working females do not add to the family income	4	7			4	7	2	6	17		19	8	1			7.06	
14	Educated working females do not provide better facilities to the family				4	7		2	6	17				1	8	19	8.08	
15	Educated working mothers do not restricts her family size	4	1			6	10			25		9			3	16	16.12	
16	Educated working females do not provide better facilities to the family	4	1			6	10			25		9			3	16	10.72	
17	Children of Educated working females perform less academically	11					40	10	3			10	10	8			9.80	
18	Children of Educated working females have no better all round growth	4	1			6	10			25		9			3	16	8.08	
19	Children of Educated working females have no better value of life	11					40	10	3			10	10	8			16.12	

df=2, CV=5.99, X²=significant at 0.05

Cross Tabulation of Teachers Education Level and Their Attitude towards Contribution of Female Education to the Society

No	Item	Teachers Education Level												X ²		
		BA/BSC					Diploma					Certificate				
		SA	A	N	D	SD	SA	A	N	D	SD	SA	A		N	D
1	Females education increases the productivity of the labor force	8					41	12			18	10				7.06
2	Females education help to reduce fertility rate	5					29	20			20	6	2			10.15
3	Females education leads to increased life expectancy	11					53				28					9.07
4	Females education contributes to poverty reduction	11					20		33		6			4	18	10.10
5	Females education promotes gender equality	8	3				40	10			21	5	2			8.41
6	Females education help challenge their subordinate position	6	4			1	20	13	15	7	18	8	2			7.04
7	Females education contribute towards changing harmful tradition	11					40	10	3		10	13	5			6.21
8	Females education contribute towards changing harmful tradition	8	2	1			25	15	10	3	15	10	3			15.22
9	Females education helps to change their image in the society	6	3	2			30	10	10	3	21	6	1			7.76
10	Females education decrease the productivity of the labor force	3				8	6			5	42	7	2		19	9.52*
11	Females education help to increase fertility rate				5	6			4	20	29		2	6	20	7.04
12	Females education leads to decreased life expectancy				2	9			8	20	25			15	13	6.21
13	Females education do not contributes to poverty reduction	4	7		4	7	28	2	6	17		19	8	1		16.12
14	Females education hinders gender equality				4	7		2	6	17			1	8	19	10.72
15	Females education do not help challenge their subordinate position	4	1			6	10			25		9		3	16	9.80
16	Females education do not contribute towards changing harmful tradition	4	1			6	10			25		9		3	16	8.08
17	Females education do not helps to change their image in the society	11					40	10	3		10	10	8			16.12

df=2, CV=5.99, X²=significant at 0.05

CANDIDATE'S DECLARATION

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

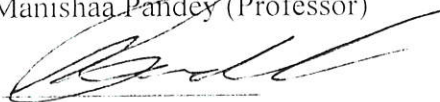
Candidate: Wondemeneh Asrat

Signature: 

Date of Submission: 19/06/09

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

Advisor: Manishaa Pandey (Professor)

Signature: 

Date of Approval: 19/06/09

