

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

FACTORS INFLUENCEING FEMALS DROPOUT IN SOME
SELECTED SECONDARY SCHOOLS OF ARSI ZONE

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SELECTED SECONDARY SCHOOLS OF ARSI ZONE

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Acronym

- CSA : Central statistics Authority
- ERP : Educational Research panel
- MLASA : Ministry of lab our and social Affairs
- MOE : Ministry of Education
- OEB : Oromiya Education Bureau.
- LDC : Least developed countries
- FAWE : Forum for African women Educationalists

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CHAPTER ONE

1.1. Background of the Study

Education contributes to economic growth, increases productivity of the individual worker, contributes to the minimization of inequalities in income distribution and alleviation of poverty, improve the health status of the society, contribute to population reduction and to ward building a more “cultured” and political awared society. Economic growth with out improvement in human resource is unthinkable women, constituting 50% of the population and contributing about 50% of subsistence economy (Trufat, 1998: 141)

Educating them increases and improve productivity capacity and brings about attitudinal change which facilitates development of the national economy and well beings of individual and households of half segment of the society. Thus, giving females equal access to education is not only their right, but is also likely to have significant social and economic benefits for the country. In particular, female education at secondary levels have been shown in a number of studies to be closely linked to lower fertility and improved child health, measured by low infant and child morality Cochrane (1979)', Leshe, 1988) in (Asmaru, 1998: 151).

Moreover, imprical evidences from 120 countries indicate that nations that have invested heavily on females education in the past benefit through higher economic productivity, low infant mortality and longer life expectancy for both men and women than countries that have not achieved as high education levels of women World Bank (1990:18).

However, it has been revealed that the participation rate of female in the education of developing countries is very low compared to developed world

Sivored (1986:38). This implies one of the salient features of the education system of developing countries is the low rate of female participation in education.

Furthermore, the general picture of female education in sub-Saharan Africa shows that enrollment at primary, secondary and tertiary levels is characterized by gender disparity, in which the number of females by far is lower than that of males, high rate of dropout, absenteeism, poorer performance, biased or under representation in curriculum and concentrate in few fields of study (Genet, 1991; Shitaye, 2001).

In Ethiopia women were not regarded as important as males, they are denied opportunities for education. Their denial of opportunity for education goes back into traditional or religious schooling system. The two religious institutions, church and mosque were the major responsible for discrimination of female education (Seyoum, 1986).

Such discouraging conditions of female education has also been witnessed in the modern school system of the country, though relative improvement was observed when compared with that of traditional ones. For instance, in 1935 only 80 female students were enrolled in the school. Female students enrollment before and after 1974 was very low, rate of female dropout was high (Atsede And Kebede ,1988). Female education in Ethiopia has been discussed in detail in chapter two of this paper.

However, there has been a dramatic growth of enrollment of females in both primary and secondary schools after 1994/5 due to the commitment of government and the society toward female education. In spite of this improvement in enrollment, female participation and academic performance at all levels of education is lower than that of their counterparts in the country because of gender stereotypes are prevalent in society Dirbessa (1993); Genet

(1991). Low rate of female education can partly be examined by high rate of dropout. For example, in sub-Saharan Africa including Ethiopia enrollment rate are low due to dropout rates are high (Hyde ,1989:18).

There is also a common understanding that much of the investment made in education has not been used when there is a large number of students dropout. Dropout is one of the causes for educational inefficiency and wastage of scarce resources in developing countries (Jacque and Harlak ,1970). Similarly Wanna and Tsion (1994) confirm that educational wastage which includes female dropout is the major impediment to maintain internal efficiency of educational system of the country. According to Habtamu (2002:38) internal efficiency refers to the ability of the system to graduate the greatest number of students within minimum possible time.

However, many studies outside and inside Ethiopia show a large number of female students do not complete their secondary school education at expected time due to dropout and repetition (World Bank ,1999; Genet ,1991,Wanna and Tsion ,1994). According to (Curle ,1973; Rumberg ,1987) dropout of students is a persistent and a serious problem of both developed and developing countries, although, the problem is more serious in developing countries. For example, in Africa about 39 percent of those commence secondary school are unlikely to complete the cycle (Anderson 1994, Bishop ,1989). Ethiopia being one of African counties, is not by any means an expectation to this phenomena.

In study area, Arsi zone every academic year many female students discontinued their learning before finishing the cycle. For example 295,776 and 1022 female students dropped out from grade nine in 1997 E.C ,1998 E.C and 1999 E.C respectively. Similarly, 200, 492 and 277 females left school from grade ten in 1997 E.C , 1998 E.C and 1999 E.C respectively (ABOE 1997 E.C, 498 E.C & 1999 E.C). But the reassures why many female students interrupt their learning in this zone so far have not been practically studied or

researched. There fore, this issue initiated the researcher to study the topic and there by to provide scientific or practical solution for females quitting school.

Moreover, many researches conducted inside the country ascertain that secondary school female students dropout is a critical and a serious problem which requires great attention from researchers (Genet ,1991); Embete ,2003; Tegegne ,1996). This implies the need to improve education of females through devising intervention mechanisms that help to reduce female dropout rates. In connection with this, (UNESCO ,1985:82) indicates any attempt to broaden educational opportunities for females and to encourage them must include conscious and continue strategies to convince parents and the communities about the worth of girls education and to sustain positive attitude.

1.2. Statement of the Problem

The dropout of female students from school denies them the opportunity for employment as well as the means to increase their political and social participation. Besides, the non-completion of school by females contribute to their low status in a society and to their reduced decision making power in house hold and over their lives.

Furthermore, when female students dropout of school sequential learning cannot occur, subject matter skills cannot be developed, much students talent and expenditure on them are wasted. Thus, many of these dropped out female students can relapse into illiteracy. Such a negative condition of female students education is responsible for the existing gap between intended and attained objectives of education; which is an indication of internal inefficiency of the education system of the county. On contrary, making female to complete their schooling is to invest in future progress and better standard of living,

besides, contribute much for maintaining internal efficiency of education system.

It seems understanding the above realities the education policy of current government in 1994 emphasizes the need to increase the participation of female education and to reduce inefficiency of education. The 1994 education policy of the country is the bench mark for present increased growth rate of female students enrollment both at primary and secondary schools. Even though female students enrollment relatively at present has been increasing than before 1990's, still their number is lower than males and many of them have not completed the cycle due to repetition and dropout MOE (1999). This implies the country's education system lacks internal efficiency due to repetition and dropout of students.

To realize the objectives of education policy the country needs to reduce gender gap in education; by increasing female participation as well as reducing the number of female students quitting school.

Thus, the purpose of this study is to investigate the various factors and elements that aggravate female students dropout in secondary schools of Arsi Zone. Thereby to design the intervention strategies that could reduce the female dropout rates.

Moreover, this study is intended to answer the following basic questions.

1. What is the trend of female dropout rate in study area?
2. To what extent school related factors influence female students to terminate their secondary school education before completing the cycle?
3. Which socio economic factors are the causes for female drop out?
4. To what degree socio cultural elements influence female students quitting school?

5. What intervention measures are needed to minimize female dropout rates in study area?

1.3. Objective of the Study

General Objective:

The overall purposes of this study is to investigate the factors that aggravate dropout of female learners and to pinpoint remedial solutions that help in retaining female students in high schools of study area (Arsi Zone).

Specific Objectives:

- to assess the cultural factors that are the causes of female dropout;
- to examine the extent of schools' environment conduciveness for female students learning;
- to recognize the current trends of female dropout from school in the study area;
- to investigate the influence of economic situation on females' quitting schools;
- to forward recommendations that assist in reducing the problem of dropout and improving the participation of females in education.

1.4. Significance of the Study

Dropout is one of educational wastage, lowering the participation of female in education which in turn, determines the role of female in political, social and economic participation in a society. Therefore, finding the problems of female dropout in study area will have the following significance or importance.

- It contributes to improve the retention of female students in high schools and reducing the rate of female students dropout;
- The finding of this study also in essential for policy makers and other organizations that are interested in making decision or formulating principles regarding raising female participation of education;
- This research is also helpful for other peoples who have the intention to conduct research on similar content.

1.5. Delimitation of the Study

The scope of the study is limited to school related, socio cultural and economic factors that influenced the drop out of female students. The study was only restricted to Arsi zone secondary school grade 9 and 10 dropped out females. Only four secondary schools were selected to be data sources for the study. The study includes, female students who did drop out from grade nine and ten in 1999 E.C the data from these dropped out females were collected only during the year 2000 E.C.

1.6. Limitation of the Study

On this topic so far there has no been researches conducted in particular study zone. The study is the first in its kind regarding to find problems for female dropout from secondary school. Only four secondary schools were selected to be data sources for the study. It would be very good if it were include more number of schools, but, due to financial constraints the study was obliged to use small number of sample schools.

Some dropouts by their nature returned to school after interrupting their schooling. One can find easily these kind of dropouts at school. However, the other dropouts did not return to school for good after leaving school. These sorts of dropouts could be found at their residential towns and rural areas.

problem, objective, significance, delimitation, limitation of the study and definition of operational terms.

Chapter two of the study is review of related literature. In this chapter facts and ideas relevant to the topics of the study written by various scholars were collected from different books, journals, articles, magazines etc and organized systematically. The experiences of outside countries come first then after the experiences inside the country follow in the study's order of organization. Under this chapter female education in Ethiopia, definition and history of dropout, magnitude of dropout, in school and out of school factors that affecting female dropout were discussed in that order. Chapter three of the study is about methodology and research design. Under this chapter sub-topics included are: selection of samples and sampling techniques, instrumentation of data, administration and procedure of data collection, methods of data analysis and variables used were treated one after the other.

Chapter four deals with data presentation and interpretation. The data collected from different groups of respondents were first coded, tabulated and finally interpreted by using both quantitative and qualitative methods. Chapter five, the last chapter of the study is summary, conclusion and recommendation. The whole works of the study and the finding of the study was summarized. Finally conclusion and recommendation were provided based on the findings of the study.

CHAPTER TWO

REVIEW LITERATURE

2.1. Education of Women in Ethiopia

Women were not regarded as important as males. They were denied opportunities for schooling. The limited participation of females in the Ethiopian education system is linked to the historical development of education in the country. Education in its traditional forms has a long history in Ethiopia. Originally, the education system of the country was predominantly religious oriented to serve the man power needs of the church, the mosque and the state Teshome (1979); Seyoum (1986) since women were not allowed to assume responsibilities in both in situations, state and religions, the exclusion of women from the teaching activities was the main feature of these institutions Alemteshaye (1985:17). Such discouraging conditions of female education has also witnessed in the modern school system of the country, though relative improvement is observed when compared to traditional ones.

In his effort to strengthen modern education, emperor Menelik II took the first imitative to open Menelik II school in 1908 in Addis Ababa Teshome (1979:28). He issued a proclamation for parents to send their children after the age of six Atsede and Kebed (1988:15); Teshome (1979:29). The opening of first girls school in Addis Ababa in 1931 by Empress Menen, marked the beginning of the provision of modern education for girls in Ethiopia Atsede and Kebede (1988:16). Even though efforts were made to increase the enrollment of female students after secular school was opened in the country, no promising progress have been achieved in female enrollment. For instance, in 1935 only 80 female students enrolled in the school Atsede and Kebede (1988).

The introduction of modern education in the country was interrupted by Ethio - Italian war (1936-1941). After restoration of peace in the country, however, Emperor Haile Selassie considered education as a basic instrument for his modernization process and started to expand modern education in different parts of the country. Thus, in both reopened girls schools and in newly opened provincial schools improvement of girls enrollment was recognized.

The enrollment of girls in modern schools at primary school prior to 1974 was 31.9 percent of school age girls and at secondary level it was 27.9 percent. This percent was not only low but was also characterized by regional disparity Seyoum (1986:100). Moreover, according to Genet (1991:90) through out the period from 1974-1989 enrolment and participation of girls from primary to secondary is lower than males. For example the percent of female students enrolled in 1989 at primary, junior and secondary was 39%, 41% and 39% respectively. The number of girls who continue to dropout of school and repeat classes is higher than that of boys through out 1974-1989. This condition has been continued also after 1989.

Like the other African countries in Ethiopia women's participation in education is low. Enrollment in elementary, secondary and tertiary levels of education is characterized by gender disparity. A large number of female students dropout of school and repeat in a class. Women constitute the largest part of illiterate people where the situation is being worse on average in rural area of the country Trufat (1998); Shitaye (2001) Genet (1991).

The curriculum or text books that children use in the school strongly reinforce traditional stereotypes of male and female behaviors. There are also few fields in which many of female students concentrate such as nursing, secretial, home economics and teaching in elementary school Teshome (2003); Shitaye (2001).

The reasons for women's low participation in different levels of education and concentration to few fields of study may be attributed to the values and attitudes that the Ethiopian society attaches to wards education of women. According to Allasebu in Genet (1991:1-2) explanation in most part of Ethiopia, patriarchal thinking dominates the culture, patriarchal thinking enhances the belief that men are superior to women and it also institutes division of labor by gender.

Gender is socially learned patterns of behavior that differentiate men from women in a given society. It is then a learned behavior, usually related to one's sex; but sex status does not necessarily determine gender role. However, the different treatment we received through socialization process because of the status of our sex leads to the development of real psychological and personal difference between males and females Almez (1991:2).

Similarly, Azeb (1991) defined gender as a broad socio-cultural classification of men and women into masculine and feminine respectively. Sex is defined by nature through genetic segregation into male and female. It would be important to distinguish gender as socio-cultural and sex as purely biological over which the socio cultural system has no control.

Socialization is the process by which individual acquire knowledge, skills and dispositions that enable them to participate as more or less effective members of a group and the society. In connection with Golomok and Fiuush (1994) in Shitaye (2001) indicate that gender stereotypes are mainly concentrated on gender differences what means to be female or male. Gender stereotyped behaviors exist in every society, though the degree varies from one culture to another.

2.2. Definition of Dropout

The issues of dropping out or early school leaving are ones that become more salient as nations established formal education systems and develop requirements for school attendance. Only when regular attendance to a certain level in the educational system becomes the norm or the legal requirement does the failure of individuals to comply become defined as problematic. Before this point the phenomena of children out of school is viewed as a more routine feature of the still developing educational system. Thus as formal educational system develop and nation adopt goals and standards for universal primary and secondary education, the interest of the society in dropout changes Husen and Thwaite (1995:160-3).

According to Dorn (1996) dropping out of school gained wider recognition as a social and educational problem in the early 1960s. But he also indicate that it does not mean that the problem was unknown priory 1960s. For instance, the term “drop out” began to appear in the USA literature at the turn of the 19th century.

The term dropout is defined in many ways. For example, national education association research division defined “dropout” is any individual who quits school Dorn (1996). Dropout is also defined as any student, previously enrolled in a school, who is not longer actively enrolled as indicated by 15 days of consecutive unexcused absence, who has not satisfied local standards for graduation and for whom on formal request has been received signifying enrollment in another state-licensed educational institution Morrow (1987) in Hussen and Thwaite (1995:1603).

According to levy (1997) in Ayalew (1997) dropouts are students who leave school before researching the end point of the educational cycle in which they

are enrolled. Similarly Hyde (1991) defined it is a child who is leaving school and not enrolling in that or any other school before they have completed a cycle. Dropout is a pupil who leaves school before the end point of the final years of educational stage in which he is enrolled Bremer and Pauli (1971). This definition is also adopted for purpose of this study. Dropout is one of most important indicator of wastage in education. For example, UNESCO (1998) indicate that education wastage brought inform of dropout out is refers to human and material resources spent or wasted on students repeat a grade or dropout before completing a cycle. It denotes the wasted opportunities for those children to develop the knowledge, skills, attitudes and values they need to live and to continue learning. Furthermore, Shiundu in Habtamu (2002:35) explains that educational wastage is a missed opportunities not only for individuals but also for families and societies. Dropout is an educational wastage which thwart the progress being made to achieve the goal of education for all EPR (1995).

According to Tegegn (1996) dropouts are undesirable because:

- They have occupied a school space that could have been used by other new comers.
- They have not gained enough knowledge for functional literacy;
- They have wasted resources they have used while in the school;
- They could support their parents and themselves if remained at home.

Drop out rate is usually considered as an important indicator of efficiency of education system. A education system is said to be efficient if it is able to retain all the students who are enrolled in a given year. Dropout is one of the major impediment to maintain the internal efficiency of education system of developing country including ethiopia. According UNESCO cited in Darge (1990) internal efficiency refers to the ability of education system to graduate the maximum number of students with in minimum possible time Habtamu (2002:37). Internal efficiency of education system measures the success of a

school in enabling individuals to complete a certain level of education that makes them functional literate. It refers to the completion rate of a given age Cohort that was admitted in a given year Lisan (2004).

However, because of repetition and dropped out most developing country's schools have faced the problem of internal efficiency. Thus, in order to maintain the internal efficiency of a school requires giving more attention and emphasis for reducing dropout and repetition rates.

2.3. Magnitude of the Problem

A number of studies show that the majority of the pupils who commence secondary education are not likely to complete the cycle World Bank (1988); Bishop (1989); UNESCO (1995). Such a problem is not limited only to the developing countries but it has also been the persistent problem of all developed countries, albeit on small Scale Curle (1973); Rumberger (1987). For example, a study of high-schools in Ontario, Canada reveals that the annual dropout rates in seven high schools had increased from average of 10.6 percent in 1983-84 to 15.3 percent in 1986-87 Husen and Thwaite (1995). Similarly, according to Rumberger (1987) dropout rates for the 63 high schools in Chicago in the mid 1980s ranged from 10 percent to 62 percent. Only in Rumberger's study hat reveals more boys dropped out than girls from school. Nevertheless, the findings of various studies reveals that the intensity of the problem tends to be very much pressing in schools of the least developed countries (LDC) UNECO (1995); World Bank (1998); Elleni (1995). IN connection with this, Bishop (1989) indicates that in Africa about 39 percent of those who commence secondary school are unlikely to complete the four years (9-12 grades), of schooling. According to Lockheed and Vespoor (1991) in Habtamu (2002:39) the problem of school dropping out is the serious among the developing countries. In line with this, the study conducted in one of the Chinese district, chande

prefecture shows that the trend of dropout rate dramatically increase among elementary and junior high school students ranging from 12-65 percents. And the incident of the problem is more common for girls than boys Ben Xiang and Weizlti (1989).

Despite the relatively high gross enrollment rate world wide, it is only less than 60 percent of those who are enrolled reach final years of educational cycle in low-middle income countries. Ethiopia, is being one of least developed countries of Africa, by no any means, an exception to this phenomena. Regarding sex, a number of studies result indicate that both in secondary and primary school more girls leave schools than boys because of various reasons. World Bank (1991). However the finding of Rumberger (1987) reveals that more boys (14.6 percent) than girls (12.2 percent) quite school. In spite of this irregularity most studies conducted in Ethiopia shows that for various reasons more girls are victims of dropping out of school than boys Tilaye (1999); Ayalew (1997); Genet (1991); Habtamu (2002); Wanna and Tsion (1994).

Grade level is also other important variable that need to be considered while dealing with magnitude of the problem of dropout. Dropout rates are relatively higher in the beginning years of any educational level with a tendency of gradual decline Habtamu (2002:39). For example, in India and Pakistan in 1960s and early 1970s, of all students who entered first grade only about 50 percent remained in class and promoted to the next grade. The findings in Ethiopia also confirm the above idea that dropping out in primary schools is more severe in grade one with gradual decrease in the subsequent grades Ayale (1997); Darge (1997); EMIS-MOE (1999). In similar manner, many studies findings of secondary school indicate that the first major dropouts have been observed in between ninth and tenth grades when many students were making the transition from junior to senior secondary schools Dear man and Plisko (1979) in Tilaye (1997:13).

2.4. In-School Factors

2.4.1. Distance to School or School Location

The most basic school characteristics that affect girls school persistence is the availability of a school. For example, Chernichovskiy and Meesoort (1985) found that in Indonesia the availability of a school in a village had a significant positive effect on the years of school completion. Supporting this idea Jones (1986) in Tunisia indicate that in availability of school strongly influence parental decision to send their daughters to school and the progress of their education. In the same vein, Befkadu (1988) underlined that in availability of secondary school in rural areas is the major problem for parents withholding of girls from school. These the above scholars view implies that school location or distance to school is the determinant factor for students dropping out of school.

The Geographical distribution/location of secondary school in developing countries including Ethiopia is characterized by uneven distribution. For instance, most of secondary schools are concentrated in urban areas and along main roads Odaga (1995); King (1993); Debele (1985); Tadesse (1974). Hence, rural students after they complete elementary schooling are forced either to come to town leaving their parents there in rural or to travel long-distance from three to four hours all school days to attend secondary schooling Tilaye (1999). Traveling long distance for girls have the following problems, it consumes time and energy and made parents to be worry about safety and security of their daughters on the way to and from school Ogada and Heneveld (1995); Teshome (2003). This indicate that the proximity of schools greatly affect parental decision on persistance and sending of children particularly daughters to school Myland (1994); Assefa (1991); Dirirsa (1993). Argue that when location of school is closer to parents home, they less tend to worry about girls' safety and reputation since the girls can be kept under closer watch and this enabling the girls to stay longer in school.

The other problem associated with long distance is, it increase the direct cost of school and reduces the opportunity cost of girls' chore time, this situation also may make parents to be reluctant to send their daughters to school Hyde (1989); Tilaye (1999). For instance, Tilaye explains that due to spread nature of secondary school placement in Eastern Gojjam a vast number of students are forced to attend school by leaving their home for a week, two weeks and even for a semester. This situation has influence both direct cost and indirect cost of schooling may eventually tend to lead to interrupting of students learning.

2.4.2. Teachers Attitude to wards Females and their Education

Schools are the other area in which gender stereo typing can develop. Schools teach and reinforce behavior considered to be gender "appropriate". They distinguish behavior considered "masculine" and considered "famine". Lessons on gender are provided starting from elementary in classroom, where boys and girls are assigned "gender appropriate" duties and toys Plgford and Tonnsen (1993) in Shitaye (2001:7). This indicates that schools mainly through the curriculum influence females students to accept and belief students to accept and belief the society's norms and stereotyped activities.

Teachers, since they are the segment of the whole society and transmitter of the society's norms, cultures and beliefs through curriculum can be influenced by gender stereotyped roles that have been reflected by the society. In line with, Woldu (1999:15) indicate that teachers' attitude towards their students are a reflection of a broader societal bases about the role of women in a society and the academic capacity of girls. Thus, teachers' attitude towards females education has important implication for the success and persistence of girls in school Teshome (2003:10).

Research findings from different African countries show that both female and male teachers believe that boys are academically superior to girls. They give

more attention and support to boys than girls Ogada (1995); Brock and Cammish (1991); Genet (1991). Although the promotion of female teachers has been recommended as a strategy to create role models for girls as well as for their safety, studies indicate no difference in low expectation of female students between male and female teachers. However, the studies from Uganda show that the largest gender-gaps in enrollment exist in poor regions where percent of female teacher are low World Bank (1992) in Teshome (2003).

Students who are especially coming from low socio-economic status families ethnic minorities, female students are the ones that are most affected by the problems as associated with the expectation of teachers Lisan (2004). Teachers' expectation influence students learning and achievement. Those students who are highly expected from their teachers will be led to achieve at or near their potential but low expectation students will not gain as much as they could have gained Cotton (1989:3-4). Teachers are there to treat all of students fairly regardless of their sex and background, however, research findings indicate that in practice teachers interact differently with their male and female students in favor of males UNESCO (1994).

The following are some of differential treatment made by teachers to their students teachers spent more time talking to males and allow male students to talk more than females in class rooms; girls had to wait longer for answers or assistance; teachers know a great deal about boys they teach; majority of teachers prefer to teach boys; teachers prefer to introduce topics which are usually associated with males. UNESCO (1984:28). According to Stow and Self (1989) differential treatment of girls from boys or low expectations of girls may lead to an erosion of confidence and development of negative attitudes towards school learning which may result in high dropout rate among female students.

In Ethiopia the findings of studies shows that teachers treat females differently. Many of the female students donot get assistances from their teachers when

they confront with problems emanate from education. Some teachers are biased towards female students. Even when students make mistakes in class room or disturb the class, the teachers will be hard on female students. They insult the girls and say a lot of things that could hurt them. When asking questions, some of them give more elaborate examination to male students than female students Embet (2003:48).

The whole above ideas indicate that the differential treatment of girls or low expectation of girls by teachers contribute indirectly for early school leaving of them, by making them weak in their academic performance and less interest to learning and school in general.

2.4.3. Lack of Guidance and Counseling

Because of the nature and characteristics of being adolescent high school students face physical, psychological and physiological problems.

The common problems that encounter high school students (male and females) in general are mental problems, stress and strain, frustration, inferiority and tension. But the problem that face high school female students in particular are: menstruation, unnecessary pregnancy, illegal abortion, harassment and rape and early marriage Yusuf (1989 and 1998): Ediger (1987). These peculiar nature of adolescent students in high school necessitated highly the importance of guidance and counseling for female students.

All females in Ethiopia high schools are suffering from dropouts, economic and personal problems, hetro sexual problems such as not being ready in dealing with male aggression, being victimized virginity problems, moonlighting prostitution to help one self or family, being exposed to all kinds of sexually transmitted diseases including HIV/AIDS, lack of knowledge of contraceptives, communication problems with family members, teachers, peers and school

personnel's. These all problems make guidance and counseling services in high school the most crucial and urgent thing Yusuf (1998:28). This indicates that the lack of guidance and counseling lead to high dropout rates and low achievement of student mainly girls.

Guidance and counseling for girls in schools are likely to be beneficial to give them more confidence in their own abilities, and to help them through their academic or emotional difficulties especially at puberty Asmaru (1998).

2.4.4. Shortage of School Facilities and Instructional Materials

The availability of instructional materials and facilities have a significant impacts upon academic performance and persistence of girls in school. For example, Teshome (2003:11) explains that gender sensitive and culturally appropriate school facilities have great impact on school persistence of girls. Many students indicate that in adequate provision of instructional materials and physical facilities is a major cause for girls' dropping out of school World Bank (1988); Elleni (1995); Adane (1993). The shortage of school facilities for instance separate toilet and others have more impact on the female students performance and attendance in schools Befkadu (1998); King (1993); Odaga (1995). According to, World Bank's research report (1998) the scarcity of learning materials in the classroom have been the most serious impediment to educational effectiveness in Africa. In a similar manner, Elleni (1995) explains that due to budgetary problem in Africa student have tough and unpleasant time at school. She further explains that the African schools are depressing, the class rooms have broken desks and chairs, with no ventilators and sanitation. All these discourage pupils' learning and aggravate premature school leaving. In connection to this, Qutub Uddin's and Bretecher's (1988) in ERP (2002:3) findings of a case study conducted in 442 primary schools of Madagascar reveal that the shortage of school facilities and instructional materials are accountable for educational wastage (repetition and dropout).

2.4.5. Irrelevance of the Curriculum

The relevance of curriculum affects both the decision of parents to send their children to schools and the interest of learners to stay longer in school. For example, Anderson (1992) reveals that students learn best and stay longer when what they learn makes sense in their lives and give them a better chance in life. In connection to this, UNICEF, (1992:9) explains that since education is perceived as investment in the future economic well-being of the individual and the family, parents will almost likely see education as more relevant if it is related to their children's present and future social and economic needs.

Relevant curriculum is the curriculum that has a close linkage between the demand of school and the life experience the learner encounters out of school. Relevant curriculum address the educational needs of all students, irrespective of their gender difference and social origin King and Hill (1993:256).

Gender structuring is one of the principal sources of variation among different social groups in defining curricular relevance for girls. For instance, in a traditional society the role expected of a girl both as a daughter and as a future wife and mother is profoundly cultural role. As the result, parents weigh the return from their daughter's schooling in terms of its adequacy to implant and develop these roles in the girls, both in their immediate and future role UNESCO (1975:37).

In providing education more relevant to girls immediate and future roles has to focus on practical work in gardening, resource utilization, animal husbandry, house keeping, child care, nutrition, health family planning and other domestic routines Achola (1990:86); ECA (1993:3).

However, the curriculum of the developing countries known to suffer from irrelevance to the societies needs world bank (1988); Elleni (1995); Levin and

Lockheed (1993). According to Elleni (1995) the curriculum of LDCS lacks suitable connection with situations familiar to students.

Moreover, the World Banks research report indicate the situation of the curriculum of African countries as follows. When African children enter school, they frequently face a situation quite foreign to their life at home in a rural village or urban slum. The language used in the school is often different; the method of communication is written rather than verbal, and experience is categorized into subjects that are not referred at home world Bank (1988:32).

In advanced society where the socialization of girls emphasized on the modern labor market and modern ways of life the relevance of curriculum to the roles of girls is judged in terms of its appropriateness to the kind of knowledge, skills attitudes, values and norms which are demanded by the modern labor market and the pattern of life in the existing modern culture Bown (1990:26).

2.4.6. Absenteeism

Absenteeism destabilizes the teaching-learning process. Students who miss periods definitely face a problem of understanding follow up lessons. Thus, it appears that absenteeism is a cause for educational wastage ERP (2002:38). Irregular attendance limits the learning process and reduces the ability to get either good education or completing the cycle of that education German and Brown (1989); Edigar (1987). According to German and Brown (1989:3) "Students who frequently absent are putting their future in jeopardy", Chronic absenteeism especially truancy is a behavior highly associated with dropping out of school.

The studies conducted in schools of Ethiopia reveal that because of different reasons (excessive house hold activities, marketing, religious holidays) more girls are absent from school Asmaru (1998); ERP (2002).

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

2.4.7. Repetition

Repetition of grade by students is also another's factor for dropping out of school. For instance, Tirusew (2000:29) elaborate that children's who face academic difficulties in school, among other things, may mean an increase in school dropout. Like wise, Lockheed and others (1991) in ERP (2002:3) explains that dropout is mostly result from poor academic achievement.

In most developing countries including Ethiopia, promotion from one grade to next grades is based up on a successful completion of rigid examination procedures. Students who score less than 50 percent on three or more subjects have been made to repeat a grade. They may repeat more than once when they do not achieve the pass marks they may be either explled by the school or dropout by themselves. This rigid promotion policies based on rigid examinations, increased the dropout of female in developing countries school Levin and Lockheed (1993).

Dropout due to repetition is more crucial for girls than for boys Genet (1991); Cammish and Brock (1994). Because of most of the time girls show poor academic performance than boys in schools, parents who do not appreciate their daughters' education keep them away from school and make them to get married Genet (1991:). Moreover, Genet's finding reveal that the number of

female dropout due to repetition from secondary school exceeds their male counter parts.

2.5. Out of School Constraints

One of the theory that deals with why students leave the school is a “pull out theory” which refers to factors that make students to measure the costs and benefits of staying in schools. Employment opportunities, family liability and other conditions that attract students to leave schools are example of “pullout” factor.

The major out-of school (pull out) factors that were chosen to be discussed in this study for literature review are classified under two groups/categories, economic and cultural constraints.

2.5.1. Economic Constraints

2.5.1.1. Opportunity cost of Girls Schooling

The most important reasons for dropping out of school especially in developing countries is the pull out factor, the need for having a time that would be used to sell labor and inturn to get a means for a subsistence in which the family or the individual depend on has contributed to great proportion of school dropouts. Opportunities cost of schooling, which is associated with resource and service loss due to sending the child to school has a great impact on persistence of girls schooling. For instance, Dirirsa (1993:31) confirm that parents’ demand for their daughters’ labor imede females from pursuing schooling. In sub-Sahara African child labor is indispensable to survival of many rural house holds. Agricultural work, domestic work (Cooking-collecting fetching water) marketing and caring services) are required from children, with

girls demand more than boys Teshome (2003); Anderson (1992); May Land (1994).

When opportunity costs are required highly parents pull their daughters out of school before they complete Genet (1991); Assefa (1991); Anbseu and Barbara (1988); cammish and Brock (1994).

According to Dorsey (1989) refers to Zimbabwe experience where the economic value of girls take priority over education. In many sub-Saharan African societies the continuing importance of bride price, policy gamy, adultery fine and value accorded to marriage and mother hood depress the demand for female education Teshome (2003:6).

In Ethiopia since the maximum share of domestic work is shouldered by the young females, it was found that they could not compete with males in academic career. This put them at a risk of higher dropout rate Genet (1991); Anbesu (1992).

2.5.1.2. Direct School Costs

Direct school costs are payments made either in cash or in kind by parents for their children's schooling which are fees for registration and admission, school building fund, parent and school association fees, book rental, the cost of uniform, the provision of furniture, transportation cost etc. The major reason that parents do not educating or with holding girls from school is the increasing of direct cost of schooling Teshome (2003); Maglad (1994); Anderson (1992). For example, a study conducted in Egypt by World Bank (1990:34) reveal that direct cost of school is the most important reason often provided by parents for not sending their children to school.

A number of research findings such as Cammish and Brock (1994); Anbesu and Barbara (1988); Tadesse (1974) discovered that a large number of children do not usually stay at school because the direct costs require more than their family can afford. This implies that the lower the economic status of parents, the higher is the price of schooling the more hinderance for the persistence of children at school. Direct cost or financial constraints hold back more girls than boys from school Anderson (1992); Maglad (1994).

2.5.1.3. Lack of (Low) Employment Opportunity

Labor market opportunities play a decisive role influencing parents; decision to send girls to school and to keep them longer in school. When employment opportunities for graduate youth are low parents respond to this by withholding their young children before completing their education. On the other hand, when the labor market gives more and better jobs for school graduates the value of education will be given a higher importance and parents are initiated to make scarifies in order to keep children at school Hyde(1989); Elleni (1995).

However, it is severe problem in most developing countries like Ethiopia, a number of high school graduates remain unemployed for a long time, which puts the education system internally and externally in efficient Coombs (1985); Eveni (1995). For example in Indonesia, the low hourly earning of females may responsible for the higher rate of dropout rates among females, as parents conclude that the education of female children has a relatively low rate of return (Hernichovksy and Meesook (1985).

In similar way, the findings of a study conducted in China reveal that since parents believe there is no guaranteed job allocation by government after graduation from secondary schools, instead the graduates find their own employment. Then why one should bother to continue schooling. Hence the

parents prefer learning a trade early make money than continue schooling of an Weizlti and Xiang (1989). A number of study indicate that improving employment opportunities for educated women will also improve increase their aspirations to attend school Dirisa (1993:35). The studies conducted in Ethiopia explains that the high rate of unemployment opportunities among secondary school graduates functions as a deterrent making parents think twice before they sending their children to school Tekeste (1996:65).

As the result of low employment opportunities more girls are quitting or leaving school than boys since they are the most affected by problems UNESCO (1984); World Bank (1987). According to World Bank report (1987:20) both women and men every where in Ethiopia are affected by the scarcity of wage labor opportunities. However, women suffer much greater disadvantages than men. A few job professions are available usually for women such as clerical, nursing, janitor and similar jobs Genet (1991); Anbesu (1992). Hence, a number of teenage school girls may develop negative attitude towards schooling and parents may ask themselves, why kill time for lower rate of return in girls education? The end result of this could be dropping out of school Tilaye (1999:79).

Some students may also leave school for they have a strong need for money. For example, the result of a study undertaken in China explains that some parents and students have gained ideas that "studying is useless". They have change their goal in believe that now is the opportune moment to make money. To them schooling is like "distant water that cannot quench present thirst". It would be better to quite school and make money rather than paying for education. As long as one skilled one can get the "upper hand" therefore, the goal they seek has changed from pursuing a high degree to learning a "skill". Many parents force their children to quite school and become apprentice to learn a trade or a business. Weizlti and Ben Xiang (1989:).

2.5.2. Socio-cultural constraints

The socio-cultural elements that are expected to be the reason for girls dropout from school are: parents' attitude towards female education, religion, educational background of the parents early marriage girl's pregnancy, sexual harassment and rape.

2.5.2.1. Parents' Attitude towards Female Education

The attitude of parents is found to be the most important factor in affecting females schooling Anderson and Bowman (1980); UNESCO (1983). In same vein, Genet (1991) indicate that the value attached to modern education by parents greatly affects girls' persistence of school.

These days, most parents have positive attitude towards females' education but still in some traditional society parents are reluctant towards modern daughters to attend school Maglad (1994); Adane (1993). More over, in certain settings education itself is viewed as a negative factor because it instills "non conformist behavior" especially in women. Consequently, education beyond the acquisition of literacy is considered to be contrary to become wives and mothers, and threatens women's chance of marriage King and Hill (1993); Genet (1991); Shitaye (2001). In line with this idea, Assefa (1993:13) reveals that in traditional society the only socially accepted roles for females is to be wives and mothers. Thus, they are trained for these roles from their early stage instead of attending school. Parents in traditional society may perceive that their daughters will forgo home based training if they attend school King and Hill (1993:26).

Further more, King and Hill (1993:194) express that in the socialization of girls emphasizes the acceptance of the predominant sex roles, with marriage and family as the ultimate goals of women, parents may value education in terms of its appropriateness to the kind of knowledge, skills, attitudes, values and

norms which their daughters need to develop in order to meet the demand of a married life.

The other negative perception about girls' education in most illiterate society that educated females neglect their house hold duties, disobey their elders and their husband when they get married Atsedo and Kebede (1988:14). In conformity to this idea, UNESCO (1993:97) refers to the experience of Ghana indicate that there was a fear that if girls attended school they would think themselves superior to their parents. The study made in Africa concerning parents' attitude towards female's education also indicate that most parents do not prefer to send their daughters to school, in fear of losing supporters during old age Hyde (1989:25).

Other than the points mentioned above, there are also traditional constraints that being un health perception on female's education. These are: girls have special needs for physical protection and tradition often demands special concerns for girls' privacy and special reputation. In those cultures where female seclusion is practiced the impact of that tradition on girls' education after puberty is likely to be substantial World Bank (1990); Ogada and Heneveld (1995). Similarly, Coombs (1985:229) indicate that parents resist sending their daughters to school to be educated with males assuming that this would have side effects up on their daughters' fame.

Parents' decision for their daughters school attendance and persistence is influenced by perceptions about current costs and future benefits. The decision makers (parents) weigh the benefits, net costs from their resources on education of their daughters against the net benefits of keeping them out of school King and Hill (1993:23). For example in traditional society where girls assume marital life relying on knowledge and skills imparted by their mothers then the cost of attending formal schools included not only the opportunity cost of current time but also the missed traditional training at home.

Parents in traditional society are found to have different perception regarding the education of their daughters to that of their sons. For instance, if the family decides to send only two or three of its all children to school daughters will be the one to be denied priority UNESCO (1981). In connection to this in Ethiopia the study made by Yelfign et al (1995:43) has reported that the majority (81%) of the parents interviewed in Cheha/Gurage/ zone wanted their sons to complete tertiary level education while only 47% wanted their daughters to complete the same level. However, the study conducted by Abebe (1996:48) in Borena-Negelle has found that no parental favoritism towards any gender group regarding the provision of access to education.

The justifications of parents for their differential favoritism is that even if the costs are the same for education of sons and daughters they tend to perceive the return is greater in case of boys. Parents' perception of the inferior intellectual competence of females to males is found to be another factors for their decision do not in favor of daughter's education Yates (1982:239).

2.5.2.3. Religion

It is one of the determinant factors that affects the participation of females in education. For instance, Ogada and Heneveld (1995); Hyde (1989) explain that religion is usually associated with low female participation in school. The reason have to do with the fear of parents based on the assumption that western education promotes values and behavior for girls that are contrary to cultural norms. Religion is a proxy for cultural views about appropriate female roles as there are examples among entrepreneurial Muslim communities, which invest their wealth in education of their daughters. Christian communities also withdraw their daughters because they fear that formal schooling brings about non-traditional customs to girls. Particularly, the possibility of pregnancy among teenage girls and the economic responsibilities for their daughters and

grad children induce Christian parents to marry off girls rather than keep them in schools Brock and Cammish (1991).

Even though most religions negatively affects the participation of girls schooling but its extent varies from one religion to another. For instance, according to Bowman and Anderson (1980: 26) areas where many Muslim communities live had lower girls enrolment rates than areas where non Muslims communities reside. Similarly, Coombs (1985:276) explains that Muslim parents were reluctant to send their daughters to school.

On the other hand, Jones (1980); Hyde (1989) argue that Islam should not be responsible for the lower enrolment of females, since the most predominantly, Islam countries have the highest enrolment rates. For example, Hyde (1989:21) mentioned for this reason Sudan, which the Muslim area in the north has significantly higher enrolment rates than the Christian in the south.

2.5.2.4. Parent's Educational Background

Many studies ascertain that educational background of parents are decisive factor for entrance and withdrawal of children from school Hyde (1989); King (1993); Debele (1989); Maylad (1994). For instance, Hyde (1989:21) in his study is sub-Saharan Africa indicates that educated parents are more likely to send their daughters to schools and keep them there longer. In conformity to this, idea Bowman and Anderson (1980:27) explain that the daughters of illiterate parents have less opportunity to go to school.

The justification for importance of education of parents is that educated parents can be involved in school matters and understand the value of education. They can encourage their children better than illiterate parents Brimer and Paulli (1971). Similarly, Adane (1993); Remberger (1987) conclude that the participation of educated parents would bring new ideas and in puts

into the school and alternative solutions to problems pertinent to the education of their children. This would improve the efficiency of school and minimize school wastage due to repetition and dropout in early school time.

A number of studies indicate that mothers' education more directly related to daughters' education than father's education. For instance, King and Bellow (1990) explain that mothers' education exerts stronger effect on female's school enrolment and retention than fathers' education. Similarly, the World Bank (1991) confirmed by the study conducted in Peru that mothers education increases daughters school enrolment as much as 40 percent more than father's education. According to the view of scholars who support the importance of mothers education for daughters schooling, explain that educated mothers will be more aware of the importance of education of their daughters in the emerging social order. Educated mothers more likely to use praise to their daughters and have standards and expectations for their daughters. For example, with respect to ideal age at marriage, educated mother less likely to designate an age 18 or younger as appropriate. Thus, the age is significant because it is probable related to the life course decision that girl either terminate her education or continue Bach et al (1985).

On the other hand, there are scholars who argue that educated fathers are more influential than educated mother in deciding the education of daughters. For example, Chervichovsky and Meesook (1985) indicate that mother education does not matters as much as fathers can decide whether or not a daughter attends school. In connection to this, Genet (1991:90) explains that in patriarchal society like ours where the equality of sexes has not yet achieved, the decision to daughters' education is determined usually by husbands.

2.5.2.5. Early Marriage

Early marriage represents another cultural impediment to girls' education, the findings of studies in many developing countries point out that the number of girls attending school abruptly drops when they reach the age 15 because of early marriage Embet (2003). In connection to this Hyde (1993:116) explains that marriage affects the persistence of girls' school in societies where betrothal takes place at a very young age.

In developing countries parents are positive towards early marriage since they perceive that girls are born to be married and to have children. Thus, they arrange for their daughters marriage at the right after their child hood or even during infancy Islam (1985) in Dirirsa (1993:27).

The age at which marriage of girls takes place varies from country to country and society to society. For example, in Africa the average age of women for their first marriage is found to be less than any other continents or regions of the world Lecoh (1990:476). In conformity with, in Ethiopia girls are married before reaching the age of puberty Anbesu and Barbara (1988:47).

This idea is also confirmed by recent study conducted in rural Ethiopia by ministry of labor and social affairs (MLSA) in (1991:11) which explains that the average age at which girls marry is 13.5. Similarly, the study undertaken in largest town of the country (Addis Ababa invariably indicated that the largest number (43 Percents) of females were married between 11 and 15 years old while the smaller number (7 percents) of females were married at 10 or even younger Almaz (1991:6).

Many studies indicate that Ethiopian parents are highly eager towards the marriage of their children. The importance attached to marriage is due to

parents wish to avoid any risk of immoral behavior and to conform to custom in order to remain respected by the society Yelfign (1990).

In many localities of Ethiopia especially in rural areas parents prize her early marriage more than her education after the age of 14. Thus, a number of high school female students are forced to discontinuing their schooling. Because of the decision regarding marriage of girls is the responsibilities of parents even when girls are not reluctant to keep up school they are pressurized to interrupt their learning by parents Genet (1991); Jabre (1988).

Circumcision of girls is also another cultural component which affect the persistence of girls education in sub-Saharan Africa. Circumcised girls not only perceive themselves as adult but also become odd to peers and teachers. They often reject schools as institution for "children". Frequent absenteeism and reduced performance lead them to dropout from school and eventually to marry Ghicharu in Teshome (2003:).

2.5.2.6. Girl's Pregnancy

Pregnancy and its associated problems are the other factor that contribute for girls discontinuation of their education. School girls pregnancy and the incident of female dropout are closely related through out Africa. The societal responses to pregnancy perse that push girls out of school and hamper their opportunities for education Teshome (2003); Genet (1991); Yusuf (1998).

The fear of pregnancy is another factor for parents to remove their daughters from school. In reference to study in Cameroon where Christian parents were found to marry off their daughters at puberty even if they have not finished primary school for fear of pregnancy Oganda and Heneveld (1995); Brock and Cammish (1991).

The health problems of teenage associated with pregnancy are also other reason for early school leaving by high school female students Oganda and Heneveld (1995).

A number of studies in developing countries especially in Africa have noted that school pregnancies have contributed a lot in repetition, dropouts or expulsion of girls from school at all levels mainly at higher primary and secondary schools. For example, in Tanzania in 1983 about 30% of secondary school girls were expelled because of pregnancy. Like wise, in Kenya about 10,4000 secondary school girls annual on average leaving school as a result of pregnancy World Bank (1991), Cammish and Brock (1991).

2.5.2.7. Sexual Harassment

Sexual harassment committed on girls both on their way to school as well in the schools have contributed to limiting opportunities of education i.e. decreasing enrollment and increasing dropping out of girls Ogada (1995); Woldu (1995).

However, sexual harassment in Ethiopia law is not recognized as a crime of violence against women. There is no legal remedy for victims of sexual harassment at work places in institutions like schools or other places. This indicate that as the result of the absence of a legal remedy for sexual harassment women's vulnerability has increased H/Giorgis (2004).

The sexual harassment /rape/ in educational institutions around the world has increasingly been deterring female schooling Ogada (1995), African rights (1994).

Sexual harassment has been an issue of special concern since the mass rape of 75 school girls in Kenya Ogada (1995). According to African rights (1994) sexual abuse by teachers which exploits the trust of both parents and students is far

more spread than most institutions care to admit. Such abuse ranges from sexual advances, threat of examination failure, to outright rape. In conformity with this above idea the study made by Appelbaun (1995) on 1600 students in 79 high school across America shows that four out of five students reported having been sexual harassed at least once during all the years they had been at school, mainly by other students.

Male students are mostly identified as offenders and their acts include verbal abuses, cartooning, harassing, beating and raping. For example Guinea boys are very aggressive towards girls and that they use physical forces, threatened and teased girls to make silent them in class. Teachers also prey on their female students, threatening of fail them or publicly humiliate them, to prod them in sexual liaisons. Teachers also reported toward females who 'cooperate' with grades and tuition waivers. Thus, some girls even choose to dropout to escape teachers harassment Anderson (1994); Hallam (1994).

2.6. Intervention Strategies

The possible intervention strategies that are expected to reduce female students dropout rate were indicated in the following table.

| 1. | In school constraints | Intervention strategies |
|----|--|--|
| | <ul style="list-style-type: none"> - low expectation of teachers to wards female education - long-distance of school from home - high repetition of girls | <ul style="list-style-type: none"> - Promote gender sensitivity training for teachers. - Promote more female teachers. - Build schools close to rural areas where the girls live. i.e. reduce the distance between school and home - Review repetition and expulsion policy, institute mentioning and tutoring programs, altering evaluation process to recognize students effort and restructuring school tasks to draw a wider range of human abilities have clear links to the world of work, multicultural curricula that include materials and role models for students' own ethnic or cultural background. |
| 2. | Out of school constraints | - |
| | <ul style="list-style-type: none"> - High opportunity costs of schooling - High direct costs of schooling | <ul style="list-style-type: none"> - Reducing the distance between school and home. - Promoting labor saving technology. - Adjust the school calendar to accommodate house hold child labor requirement. |

| | |
|---|---|
| <ul style="list-style-type: none"> - Low employment opportunities - Cultural constraints from society and parents - Believe in low returns of female's education - Early marriage and abduction | <ul style="list-style-type: none"> - Lower the cost of school materials. - Provide uniform and transportation services for the needies. - Make education curricula more responsive and relevant to livelihood and market demand. - Improve regal and regulatory systems to enhance women's status and access to formal market. - Increase the ability of girls to resist resistance in this context refers to the reactions of female students towards those factors that constrain their education in a manner that enhances their chance of succeeding. - Promote adult literacy program; - Promote more female teachers; - Enhance the status of women through regulatory process; - Launch information campaign. - Increase the age of marriage through regulation system, strict measures and penalties should be taken on acts of abduction of girls. |
|---|---|

Source: Teshome (2003); Husen and Thwaite (1985); Emebet (2003); Habtamu (2002) Ogada and Heneveld (1995)

CHAPTER THREE

3.1. Research Methodology and Design

It is believed that the reasons for female students dropping out of school could be cultural, social, economic and school related factors. These factors are also perceived to be interactive, influence each other. So observing the problems from these wider perspectives was one of the ways used to examine the reasons for dropping out. Descriptive survey research method was adopted. It is descriptive research since the study investigated many factors as reasons for dropping out in qualitative manner. The methodology of research is survey because it drew reasons for dropping out from many respondent through questionnaire.

3.2. Selection of Samples and Sampling Techniques

In this study four sample secondary schools were selected on simple random sampling basis from the total population (N: 22). The selection of this sampling technique was to ensure every member of population to have equal chance to be included into sample. The proportion of schools chosen represents 18 of the total population. The research population that were use to be source of data are dropouts, teachers, parents whose daughters discontinued learning, education office's heads and women's affairs organization representatives both at woreda and zone levels. 144 dropouts were made to fill questionnaires. Some of these dropouts have already returned to school after discontinuing their learning before 2000E.C. All of dropouts available at schools were used to fill questionnaire. Whereas the other dropouts that still did not return or readmitted to school are found out side school in their residential towns or rural areas. Of this sort of dropout only those live in towns where sample schools located were included into sample.

As far as concerning teachers, out of 240 teachers in sample schools 78 were selected in using the combination of purposive and simple random sampling techniques. Thus, home room teachers, unit leaders and vis-directors were purposely selected with the intention that they may have better access to furnish necessary information pertaining to dropout. The proportion of teachers included into sample represent 33 percent of the total population. Regarding fair representation of sample, Wiersma and Jurs (1988:170) indicate that when sample size is greater than 30 percent, the approximation for the sampling distribution to a normal distribution is usually quite close. All school directors, woredas and zonal education office's heads and women's affairs organization representatives were used in interview.

3.3. Identification of the Respondents

In order to obtain respondent dropouts different approaches such as, observing school records, asking home room teachers and dropped out females friends were used. It is obvious that in every academic year schools have conducted registration of new students and readmit students. Readmitted students are the sum total of repeaters and dropouts. The researcher in order to obtain dropouts, first he obtained the names of readmitted female students of 2000 E.C. from school records. After having the lists of readmitted students to differentiate dropouts from repeaters, the researcher made a visit to each sections of grade nine and ten by reading their names to them and identified dropped out female students.

Besides, the researcher used the information of home room teachers to identify dropouts. In this regard, homeroom teachers contributed a great/significant role in process of dropouts identification and filling the questionnaire.

To get dropped out females who did not return to schools their friends present at school while data collection were used to show their residential homes. This is only for dropped outs found in towns.

From every sample schools five parents whose daughters interrupted secondary school education were discovered by the help of their daughters that were learning at school while data for the study collected.

3.4. Instrumentation and Procedures of Data Collection

In this study the necessary data from different groups were gathered by using questionnaire, interview and second source documents.

Different items of questionnaire were constructed for two types of respondents: drop outs and teachers. Dropouts' questionnaire has two parts. The first part deals with backgrounds of dropouts and their families. The second part of the questionnaire related to items were constructed based on in-school and out-of-school factors of dropping out. In school factor based questionnaire school distance, opinion on teachers differential treatment, availability of gender sensitive facilities, guidance and counseling, grade repetition, absenteeism, gender bias in curriculum opinion on relevance of school curriculum and their attitude toward modern education. Out of school factor related questionnaire items are: relations of direct and indirect school costs, to dropping out opinion on employment opportunities, early marriage, pregnancy, abduction, sexual harassment and rape.

Questionnaire items prepared for teachers include: items pertaining to their qualification, services, attitude towards educating girls, levels of understanding

gender issue in education, opinion self esteem of girls, relevance of curriculum, biased representation of gender issue in curriculum.

Interview questions for directors include items: related to magnitude of dropout, causes of dropout and solutions, availability of school facilities, materials and personnels. Interview questions constructed for education offices heads and women's affairs are similar and they revolve around the problems of females and their education, and intervention mechanism to mitigate the problems. Document analysis was used to witness the present enrollment and dropout rates of girls in the zone understudy. Data for document analysis were obtained from Oromiya education Bureau, Arsi zone education bureau and sample schools.

3.5. Process of Data Collection and Administration

The constructed questionnaire in English for dropouts were translated into Afan Oromo language in order to avoid language difficulty that may encounter students when fill questionnaire. Like wise, I order to check the appropriateness of tools to respondents, before final use they tried out in Sokoru Secondary Schools, out of sample schools. Based on opinions of the groups filled questionnaire some sort of modification was made and finally used in sample schools.

The researcher made a visit to sample schools after sample schools were recognized. The total number of teachers, dropped out females available in schools were secured from records and attendances by the help of home teachers. After the number of the respondents in each sample schools identified, questionnaires were distributed to 90 number teachers. Of this 78 teachers filled the questionnaires and returned. 12 teachers failed to return the questionnaires given to them on time. As far as concerning dropouts before

they filled questionnaires the necessary orientation was provided to them. The filled questionnaire were collected with in a duration of three days.

3.6. Method of Data Analysis

3.6.1. Data Analysis

Since the methods employed for collecting data were both qualitative and quantitative descriptive research. These methods were also adopted when the data analyzed too. Percentages were used to examine the personal characteristics of respondents and to evaluate the disparity in responses among different group of respondents on factors of dropping out. It was also used to measure extent of female enrollment and dropout rates.

Cohort scale of dropout rate method of measurement was used to show the magnitude of female dropout rates in the zone.

Chi-square was adopted where nominal and ordinal scales of measurement were used, that is, to examine the association among the responses of teachers and dropouts regarding factors affecting girls dropping out of school. Test of significances was used to identify the significance difference between proportion of responses in groups. In all above cases, the obtained difference was tested for statistical significance at 0.05 level. since it is used in social science conventionally.

CHAPTER FOUR

Data Presentation and Interpretation

This part of the study deals with presenting, analyzing and interpreting data collected from 144 dropouts and 78 teachers through questionnaire. 20 parents whose daughters dropped out four sample school directors, education office heads and women's affairs representatives through interview, and document analysis.

4.1. Document Analysis

Table 1: Trend of Female Students' Enrollment and Dropout in Junior Secondary Schools of Arsi Zone in Three Consecutive Years (1997-1999E.C.)

| Students | Grade | 1997 | | | | 1998 | | | | 1999 | | | |
|-------------|-------|-------|------|---------|-----|-------|-------|---------|-----|-------|-------|---------|-----|
| | | No. | | Percent | | No | | Percent | | No | | Percent | |
| | | M | F | M | F | M | F | M | F | M | F | M | F |
| Enrolled | 9 | 22256 | 8521 | 72 | 28 | 28091 | 12434 | 69 | 31 | 24961 | 11686 | 68 | 32 |
| | 10 | 12949 | 5263 | 71 | 29 | 16767 | 7064 | 70 | 30 | 14557 | 6059 | 71 | 29 |
| Dropped out | 9 | 908 | 295 | 4 | 3.5 | 2432 | 776 | 87 | 6.2 | 3645 | 1022 | 14.6 | 8.7 |
| | 10 | 692 | 200 | 5 | 4 | 822 | 492 | 4.9 | 7.0 | 845 | 277 | 5.8 | 4.6 |

Source: Arsi Zone Education Office and Annual Abstract of Oromiya Education Bureau.

As indicated in table 1: 28, 31 and 32 percent of female students were enrolled in grade nine in 1997 E.C., 1998 E.C. and 1999 E.C. respectively. 29, 30 and 29 percent of them were also enrolled in grade 10 in those respective years. The trend of female enrollment from 1997E.C. – 1999 E.C. in grade nine tends towards increasing but, it does not show regular increasing or decreasing trend in grade ten through out the period. Although the percent of female students enrollment increased in those years relatively than before when compared to the percent of males enrollment in the same years, the percent of female participation was more than half percent lower than males.

Thus, the zone has a large gap between male and female participation in education. This implies there are a large number of secondary school aged female children who remained outside school without getting the chance of secondary school level education. The reason for this low participation of female in the zone could be the influence of socio-cultural believe that might make many secondary school aged females, to marry either before reaching secondary school at elementary school level or without making totally any enrollment to school. So both the government and the society at large should strive more in working together for increment of female participation in education until the balance of gender gap in education is maintained.

Table 1: also shows that 3.5, 6.2 and 8.7 percent female students discontinued their education from grade nine in 1997 E.C. 1998 E.C. and 1999 E.C. respectively. 4.0, 7.0 and 4.6 percent of them quitted school from grade 10 in the respective years. 4.0, 8.7 and 14.6 percent males from grade nine, 5.0, 4.9, and 5.8 percents males from grade ten dropped out from secondary schools of the zone in 1997 E.C. 1998 E.C. and 1999 E.C. in respective grades. The rate of dropout in percent from both sexes is higher in grade nine than grade ten. Trend of dropout rate in percent for males and females shows increasing for this grade (nine). However, trend of dropout rate for male and female in grade ten once increases and at other time decreases, it show a certain inconsistency

through out the specified periods. As far as concerning sexes, the percent of male students dropped out in greater than females in grade nine. But in grade ten uniform pattern of dropout rate between two sexes is not clearly observed. In conclusion dropout rate does not show regular increasing or decreasing regarding sexes and grades. Moreover, within three years period, 3062 female students did not complete grade ten, by the end of educational cycle as dropping out. This implies the incident of dropout of female is high in study area, mainly in relative comparison with their low rate of enrollment.

Table 2: Trend of Dropout Rate in Sample Schools for Five Consecutive Years (1995-1999 E.C.) From 9-10 Grades

| No. | Name of schools | 1995 | | 1996 | | 1997 | | 1998 | | 1999 | |
|-----|-----------------|-------|-----|------|-----|------|-----|------|-----|------|-----|
| | | M (%) | F % | M % | F % | M % | F % | M % | F % | M % | F % |
| 1. | Abomsa | 30 | 16 | 38 | 49 | 34 | 31 | 25 | 17 | 12 | 7 |
| 2. | Chilalo | * | * | 9 | 11 | 7 | 5 | 13 | 9 | 8 | 5 |
| 3. | Chole | 19 | 12 | 9 | 6 | 26 | 11 | 16 | 7 | 20 | 10 |
| 4. | Abajema | * | * | * | * | * | * | * | * | 7 | 3 |

*** Data regarding dropout of students is not available at school level.**

As shown in table 2; the percent of male students dropped out was greater than female students throughout the periods except in 1996 E.C. in Abomsa and Chilalo secondary schools. Dropout rates in sample schools regarding sexes is consistent with zonal level, that lacks definite /regular/ patterns between sexes. Extremely high dropout rate within five consecutive periods for both sexes were observed in Abomsa secondary school. The possible justification for occurrence of high dropout rates in Abomsa school might be from the fact that it is located in a very hot weather condition area and associated with the presence of tropical disease malaria. Usually this condition creates a challenge for many students who come from high land areas to attend classes regularly. Therefore,

inability to adapt such a hot environment might force many female students to leave school.

Total low rate of female dropout was seen in Chilalo secondary school which is found in Asela, capital city of the zone. This implies the problem of female dropout is more serious in secondary school located far away from big towns of the zone. In this regard the study is consistent with Tadess (1974), Debele (1985) that conclude dropout rate is higher for rural areas than for urban areas.

As far as concerning the trend of dropout rates in sample schools, it seems decreasing in Abomsa secondary school after 1998 E.C. where as in Chole secondary school rate of dropout tends is increasing after 1998 E.C. It does not show any consistency in Chilalo secondary school. In general, at sample schools level trend of dropout rate does not indicate definite pattern in its directions of increasing or decreasing.

To sum up, rate of dropout at sample schools level is higher than the rate at zone level this may be due to the selection of large dropout rate sample settings.

Table 3: Dropout Rates among the Cohort Children (1000 Pupils) in Arsi Zone, 1997 - 1999 E.C.

| Grade | 9 | | 10 | | Number of students complete grade 10 | | |
|-------|----|----|----|----|--------------------------------------|-----|---|
| | M | F | M | F | M | F | M |
| 1997 | 90 | 80 | - | - | - | - | - |
| 1998 | 87 | 70 | 82 | 74 | 676 | 545 | |

The result of the above table implies out of the 1000 female students who enrolled grade nine, only 54.5 percent of them completed secondary school where as the rest 45.5 percent dropped out before completing the cycle similarly, out of 1000 male students enrolled secondary only 67.6 percent of them succeeded grade ten while 32.4 percent of them left schools before finishing grade ten. This indicates the drop out rate of a high magnitude among secondary school female students than males of the zone understudy.

4.2. Analysis of Responses from Dropouts, Teachers, Parents and Office Workers

Table 4: Dropping out Age, Residence, Grade level, Region and Marital Status of the Dropout Sample Respondents

| | | No | % |
|------------------------------------|--------------------|------------|------------|
| Dropping out Age | Below 15 years | 9 | 6 |
| | 15-18 years | 118 | 82 |
| | 19 and above years | 17 | 12 |
| | Total | 144 | 100 |
| Dropouts' residence | Urban | 42 | 29 |
| | Rural | 102 | 71 |
| | Total | 144 | 100 |
| Grade level of quitting | 9 | 107 | 74 |
| | 10 | 37 | 26 |
| | Total | 144 | 100 |
| Dropouts' religion | Christian | 78 | 54 |
| | Muslim | 66 | 46 |
| | Total | 144 | 100 |
| Marital status of the dropped outs | Single | 95 | 66 |
| | Married | 49 | 34 |
| | Total | 144 | 100 |

As depicted in Table 4, with regards to respondents' age, 82 percent of females were found with 15-18 years of age, 6 percent of them were below 15 years and 12 percent of them were above 18 years of age when they dropped out from school. The study indicates that the highest proportion of females dropped out from secondary school when they were within the age range of 15-18 years. This age range represents a significant role for dropping out of females from school in the context of Ethiopian culture. As many parents during this period

make their daughters to marry opposite sex. They also impose huge house hold responsibilities on their daughters during this period. The parents, have more concern about safety and reputation of girls, during this period. Hence they kept at home. All these conditions contribute much for girls premature with drawal from school at this age level.

According to the MoE, the eligible age of secondary school enrolment is at 15 years old. Age of 15-16 years and 15-18 years age considered to be the age limits of junior and senior secondary school cycles respectively. When analyzed the finding of study as to MoE's reality, only 27 percent of females were between age of 15 and 16 years (within the age limits of junior secondary school cycle) while quitting of school. The majority (67 percent) of them were above the age limit of the cycle and only 6 percent were below the age limit of the cycle. The study implies over school aged ness has a very significant relationship with dropping of females from secondary school. The study's result difference in age of respondents is expected earlier since children admit to elementary school at variable years of age. Thus females who dropped out at over school aged (above 16 years) are due to the fact that most parents in rural area enroll their daughters to elementary school after fair age of enrollment (8,9 etc years) especially when schools are far from their home. Similarly, patents in urban and in some rural areas near to school even bring their children to school at 5 or 6 years old.

Many research findings indicate over agedness and under-agedness of students by themselves have contribution for dropping out from school. For instance, Wanna and Tsion (1994) explain that over aged school females may feel ashamed of attending in class rooms and play grounds. They may also consider their staying at school as wasting their time that could have used in gaining different income and enjoying with different activities. Like wise, under aged school females are not mature enough to adopt to a new environment of the school and are not ready to accept the instruction given for the cycle. So they

may become frustrated in schooling. In both cases, the problem of dropping out may be increasing. The study also implies the importance of enrolling females to school at or prior to fair age of admission to enhance the probability of their secondary school completion before marriage.

As already shown in table 4, 74 percent of females did dropout from grade nine and only 26 percent of them discontinued their education from grade ten. The study implies the problem of female dropping out tends more crucial in grade nine than in grade ten. The finding is also consistent with Adane (1993); Habtamu (2002) and others that reveal dropout rate is high at the beginning of any educational cycle and gradually decreases in subsequent grades. Dropout rate is high in grade nine and one. The predicted reason for high incident of dropping out at grade nine could emanate from students' exposure to new environments. Female students after completing elementary school come from rural villages to town in order to attend secondary school. At this time they encounter new learning environment and new place of living.

Therefore, the inability to create adaptation quickly to these new environment may have eventually frustrated them to continue their learning.

The secondary source documents obtained from sample schools, zonal and regional levels also assert that high rate of female dropout usually occurs in grade nine than grade ten (see table 4).

Concerning residential areas of respondents, the data obtained from dropped out females indicate that 71 percent of them are rural dwellers. Only 29 percent of them are residing in urban area. The study shows the problem of dropping out is more common for rural daughters than for urbans. This finding confirms with the finding from secondary source document which states the presence of larger number of dropped out females in rural secondary schools than in urban secondary schools. Besides, Tadesse (1974); Debele (1985); Elleni (1995)

conclude that dropping out of female is a more serious problem in rural area than for students from urban areas.

The possible justification for this could be inavailability of secondary school in rural area near to their residence, most parents in rural areas may value more early marriage than education of their daughters and parents demand of their daughters labor is high in rural areas. In such cases, female dropping out increase in rural areas than urban areas.

The finding of the study has an interesting implication for concerned body to work more on rural females to solve problems that obstruct the progress of their education, there by to increase their retention at school in rural lands.

I. In School Constraints

In this part of the study an attempt was made to discover some of school related factors that contribute significant role for girls dropping out of secondary schools of the region understudy. Thus, in questionnaire items, dropped out females were asked to rate the extent to which the following lists of school factors influences their dropping out from school. Overall results are indicated in table 5.

Table 5: Relations Of School Factors To Girls' Dropping Out Of School Rated By Dropped Out Females. Dropped Out Females Response

| No. | Lists of school related factor | | High | Average | Low | Not at all | Total |
|-----|--|-----|------|---------|-----|------------|-------|
| 1. | Low expectation of teachers towards girls' education | No. | 35 | 62 | 17 | 30 | 144 |
| | | % | 24 | 43 | 12 | 21 | 100 |
| 2. | Lack of gender sensitive facilities | No. | 62 | 39 | 17 | 26 | 144 |
| | | % | 43 | 27 | 12 | 18 | 100 |
| 3. | Long distance from home to school | No. | 53 | 39 | 17 | 35 | 144 |
| | | % | 37 | 27 | 12 | 24 | 100 |
| 4. | Gender bias in curriculum | No. | 35 | 35 | 48 | 26 | 144 |
| | | % | 24 | 24 | 34 | 18 | 100 |
| 5. | Grade repetition | No. | 66 | 39 | 14 | 25 | 144 |
| | | % | 46 | 27 | 10 | 17 | 100 |
| 6. | Lack of guidance and counseling | No. | 32 | 49 | 52 | 11 | 144 |
| | | % | 22 | 34 | 36 | 8 | 100 |

The above school related factors have been discussed in detail here below according to their magnitude of influence on dropping out on the basis of girls selection.

Repetition accelerate premature school leaving, prolongs the duration of time to complete educational cycle, demand for incurring additional expenses and causes overcrowding. Hence it is educational wastage. Dropouts were asked to rate the degree to which grade repetition influenced their dropping out. The result shows 46 percent rated high, 22 percent rated average and 10 percent rated low the influence of grade repetition on pushing them to discontinue their schooling before they complete the cycle (see table 5). As noted from the result,

failure in academic subjects has strong relationship with the problem of female dropping out. It seems to be the single largest threat for girl's education of in school factors. Moreover, data obtained from secondary source documents of Oromiya education bureau ascertain low achievement of female student is a persistent and a serious problem of girls' education in zone. For example, rate of female grade repetition in three consecutive years (2003-2005) is 38.7, 39.6 and 37.8 respectively in percent for zone understudy. This indicates the number of female students dropout due to repetition is high in the zone. Besides, all sample schools directors interviewed highly emphasize the severity of female students' under achievement problem in disappointing their aspiration to complete secondary school level education. As to interviewees' explanation, most female students do not perform pass mark on their examination, consequently, they detain a class. Usually once they repeat a class do not likely to be repeater for second time. Instead, many of them after recognizing their first semester subject results they determine to dropout either to readmit next academic year or never to readmit for good. In this case, female dropout rate is high in zone. From point of view of grade repetition, the finding is consistent with Genet (1991) that confirms dropout of school due to repetition is more crucial for girls than boys. It seems logical that students who do not perform well in school seek to leave the environment that provide them negative feedback World Bank (1988).

Although the reason why more girls repeat a grade is not the main theme of the study, it endeavored to explore the problems. One of speculated reasons for students under-achievement could be difficulty of the contents they learn. In order to check whether or not difficulty of content is the main cause for females poor performance, teachers were asked question.

The results indicate that 9 percent, 40 percent, 50 percent and 1 percent of teachers responded that the content of secondary school is very difficult, difficult, medium and easy respectively to students' understanding level. The

difficulty or hardness of the contents tends to be medium influence on detention of girls in a class every academic years. This implies there are other factors rather than subject difficulty for high repetition of female students at grade level.

Supporting this Genet (1991) indicates that female students' poor performance at school can be related to their life style. Helping their over-burdened mother and training for their future roles as wives and mothers. This leaves them very little time for their study. Beyond poor performance, repeating in class discourage females education as parents prefer to dropout and get married rather than spend another year.

The provision of gender sensitive facilities such as separate toilets, drinking water, study room or library etc have significant implication for girls education. In connection with, Asmaru (2001) reveals that the provision of separate latrines for boys and girls in all schools would help reduce the problems girls face in school, especially at menstruation. Dropped out female students were asked to rank the influence of gender sensitive facilities on their interrupting school before completion. The result points out that 43 percent of dropouts ranked high its influence on their withdrawal from school 27 percent and 12 percent of them rated average, and low respectively the relation of gender sensitive facilities and other learning materials, to their reluctance of persisting secondary school (see table 5). The finding shows well in available or total absence of gender sensitive facilities and learning materials are likely to be one of the major reasons for many daughters premature leaving secondary school. It seems the second influential in-school factor for girls dropping out. Female students especially at secondary school level encounter many personal and social disturbances such as pregnancy, menstruation, risk of abortion, rape, boys assaults /attacks/ etc. which have negative impacts on their education. Moreover, the absence of separate toilet, clinic and drinking water, over crowded and poorly ventilated classroom aggravate the problems, as the result

the learning situation of female students at school becomes uncomfortable and they might be frustrated to continue schooling. In such a case, female drop out rate will be high.

Long-distance female students travel from home to school and back to home has contributed much for dropping out of girls from school. Especially when the road is associated with attacks of men and sex risks parents respond to this by with holding their daughters out of school. In this respect, dropped out females were asked to relate the contribution of long-distance and associated risks to their dropping out. As it was shown in table 5, 37 percent of respondents related high the problems of unsafe long distance to their quitting school. 27 and 24 percent of them related average and low respectively its influence on exposing females to dropping out of school. Unsafe long distance has strong relationship with parents pulling back their daughters from school before finishing the cycle. It tends to be the third major in-school factor for female dropping out.

In addition to, dropouts were asked for how long they walked to school. The majority of them replied that they traveled on maximum two-three hours. This implies a considerable number of female students were fed up of walking long distance to school. It is unfair to expect such students will attend their school regularly.

Many research findings outside and inside the country ascertain that in availability of school near to parents' residential area is one of the most deterrent factor for girls completion of schooling Chernichoksy and Meeskoot (1985); Tadess (1974). In line with, secondary source of document shows that in each woreda's of the zone under study only one secondary school is available. Each of these secondary schools is located in capital town's of respective woredas, which is far away from many of their rural kebeles. Thus, many rural female students after completing their elementary schooling are forced either to come

to woredas big town where only secondary school available separating from their parents or to travel unsafe long-distance daily in all school days to attend secondary school. In this case, female dropout rate will be high. Students who travel long distance couldn't attend their lesson actively, due to they might feel fatigue don't study well, furthermore, feel bore coming to school every days. These all conditions pave way to dropping of girls out of schools. Supporting this idea, Befkadu (1998) indicates due to in availability of secondary schools in rural Kebeles of Oromya region many parents are reluctant sending their daughters to school.

Guidance and counseling for female students in school is also likely to be beneficial, to give them more confidence in their own abilities, and to help them through either academic and emotional difficulties especially at puberty. Asmaru (2001) female students of secondary school than other times require more the services of counseling. Since they under-go during this adolescent ages various personal, social and psychological disturbances Yusuf (1998). From this view point, dropped out females were asked to decide the extent at which guidance and counseling related to problem causes them dropping out.

The result in table 5 show that 27, 34, and 36 percents of dropouts decided high, average and low respectively the relations of guidance and counseling to the reasons that caused them to terminate the secondary school some where prior to conclude/graduate the cycle. The study shows inadequate availability or total absence of services of guidance and counseling has relationship with girls dropping out from school in zone under study. Regarding this point, the majority of school directors interviewed at sample schools confirm that guidance and counseling is not available at their schools. Their reasons for this is lack of trained personnels.

The existence of guidance and counseling is very essential for secondary school girls since they experience many emotional and academic difficulties during this period. In connection with above idea, to check whether or not teachers believe in importance of the provision of especial guidance and counseling for secondary school females in particular, question was posed to them/teachers.

Table 6: Importance of Provision of Especial Guidance and Counseling to Female Students According to Teachers' Judgment

| Alternatives | | Yes | No | Total |
|--------------------|-----|-----|----|-------|
| Teachers' response | No. | 76 | 2 | 78 |
| | % | 97 | 3 | 100 |

According to the result indicates in table 7, absolute majority of teachers believe the importance of providing especial guidance and counseling for secondary school students particularly, females. Despite this, in most sample schools there is totally absence of guidance and counseling service.

This implies female students who undergo academic, personal and psychological difficulties couldn't be helped in schools to the extent their problems reduced due to in availability of the services. As the result of the problems, female students class attendance, and academic success can be deteriorated which eventually may lead to dropping out of school.

Teacher's Qualification

Teachers having the required levels of qualification is significant for retention of females at schools. The education policy of the country (Ethiopia) specifies that all secondly school teachers should be staffed minimum with BA/BSC holders. However, as shown in table 8, the data obtained from sample secondary schools seems contrary to the policy. Since 52 percent of teachers are diploma

graduates. And only 48 percent of them are AB/BSC graduates. This implies at secondary school level there is inadequacy of teachers in required quality at zone understudy. Low qualification of teachers may result in development of students' hatred towards subjects they teach. Also it may be consequence to poor handling of their students in class interaction, moreover, it causes biased understanding of gender issue in education. All these problems can affect female students persistence at school. In connection with, Eveni (1995); Coombs (1985) indicate that declining quality of teacher training in most developing countries has a significant contribution to high rate of dropout. The study's finding implies the need to improve the quality of teachers either through providing in-service or pre-service training, unless, efforts towards improving girls education without teachers' required quality is not effective. Experience in teaching is also essential for smooth interaction during teaching learning process between teachers and students. It helps to manage wisely the class, further more, helps to accommodate wisely the problems arising from the culture of school environment and its surrounding society. In this regard, the reality in study areas indicates the majority of teachers (68 percent) have been serving in teaching profession for more than ten years. Thus, the problems that might arise from lack of experiences in teaching seem to be reduced and teachers', experience is not significantly correlated with girls dropping out of school.

Table 7: Total Number of Teachers' in Sample Schools with Their Qualification and Number of Teacher Respondents with Their Qualifications and Service Years

| | | Responses | |
|--|-----------------|------------------|------------|
| | | No | % |
| Number of teachers in sample schools in their qualification | Male diploma | 111 | 46 |
| | Female diploma | 13 | 6 |
| | Total | 124 | 52 |
| | Male BA/BSC | 106 | 44 |
| | Female BA/BSC/ | 10 | 4 |
| | Total | 116 | 48 |
| Diploma + Degree | | 240 | 100 |
| Number of respondent teachers according to their qualification | Diploma male | 39 | 50 |
| | Diploma female | 9 | 12 |
| | Total | 48 | 62 |
| | BA/BSC/ male | 27 | 34 |
| | BA/BSC/ female | 2 | 3 |
| | Total | 30 | 38 |
| | Diplomat BA/BSC | 78 | 100 |
| Service years of respondent teacher | 0-5 years | 16 | 20 |
| | 6-10 years | 10 | 12 |
| | 11-15 | 12 | 16 |
| | 16-20 years | 20 | 26 |
| | Above 20 years | 20 | 26 |
| | Total | 78 | 100 |

Attitude of Teachers' Towards Females and their Education

Teachers positive attitude towards females have significant implication for their academic success and to stay longer at school. In this respects, drop outs were asked to rate the degree at which teachers' low expectation influenced their dropping out of school. The total result indicated in table 5, shows 24 percent dropouts ranked high the influence of teachers low extection from daughters on quitting school. 43 and 12 percent of dropouts rated average and low respectively the problem of teachers expectation to their dropping out. The study indicates that teachers low expectation from girls than boys has average relationship with dropping out. So it is not strong factor of girls' premature withdrawal from school.

Regarding this Cotton (1989) says that teachers' expectation influence students learning and achievement. Those students who are highly expected from their teachers will be led to achieve at or near their potential but low expectation students not gain as much as they could have gained. This implies teachers' expectation of their students have significant contribution to their success academically.

In questionnaire items teachers were also asked to decide their levels of agreement to the lists of gender stereo typed behavior which are one of justification for teachers low expectation of females. Five points scale ranging from strongly agree to strongly disagree was provided to be alternative for their judgment.

**Table 8: Teachers' Levels of Agreement to Gender Stereotyped Behaviors
Teachers' Response**

| No. | Lists of gender stereotypes typed behavior | | Strongly agree | Agree | Undecided | Disagree | Strongly Disagree | Total |
|-----|--|-----|----------------|-------|-----------|----------|-------------------|-------|
| 1. | Girls are dependent | No. | 9 | 52 | 10 | 7 | 0 | 78 |
| | | % | 12 | 66 | 13 | 9 | 0 | 100 |
| 2. | Girls are less achiever | No. | 0 | 71 | 0 | 7 | 0 | 78 |
| | | % | 0 | 91 | 0 | 9 | 0 | 100 |
| 3. | Girls are less interactive | No. | 4 | 43 | 7 | 20 | 4 | 78 |
| | | % | 5 | 55 | 9 | 26 | 5 | 100 |
| 4. | Girls are less confident | No. | 9 | 39 | 2 | 27 | 1 | 78 |
| | | % | 12 | 50 | 3 | 34 | 1 | 100 |
| 5. | Girls show less interested learning | No. | 31 | 31 | 7 | 7 | 2 | 78 |
| | | % | 40 | 40 | 9 | 9 | 2 | 100 |
| 6. | Girls make less effort in learning | No. | 4 | 50 | 15 | 5 | 4 | 78 |
| | | % | 5 | 64 | 19 | 7 | 5 | 100 |

66 percent, 91 percent, 55 percent, 50 percent and 64 percent of teachers agree/believe/ that girls are dependent, less achiever, less interactive, less confident and make less efforts to overcome academic difficulty respectively. The majority of teachers perception of gender roles or stereotyped behaviors of girls and boys is the direct reflection of what prevailing in whole society. This finding is also consistent with the 1991 Genets' idea which reveals that Ethiopian society is patriarchal society, which believes that women's are inferior to men. Teachers and school administrators generally accept these patriarchal views regarding women. Boys are encouraged in ways that will enable them to achieve, to compete and win; girls are discouraged to develop these traits as they are not deemed necessary for the stereotyped roles of housewives and mothers.

Teachers' Treatment of Students

Teachers are there to treat all of students fairly regardless of sex and back ground, however, in practice teachers interact differently with their male and female students in favor of males UNESCO (1994). Differential treatment of girls from boys may lead to an erosion of confidence and development of negative attitude towards school learning, which may result in high dropout rate among female students.

To determine the existence and rate of influence of differential treatment of teachers up on female students' premature departure of schools, a question was presented to dropped out females.

Table 9: Judgment of Dropped Out Females to the Lists of Teachers' Differential Treatment Dropped Out Females Responses

| No. | Lists of differential treatment of teachers | | Strongly Agree | Agree | Undecided | Dis-agree | Strongly dis-agree | Total |
|-----|--|-----|----------------|-------|-----------|-----------|--------------------|-------|
| 1. | Teachers exhibit difference in paying attention | No. | 13 | 10 | 29 | 27 | 70 | 144 |
| | | % | 17 | 13 | 37 | 34 | 9 | 100 |
| 2. | Teachers exhibit difference in praising | No. | 9 | 9 | 70 | 47 | 9 | 144 |
| | | % | 6 | 6 | 49 | 33 | 6 | 100 |
| 3. | Teachers show difference in giving chance | No. | 13 | 8 | 53 | 35 | 35 | 144 |
| | | % | 9 | 6 | 37 | 24 | 24 | 100 |
| 4. | Teachers practice in helping | No. | 14 | 5 | 49 | 36 | 13 | 144 |
| | | % | 10 | 4 | 34 | 43 | 9 | 100 |
| 5. | Teachers experience difference in taking measure | No. | 7 | 22 | 49 | 52 | 14 | 144 |
| | | % | 5 | 15 | 34 | 36 | 10 | 100 |

The largest proportion of dropped out females either disagreed or undecided in their responses toward the expected prevalence of differential treatment of teachers in class interaction. Differential treat of teachers has very distant relationship with females dropping out of school. In other words a very few number of female students were victims of dropout due to teachers unfair treatment since the obtained results are very far from expected results. The study implies teachers preserve gender equality in educational participation when it comes to class interaction.

Besides, dropped out females' conferment for fair treatment of teachers of their students in class interaction, teachers were also asked who they would select to teacher, if he/she were asked to do so personally.

Table 10: Teachers' Preference to Opposite Sexes in Teaching

| Preference in educating | | Boys | Girls | No make difference | Total |
|-------------------------|-----|------|-------|--------------------|-------|
| Teachers' response | No. | 15 | 2 | 61 | 78 |
| | % | 19 | 3 | 78 | 100 |

The majority of teachers indicated that they do not make difference between the opposite sexes in educating. This shows teachers have positive attitudes towards females in educating. Thus, it is not significant factor for their dropping outs. This implies that teaches respect the equality of educational opportunities when it comes to gender.

Of course this result is in conformity with dropped out females' judgment of teachers fair interaction with their students.

In contrary to above finding, UNESCO research finding (1984:28) explain that majority of teachers prefer to teach boys; introduce topics which are associated with males. However, this finding disproved the above UNESCO's result that shows teacher favoritism to wards opposite sexes, in favor of male sex.

Teachers, Understanding of Gender Issue in Education

Teachers were asked to rate the extent to which they understand gender issues in education. The over all results are written in the table below.

Table 11: Teachers' Levels of Understanding Gender Issue in Education
Teachers Response

| Capacity to understand gender issue in education | High | | Average | Low | Total |
|--|------|----|---------|-----|-------|
| | No. | 23 | 49 | 6 | 78 |
| | % | 30 | 63 | 7 | 100 |

30 percent, 63 percent, and 7 percent of teacher respondents replied that their capacity of understanding gender issue in education is high, average and low respectively. This finding indicates the importance of providing gender training program for teachers since the majority of them have only average knowledge regarding gender issues. Teachers low expectation of girls than boys which proved from their responses in table 5 is also an evidence for essentiality of providing gender sensitive awareness training to teachers. It is very difficulty to improve females' education, unless teachers are well aware of gender issue in education. In this regard Asmaru (2001) indicate in order to over come negative influence of teachers' attitude, it is necessary for teachers, school directors and educational planners to be given training in gender-awareness to avoid cultural and social bias in schools.

Relevance of School Curriculum

Irrelevant curriculum to present and future life conditions of girls is one of the main factor for parents pushing their daughters out of school. To investigate whether or not this point (irrelevance of curriculum) is also factor for daughters' poor retention at school, teachers and dropped out females were asked a questions to be reply.

Table 12: Relevance of Curriculum to Girls Career Development and Future Prospects

| Respondents | | Yes | No | Total | X ² |
|-----------------|----|-----|----|-------|----------------|
| Teachers | No | 69 | 9 | 78 | 18.66 |
| | % | 89 | 11 | 100 | |
| Dropouts | No | 88 | 56 | 144 | |
| | % | 61 | 39 | 100 | |

The overall result indicates 89 percent and 61 percent of teachers and dropped out females respectively believe that the current secondary school curriculum is relevant to present and future life conditions of females. Only 11 percent of teachers and 39 percent of dropouts disagree its relevance to needs of females. It implies irrelevance of curriculum of secondary school has low relationship with girls premature withdrawal of school since the majority of dropped out females and teachers are satisfactory with the values and skills the present curriculum of secondary schools provide to females' presents and future needs. The value of chi-square indicates the difference in responses between teachers and dropouts on their views of curriculum relevance is statistically significant. Since the obtained value of ($X^2=18.66$) is by far greater than the table value of ($X^2=3.8$) for one degree of freedom at 5 percent level of significance. The difference in responses of the two groups is not by chance.

In connection with the above result of the study scholars like King and Hill (1993) indicate that relevant curriculum has a close linkage between the demand of school and the life experience which learners encounter outside school. It address the educational needs of all students, irrespective of their gender difference and social origin ECA (1993). Moreover, Achola (1990) indicates that providing education more relevant to girls' immediate and future roles has to focus on practical works in gardening, resource utilization, animal husbandry, house keeping, childcare nutrition, healthy family planning and

other domestic routines. From the points of view of this scholar, our secondary school curriculum seems relevant to needs of female since the points raised by Achola are also incorporated in secondary school subjects. To mention few of them in geography, for example, one can find lessons on resource utilization, family planning, animal husbandry etc. In biology these points are also focal point of its lessons.

Absenteeism

Absenteeism is also another factor for explanation of female dropping out of school. As Adane (1993) stated, chronic absenteeism resulted in repetition and dropout which are aspects of educational wastage. Regarding this teachers were asked who was absent from the class most of the time.

Table 13: Teachers Response on the Extent of Boys and Girls Absenteeism

| | Boys | Girls | Total |
|-----|-------------|--------------|--------------|
| No. | 28 | 58 | 78 |
| % | 26 | 74 | 100 |

The highest proposition of teachers indicated that most of a time female students were absent from classes. This implies when girl absent from a class repeatedly regular class attendance will be interrupted and they gain less knowledge from the lesson. Moreover, the absentees may perform less on examination as a result they could be frustrated persisting their learning. Many studies in Ethiopia confirm that more girls are victims of absenteeism than boys due to most of a time females are holding with different house hold responsibilities Genet (1991); Adane (1993) Asmare (2001). The condition of female students in study area also resembles the above reality, repeatedly absent due to imposition of high responsibility at home. Thus, absenteeism in education reduce the cost effectiveness of the system and severely limits a child's life long potential by keeping her long from school. The more classes

missed the more the students fall behind and the harder it becomes to return to school.

II. Out of School Constraints

The two major out-of-school factors that are perceived to be constraint for dropping out of females are economic and cultural factors.

A. Economic Constraints

Many studies in Africa and other developing countries reveal that the main reason for girls dropping out of school is low income or absolute poverty Odaga (1995); Nejema (1993); Brown (1991). The economic constraints that have been a point of discussion in the study are: direct costs of schooling, indirect costs of schooling and lack of employment.

Types of Direct School Costs

In questionnaire items dropped out female students were asked to relate the contribution of the lists of direct costs of schooling for their departure of school.

Table 14: Contributions of Specific Direct School Costs to Female Dropping Out

| No. | Specific direct costs of schooling | | Dropped out females response in % | | | | |
|-----|--------------------------------------|-----|-----------------------------------|---------|-----|------------|-------|
| | | | High | Average | Low | Not at all | Total |
| 1. | Costs of admission | No. | 43 | 70 | 22 | 9 | 144 |
| | | % | 30 | 49 | 15 | 6 | 100 |
| 2. | Costs of purchasing school materials | No. | 79 | 37 | 22 | 6 | 144 |
| | | % | 55 | 26 | 15 | 4 | 100 |
| 3. | Costs of transportation | No. | 14 | 37 | 58 | 35 | 144 |
| | | % | 10 | 26 | 40 | 24 | 100 |
| 4. | Costs of accommodation | No. | 92 | 22 | 13 | 17 | 144 |
| | | % | 64 | 15 | 9 | 12 | 100 |

The total results indicate that 30, 49 and 15 percents of dropped out females replied that the contribution of expenses for admission is high, average and low respectively for their parents' decision to make them withdraw from secondary schools. The inability of parents to cover expenses for school admission contributed average to factors that made daughters to leave secondary school early. The current government education policy specifies that education is free to all citizen up to grade ten. This might be the possible reason for admission costs average contribution to dropping out of girls from school.

55 percent, 26 percent and 15 of dropped out females related high average and low respectively the contribution of expenses for purchasing school materials such as uniform, exercise book, pen, pencils etc. to their premature departure from secondary schools. The finding indicates expenses for purchasing school materials play significant (great) role for many parents withholding their daughters from secondary schools before completing the cycle. It is the second influential factor, among direct costs of schooling in exposing many daughters to school quitting. In connection with this, Brimer and Pauli (1971); Maglad (1994) found that financial problems of parents limits the schooling of children through provision of school materials.

64 percent, 15 percent and 9 percent of dropped out females ranked high average and low respectively the contribution of costs of accommodation or lodging for many parents decision to pull their daughters from schooling. Costs of accommodation, becomes the single largest causes/factors/for many female students discontinued their secondary school education in study areas.

In this study 61 percent of respondents, the majority of dropped out females were living at town by house renting while attending schools, besides, most of them are from low income parents. So the inability of parents to cover monthly expenses of house rent and daily provision of food tend to be a great challenges

for many daughters reluctance to continue their secondary school education. See below table 17: residential areas of dropouts while attending school.

Table 15: Residential Place of Dropped out Female While Attending School and Their Responses

| Dropped outs place of living in percent while attending schools | | | | |
|--|-----------------------|----------------------------|---------------------------------|-------|
| | In rent house at town | In relatives house at town | In rural area with their family | Total |
| No. | 88 | 35 | 22 | 144 |
| % | 61 | 24 | 15 | 100 |

As seen from the above table the majority of dropped out daughters were living in rent house at town separated from their rural parents. Most of them did not go to their parents' residential area/rural area before 15 days or a month. This condition might have made parents allocate money, food and other essential materials alone for their daughters living at town in separate from house hold regular budget, definitely this aggravates households food and money budgetary crisis. Eventually, it may consequent with parents' determination to holdback their daughters from schools. In this regard, many research findings confirm that when students come from rural areas to town for attendance of secondary school education, his or her direct costs of schooling increase. In such cases, the rate of dropout is high.

10 percent of dropouts rated high, 26 percent of dropout rated average and 40 percent of dropouts rated low cost of transportation to their vulnerability of early school leaving. Costs of transportation has far distant relation ship with girls' dropping out of school. The possible reason for low influence of cost of transportation on dropping out could be due to majority (85 percent) of dropouts were living in town while attending school. Thus, they did not travel

long distance. Only 15 percent of dropouts who were living in rural areas while attended school travel long distance. These students also might have not get opportunity of using transportation either due inaccessibility of transportation to rural areas where they go or due to lack of money they may be forced to travel on foot long-distance from home of school and back to home. In such cases, expense of transportation seems non-influential to female dropout.

Types of Opportunity Costs of Females Schooling

Dropped out females were asked to judge the degree to which the following lists of indirect costs of female’s schooling expose them to dropping out of secondary school.

Table 16: Relations of Opportunity Costs of Girls’ Schooling to their Dropping Outs and Responses

| No. | Types of Indirect Costs of School | | Dropped Outs’ Response | | | | |
|-----|-----------------------------------|-----|------------------------|---------|-----|------------|-------|
| | | | High | Average | Low | Not at all | Total |
| 1. | Domestic Activities | No. | 78 | 36 | 9 | 21 | 144 |
| | | % | 54 | 25 | 6 | 15 | 100 |
| 2. | Agricultural activities | No. | 35 | 62 | 17 | 30 | 144 |
| | | % | 24 | 43 | 12 | 21 | 100 |
| 3. | Marketing activities | No. | 20 | 26 | 45 | 53 | 144 |
| | | % | 14 | 18 | 31 | 37 | 100 |

The aggregate results show that 54 percent, 25 percent and 6 percent of respondents rated high, average and low respectively domestic activities such as cooking meal, fetching water, collecting wood, caring siblings etc. with their (girls’) discontinuing of secondary level education. The study indicates parents’ demand of their daughters for domestic labor is the single major reason for

many parents decision to dropout their daughters before completing secondary school education some where in the middle. This finding is also conformity with other studies findings conducted in our country. To mention few of them Genet (1991); Adane (1993); Wanna and Tsion (1994) etc which invariably conclude that females' large chore time is the main reason for their low academic performance as well as leaving school for good before completing the cycle. The study implies the need to advice parents to reduce the size of their daughters chore time to get enough time for study.

24, percent, 43 percent and 12 percent dropped out females related high, average and low respectively the influence of parents demand of their daughters for agricultural activities such as weeding, threshing, mowing etc. with their inability to persist secondary level education up to its end. This finding implies that parents' demand of their daughters for agricultural activities has medium relation with their premature withdrawal from secondary schools of study area. In other world, due to parents' demand of their daughters for agricultural works a large number of females were not forced to terminate their secondary school education in study area. The possible reason for this could be cultural believe of the region; which does not encourage females to participate in agricultural activities. In Arsi zone cultural traditions restricted largely females in house work activities. Thus, their participation in agricultural activities is minimal. In connection to this Genet (1991) indicates that most parents prepare their sons and daughters for different roles, aspirations and expectations. The socialization of boys and girls correspond to the role each is expected to assume in society, so females are expected, to be a good house wives and mothers.

14 percent, 18 percent and 31 percent, of dropped out respondents related high, average and low respective the demand of parents for their daughters' petty trading with their educational wastage due to drop out. This study shows that parents' need of their daughters for the purpose of petty trading has low relationship with dropping of girls out of secondary schools of the study areas.

This might be because of many dropped outs are from farmer parents in rural area, thus, petty trading has nothing to do with females from these parents.

Lack of Employment Opportunity

Availability of job opportunity for secondary school graduates could be an encouragement for those who have not yet completed the cycle. On other hand, in availability of chance of getting employment could discourage others to continue their education. So, to investigate females future prospects about employment opportunity, dropped out females were asked whether or not they have belief or assumption of getting an employment opportunity after completing secondary school education.

Table 17: Dropped Out Females Beliefs of Getting Job After Completion of Secondary Level Education and Their Responses

| Description | Responses | | | | |
|-----------------------|------------------|--------------------|---------------------|----------------|--------------|
| | | Encouraging | Discouraging | Unknown | Total |
| Chance of getting job | No. | 101 | 26 | 17 | 144 |
| | % | 70 | 18 | 12 | 100 |

The highest proportion (70 percent) of dropped out females believe that the probability of getting job or being employed after finishing secondary school level education seems encouraging. Only 30 percent of dropped out females have negative attitude towards opportunity of getting job after completion of the cycle. The study indicate that gloomy nature of employment opportunity a head of a time could not be a reason for many daughters interrupting their secondary school education prior to graduating the cycle. Strengthening the above ideas of dropped out females parents through interview concluded that females' chance of getting job is an encouraging now than previous time, since many females are seen today being employed in health extension, agricultural extension and in teaching mainly primary schools in rural areas.

One of the manifestation of the availability of chances of an employment for future graduates of secondary school is the existence of a significant number of employed females to act as role model in villages from where secondary school female students come. To investigate this, dropped out females were asked the presence of employed females in village where they reside. The result was in table 22 below.

Table 18: The Presence of Role Model Females in Villages from Where Dropped out Females Come and Their Responses

| Dropped out Females Responses | | | |
|--------------------------------------|------------|-----------|--------------|
| | Yes | No | Total |
| No. | 114 | 30 | 144 |
| % | 79 | 21 | 100 |

The absolute majority (79 percent) of dropped out females replied that there are significant number of employed females to act as role models in their villages. Only 21 percent of the subjects responded that there is in availability of employed females in their villages. The study points out that because of the absence of role models in their villages a large number of female students did not discontinue their education. Thus, role model is not significant factor for female students dropping out of school. Moreover, the finding of the study is the other indicative of the presence of job opportunity for secondary school graduate females.

Increasing number of female teachers is desirable for a range of reasons but particularly since female teachers are often the only women in position of authority in rural areas who are to act as role models. Their presence is likely to encourage parents to send their children to school, both because they see opportunity for their daughters outside the house hold, because of the

increased sense of security for girls when female teachers are percent. The current government policy preserving 30% places in TTC for females should contribute to increasing number of female teachers.

B. Socio-Cultural Constraints

The socio-culture of the society in which females students reside in general and that of their parents in particular has a tremendous impacts up on girls' education. Having been taken this idea into consideration, dropped out females asked to decide the extent to which the lists of cultural tradition and practices were influenced their dropping out of school. Four-points scale ranging from highly influence to no influence at all were given to be an option for their decision.

Table 19: Extent of Influence of Socio-Cultural Practices of Dropped Out Female and Their Responses

| List as of cultural practices | Responses | | | | | |
|---|-----------|---------|-----|---------|-------|-----|
| | High | Average | Low | Not all | Total | |
| Early marriage | No. | 72 | 30 | 29 | 13 | 144 |
| | % | 50 | 21 | 20 | 9 | 100 |
| Religion | No. | 26 | 30 | 49 | 39 | 144 |
| | % | 18 | 21 | 34 | 27 | 100 |
| Abduction | No. | 23 | 49 | 37 | 35 | 144 |
| | % | 16 | 34 | 26 | 24 | 100 |
| Pregnancy | No. | 26 | 35 | 52 | 31 | 144 |
| | % | 18 | 24 | 36 | 22 | 100 |
| Bride price | No. | 26 | 29 | 43 | 46 | 144 |
| | % | 18 | 20 | 30 | 32 | 100 |
| Circumcision | No. | 10 | 20 | 62 | 52 | 144 |
| | % | 7 | 14 | 43 | 36 | 100 |
| Harassment and rape | No. | 24 | 30 | 43 | 47 | 144 |
| | % | 17 | 21 | 30 | 32 | 100 |
| Parents need of labor | No. | 75 | 37 | 19 | 13 | 144 |
| | % | 52 | 26 | 13 | 9 | 100 |
| Believe in lower return of girls' education | No. | 63 | 22 | 30 | 29 | 144 |
| | % | 44 | 15 | 21 | 20 | 100 |

i. Parents' Needs of Daughters Labor

In developing country especially in Africa a number of studies confirm that parents' desire to use their daughters for labor is the most deterrent factors for girls education. The result of this study also shows 52 percent of dropouts rated high, 26 percent of dropouts rated average and 13 percent of them rated low the influence of parents' demand for labor works on their withdrawal from school. Parents' demand of their daughters for different works at home was one of the major reasons for many female students unable to complete secondary school education. It is likely to be the main threat for girls education. Traditional division of household labor to women seems to be the rural in homes of many dropped out females. In connection with dropouts were asked about their parents more interest in preference to educate or to be served at home by them.

Table 20: Dropouts view of Parents Preference to Educate or Engage their Daughters in Labor

| Description | | Agree | Disagree | Not sure | Total |
|--|-----|-------|----------|----------|-------|
| Parents more interested in engaging into labor | No. | 71 | 60 | 13 | 144 |
| | % | 49 | 42 | 9 | 100 |
| Parents are more interested to educate | No. | 60 | 71 | 13 | 144 |
| | % | 42 | 49 | 9 | 100 |

49 percent of respondents agreed that their parents need to engage them to house hold chores than educating them. 42 percent of respondents on the other hand agreed that their parents' attitude towards modern education is positive. This finding indicate that dropped out girls' parents give less value for their

daughters' education than their daughters labor chores of house holds. A large number of respondents come from uneducated families this might be the possible reason for their parents valuing less education of females. Parents valuing daughters chore works at house hold to such a very significant could rob girls of the time to do their study and finally expose them to dropout Embete (2002).

ii. Believe in Low Return of Females' Education

The other cultural factor that hinders females' participation in education is parents' believe in lower return of females education. In this regard, respondents were asked to rate its influence upon their premature departure of secondary schools. The over all results indicate that 44 percent, 15 percent and 21 percent of dropped out females rated high average and low respectively the influence of parents believe in lower return of their education on exposing them to dropping out from secondary school. Parents' believe in low return of their daughters education has a strong relationship with dropping out of females from secondary schools in study areas. In connection with believe in low return of females' education, scholars like EL-Sanabory (1985), King and Hill (1993) and others indicate that parents may feel that the anticipated returns on their investment in a daughter's education do not justify the expected costs and they prefer marriage for their daughters. Even if the costs are the same for the education of sons and daughters, parents in rural areas tend to perceive the return as greater in case of boys. Parent's perception of the superior intellectual competences of males to females of fund to be a factor for their decision in favor of son's education Yates (1982). In line with, parents were interviewed about their assumption regarding intellectual capacity of boys and girls, most of parents do not believe that boys and girls have equal intellectual completeness in education. They assume that females have inferior or lower intellectual capacity in education hence they couldn't perform as well as boys. It has

already been mentioned repeatedly in this paper, a large number of respondents (dropped out females) are from rural areas as well as from low educational background of parents. These conditions might be a source for their believe in lower return of females' education. The study implies the importance of improving rural peoples education through providing basic education that would help them to have positive attitude to wards their daughters' education in separated from their sons' education.

iii. Early Marriage

Early marriage presents another cultural impediment to girls education. A great number of daughters attending school abruptly dropouts when they reach the ages 15 to 19 because of early marriage. The result of this study also reinforce the above idea regarding the influence of early marriage on education of females in study areas. For instance, 50 percent, 21 percent and 20 percent of dropped out female related high, average and low respectively the influence of early marriage with their early departure from secondary school. The finding of the study indicates that early marriage has a strong relationship with females withdrawal from secondary school. In the study early marriage appears to be the second largest cultural threat for girls' education. Of course, 39(56 in number) percent of dropout female left schools not because of other factors rather than early marriage. The contribution of early marriage as one single factor for dropping of girls out of secondary school is great.

The results of interview taken from four woredas education office and women's affairs representatives also ascertain the views of dropped out females in that the main factor that deters female's education in their respective woredas is early marriage. According to interviewees the boy and the girls married to each other only with their own agreement, without the consent and knowledge of their fathers and mother. Usually before the marriage they would agree to

continue their learning, however, after a marriage took place they are forced to stop their education due to the marriage was not supported from parents of them. Because of the married male and female were dependent of their parents economically, if the process of become independent through marriage is not supported by their parents leave alone try to continue their learning, their lives will be jeopardized. As result of this problem many females have been obliged to interrupt their secondary school education before finishing the cycle.

Many literature review in Ethiopia indicates girls abduction or forced marriage has high relationship with dropping out. However, it appears to be less influential for girls early school quitting in this study (see the result in table 23.)

The reason behind this according interview result from women's affairs organization is that marriage through abduction has been reduced recently as the result of strong punishment on abductors and those peoples involved in the process. Besides, equally important with punishment of perpetrators, for reduction of acts of abduction is the continuing teaching of the community concerning the negative impacts of abduction. In this regard, according to interviewees a considerable efforts were done, mainly by elder people along with government representatives.

iv. Attitude of Females toward Modern Education

Having positive attitude toward education enable students to improve their educational progress starting, from this view point, in order to determine, indirectly the position of females toward modern education dropped out females were asked question.

Table 21: Attitude of Dropped out Females toward Education and their Responses

| Description | | Responses in % | | |
|---|-----|-----------------------|-----------------|--------------|
| | | Agree | Disagree | Total |
| Education has not value for girls since they marry prior to completion | No. | 26 | 118 | 144 |
| | % | 18 | 82 | 100 |
| Girls have in tell actual capacity to use their education effectively in life | No. | 109 | 35 | 144 |
| | % | 76 | 24 | 100 |
| Educated girls are as important as educated boys | No. | 122 | 22 | 144 |
| | % | 76 | 24 | 100 |
| In education, girls can perform as good as boys | No. | | | 144 |
| | % | 85 | 15 | 100 |

Results regarding attitude of females towards education show that 82 percent of respondents agreed that education is valuable even if they get married for their lives after the marriage.

The highest proportion (76 percent) of females that discontinued their education also agreed that females have intellectual capacities to use education effectively in their life. Similarly, 76 percent and 85 percent of the subjects believe that educated girls are as important as educated boys and they can perform as well as boys in education respectively. This implies females who did drop out from secondary schools of the zone under-study have positive attitude towards modern education. Thus, their attitude towards education is not factor for their dropping out from school. This finding is contrary to the finding of their parents attitude towards education of girls. The explanation for this could be lie behind their more exposure than their parents to education that enable them to have positive attitude for modern education.

v. Educational Background of Parents

Educational history of parents is one of socio-cultural factor that has direct relationship with females' success and persistence at school. In this respect, the educational profile of dropped out females' parents indicate that the absolute majority (84 percent) of their mothers are uneducated. 60 percent of their fathers are uneducated. 16 percent and 30 percent of their mothers and fathers respectively are at least attended primary level education. The rest 5 percent of their mothers and 10 percent of their fathers are attended secondary education.

The largest number of females who didn't complete secondary level education are from illiterate parents particularly mother. Thus, educational background of parents is one of influential factor for dropping of daughters from secondary schools.

Table 22: Dropped out Females' Responses about their Parents Educational Background

| Level of Education | | Responses | | | Total |
|--------------------|-----|------------|-------------------------------|------------------------------|-------|
| | | Uneducated | Attended elementary education | Attended secondary education | |
| Father | No. | 86 | 43 | 15 | 144 |
| | % | 66 | 30 | 10 | 100 |
| Mother | No. | 121 | 16 | 7 | 144 |
| | % | 84 | 11 | 5 | 100 |

In sub-Sahara Africa a study indicate that educated parents are more likely to send their daughters to schools and keep them there longer Hyde (1989). The

daughters of illiterate parent have less opportunity to go to school Bowman and Anderson (1980). A number of studies also indicate that mothers education is more important for girl's education than fathers education. For example, King and Bellow (1990) explain that mother's education exerts stronger effect on females school enrollment and retention than father's education. This study results is also assertive of importance of mother's education for retention of females at school than fathers education. Supporting the above view Bach, et al (1985) indicates educated mothers have standards and expectations for their daughters that are different from those of uneducated mothers. For example, with respect to ideal age at marriage, educated mother less likely to designate an age 18 or younger as an appropriate.

vii. Religion

In sub-Saharan Africa the results of a study found that religion is one of the important factor in determining females participation in education. In this study respondents' religions belongs to the two biggest religions of the country, Christian and Muslim. 54 percent of females who were unable to complete their secondary schools at expected time are from Christian religion while 46 percent of them are adherent of Muslim religion (see table 4).

According to, the 1994 population and housing census, about 41 percent of the population of the Arsi zone is Christian and 59 percent is Muslim. However, there are, some woredas which have larger number of Christian population than Muslim population. For example, one of woredas of the zone, Chole woreda from where data collected for the study has 52 percent Christian population and 48 percent Muslim population. Similarly Tiyo woreda, one of sample areas has 73 percent of Christian population and 27 Muslim population. So, this could be the possible explanation for large number of dropped out females are from Christian religion.

In connection with, Brock and Cammish (1991) indicates that religion is proxy for cultural view about an appropriate female roles as there are example among entrepreneurial Muslim communities which invest their wealth in education of their daughters. Christian communities also withdraw their daughters because they fear that formal schooling brings about non-traditional customs to girls. Besides, the females (dropped out) were asked to rank the extent at which the influence of religion make them quitting school. The total results indicate that 18 percent, 21 percent, and 34 percent of dropped out females ranked highly average and low respectively influence of religion on their premature school leaving (see table 23). This implies religion has low relationship with dropping out of girls from secondary schools of the zone understudy. Since the majority of dropped out females ranked low or no influence to their dropping out.

Although the effects of pregnancy and associated problems have much contributions for with holding of parents their daughters from school in other studies, in this study it has low contribution for dropping out. For example 18 percent of dropouts related high, 24 percent average and 36 percent low the influence of pregnancy and its associated risks wit the reason of their dropping out from school (see table 23). As far as concerning bride price, gifts either in kind or in cash to girls' parents in return to get daughter is widely practiced in zone understudy mainly among Muslim population. Its effects on female education is very decisive since the society places its value in central position than females education. Due to the fact that once bride price has been given to daughter's parents, they don't allow their daughter to attend school. Since they fear being abducted by other boys and fear of security problem of girl at school. As the result of this girls for whom bride price have been provided is forced to discontinue learning before she is going to be married. However, the result of this study shows the effect of bridge price on females dropping out of school is low (see table 23). Because the majority of dropouts rated low the influence of pride price on their dropping out. The low influence of this cultural practice on dropping out might be due to change in attitude of the society through

educating the negative effects of mal-traditional practice which the pride price is the ones, besides, now days, female students have been standing for acts against their rights. Similar, to so far has been discussed cultural practice, circumcision of girls has the same effects on girls education. Muslim parents circumcised their girls mainly before a month or 15 days of her actual marriage. It is an initiation ceremony for marriage. So in culture of the people of the zone understudy (Arsi zone) once the girls have been mutilated their genital organ they wouldn't be allowed to be far away from home, to be kept under close watch because of fear of loss of virginity. This occasion also restricted girls to be out of school before marriage. In such a case, circumcision of girls has a great impact on girls education. From this perspective, drop outs were asked its impact on their dropping out of school. The result shows 7 percent of dropouts rated high 14 percent average and 79 percent low the impacts of circumcision on their premature departure of school (see table 23). This indicates there is distant relationship between circumcision and girls dropping out of school. The possible reason for this could be the result of continuous teaching of the society about negative sides of traditional practices in general and that of female genital mutilation in particular.

vii. Sexual Harassment and Rape

Sexual harassment and rape both in school and on roads to school are one of obstacles of girls education. In Ethiopia like other African countries sexual harassment and rape are widely perpetrated on females. Different research results show that females are harassed and kidnapped by school boys and teachers. Dropped out females were also asked the influence of sexual harassment and rape on their school quitting. The overall result in table 23 shows that 17 percent, 21 percent and 30 percent of dropouts ranked high, average and low respectively the influences of rape and sexual harassment both in school and out school on their discontinuation of secondary school before completing the cycle. The study shows there is a low relationship between sexual harassment and rape and dropping out of female students.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. Summary

The aim of this study is to investigate factors that exacerbate female dropping out from secondary schools of Arsi zone. Then after, to forward necessary practical solutions that are perceived to reduce female discontinuation of school and increase their retention at schools.

Many empirical studies from review literature indicated the rate of female dropping out from secondary schools of the country in general and the study region in particular could be an appropriate indicator for materializing the magnitude of the problems and possible areas for investigation. The problems revolve around economic, social, cultural and school related factors. Implementation of this study took the following seven procedural steps: i) searching related source to frame back ground of the study ii) formulating basic questions iii) defining variables (dependent and independent variables) of the study iv) developing instrument for data collection, v) selecting methods of identification of respondents vi) complete analysis of the study; vii) writing report.

Basic questions are revolving around status of female dropout, in-school and out-of school factors for girls dropping out and ways of reducing the problem of female drop out.

Data that are essential for the study were collected by using questionnaire, interview and document analysis of data gathering tools. The subjects of the study are dropped out females, their parents, teachers, school directors,

education office's heads and women's Affairs organization representatives. 78 teachers were selected from four sample secondary schools through combination of simple random and purposive samplings. 144 dropped out females were also included into sample by using availability and purposive sampling. 20 parents whose daughters discontinued purposely were used in interview. All sample school directors were included into samples. All woredas education office's heads, zone education Bureau's head and four women's Affairs representative were used in interview. Data regarding enrollment, drop out and repetition rates, and total number of teachers were obtained from schools, woredas education offices, arsi zone education office and Oromiya Education Bureau. Descriptive survey based on historical and Cross-sectional case study design was adopted to carry out the study.

Data secured from different source were analyzed and interpreted using various methods and statistical tools such as percentage, cohort scale and chi-square.

Summary of Findings

- A large number of female students discontinued their education every academic year from secondary schools of Arsi zone. The study found that out of 1000 female students enrolled in grade nine about 19.4 percent do not complete grade ten every year. The magnitude of drop out rate is higher for female students than males. As far as concerning grade, drop out rate of female is higher in grade nine than grade ten. Regarding trend of female dropout rates, the study found rate of female dropout is inconsistent, at one time increases and at other time decreases.
- Personal characteristics of dropouts reveal that the highest proportion of dropped out females were between 15 and 18 years of age when they discontinued learning. The absolute majority of females left schools are from rural areas in residence. In addition to, most of them are single

regarding marital status and large number of them are from Christian families.

- Concerning parental background of dropped out females, the absolute majority of their parents are educationally very poor Especially more than 80 percent of their mothers are uneducated. Regarding economic occupation of dropped out female's parents, most of them are farmers whose annual income is low.
- The study also attempted to investigate factors that contribute for female students dropping out from secondary schools of the region understudy.

A. School Related Factors

School related factors are contributing a significant share for female students dropping out from secondary schools of Arsi zone. In this study grade repetition, lack of gender sensitive facilities and materials, unsafe-long distance are found to be the three largest crucial in school factors for girls dropping out of schools in the zone understudy. This implies promoting female education in study areas needs to be prioritized in addressing these three problems for its success.

As far as concerning teachers, the majority of teachers in Arsi zone secondary schools are below required qualification most of them are diploma holders. The study found that quality of teacher training has significant relationship with dropping out of girls in study area.

The highest proportion of teachers believe that girls are dependent, less achiever, less interactive, less confident and make less efforts to over come educational difficulty. Teacher understanding of gender issue in education is average. This indicates the essentiality of providing gender awareness training

program for avoiding cultural and social beliefs of teachers to improve girls education in study area.

However, the study confirmed that the highest proportion of dropped out females believe that teachers don't make differential treatment to their students in class interaction. Similarly the highest proportion of teachers believes that they don't make difference between sexes in educating them. So differential treatment of teachers is not significant factor of girls dropping out.

Regarding relevance of curriculum the highest proportion of teachers and drop outs believe that the current secondary school curriculum is relevant to present and future life conditions of females. Hence, it is not likely to be important factors of girls dropping out. The study also found guidance and counseling influence on average female dropping out from school. Similarly, the study ascertains that absenteeism of female students has direct relationship with their dropping out. The majority of teachers and dropouts agree that text books and other learning materials are not represented stereotyped roles of gender. Therefore, it has distant relationship with female dropping out.

B. Out of School Factors

i) Economic Factor

Direct school costs were rated by the highest proportion of the subjects to have strong influence on female drop out from school. Within this frame work, the most influential factors for female dropping out are cost of accommodation or house rent and costs of purchasing school materials in their rank order. The highest proportion of female dropped out responded that they were living in rent house at town while attending school.

As far as concerning opportunity costs of school, the single dominant factor related to daughters dropping out is parents need of their daughters for domestic works. On daily average from 3 to 4 outside school hours females discontinued learning wasted their time in carrying out domestic job at home.

The highest proportion of drop outs assume that the chance of getting jobs after completing secondary school is encouraging. Similarly majority of drop outs and their parents agree that availability of role models in their villages. Thus, these two conditions do not discourage their school persistence.

ii) Socio-cultural factors

Among the elements of socio-cultural traditions and practices, the three influential factors related to girls dropping out are early marriage; believe in lower return of girl's education and demand of daughters labour. The other socio-cultural factors such as abduction, pride price, circumcision, sexual harassment and rape are found to have low influence on girls dropping out from schools in zone under study.

5.2. Conclusion

Based on major findings of the study, it was concluded as follow. The study confirms that in secondary schools of Arsi zone there is a high magnitude of female drop out rate. There is no doubt that the presence of this problem significantly reflects not only the wastage in education systems of the zone, but also the benefits lost from educating females. The high drop out rate of female is a function of an interaction of various factors that originated from students experience in school and outside school. In short problems attributed to such a high drop out rates of female are found to be over agedness of age of enrollment, scarcity of secondary schools, grade repetition, lack of gender sensitive facilities and learning materials. As far as concerning teachers the

study found inadequacy of teachers in required quality and believe in gender stereotyped behaviors/roles.

It found that cost of instructional materials, parent's demand of their daughter for domestic works and cost of house rent are the three crucial economic problems of girls drop out. At last but not least, the study ascertain that among socio-cultural traditions and practices early marriage, low educational level of parents, serving parents at home and believe in lower return of female education are the most influential factors of girls dropping out

5.3. Recommendation

Taking in to account the problems of female dropout of the zone under study, some practical intervention strategies were forwarded as follow.

- **Reducing Overage Enrollment:** The study found that the majority of females dropped out when they were overage of 16 years. During this period most parents designate their daughters for marriage rather than keeping them to stay in school. Besides, parents impose heavy responsibility on their daughters at home to be discharged during this period. These conditions directly or indirectly increase the probability of girls withdrawal from school before completing secondary education. So, it is advisable to enroll children before the official age of enrollment, at six years old. This could increase the chance of completing secondary school before marriage.
- **Legal Action:** strengthening the rights and status of women through regulatory process is essential. This legal action may help to increase the age of marriage above 18 years. As the same time it is important to avoid illegal actions such as sexual harassment, rape abduction etc that have negative impacts on female education.

- ***Reducing the Number of Female Students Repeating Class:*** Female student's poor performance can be attributed to their life style. The results of this study and other studies results witness that usually female students spent their large out side school hours on doing different activities for house holds. This could rob their study time, consequently, leads to failure in their academic subjects. Therefore, teaching parents to give valuable hours for their daughters to study at home and to use library outside school hours can mitigate the problems. Further more, schools should also play significant role in reducing the number of female repeating grades through providing tutorial and make up classes for low achiever female students.
- ***Increasing the Number of Secondary Schools in Zone Understudy:*** Secondary source data and dropped out females ascertained that a large number of female students after completing elementary schools are forced either to come to towns separated from their parents or travel distance roads to attend secondary school daily due to in availability of secondary schools to their residential areas. in order to alleviate the problem the concerning body both at zonal and regional levels have to construct additional number of schools at reasonable distances.
- ***Reducing the Problem of Gender Sensitive Facilities and Learning Materials:*** Many females become the victims of being dropout because of scarcity of gender sensitive facilities and learning materials such as separate toilets for female students, library, drinking water, health clinic etc. The absence of these at school discourage female persistence at school. Full filling these elements in each secondary school is recommended for improving girls retention at school.
- ***Improving Quality of Teachers Training:*** With out the required quality of teachers, the effort to improve girls education is not effective. So, improving teacher's qualification through in-service and pre-service training should be one of the priority areas for concerned body in zone

under study to increase girl's retention power at school. Furthermore, gender awareness training program has to be provided in order to avoid teacher's attitude of cultural and social influence on gender roles at school.

- ***Providing Assistance and Incentives for Poor Female Students:*** One of the major reasons of female dropping out in zone under study is economic problem, in ability to cover payment for purchasing school materials and house rent. Helping economically weak female students through providing school materials and finance both by government and NGO is essential to increase the probability of impoverished female students completing secondary school. Moreover, since the problems are parent's poverty, the government has to enhance poverty reduction strategies in prioritizing the poor families who could not educate their children.
- ***Improving Rural Community's Education:*** Adult education has to be provided for rural communities to have positive attitude to modern education in general and to that of female education in particular.
- ***Improving Schools System of Handling of Document:*** Some schools, the researcher observed through his visit while collecting data, lacks information regarding drop out rate, repetition rates etc. It is advisable to keep the records of students at school level to make decision on students progress educational.
- ***Sensitizing the Community:*** Information campaigns and permanent efforts to improve cultural and social traditions that affect girl's education have to be carried out. Committees and societies have to be established and supported to teach on harmful traditions and practices such as early marriage, division of labor based on sexes etc.
- ***Establishing Guidance and Counseling Club at Secondary School Level is Very Imperative for Female Students:*** Most of secondary schools of the study areas have no services of counseling. But its

presence at schools especially for female students is perceived to be essential since they undergo many personal, social and economic difficulties during this period. So, alleviating these female students' problems makes the presence of counseling services obligatory and urgent at secondary school level.

The study did not include females found in rural areas, did not readmit to school after interrupting their learning. So, the researcher recommends other study to be conducted that have large sample size, include dropout females who did not return to school, found in rural areas and large number of sample schools have to be included.

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APPENDICES

APPENDIX A

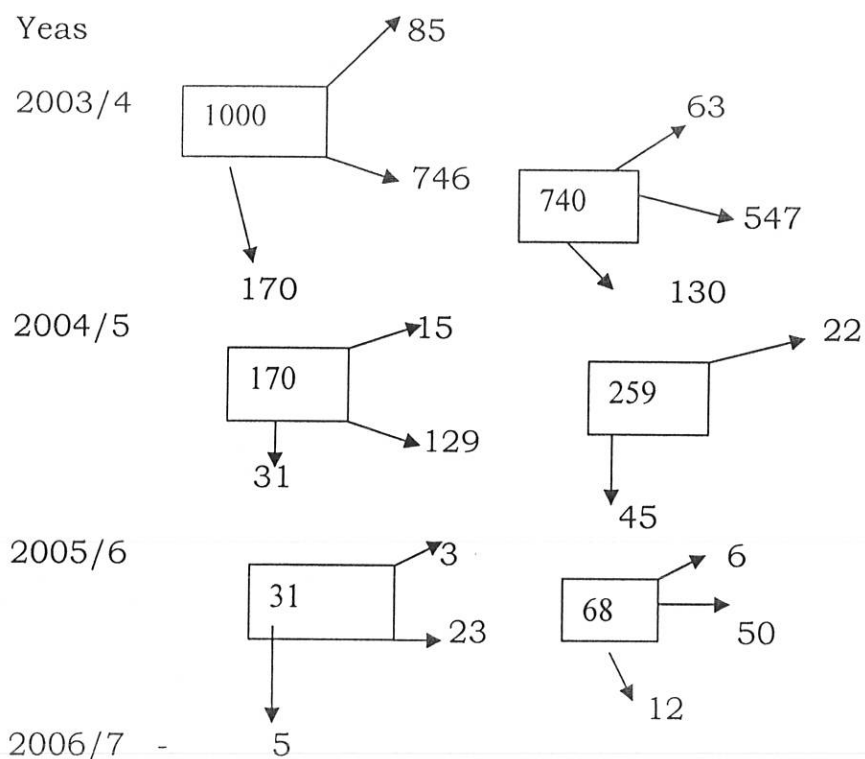
Diagram for Drop out Rates among the cohort Ethildren (females) in Arsi zone

2003/4-2006/7.

Dia gram 1: The reconstructed Hisstory of 1000 female pupils year by geag and grade by grade

Arsi zone (girls) 2003/4

| Grades | 9 | 10 |
|---------------|--------|--------|
| Enr. 2003/4 | - 8049 | - 2859 |
| Enr. 2004/5 | - 8521 | - 5263 |
| Rep. 2003/4 | - 1434 | - 64 |
| Prom.rate | 0.525 | 0.675 |
| Rep. rate | 0.17 | 0.23 |
| Drop out rate | 0.085 | 0.095 |



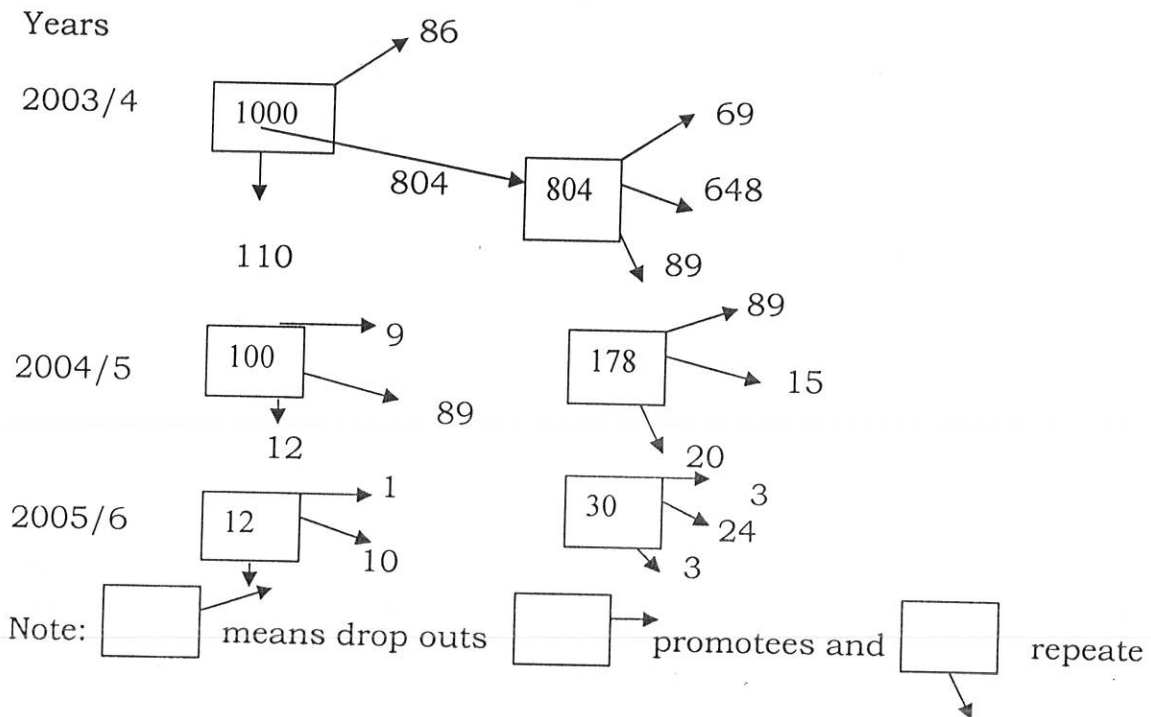
APPENDIX B

Diagram for drop out Rates Among the cohort children (males) in Arsi zone 2003-2006/7

Diagram 2: Reconstructed History of 1000 male pupils year by gear and grade by grade.

Arsi zone (males) 7003/4

| Grades | 9 | 10 |
|----------------|---------|-------|
| Enr. 7003/4 | 19231 | 7713 |
| Enr. 7004/5 | 22256 | 12949 |
| Rep. 7003/4 | 2148 | 134 |
| - prom rate | - 0.80 | 0.886 |
| - rep. rate | - 0.11 | 0.02 |
| - drop outrate | - 0.086 | 0.094 |



Appendix C

Addis Ababa University
School of Graduate Study
Department: Curriculum and Teacher's Professional
Development Studies (CTPDS)

Questionnaire to be Filled by Secondary School Dropouts

The purpose of this questionnaires is to investigate the factors and element that exacerbate the dropping out of female students from schools and to pinpoint remedial solution that improve girl's education in study area.

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

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

Thank you for your co-operation!!

I. Background of the respondents please, fill in the spaces provided or tick (√) one of the given alternatives.

1. Name of your school _____ woreda _____

2. Age _____ Grade _____

3. Marital status: Married _____ Single _____
Divorced _____

4. Education level of your family:

- None/uneducated _____
- Attended literacy program _____
- Completed primary school _____
- Completed secondary school _____
- Attended more than secondary school _____

5. Economic background of your family

- Occupation _____
- Number of cattle owned _____
- The estimation of the amount of yearly production or in come in cash or in kind _____

6. The kind of religion you and your family follow:

- Muslim/ Islam _____
- Orthodox _____ Protestant _____
- Others _____

II. A School-Related Questionnaire

Instruction: Mark a tick (✓) in space that corresponds to your response

1. Where did you live while you have been attending your secondary school?
Rural _____ Urban _____
2. If your answer for question number '1' is 'rural', how many hours. Do you travel from your home to arrive at school?
 - a. About half an hour
 - b. About one hour
 - c. About one and half hour
 - d. About two hours
 - e. About three hours
 - f. More than three hours

Respondent's Levels of Agreement

| No. | Teacher's Treatment of students | Strongly agree | Agree | Undecided | Disagree | Strongly disagree |
|-----|--|----------------|-------|-----------|----------|-------------------|
| 1. | Most teachers pay more attention to boys than girls | | | | | |
| 2. | Most teachers praise and reinforce more boys than girls even if their performance is similar | | | | | |
| 3. | Most teachers give more chance to boys than girls in asking and answering question | | | | | |
| 4. | Most teachers help boys more than girls while they confront with academic challenges | | | | | |
| 5. | Teachers demoralize girls more than boys when they do not answer question correctly | | | | | |
| 6. | Some teachers even insult and humiliating girls in front of student while they face cadmic problems | | | | | |
| 7. | Most teachers don't help girls while they face natural problems such as pregnancy, menstruation etc. | | | | | |

IV. From you experience, decide the extent to which the following school factors contribute to the dropping out of females from school. Tick (✓) one from the given alternatives.

| No. | School Related Factors | Respondents answer | | |
|-----|---|--------------------|---------|-----|
| | | High | Average | Low |
| 1. | Low expectation of teachers to ward's girl's education | | | |
| 2. | Lack of gender sensitive facilities such as separate toilet, drinking water, health clinic, library | | | |
| 3. | Unsafe long distance from home to school | | | |
| 4. | Harassment and sexual violence made by school boys and teachers on girls | | | |
| 5. | School manual labor | | | |
| 6. | Absenteeism | | | |
| 7. | Grade repetition | | | |
| 8. | Lack of guidance and counseling | | | |
| 9. | Gender bias in curriculum material | | | |

V. Questionnaire Related to out-school Factors/constraints

A. Questions Related to Economic Constraints

1. To what extent you associate the dropping out of girls from school with the following all, direct costs together (payment for registration and admission, purchasing school materials, transportation cost and accommodation cost) of schooling in your experience? High _____ Average _____ Low _____. Tick (✓) one from the given alternatives.
2. Please, rank the contribution of each costs of schooling for withdrawal of girls from school in relation to your situation. Thick (✓) one from the given options.

| No. | Direct Costs of School | High | Average | Low | Not at all |
|-----|--|------|---------|-----|------------|
| 1. | Payment for registration and admission of school | | | | |
| 2. | Payment for purchasing of school materials | | | | |
| 3. | Payment for transportation | | | | |
| 4. | Payment for accommodation cost | | | | |

3. The following questions are prepared to survey parents' need for labor of their daughters. Please tick (✓) one from the given options in space provided.

3.1. Are your parents interested more in educating girls than engaging them in different labor activities?

Agree _____ disagree _____ not sure _____

- Have you been engaged in different labor activities outside school time?

Yes _____ No _____

3.2. If your answer for question number '3' is 'yes', do you carryout these different labor work all days in a week after or before your school time?

Yes _____ No _____

3.3. If your answer yes for question no. '4' what is the average hour you perform different labor works per a day? From one to two hours __ from two to three hours ___ from three to four hours ____ from four to five or six hours.

3.4. From your experiences, what is the role of the following labor activities in influencing your quitting from school. Tick (√) one among the given options in space provided.

| | High | Average | Low |
|--------------------------------|-------------|----------------|------------|
| - Domestic activities | _____ | _____ | _____ |
| - Fetching water | _____ | _____ | _____ |
| - Collecting wood | _____ | _____ | _____ |
| - Caring sibling | _____ | _____ | _____ |
| - Agricultural activities | _____ | _____ | _____ |
| - Marketing/trading activities | _____ | _____ | _____ |
| - Looking after animals | _____ | _____ | _____ |

B. Questions Related to Socio-Cultural Constraints Write Tick (✓) on the Space Provided One from Options

1. Are there cultural traditions and practices that obstruct you from continuing your learning either from parents or the society?

Yes _____ No _____

2. If your answer for the question number '1' is 'yes' which of these cultural tradition are responsible for your dropping out from school?

- Early marriage _____ bride prices _____
- Risk of abduction _____ religion _____
- Sexual Harassment and rage _____ Any other _____
- Attending religious holiday _____
- Fear of pregnancy _____
- Circumcision _____
- Parents need of labor _____
- Believe in low return of girls education _____

3. From your experience, to what level these cultural traditions and practice increase the possibility of dropping out of girls from school? Rate each of these cultural elements by ticking (✓) one among the given options against each elements.

| | High | Average | Low |
|---|-------------|----------------|------------|
| - Early marriage | _____ | _____ | _____ |
| - Religion | _____ | _____ | _____ |
| - Abduction | _____ | _____ | _____ |
| - Pregnancy | _____ | _____ | _____ |
| - Pride price | _____ | _____ | _____ |
| - Fear of pregnancy | _____ | _____ | _____ |
| - Circumcision | _____ | _____ | _____ |
| - Harassment and rape | _____ | _____ | _____ |
| - Parents need of labor | _____ | _____ | _____ |
| - Believe in low return of girls education | _____ | _____ | _____ |

4. The Following Questions are Designed to Evaluate female's attitude towards modern education, please, write your position by ticking one from the given alternatives in space give in front of them.

4.1. Education has no value for girls since they marry before completion of their education.

Agree, _____ disagree _____ not certain

4.2. How is the chance of employment opportunities for girls after completion of schooling/education?

Encouraging, _____ Discourage _____

Not exactly known _____

4.3. Do you think that the existing curriculum has positive influence on your career development and future competence?

Yes _____ No _____

4.4. Do you agree that girls have the intellectual ability to use their education effectively in life?

Yes _____ No _____

4.5. Have you ever seen any successful educated girls in your village?

Yes _____ No _____

4.6. Do you think that, in education, girls could perform as good as boys?

Yes _____ No _____

4.7. Do you agree that educated girls are as important as educated boys?

Yes _____ No _____

Questionnaires to be filled by Teachers

I. (Background) Please, Fill in Space Provided or Tick (✓) One Among The Given Alternatives

Name of school _____ Woreda _____

Sex: Male _____ Female _____

Service years _____

Subject you have been teaching _____

Education level attended

Second Degree _____ First Degree _____

Diploma _____ Certificate _____

1. Is the current secondary school curriculum relevant to the learning needs of female students?
Yes _____ No _____
2. According to your judgment, what is the difficulty level of the subject you have been teaching to female's level of understanding?
Very difficult _____ difficult _____ medium _____
Easy _____ Very easy _____
3. Do you think that the learning materials of the subject you teach represent gender issue in biased manner?
Yes _____ No _____
4. In your subject most of the time who achieves or performs lower?
Boys _____ Girls _____
5. In your class who repeatedly quits the class?
Boys _____ Girls _____
6. If your asked to choose between boys and girls for teaching, whom do you prefer? Boys _____ Girls _____

7. Do you think that teachers understand the educational difference between boys and girls in your school? Yes _____ No _____
8. What is the opportunity or probability of getting parents, on occasion when you want your students to make contact their parents with you in order to discuss students' issue with them?
Very difficult _____ difficult _____ easy _____
Very easy _____ not sure _____
9. To what extent do you rate your capacity to understand gender issue in education? High __ Average _____ Low _____
10. Do you agree that special guidance and counseling is required more for secondary school girls than boys?
Yes _____ No _____
11. How do you rate school environment conduciveness for learning of female students? Very suitable _____ suitable _____
Not at all _____
12. What is your level of agreement to the idea that female students requires more assistance than boys when they confront with new academic challenges?
High _____ Medium _____ low _____ null _____
13. To what extent do you understand that female students face various problems in side and outside school than boys.
High _____ Medium _____ low _____ null _____
14. To what extent do teachers or other learning materials reflect (through their language and presentation) bias to wards females?
High _____ Medium _____ low _____ null _____
15. To what level do the following facilities and services impede students' academic success in your school. Please tick (✓) one of the options.

| | High | Average | Low |
|---------------------------------|-------------|----------------|------------|
| - Text books | _____ | _____ | _____ |
| - Teaching aids/resource center | _____ | _____ | _____ |
| - Drinking water | _____ | _____ | _____ |
| - Healthy clinic | _____ | _____ | _____ |
| - Class room | _____ | _____ | _____ |
| - Library | _____ | _____ | _____ |
| - Separate toilets | _____ | _____ | _____ |

16. To what extent do you think that the listed facilities in availability contribute for dropping out of female students in your school?

High _____ Medium _____ low _____

17. The following are opinions of girls students learning capacity; indicate the extent to which you accept/agree by marking tick (✓) one among the given alternatives.

| No. | | Strongly agree | Agree | Undecided | Dis-agree | Strongly disagree |
|-----|--|----------------|-------|-----------|-----------|-------------------|
| 1. | Academically girls achieve less | | | | | |
| 2. | Academically girls are independent | | | | | |
| 3. | Girls ask and answer question as quickly as boys | | | | | |
| 4. | Girls have less confidence in academic performance | | | | | |
| 5. | Boys are more interactive than girls in the classroom | | | | | |
| 6. | Girls don't like learning as boys | | | | | |
| 7. | Girls make more effort than boys in school | | | | | |
| 8. | Boys are better than girls subjects like maths and science | | | | | |
| 9. | Girls are better than boys in subjects like language and home economic | | | | | |

18. Do you agree that girls show less interest in school subjects than boys?

Yes _____ No _____

19. If your answer for question number '18' is 'yes' what efforts have to be made in order to increase the interest of girls towards school subjects?

Please write your own opinion here _____.

20. How do you treat in your class students with disciplinary problems?

- Giving personal advice _____
- Sending to office _____
- Ordering him/her to bring parents _____
- Make him/her to kneel down _____
- Expelling from class
- Write if any others _____

21. From your experience, what do you think are the main causes for girls is dropout in your school?

- a. _____ b. _____ c. _____
d. _____ e. _____ f. _____
g. _____

22. According to your opinion what measures are needed to reduce dropout rate in your school?

- a. _____ b. _____ c. _____
d. _____ e. _____ f. _____

23. From your experience, what do you think is the trend of dropout rate of female students currently in your school?

Increasing _____ Decreasing _____
No change _____ Unknown _____

24. If your answer for question number '23' is "increasing" or "decreasing" what are the reasons for this to happens?

For increasing

- a. _____ b. _____
c. _____ d. _____

For decreasing

- a. _____ b. _____
c. _____ d. _____

Interview Questions

A. Interview Questions for School Administrators

Name of school _____ Woreda _____

- high level education attended _____
- year of service in school administration _____
- Position/status of administration _____

1. What is the total number of teachers in 2000 E.C.?

M _____ F _____ Total _____

2. Please, would you tell me the number of teachers according to their qualification level?

2nd Degree: Male _____ Female _____

1st Degree: Male _____ Female _____

Diploma: Male _____ Female _____

Certificate: Male _____ Female _____

3. What is the number of students enrolled, dropped and repeated from 1995 _____ 1999 E.C.

| Years | No. of enrolled students | | No. of students dropped out | | No. students repeated | |
|-----------|--------------------------|---|-----------------------------|---|-----------------------|---|
| | M | F | M | F | M | F |
| 1995 E.C. | | | | | | |
| 1996 E.C. | | | | | | |
| 1997 E.C. | | | | | | |
| 1998 E.C. | | | | | | |
| 1999 E.C. | | | | | | |

4. What does the availability of school facilities like classrooms, library, laboratory, sport facilities, pedagogical center, separate toilets, etc. look like in your school?
5. What are the reasons for girls dropping out from school in this area.
6. What does the trend of female student dropout rate in this school seem? Is it increasing or decreasing? If it inclines towards decreasing direction, what were the reasons?
7. What measures were taken to promote the successful completion of schooling among female students?
8. What should be done in the future to promote girls' education in your area?

B. Interview Questions for Parents of Dropouts

I. Interview questions pertaining to background of the family (parents)

1. What is the name of your Kebele, woreda etc.
2. Would you tell me the number of your children: male and female?
3. Please can you tell me the level of education you attended?
4. What is your occupation?
5. Please, would you tell me the number of cattle you owned, and the estimation of your yearly production or income both in cash and kind?

II. Questions Pertaining to Female Dropout Issue

1. According to you believe, what are the main reasons that has hindered your daughter from completing her secondary schools?
2. From your experience, what is the degree/extent of association between direct costs of schooling and dropping out of girls? Is it high, average or low?
3. Please would you mention some of the direct costs of school that had adverse effect on continuation of your daughter's education?
4. Do you daughters work at home outside school hours?
5. Please would you tell us the type of labor activities your daughters perform/work outside school time?
6. What is the average time/hour she perform different works per day after or before her school time?
7. In your belief/opinion what are the major socio-cultural traditions and practices that influence girls to discontinue their schooling?
8. From you experience, what is the level of influence of the following cultural practices on girls dropout?
 - early marriage
 - abduction
 - religion
 - pregnancy before marriage
 - harassment and rape
 - dowry
9. Do you agree that girls that to be provided as much resources as boys for their education? Why?
10. Do you believe that girls have similar intelligence as boys and can perform similar to boys?

Interview Questions for Women's Affairs Organization and Education Office's Representatives

1. What do girls' education in your woreda looks like?
2. What are the contributing factors for low participation of girls' secondary education in your area?
3. What efforts were done to improve female secondary education in your area?
4. What measures are needed in the future to promote females secondary education in your area?

Interview Questions for Women's Affairs Organization and Education Office's Representatives

1. What do girls' education in your woreda looks like?
2. What are the contributing factors for low participation of girls' secondary education in your area?
3. What efforts were done to improve female secondary education in your area?
4. What measures are needed in the future to promote females secondary education in your area?

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 this thesis have been duly acknowledged.


Name: Nuri Dilbeto

Signature: 

Place: Faculty of Education Addis Ababa University Addis Ababa

Date of Submission: June, 2008

Advisor: Tilahun Fanta

Signature: 

Date: 27/06/08