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ADDIS ABABA ETHIOPIA

**ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES**

**CHILD RIGHTS VIOLATIONS AND  
THE IMPACT ON ACADEMIC  
PERFORMANCE:**

*The Case of Gambella Primary Second Cycle  
School Girls*

**ALEMAYEHU GETANEH**

**JUNE, 2004**



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**BY  
ALEMAYEHU GETANEH**

**A THESIS SUBMITTED IN PARTIAL FULFILMENT OF  
THE REQUIREMENTS FOR THE DEGREE OF MASTER  
OF ARTS IN EDUCATIONAL PSYCHOLOGY**

**JUNE, 2004**



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## ABSTRACT

*This study investigated the extent to which girls' rights are violated or neglected, and examined its functional impact on their academic performance. A total of 196 respondents and 24 discussants aged between 15 and 18 were involved. A questionnaire, focus group discussion, and school records were used to gather data. Percentage, average (mean), t-test and Omega Squared ( $\omega^2$ ) were used for analysis. The results of the study show that girls rights are violated both at home and school environment. As a result, a number of female students do not benefit from the provision of development and safeguard rights. In extreme cases, there has been a difference among female students in the protection of their rights. Statistically significant difference is observed between the mean academic performances of female students whose rights are relatively protected and those whose rights are violated. Moreover protection difference in development rights and safeguard rights as treated separately also shows some variation among female students in their academic performance. It is also observed that development rights, together with safeguard rights have profound impact on their academic performance. Finally, it is concluded that girls' rights violations are some of the main contributing factors to their low academic performance.*



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## LIST OF ABBREVIATIONS

|        |   |                                                                     |
|--------|---|---------------------------------------------------------------------|
| AIDS   | = | Acquired Immune Deficiency Syndrome                                 |
| CYFWO  | = | Children, Youth, and Family Welfare Organization                    |
| FDRE   | = | Federal Democratic Republic of Ethiopia                             |
| HIV    | = | Human Immune Virus                                                  |
| MOE    | = | Ministry of Education                                               |
| NCTPE  | = | National Committee on Traditional Practice of Ethiopia              |
| OAU    | = | The Organization of African Unity                                   |
| SSV    | = | Swedish Save the Children                                           |
| TGE    | = | Transitional Government of Ethiopia                                 |
| UNDP   | = | United Nations Development Program                                  |
| UNESCO | = | United Nations Educational, Scientific and Cultural<br>Organization |
| WHR    | = | Human Rights Watch                                                  |



# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1. BACKGROUND OF THE STUDY**

The notion that children have rights is a little over a decade movement and its emergence is linked to broader concern with human rights. Whilst both strive to advance and protect the right of individuals, some of these rights still remain unrecognized or largely ignored (Charlton, 1996).

Human rights violations are common in most of the world nations. The problem, for example, exists in Europe, America and Africa (Olweus, 1994; Bran, 1994; Kingery, et.al 1998, cited in Habamu, 1998). The prevalence of violation of rights in the area of education is large in Africa. Even if getting education is a fundamental human right, it is a right that is routinely violated on a massive scale. Recent evidence (e.g. Watt, 2003) indicates that 53 million African children aged between 6 and 11 (i.e. 25% of the age cohort in the region) are out of school; only 50% of the children in the region complete the primary education cycle. Millions of children who do complete this cycle receive a poor quality of education.

School children are also exposed to other kinds of violations like inhuman treatment, sexual harassment and exploitation, and discrimination. Some studies conducted in Ethiopia (e.g. Daniel and Gobena, 1998; Tigist and Dereje, 1997; Habtamu, 1998), for instance, confirmed that school children have been subjected to different kinds of violations and their rights have not been protected well, of which physical punishment is the most frequently occurring in the country. Knowingly or unknowingly parents abuse their children; teachers use severe physical



punishment; and peers get aggressive towards each other. Such mistreatment and violent behavior break human rights and sometimes endanger children's life.

In spite of the fact that both sexes are victims of violence, girls are more vulnerable than boys. According to Panos's Findings (2003), male and female students are both affected but there is a significance gender difference- girls and young women are encountering higher levels of violence. It is explained that sexual harassment and abuse affect women's and girls' rights and ruin them physically and psychologically. Moreover, it severely limits their ability to use their educational potential. Only a few investigations, however, have been conducted to show the immediate and long lasting effects of child rights violations on individual's educational achievement.

The intention of this study, therefore, is twofold. The first one is investigating the extent to which child rights are violated, and the second is analyzing its functional impact on the quality of education in general and girls' academic performance in particular. Accordingly, the United Nations Convention on the Rights of Children is taken as a framework for this study.

Thus, in this study the implementation of some articles, which deal, particularly, with the issues of child's development and protection of rights will be dealt. Development rights refer to those things that are required for children in order to utilize their optimal potential, protection of rights, on the other hand, enables to safeguard children from any form of maltreatments and violence (Foundain, 1993). Issues that are enumerated in the CRC include the following provisions.



## ***I. Development Rights***

- i) The right to get food (nutrition) and health service (Article 27, 24).
- ii) The right to express their own views, opinion and get freedom of thought (Article 12, 13, 14)
- iii) The right to participate in deciding issues affecting them (Article, 31)
- iv) The right to get information, support and guidance (Article 17, 18)

## ***II. Protection (Safeguard) Rights***

The rights to be protected from:

- i) Hazardous works (Article, 32)
- ii) Discrimination (Article, 2)
- iii) Sexual harassment and abuse (Article 19).
- iv) Corporal punishment (Article, 19)

## **1.2. STATEMENT OF THE PROBLEM**

In Ethiopia, female students' continued class repetition and dropout in schools have become serious problems. MoE (2001/02) Education Statistics Annual Abstract indicates that class repetition and dropout rates by grade in all primary school levels in the country is still high. In this regard females out-number males. From all grade levels, the highest repetition rates are recorded in grade 7 and 8. The lowest one is found to be in grade 6.

The relative percentage of repetition and dropout rates has also regional disparity. Gambella had the highest dropout rate for girls, it accounts for 30.2% of the dropouts in the country (MoE, 2001/02). Recent MoE statistics (2002/03) also reveals that next to Harari, Gambella had the highest primary schooling repetition rate. In addition, the data obtained from Gambella



Education Bureau (2003) indicate that out of 1467 females enrolled in Gambella zone primary schools, 460 of them were detained because of poor academic performance. Even the academic performance of most female students who promoted to their respective grade level is not satisfactory when compared with Ministry of Education Grade Rating Scales. Many studies (eg. Lockheed and Verspoor, 1991, World Bank, 1995 cited in Teshome, 2003) designate that together with failure, repetition lead to low primary education completion rates. The studies further indicate that repetition can cause dropouts. Similarly, different conditions that influence the improvement of girl's education have been discussed in a number of ways. However, only few studies focused on the problem of low education attainment and incompleteness rates of girls in relation to the condition of child rights protection. Thus, to understand whether the problems have connection with child rights violation, it seems worthwhile to investigate the extent of child rights protection and its influence on girl's academic performance. For this purpose, the following research questions are formulated.

1. To what extent are girls in Gambella primary schools (2<sup>nd</sup> cycle) deprived of the provision of development rights (i.e., getting food and health service, expressing their own views and opinion, getting freedom of thought, participating in decision making getting information, support and guidance)?
2. To what extent are girls in Gambella primary schools deprived of the provision of protection (safeguard) rights (i.e sexual discrimination, hazardous tasks, sexual harassment and abuse, and corporal punishment)?
3. Do girls whose rights are relatively protected achieve better academic performance than those whose rights are relatively violated or neglected?



### **1.3. OBJECTIVES OF THE STUDY**

This study attempts

1. To investigate the extent to which the girls in Gambella primary schools are deprived of the provision of development rights (that is, getting food and health service, expressing their own views and opinion, getting freedom of thought, participating in decision making, getting information support and guidance).
2. To analyze the extent to which girls in Gambella primary schools are deprived of the provision of protection (safeguard) rights (i.e sexual discrimination, hazardous works, sexual harassment and abuse, and corporal punishment).
3. To examine the extent of influence in which violation of child rights has on the academic performance of Gambella primary school girls.

### **1.4. SIGNIFICANCE OF THE STUDY**

This study is conducted to provide information for different social groups in order to have better understanding of the issues of child rights and its contribution to girls' academic performance. This will help them to create strategies for exercising the girl children's rights in line with CRC. Moreover, the study will encourage further research works in the area.

### **1.5. DELIMITATIONS AND LIMITATIONS OF THE STUDY**

The study has two delimitations 1) the content of the CRC is so wide that all the articles could not be covered. For this reason, this study is limited to issues categorized under development and protection rights of a child: 2) The study focuses only on Gambella town primary second



cycle schools, and certain grade levels where most adolescents are found. This has some contribution for the homogeneity of the target groups.

The study has also some limitations. Among these, the cultural dominations on the implementation of the CRC is the main one. Since the altitude of the society have contradiction with some of the issues enumerated in the CRC, some girls (in the mentioned area) lack openness and willingness to give information needed for the study. The other problem is the lack of previous studies on the issue raised. As the CRC has been embraced in to the Constitution very recently in the world nations in general, and in Ethiopia (FDRE,1995) in particular, only a few research works are available.

## **1.6. OPERATIONAL DEFINITION OF TERMS**

1. Child-means every human being below the age of 18 years. (in this study it is mainly applicable for the girl) (UN, 1989)
2. Development rights- those rights that are required for children in order to utilize their optimal potential. (Founain, 1993)
3. Performance – scores students earned in the final examination (Hornby, S 1999)
4. Protection rights- those rights which safeguard children from any form of maltreatments and violence. (Foundain,1993)
5. Sexual abuse – any sexual act, attempt, unwanted sexual comments, or advances, or acts, to traffic girl's sexuality, using coercion, threats of harm regardless of the victim consent (Panos, 2003)
6. Sexual harassment – Unwanted conduct of a sexual nature affecting the dignity of girls. (Panos, 2003)



## CHAPTER TWO

### REVIEW OF THE LITERATURE

#### 2.1. POLITICAL COMMITMENT AND LEGAL ENCOURAGEMENT FOR CRC IMPLEMENTATION

The United Nations Convention on the Rights of the Child (UN, 1989) is most widely and rapidly accepted document in human right history. Nowadays, it has been ratified by the whole world except Somalia and USA (<http://www.Unicef.Org/Crc/Convention.htm>). The OAU adopted the African Charter on the Rights and Welfare of the Child in 1999 to exercise it in accordance with the Africa traditions and developmental trends. Consequently, the state parties committed themselves to take all the necessary steps and legislative measures for ensuring the protection of the African child rights. Amara Essay, the OAU secretary General, commented that the Charter covers some specific aspects, which are peculiar to Africa. In this regard it supplements the UN Conventions on the Rights of the Child. The OAU Secretary General forwarded the spirit of the Charter as follows:

*In the African society a child occupies a unique and privileged place and is expected to live and grow up in a family atmosphere of happiness and love. We all have a role to play to ensure that the rights of the child are respected and protected at all times. It is also important for children themselves to know what they should expect and demand from their Governments, communities, and families. (2002:1)*

Ethiopia has been part of these global trends. All major international documents have been fully recognized in the country's constitution. The child rights to parental care and protection



were adequately covered by Civil Code of 1960 and Penal Code of 1957 (Hiruy, M 1997; SSC, 1997). Ethiopia has fully embraced child rights since 1991 and the Convention has become part of the legal system of the country (CYFWO, 1992). In this respect the present constitution, and Education and Training Policy of Ethiopia are some of the main policies and laws that ensure human right protection. To have a glance at the United Nations' and state parties' (e.g. Ethiopia) preposition on the child rights, let us look at a few pertinent articles and phrases.

- CRC, Article 19 states that "State parties shall take all appropriate legislative, administrative, social, and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation including sexual abuse." (UN, 1991: 42)
- Article 36 of the Constitution states that "Children have the right to be free of corporal punishments or cruel and inhuman treatment in the schools and other institutions." (UN, 1991: 5).
- The Ethiopia Education and Training Policy states that "Education... play a role in the promotion of respect for human rights and democratic value, creating the condition for equality, mutual understanding and cooperation among people" (UN, 1999: 5).

In short, the UN Convention on the Rights of the Child is clearly reflected in the Ethiopian constitution and various policies. However, there occurs a challenging problem in translating the legal concession into practice. Many of the issues in the CRC, laws and policies pertaining to the girl child have not been applied yet fully for a number of reasons like lack of cultural adaptation and inadequate public support.



## 2.2. HOME ENVIRONMENT AS DETERMINANT OF CHILD RIGHTS IMPLEMENTATION

### *2.2.1. Parental Involvement and Responsibilities*

In many aspect parents and the child rights have close relationship. The general conditions of parents determine the implementation of the child rights, and CRC gives more emphasis for parental guidance and responsibilities. It may be sufficient to see these issues in CRC-Article 5 and 8.

- Article (5) states that “State parties shall respect the responsibilities, rights and duties of parents or where applicable, the members of extended family or community as provided for by local custom, legal guardians or other persons legally responsible for the child to provide, in a manner consistent with the evolving capacities of the child, appropriate direction and guidance in exercise by the child of the rights recognized in the convention” (UN, 1991: 38)
- Article 18 also states that “State parties shall use their best efforts to ensure recognition of the principle that both parents have common responsibilities for upbringing and development of the child. Parents or, as the case may be, legal guardians, have the primary responsibility for the upbringing and development of the child. The best interest of the child will be their basic concern (UN, 1991: 41).

Hence, as we can understand from above articles, parents have a crucial role to play in promoting child's rights implementation.



Research studies seem to coincide with the notion of parental guidance and responsibilities in the child's developmental aspects. Fenman, Keith and Remers (1967) cited in Teshome (2002) recommend that a direct parental involvement in such activities like reading books, advising, reinforcement, showing techniques of the study is found to have a positive contribution to effective use of the child potential that enable him/her to achieve a better academic results. Merga (1999) attempts to indicate grade repetition among female students is due to lack of study time and parental support.

Parental direction and involvement in child's schooling has been observed to be important in a number of ways. It includes emotional and personal aspects in addition to school-like activities. Grolnick and Benjet (1997) describe parent involvement as the dedication of resources by parent to the child with in a given domain such as behavior, cognitive intellectual, and personal. The parent's behavior concerns participation in activities at school and at home (e.g. helping with homework, asking about school). Cognitive-intellectual involvement includes exposing the child to intellectually stimulating activities like talking about the current events. Personal involvement concerns knowing about and keeping abreast of what is going on with children in school. The authors found that parent involvements are associated with children's motivational resources and school performance. In this regard, it is considered to be an influential aspect in pursuing the goal of enabling children to use their optimal potential. However, some inconsistencies have been also observed among research results. For instance, Mathewos (2000) found that parental involvement such as monitoring activities, and family's financial and moral support has no significance.



### 2.2.2. *Some Home Related Constraints the Girl Children are Facing*

There are a number of barriers that block the girl children benefiting from the provision of their rights in the home environment. In many traditional societies, for example, exhausting and challenging tasks are commonly undertaken by girls. As UN (1991) report, in many developing countries provision of water, sanitation and nutrition are women's and young girl's responsibility. Every day rural women must walk long distances to provide their families with water for drinking and cooking as well as water keeping for cleanliness and hygiene. This exhausting task constitutes only one of the daily responsibilities of these women and girls. Hart (1979) comments that in many culture girls are expected to apprentice themselves to their mothers from as young as three years age and to engage in gradually ascending a series of challenging tasks. Genet (1998) also notes that female students are over burdened with household chores. They spent most of their out of school time on doing household tasks. Thus, it leaves them use little time for studying. Chabaud (1970) in her book, *The Education and Advancement of women*, has also advised against ignoring the energy-drain caused by household duties, specially, when female students' bodies are already weakened by malnutrition and disease.

Discrimination is another issue that influences the lives of the girl children. It may be observed in many forms. In equal distribution of food among family members in most developing world is a common practice (UN, 1991). It reported that girls are more than four times as likely to be malnourished as boys. Hence, girls are unlucky to enjoy their birthrights to nutrition. The situation severely affects their development and attendance of school. RaimBaut (1979) attempts to see the relation of proper nutrition to education as follow.



*A body will be sound only if it has received from birth and even before, the food needed for its development. Brain functions, without which there cannot be any intellectual and hence any school activity, are no exception to this fundamental law. Poor physical development deprives the child opportunity to receive the education to which he/she is entitled in the best possible circumstance. Accordingly, proper child nutrition is one of the prerequisites for the exercise of the right to education (1979:83)*

Smyke (1992) disclosed that in some societies boys are highly valued as owning more potential than girls. Rituals, folk sayings and proverbs reflect that lesser values are given to girls. In many places, the standard salute to newly wed is “May you be blessed with many sons”.

Studies carried out in different areas proved where son preference is strong (e.g. Ravindram 1986, UNICEF, 1989 Cited in Smyke, p 1992)

- girls get a smaller percentage of their food needs satisfied less than do boys and boys tend to get more nutritious food
- boys are breast-fed longer
- boys are more often taken for medical care when they are sick, and more money is spent on doctors' fees and medicine for them

Discrimination can also be seen in marriage. In industrialized world (e.g. USA, Canada), mate choice is considered to be free and people marry because they have “fallen in love” with each other. Many girls in Africa however, have no choice of whom or when they will marry. Most actually, marry before maturity. Consent to marry, especially in cases where the girl is under 15, can be problematic in itself in that the female child can not be expected to understand the implication of accepting a life time partner (UNICEF, 2001).



In Ethiopia the minimum age of consent for marriage varies according to different ethnic groups' custom. In most cases the minimum age of girls for marriage is problematic since the marriage is arranged by others (Parents or guardians) for the sake of economic and cultural benefit (Woldgiorgis, 1996 cited in SSV, 1997). The author in his observation in the prevalence of early marriage in rural society points out that "very young girls 8, 9 and 10 years of age are given to marriage in some part of the country. Some are promised to be given to a husband while they are still in their mothers' wombs... and marriage is entered for economic consideration."

Making the correct choices of husbands in general is a source of much family discussion and preoccupation in many of African culture. Most African traditions, as Mariro (1999) suggests, confine women and girls to their status of spouses and guardians of home and assigned to "domestic chores," bowing to the decision of the family without ever having the right to speak out. Tradition, customs and religions have hence restricted them to passive acceptance of this status. The author points out the consequence of this situation as follows:

- Girls are less likely than boys to go to school, to succeed in their studies.
- Women represented  $\frac{2}{3}$  of the illiterate on continent.
- Women are poorly represented in decision-making
- Girls and women constitute the most vulnerable group of the disadvantaged.

When one considers the impact of early marriage on the lives of children, particularly girls, it is clear that the practice violates a range of human rights, including those contained in the Convention on the Rights of the Child (CRC) and the Convention on the Elimination of All forms of Discrimination Against Women (CEDAW). Because of its harmful consequences,



early marriage violates the rights of children, in particular girls, in relation to such matters as health, survival and development, education and protection from sexual and other forms of exploitations (NCTPE, 2003). In addition to CRC and CEDAW, early marriage violates the provision of other human rights instruments, all of which require marriage to be entered into with full and free consent of spouses of age. The 1995 constitution of Ethiopia which endorse all these human rights states that early marriage can be constructed as a violation of the constitution.

## **2.3. THE SCHOOL ENVIRONMENT AS DETERMINANT OF CRC**

### **IMPLEMENTATION**

The school environment is considered to be a determinant for the realization of child rights to education. The convention in Article 28 and 29 states that “the child has the right to education ... education shall aim at developing child’s personality, talent, mental and physical abilities to fullest extent” (UN, 1991: 45). In these regards, school communities, particularly, teachers have important responsibilities for helping to ensure that children rights are upheld; children need to be heard and listened in school to meet their needs. Charlton (1996) concludes that as children are listened: their academic success can be improved, their personal problems can be reduced, and their self-esteem and motivation can be enhanced. The author further discusses the reasons for pupils free communication as follows:

*We listen to them because we want to know more about them so we become better able to understand and to help them. On other occasions, we listen because they need to talk about a concern or fear, so youngsters can*



*"realize" the problem talks about it and hopefully resolve it. There are times also when we listen so we can diagnose, and remove blocks, which prevent pupils from successfully academic skills. There are occasions also when we listen because we value their involvement in school affairs. By listening their views, we extend our knowledge of their perception of those experiences, (Chaton, 1996: 50).*

The UN Convention on the Rights of Children in the same manner recognizes the notion of the child to be heard and freely express his/her views in any matter of interaction. In Article 12, it is stated. "The child has the right to express his/her opinion freely and to have that opinion taken in to account in any matter." (UN, 1991: 40). And Article 13 similarly presents that "The child has the rights to express his/her views, obtain information, make ideas or information known regardless of frontiers" (UN, 1991: 40).

The realization of the right to information, free expression and communication improves children's education. Maheu (1973) suggests that the right to information becomes instrument for man's knowledge improvement in the fact that it is a natural extension of the right to education. In this regard, teachers play a great role in order to promote children benefit from this right. They have to create free atmosphere so as to communicate with their pupils. Chaton (1996) notes that for many pupils, teachers are persons who pupils need to discuss with their concerns, fears, worries and anxieties. Even if teachers are not trained counselors, they need to have at least relatively simple, yet effective, skills or approach to help their pupils.



### 2.3.1. SOME SCHOOL RELATED CONSTRAINTS GIRLS FACE

#### *Sexual Harassment and Abuse*

Sexual harassment and abuse have been issues of concern in educational institutions in African and it is a real concern for students, parents, and authorities. Male students are mostly identified as offenders and their actions include verbal abuse, cartooning harassing beating and sexual abuse (Hallam, 1994).

In one study conducted in Zimbabwe (eg. Leach F, Madsakaja, P and Mandoga, J. 2000 cited in Panos, 2003) girls in four schools were asked to write about problems they have at school and indicate whether they wish to be interviewed. Of 73 girls interviewed, 47 percent reported unsolicited physical contact from boys in school such as grabbing or pinching their breasts, pulling them, twisting their arm, blocking their way, and in a few cases beating or hitting them. Fourteen of the girls reported being asked by a teacher for sex. In another survey in Botswana (Rivers R. 2000), forty percent of girls of age 13 to 16 years old reported having been touched in a sexual manner without their consent, and the same percentage reported being talked to about sex in a manner which made them feel uncomfortable. Two percent of them reported being asked for sex by a teacher. Hence, in both cases school girls faced sexual violence and harassment from peers and teachers.

It is obvious that sexual harassment and abuse have an impact on girl's education and health. The unchallenged occurrence of sexual violence and harassment in schools is highly disruptive to girls' education. It frequently results in intimidation, poor levels of participation in learning activities; forced isolation low self-esteem or self-confidence, dropping out of education or from particular activities or subjects or other physical, sexual and or psychological damage



(Wolpe, cited in HRW, 2001). Human Rights Watch (2001) report in the impact of sexual harassment and violence on girls education as follows:

*Left unchecked, sexual violence and harassment in school has a negative impact on educational and emotional needs of girls and acts as a barrier to attain education. A school environment where sexual violence is tolerated is one that compromises the right of girls to enjoy education equal terms with boys. After experiencing the problems at school, girls reported losing interest in school, changing schools or leaving school entirely.*  
(<http://www.hrw.org/reports>).

Girls who are victims of different forms of sexual violence often struggle with physical and emotional trauma that leaves them unable to do their school work. Being subjected to sexual violence in general is extremely threatening to a student's physical, safety and psychological welfare, both immediately and longer term (Panos, 2003). As a result, the victim avoids class or school, loses trust in school, becomes isolated and will have a lower academic attainment.

### ***Corporal Punishment***

Corporal punishment is a punitive act that inflicts pain. This includes hitting, slapping, spanking or forcing a child to maintain an uncomfortable position (CYCONLINE, 2001). It is common elsewhere in the world-both in developed and developing countries. One survey (Rose, 1984) conducted in America public schools, for example, revealed the presence of widespread use of corporal punishment with students at every grade levels in virtually all regions of the United States. The study indicates 74.1 percent of principals in the US reported using corporal punishment, 83.3 of them supported the notion that corporal punishment as a means for maintaining school disciplines.



The use of corporal punishment as a means of disciplinary method in Ethiopia has a long history and it is quite common in schools even today. Some studies (e.g. Tigest and Dereje, 1997; Daniel and Gobena, 1998; Habtamu, 1998) argued that physical punishment is highly prevalent in schools. According to Tigest and Derje (1997), for example, 79 percent of urban and 76 percent of rural children reported having had some form of physical punishment. The study further disclosed that 21 percent of the urban and 65 percent of the rural respondents had skin bruises or swelling due to such inhuman treatments. Two percent of these students sought medical treatments. In a study that involved 480 children of ages 7 to 18, Haile Gebrie (1998) cited in Habtamu (1998) found that 83% of the children have been physically abused (beaten, pinched, slapped) by parents. Habtamu (1998) in a study "Violence in High School," reported that over 50% of participants have been hit, kicked or shoved by teachers.

Many educators, psychologists, UN conventions and child welfare organization are against the use of corporal punishment. CYCONLINE (2001) summarized the reasons for not using corporal punishment as the child's dignity, unfairness of an adult using physical force and of justice, as well as its association with a variety of psychological and behavioral disorders of children including anxiety, depression, withdraw and low self-esteem. It rather constitutes a violation of human rights (Seleshi, 2001).

Article 5 of the Universal Declaration of Human Right (UN, 1948) prohibits the use of punishment. It states that "No one shall be subjected to torture or the cruel, inhuman or degrading treatment or punishment." And in United Nation Convention on the Rights of the Child, it is further stressed in article 19(1) as follows:-



*States parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical and mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation including sexual abuse, while in the care of parents(s) or any other person who has the care of the child (UN, 1991: 42).*

Article 28(2) of CRC also talks about school discipline. It reads, "States parties shall take all appropriate measure to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present convention" (UN, 1991: 34)

In sum, the UN conventions, the child welfare organizations, as well as national policies and legal constitution prohibit the use of corporal punishment, and affirmed that school children should be protected from mistreatment of any kinds. In practice, however, corporal punishment, as indicated by some studies (e.g. Tegist and Dereje, 1997; Daniel and Gobena, 1998; Habtamu, 1998), is highly prevalent, and most people use it to modify undesirable students behavior. These conditions contradict the child human rights, and constitute human rights violation. However, different studies do not attempt to show the incidence and consequences of the problems on the girl's academic performance particularly in our context.



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 SAMPLING**

This study was conducted in Gembella primary second cycle schools (the name Gembella refers to the capital town of the region). Three sample primary schools were included in the study. A total sample size of 196 respondents and 24 discussants aged between 15 and 18 were selected using random and stratified sampling techniques. The numbers of respondents who were attending grade 6, 7 and 8 accounted for 25 percent of the total population of female students in the schools. Participants were nearly in close age ranges (15-18) so as to increase the homogeneity of the sample. Nevertheless, it would be noted that the respondents were selected out of three different ethnic groups: namely Nueyer, Agnuwake, and other non-indigenous groups. The distributions of respondents in the sampled primary schools were 65, 78 and 53 from Elay, Ras-Gobena and Dalkuach, respectively

#### **3.2 INSTRUMENTS**

Based on the background literature and experience a questionnaire consisting of two parts, and leading questions for focus group discussion were developed. The first part of the questionnaire was designed for measuring the realization of the girl children's development rights provisions enumerated earlier in the statement of the problems. Here the respondents were requested to assess the extent to which their rights as stated in the provision are protected using the five point scales from the very high to very low (5 to 1). The second part of the questionnaire was designed to measure the extent to which respondents right have been



protected /safeguarded/ from exhausting works, sexual discrimination, sexual harassment and abuse, and corporal punishment. Here again the same scales have been used. Finally, focus group discussions were held on with female students in three different schools. These cross checking system help to examine the individual's subjective problems and to describe the impact of child rights violation on the female student's academic performance qualitatively.

In addition to the above instruments, school official records have been analyzed. In this case two semesters average academic performance in one year were computed for each respondent. Thus, the mean of each respondent academic performance have been taken for analysis purposes.

### **3.3 PROCEDURES**

All the questions in the questionnaire and focus group discussions have been translated from English Language to Amharic and visa-versa. For pilot test purpose the instruments were administered to other groups who have similar background with the sample population. The internal consistency of the tests was also computed using a version of Kuder-Richardson Formula 20 which recommended for estimating the reliability of multiple ratings of the same performance.

Accordingly, development rights scale and protection /safeguard/ rights scales were found to be coefficient alpha of 0.88 and 0.70 respectively. As it was calculated in combination, the two scales have a coefficient alpha of 0.89.



### 3.4 DATA ANALYSIS

The tools that have been used for summarizing and analyzing the data were percentage, average (mean), t-test and omega square ( $\omega^2$ ).

To analyze the extent of violation of participant's rights, percentage and subjective description of focus group discussions results were used. Based on the extent of violation, participants were categorized in to two groups: the ones whose rights are relatively protected and the ones whose rights are relatively violated or neglected. Then after, the girl's academic performance was analyzed in accordance with variation in child rights protection using qualitative description and t-test value analysis of the mean of the academic performance of the two groups. This meant that the impacts of child right violation on girl's academic performance have been examined. The significant level of association between the extent of protection or violation and the academic performance of girls was also computed.



## **CHAPTER FOUR**

### **DATA ANALYSIS AND RESULTS**

This chapter has three sections. The first section gives general information about the sample. The second section deals with the analysis of the extent of girl's rights violation. The third one assesses the functional impacts of girl's rights violation on their academic performance.

Based on the information gained in section two, participants were grouped in to two categories according to their rights' level of protection: i.e. 1) the ones whose rights are relatively protected; 2) the ones whose rights are relatively neglected or violated. Accordingly, to see whether these violation and protection show difference in academic performance or not academic mean comparison between the two groups was computed in section three.

#### **4.1. GENERAL INFORMATION ABOUT THE PARTICIPANTS**

One hundred ninety two participants were included in the study. The distribution of participants in the sampled primary schools was 64, 78 and 52 from Elay, Ras-Gobena and Dalkuach, respectively. Age range of participants was nearly close to one another /15-18/ so as to increase the homogeneity of the sample. Nevertheless, they were selected from Nueyer, Agnuwake and other none-indigenous ethnic groups.

For the purpose of focus group discussion, 24 participants were selected, and distributed in three discussion groups. Each FGD had an equal distribution of participants.



With regard to participant's education background, 54% of them were detained in classes at least once and at most thrice in their school lives. The remaining 46% of them promoted to their respective grades without being detained.

## 4.2. ANALYSIS OF THE EXTENT OF GIRL'S RIGHTS VIOLATION.

This section has two sub parts. The first part is concerned with provision of development rights, and the second one deals with safeguard rights. Though there would be difference in degree of violation between those girls who have low and very low protection, for the convenience of analysis combined results of the two were mostly used. The same was true for high and very high protection.

### 4.2.1. Extent of Provision of Development Rights

#### 4.2.1.1. Provision of Food and Health Service

Female students were asked whether they get food prior to and after schooling and results are summarized as follows.

**Table 1. Rate of Provision of Food in % (N = 192)**

| Provision of food  | V. High | High | Medium | Low | V. Low | Total |
|--------------------|---------|------|--------|-----|--------|-------|
| Prior to schooling | 38      | 18   | 21     | 17  | 6      | 100   |
| After school       | 33      | 22   | 27     | 15  | 3      | 100   |



The above table indicates that 23% and 18% of female students have low or very low provision of food before and after school respectively. 21% and 27% of the students are moderately provided food. This figure implies that significant numbers of female students attend school without getting sufficient food both before and after school time. The results obtained from focus group discussion of female students support the above findings. For instance, the following common expression was taken from Nueyer female discussants:

*We go to school without having breakfast. As a result, we will get exhausted while we are attending classes. When we come back home from school, we are expected to prepare food for ourselves despite the fact that we are too tired. This is a common problem of many other Nueyer female students.*

Another participant from Elay primary school expressed her problem in relation to provision of food as follows:

*Basically, I don't remember the time when I had proper breakfast, and I am always desperate to get food after school. It is like dream for me to get readily prepared food before and after school. But now I am getting used to the situation.*

**Table 2. Provision of Health Service in % (N = 192)**

| Getting health service | V. High | High | Medium | Low | V. Low | Total |
|------------------------|---------|------|--------|-----|--------|-------|
| when sick              | 39      | 18   | 22     | 14  | 7      | 100   |

Concerning health service provision Table 2 indicates the extent to which female students get health services while they are having health problems. As it can be seen from the table, only



57% of the students have high access to health services. On the other hand, the remaining 22% and 21% of them have only average and low or very opportunity to get health service, respectively.

#### 4.2.1.2. Girls Right to Express their Own Views and Opinions

Participants of the study were asked to rate the extent to which they have the right to express their own views and opinions in any matters of discussions at home with their families, and in school with their teachers and classmates. Their responses are summarized as follows:

**Table 3: The Extent to Which Girls Express Their Opinions at Home and in School Environment (participants responses in % N = 192)**

| Environment                                         | V. High | High | Medium | Low | V. Low | Total |
|-----------------------------------------------------|---------|------|--------|-----|--------|-------|
| At home-with their parents                          | 23      | 24   | 30     | 17  | 6      | 100   |
| In school-with their teachers (in classroom)        | 14      | 28   | 40     | 14  | 4      | 100   |
| In school – with their teachers (outside classroom) | 9       | 18   | 30     | 29  | 14     | 100   |
| In school- with their male class mates              | 20      | 23   | 35     | 13  | 9      | 100   |

As it can be seen in Table 3 above, about 53% of female students are deprived of their rights of expressing ideas and opinions at home environment in the extent that ranges medium to very low. In relation to this, one of the participants in FGD stated:



*Though I am from educated family, I do not have the right to express my ideas and opinions in any discussion which is held among family members. This is because families are expected girls to keep quite and listen to only what other family members discuss. So I do not have the opportunity to express what so ever feeling I have in any matter. This is due to the fact that there is a belief among the community that considers females to be incapable of producing constructive ideas.*

Similarly, participants were also asked to rate the extent of expressing their ideas and opinions freely in the classroom and out side classroom with teachers. Table 3 depicts that 58% and 73% of female students are deprived of these rights in the classroom and outside classroom in the extent that ranges from moderate to very low. In accordance to this participants in FGD share their experiences and opinions as follows.

*We have no chance to express our ideas particularly in the classroom. This is because when we make mistakes, our friends laugh at us. Not only our friends but also our teachers do not encourage us to learn by participation. Instead of indicating errors, teachers themselves laugh at us together with classes. So we are always afraid of making mistakes when we are expressing our ideas and opinions. As a result we prefer not to participate in any kind of discussion.*

Furthermore, female students are also deprived of the right to express ideas and opinions while they are communicating with the male classmates. As it can be seen in table 3 above, 35% and 22% of female students only get average freedom and freedom of below average, respectively.

#### **4.2.1.3. Girl's Right in Decision Making**

In the questionnaires, participants were asked to examine and rate the extent to which they have the right to participate in decision making on different issues. The overall results are summarized in table 4 as follows.



**Table 4: The Extent of Girls Right in Participating in Decision-making (Respondents responses in %, N = 192)**

| Decisions                                           | V. High | High | Medium | Low | V. Low | Total |
|-----------------------------------------------------|---------|------|--------|-----|--------|-------|
| Choice of marriage partner                          | 16      | 17   | 20     | 23  | 24     | 100   |
| Accepting or rejecting harmful traditional practice | 34      | 14   | 19     | 14  | 19     | 100   |

Concerning marriage issues, Table 4 above shows that many of the girls (47%) have very limited opportunity to participate in the choice of marriage partner. This would mean that in most of the families, girls do not have the right to participate in decision related to marriage issues.

Moreover, FGD indicates that many girls are forced by parents to get married at the time they do not want to marry. For example, participants in FGD, particularly, from the Nueyer families commonly expressed that the girl child does not have the right to decide whom and when she will marry. Marriage arrangements will be carried out with out the consent of daughters. One 15 years old girl from grade 7 explained the situations as follows:

*Despite my enthusiasm to pursue my education, I feel hopeless. This is because my parents can force me to get married since we girls are considered as the economic source of the family. Giving a daughter to a husband means getting a lot of cattle in return. Due to this I do not have the right to refuse their decision.*



To examine further, the freedom of girls in participating in decision making on issues affecting them, participants were also asked to rate the extent to which they have the right to accept or reject harmful traditional practice. The summarized results in table 4 depict that about 33% of the female students could be obliged by their parents to accept the traditional practices like circumcisions, use of traditional medicines and tattooing; 19% of the participant's freedom of participation was also rated as medium level. In sum these would mean that parents can violate the daughter's right by forcing them to go through different traditional practices.

#### **4.2.1.4. Girl's Right to Get Information, Support, Guidance, and Freedom of Thought**

##### **A. The Right to Information**

Getting information on different issues as part of girl's right was treated in this study. As Maheu (1993) suggests, the right to information becomes an instrument for man's knowledge improvement and it is a natural extension of the right to education. To examine the extent of whether girls benefit from this right at their home and in school environment, participants were asked different questions and results are summarized in Table 5.



**Table 5: The Extent of Girl's Opportunity to Get Information at Home and in School Environment**

| Types and sources of information | V. High | High | Medium | Low | V. Low | Total |
|----------------------------------|---------|------|--------|-----|--------|-------|
| Reproduction related             |         |      |        |     |        |       |
| information from parent          | 26      | 22   | 22     | 17  | 13     | 100   |
| Education related information    |         |      |        |     |        |       |
| from teachers                    | 24      | 19   | 39     | 12  | 6      | 100   |
| Educational information from     |         |      |        |     |        |       |
| mass media                       | 31      | 24   | 27     | 13  | 5      | 100   |
| Educational information from     |         |      |        |     |        |       |
| mini-media                       | 15      | 24   | 27     | 23  | 11     | 100   |
| Educational information from     |         |      |        |     |        |       |
| school clubs                     | 15      | 23   | 32     | 17  | 13     | 100   |

One item in the questionnaire asks the participants to rate the extent of getting information related to reproductive issues like menses, birth, physical or bodily changes, and HIV/AIDS at home. Table 5 indicates that about 30% of the female students lack the opportunity to get information on reproductive issues from their parents. These would mean that they do not freely communicate and get information from their parents on these issues. Similarly, 22% of female students are also moderately deprived of it. In the over all results, more than half of female students (52%) are unable to get necessary information on reproductive issues from their parents.



FGD depicts that female students in most families, do not freely discuss and get information on reproductive issues. The following statement expresses a consensus reached by FGD participants in relation to information on reproductive issues:

*Our parents have no desire to hold discussion on reproductive issues with us; we do not have the right to raise questions and get appropriate responses. The reason is that parents are afraid of giving information on these issues because of the belief that giving information on these issues is considered as if it would spoil the girl's behavior.*

An attempt was also made to find out the extent to which girls get different information from their teachers, mass media, mini-media, and school clubs. To examine these, four items in the questionnaire were included. According to the data summarized in table 5 above, 39% of female students get moderate information while 18% of the girls get low and very low information other than classroom instructions.

As to the access of female-students to information from mini-media and school clubs, a significant number of them are deprived of the information from the two sources (34% and 30%, respectively). Generally speaking, including those students who have moderate access, about 61% and 62% of the female students do not get properly the necessary information from mini-media and school clubs, respectively.

Concerning mass media information, about 45% of female students do not get sufficient information. Among these 18% of them are highly deprived of the right to get information from this source.



In general, it seems that most female students are deprived of the opportunity of getting necessary information from parents, teachers, mini-media, school clubs and mass media which would have helped them to improve their knowledge.

### **B. Girl's Access to Parental Support and Teacher Guidance**

Parental supports in giving direction, advice and helping with homework are considered to be important factors for the child to use her/his potential that enable her/him to achieve better academic performance. In this study participants were asked whether they get appropriate educational support from their parents. Results in table 6 below indicate that a considerable number of female students (38%) are less benefited from their parents. 26% of them get only medium support. In sum 64% of female students of seem to attend school without having the necessary educational support from their parents.

**Table 6: Extent of Girls Getting Parental Support and Teachers Guidance (participants responses in%, N = 192)**

| <b>Support &amp; Guidance</b> | <b>V. High</b> | <b>High</b> | <b>Medium</b> | <b>Low</b> | <b>V. Low</b> | <b>Total</b> |
|-------------------------------|----------------|-------------|---------------|------------|---------------|--------------|
| Parental support              | 12             | 24          | 26            | 20         | 18            | 100          |
| Teachers guidance             | 11             | 21          | 22            | 22         | 14            | 100          |

Similarly, participants were also asked to rate the extent to which they get guidance from their teacher while they are facing problems in school. Table 6 depicts that about 36% of the female



students have very limited opportunity to get guidance from their teachers. This would mean that teachers do not attempt to give advice; direction and guidance for their students. And 32% of female students have only moderate opportunity to forward their problems and get appropriate feedback from them. In connection with this, FGD shows that teachers do not genuinely find them solutions. Discussants further explained that they need to have conducive atmosphere to openly discuss their problems with their teachers. However, most of them lack such situation in order to forward whatever problems they face.

### C. Girls Freedom of Thought

Two items included in the questionnaires to examine participant's freedom of thought at home and in school. According to the results summarized in table 7 below, in both cases, a significant proportion of female students have no freedom to produce idea, ask questions of interest and get elaboration.

**Table 7: The Extent of Girls in Getting Freedom of Thought (participants responses in %  
( N = 192)**

| Environments           | V. High | High | Medium | Low | V. Low | Total |
|------------------------|---------|------|--------|-----|--------|-------|
| Home (with parents)    | 11      | 25   | 28     | 20  | 16     | 100   |
| School (with teachers) | 9       | 22   | 31     | 24  | 14     | 100   |

The number of students who are highly deprived of freedom of thought both in home and in school environment account for 26% and 28% respectively; 28% of them at home and 24 of them in school were deprived of this freedom at medium level.



Focus group discussion indicates that because of the socio-cultural believes of parents, most female students are unable to explore knowledge freely in educational aspects they are interested in. Teachers as one of the members of the society also reflect the same attitude in the school. In one of the discussion, for example, the following statements were mentioned..

*In most cases we female students would not debate and raise question of interest freely in the classroom. For instance, if one female student raise questions related to reproductive issues, both the teacher and the students will not have good feelings. They consider her as if she had sexual experiences. Furthermore, teachers are incapable to elaborate the issue openly.*

#### **4.2.2. Protection (Safeguard) Rights**

This section deals with the extent to which girls are being protected from exhausting works, sexual discrimination, sexual harassment and abuse, and corporal punishment. Each element of the rights were treated using the questionnaire and focus group discussion. Analysis and results were presented in the following sub sections.

##### **4.2.2.1 Girls Protection From Hazardous Works**

**Table 8: The Extent of Girls Protection from Hazardous Works (Participants responses in %, N = 192)**

| <b>Environment</b> | <b>V. High</b> | <b>High</b> | <b>Medium</b> | <b>Low</b> | <b>V. Low</b> | <b>Total</b> |
|--------------------|----------------|-------------|---------------|------------|---------------|--------------|
| Inside home        | 12             | 19          | 32            | 15         | 22            | 100          |
| Outside home       | 19             | 23          | 25            | 21         | 12            | 100          |

Table 8 depicts that a considerable number of female students both inside home (37%) and outside home (33%) are exposed to exhausting works. This implies that most female students



spent their spare time in doing exhausting chores both in inside and out side home rather than studying.

In order to complement the data from the questionnaires two focus group discussions were held with female students in different schools. In one of the focus group discussions, a discussant expressed her feelings and experiences in the following ways.

*I am living with my brother who has no job. Our livelihood depends on the sale of 'Tella' and 'Araki'. As these jobs require longer time and much labour I spent most of my time on preparing and selling these drinks. I do not have enough time even to sleep. I also know that most of my friends pass through similar situations.*

Another participant in the same group explained a similar situation as follows.

*Besides cooking food, fetching water and wood, I bake 'Injera' for sale. To do this I wake up at about 4:00 A.M in the morning. When I finished the work in the morning, my little sister takes the 'injera' to the market because she does not attend school due to the problem. Last year, I dropped out of school and this year, my sister dropped out of school.*

Similar experiences were also shared in the second focus group discussion with female student of Nueyer ethnic group. Results indicated that female students are over-burdened with household chores. As a result they get tired and even are not able to wake up early in the morning. This in turn makes them late for school. Finally, discussants considered the school as the only place for them to take rest.



#### 4.2.2.2 Girl's Protection from Sexual Discrimination

Participants of the study were asked whether they have equal opportunities in sharing of food among members of the families and in participating in educational activities like their male class mates. Their responses are summarized in the following table.

**Table 9: The Extent of Girls Being Protected from Sexual Discrimination. (Participant response in %, N = 192)**

| <b>Discrimination</b>                   | <b>V. High</b> | <b>High</b> | <b>Medium</b> | <b>Low</b> | <b>V. Low</b> | <b>Total</b> |
|-----------------------------------------|----------------|-------------|---------------|------------|---------------|--------------|
| In educational activities               | 28             | 21          | 19            | 15         | 19            | 100          |
| In food sharing among<br>family members | 32             | 17          | 21            | 18         | 12            | 100          |

Table 9 indicates that almost 34% of the proportions of female students are deprived of the opportunities to participate in educational activity due to their sex. 19% of them also do not have entirely protected from sexual discrimination entirely.

The focus group discussions appear to be in accord with the above results. Discussants reflect that their teachers are not sure about girl's abilities and do not expect much from them. When teachers discuss lesson and asking question, their attention is mostly directed to male students. Furthermore, teachers are also biased in assigning or selecting students for co-curricular activities.

Participants in FGD have also complained about their male classmates. They believe that male students undermine their abilities in any kinds of activities in the school. For example, one discussant expressed her experience as follows.



*By chance last year (1996 E.C.), one female student was assigned to be a class monitor in my class. And then she begun to coordinate and manage the class discipline. However, nobody listened to her, especially, male students started to mock at her. They often said that you are a female, and how dare you become a class monitor.*

Hence, from the discussions and as it can be observed in Table 9, it appears to be that boys have better opportunities to participate freely in any kind of educational activity they are interested in than girls.

Regarding food distribution, Table 9 above depicts that 30% of female students are deprived of their right to share food with no discrimination. 21% of the participants also responded that they are protected from such discrimination only at moderately level. These would mean that 51% female students are not protected from sexual discrimination in food sharing. The FGD also indicates that a considerable number of female students particularly those who come from the indigenous groups are unlucky to benefit their right to food.

#### **4.2.2.3 Girls Protection From Sexual Harassment and Abuse**

It is frequently reported that schoolboys make unsolicited physical contact with schoolgirls. They grab or pinch girls' breasts, pull them, twist their arm, block their way and bit them for sex. Some teachers are also engaged in such practices (eg. Panos, 2003, and HRW, 2001). So in this study, participants were asked whether they are protected from such kinds of sexual harassment and abuse. Results are presented in Table 10 as follow



**Table 10: The Extent of Girls Being Protected from Sexual Harassment and Abuse**  
(participants response in %, N = 192)

| <b>Sexual harassment<br/>and abuse</b> | <b>V. High</b> | <b>High</b> | <b>Medium</b> | <b>Low</b> | <b>V. Low</b> | <b>Total</b> |
|----------------------------------------|----------------|-------------|---------------|------------|---------------|--------------|
| By school boys                         | 45             | 17          | 18            | 10         | 11            | 100          |
| By teachers                            | 78             | 3           | 10            | 6          | 3             | 100          |

As it can be seen in the Table 10 above, for 10% the girls - their protection from sexual harassment is low, while 11% indicate that their protection is very low. In addition, 18% of the female students get only moderate protection. This shows that a significant number of female students lack the right of being protected from sexual harassment and abuse by schoolboys. Similarly the table indicates that female students which account for 9% mentioned that their teachers have sexually harassed and abused them. They were either asked or forced for sex by their teachers.

The focus group discussion also depicts similar results. In one of the discussions, some female students asked to discuss the problem privately. Accordingly, one of the discussant narrated her experiences as follows:

*When I was in grade 7 (1995 E.C), I was in a difficult situation. One of my teachers had asked me for sex repeatedly. However, I was not willing to do what he wanted. The situation became serious.*



*Since then he was a faultfinder and it that impacted my performance negatively. Finally, I decided to report to the office. Even if I got immediate solution, I could not still attend his class freely.*

In other focus group discussion with Nueyer female students, however, some different results were observed. They commonly explained that girls in their society are highly protected from male sexual harassment and abuse due to their culture. However, they have no right to select their would be husband. Though they are free from such sexual harassment and abuse, families imposed marriage upon them which interferes with their right to education.

Hence, the focus group discussion and questionnaire result clearly elucidate that a significant proportion of female students are victim of sexual harassment and abuse mainly by the schoolboys and to some extent by their teachers.

#### **4.2.2.4 Girls Protection from Corporal Punishment**

**Table 11: Extent of Girls Being Protected from Corporal Punishment in Schools**  
**(Participants responses in %, N = 192)**

| <b>Corporal punishment</b>        | <b>V. High</b> | <b>High</b> | <b>Medium</b> | <b>Low</b> | <b>V. Low</b> | <b>Total</b> |
|-----------------------------------|----------------|-------------|---------------|------------|---------------|--------------|
| By teachers or school supervisors | 15             | 18          | 30            | 15         | 22            | 100          |

Table 11 shows that 30% indicated that their protection from corporal punishment was moderate, 15% pointed out low and 22% very low. They will be physically punished by their teachers if they are absent or late from school, or failed to do homework, or quarrel with some



children. Including those who are moderately protected about 67% of the female students suffer from corporal punishment.

Results from the FGD indicated that corporal punishment in the form of hitting, spanking or shoving was used as a means of common disciplinary method. It was further disclosed that some female students had their skin bruised or had pain due to such punishment. For instance, one discussant expressed her feelings as follows:

*It was three days ago that I run to school in the morning. But I could not arrive on time. When I reached school, two teachers were waiting for late comers. They both held long sticks and hit me severely without asking me why I was late. Their sever hitting left me with lasting pain on one of my kidneys from which I am still suffering. I know some other female students who received more painful pain and in human treatment.*

Moreover, schoolteachers use mentally torturing words on girls. In this regard discussants in other school also explained their common problems in the following way.

*To maintain class discipline, our teachers use words that induce mental torture on us. They give us nicknames that make us feel ashamed of. Copying the teachers' words, male students scoff at us outside classroom. Teachers insult us badly. A silly thing is a cause for them to hurt our feelings. Really, some of us prefer to be hit to such mentally tortuning words.*

From above statements and questionnaire results, it is possible to deduce the fact that most female students are victims of both physical and psychological punishments.



### 4.3 IMPACT OF CHILD RIGHTS VIOLATIONS ON THE ACADEMIC PERFORMANCE OF GIRLS

In the former sections the extent of child rights violation both in development and safeguard rights has been examined. In this section an attempt was made to assess the extent of influence of these violations on the academic performances of girls. In this regard participants were grouped into two categories based on their responses for the questionnaires which have 29 items. The lowest possible score is 29. The highest score a student could get is 145 (highly protected). Theoretically, an average score (on all items) would mean moderate protection. Hence, students who scored below the mid point are taken as victim of violation, and students who scored above the mid point are considered as relatively protected. Accordingly, to see whether these violation and protection bring differences on academic performance, t-test procedures were employed on as follows.

**Table 12: Mean Academic Performance Comparison by Protection Difference**

| Groups               | Academic mean | Variance | df  | t-obs | t-crit |
|----------------------|---------------|----------|-----|-------|--------|
| Relatively protected | 60.40         | 5.83     | 190 | 7.33  | 1.96   |
| Relatively violated  | 54.51         | 5.23     |     |       |        |

As indicated in Table 12 above, the result of the t-test showed that the observed t-value was greater than the critical value; that is,  $t_{obs} > t_{crit}$  ( $df=190; 7.33 > 1.96; p < 0.05$ ). This would mean that female students whose rights are relatively protected have better academic performance than those whose rights are relatively violated or neglected.



The significant level of the relation between the extent of child right protection as whole (i.e. both in development and safeguard rights), and the academic performance of girls was also computed by the following formula.

$$estw^2 = \frac{t^2 - 1}{t^2 + n_1 + n_2 - 1}$$

The result indicated that approximately 22 percent variation in academic performance among the female students can be attributed to the difference in the protection of their rights. Thus, it is possible to suggest that child right protection has a significant association with their academic performance.

#### **The separated effect of development rights, and safeguard right**

To see in particular, the impact of development rights violation on academic performance of girls, t-test value, and strength of association were also computed.

**Table 13: Academic Mean, and t-test Value by Protection Different in Development Rights.**

| Groups               | Academic mean | Variance | df  | t-obs | t-crit |
|----------------------|---------------|----------|-----|-------|--------|
| Relatively protected | 59.65         | 5.86     | 190 | 4.53  | 1.96   |
| Relatively violated  | 55.88         | 5.76     |     |       |        |

T-test result in Table 13 above indicated that the observed t-value exceeds the t-critical; that is,  $t_{obs} > t_{crit}$  ( $df=190$ ;  $4.53 > 1.96$ ;  $p < 0.05$ ). This would mean that students whose development rights are relatively protected were also better in their academic performance than those whose



rights are deprived of these rights. As it was calculated the strength of association, approximately about 9 percent of variation in academic performance accounted for the difference in the protection of development rights, and from this, it could be possible to suggest that the extent of protection of development rights, alone have a significant impact on the academic performance of girls.

With regard to the safeguard rights, result in table 14 below showed that the observed t-value was also greater than t-critical; that is,  $t_{\text{obs}} > t_{\text{crit}} (df=190; 5.60 > 1.96; p < 0.05)$ .

**Table 14: Academic Mean, and t-value by Safeguard Rights**

| Groups               | Academic mean | Variance | df  | t-obs | t-crit |
|----------------------|---------------|----------|-----|-------|--------|
| Relatively protected | 60.06         | 6.23     | 190 | 5.60  | 1.96   |
| Relatively violated  | 54.40         | 5.50     |     |       |        |

This implies that difference in the protection of sexual discrimination, exhausting task, sexual harassment and abuse, and corporal punishment among female students brought about difference in their academic performance.

Regarding the level of significance as it was calculated; approximately 14 percent of variation in academic performance can be attributed by the difference in the protection of these rights.

In comparison with the impact of development right, safeguard rights have some more effect on the academic performance of girls. Moreover, together with development rights, protection (safeguard) rights can have a meaningful association with the girl's academic performance.



## CHAPTER FIVE

### DISCUSSION

#### 5.1. CHILD RIGHT VIOLATION

##### 5.1.1. Provision of Development Rights

*Getting food and health service:* Though getting nutrition /food/ and health service are fundamental and prerequisite for the realizations of other rights; these are the rights that are scarcely protected for a numbers of female students. It is observed that about 23% of female students have rarely benefited from the provision of food before schooling. Similarly, some participants in FGD reported that it is like a dream for them to get breakfast and readily prepared food even after school time. They tend to be exhausted and tired because of hunger. Likewise, they revealed that even the available food is not equally shared among family members. In some families, especially in the indigenous family, men and boys eat first; and then, the left over food is distributed among women and girls. Invariably, the later, eat less food which is low in quality and nutritive value. As the data in table 9 indicated, 30% of female students are victims of this situation. Evidence in the literature supports the present study results. It is reported that unequal distribution of food among family members in most developing world is a common practice (UN, 1991). Girls are four times more likely to be malnourished than boys.

Similarly, girls tend to be more deprived of the provision of health service. In the present study about 43% of them lack the necessary health service while they are in health problems.



*Freedom of expression, participation in decision making, information and thought:*

Different constraints leave the girl-children not to benefit from the provision of these rights. Results in table 3 indicate that (53%) of female students are deprived of the right to express their ideas and opinion on any issue at home. The discussants more explained that their families expect them to keep quite and listen to others rather than forwarding ideas and opinions. Moreover, there is a belief among the community that considers females to be incapable of producing constructive ideas.

Female students have also limited freedom in the school to express what ever ideas and opinions they have. As it can be seen in table 3, 43% of them rarely expressed their own ideas and opinion to their teachers. This condition definitely breaks the statement of Article 12 of CRC, that is, "The child has the right to express her/his ideas and opinion freely and to have that opinion taken in to account in any matter" (UN, 1991: 40).

In regard to freedom of information and though, some parents and teachers seem to be in opposition to these rights. Results obtained from the focus group discussions reveal that parents are afraid of releasing information on reproductive issues to their daughter because they believes that it would spoil the behavior of their children. As table 5a shows, about 30% of them do not have freedom to get the necessary information on these issues from their parents. In the school, 57% of female students are not properly benefited from the provision of getting such rights from their teachers. In addition to this, 34%, 30% and 18% of female students also do not have access to get information from mini-media, school clubs and mass media respectively. These imply that female students lack different information that can help them to improve their academic performance.



Results concerning freedom of thought show that socio-cultural believes of the parents and teachers make most of female students unable to produce ideas, questions of interest and explore knowledge freely in educational aspects.

In most of the families, girl's right to participate in decision making seems to be violated. Results concerning marriage issues, in table 4 show that about 47% of female students have no right to participate in the choice of marriage partner. In accordance with these results, Focus Group Discussion clarifies that most girls particularly, in the Nueyer families are forced by parents to get married at the time they do not want to marry. Marriage arrangements will be carried out without the consent of daughters. Girls are considered as source of economy for their family. This result agrees with the result reported by (Woldgiogris, 1996 cited in SSC, 1997) who suggest that in most rural societies (Ethiopia), marriage is arranged by others (parents or guardians) for the sake of economic and cultural benefit. The author in his survey in the prevalence of early marriage in rural society reports that very young girls are given to marriage in some part of the country. Tradition, customs and religious factors make them submissively accept their parents will.

Similarly, about 33% of female students could be forced by their parents to passively accept harmful traditional practice. This implies that parents violate their daughters' right by forcing them to go through different traditional practice

***Parental support and teachers' guidance:*** It is frequently recommended that parental support and teachers guidance (counseling) are important factors in children developmental aspects (e.g. Grolnick and Benjet, 1997, Charlton, 1996; Merga, 1999; Teshom, 2002). As it can be examined, the extent of girls in getting the provision of these rights in both cases a numbers of



female students are unlucky to be benefited. Table 6 indicates that in the overall result 64% of female students are not properly benefited from the provision of their parental support. Similarly 36% of female students have also limited opportunity to discuss their problem and get proper solution from their teachers.

### **5.1.2. Protection (Safeguard) Rights**

In this study an attempt was also made to investigate the extent of girl's being protected from exhausting works, sexual discrimination, sexual harassment and abuse, and corporal punishment.

**Hazardous work:** As it was examined about 37% and 33% of female students have been overburdened with household chores inside and outside home respectively. They spent most of their spare time in doing exhausting work rather than studying. Result from focus group discussion also indicates that female students get exhausted and tired of because of the nature and duration of the work they are doing. Participants in FGD from indigenous explain that they get tired and even could not able to wake up early in the morning. This in turn makes them to be late at or absent from school. The results of the present study agree with the previous studies conducted by (Chabavud, 1970; Genet 1998). Genet in her study indicated that female students are overburdened with household chores, and they gave little attention to their study since they get tired of exhausting works at home. Chabaud also advised against ignoring the energy drain caused by household chores, specially, when female students' bodies are already weakened by malnutrition. In sum, a number of female students do not get necessary protection from exhausting works at home.



***Sexual discrimination:*** Results as indicated in table 9, almost 34% of female students are exposed to discriminate in educational activities. FGD in accordance with this results show that teachers do not rely on girls' abilities and do not expect more from them. The teachers discriminately give more attention for male students. While they are discussing the lessons, their attention is mostly directed towards male students. Furthermore, teachers are biased when they select and assign students for co-curricula activities. These situations are also reflected by male students. Participants in FGD explained that male students undermine them in any kinds of school activity. Thus, these imply that girls have limited opportunities to participate in educational activities and to explore knowledge as boys.

***Sexual harassment and abuse:*** As it can be examined the protection of girls from sexual harassment and abuse, schools environments appear to be unsafe place for a number of girls. Results indicate that 21% of female students are victim of the problems by school boys. 9% of them are also threatened or asked or forced for sex even by their teachers. The present results also agree with some of evidence in the literature. A study conducted in Zimbabwe (e.g. leach F. Madsakaja P and Mandoga J, 2000 cited in Panos, 2003), 47% of girls in four schools reports unsolicited physical contact from boys. Fourteen of the girls reports being asked by a teacher for sex. In Botswana (Rivers R, 2000) forty percent of girls of age 13 to 16 years old have been touched in sexual manner with out their consent by school boys, and two percent of them have also been asked by a teacher for sex. Hence in all cases, school girls are sexually harassed and abused by boys and teacher.

***Corporal punishment:*** The use of corporal punishment as a means of school disciplinary method tends to be highly prevalent in Gambella schools. Results in table 11 indicate that about 37% of female students received physical or psychological punishment while they are



absent from or late at school, or failed to do home work, or quarrel with children. FGD further disclosed that some females had lasting pain to their body due to severe corporal punishment by their teachers. It is also reported that school teachers use mentally torturing words on them. The present results are in agreement with different studies conducted in Ethiopia (e.g. Tigest and Dereje, 1997; Daniel and Gobena, 1998; Habtamu, 1998). The authors argue that physical punishment is highly prevalent in schools. According to Tigest and Derjen, for instance 79 percent of urban and 76 percent of rural children reported having had some form of punishment. 21 percent of urban and 65 percent of rural respondents had skin bruises due to such treatment. In general these conditions definitely contradict the child rights.

## **5.2. IMPACT OF GIRLS' RIGHTS VIOLATIONS ON THEIR ACADEMIC PERFORMANCE**

In the former discussion, the extent of violation in each aspect of girl's rights has been examined. In extreme cases, there has been variation among female students in the protection of their rights both at home and in the school environment. According to the sum results, some of them are well benefited and others are highly deprived from the provision of their rights. In this regard an attempt was also made to see whether these variations bring about significance difference in academic performance among the girls.

As it was computed the t-values between the academic performance of the protected and the violated groups of female students, significance differences were observed in their academic performance (see table 12). These imply that students whose rights are relatively protected are better in academic performance than those whose rights are neglected or violated. In regard to



the level of significance, 22 percent of variation in academic performance among girls is attributed to the difference in the protection of their rights.

Protection difference in development and safeguard rights as it was computed separately has also a significant effect on the academic performance of girls (See table 13). Here again students whose development rights are well protected were also found to achieve better academic performance than those whose rights are violated or neglected. As it was calculated, 9 percent of variation in academic performance is attributed to the difference in the protection of these rights.

Similarly, t-test results by protection difference in sexual discrimination, exhausting tasks, sexual harassment and abuse, and corporal punishment as a whole also indicate a significant variation in the academic performance of girls. Approximately 14 percent of variation in academic performance among girls is attributed to the difference in the protection of these rights.

Results in this study are in agreement with different studies being conducted (e.g. Panos, 2003; Daniel and Gobena, 1998; Tegist and Dereje, 1997, Habtamu, 1998; Merga, 1999, Genet, 1998, RainBaut, 1979, Marino, HRW, 2001, CYCONLINE, 2001). The authors attempt to show the impact of child right violations on the academic performance and life of children. In sum, it is possible to elucidate that girls' rights violations has a profound impact for the low academic performance of them.



## **CHAPTER SIX**

### **SUMMARY AND CONCLUSION, AND RECOMMENDATION**

#### **6.1. SUMMARY AND CONCLUSIONS**

The main purpose of the study was investigating the extent to which girls rights are violated or neglected and analyzing its functional impact on their academic performance. To this end, the study attempted to answer the following three basic questions:

- To what extent are girls in Gambella primary second cycle schools deprived of the provision of development rights (that is: getting food and health service, freedom of ideas and opinions, freedom of participation in decision making, freedom of information, thought, support and guidance)?
- To what extent are girls in Gamebella primary schools deprived of the provisions of protection (safeguard) rights (i.e, sexual discrimination, hazardous works, sexual harassment and abuse, and corporal punishment)?
- Do girls whose rights are relatively protected achieve better academic performance than those whose rights are violated or neglected?

The study was conducted in Gambella primary second cycle schools. Using random and stratified sampling techniques, 196 respondents and 24 discussants were selected, and 4 of the respondents did not properly fill out the questionnaire. Participants of the study were nearly in close age range (That is 15-18) so as to increase the homogeneity of the sample. They were selected from Nueyer, Agnwake, and other none indigenous ethnic groups.



questionnaire, focus group discussion and school records were used to collect data for the study. The tools that have been used to summarize and analyze the data were percentage, average (mean), t-test and Omega Square ( $\omega^2$ ). Based on the analysis the following summary results were drawn.

1. It was observed that a significant number of female students are deprived of the provision of development rights at home environment. Most female students attend schools without proper provision of food, health service, parental support, freedom to information, freedom to express ideas and opinions.
2. It was also indicated that the majority of female students lack proper protection from hazardous works and early marriage. According to the results, their energy is mostly drained by household chores. They spent their spare time in doing such exhausting chores rather than studying. Further more in most of the family, marriage was arranged by parents and daughters could not have the right to decide on these issues. Parents also force their daughter to go through traditional practices.
3. With regard to girl's rights' protection in the school environment, many of them could not be the beneficiaries of their rights. As the result indicated, female students have limited opportunity to benefit from their development rights in the school environment. They also tend to be exposed to discriminatory treatments, endure corporal punishment, receive both physical and psychological punishment, and are victims of sexual harassment and are abused mainly by school boys and to some degree by their teachers.



4. From the final analysis of the study, it was observed that difference in the protection of child rights bring about variation in academic performance. Female students whose rights are relatively protected have better academic performance than those whose rights are neglected or violated. Thus, from the results obtained, the following main conclusions are drawn.

1. Home environment conditions seem to be in favor of the girl child's rights violation. In many cases, girl's rights tend to be violated or neglected by parents. It seems that there is a lack of awareness about the girl child rights among the community at large and family members in particular.
2. Socio-cultural beliefs of parents appear to be the contributing factor to intensify the extent of most girl's right violation; and parents' attitudes towards their daughters' education contradict with Child Rights Convention.
3. It was found that school teachers and boys are violators of many of the rights of girls. Thus, it seems that no attention was given for the protection of girls rights in the school environment.
4. According to the results of the study significant difference has been observed between mean academic performances of female students whose rights are relatively protected and those whose rights are relatively neglected or violated. This would mean that female students whose right are relatively protected show better academic performance than those whose rights are neglected or violated. Therefore, it can be concluded that



difference in the protection of child rights among female students bring about difference in their academic performance. And child rights protection has a significant association with their academic performance. In sum, girl's rights violation can be considered as one of the main contributing factors for the low academic performance of Gambella primary school girls.

## **6.2. RECOMMENDATIONS**

The researcher of this study suggests the following recommendations to be considered in order to reduce girl's rights violations and to improve their academic performance.

1. There should be child rights awareness with in the community, among family members, teachers, school boys and girls themselves. This could be done through child rights advocacy clubs, orientation and workshop. Relevant documents such as Convention on the Rights of the Child, United Nations Declaration of Human Rights and Convention on the Elimination of All forms of Discrimination against Women, should be made available in the schools.
2. Parents, schools' supervisors and teachers should have to work closely so as to increase their understanding of the problems of female students in the school and in home environment.



3. Schools have to create conducive atmospheres for girls so that they can freely express their ideas, discuss their problems and get feedback. More attention should be given to secure their safety.
4. Results of the study showed that differences in girls' rights protection brings about variation in their academic performance. Thus, the community, legal institutions, parents, and teachers have to work in collaboration for the realization of the girl child rights protection which in turn improves their academic performance.
5. There should be regulations and disciplinary measures in the school system that deter teachers and school boys who harass and mistreat girls in the school.
6. Finally it is recommended that comprehensive study that covers wide population both in rural urban areas must be undertaken.



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## APPENDIX I

### Addis Ababa University Post Graduate Program Department of Psychology

#### Students' Questionnaire

**Introduction:** The purpose of this questionnaire is to gather information for the study entitled "Child Rights Violations and the impact on Academic performance". This study is conducted from the perspective of female students at Gambela primary second cycle schools. It is believed that the information provided through this questionnaire will be fundamental to the success of the study. The researcher, thus, appreciates your free will and transparency in giving sincere responses, and thanks you in advance for the co-operation.

#### General Direction:

1. Read the instructions and questions carefully.
2. You need not write your names

#### Person Data:

**Instruction I:** For questions 1-5 put a tick /✓/ in the box provided for the correct answer.

1. Name of school: Ras Gobena ☐ Elay ☐ Dalkuach ☐
2. Grad 6<sup>th</sup> ☐ 7<sup>th</sup> ☐ 8<sup>th</sup> ☐
3. Have you ever repeated classes before? Yes ☐ No ☐
4. If yes, how many times?  
Once ☐ Twice ☐ Trice ☐
5. What is the educational status of your mother and father?
  - a. Educational status of the mother:
    - Illiterate ----- ☐
    - Literate (able to read & write only)----- ☐
    - 1<sup>st</sup> - 8<sup>th</sup> grade----- ☐
    - 9<sup>th</sup> - 12<sup>th</sup> grade----- ☐
    - above 12<sup>th</sup> grade----- ☐



**Instruction II:** Based on your experience so far, evaluate the protection of your rights both at school and at home, and answer the questions below by putting a tick /✓/ in the spaces provided for the measurement scale.

1.1. What is your prospect of getting food before going to school?

|                             |                             |                             |                             |                             |
|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| <u>                    </u> | <u>                    </u> | <u>                    </u> | <u>                    </u> | <u>                    </u> |
| Very high                   | High                        | Medium                      | Low                         | Very low                    |

1.2. What is your prospect of getting appropriate food after school?

|                             |                             |                             |                             |                             |
|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| <u>                    </u> | <u>                    </u> | <u>                    </u> | <u>                    </u> | <u>                    </u> |
| Very high                   | High                        | Medium                      | Low                         | Very low                    |

1.3. How do you see your chance of getting a medical attention in case of sickness?

|                             |                             |                             |                             |                             |
|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| <u>                    </u> | <u>                    </u> | <u>                    </u> | <u>                    </u> | <u>                    </u> |
| Very high                   | High                        | Medium                      | Low                         | Very low                    |

2.4. In your family, what is the extent of the freedom you have got to express your idea on some issues?

|                             |                             |                             |                             |                             |
|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| <u>                    </u> | <u>                    </u> | <u>                    </u> | <u>                    </u> | <u>                    </u> |
| Very high                   | High                        | Medium                      | Low                         | Very low                    |

2.5. In your school, what is the extent of your freedom in expressing your idea when discussing with your teachers on educational issues inside as well as out-side class.?

2.5.1. Inside class.

|                             |                             |                             |                             |                             |
|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| <u>                    </u> | <u>                    </u> | <u>                    </u> | <u>                    </u> | <u>                    </u> |
| Very high                   | High                        | Medium                      | Low                         | Very low                    |

2.5.2. Out side class

|                             |                             |                             |                             |                             |
|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| <u>                    </u> | <u>                    </u> | <u>                    </u> | <u>                    </u> | <u>                    </u> |
| Very high                   | High                        | Medium                      | Low                         | Very low                    |

2.6. What is the degree of your freedom to express your idea to your male classmates on educational discussions in the school?

|                             |                             |                             |                             |                             |
|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| <u>                    </u> | <u>                    </u> | <u>                    </u> | <u>                    </u> | <u>                    </u> |
| Very high                   | High                        | Medium                      | Low                         | Very low                    |

3.7. According to the tradition in your area, what is the chance of a girl selecting a partner for marriage on her own choice?

|                             |                             |                             |                             |                             |
|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| <u>                    </u> | <u>                    </u> | <u>                    </u> | <u>                    </u> | <u>                    </u> |
| Very high                   | High                        | Medium                      | Low                         | Very low                    |



- 3.8. If your family wants to perform traditional practices on you /e.g. circumcision, tattooing, traditional medicines/, what is the extent of your freedom in accepting or rejecting their idea?

|                  |             |               |            |                 |
|------------------|-------------|---------------|------------|-----------------|
| <u>Very high</u> | <u>High</u> | <u>Medium</u> | <u>Low</u> | <u>Very low</u> |
|------------------|-------------|---------------|------------|-----------------|

- 4.9. What is the likelihood of your getting information on sexual issues /e.g. menses period, birth, HIV/AIDS/from your family?

|                  |             |               |            |                 |
|------------------|-------------|---------------|------------|-----------------|
| <u>Very high</u> | <u>High</u> | <u>Medium</u> | <u>Low</u> | <u>Very low</u> |
|------------------|-------------|---------------|------------|-----------------|

- 4.10. What is the extent to which you can get information related to education/about your academic results, educational prospects, explanation /from your teachers'?

|                  |             |               |            |                 |
|------------------|-------------|---------------|------------|-----------------|
| <u>Very high</u> | <u>High</u> | <u>Medium</u> | <u>Low</u> | <u>Very low</u> |
|------------------|-------------|---------------|------------|-----------------|

- 4.11. What is the likelihood of notifying for and receiving counseling (guidance) services from teachers in case of problems /e.g. psychological, physical, family and other grave problems that may force you to discontinue your education/ you face in school?

|                  |             |               |            |                 |
|------------------|-------------|---------------|------------|-----------------|
| <u>Very high</u> | <u>High</u> | <u>Medium</u> | <u>Low</u> | <u>Very low</u> |
|------------------|-------------|---------------|------------|-----------------|

- 4.12. What is the extent of the support you get from your family to do your home work as well as gather information in the laboratory, the library or other similar places?

|                  |             |               |            |                 |
|------------------|-------------|---------------|------------|-----------------|
| <u>Very high</u> | <u>High</u> | <u>Medium</u> | <u>Low</u> | <u>Very low</u> |
|------------------|-------------|---------------|------------|-----------------|

- 4.13. What is the degree of advice and information you can get from your family to help you work hard and pursue further education?

|                  |             |               |            |                 |
|------------------|-------------|---------------|------------|-----------------|
| <u>Very high</u> | <u>High</u> | <u>Medium</u> | <u>Low</u> | <u>Very low</u> |
|------------------|-------------|---------------|------------|-----------------|

- 4.14. Ever since you started schooling, what is your probability of getting different educational information /e.g. on HIV/AIDS, environment conservation, sports, rights/ from mini-media or other school clubs?

4.14.1. Educational information from mini-Media

|                  |             |               |            |                 |
|------------------|-------------|---------------|------------|-----------------|
| <u>Very high</u> | <u>High</u> | <u>Medium</u> | <u>Low</u> | <u>Very low</u> |
|------------------|-------------|---------------|------------|-----------------|



4.14.2. Educational information from other school clubs

|                  |             |               |            |                 |
|------------------|-------------|---------------|------------|-----------------|
| <u>Very high</u> | <u>High</u> | <u>Medium</u> | <u>Low</u> | <u>Very low</u> |
|------------------|-------------|---------------|------------|-----------------|

4.15. What is your likelihood of getting advice, notices, advertisement and news from mass-media /e.g. from radio, television, news papers or magazines/ in your home environment?

|                  |             |               |            |                 |
|------------------|-------------|---------------|------------|-----------------|
| <u>Very high</u> | <u>High</u> | <u>Medium</u> | <u>Low</u> | <u>Very low</u> |
|------------------|-------------|---------------|------------|-----------------|

5.16. From the perspective of the point, listed below, what is the extent of your freedom in asking your family, examining and understanding some issues you want to know further?

5.16.1. Asking, examining and knowing about nature

|                  |             |               |            |                 |
|------------------|-------------|---------------|------------|-----------------|
| <u>Very high</u> | <u>High</u> | <u>Medium</u> | <u>Low</u> | <u>Very low</u> |
|------------------|-------------|---------------|------------|-----------------|

5.16.2. Asking, examining and knowing about religious issues

|                  |             |               |            |                 |
|------------------|-------------|---------------|------------|-----------------|
| <u>Very high</u> | <u>High</u> | <u>Medium</u> | <u>Low</u> | <u>Very low</u> |
|------------------|-------------|---------------|------------|-----------------|

5.16.3. Asking, examining and knowing about reproductive issue

|                  |             |               |            |                 |
|------------------|-------------|---------------|------------|-----------------|
| <u>Very high</u> | <u>High</u> | <u>Medium</u> | <u>Low</u> | <u>Very low</u> |
|------------------|-------------|---------------|------------|-----------------|

5.16.4. Asking, examining and knowing about state issues /e.g. Polices, Democracy/

|                  |             |               |            |                 |
|------------------|-------------|---------------|------------|-----------------|
| <u>Very high</u> | <u>High</u> | <u>Medium</u> | <u>Low</u> | <u>Very low</u> |
|------------------|-------------|---------------|------------|-----------------|

5.17. In school, What is the extent of your freedom to ask, examine and know about reproductive, religious, and state issues?

|                  |             |               |            |                 |
|------------------|-------------|---------------|------------|-----------------|
| <u>Very high</u> | <u>High</u> | <u>Medium</u> | <u>Low</u> | <u>Very low</u> |
|------------------|-------------|---------------|------------|-----------------|

6.18. What is the extent of your work burden outside school?

6.18.1. Work burden inside home

|                  |             |               |            |                 |
|------------------|-------------|---------------|------------|-----------------|
| <u>Very high</u> | <u>High</u> | <u>Medium</u> | <u>Low</u> | <u>Very low</u> |
|------------------|-------------|---------------|------------|-----------------|



6.18.2. Work burden out side home

|                  |             |               |            |                 |
|------------------|-------------|---------------|------------|-----------------|
| <u>Very high</u> | <u>High</u> | <u>Medium</u> | <u>Low</u> | <u>Very low</u> |
|------------------|-------------|---------------|------------|-----------------|

- 7.19. What is the extent of your participation and acceptance, similar to boys, in traditional activities and plays without being discriminated against because of your sex?

|                  |             |               |            |                 |
|------------------|-------------|---------------|------------|-----------------|
| <u>Very high</u> | <u>High</u> | <u>Medium</u> | <u>Low</u> | <u>Very low</u> |
|------------------|-------------|---------------|------------|-----------------|

- 7.20. Among your family members, what is the possibility of providing food without discriminating between male and female?

|                  |             |               |            |                 |
|------------------|-------------|---------------|------------|-----------------|
| <u>Very high</u> | <u>High</u> | <u>Medium</u> | <u>Low</u> | <u>Very low</u> |
|------------------|-------------|---------------|------------|-----------------|

- 7.21. What is the extent of your participation in school in different educational activities /e.g. in clubs, discussions, debates and queries on educational issues/ without being discriminated against because of you sex.

|                  |             |               |            |                 |
|------------------|-------------|---------------|------------|-----------------|
| <u>Very high</u> | <u>High</u> | <u>Medium</u> | <u>Low</u> | <u>Very low</u> |
|------------------|-------------|---------------|------------|-----------------|

- 8.22. What is the extent to which you could encounter incidents by school boys to incite you sexually?

|                  |             |               |            |                 |
|------------------|-------------|---------------|------------|-----------------|
| <u>Very high</u> | <u>High</u> | <u>Medium</u> | <u>Low</u> | <u>Very low</u> |
|------------------|-------------|---------------|------------|-----------------|

- 8.23. What is the extent to which you could come across with sexual guests or harassment by school boys?

|                  |             |               |            |                 |
|------------------|-------------|---------------|------------|-----------------|
| <u>Very high</u> | <u>High</u> | <u>Medium</u> | <u>Low</u> | <u>Very low</u> |
|------------------|-------------|---------------|------------|-----------------|

- 8.24. Have you ever encountered sexual requests which might incite you to sexual harassment and abuse by your teachers?

|                  |             |               |            |                 |
|------------------|-------------|---------------|------------|-----------------|
| <u>Very high</u> | <u>High</u> | <u>Medium</u> | <u>Low</u> | <u>Very low</u> |
|------------------|-------------|---------------|------------|-----------------|

- 9.25. Based on your experiences, what is the extent of corporal punishment taken over you by your teachers while you are late or absent from school or failed to do work or quarrel with others?

|                  |             |               |            |                 |
|------------------|-------------|---------------|------------|-----------------|
| <u>Very high</u> | <u>High</u> | <u>Medium</u> | <u>Low</u> | <u>Very low</u> |
|------------------|-------------|---------------|------------|-----------------|



# በአዲስ አበባ ዩኒቨርሲቲ ድህረ ምረቃ ፕሮግራም

## ሳይኮሎጂ ትምህርት ክፍል

### በተማሪዎች የሚሞላ መጠይቅ

መግቢያ: የዚህ መጠይቅ ዋና ዓላማ “የህፃናት መብት መጣስ እና በትምህርት

ውጤታቸው ሳይ የሚያስከትለው ተፅዕኖ” በሚል ርዕስ ከጋምቤላ መጀመሪያ ደረጃ ሁለተኛ ሳይክስ ልጃገረድ ተማሪዎች አንፃር ለሚካሄደው ጥናት መረጃ ማሰባሰብ ነው፡፡ ከመጠይቁ የሚገኘው ምሳሽ ለጥናቱ አጠቃላይ ውጤት ወሳኝ በመሆኑ የጥናቱ ተሳታፊዎች በፍቃደኝነትና በግልፅነት ትክክለኛ መረጃ በመስጠት ለሚያደርጉት ትብብር የጥናቱ ባለቤት በቅድሚያ ከፍተኛ ምስጋናውን ያቀርባል፡፡

አጠቃላይ መመሪያ:

1. ተማሪዎች ለጥያቄዎቹ ተገቢውን መልስ ለመስጠት ይረዳችሁ ዘንድ በቅድሚያ መመሪያዎችን፣ በመቀጠልም እያንዳንዱን ጥያቄ በእርጋታ አንብቡ፡፡
2. መጠይቁን ስትሞሉም ስም መፃፍ አያስፈልጋችሁም፡፡

የተጠያቂዋ የግል ሁኔታ /Personal Data/

መመሪያ I:- ከተራ ቁጥር 1- 6 ላሉት ጥያቄዎች ከተሰጡት አማራጮች ትክክለኛውን መልስ ከፊለፊቱ ባለው ባዶ ሳጥን ውስጥ ምልክት /✓/ በማድረግ መልሽ፡፡

1. የትምህርት ቤትሽ ስም: - ራስ ጎበና ☐ አ.ሌይ ☐ ዳልኳች ☐ ዊቡር ☐
2. የክፍል ደረጃሽ: - 6ኛ ☐ 7ኛ ☐ 8ኛ ☐



3. እስከአሁን ባላለፍሻቸው የክፍል ደረጃዎች ወድቀሽ/ደግመሽ ታውቂያለሽ?

ደግሜ አውቃለሁ ☐ ደግሜ አላውቅም ☐

4. ለሶስተኛው ጥያቄ መልስሽ “ውድቁ አውቃለሁ” ከሆነ ለምን ያህል ጊዜ?

ለአንድ ጊዜ ☐ ለሁለት ጊዜ ☐ ለሶስት ጊዜ ☐

ከሶስት ጊዜ በላይ ☐

5. ትምህርት አቋርጠሽ ታውቂያለሽ? አዎ ☐ አቋርጬ አላውቅም ☐

6. እናትና አባትሽ ከየትኛው የትምህርት ደረጃ ይመደባሉ?

6.1. የእናት የትምህርት ደረጃ: -

❖ ማንበብና መፃፍ የማይችሉ.... ☐

❖ ማንበብና መፃፍ ብቻ የሚችሉ. ☐

❖ ከ1ኛ - 8ኛ..... ☐

❖ ከ9ኛ -12ኛ..... ☐

❖ ከ12ኛ ክፍል በላይ ..... ☐

6.2. የአባት የትምህርት ደረጃ:-

❖ ማንበብና መፃፍ የማይችሉ.... ☐

❖ ማንበብና መፃፍ ብቻ የሚችሉ. ☐

❖ ከ1ኛ - 8ኛ ..... ☐

❖ ከ9ኛ - 12ኛ..... ☐

❖ ከ12ኛ ክፍል በላይ ..... ☐

## መመሪያ - II

ካለሽ ልምድና ገጠመኝ በመነሳት በቤትና በትምህርት ቤትሽ የመብትሽን አካባቢ ወይም አጠባበቅ ሁኔታ በመገምገም ከዚህ በታች የቀረቡትን ጥያቄዎች ከስራቸው በተቀመጠው የማመዛዘኛ ነጥብ መሠረት በክፍት ቦታው ላይ ምልክት /4/ በማድረግ መልሽ::

1.1 ወደ ትምህርት ቤት ከመሄድሽ በፊት ምግብ የማግኘትሽ ሁኔታ ምን ያህል ነው?

\_\_\_\_\_

በጣም ከፍተኛ

\_\_\_\_\_

ከፍተኛ

\_\_\_\_\_

መካከለኛ

\_\_\_\_\_

ዝቅተኛ

\_\_\_\_\_

በጣም ዝቅተኛ



1.2 ከትምህርት ቤት መልስስ የምትመገቢው ምግብ ተሟልቶ የማግኘቱ ሁኔታ ምን ያህል ነው?

|          |       |       |       |          |
|----------|-------|-------|-------|----------|
| _____    | _____ | _____ | _____ | _____    |
| በጣም ከፍተኛ | ከፍተኛ  | መካከለኛ | ዝቅተኛ  | በጣም ዝቅተኛ |

1.3 የጤና ችግር ሲያጋጥምሽ የህክምና አገልግሎት የማግኘትሽ ሁኔታ እንዴት ነው?

|          |       |       |       |          |
|----------|-------|-------|-------|----------|
| _____    | _____ | _____ | _____ | _____    |
| በጣም ከፍተኛ | ከፍተኛ  | መካከለኛ | ዝቅተኛ  | በጣም ዝቅተኛ |

2.4. በቤት ውስጥ በአንዳንድ ጉዳዮች ላይ ከቤተሰቦችሽ ጋር ተወያይተሽ የራስሽን ሀሳብ ለመግለጽ ያለሽ ነፃነት ምን ያህል ነው?

|          |       |       |       |          |
|----------|-------|-------|-------|----------|
| _____    | _____ | _____ | _____ | _____    |
| በጣም ከፍተኛ | ከፍተኛ  | መካከለኛ | ዝቅተኛ  | በጣም ዝቅተኛ |

2.5. በትምህርት ቤት ከአስተማሪዎችሽ ጋር ባለ ትምህርታዊ ውይይት የራስሽን ሀሳብ/ አስተያየት ለመግለጽ ያለሽ ነፃነት በክፍል ውስጥና ከክፍል ውጪ ምን ያህል ነው?

2.5.1. በክፍል ውስጥ: -

|          |       |       |       |          |
|----------|-------|-------|-------|----------|
| _____    | _____ | _____ | _____ | _____    |
| በጣም ከፍተኛ | ከፍተኛ  | መካከለኛ | ዝቅተኛ  | በጣም ዝቅተኛ |

2.5.2. ከክፍል ውጭ: -

|          |       |       |       |          |
|----------|-------|-------|-------|----------|
| _____    | _____ | _____ | _____ | _____    |
| በጣም ከፍተኛ | ከፍተኛ  | መካከለኛ | ዝቅተኛ  | በጣም ዝቅተኛ |

2.6. በትምህርት ቤት ካሉ ወንድ የክፍል ጉደኞችሽ ጋር ባለ ትምህርታዊ ውይይት የራስሽን ሀሳብ /አስተያየት ለመስጠት ያለሽ ነፃነት ምን ያህል ነው?

|          |       |       |       |          |
|----------|-------|-------|-------|----------|
| _____    | _____ | _____ | _____ | _____    |
| በጣም ከፍተኛ | ከፍተኛ  | መካከለኛ | ዝቅተኛ  | በጣም ዝቅተኛ |



ኢትዮጵያ ፌዴራላዊ ዲሞክራሲያዊ ሪፐብሊክ

[illegible][illegible]

ኢትዮጵያ ፌዴራላዊ ዲሞክራሲያዊ ሪፐብሊክ

ᐱᐱᐱ ᐱᐱᐱ

[illegible]

ኢትዮጵያ ፌዴራላዊ ዲሞክራሲያዊ ሪፐብሊክ

ረወሳ ሃበፍ ፌፍ ሂሃኛዐ ተፈፍፍፍ ሂቀፍሠ/ ፍፍፍፍ ጋፍ

4.10 ከላሳተማሪዎች የምትፈልገውን ትምህርት ካትገምገማሉ/ላምላሉ የትምህርት ዕድልዎን ማግኘት ለዚህ ዓላማዎ ምን ዓይነት ጥረት/ጥረቶች ይደረጋሉ?

ኢትዮጵያ ፌዴራላዊ ዲሞክራሲያዊ ሪፐብሊክ

ረገዳ ተጽፎ ሥራዎች ለሀገራችን ለሕዝቧ ለሀገራችን ለሀገራችን /ሀገራችን

[illegible]

ኢትዮጵያ ፌዴራላዊ ዲሞክራሲያዊ ሪፐብሊክ

ገብረ ሃበድ ራጩ ተነጻጽ ሂህድ ሃህቀመህኔ ኣብ ጸሐፊነቱ

3.8. ቤተሰቦችን አገደገድ ባህላዊ ድርጊቶች/ለምሳሌ ግርዛት፣ ገቅላት፣ ህክምና/ በላጊቹ ላይ ለማድረግ ቢፈልጉ በውሳኔው ተሳትፈኛ ድርጊቶች

ኢትዮጵያ ፌዴራላዊ ዲሞክራሲያዊ ሪፐብሊክ

[illegible]

3.7. በሰብአዊ ህይወት ውስጥ የሚገኝ የሰው ልጅ የሚባል ሰው ለሌላ ሰው ለሚገኝ ስሜት ማሳደግ የሚችል ሰው ሊሆን ይችላል፡፡



4.13 በትምህርትሽ ጠንክረሽ እንድትሰራ እና ወደፊትም እንድትቀጥይበት ከቤተሰቦችሽ የምታገኘው ምክርና መረጃ ምን ያህል ነው?

በጣም ከፍተኛ ከፍተኛ መካከለኛ ዝቅተኛ በጣም ዝቅተኛ

4.14 እስካሁን በትምህርት ቤትሽ የተለያዩ ትምህርት ነክ መልዕክቶችን/መረጃዎችን /ለምሳሌ ስለ ኤች አይ ቪ ኤድስ፣ ስለአካባቢ እንክብካቤ፣ ስለስፖርት፣ ስለመብት ጉዳይ /ከሚኒሚዲያ ወይም ከተለያዩ ክበባት እንቅስቃሴ የማግኘትሽ ሁኔታ ምን ያህል ነው?

4.14.1. ከሚኒሚዲያ የምታገኘው ትምህርት ነክ መረጃ፡ -

በጣም ከፍተኛ ከፍተኛ መካከለኛ ዝቅተኛ በጣም ዝቅተኛ

4.14.2. ከተለያዩ ክበባት እንቅስቃሴ የምታገኘው ትምህርት ነክ መረጃ፡ -

በጣም ከፍተኛ ከፍተኛ መካከለኛ ዝቅተኛ በጣም ዝቅተኛ

4.15 በአካባቢሽ የተለያዩ ምክሮችን፣ ማስጠንቀቂያዎችን፣ ማስታወቂያዎችንና ዜናዎችን ከህዝብ መገናኛዎች/ለምሳሌ ከሬድዮ፣ ከቴሌቪዥን፣ ከጋዜጣ ወይም ከመፅሔት/ የማግኘትሽ ሁኔታ እንዴት ነው?

በጣም ከፍተኛ ከፍተኛ መካከለኛ ዝቅተኛ በጣም ዝቅተኛ

5.16 አንዳንድ መረዳት ስለምትፈልገው ጉዳይ ቤተሰቦችሽን በግለፅ የመጠየቅ፣ የመመርመርና የማወቅ ነፃነትሽ ከዚህ በታች ከተቀመጡት ነጥቦች አንፃር ምን ያህል ነው?

5.16.1. ስለ ስነተፈጥሮ የመጠየቅ፣ የመመራመርና የማወቅ ሁኔታ፡ -

በጣም ከፍተኛ ከፍተኛ መካከለኛ ዝቅተኛ በጣም ዝቅተኛ

5.16.2. ስለሐይማኖታዊ ጉዳዮች የመጠየቅ፣ የመመራመር እና የማወቅ ሁኔታ፡ -

በጣም ከፍተኛ ከፍተኛ መካከለኛ ዝቅተኛ በጣም ዝቅተኛ



5.16.3. ስለ ሥታ ነክ ጉዳዮች የመጠየቅ፣ የመመራመርና የማወቅ ሁኔታ፡ -

በጣም ከፍተኛ ከፍተኛ መካከለኛ ዝቅተኛ በጣም ዝቅተኛ

5.16.4. ሐገራዊ ጉዳዮች/ስለፖለቲካ፣ ስለዲሞክራሲ፣ ስለሰውልጅ መብት ወዘተ/ የመጠየቅ የመመርመርና የማወቅ ሁኔታ፡ -

በጣም ከፍተኛ ከፍተኛ መካከለኛ ዝቅተኛ በጣም ዝቅተኛ

5.17 በትምህርት ቤት ስለሥታ ነክ ፣ ስለ ሐይማኖት፣ ስለ ስነተፈጥሮ እና ሐገራዊ ጉዳዮች በግልፅ አስተማሪዎችሽን የመጠየቅ፣ የመመርመርና የማወቅ ነፃነትሽ ምን ያህል ነው?

በጣም ከፍተኛ ከፍተኛ መካከለኛ ዝቅተኛ በጣም ዝቅተኛ

6.18 ከትምህርት ቤት ውጭ በቤት አካባቢ ያለብሽ የሥራ ጫና ሁኔታ እንዴት ነው?

6.18.1. በቤት ውስጥ ያለ የሥራ ጫና ሁኔታ?

በጣም ከፍተኛ ከፍተኛ መካከለኛ ዝቅተኛ በጣም ዝቅተኛ

6.18.2. ከቤት ውጭ ያለ የሥራ ጫና ሁኔታ?

በጣም ከፍተኛ ከፍተኛ መካከለኛ ዝቅተኛ በጣም ዝቅተኛ

7.19 በቤት ውስጥ በሴትነትሽ መድሎ ሳይደረግብሽ በተለያዩ ልማዳዊ ክንውኖችና ጫወታዎች/ለምሳሌ ዘፈን ጭፈራ ... ወዘተ/ እንደ ወንድ ልጆች የመሳተፍና ተቀባይነት የማግኘትሽ ሁኔታ እንዴት ነው?

በጣም ከፍተኛ ከፍተኛ መካከለኛ ዝቅተኛ በጣም ዝቅተኛ

7.20 በቤተሰቦችሽ አባላት መካከል የምግብ አቅርቦትን በተመለከተ ለወንድና ሴት ልዩነት ሳይደረግ የማከፋፈል ሁኔታ ምን ያህል ነው?

በጣም ከፍተኛ ከፍተኛ መካከለኛ ዝቅተኛ በጣም ዝቅተኛ



7.21 በትምህርት ቤት በተለያዩ ትምህርት ነክ ክንውኖች /ለምሳሌ በክበባት እንቅስቃሴ፤ በትምህርት ነክ ውይይትና ክርክር፤ በጥያቄና መልስ ውድድር/ በሴትነትሽ መድሎ ሳይደርስብሽ ለመሳተፍ ምን ያህል ነፃነት አለሽ?

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በጣም በከፍተኛ      በከፍተኛ      መካከለኛ      ዝቅተኛ      በጣም በዝቅተኛ

8.22 እስከ አሁን በአካባቢሽ ወይም በትምህርት ቤትሽ በወንዶች ሊደርሱ የሚችሉና ለወሲብ የሚገፋፉ የተለያዩ ድርጊቶች/ለምሳሌ የጡትና ዳሌ መነካካት፤ የወሲብ ስሜቶችን የሚያነሳሱ ቀልድና ጫወታዎች/ በአንቺ ላይ የመድረሳቸው ሁኔታ ምን ያህል ነው?

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በጣም ከፍተኛ      ከፍተኛ      መካከለኛ      ዝቅተኛ      በጣም ዝቅተኛ

8.23 በአካባቢሽ ወይም በትምህርት ቤትሽ በወንዶች ሊደርስብሽ የሚችል የወሲብ ጥያቄ ችግር ወይም የወሲብ ጥቃት መከራ የማጋጠሙ ሁኔታ ምን ይመስላል?

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በጣም ከፍተኛ      ከፍተኛ      መካከለኛ      ዝቅተኛ      በጣም ዝቅተኛ

8.24 በአስተማሪዎችሽ በኩል እስከ አሁን የደረሰብሽ ለወሲብ የሚገፋፉ የተለያዩ ድርጊቶች ወይም የወሲብ ጥያቄ ችግሮች አጋጥሞሽ ያውቃል?

አዎ ☐      ደርሶብኝ አያውቅም ☐

መልስሽ “አዎ” ከሆነ የችግሩ ክብደት ምን ያህል ነው?

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በጣም ከፍተኛ      ከፍተኛ      መካከለኛ      ዝቅተኛ      በጣም ዝቅተኛ

9.25 በአንዳንድ ምክንያት ከትምህርት ቤት ብትቀሪ ፣ ብታረፍጂ፤ የቤት ሥራ ባትሠራ፤ ከልጆች ጋር ብትጋጪ ወይም ደግሞ ተመሳሳይ ድርጊት ብትፈጽሚ እስከ አሁን ባለሽ ገጠመኝ መሠረት አስተማሪዎችሽ ወይም የትምህርት ቤቱ ኃላፊዎች ከሚወስዱት የእርምት እርምጃ መካከል የዱላ ቅጣትን ወይም ግርፋትን የመጠቀሙ ሁኔታ ምን ያህል ነው?

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በጣም ከፍተኛ      ከፍተኛ      መካከለኛ      ዝቅተኛ      በጣም ዝቅተኛ



## APPENDIX II

LIBRARY  
P.O. BOX 117  
ADDIS ABABA ETHIOPIA

### Guides For Female Students Focus Group Discussions

1. Based on your past experience, would you like to tell us your likelihood of getting food at the right time (Before and after school)? How about your likelihood of getting medical treatment during sickness?
2. Could you tell us the extent of your freedom to express your ideas and opinions:
  - a) at home?
  - b) at school?
3. Could you tell us the extent of your participation in decision making on marriage issue and different traditional practices?
4. Would you like to tell us how far you could discuss and get information on reproductive issues freely at:
  - a) School?
  - b) Home?
5. Could you tell us in detail about how far you are exposed to household activities?
6. Would you like to tell us the extent to which you could participate with no discrimination?
7. How do you evaluate the extent to which you could come across with sexual harassment and abuse by school boys and teachers, too?
8. Thinking about the past, would you like to tell us in detail the extent of corporal punishment taken over you by school teachers, if any?