

Factors Affecting Academic Achievement of Evening
Program Female Students in Addis Ababa City
Administration

Mekonnen Biru Gedefa

A Thesis Submitted to

The Institute of Educational Research

Presented in Partial Fulfillment of the Requirements for the Degree
of Master of Arts in Educational Research and Development

Addis Ababa University
Addis Ababa, Ethiopia
June 2013

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List of Abbreviations

| | |
|-------|---|
| AAEB | Addis Ababa Education Bureau |
| CSA | Central Statistics Agency |
| E.C. | Ethiopian Calendar |
| ECA | Economic Commission for Africa |
| EFA | Education For All |
| ESAA | Educational Statistics Annual Abstract |
| ESDP | Education Sector Development Program |
| ETB- | Ethiopian Birr |
| GEQIP | General Education Quality Improvement Package |
| MDGs | Millennium Development Goals |
| MoE | Ministry of Education |
| NLA | National Learning Assessment |
| SPSS | Statistical Package for Social Scientist |

Abstract

The main purpose of this study was to examine level of academic achievement and factors affecting the academic achievement of 2nd cycle primary school evening program female students in Addis Ababa City Administration. This survey study was carried in four government and non government primary schools employing multi stage sampling. Quantitative and qualitative research methods were employed in scrutinizing the problem. Documents, questionnaires, interview and group discussions were employed to collect multi-dimension data. Quantitative data were analyzed primarily through employing descriptive statistics like percentage, mean and standard deviation and inferential statistics like t-test. The qualitative data that were collected through interviews, group discussions and open-ended questions, were examined through coding, categorization and thematic analysis. The findings of the study show that female students academically perform less when compared to their counterpart male students in both class and primary school leaving examination. The achievement of students in class examination and Primary School Leaving Examination showed immense differences-high in the former and very low in the latter. Among the potential variables identified, both quantitative and qualitative data verified that students and teachers behaviors highly contributed for female students' low achievement and followed by socio-economic, school and social characteristics. To overcome the problem and enhance the academic achievement of evening program female student, paying due attention for evening program education in general and for female students is crucially important. Implementation of direction for evening program education, close-up supervision and support, motivating teachers who involved in this program, developing students self-concept, improving the awareness of the society on the importance of evening education in supplementing the regular education system is paramount important.

Chapter 1: Background of the Study

1.1. Introduction

The role of education in promoting sustainable development, changing the socio-cultural, political and economic situation of the society is well recognized as a result of social, political and economic change in due courses. As a result, the United Nations has acknowledged the need for education for all citizens regardless of sex, religion, color, geographical location (UN, 1948). After the endorsement of the declaration Education for All, universalisation of primary education is taken as a motto across the globe although only developed nations have strongly worked toward the implementation of the declaration and achieved the desired outcome (UN, 2000). Since many developing countries practically failed on the implementation of the universalization of primary educations, Millennium Development Goals (MDGs) were formulated on the turn of the second millennium in 2000. Achieving universal primary education is one of the goals of the MDGs and this asserts that access and achievement of universal primary education for both boys and girls across the globe with special emphasis on less developed countries where the disparity is high.

States of the world were promised for the implementation of the goals and have been striving for its achievement in the coming few years. Being one of the nations promised to achieve the goals, Ethiopia also has exerting its maximum effort through different alternatives. The country has massively expanded the school infrastructure, required manpower, facilities and designed various coping up strategies and mechanisms (MoE, 2010b). In addition to formal education system that primarily helps to achieve the goals, Ethiopia also declared non-formal education as a strategy to achieve basic primary education (MoF, 2013). As UNESCO's report states, Ethiopia has officially endorsed adult and non formal basic education and other medium as viable methods of striving to reach the Millennium Development Goals (UNESCO, 2008). Evening /night/ program education has also play significant role in attaining the goals, because it serves a

considerable number of students regardless of age. Many school age children who are unable to attend school in regular program due to various reasons are enrolled in evening program to cope up with their counterpart.

National Girls' Education Strategy, (2010a), points out that one of the greatest issues of concern in the education sector in Ethiopia is females' low participation in education. The Education and Training Policy of Ethiopia also states that the rate of girls' participation in education was low with high gender disparity (MoE,1994). As Educational Sector Development Program IV (2010b) shows, the disparity is continuously decreasing in all the regional states of the country. The focus of this study, Addis Ababa, has relatively on the verge of closing down the gender differences in general primary education because of long history of modern education system, improved school infrastructure and better societal awareness, better access to school and different option to attend school. Currently the main concern of the country in pertinent to education sector, which also encompasses Addis Ababa city Administration, is achieving quality of education in addition to closing the gap between boys and girls (GEQIP, 2008; MOE, 2010b; AAEB,2010c).

Mobility from every corner of the country to Addis Ababa is one of the current challenges of the city not only in the education sector, but also in other socio-economic situations. A great number of males and females have been immigrating to Addis Ababa for seeking jobs as daily workers, domestic house servant, petty traders, shoe polishers, lottery dealers etc., by discontinuing schooling in their birth place. Female constituted significant number of the immigrant to Addis. Evening program education is one of the alternatives that help to involve this group of people in learning. According to information from Addis Ababa Education Bureau, all public primary schools in the City Administration can provide evening program education for those who couldn't pursue regular school program because of inconvenience at day time. (AAEB, 2010c). in addition, some private and religious schools also offer evening program education at different level.

The central theme of this paper is female students who have been perusing education in the 2nd cycle of evening program primary schools. Its intention is to identify the level of

achievements of these students, their problems in learning and their level of academic achievement to recommend measures to be taken to improve it.

1.2. Statement of the Problem

In Ethiopia, females had little freedom and less opportunity to attend school until recent years (MoE, 2010a). The rate of girls' enrollment in education prior to 1994 was very low when compared to boys at primary, secondary and tertiary levels and the disparity is increasing as the level of class increases (MoE, 1994; 2008). However, the participation of girls in school has been increasing noticeably and the gender disparity is narrowed at national level and the enrolment of girls becoming higher than boys in case of Addis Ababa City Administration (ESDP, 2010; AAEB, 2011). In spite of the fact that the school enrollment rate of female students has been increasing from year to year, still there are females that could not be able to access basic primary education at early school age or dropped out from regular schools for various reasons. In urban center like Addis Ababa, these underprivileged females have enrolled in evening education program so that they have tried to cope up with their educational needs.

In g general, the enrolment of females in school, weather it is at regular or evening program, has been in a state of swift change. However, the current issue of concern in education sector is ensuring quality of education and improving the level of achievement of students (MoE, 2010b). The National Girls' Education Strategy (2010a), that assessed the status of girls' education in Ethiopia and set strategies for its improvement, shows that the level of achievement of female students is a rising problem of the education sector. The educational Sector Development Program IV (MoE, 2010b), which was endorsed three years ago also emphasizes the shortcomings in level of achievement and quality of education. The General Education Quality Improvement Program (2008), which was designed to improve the deteriorating quality and achievement, also critically analyzes the education standard of the country as follow:

Achievements in access have not been accompanied by adequate improvements in quality. In some areas, quality has deteriorated at least partly as a result of rapid expansion. The 2007 National Learning

Assessment (NLA) in grades 4 and 8 shows that student achievement is below the required levels. Achievement in grade 4 shows a reduction from the 1999/2000 baseline learning assessment (47.9 percent to 40.9 percent) and achievement in grade 8 has also deteriorated from 42.6 percent to 39.8 percent (p. 2).

This ascertains that quality of education and student's level of achievement has become worrying problem in the country. Nevertheless, the problem is more alarming for female students who shoulder different responsibilities and subjected to socio-cultural and economic influences (MoE, 2010). This problem also involves and profoundly affects evening program female students who pursue education in challenging conditions.

Evidences from schools and teachers show that evening program female students in Addis Ababa constitutes domestic house servants, daily laborers, unemployed, petty traders, housewives, street children, and so on. Some of them came to Addis from rural by dropping out from formal school. Some are residents of Addis but drop out from regular class due to various reasons. Whatsoever their combination and background, the number of female students who have been enrolled in evening program 2nd cycle primary level is large and constitutes significance share in the rate of school enrollment. For instance, in Addis Ababa evening program female students constituted 26.3 percent of the total female students in the 2nd cycle Out of the total 7, 141 female evening program students who sat for the 2010/11 academic year Primary School Leaving Examination, only 19.4 percent obtained passing marks (AAEB, 2012).

Investigating the level of achievement and its contributing factors is essential due to various reasons. The knowledge and skills citizens acquired at this level, the right of the learners, the resource committed can be cited among the reasons because the program seems forgotten.

It became very difficult to obtain research articles with reference to evening program students achievement, determinants in level of achievement. In fact some research have been conducted in connection with female education and academic achievement in Ethiopia. For instance, Tadesse Shiferaw (2009) explored Female Students' Academic

Performance in South Nation, Nationalities and Peoples Regional State. Getnet Damte (2010), Alemayehu Bogale (2008), Kassa Shurke (2006), Ager Essetu (2002) carried out their MA thesis on problems related to female education and their academic achievement.

Nevertheless, none of them examine the problems of academic achievement of evening program female students. Hence, the problem is new and not previously assessed and as a result the finding contributes for the enhancement of the program.

The central point of this research was investigating and finding out the level of academic achievement of evening program female students and the factors that affect their performance. This helps to raise the awareness of policy-makers, school administration, students themselves, teachers and the society at large through addressing the following research questions.

- What are the levels of achievements of evening program female students in the 2nd cycle primary education?
- What are the main factors that affect the academic achievement of 2nd cycle evening program female students?
- Do evening program female and male students academically achieve equally?
- Is there congruency of achievement between class examination and primary school leaving examination scores?
- What measures should be taken to enhance the academic performance of female students.

1.3. Objectives of the Study

The general objectives of this research paper was to thoroughly investigate problems and challenges associated with evening program 2nd cycle primary school female students in the instructional process and forwarding possible recommendations that would help to resolve the problems and enhance their learning attainment. Within this framework, the paper aims at examining the problems from student and teacher behaviors, school administration, socio- economic and social influences. The specific objectives were to;

- assesses the academic performance of 2nd cycle primary school evening program female students.
- identify the main factors that affect academic achievement of evening class female students.
- examine the school environment in light of ensuring quality of education for evening program students in general and that of female in particular
- provide evidences that justify the magnitude of the problem
- to recommend solutions that would minimize the challenges and improve female students' achievement.

1.4. Significance of the Study

This study intended to examine the academic achievement of evening program female students. Besides, it scrutinized the factors that affect their academic achievement. Hence, the outcomes of the study significantly contribute for the enhancement of the program in general. Specifically, the finding helps students, teachers, school administrators, policy-makers and the society to pay attention for the evening education system and to work on the augmentation of the achievement of female students. Besides, the study supports educators, educational planner in understanding the magnitude of the problem and designing alternative mechanism that improve the existing state of affairs. The conclusions and recommendation also suggest the way forward to minimize the magnitude of problem. The study also helps as a starting point for further examination of problem.

1.5. Delimitation of the Study

According to the information from Addis Ababa City Administration Education Bureau, the numbers of primary schools in the city were 730 (<http://www.aueb.gov.et>). Out of the total number, only 30 percent schools were owned by government and the rest were belonging to private sectors, foreign community and religious institutions. All government schools were supposed to provide evening education on demand basis and some private schools are also engaged in the same task. For the purpose of this research,

four primary schools were selected from Kolfe Keranio, Lideta and Addis Ketema sub-cities. Incorporating more schools was beyond the capacity of this study because of resources, budgets, times and other factors. Thus, the study was delimited to Yemane Birhan, Alem Maya / government/, Alpha Keranio, and Debre Haile St. Raguel Church School /non-governmental/ primary schools 2nd cycle evening program female students.

1.6. Limitations of the Study

This study was focused on only four primary schools in Addis Ababa City Administration. However, the numbers of primary schools, both government and non-government in the city administration, that have been offering evening program education are copiousness in number. When the size of sampled schools compared with the total schools in the city administration, this research was limited in encompassing many schools to examine the problem in wide scope. In addition, only three sub-cities were included in the research from the 10 sub-cities of Addis Ababa City Administration. Including all the sub-cities would help in improving the finding and generalization of this research. The limitations arose from budget scarcity and time shortage. It is also important to examine the trend of achievement of evening program female students to analyze and find out the tendency development. However, due to resource constraints, complexity of finding data, poor documentation and unavailability of the required data, the researcher failed to analyze the problem from this aspect.

1.7. Operational Definition of Terms

Class examination: The type of examination prepared at school and given to students in order to measure and evaluate their achievement.

Evening program: Teaching and learning process that undertakes at night in government primary school

Government school: Schools that are run by government/public budget and provide free primary education.

Non-governmental school: schools that are operated either by private ownership or religious institution.

Primary school: school that offers primary education starting in Grade 1 and end in grade-8.

Primary School Leaving Examination: The examination given to all grade 8 students by Addis Ababa Education Bureau in order to measure their level of achievement. The term commonly known as ‘ministry examination’

Second cycle: It is a learning cycle that covers Grade 5-8 in Ethiopian context.

Sub-city: Middle level geographical and administrative classification of Addis Ababa City Administration.

Teacher behaviors: Teachers teaching related tasks such as commitment, attitudes, knowledge, and feelings in teaching and learning process

Student behavior: Students effort, interest, attitudes, goals and activities in learning process

Socio-economic characteristics: working environment, employment system, income, school fee and the like.

School characteristics: Schools facilities, management of teaching and learning, supervision, planning and problem solving

Chapter 2. Review of Related Literature

This chapter discusses issues pertinent to concept of gender and education, the status of gender and education. Moreover, it discusses concepts and theories of achievement and achievement motivation from different perspectives. Furthermore, it explains factors that affect the academic achievement of students.

2.1. An Overview of Education and Gender

Gender and education has become a global concern that attracts the attention of researchers, educators, politicians and gender activists. The issue has gotten special concern following the initiation of Education for All (EFA) by UNISCO in 1990 and reframed in 2000 as Dakar Framework and further strengthened after the declaration of the new Millennium Development Goals (MDGs) that the world leaders endorsed in 2000. (UNICEF, 2012; AUC, UNECA, AfDB & UNDP. 2012; Fennell & Arnot, 2008;). As these evidences show, world pay due emphasis to girls' education and as a result Dakar Framework and UN millennium declaration were in place to balance gender disparity and ensure equality. Hence, the negative attitudes and beliefs towards female education have been in state of changing. However, according to UNICEF report, (2012) still there is visible gender disparity in school enrollment, achievement and completion in less developed countries.

2.1.1. Education and Gender as a Global Concern

Universal primary education (UPE) has become agenda of the world since the 1970s. (UN, 2000) However, many developing countries were failed to achieve the intended target due to various reasons, such as socio-economic, political and socio-cultural factors. As a result, UPE and gender parity in education has become one of the priority issues of the United Nation in the new millennium and as a result it was incorporated in the Millennium Development Goals (Fennell & Arnot, 2008). Concerning education, Goal 2 Target 2A of MDGs states that "Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling (UN, 2000). This article emphasizes not only the enrollment of students but it also boldly articulates the

full completion of primary education in every corner of the world. In other words, the article underlines the reduction of dropout rate to zero through enhancing internal efficiencies and tackling factors that cause drop outs. Goal 3 of the declaration, which accentuates promotion of gender equality and empowerment of women, also states that “Eliminate gender disparity in primary and secondary education preferably by 2005 and at all levels by 2015” This is intended to balance the existing disparities between girls and boys in education through ensuring equity via improving school access, facilities, infrastructures, teacher development, and awareness creation (AUC et al., 2012; Fennell & Arnot, 2008). Fennell & Arnot (2008) have also pointed out that following the enforcement of the MDGs declaration, visible changes have been registered and the gender gap in education has been narrowing down but gender parity was not achieved as stipulated in 2005, even in primary school by many developing nations in Africa, Asia and Latin America.

2.1.2. Situation of Education and Gender in African

Africa is a less developing continent with poor educational infrastructure and facilities and as a result access to school and enrollment rate did not reached the required level. School dropout and gender disparity is still substantially high in many nations. (AUC et al. 2012; UNISCO, 2012 Fennell & Arnot, 2008;) Gender wise, the numbers of girls out of school are large when compared to boys and this adversely affects the development of the continent economically, socially, politically and culturally because females play determinant role in all sectors and leaving them illiterate is holding back the overall development of the nations.

Due to inadequate enrollment of school age children, boys and girls, and meaningful gender disparity, African nations have put weight on UPE and girls schooling. The intention is to secure their active participation in education and empower them to the required level; however, the concern given to this global agenda varies from country to country. Nonetheless, according to AUC et al. (2012) recent report and endorsed by African’s Head of States, there is a progress in gross and net enrollment rate in general and females in particular. The report also shows that the gross enrollment rate of primary

education in some African countries improved from 76 per cent in 1990 to 102 percent in 2010, and 28 of 36 countries have a gross enrolment ratio of at least 90 per cent. The aggregate net primary school enrollment also raised from 64 per cent in 2000 to 84 per cent in 2009. The report also states that most African countries have made steady progress and are on track to meet the target for net enrolment in primary education by 2015. This indicates that the school enrolment of girls has also been increasing as gross and net enrollment climb up from year-to-year. As several report shows, although efforts are in place, most African countries could not achieved gender parity index. (AUC et al., 2012; UNESCO, 2012, UNICEF 2011). For instance UNISCO (2012) reports that out of the 50 countries in Africa having data, 31 countries have a gender parity index in primary school enrollment of less than 1.0, which indicates that girls' enrollment is less than boys. Sixteen countries have an index of 1.0, which means boys' enrolment is equal to girls, and in two countries girls' enrolment is higher than boys.

The other issue of concern with regard to education in the new Millennium is completion rate and by 2015 all the children that enrolled in school are expected to complete in all countries (UN, 2000). The completion rate helps to measure the quality of the education system, gauge the success of that system in curbing dropouts and improving retention. In line light of this, most African countries are unlikely to meet the target (UAC et al, 2012). According to this report, still more girls drop out of school than boys, leading to their lower primary school completion. Sabates et al. (2010) (as cited in UAC et al. 2012), found that individual factors such as poor health or malnutrition status of pupils; household situation including child labour and poverty; and school factors such as teacher absenteeism, school location and poor educational provision contributes for low completion rate. In general, Africa has put in place concern in universalizing primary education for all school aged children of which girls almost constitute equal proportion. However, dropout, repetition, less achieving, which are mostly characterize female students, is a problem and need the attention of decision-makers (UNDP:2010).

2.1.3. Gender and Education in Ethiopian

A) Nation Wide

According to study conducted by Pauline and et al. (1997) on Ethiopia primary education system and gender disparity trends, school enrollment of girls was considerably lower than boys with the GER of 19 and 30 per cent respectively which was very low. The Ethiopian Educational Sector Development Program (2010b) confirms that the previous GER figure is changed considerably in the last two decades. However, the Ethiopian Female Education Strategy (2010) substantiates that significant number of Ethiopian females yet have problem of access to education and dropout due to socio-cultural and family influences. Furthermore, it argues that socio-cultural influence, lack of opportunity to learn, high educational costs and lack of safe and secure access to school have been contributing for unfair treatment of girls. In general, documents of the Ministry of Education (2010a, 2010b & 2010c,2008) critically analyze the equity, access, quality of education, school infrastructure and facilities and found out that females require more attention in enrolment, retention and achievement ..

B) Addis Ababa

Being the capital city of the country, Addis Ababa has better opportunity than other regional states in education infrastructure, number of schools, teachers, instructional materials, and access. Public awareness and parent's interest to send their children, boys and girls, to school is certainly better than other regional states (Moe, 2010b). According to ESAA (2011), the enrolment and completion rate of girls in a steady progress and the gender parity index ratio shows more girls are in school than boys. The report also shows that the number of students who have been enrolled and pursuing education in night program is becoming significant. Since the central focus of this research paper is 2nd cycle evening program female students, let concentrate on this cycle and program. Table 1 shows the 2nd cycle primary school enrollment of boys and girls (regulars and evening program) by grades and sex in the academic year 2010/11 (2003 EC) in Addis Ababa.

Table (1)
2nd cycle primary school enrollment by grade and sex (regular and evening)

| <u>Grade</u> | <u>Type of school ownership</u> | | | | | | <u>Both GOV and NGO</u> | | |
|---------------------|---------------------------------|---------------|---------------|---------------|---------------|----------------|-------------------------|----------------|----------------|
| | <u>GOVs</u> | | | <u>NGOs</u> | | | <u>M</u> | <u>F</u> | <u>T</u> |
| | <u>M</u> | <u>F</u> | <u>T</u> | <u>M</u> | <u>F</u> | <u>T</u> | | | |
| <u>5</u> | 9,190 | 11,605 | 20,795 | 12,852 | 13,593 | 26,445 | 22,042 | 25,198 | 47,240 |
| <u>6</u> | 9,090 | 11,889 | 20,979 | 12,399 | 13,283 | 25,682 | 21,489 | 25,172 | 46,661 |
| <u>7</u> | 10,329 | 12,856 | 23,185 | 12,875 | 13,664 | 26,539 | 23,204 | 26,520 | 49,724 |
| <u>8</u> | 9,792 | 12,948 | 22,740 | 11,748 | 13,318 | 25,066 | 21,540 | 26,266 | 47,806 |
| <u>Total</u> | 38,401 | 49,298 | 87,699 | 49,874 | 53,858 | 103,732 | 88,275 | 103,156 | 191,431 |

Source: MoEn ESAA 2011

The above table indicates that the enrollment of girls in both government and non government schools were higher than boys and more girls were in school and from gender parity aspect more females were in school than boys. Taking this data as evidence, gender parity is no more an issue in Addis Ababa. Out of the total students who had pursuing from grade 4-8 in 2010/11 in government schools, 56.5percent were girls. By the same token, the number of girls in non- government schools constituted 51.9percent of the total students. From the aggregate total students (both government and non government schools) girls constituted 53.9percent which is relatively higher than boys. From the above data the enrollment of girls in 2nd cycle primary education is greater than boys in both government and non government schools of 2nd cycle primary education.

The issue of gender in education is not only enrollment of school but also it includes level of achievement, school dropouts, attrition and repetition rates, which are directly related to level of school completion (Fellenn & Arnot, 2008). In this respect, evidences for Addis Ababa show differences from grade-to-grade promotion and transmission from primary to general secondary school. According to Addis Ababa Education Bureau Education Statistics Annual Abstract (2011) the promotion rate for 2nd cycle boys from 1988-2002 E.C. was 94.10, 99.70, 100.22, 92.60 and 93.89 percents respectively. In the same academic calendar, Girls' promotion rate was 93.40, 94.50, 99.72, 94.90 and 95.20 percents respectively. The data indicates that there was only slight difference between

boys and girls in promoting from grade- to- grade. However, in grade eight ministry examination the scenario was different. According to this data 100.6 percent of boys were transmitted to Grade 9 and only 69.9 percent girls were able to do it. When ministry examination is taken as one measurements of students' achievement, about 30 percent of the students were failed to transmit to secondary education in regular program, but the performance of evening program was alarming. Data in table 2 shows the level of achievement for regular, evening and private students in 2010/11 ministry examination.

Table (2)

Grade 8 examination results in 2010/11 academic year for regular, night and private students

| Candidate type | Sat for exam | | | Promoters | | | Repeaters | | | % promoters | % repeaters |
|----------------|--------------|--------|--------|-----------|--------|--------|-----------|--------|--------|-------------|-------------|
| | M | F | T | M | F | T | M | F | T | | |
| Regular | 21,731 | 26,825 | 48,556 | 19,111 | 22,308 | 41,419 | 2,620 | 4,517 | 7,137 | 85.3 | 14.7 |
| Night | 5,595 | 7,141 | 12,736 | 1,862 | 1,388 | 3,250 | 3,733 | 5,753 | 9,486 | 25.5 | 74.5 |
| Private* | 497 | 419 | 916 | 56 | 37 | 93 | 441 | 382 | 823 | 10.2 | 89.8 |
| Total | 27,823 | 34,385 | 62,208 | 21,029 | 23,733 | 44,762 | 6,794 | 10,652 | 17,446 | 72 | 28 |

Source: Addis Ababa Education Bureau, ESAA, (2010,p.8)

* previous students who took the exam without attending class

The data in table 2 indicates that the general repetition rate in night (evening) program is 74.5 percent, which marks low achievement. Gender wise, from the total evening program female students sat for ministry examination, only 19.4percent students obtained passing marks, whereas 80.6 percent registered as non-promoted students. From the total male students who took the exam, 33.3 percent promoted to Grade 9 and 67.7 percent failed to pass the examination. Comparatively, males performed better than females although the achievement of both male and female was below average.

To compare evening program students' Grade 8 ministry examination performances with regular students, the percentage of regular female and male students who passed the

examination was 83.1 and 87.9 percent respectively. This also shows boys achieved higher than girls.

When we look at evening program students, which is the interest of this research, their proportion in population of students in the city is quite significant. Table 3 shows the number of evening program students in both government and non-government schools.

Table (3)
Number of students in the 2nd cycle of primary school in evening program

| Grade | GOV | | NGO | | | Both GOV and NGO | | | |
|--------------|--------------|---------------|---------------|---------------|---------------|------------------|---------------|---------------|---------------|
| | M | F | T | M | | M | F | T | |
| 5 | 2,377 | 3,752 | 6,129 | 2,514 | 4,171 | 6,685 | 4,891 | 7,923 | 12,814 |
| 6 | 2,133 | 3,101 | 5,234 | 2,598 | 3,920 | 6,518 | 4,731 | 7,021 | 11,752 |
| 7 | 2,372 | 2,996 | 5,368 | 2,877 | 3,617 | 6,494 | 5,249 | 6,613 | 11,862 |
| 8 | 2,655 | 3,284 | 5,939 | 3,485 | 4,432 | 7,917 | 6,140 | 7,716 | 13,856 |
| Total | 9,537 | 13,133 | 22,670 | 11,474 | 16,140 | 27,614 | 21,011 | 29,273 | 50,284 |

Compiled from MoE Educational Statistics Annual Abstract 2011, p. 84

As Table 1 indicates, in 2010/11 academic year, the total population of students (both regular and evening) in government and non-government 2nd cycle primary schools was 191,431, out of which 103,156 (53.9 percent) were females. From the total number of students, the share of evening program was 26.3 percent. The data also shows that about 58.2 percent of the evening program students were females. The proportion of evening program female students out of the total female students in the 2nd cycle was 28.4 percent in that particular year.

As the above assessment of school enrollment and achievement of boys and girls in Addis Ababa City Administration 2nd cycle primary education, the gross enrollment of girls was higher than both in regular and evening programs. Contrary to this, their achievement was less than boys in both programs with poor achievement in night program when evaluated against taking grade eight ministry exam performance.

2.2. Theories of Motivation and Academic Achievement

2.2.1. Theories of Achievement Motivation

Aggarwal (1998) points out that experts have set out twenty-four theories of motivation. Murphy and Alexander (2000), (as cited in Elliott et al. 2005), mentioned that about twenty constructs of motivation is available so far. Incorporating all these achievement motivation constructs is beyond the capacity of this project and as a result, focus is made only on relevant theories in pertinent to this research paper.

- **Intrinsic/Extrinsic Motivation**

Researchers (Elliot et al., 2005; Pintrich & Schunk , 2002; Santrock, 2000 ; Aggarwal,1998) prove that intrinsic/ extrinsic motivation critically affects achievement whether so it is long term or short term effects. Pintrich & Schunk (2002) explains the concept of the two terms as:

Intrinsic motivation refers to motivation to engage in an activity for its own sake. ---people who are intrinsically motivated, works on tasks because they find them enjoyable and task participation is its own reward and does not depend on explicit rewards or other external constraints. In contrast, extrinsic motivation is a motivation to engage in an activity as a means to an end. Individuals who are extrinsically motivated work on task because they believe that the participation will result in desirable outcomes, such as a reward, teachers praise or avoidance of punishment.

P.245

Many authors support what mentioned above by Pintrich & Schunk and intrinsic motivation which is internal to the individual has more positive outcome than extrinsic motivation which is attributed to external factors. (Elliott et al 2005, Santrok 2000,

Aggrawal, 1998) For instance, Santrock (2000) states that self determination which is intrinsic produce a sense of personal control that benefits the individual and many highly successful individuals are intrinsically motivated or have a high personal standard of achievement and emphasize personal effort. He also explains that intrinsic motivation is more likely to produce competent behavior that encourages in achieving goals.

On the other hand, extrinsic motivation is external to the individual. Elliot et al. (2005) state that extrinsic motivation is behaviorism dominated theories of learning and emphasizes overt action that resulted from external reinforcement. They further explain that according to this theory, learning is the outcome of rewards and punishments and extrinsically motivated individuals are highly competitive and this resulted in comparing oneself with other and seeking for external rewards. Despite the fact that extrinsic motivators are competitive enough, authors do not favor it because of its short term effects

As explained above both intrinsic and extrinsic motivations have motivation factors for achievement whatever the causes of their motives and the durability of the end results. Some are motivated to gain rewards and avoid punishment as in the case of extrinsic motivation. On the other hand, other are motivated to achieve goals for not external rewards, but to mental satisfaction and commitment to achieve goals. From learning point of view, as mentioned by Pintirich & Schunk (2002), extrinsic motivated students doing tasks to get good grades, rewards or specific privileges or to avoid getting into trouble with teachers. Contrarily, intrinsic learners motivated to attain certain goals.

Recognizing the short term effects of extrinsic motivation, Elliott et al. (2005) have critically analyzed the long term negative effects of extrinsic motivation in light of creating dependency and its evaporation when the reward is broken off. Considering the outcomes of intrinsic and extrinsic motivation, Deci & Ryan (1985) (as cited in Elliott at al. 2005) contend that intrinsically motivated individuals engage in a task primarily because of pleasant and fulfilling goals.

Deci et al. (2001); Cameroon (2001); Hidi & Harackiewicz (2000) (as cited in Elliott et al. 2005) has recognized the importance of extrinsic motivation in time of hardship. They argue that with the advent of adolescent academic tasks may often paper unpleasing and uninteresting and as a result rewards is important to motivate them. Besides, they emphasize that where activities are complex and lengthy duration extrinsic motivation should be in place.

- **Attribution Theory**

Attribution theory is one aspects of achievement motivation that researches give critical emphasis in relation to educational performances. Santrock (2000) states that “Individuals are motivated to discover the underlying causes of behavior as part of the effort to make sense out of the behavior” (p.389). Elliot et al. (2005) also notes that attribution theory helps in determining the reasons why certain outcomes have occurred and consequently increase or decrease effort in response by underlying causes that can either be internal or external. Heiden (1958) (as cited in Santrock,2000) explains individuals behave the way they can do because of these internal and external causes. Internal causes include individual’s personality treat motives and external causes are environmental and situational factors such as rewards or task difficulty. In case of learning, Santrock pointed out that students’ who do not well on the exam may attribute their failure for teachers plotting against them (external cause) or to their not studying hard (internal causes). As he further explains, if the students attribute for the former cause, As Santrock (2002) pointed out “They will not feel as bad as they do poorly because they do not spend enough time studying. If they attributed to the later cause they internalize the problem and motivated to work hard to succeed through increasing effort which is under the control of the learner that is amenable to change” (p.35) . Patrich & Schunk (2002), who conducted rigorous research and wrote many books on achievement motivation, also enlighten that attribution theory mainly concerned with the attribution given to success and failure in learning and it indicates that the attribution given to failure and success is related to motivation.

Weiner (1986) (as cited in Elliot et al. 2005); Pintrich & Schunk, (2002); Santrock, (2000) pointed out that attribution has three dimension- stability, locus and control. Stability dimension refers the magnitude of stability of the attribution over time that ranges from stable to unstable, where as locus dimension refers the extent to which the attribution is internal or external to the individual. The control dimension deals whether or not the causes are controllable or not controllable or the extent to which the underlying cause is amenable to the individual's control. As Santrock (2000) explains:

Stable and unstable causes for success and failure refer whether an internal or external cause relatively enduring or whether it is temporary. The locus dimension refers internal and external cause and internal attribution includes all causes internal to the person, such as personality threat, intelligence, models, attitudes and health. External causes include social pressure, social attitudes, money, weather, luck, etc.. Controlled causes are that are under the control of the person whereas uncontrolled factor is beyond personal control p.551.

Causes like effort and moods which are internal and unstable are usually thought to be controllable. External and unstable cause like luck is generally seen as uncontrollable (Santrock, 2000:151).

From the literature, one can summarize that, the way an individual attribute the cause of success or failure influences subsequent behavior, task engagement and persistence. For instance where causes attributed to success is externalized, motivation to persist is likely to be reduced and where it is internalized motivation is likely to be increased. In other words, when learners attribute success or failure to their own self, it increase motivation and the reverse is also acceptable.

- **Theory of Self-concept**

Rogers (1994) (as cited in David, 2007) defines self concept as 'a sense of one's identity and personal worth' or 'all our thoughts and feelings about ourselves, in answer to the questions 'who am I' (p.12). (Santrock (2002:426) defines the term self-concept as

“individuals’ overall perception of their abilities, behavior, and personality” (p.426). The definitions show that the notion self-concept is related to individual’s personality features about himself/herself. When the idea of self-concept is linked to academic achievement, it explains the learners’ academic self-concept in connection to achievement of the intended goals. Hence, the perception academic self-concept is further explained by Lent et al. (1997) (as cited in Bacon, 2011) as “Specific attitudes, feelings, and perceptions about one’s intellectual or academic skills, representing a person’s self beliefs and self-feelings regarding the academic setting” (p.7). According to Cokley (2000) (also cited in Bacon 2011) academic self-concept is “A student’s view of his or her academic ability when compared with other students” (p.8). Wigfield and Karpathian (1991) and Harter (1998) (as cited in Pintrich & Schunk 2002) state that “ self-perception of competence is the more cognitive evaluation of ability --- not a general measure of self-seem or self worth that concerns how individual might feel about themselves” (p.66).

As stated above self-concept is the way individual can perceive herself/ himself about her/ his ability in doing certain tasks. In linkage with learning, Maccoby (1980) (as cited in Myers, 2007) asserts that ‘children who develop a positive self-concept are more confident, independent, optimistic, assertive and sociable’ (p.161). This rationalize that the way an individual perceive herself / himself contributes for successes as well as failures. This means positive self-concept is crucially important in achieving the desired goals. In this regard, Myers (2007: 610) states that:

“ ---a central features of personality is self concept- all the thoughts and feelings we have in response to the questions, ‘who am I?’. If our self-concept is positive, we tend to act and perceive the world positively. If it is negative- if in our own eyes we fall short of our idea self- said Rogers (1994), we feel dissatisfied and unhappy. A worthwhile goal for therapists, parents, teachers and friends is therefore, he said to help others known, accept and be true to themselves (p.610).

Pintrich & Schunk (2002) and Myers (2007) also explain that the perceptions individuals develop with respect to personal identity has play determining factor in achieving or not achieving goals and influences achievement. For instance, if students lean to perceive themselves positively and strive to achieve their goals by paying due attention to their daily learning activities, attainment of goals and satisfaction will be the optimum results. The opposite is also true and negative self perceptions adversely affect the achievement of their learning and subsequently result in failure. In Rogers (1994) view, (as cited in Santrock , 2002) :426), ‘a person who has an inaccurate self-concept is likely to be maladjusted’ (p.426). Therefore, to keep away from the situation, he recommends the importance to be real-self instead of ideal self which is considered destructive. In practical terms, Pauline et al. (1997) found out that in Ethiopian primary school girls did not participate in class as much as boys due to shyness which stem from lack of self confidence and positive self-concept that is reinforced by teachers’ attitudes.

Recognizing the influence of self-concept, as mentioned above, the recommendation in this regard is identifying the true self-concept of self and trying to develop it to achieve better. Because as Myers (2007) states “ --- positive self-concept is the key to happiness and success that acceptance and empathy help nurture positive feelings about oneself, and that people are basically good and capable of self improvement” (p.611). The argument of Aggarwal (1998) which states “A person who has a high need for achievement considers problems and obstacles as challenges to be met” (p.211) also explains the importance of true-self concept to achieve better.

- **Goal Theories and Achievement**

Goal theories are one of the perspectives in achievement motivation that attracts researchers. As a result theories like goal orientation, goal setting and goal content were developed by researchers to explain achievement. The theories deal with the reasons why individuals want to get fully correct and how they approach and engage in tasks. Hence, goal theories give attention to the goals and purpose of achievement of tasks and it is a means to understand why students may be motivated to achieve better or fail to do so (Elliott et al, 2005; Santrock, 2000; Wintzel & Wigfield, 2009). In light of this, goal

theorists have argued that two categories of goals are important in achievement motivation- learning, task or mastery goals and performance, ego or ability goals. The former one, mastery goals, operate when as student main concern is mastering the learning goals, where as the later, performance goals, are mostly affected by a desire to demonstrate better in relation to others. As Pintirch & Schunk (2002) further states, mastery of goal orientation means focus on learning, mastering the task according to self set standards or self-improvement, developing new skills, improving or developing competence, trying to accomplish something challenging, trying to understand or insight. However, performance goal orientation is tuned towards demonstrating competence, or ability and how ability will be judged relatives to others.

Bearing the justifications in mind, mastery goal oriented students interested in challenging and improving personal learning and growth independent of the performance of others. Contrary to this, performance goal oriented, do in desire to appear more accomplished than others Therefore, the inclination of the study findings show that mastery goals are more likely than performance goals to result in motivated and engaged learning approaches and as a result superior academic achievement is in place although public recognition of performance goals has positive consequence on students' motivation. The influences of context in both cases are appreciated by the researchers too (Elliott et al., 2005).

Pintrich & Schuank (2002), and Elliott et al. (2005) argue that goals orientation is different from goal setting theory in that the former focuses on more specific, cognitive goal and context dependent than the general, global and more trait like intrinsic and extrinsic motivation constructs. However, Santrock, (2000), on his part, emphasizes the importance of goal setting theory in achievement when it is accompanied by strict planning and monitoring. As he states, goal setting, planning and monitoring are “critical aspects of achievement” (p.6) and individual achievement improves when specific, proximal and challenging goals are formulated. According to Santrock, setting challenging goals that are task involved and mastery is a good strategy for achievement. In addition to formulating achievable goals, planning to reach the goals and monitoring

progress toward the goals are also critical aspects of achievement. (Eccles, Wigfield and Schiefele, 1998 as cited in Santrock, 2000). Pintrich & Schunk (2002) emphasize goal commitment is a way that leads to achievement. By goal commitment they mean that how strongly individuals are attached to their formulated goal, how enthusiastic they are about the goal and how determined they are to achieve it. They also give value for self-generating goal that considers capacity, recourses, and situations, in order to achieve it.

As the authors state, to achieve something successfully, goal mastery, goal setting, planning monitoring and commitment to strongly work toward the outcome are decisively important. In fact, setting beautiful goal is not an end by itself, if not supported by planning for roadmaps and monitoring for success and failure. (Pintrich & Schunk, 2002) Whatever their relations and difference of the approaches, as we see from the above definitions, both goal setting and goal orientation theories explain how individuals strive to achieve a task.

- **Needs Theories and Achievement**

Authors view needs theory of Abraham Maslow as one motivation aspect. The five hierarchies of needs theory of Maslov includes physiological, safety, love and belongingness, self-esteem and self actualizations and these, as Aggarwal (1998) stated, hierarchical set of needs must be satisfied orderly so as to reach the highest level of motivation. Self-esteem needs which is desired for achievement and competence will be satisfied if and only if the physiological, safety and love and belonging are satisfied primarily. In connection with learning, students should pass through the steps to be motivated at self-esteem stage.

2.3. Effects of Expectancy and Value Beliefs on Achievement

The other important concept in pertinent to achievement motivation is expectancy and value belief theory. Elliot et al. (2005) define expectancy as “individual’s belief about how successful they are likely to be in future tasks” (p.26). According to (Pintrich & Schunk (2002)) expectancy construct or idea reflects individuals or learner’s beliefs and

judgment about his or her capabilities to do the task and to succeed at it. Rose and Shareman (2007) (as cited in Wintzel, K.R & Wigfield, A., 2009) characterize the term as “our beliefs about the future”. The concept emphasizes the answer to the question “can I do this task?” and according to Pintrich & Schunk (2002) if the response is positive most people will choose to engage in the task and if it is negative the capability to do the task is in doubt and the individual is less likely to accomplish the task. For these authors, “values refer to the different beliefs students have about the reasons they might engage in a task” (p. 53). Its components include attainment, intrinsic, utility and cost and its aspect is addressed in questions like “do I want to do this task and why?” (p.53). moreover, many reasons are expected for why students want to do the task and this can be treated from value component aspect.

In general, in expectancy-value models of motivation both the expectancy and value components are taken as important for predicting students future choice, engagement, persistence and actual achievement (Elliott et al., 2005). (Pantrich & Schunk, 2002 also ascertain that:

Students with high expectancies and values will tend to choose to pursue a task as well as try harder and persist longer at that task. This engagement should result in higher levels of actual achievement. In the same fashion, positive emotion should result in more motivated behavior such as choice, effort, and persistence, where as negative emotions should led the individual to avoid the task in the future (p.97).

2.4. Factors Affecting Female students' Achievement

Literatures show that many independent variables can be cited as contributing factors for the academic achievement of students. Characteristics of school, students and teachers behaviors and socio-economic and socio-cultural environments are the main determinates of achievements (MoE 2010a; Tadesse, 2009; Elliot, 2005; Pintrich & Schunk, 2002). In addition to the mentioned variables, working environment, which is not as such relevant

to regular students but applicable to night, is also one of the affecting variables because it is expected that majority of the learner are employed in an individual household, government or non-government organizations, daily work, or self-employed in on street petty trades, shoe polishing, and other small scale activities. Moreover, factors like level of parent's education, would contribute for the academic performance of female students. Although some researcher has identified that family characteristics or background as a determinant variable for female academic achievement, it was not considered in this research as an influential explanatory variable because the majority of research participants are assumed to be self-reliance and financer of their education. Here emphasis is given to school, teacher, student, Socio-economic, socio cultural working environment variables.

2.4.1. School Factors on Academic Achievement

Among the factors that are affecting the achievements of students are school culture and organization which include norms, values, shared beliefs, climate, task and work structure, recognition and grouping practices, evaluation practices and time use (Pintrich & Schunk, 2002). Pauline et al. (1997) also underline that quality of learning environment, distance to school, relevancy of curriculum, textbooks and teachers' attitudes as school factors that affect students' achievement. Hawkins, Florian, & Rouse, (2007) also highlight that:

“Improvements in achievement are associated with increase maturity, and are influenced by the environment, in which students learn, live and grow. School is but one of these environments, which includes the nature of the curriculum, the quality of teaching, the kinds of expectations that adults have of students, and students have to themselves and of each other, the systems of assessment (including how children are assessed as having special education needs), relationships with adults and other children, the organization of student groupings, the organization and availability of learning support and so on” (p. 22)

According to the above explanation, the school factors constitute a number of sub-factors which have an effect on the learning outcomes. The methods of instruction have impacts on better performance in a way that it motivates students learning. Provision of instructional materials, assessment methods and related issues could contribute for better achievement in learning.

2.4.2. Teachers' influences on Academic Achievement

According to the study conducted by Nantawan (1997) (as cited in Sommai Po-on 2008) learners' academic achievement depends on knowledge, affective factors and teaching quality such as counseling services, objective setting, class participation, feedback from instructors and educational administration. This demonstrates that teachers have fundamental influence on the academic achievement of students. Pauline et al. (1997) justifies that in developing countries teachers attitudes are likely to be a reflection of broader societal biases about the roles and abilities of males and females. For them, teachers pay more attention to boys than girls and this negative attitude and wrong teaching practice discourages female students' class participation and contributes for low achievement. Aggrawal (1998) on his part explains the role of teacher's in student motivation and achievement in such a way that trough narrating the exploits of great personalities, encouraging, guiding convincing, role playing, developing habit of self studying and encourage evaluating their own achievements. According to Schunk (1989c) (as cited in Pintrich & Schunk, 2002), teachers' feedback is crucially useful in academic achievement and informing students that they answered correct in assignment motivates them because it indicates that the students are becoming more capable. Feedback indicating an error can also build motivation and efficiency if followed by corrective information showing the student how to perform better. Other researches also demonstrate that the role of the teacher is meaningful in positively or negatively influencing student achievement. For instance, Rosenshine and Stevens (1986) (as cited in Pintrich & Schunk, 2002) explain the decisive role of teachers as follow:

'---teacher's classroom influences have impacts on the achievement of students. Teacher planning and decision makes instructional practices, teacher student interactions /teacher feedback, reward, classroom climate, praise and criticism, unsolicited help/ teachers expectations, classroom management and organization influence the achievement of students because it has relation with student motivation. Performance feedback, motivational feedback, attribution feedback, strategy feedback are very useful to motivate students and to achieve better' (p.318).

According to the above writers, performance feedback is focused on the accuracy of the work and may include corrective information in purpose to motivate students.

Ferguson (2003), (cited in Bacon, 2011) reinforce the influential role of teacher in students' achievement and describes that teachers' interactions with students are influenced by teacher expectations and perceptions of them. Trouilloud, Sarrazin, Martinek &Guillet, 2002, (as cited in Bacon 2011), also build up the role of teachers and states that learners that are not adequately hold close by their teachers exposed themselves for factors leading to low performance in schools. In other wards students' perceived ability was heavily influenced by teacher perceptions because poor performance resulted for those students who had low teacher expectations. Hence, it is important for teachers to understand the impact of their evaluations and expectations on both student performance and student beliefs about ability. Lee (2002) also states those teachers' beliefs about students' ability to learn influence achievement. Teachers' quality and commitment are also considered as the key input in educational production to perform better achievement

2.4.3. Students Behaviors on Academic Achievement

Students' behavior is also one of the factors that influence their achievement. Engine – Demir (2009) (as cited in Tadesse, 2009) states that “students characteristics refers to students well-being, perception of the school environment, motivation, involvement in

scholastic and co-curricular activities and efforts of students, perception of students on parental support and involvement” (p.27). Students motivation, attribution, self-concept, study habits, class attendance, attention to education and efforts are contributing factors for success or failure (Pintrich & Schunk, 2002; Elliott, 2005; Santrock, 2000). Manod Pimthong (2003) (as cited in Sommia Po-on, 2008) indicates that low academic achievement may draw from a learners inadequate basic knowledge, financial problems, lack of achievement motivation, negative study attitudes, health problems, personality and poor upbringing.

2.4.4. Influences of Socio-economic factors on Academic Achievement

Socioeconomic status of the learners and their parents is another factor that affects the achievement of students in general and for female students in particular. As pointed out by researchers Alexander et al. (1996), Mehana (1997) and Temple & Reynolds (1999) (as cited in Bacon, 2011), the influence of socio economic statues is associated with the resources and support available to students from parents or other supporters. According to them, research has also linked poverty and socioeconomic status as possible reasons for students’ mobility. Families living in poverty face the challenges of inadequate housing, health care, and other basic necessities for their children’s development

As the author explains, lack of access to educational learning tools limits the achievement potential of students. Parents of higher socioeconomic status have financial, social, and educational supports that enable them to assist their children with learning.

Pauline et al. (1997) on their part underpin the influence of socio economic factors on the enrollment and academic achievement of female students. According to these writers, socio-economic factors, such as household income, direct cost of schooling which includes school fee, costs of learning materials, transportation fees and clothing and other expenditures, opportunity costs like assisting households, looking after children, carrying other domestic duties (cooking, cleaning, fetching water and fuel), and employment prospects determines the achievement of girls. As a result, households of low income and

weak socio-economic status face challenges not only in sending their children to school, but also in supporting them for better academic achievement.

2.4.5. Socio-cultural Influence

Research findings show that socio cultural influence has great impact on academic achievement and student motivation (Elliott, 2005; Pintrich & Schunk 2002). The influences from peers, family, communities and the culture of the society plays dominant role in enhancing or demoting the educational outcomes. Hymel et al. (1996) (as cited in Pintrich & Schunk (2002) many of the socio- cultural influences operate outside of formal schooling in the traditional community although they affect learning and motivation of females in school. In Ethiopian context, traditionally there has been an overriding attitude that reflects there is nothing to be gained from sending girls to school and these tendencies kept them out of schools. Besides, it was believed that sending girls to school means spoiling the vales and the culture of the society and some also thought that there have been no success stories of educated girls (UNICEF, 2011). Pauline et al. (1997) who conducted research on gender participation of Ethiopian Primary Schools also found that socio-cultural factors like parental attitudes toward girls education, initiation ceremonies, fear of pregnancy and sexual harassment, early mirage, bride systems and religion contributes for lower involvement, persistence and performances of girls. Although, some of the factors mentioned above are less likely to be applied for current situation of Addis Ababa society, societies attitudes toward evening education, sending domestic servants to school, sexual harassment and attitudes to overage learning could significantly contributes for their less achievement.

Chapter 3. Research Methods

3.1. The Research Design

This study is a quantitative dominated survey which has intention to examine the academic achievement and problem associated with evening program female students in Addis Ababa City Administration. Although emphasis was given to quantitative approach, mixed research method was employed to triangulate the findings. Hence the specific design was QUAN-qual design which gave emphasis to quantitative data collection and analysis and supported by qualitative data collected through open-ended questions, group discussion and interview. Mixed research design was selected because of the fact that interviews and group discussions were important in adding values for the output of the study. In quantitative approach, numerical data like students scores and data collected through questionnaires were analyzed and interpreted. In qualitative approach, written and expression of words of participants that were collected through different techniques were organized and interpreted.

3.2. Sources of Data

Different participants were included in the research in intention to incorporate diversified input that enriched the research under scrutiny. The main targets of the study were evening program second cycle primary school female students from Yemane Birhan, Alpha Keranio, Debre Haile St. Raguel and Alem Maya primary schools. In addition to students, teachers and school directors were included as part of the study so as to examine the problems in different dimension.

3.3. Population, Sampling Size and Sampling Techniques

The population of the study was 2nd cycle primary school evening program female students in Addis Ababa City Administration. This was framed to four primary schools of the city administrations. In part one, which is focused on class examination scores analysis, from 717 male and 601 female 2nd cycle students in 2011/12 (2004 E.C.) academic years, 50 percents, 361 male and 298 female students scores from grade 5

through 8 were taken and analyzed. With regarding to primary School Leaving Examination scores of the same academic years, from female 207 and 291 male students score 50 percent, which constituted 104 female's and 146 male's scores, were taken as a sample from all schools. In connection with data collected by questionnaires, the sample was framed to Yemane Birhan, Alpha Keranio, St. Raguel and Alem Maya schools, which had 276, 143, 150 and 130 female students respectively in the 2nd cycle primary school in 2012/13 academic year. In other words, the total sampling frames was 699 evening class female students and from these 452 students was selected from the schools and 435 students questionnaires were analyze whereas 17 questionnaires were screened out due to filled inappropriately. Accordingly, 36.5 percent from Yemane Birhan, 22.8 percent from Alpha, 21.2 percent from St. Raguel, 19.5 percent from Alem Maya were selected as a sample employing Krejcie and Morgan (1970) random table (cited in Cohen L., Manion, L. & Morrison, K., 2000). With regard to teachers there were 93 teachers who have been teaching in 2nd cycle evening class and from these 50 percent, 41 teachers were selected for the research purpose. The schools have a director and two deputy directors and from these one of the three was interviewed from each school according to the assignment of the school.

Table (4)

Summary of population, sample size and sampling methods

| S / N | Data Sources | Population | | | Sampled | | | Sampling methods |
|-------|---|------------|-----|------|---------|-----|-----|--------------------------|
| | | M | F | T | M | F | T | |
| 1 | Scores of 2011/12 students from grade 5-8 | 717 | 601 | 1318 | 361 | 298 | 659 | 50 % systematic sampling |
| 2 | Grade 8 Regional Examination scores | 291 | 207 | 498 | 146 | 104 | 250 | 50% systematic sampling |
| 3 | 2012/13 A.Y. female students who filled questionnaire | - | 669 | 669 | - | 435 | | multi staged sampling |
| 4 | Teachers | 58 | 35 | 93 | 25 | 16 | 41 | 50% systematic sampling |
| 5 | Female students (Two Group discussions) | - | - | - | - | 22 | | purposive sampling |
| 5 | Directors (interview) | 4 | - | 4 | 4 | - | 4 | all population |

Researchers use different types of sampling techniques that help to collect data to carry out scientific research. In this research, different sampling techniques were employed to serve different purposes. The first one was multi-staged sampling accompanied by random sampling. In this sampling technique primarily the schools were clustered in to four groups and students and teachers were selected from each school randomly. This technique was selected due to two main reasons. The first reason was to give equal chance for the framed population. The other reason was to include as many respondents in the research process. Systematic random sampling was also employed in case of students score identification.

The other type of sampling technique used to collect data was purposive sampling that was intended to collect qualitative data from the schools' directors and students through personal interview and group discussion. The school director's' view were included in the research for the purpose of incorporating the school related problems. Group discussion was conducted with students to obtain further explanation on the affecting factors of their achievement.

3.4. Instruments

Documents, questionnaires, group discussions and interviews were used as instruments of data collection for this study. With regards to document, students' scores in class examination and grade 8 leaving examination of two consecutive years were analyzed. For quantitative data that was collected from the research participants, female students and teachers, questionnaires with mainly close-ended questions and with few open ended questions were employed. For female students questionnaire with 34 items with multiple choices close-ended questions and few probing open-ended questions were distributed in their respective schools. For teachers, questionnaire with 26 mainly multiple choice questions and some open-ended and rating questions were developed and administered in each school. Questionnaire was employed due to the fact that it is recommended to collect survey data from large research participants.

The questionnaire was administered in paper-and-pencil approach in classrooms in order to secure high return rate. The questionnaire was administered in respective schools grouping grade 5 and 6 at one classroom, grade 7 and 8 at other. After the students clustered into two groups, explanation was given on the purpose of the study and the instruction of the questionnaire. After that, each question was read for them one after the other by the researcher and his assistants and chance was given to respond independently and finally the questionnaires were collected. This option was taken due to the fact that limitation was observed on respondents reading and understanding skills and ability which were not stem from the nature of the questionnaire. With regard to sampled respondents from teachers, questionnaires were distributed for them and collected in the subsequent days. Since the questionnaires that were distributed to students were administered in a classroom at the presence of the researcher and his assistants, all the questionnaires successfully returned. From the 46 questionnaires distributed to teachers only five respondents failed to return and as a result the number of questionnaires that were analyzed was 41. The researcher has also made effort to identify questionnaires that were not properly filled and found that only 17 questionnaires were discarded from students due to this problem and none from the teachers.

For qualitative data collection from school directors, unstructured personal face-to-face interview was conducted on 02/09/13, 08/09/13 , 06/09/13, 04/09/13 in Yemane Birhan, Alpha Keranio, St. Ragu'el and Alem Maya primary schools respectively. For interview purpose, five items preliminary interview guide questions were prepared and administered in face-to-face approach in the selected four schools. The interview session took 35 minute in Alpha, 47 minute in St. Raguel, 40 minute Yemane Birhan and 30 minute in Alem Maya primary schools. The interviews were captured through taking notes and recording in tape recorder.

Two group discussions that took 45 minutes each were also conducted on 3 May, 2013 in St. Raguel and 4 May2013 in Alpha Keranio primary schools to collect in-depth qualitative data from respondents. Since the respondents shared common interest and characterized by similarity of combination, age, nature of their works, the group

discussion was limited to two schools. During the selection process emphasis was given to include one best and one less achievers from each 2nd cycle Grade and section based on their 1st semester rank. Accordingly, from St. Raguel Church 10 female students participated in the group discussion that was held in their school compound. The group discussion was held for 50 minute based on the facilitation of issue of discussion by the researcher and probing questions that followed the initially coined guiding questions. The same procedure was applied in Alpha Keranio School to carry out 45minutes long discussion with 8 female students.

3.5. Procedures of Instrument Development

Questionnaire designed to students was prepared in Amharic using as much as possible simple sentence and words that fit with the capacity of the students. To confirm its appropriateness two MA program classmate students who have been teaching in different schools and had experience in evening program teaching and one BA graduate teachers were requested to read and comment on its appropriateness in eliciting the required information. Furthermore, five students were selected from Yemane Birhan School to fill the questionnaire. The feedback from students during pilot testing demonstrated that there was difficulty in reading and understanding the content of the questionnaire. In discussion with classmate teacher's comment was given on using simple language. Based on the feedback, the sentence structure and word usage was retouched to the maximum level. In connection with reading problem, the researcher has decided to cluster students in two places based on their grade level and read the questionnaire for them and let them to take their decision independently.

3.6. Methods of Data Analysis

The study is mainly quantitative survey that was supported with qualitative data. Hence, data were analyzed with respect to their type. For quantitative data, descriptive statistics was used to measure frequency, percentage central tendency and spread of the data for the purpose of describing the attitude, opinions, behaviors and characteristics of the population. SPSS v.20 software was employed to analyze quantitative data. Qualitative data collected through open-ended questions, interviews and group discussion were analyzed manually by coding, separately to examine the problem under study in giving due emphasis.

Chapter 4. Data Presentation and Analysis

This chapter deals with presentation and analysis of data on level of academic achievements of evening program female students and factors that affects their academic achievement. The data was analyzed and presented in three steps. The first step was focused on analysis of class examination of male and female students to examine the level of achievement and to compare and contrast achievement similarities and differences. The second step was intended to compare class scores with grade 8 ministry examination percentiles. The purpose was to scrutinize if there is a match or miss match between class and ministry examination. The third step was searching for the factors affecting the academic achievement of female students based on students and teachers response for questionnaires.

4.1. Class Examination Score Analysis

Comparison of Students' Achievement by School

This analysis is intended to examine the grade level achievements of students in the selected schools. To serve the purpose, scores of selected students from grade 6-8 were analyzed statistically.

a) Analysis of Grade-5 Students' Achievement

2011/12 class examination results of Grade 5 students were investigated by taking 39, 16, 21, 15 totally 91 male and 38, 20, 9 and 11 and totally 78 female students who represent 50 percent of the students in that particular academic year. Analysis shows that 70.3, 76.7, 69.1 and 67.6 were the mean score of the sampled students from Yemane Birhan, Alpha, St. Raguel and Alem Maya schools with respective standard deviation of 10.4, 8.1, 9.6 and 12.1. This indicates that 68.8 percent of the score of the students lies between 59.9 and 80.7, 68.6 and 84.8, 59.5 and 78.7, 55.5 and 79.7 in their sequential order. In contrary to female, the male scores were, 69.6, 73.1, 71.3, 76.1 for Yemane birhan, Alpha, St. Raguel and Alem Maya schools with respective standard deviation of 10.1, 7.7, 8.5 and 13.1. According to the category of scores by The Ethiopian Ministry of Education, achievement scales below 50 percent as poor, 50-59 as fair, and 60-79 as

satisfactory, 80-89 as very good and 90-100 as excellent (taken from students' certificate). From this perspective the achievement of both female and male fall in satisfactory level. As shown in Table 4, Alpha and St. Raguel students' median score lies above the mean score and as a result majority of the students. When the achievement of female weighed against male, in actual terms they were close to each other with minor exceeding of male except in Yemane Birhan.

Table (5)
Central tendency and spread of Grade 5 students score (2011/12)

| Schools | Mean | | St. error of mean | | Median | | Std. Deviation | | Range | |
|----------------|------|------|-------------------|-----|--------|------|----------------|------|-------|----|
| | M | F | M | F | M | F | M | F | M | F |
| Yemane Birhan | 69.6 | 70.3 | 2.4 | 1.7 | 69.1 | 69.5 | 10.1 | 10.4 | 36.6 | 38 |
| Aalpha Keranio | 73.1 | 76.7 | 1.9 | 1.8 | 74 | 78.5 | 7.7 | 8.1 | 31.8 | 27 |
| St. Raguel | 71.3 | 69.1 | 1.8 | 3.2 | 69.6 | 70 | 8.5 | 9.6 | 34 | 27 |
| Alem Maya | 76.1 | 67.6 | 3.4 | 3.6 | 75 | 64 | 13.1 | 12.1 | 45.6 | 37 |

b) Analysis of Grade-6 Students' Achievement

In 2011/12 academic calendar 13, 19, 29 and 14 totally 75 male and 64 female students' scores (34, 17, 9, and 4 from each school) were taken from Yemane Birhan, Alpha, St. Raguel and Alemaya roster and analyzed in similar fashion.

Table (6)
Central Tendency and Spread of Grade 6 Students 2011/12

| School | Mean | | St. error of mean | | Median | | Std. Deviation | | Range | |
|----------------|------|------|-------------------|-----|--------|------|----------------|------|-------|------|
| | M | F | M | F | M | F | M | F | M | F |
| Yemane Birhan | 75.5 | 68 | 2.7 | 2 | 77.8 | 67.5 | 9.9 | 11.6 | 35.5 | 47.5 |
| Aalpha Keranio | 73 | 71.6 | 1.9 | 2 | 71.1 | 71.7 | 8.1 | 8.2 | 24.1 | 24.2 |
| St. Raguel | 68.1 | 69.1 | 1.9 | 3.2 | 67.6 | 70 | 10.5 | 9.6 | 43.3 | 27 |
| Alem Maya | 67.4 | 66 | 1.5 | 2.7 | 67.7 | 65.5 | 5.7 | 5.5 | 17.1 | 13 |

As mentioned above on Table 6 their mean scores for females in each school were 68.0, 71.6, 69.1 and 66.1 in their respective order. The corresponding standard deviations were 11.6, 8.2, 9.6, and 5.5. This implies that scores of 68.8 percent of the students were stretched out between 56.4 and 79.6, 63.4 and 79.8 and, 59.5 and 78.7 and 60.5 and 71.5. With regard to males' scores the mean as in other grades close to each other and no great difference among them. Other scores like standard error of the mean, median, standard deviation also shows the proximity to each other.

c) Analysis of Grade-7 Students' Achievement

Similar analysis was made for 2011/12 grade 7 batch male and female students. The observations from male students includes 17, 14, 27, and 16 totally 74. As explained in Table 6 the descriptive statistics results demonstrated that the mean scores were 65.3, 66.0, 65.5, and 56.0 for Yemane Birhan, Alpha, St. Raguel and Alem Maya Primary schools. The respective standard deviation scores were 8.5, 7.3, 6.8, and 5.5. and as a result the majority of the values of the observation lie between 73.8 and 56.8, 73.3 and 58.7, 72.3 and 58.7, and 61.5 and 50.5. The data also shows that the mean scores in all schools were declined when weighed up against Grade 5 and Grade 6 scores. Since the median score of all school were below the mean score, most of the scores were less than the mean scores. The spread of the scores in standard deviation unit getting down as the Grade level increases.

Table (7)
Central tendency and spread of Grade 7 students 2011/12

| School | Mean | | St. error of mean | | Median | | Std. Deviation | | Range | |
|----------------|------|------|-------------------|------|--------|------|----------------|-----|-------|------|
| | M | F | M | F | M | F | M | F | M | F |
| Yemane Birhan | 69.7 | 65.3 | 2.6 | 1.4 | 68.4 | 63.5 | 10.7 | 8.5 | 39.8 | 35.7 |
| Aalpha Keranio | 66.8 | 66 | 2 | 2.1 | 68.3 | 64.7 | 7.4 | 7.3 | 24.6 | 23.5 |
| St. Raguel | 70 | 65.5 | 1.4 | 64.7 | 68 | 66.5 | 7.3 | 6.8 | 29.2 | 16 |
| Alem Maya | 63.1 | 56 | 1.8 | 7.3 | 62.8 | 56 | 7 | 5.5 | 26.3 | 21 |

d) Analysis of Grade-8 Students' Achievement

The same tendency was repeated in 2011/12 batch as indicated below in Table 7 and the scores were continued in declining. The mean scores of female students were 56.3, 57.2, 58.5 and 52.0 for the respective schools. The corresponding standard deviations of each score were 6.1, 7.1, 4.8 and 2.8. In comparison with other previous scores, the mean scores were went down from 70s in Grade 5 and reached the first half of 50s, which was the yellow light to pass or fail. Unlike other gradethe scores were clustered around the mean and the spreads were not too much./See Table 7/

Table (8)
Central tendency and spread of Grade 8 students /2011/12/

| School | Mean | | St. error of mean | | Median | | Std. Deviation | | Range | |
|----------------|------|------|-------------------|-----|--------|------|----------------|-----|-------|------|
| | M | F | M | F | M | F | M | F | M | F |
| Yemane Birhan | 61.4 | 56.3 | 1.3 | 0.9 | 61.1 | 56.4 | 7.2 | 6.1 | 31.5 | 45.2 |
| Aalpha Keranio | 63.1 | 57.2 | 2 | 1.9 | 61.1 | 56.2 | 8.1 | 7.1 | 28.4 | 28.2 |
| St. Raguel | 60.9 | 58.5 | 0.8 | 1 | 59.9 | 58 | 5.8 | 4.8 | 25.7 | 20 |
| Alem Maya | 51.6 | 52 | 1 | 1.2 | 51.8 | 52 | 4.6 | 2.8 | 21.6 | 7 |

From the data analyzed above one can observe that the average scores of both male and female students gone down and the average achievement of all schools falls in “fair” category as the grade level increases. The value of two-tailed independent t-test also indicated that there was no evidence that shows statistically significance difference of mean between male and female scores at grade 5 and grade 6 levels. However, there were statistically significant differences of mean scores of male and female students at grade-7 and grade 8 and males scored better than female students.

Table (9)
Summary of average results of male and female students

| Grade | Yemane Birhan | | Alpha | | St. Raguel | | Alem maya | |
|-------|---------------|------|-------|------|------------|------|-----------|------|
| | M | F | M | F | M | F | M | F |
| 5 | 69.6 | 70.3 | 73.1 | 76.7 | 71.2 | 69.1 | 76.1 | 67.6 |
| 6 | 75.5 | 68 | 73.0 | 71.6 | 68.1 | 69.1 | 67.4 | 66 |
| 7 | 69.7 | 65.3 | 66.8 | 66 | 70.0 | 65.5 | 63.1 | 56 |
| 8 | 61.4 | 56.3 | 63.1 | 57.2 | 60.9 | 58.5 | 51.6 | 52 |

Comparison of Students' Achievement by Grade

To see grade level differences further analysis was made focusing on Grade level achievement by bringing the same grade students scores together. Table 9 below shows that the class examination marks of the academic year 2011/12 were decreasing in average scores as increase in grade. The actual average scores decreases from 71.4 in Grade 5 and 69.0 in Grade 6, 63.8 in Grade 7 and 56.7 in Grade 8. The mean and median scores were also coinciding with each other and explain virtually fair patterns of distribution in achievement in all grades across the average.

Table (10)
Analysis of achievement level by grade of students /2011/12/

| Scores | GRADE 5 | | GRADE 6 | | GRADE 7 | | GRADE 8 | |
|--------------------|---------|------|---------|------|---------|------|---------|------|
| | M | F | M | F | M | F | M | F |
| Mean | 72.7 | 71.4 | 70.5 | 69 | 67.8 | 63.8 | 59.6 | 56.7 |
| Std. Error of Mean | 1.5 | 1.2 | 1.1 | 1.3 | 0.9 | 1.1 | 0.7 | 0.6 |
| Median | 71 | 72.3 | 68.9 | 68.8 | 67.6 | 63 | 58.1 | 56.8 |
| Std. Deviation | 10.6 | 10.3 | 9.5 | 10.2 | 8.5 | 8.3 | 7.4 | 5.9 |
| Range | 45.6 | 38 | 43.3 | 47.5 | 42.5 | 40.7 | 39.9 | 50.8 |
| Minimum | 46.3 | 52 | 52.8 | 44.5 | 48.1 | 48 | 43.3 | 28 |
| Maximum | 91.9 | 90 | 96.1 | 92 | 90.6 | 88.7 | 83.3 | 78.8 |

In general, from the two years data analyzed based on school and grade level achievements, one could observe that as the grade level increase the average scores decrease inversely and the difference between males and females average score vary. The data shows that there is relatively high scores in Grade-5 and Grade-6 and low scores in Grade-7 and Grade-8 regardless the type of school. The decrease in scores as grade level raise up could be attributed to various reasons. Teachers, students and school directors attributed the case for change in curriculum content and medium of instruction, in-depth (complexity) of the content of the curriculum, introduction of new subjects like Biology, Physics and Chemistry in latter grades, increment of subjects taught from 6 to 8 in the last two grades, frustration of students, shortage of instruction time, less attention to students. Two-tailed independent t-test statistics was calculated to see the relationship between male and female average scores at all grade level. Accordingly, t-test result fails to show statistically significant differences between male and female in Grade-5. $t(167)=.364$, $p=.716$, $\alpha=.05$. Similarly Grade-6 statistical analysis fails to show difference between male and female. $t(137)=.897$, $p=.371$, $\alpha=.05$. In Grade-7 the t-test showed statistically significant differences between male and female. $t(135)=2.768$, $p=.006$, $\alpha=.05$. in Grade-8 there was also statistically significance difference between male and female mean scores. $t(212)=3.173$, $p=.002$, $\alpha=0.05$. /see data on appendices/. In general the statistical analysis made above shows that female and males achieve equally in Grade-5 and Grade-6 and males achieve better than female in Grade-7 and Grade-8.

4.2. Primary School Leaving Examination Achievement

2011/12 academic year primary school leaving examination/ ministry examination/ results were taken from the schools to compare the level of achievement of students' results with class examination, the achievement level of boys and girls and inter school correspondences and differences. From the total 498 students, 291 male and 207 females, who sat for ministry examination only 22.9 percent /16.3 percent male and 6.6 female/ passed the examination. This describes that the number of students who passed the

ministry examination was nearly one-fifth and this demonstrates low achievement of student.

Table (11)

Primary school leaving examination performance of students /2010/11/

| A / Y | School | No. of students who took ministry examination | | | | | | Promoted | | | | | | Failed | | | | | |
|-------------------|---------|---|------|------|------|-----|-----|----------|------|-----|------|------|------|--------|------|------|------|------|------|
| | | M | | F | | T | | M | | F | | T | | M | | F | | T | |
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| 2011/12 | Y/Birha | 53 | 39 | 83 | 61 | 136 | 100 | 12 | 8.8 | 8 | 6.5 | 20 | 15.3 | 45 | 33.1 | 71 | 52.2 | 116 | 85.3 |
| | Alpha | 56 | 51.9 | 52 | 48.1 | 108 | 100 | 24 | 22.2 | 21 | 19.4 | 45 | 41.6 | 32 | 29.6 | 31 | 28.7 | 63 | 58.3 |
| | Raguel | 134 | 69.1 | 60 | 30.9 | 194 | 100 | 35 | 18 | 3 | 1.6 | 38 | 19.6 | 99 | 51 | 57 | 29.4 | 156 | 80.4 |
| | Alemaya | 48 | 80 | 12 | 20 | 60 | 100 | 10 | 17 | 1 | 1.7 | 11 | 18.7 | 38 | 63 | 11 | 18 | 49 | 81 |
| Year Total | 291 | 58.4 | 207 | 41.6 | 498 | 100 | 81 | 16.2 | 33 | 6.6 | 114 | 22.9 | 214 | 43 | 170 | 34.1 | 384 | 77.1 | |

When the promotion rate of female students is worked out from the total students, female students' rate constituted 6.6 percent. As indicated in Table 10, the difference in level of achievement among the schools was not as such meaningful.

To analyze scores of two years students' results 50 percent (except, female students in Alem Maya school that was totally included because they were few in number) of the students were selected from each school employing systematic sampling method. Accordingly, In 2011/12 academic year, 109 female students, 41, 26, 30, 12 from each school and 146 male 27, 28, 67, 24 from each were selected for analysis from Yemane Birhan, Alpha, St. Raguel and Alem Maya schools in the respective order. In this academic year, the mean score of female students' primary school leaving examination was 18.9, 23.3, 19.2 and 20.2 for Yemane Birhan, Alpha Keranio, St.Raguel and Alem Maya primary schools with corresponding standard deviation of 15.3, 18.9, 13.5, and 13.9. This describes that the mean scores of all school were below the passing mark of the year that was 35 percentile. Moreover, the scores are highly spared out around the

mean and the results of majority (two-third) of the students lie between 3.5- 34.5 percentile in Yemane Birhan, 4.4-42.3 in Alpha Keranio, 5.7-32.5 in St. Raguel and 6.3-34.0 in Alem Maya. Considering the slandered error of the mean, the population mean was not far from the mean with little difference from the mean. From the data, one can conclude that the performance of evening program female students in the academic year was low and below the passing percentile set by the Addis Ababa Education Bureau.

Table (12)
2011/12 male and female students' primary school leaving examination score analysis

| Scores | Yemane Birhan | | Alpha | | St. Raguel | | Alem Maya | |
|--------------------|---------------|------|-------|------|------------|------|-----------|------|
| | M | F | M | F | M | F | M | F |
| Mean | 21 | 18.9 | 25.3 | 23.3 | 27.6 | 19.2 | 21.9 | 20.2 |
| Std. Error of Mean | 3 | 2.4 | 3.3 | 3.7 | 2.2 | 2.5 | 2.4 | 4 |
| Median | 17 | 14 | 19 | 17.5 | 25 | 17 | 20.5 | 19 |
| Mode | 8 | 21 | 6 | 2 | 14 | 21 | 14 | 17 |
| Std. Deviation | 15.8 | 15.3 | 17.5 | 18.9 | 17.7 | 13.5 | 11.8 | 13.9 |
| Range | 61 | 55 | 56 | 61 | 84 | 52 | 48 | 46 |
| Minimum | 2 | 1 | 6 | 1 | 0 | 1 | 2 | 1 |
| Maximum | 63 | 56 | 62 | 62 | 84 | 53 | 50 | 47 |

Analysis was also made on the same schools male students' achievement to compare and contrast their results with female students. According to the data gathered from rosters, the average score of the male students were 21.0, 25.3, 27.6 and 21.9 and the parallel standard deviations were 15.8, 17.5, 17.7 and 11.8. Thus, the spread of scores around the respective means is high and the scores of 67 percent of the students lie between 5.2 -36.8 for Yemane Birhan, 7.8 -42.8 for Alpha Keranio, 9.9 -45.3, for St. Raguel 10.1-33.7 for Alem Maya school.

A two-tailed independent t-test was also conducted to examine if there was differences of mean scores between male and female in 2011/12. The result showed that there is a statistically significant difference between male and females scores. $t(253) = 2.366$, $p = .02$, $\alpha = 0.05$, 95% CI [3.5,11.5]. /see data on appendices/ As explained above, the achievement of Primary School Leaving Examination of majority of the sampled evening program students, both male and female, were blow the requirement set by Addis Ababa

4.4. Analysis of Questionnaire Responses

4.4.1. Students' perspective

After the questionnaire were collected, screening out wrongly filled and unused questionnaire and for the first part of the questionnaire 17 (3.6percent) questionnaires were discarded due to double selection, leaving unfilled the questionnaire, detaching some parts from the questionnaire. The rest 435 (96.4percent) were analyzed in the first part. In case of scaling questions 55 (11.6percent) questionnaires were screened out mainly for ticking more than one scale in many of the questions in addition to factors mentioned above and 413 (88.4percent) were analyzed.

The age characteristics of the respondents categorized between 11 and 35 year of age and 60.9 percent of the students were found between 16-20 years and 16.1percent were between 21-25 years. The percentage of students found between 11-15 years, which is considered as primary schooling years, was 15.4percent. In general, the age characteristics of the respondents show that the age combination of students in a classroom highly varies. Correlation between age and achievement was conducted and the outcome shows age has positive correlation with achievement with $r=.44$. This impels that as the age of students' increase their achievement rises up and the vise-versa.

Like the age, marital status of the respondents varies, however, majority of the respondents, 87.8 percent were single where as only 9 percent were married. The jobs type the respondents engaged in comprise of domestic servants, who were hired by individual and gives services for the employer as per the home set rules and regulations in the absence of limited working time. Some of them were daily worker small private business dealers, petty traders and government and private employees. Domestic servants constituted 46.2 percent and followed by daily workers and small business dealers with 18.2 and 9.9 percents respectively. The size of respondents who were not employed was 10.1 percent. Besides, different age and marital status combination in a classroom, the heterogeneity of the nature of their working environment, job segregation and the amalgamation of diverse responsibilities contribute for difficulty of class management

and learning processes as expressed by the school directors. The other variable that was examined in due research process was the income level of the diversified respondents. Question was raised to indicate their average monthly income for the respondents and except 34 students (7.8 percent), the rest reacted to the question. According to their response, as indicated below in Table12, the average income of 60.9 percent respondent was blow 500 ETB, which is equivalent to approximately 27.78 USD at current exchange rate. According to UN estimation, persons who earn below USD 1.25 per day (monthly USD 37.5), are considered as extreme poor and live in a state of below poverty line (UNDP, 2000). Hence, the income of the majority of the respondents was too small to cover school and other expenses associated with. The 2nd category of payment structure was between ETB 501-800 and 12 percent of the respondents fall in this class. Table 13 shows the payment structure of hired students.

Table (13)
Monthly income level of respondents

| Question | Category | Frequency | Percent | Valid % | Cumulative % |
|-------------------------------------|-------------|-----------|---------|---------|--------------|
| Please indicate your monthly salary | Below 500 | 265 | 60.9 | 60.9 | 60.9 |
| | 501-800 | 52 | 12 | 12 | 72.9 |
| | 800-1101 | 34 | 7.8 | 7.8 | 80.7 |
| | 1001-1400 | 15 | 3.4 | 3.4 | 84.1 |
| | 1401-1700 | 9 | 2.1 | 2.1 | 86.2 |
| | above 1700 | 26 | 6 | 6 | 92.2 |
| | No Response | 34 | 7.8 | 7.8 | 100 |
| | Total | 435 | 100 | 100 | |

In connection with income, respondents were asked to respond for two probing questions. The first question was to indicate that who covered their school fee and 62.5 percent, almost equivalent to those who earn below ETB 500, of the respondents replied that that they, themselves, cover it from what they are earning. In other words, majority of the respondents invested on their academic capacity from the little income they have made. Despite the fact that 62.5 percent covered school fee and other related expenses by themselves, another significant number, 28 percent responded that they relied on

relatives. This indicates that their learning position depended on the willingness of the other party. In case relatives fail to pay, they may be forced to discontinue learning. By and large, the income level of majority of the respondents was too small to cover school related expenditures. Under this disturbing scenario thinking for better academic achievement is very difficult because of losing confidence, thinking for other walks of life, in ability to fulfilling required learning materials, lack of offering full attention to learning due to disturbance of life.

Table (14)
Respondents' school fee coverage

| Question | Response | Frequency | Percent | Valid % | Cumu. % |
|---|----------|-----------|---------|---------|---------|
| Who gives coverage for your education expenses? | parents | 33 | 7.6 | 7.6 | 7.6 |
| | Relative | 122 | 28.0 | 28.0 | 35.6 |
| | myself | 272 | 62.5 | 62.5 | 98.2 |
| | another | 8 | 1.8 | 1.8 | 100.0 |
| | Total | 435 | 100.0 | 100.0 | |

The other question raised for respondents was to compare the amount of school fee with their income level. From the total respondents, 49.4 percent replied that the school fee of evening program is affordable, despite the fact that their earning was too small. The number of respondents replied it as 'cheap' was 28.7 percent and followed by 15.4 percent who rated it as expensive. As the respondents explained on group discussion, most of them do not have problem in connection with fee. In the schools directors also mentioned that the amount of fee their respective schools collect from student was not based on the existing market. They mentioned that, "In real terms schools and teachers who participate in teaching subsidize them to encourage their learning effort." According to Addis Ababa City Administration Education Bureau directive No.135 /2012 the fee structure of public (government) schools was 28, 31, 33 36 ETB through grade 5-8 respectively. In private school, school fee is relatively higher than government school and determined by school. The other question that the respondents were asked to react was

school dropout they faced in the past years. All the respondents replied for the question and 70.1 percent pointed out that they discontinued education after they were enrolled at school and 29.9 percent weren't encountered dropout and has been pursuing learning continuously. Subsequently, respondents who have exercised dropouts were requested to mention the frequency of dropout they faced. As indicated in table 14, 30.5 percent stated that they were discontinued school one times. And 28.5 percent interrupted for two times at different years. As their response showed on the table, 20 percent interrupted for three times and 10 percent for more than four times. Some the students have explained during group discussion that they came back to school after long year interruption. In general, the collected data indicates that 70.1 percents of the respondents discontinued classes at different years.

Table 15
School dropout frequency of respondents

| Question | Responses | Frequency | Percent | Cumulative % |
|---|----------------------|-----------|---------|--------------|
| For how many times did you experience drop out? | One times | 93 | 30.5 | 30.5 |
| | Two times | 87 | 28.5 | 59.0 |
| | Three times | 61 | 20.0 | 79.0 |
| | Four times | 24 | 7.9 | 86.9 |
| | More than four times | 33 | 10.8 | 97.7 |
| | No response | 7 | 2.3 | 100.0 |
| | Total | 305 | 100.0 | |

As they mentioned during group discussion, this has created impacts on their academic achievement because interruption results in fail to remember what was taught in the previous school time or what they have learned in previous period. They also pointed out that psychological impact of interruption has great influence on their achievement. Chance was given to respondents to list them down and their response shows that 52.6

percent due to job termination and layoff, 26.3 percent because of change of residence, 17.4 due to unspecified personal problem and the rest was due to other reasons.

Table (16)

Class attendance characteristics feature of respondents

| Questions | Response | Frequency | Percent | Valid % | Cumulative % |
|---|---------------------|-----------|---------|---------|--------------|
| On average, for how many days do you absent from class in a month | No day | 163 | 37.5 | 37.5 | 37.5 |
| | up to two days | 176 | 40.5 | 40.5 | 77.9 |
| | up to four days | 46 | 10.6 | 10.6 | 88.5 |
| | more than five days | 44 | 10.1 | 10.1 | 98.6 |
| | No Response | 6 | 1.4 | 1.4 | 100 |
| Total No. | | 435 | 100 | 100 | |
| If your answer was yes for the above question, how much did it affect your achievement? | | 244 | 56.1 | 56.1 | 56.1 |
| | One times | 175 | 40.2 | 40.2 | 96.3 |
| | Many times | 10 | 2.3 | 2.3 | 98.6 |
| | Missing value | 6 | 1.4 | 1.4 | 100 |
| | Total | 435 | 100 | 100 | |

The respondents were also requested to react for the frequency of days they absent from class. Out of the total number of respondent, 40.5 percent were responded that they fail to attend classes up to two days within a month and 37.5 percent replied that they were not absent from class. As the data indicated in table 15, 20.7 percent of the students were refrained from class up to four and above days within a month. As the data shows at least 58.2 percent of the respondents couldn't attend the class fully and missing class in turn directly affects the achievement of students.

As explained in the literature review, goal orientation theories state, objective setting and achievement motivation is crucially important to achieve the goal. In this regard, respondents were asked the reason for they have been pursuing learning at evening and late age. In reaction, 55.4 percent responded that they are learning to gain knowledge and 37.5 percent replied that they are learning to seek better work and 3.9 percent for satisfaction. Subsequently, question was raised if or not to continue learning although

there were drawbacks and challenges. In response to the question, 63.2 percent replied “yes” where as 26.2 percent show hesitation and their pursuance will be conditional.

In fact, the reaction seems apparent especially in connection with goals of learning. Their performance in regional examination, as to be discussed latter, is very low and majority of the students achieve less than passing marks. Hence their motive to gain knowledge and seeking better jobs were not corresponding with their achievement. Their performances did not support their intention and effort was not added to achieve better despite the fact that many factors could attribute for their low performance. The issue of hope to continue learning was also questionable because of many factors. As stated above many of the respondents were domestic house servants and daily workers which do not have job security and guarantee as no legal ground that protects their right to illegitimate termination of job. The other factors that obstruct their future learning are their academic achievement status. As sample from two years ministry examination results show that the achievement of night class students, both male and female, were not encouraging and promising although their class examination results were satisfactory. Hence, Grade-8, ministry examination was the first wall that allows only few students and blocks the majority to pass to the next grade.

Variables like working hours and time spent on study were identified as affecting factors for academic achievement and questions were put in place in light to examine these variables for evening program female students in the 2nd cycle of primary education. With respect to working hours, 40.9 percent of the respondents replied that they did not have fixed working time and they were at job as their employers instruct them to engage in some activities. This is true for domestic house servants, as the reality manifests. As they mentioned, they do not have contractual agreement with regard to working hours and there was no legal ground in the country in determining their working hours as for civil servants and those acts according to the Labor Law of the country. As stated in table 15 , from the total numbers of respondents 40.9 has no limited working hours and only 21.8 percent works for 8 hours in a day. Other significant percentages, 18.4 and 18.9 percent of the respondents works for 12 hours and more than 12hrs per a day respectively.

Table (17)
Working hours of respondents

| Question | Responses | Frequency | Percent | Valid %t | Cumulative % |
|--|----------------------|-----------|---------|----------|--------------|
| How much hours do you work in a day? (if you are employed) | No fixed working hrs | 178 | 40.9 | 40.9 | 40.9 |
| | 8 hrs | 95 | 21.8 | 21.8 | 62.8 |
| | 12 hrs | 80 | 18.4 | 18.4 | 81.1 |
| | more than 12 hrs | 82 | 18.9 | 18.9 | 100.0 |
| | Total | 435 | 100.0 | 100.0 | |

It is apparent that the length of working hours affects the study time of these students that in turn adversely affects the academic achievement of students. To substantiate the effects, two related questions were raised for respondents. The first one requested them if they have studied what they have learned in a classroom and the second one was to reason out if their response is not 'yes'. From the total number of respondents, 63.4 percents were studied 'sometimes' and 20.9 percent responded that they do not study what they have learned in a classroom and only 15.6 percent responded 'yes'.

Table (18)
Allocation of study time by students

| Question | Response | Frequency | Percent | Valid % | Cumulative % |
|--|-----------|-----------|---------|---------|--------------|
| Do you allocate adequate study time for your lesson? | Yes | 68 | 15.6 | 15.6 | 15.6 |
| | sometimes | 276 | 63.4 | 63.4 | 79.1 |
| | No | 91 | 20.9 | 20.9 | 100.0 |
| | Total | 435 | 100.0 | 100.0 | |

Why majority of the students do not allocate adequate study time? From the respondents, 64.1 percent reasoned out that they do not have spare time that used for studying. The other reason stated by 22.3 percent of the respondent was related with lack of support and they could not study because of lack of tutor who encourage and support them to study and show direction. Few respondents reacted that they do not study because they have an aversion to it and lack of understanding of the importance of studying.

As stated in Table 15 above , majority of the respondents, 78.2 percent, works above 8 hours per a day and this contributes for not studying what they have learned. Besides, since the types of work the evening class female students have engaged in were tiresome physical labor that gets them weaker to take additional time to study. Under these busy and discouraging circumstances, they were not motivated to work better and achieve further. The other question raised to the employed respondents was to react if their employer encouraged them to learn further believing that improving their knowledge and skills is important. In this regard, of the respondents agreed that their employers encouraged them to learn and 21.8 of them responded that their employers did not encourage them at all. The percentage of respondents who agreed partially and selected 'sometimes' were 21.8 percent.

Whatever, the magnitude, the data shows that the employers encouraged the learners to attend and improve their skills and knowledge, although significant numbers of them were not encouraged and/or indifferent to the learners' effort.

Respondents were also requested to react on questions that are pertinent to quality of education and their self-concept in acquiring the required knowledge and skills. One of the questions was to rate the quality of evening class education and in response to the questions 57.9 percent rated it as medium quality and 24.1 defined it as low quality. Other respondents that constituted 16.6 percent rated it as high quality. With regarding knowledge they earned, 53.3 percent stated it as 'fair knowledge, 22.5 percent 'adequate knowledge' and 19.3 percent 'too much knowledge'. The response indicated that the knowledge they have earned is fair and adequate.

Table (19)

Respondent's reaction to their knowledge and quality of education

| Questions | Responses | Frequency | Percent | Valid % | Cum. % |
|---|--------------------|-----------|---------|---------|--------|
| Do you believe that you have earned adequate knowledge and skills from what you have learned yet? | too much knowledge | 84 | 19.3 | 19.3 | 19.3 |
| | adequate knowledge | 98 | 22.5 | 22.5 | 41.8 |
| | fair knowledge | 232 | 53.3 | 53.3 | 95.2 |
| | not at all | 14 | 3.2 | 3.2 | 98.4 |
| | missing values | 7 | 1.6 | 1.6 | 100 |
| | Total | 435 | 100 | 100 | |
| Which of the following most describe the quality of evening program education? | good quality | 72 | 16.6 | 16.6 | 16.6 |
| | medium quality | 252 | 57.9 | 57.9 | 74.5 |
| | low quality | 105 | 24.1 | 24.1 | 98.6 |
| | missing values | 6 | 1.4 | 1.4 | 100 |
| | Total | 435 | 100 | 100 | |

Chance was also given for respondents to compare their performance with same class regular students and 33.8 percent were responded that they perform on the same level with regular class students. Almost the same percentage of respondents, 33.3 percent reacted that regular students could perform better than them. Other respondents, 28.3 percent, agreed that regular students perform best than evening program female students.. Again respondents were asked to compare their math computing capacity against same class regular students. In response, 63.4 percent responded that regular student computes better than them and 24.1 percent put themselves on the same level with regular students and argued that they can compute what regular students can do equivalently. Only 5.5 percent of the respondents replied that "I can perform better". From the response of these questions, one can conclude that evening program female students knew that they are less

achiever than the regular students and this implies that their self-confidence and self-concept explains their feel inferiority.

Table (20)

Respondents self comparison with regular students

| Questions | Responses | Frequency | Percent | Valid % | Cum. % |
|---|---------------------------------|-----------|---------|---------|--------|
| If you compare yourself with regular same class students, who performs better? | I perform better | 20 | 4.6 | 4.6 | 4.6 |
| | we are on the same level | 147 | 33.8 | 33.8 | 38.4 |
| | They perform best | 123 | 28.3 | 28.3 | 66.7 |
| | Regular students perform better | 145 | 33.3 | 33.3 | 100 |
| | Total | 435 | 100 | 100 | |
| If you are sat for math exam along with regular students, in your opinion, who will achieve better? | Regular students perform better | 276 | 63.4 | 63.4 | 63.4 |
| | I perform better | 24 | 5.5 | 5.5 | 69 |
| | We achieve the same result | 105 | 24.1 | 24.1 | 93.1 |
| | I don't know | 30 | 6.9 | 6.9 | 100 |
| | Total | 435 | 100 | 100 | |

The respondents' attitude toward the quality of evening/ night/ education was not so good that this outlook could negatively affect their effort to achieve better. It may also result in desperation and hopelessness in working for better achievement and lose insight for future success. The self-concept they have developed for them also demonstrates the same conclusion because they have low self-concept in achievement when compared themselves with similar class regular students. Generally speaking, the attitudes that the respondents have developed toward evening program education quality and their achievement level affects their level of achievement and leads them to carelessness and negligence in doing.

Table (21)

Teachers' attitude towards evening program female students

| Questions | Responses | Frequency | Percent | Valid % | Cum. % |
|---|--------------------------|-----------|---------|---------|--------|
| In your view, how do your teachers uniformly treat regular & evening program female students? | Favored evening program | 9 | 2.1 | 2.1 | 2.1 |
| | Favored regular students | 9 | 2.1 | 2.1 | 4.1 |
| | Treat equally | 87 | 20 | 20 | 24.1 |
| | I don't know | 183 | 42.1 | 42.1 | 66.2 |
| | Missing values | 147 | 33.8 | 33.8 | 100 |
| | Total | 435 | 100 | 100 | |
| How far do your teachers encourage female students than males during evening class? | encourages highly | 164 | 37.7 | 37.7 | 37.7 |
| | Sometimes | 165 | 37.9 | 37.9 | 75.6 |
| | rarely | 41 | 9.4 | 9.4 | 85.1 |
| | no special attention | 65 | 14.9 | 14.9 | 100 |
| | Total | 435 | 100 | 100 | |
| What are the attitudes of teachers for evening program female students? | Positive | 244 | 56.1 | 56.1 | 56.1 |
| | negative | 59 | 13.6 | 13.6 | 69.7 |
| | Indifferent to | 125 | 28.7 | 28.7 | 98.4 |
| | missing values | 7 | 1.6 | 1.6 | 100 |
| | Total | 435 | 100 | 100 | |

Other factors that were identified as affecting factors on the academic achievements of evening program female students were teachers' attitudes and encouragement. In connection with this, one of the questions the respondents was asked to indicate the perception of teachers for evening and regular female students. As their response shows, /see Table 18 above/ 42.1 percent of the respondent said "I don't Know" where as 33.8 percent declined to give response for the question. Twenty percent of the respondents confirmed their uniform treatment of the teachers for evening and regular classes even though the group discussion with students emphasized that teachers did not treat them uniformly and demoralize them as useless. Director of Alpha Keranio Primary school also underlined the unconstructive attitudes reflected from teachers and its negative impact on their achievement. Respondents were also requested to react on the treatment

of teachers for male and female students in the evening program and 75.6 percent declined that there was no preferential treatment in classroom between males and females whereas 24.4 percent believes that teachers encourage females than boys.

Respondents were also reacted to question raised with regard to teachers' attitudes toward female students in the evening classes. As indicated in table 4.23 above, 56.1 percent of the respondents categorized teachers' attitude as positive. Some respondents, 28.7 percent, labeled the teachers' attitude toward evening program female students neither positive nor negative while 13.6 percent of them tagged their attitude as negative. To sum up, the above three questions explained teachers' position from the view point of their attention and attitude for regular and evening program female students and male and female students in the same evening program classes. The response indicated that majority of the teachers treat all in uniform manner in despite of differences in level of achievement, commitment and efforts.

Table (22)
Response on utilization of text-books

| Questions | Responses | Freq. | percent | Valid % | Cum% |
|---|-------------------------|-------|---------|---------|------|
| For how many subjects do you have textbook? | for none | 219 | 65.4 | 64.4 | 64.5 |
| | for one subject | 78 | 23.3 | 23.3 | 88.7 |
| | for two subjects | 23 | 6.9 | 6.9 | 95.5 |
| | for three subjects | 12 | 3.6 | 3.6 | 99.1 |
| | for four subjects | 3 | 0.9 | 0.9 | 100 |
| | for above five subjects | 0 | 0 | 0 | |

Variables like possessing textbooks, completing textbook assigned to the class, using additional reference and reading materials determine the level of academic achievements of the students. If the learners couldn't be able to possess and complete textbooks at each grade level, its impact is clear on their academic achievement because textbooks are designed in vertical and horizontal content relationships. Further reading on similar topics

and contents outside the textbooks also enriches the comprehensive understanding of students. From these perspectives the research participants were asked to respond whether or not they possess and completed textbooks allotted to the classroom. 65.4 percent the students responded that they do not have any textbook at all while 23.3 have textbooks only for one subject. This shows majority of the respondents do not have textbooks. From the total respondents, 61.4 percent responded against the questions and indicated that they didn't complete textbooks while 23.4 percent replied that they did not know if the teacher complete the curriculum developed for particular year in a particular grade. The rest 15.2 percent responded in support of textbooks completion. In connection with utilization of different reading materials, 47.8 percent of the respondents replied that they didn't use additional reference materials and 37.9 percent uses additional materials sometimes. The percentage of students who utilized reference materials were 14.3. Respondents were asked to react for the reasons why they did not possess textbooks and 58.9 percent were responded that they do not have money to buy. Another 14.3 Percent were also replied that they don't know where to buy the books. Few respondents gave reasons like 'no interest to use' and 'I don't know its importance'.

Table (23)

Completion of text-books and utilization of reference materials by students

| | | | | | |
|--|--------------|-----|-------|-------|-------|
| Do you complete textbooks at the end of academic year? | Yes | 66 | 15.2 | 15.2 | 15.2 |
| | No | 267 | 61.4 | 61.4 | 76.6 |
| | I don't know | 102 | 23.4 | 23.4 | 100.0 |
| | Total | 435 | 100.0 | 100.0 | |
| Do you use additional reference books to achieve better? | Yes | 62 | 14.3 | 14.3 | 14.3 |
| | Sometimes | 165 | 37.9 | 37.9 | 52.2 |
| | No | 208 | 47.8 | 47.8 | 100 |
| | Total | 435 | 100.0 | 100.0 | |

Whatever the reasons, majority of the respondents confirmed that they do not possess text books and reference materials even partially. The implication lack of textbooks and

additional references accompanied with inability to read materials outside the class instruction affects the achievement of the students. Community has also contributed for the achievement of students in general and evening program female students in particular. Their support, encouragement and consent to learn is highly demanded specially in connection with domestic house servants. Having this in mind, chance was given for respondents to react on community's attitude

Table (24)
Attitudes of the society toward the evening female students

| Question | Responses | frequency | % | Valid % | Cum. % |
|--|---------------|-----------|-------|---------|--------|
| In your observation, what is the attitude of the community toward evening program female students? | Positive | 61 | 14.0 | 14.0 | 14.0 |
| | Not bad | 202 | 46.4 | 46.4 | 60.5 |
| | negative | 92 | 21.1 | 21.1 | 81.6 |
| | I don't know | 71 | 16.3 | 16.3 | 97.9 |
| | missing value | 9 | 2.1 | 2.1 | 100.0 |
| | Total | 435 | 100.0 | 100.0 | |

As the data indicated in Table 20 shows 46.4 percent of the respondents rated community's attitude as 'not bad' while 21.1 percent described it as "negative". The percentage of respondents that labeled community's attitude as positive was 14.0. From this, one can conclude that the respondents aware of the fact that the community was not negatively perceive them.

Respondents were asked to list down factors that affect their academic achievements. Accordingly, the factors listed by the respondents were indicated in Table 21 below.

Table (25)

List of influencing factors on female students' achievement

| Question | Response | Frequency | % |
|--|---------------------------------|-----------|-------|
| List down factors affect your academic achievement | Shortage of adequate study time | 309 | 71.03 |
| | Inadequacy of learning periods | | |
| | No adequate support of teachers | 273 | 62.8 |
| | Heaviness of subjects | | |
| | /curriculum/ | 218 | 50.1 |
| | Not possessing textbooks | | |
| | Inability of understanding | 197 | 45.3 |
| | medium of instruction | | |
| | Unable to attend classes | 186 | 42.8 |
| | Havening no tutor | 127 | 29.2 |
| | | 114 | 26.2 |
| | | 98 | 22.5 |

4.4.2. Teachers' Perspectives

From 93 teachers who involved in teaching evening program students 47 , which constituted 50 percent, were randomly selected to fill the questionnaire and from them and 95.5 percent (41)of them have returned the questionnaires while 4.5 percent fail to return. Besides, schools directors, one from each, were interviewed so as to gather data on level of evening program female students' achievement and the corresponding factors that affect their achievement based on the information gathered from students and teachers.

The qualification of the respondents includes 46.3, 43.9 and 9.8 percents Diploma and BA/BSC and TTI Certificate respectively. Sixty-one percent of the respondents were single while 34.1 percent were married. The payment structure for night class varies in government and non-government schools depending on their system of governance,

student size and loads of periods. The Addis Ababa Education Bureau put in place direction that governs the school administration and allocation of revenues collected from evening program students for government schools.

Table (26)

Teachers' satisfaction in their payment

| Question | Responses | Frequenc y | Percent | Valid % | Cumulative % |
|--|-------------------|---------------|---------|---------|-----------------|
| How do you rate level of satisfaction in your payment (salary) of evening program teaching duty? | Very dissatisfied | 21 | 51.2 | 51.2 | 51.2 |
| | Dissatisfied | 17 | 41.5 | 41.5 | 92.7 |
| | Unsure | 2 | 4.9 | 4.9 | 97.6 |
| | Satisfied | 1 | 2.4 | 2.4 | 100.0 |
| | Total | 41 | 100.0 | 100.0 | |

The remuneration paid for teachers was the ruminant of the different deduction. Non-government schools also applied their internal mechanism upon the endorsement of board of directors. According to the data collected from teachers, their payment 33.3 percent of the teachers was paid between 250-350 ETB, while 31.0 and 28.6 percent earned between 351-450 and 351-450 ETB. In connection with the payment, respondents were asked to rate their level of satisfaction in the amount of income they have earned from teaching evening program students and their response summarized in Table 22

In reaction of the question, 51.1 percent of the respondent, as indicates in table 4.32, was highly dissatisfied with the payment and 41.5 percent selected 'dissatisfied'. Form the rate of the response one can imagine how much it affects the academic achievement of the learners because teachers' dissatisfaction has direct implication on students' performance.

Other related but different questions were posed to understand the reaction of teachers in connection with evening program female students' academic achievement and factors

affects it. One of the questions was raised to examine teachers' perceptions about female students learning effort and 58.5 percent labeled it as weak and 24.4 percent tagged it as medium as described below.

Table (27)
Teachers' perception on students learning effort

| Question | Response | Frequency | Percent | Valid% | Cumulative % |
|---|-------------|-----------|---------|--------|--------------|
| What is your perception about evening program female students with regard to learning effort? | Very strong | 2 | 4.9 | 4.9 | 4.9 |
| | Strong | 3 | 7.3 | 7.3 | 12.2 |
| | medium | 10 | 24.4 | 24.4 | 36.6 |
| | Weak | 24 | 58.5 | 58.5 | 95.1 |
| | Very week | 2 | 4.9 | 4.9 | 100.0 |
| | Total | 41 | 100.0 | 100.0 | |

in open-end question that follow those who select weak and very weak attributed their reasons for multiple responsibilities, frequent displacement, less effort, lack of interest, lack of support and guidance, negligence.

As discussed in Chapter Two of this document, teachers related factors influence the academic achievement of students whether regular or evening, male or female. To substantiate this argument, questions were forwarded to teachers in different forms. In light of these, respondents were asked to respond if or not they give equal attention for regular and evening program female students. Their responses show that 53.7 percent responded that they did not give equal attention and favored regular students while the rest 43.9 percent stood equally for both. They were also asked if they gave the same quiz for both categories and their reaction shows that 75.6 percent of the respondent did not give the same quiz for day and night program students and 24.4 responded that they gave the same quiz. The respondents reply also stated that 61 percents did supervise evening class female students' exercise-book and 17.1 percent supervise rarely and the same amount did it always.

Table (28) *Supervision of exercise-book to give feedback*

| Questions | Response | Freq. | Percent | Valid % | Cumulative % |
|--|---------------|-------|---------|---------|--------------|
| How often do you supervise evening class female students' exercise-book? | Always | 7 | 17.1 | 17.1 | 17.1 |
| | really | 7 | 17.1 | 17.1 | 34.1 |
| | Sometime s | 25 | 61.0 | 61.0 | 95.1 |
| | Never | 2 | 4.9 | 4.9 | 100.0 |
| | Total | | 41 | 100.0 | 100.0 |

Respondents were also asked to compare evening and regular program female students' scores and as described below in table 4.34 above 70.7 percent stated as 'poor' while 24.4 percent. As the above data indicates, the emphasis given to evening program female student is low among the teachers circle. The attitude of majority of the teachers toward evening program female students shows that they are weak receiver of education and this attitude by itself adversely affects the preparation and efforts of teachers to capacitate them to enhance their performance. Impartial treatment of evening program and regular program in teaching, evaluation, and supervision are emanated from teachers' attitude toward the evening program female students and these results in low academic achievement of students. To examine the students' self- concept, respondents were asked to evaluate the self-concepts of students in academic achievement. In response, 68.3 percent replied 'No' while 24.4 percent declined to take position and responded ' I don't Know'. The response explains that according to the evaluation of teachers evening program female students do not have self-confident in their academic performance. The response from students also confirmed that majority of the students gave weight for regular students than themselves in doing math quiz and knowledge and skills. During group discussion with students, most of the repeatedly spoke out that 'they will not pass grade 8 ministry examination.The interview conducted with schools director also articulated that most evening program female students came to school hopelessly and

consider themselves as low achiever and they couldn't take for granted in taking better position through learning.

Table (29)

Students' self confidence evaluation by teachers

| Question | Responses | Frequency | Percent | Valid & | Cumulative % |
|---|--------------|-----------|---------|---------|--------------|
| Do you think that evening program female students have self-confident on their academic achievement | Yes | 3 | 7.3 | 7.3 | 7.3 |
| | No | 28 | 68.3 | 68.3 | 75.6 |
| | I don't know | 10 | 24.4 | 24.4 | 100.0 |
| | Total | 41 | 100.0 | 100.0 | |

One of the influential factors in academic achievement is the completion of contents designed to that particular grade. In this regard, the respondents requested whether or not they completed text-book and 31.7 percent replied sometimes while 22.4 percent said 'yes'. Another significant amount, 22.0 percent replied 'Never'. This shows that the completion rate varies from subject-to- subject, teachers-to-teachers.

Table (30) *Teachers' response on completion of textbooks*

| Question | Responses | Frequency | Percent | Valid % | Cumulative % |
|--|-----------|-----------|---------|---------|--------------|
| In evening program, do you complete the text book provided for specific grade in each academic year? | Yes | 10 | 24.4 | 25.6 | 25.6 |
| | Sometimes | 13 | 31.7 | 33.3 | 59.0 |
| | Rarely | 7 | 17.1 | 17.9 | 76.9 |
| | Never | 9 | 22.0 | 23.1 | 100.0 |
| | Total | 39 | 95.1 | 100.0 | |
| | System | 2 | 4.9 | | |
| | Total | 41 | 100.0 | | |

For question stated “Do you think that evening program female students acquire the required skills, knowledge and value? “ 86 percent of the participants responded “No” while 9 percent said “Yes” and the rest failed to respond. In connection with goal setting and orientation, respondents from both evening program teachers’ teachers and students requested to express their views. Form teachers perspectives, 39.0 percent believe that evening program female students did not have goals to be achieved through learning and 34.1 percent claimed that they have goals. Those who selected ‘ I don’t know’ constitutes 19.5 percent.

Table (31) Responses of teachers on goals of female students

| Question | Responses | Frequency | % | Valid % | Cumulative% |
|---|----------------|-----------|-------|---------|-------------|
| From your teaching experience, do you believe that evening female students have goals to be achieved in learning? | Yes | 14 | 34.1 | 36.8 | 36.8 |
| | No | 16 | 39.0 | 42.1 | 78.9 |
| | I Don't know | 8 | 19.5 | 21.1 | 100.0 |
| | Total | 38 | 92.7 | 100.0 | |
| | Missing System | 3 | 7.3 | | |
| | Total | 41 | 100.0 | | |

Feedback given to students by their teachers highly contributes in enhancing their performance. One of the means in which teacher’s gives feedback to their student is correcting their assignments and home works. To weigh up this issue, respondents were given a chance to rate it and the response shows that 53.7 percent gave feedback sometimes by correcting home works. On the other hand 19.5 percent responded that they gave feedback always while 14.6 percent did it rarely. For open-ended questions follow the closed-ended one, those who select ‘sometimes, rarely and never’ reasoned out that shortage of time, students’ lack of interest and effort in doing home work, dissatisfaction in their performance, and lack of motivation. Those who did it always remarked that they

do it to maintain professional ethics enhance students' ability, support them, and to discharge responsibility.

Table (32) Teachers' reaction of *on giving feedback*

| Questions | Responses | Frequency | Percent | Valid percent | Cumulative percent |
|--|-----------|-----------|---------|---------------|--------------------|
| How often do you give feedback for evening program students by correcting home work? | Always | 8 | 19.5 | 19.5 | 19.5 |
| | Sometimes | 22 | 53.7 | 53.7 | 73.2 |
| | Rarely | 6 | 14.6 | 14.6 | 87.8 |
| | Never | 5 | 12.2 | 12.2 | 100.0 |
| | Total | 41 | 100.0 | 100.0 | |

“Do you support female students more than males in the classroom?” was one of the questions asked to examine if there was extra support that was given to evening program female students. In reaction to the question, 68.6 percent responded that they do not give addition support to female students and treat both male and female reasonably. The rest 31.7 supports female students than male. For those who select the latter, open-ended questions follow to state the way they gave support to female students. Among the reasons pointed out, encouraging asking questions, giving feedback to their assignments, correcting their home work motivating to answer questions, building their psychological make-up etc.

The respondents were also asked to rate the perception of community about evening program female students. As shown on the table 4.39 below, 53.7 percent responded that the perception of the community is negative for evening program female students whereas 26.6 percent rate it as positive. The remaining 19.5 percent responded ‘I don’t know’. In this regard, during group discussion many students bitterly noted the negative attitude of community’s for evening class as referring them “useless, learn for nothing, street girls’ etc. some of the schools directors also emphasized the negative attitude of

community and mentioned that the negative perceptions begins from employer, neighbors, family and the teachers and school community.

Table (33) *Society's perception of evening program female students*

| Questions | Response | Frequency | Percent | Valid percent | Cumulative percent |
|---|--------------|-----------|---------|---------------|--------------------|
| How do you evaluate the perception of the society about evening program female students | positive | 11 | 26.8 | 26.8 | 26.8 |
| | negative | 22 | 53.7 | 53.7 | 80.5 |
| | I don't know | 8 | 19.5 | 19.5 | 100.0 |
| | Total | 41 | 100.0 | 100.0 | |

4.5. Analysis of Qualitative Data

In intention to triangulate and support the quantitative findings, qualitative data was collected from the schools directors and evening program female students in personal interview and group discussion respectively. The interviews were made in respective schools with Alpha and Debre Haile St. Raguel Church, and vice directors of Yemane Birhan and Alem Aaya Primary Schools. The group discussions were made with evening program female students considering the proportional representation of 2nd cycle grades. Accordingly, 10 and 12 female students in Alpha and St. Rraguel respectively were participated on the group discussion held at their school. At least two students represent each grade, one from low achiever and the other from high achiever.

4.5.1. Analysis of Directors Interview and Group Discussions

Interviews and group discussions were made with the participants in order to triangulate the quantitative findings. The first question raised for both directors and group discussion participants was “What was the level of academic performance of evening program female students?” All the school directors and representatives unanimously respond that the academic performance of evening program female students was low. They expressed

the performance by terms like 'poor', 'weak', 'very weak'. The reaction from students during group discussion can be categorized into 'low' and 'medium'. Some of the students participated in group pointed out that "evening program female students' academic performance could be labeled as low". Contrary to this, some argued that their performance was intermediate. Sixteen students, 72.7 percent, admitted that their performance is 'low' while 27.3 percent insisted that they are middle level performer. This response is harmonious with the response for similar questions asked in the questionnaire. The outcomes of group discussion and interview confirmed that majority of the participants of group discussion and all the directors believed in low academic performance of evening program female students.

The subsequent probing question was, "The performance in class examination did not support the assertion of low performance where as primary school leaving examination scores maintained it. What are the reasons? The responses of schools directors and vice directors and students were categorized in the following main themes.

a) Difference in Content and Quality of the Examination: Some of the interviewees claimed that the content and quality of class and ministry examination is different. According to their explanation Ministry consider the curriculum developed for that specific level regardless of the content left uncovered. It also incorporates Grade-7 contents. The class examination mainly focuses on what have been taught in a class. This means, it does not cover portions left unlearned. As expressed by one of the directors, "mostly evening program students do not cover the required contents of the curriculum in some subjects". The 'comprehensiveness' and 'quality' of the exam is also differ as the ministry examination is 'up to the standard'. The directors also explained that the difference in score between the two exams was observed in regular students despite the fact that the magnitude was not as worse as evening students.

b) Copying from friends during class examination: As stated by a school director conducting examination during night is somewhat difficult because of time factor. Managing and controlling students to not let them copy from friends is very

difficult so that some students illegally copied from better performing classmates. In group assignments, the contribution of relatively enlightened students' effort raises the class scores of group members.

c) Low Academic performance in 1st cycle: As some explained, majority of female students have joined 1st cycle primary school in the absence of pre-schooling. As a school director pointed out,

“They faced the challenges of reading; writing and computation in grade one. Since there is no adequate time to teach deeply the required skills and knowledge, teachers jump over some topics. Free promotion is applicable for students in the first cycle school age. The students promoted from grade to grade without acquiring the required basic knowledge and skills. Even they couldn't read, write and compute arithmetic when they join 2nd cycle classes.”

Hence, the meager performance in early school years resulted in acquiring inadequate knowledge which latter adversely affects their ministry scores.

d) Psychological Factors: The director of Alpha Keranio primary school director emphasizes this case for the difference of scores. He noted that “ by nature students afraid of ministry examination due to depressing prior information from peers and other sources. As a result, they fall in stress, anxiety and fear. This state of affairs is serious for evening class students, particularly for female.” As he further explained, the effect of psychological factor is so sober for ministry exam that their impacts causes difference in the exam scores. Other explained this in connection with ‘lose self confidence’ and ‘frightfulness’. A school vice director do not believe in this conclusion as a source of score difference though evening class female students livelihood is ‘full of stress’.

e) Generosity of teachers: From the interview and group discussion data, one could realize that teachers add marks for evening program student in a positive sense

of assistance. Others argue that the exam questions were coined depending on the capacity and level of evening class students not on the level of curriculum. As all argued the content of evening class and same level regular students would not be the same. That is why some of the directors explained, giving marks for not only for female, but also for male in night class considered by the teachers as generous act. Sometimes adding marks for students seen as a means of motivation and enhancing their morale. This blows up class marks when compared to ministry examination. The directors stressed that although the difference is extremely high in night school, the case of the difference between class and ministry examination shall be observed in regular classes. This is almost similar to the reasons raised by teachers earlier.

f) Measurement and Evaluation Problem: According to the information obtained from school directors the performance of evening class students is not satisfactory due to various reasons. Carelessness, busy schedule, different responsibilities, hopelessness, lack of self-confidence characterizes evening program female students. Due to this fact, they do not pay attention to learning while sitting in classroom. This discourages teachers to teach from the bottom of their heart and preparing appropriate evaluation system to measure their performance. As a result, offering tests and exams that couldn't match with the grade level.

g) Retention of students for next class: It is evident that night class learning economically backs teachers and other school communities. Although teachers dissatisfied from the amount of income they have been earning from teaching night students, whatever the amount is less, it subsidizes them in one way or another. Taking this into account, the directors argued that offering genuine and up to the standard examination for evening class result in dismissing almost all the students from the class and this has the implication to cut off the income. Thus, offering passing mark is considered as a mutual benefit.

The other question raised to the school directors was "*Do you think that evening program students gained adequate knowledge and skills?*" All responded 'No'. As the interview

shows all the school directors do not believe in the adequacy of the skills and knowledge of evening program female students when compared to their counterpart regular students. They also witnessed that majority of them couldn't accurately able to read and write and work out arithmetic problems even in the 2nd cycle.

"What are the main factors contributed for low academic achievement of female students in the evening program?" This question was raised during interview and group discussion for both research participants. .

- a) **Less students' effort:** All the school directors mentioned that the effort of evening program students, regardless of sex, is very low. In case of female students it becomes 'poor'. One of the school directors refers the cause as "lack of determination to work hard and achieve better". As majority of them mentioned "poor attendance of class, lateness, fail to do home work, not paying attention for study, lack of reading habit" characterizes female students.
- b) **Inadequate teachers' support:** The interview with school directors shows that teachers did not support evening students in the required level. Low payment, students' carelessness, less initiation to learn and regular class workloads affects the teachers' motivation. *"The negative attitude teachers' develops toward evening students in general and females in particular de-motivate them to exert their effort"* as described by a school director. The negative attitude was considering students *"learning for nothing"*. As stated by the directors experienced and qualified teachers even 'do not interested' to work during night not only for payment reason, but also due to poor initiation of students to learn.
- c) **Students' Mobility:** The directors of the schools have explained that majority of evening female students would not live in permanent place due to the nature of their work and employment condition. Majority of them employed as domestic house servant and employers can terminate the contract as they required without prior notification. Due to this reason, they may be forced to dropout schooling at middle and move to other place. If conditions allow, they continue learning in other school

when time is appropriate. Some travel from rural to urban for seeking job. This is continues process for majority of the evening class female students.

d) Nature of the Curriculum: The interview output shows that curriculum for regular and evening program students are the same despite the fact that the time allocated for the two groups are different. Though some subjects like physical education, music and art, were dropped from evening program, the contents of each subject is wide and couldn't be completed within a year attending four periods per a day. Many of the teachers could not complete textbooks and students passed to the next class without acquiring the required knowledge in each class and this adversely affects their performance.

e) Shortage of Time: As can be observed from the interview, the weekly periods for regular students are 35 while 20 periods for evening program. The school directors claimed that even the allocated periods subjected to wastage due to teachers and school related factors.

f) Attitudes: According to the information gathered from school directors, attitudes of students and teachers are some of the factors for low achievement of female students. Students feel that they will not go further in learning and achieve better. The attitudes of teachers toward students are also the same. As a result they do not make the same effort in teaching as they do for regular students.

4.5.2. Summary of Focus Group Discussion Data

Students were invited to discuss on questions pertinent to the adequacy of knowledge they acquired and factors affecting their achievement. They were requested to discuss on the factors that affect their academic achievement. One of the questions raised to them was “ *Did you acquire adequate knowledge and skills from what you have learned in class*”. *The group discussion couldn't come to consensus. The response showed that 18.2 percent confirmed that they acquired adequate knowledge, where as 50 percent of them*

responded that they acquired something but did not dare to say 'Yes' or 'No'. The rest 31.8 percent responded "No".

The participants were also asked to discuss on factors affecting academic achievement of female students. Factors mentioned above in section 4.4 were articulated by students in different ways. For instance all the participants accepted that effort of students were not adequate. They attributed the reasons extrinsically for working environment, economic problem, teachers' inefficiency, and negative attitudes, government, society and employers influences. Students also stressed the effect of low supervision of night education system. One of the students stated the problem as *"Evening education was not the concern of both the schools and the government"*.

The other question cited for the research participants was *"Who would take more responsibility for low achievement of female students?"* The response shows that all the school directors placed female students in the front line to bear the responsibility. The second responsibility attributed to society which includes family, employers, by majority of the directors. Only one director mentioned teachers' contribution as a second prime factor. Government and school administrations were mentioned as a factor by some respondents.

The reaction of group discussion participants for the same question was different. Majority of them accredited the primary responsibility for teachers and put society as second factors. Some respondents reacted that students are the most important factors for their low performance.

Finally, respondents of interview were asked to propose the solutions that help improve the academic performance of female students. The followings are summery of the key recommendations both by school directors and students.

- a) Working on developing awareness of female students to build their confidence and positive self-concept

- b) Subsidizing evening class teachers to motivate them to give special attention to evening program students
- c) Adding years of completion of 2nd cycle primary education to improve the quality of education.
- d) Enhancing support of employers, families and societies at large through different communication channels to allow them adequate time for learning, studying etc.
- e) Conducting continuous supervision of the program and taking measures
- f) Creating opportunities for evening program female students on how to get tutor class on the weekend.
- g) Devising mechanism on how female students to be subsidized by providing materials like textbooks, exercise books and other supporting materials.

In general, the data collected through interview and group discussion from directors' and female students respectively lead to the following assertion.

- The data collected through both instrument asserted that the potential variables identified as affecting factors for academic performance of female students were important. In other words, students, teachers, school behaviors, socio economic and social factors affect the academic achievements of female students. Hence, the qualitative data supports the findings of quantitative one.
- In addition, the quantitative data shows that policy-makers have influences on the academic achievement of female students.

Chapter 5. Summary, Conclusion and Recommendation

5.1. Summary of Major Findings

The purposes of this study were to investigate the level of achievement and factors that affects academic achievement of 2nd cycle evening program female students in Addis Ababa City Administration taking Yemane Birhan, Alpha Keranio, Alem Maya and Debere Hiale St. Ragu'el Church primary schools as a sample. In light of this, attempt was made to examine the level of achievement of female students through investigating their class level and ministry examination scores of 2011/12 academic year. Moreover, comparison was done between class and ministry achievement, males' and females' attainment to examine the level of achievement of the students, the relationship between class e and ministry examination. After document examination was completed data were collected from students, teachers and school directors on the factors affecting academic achievement of female students of evening program.

The research questions intended to address in the study were;

- a) What are the levels of achievements of evening program female students in the 2nd cycle primary education?
- b) What are the main factors that affect the academic achievement of 2nd cycle evening program female students?
- c) Do evening program female and male students academically achieve equally?
- d) Is there congruency of achievement between class examination and Greade-8 ministry examination scores?
- e) What measures should be taken to enhance the academic performance of female students.

The data were collected from different sources applying different techniques. The data of students' achievement were collected from students' documents taking 50 percent of the observation through systematic sampling. To collect data on affecting factors of achievement, questionnaires were designed and distributed for students and teachers separately. In addition, interview was conducted with the four schools director or vice directors. Group discussion was also made with female students in two schools because students couldn't able to fill open-ended questions in the questionnaires. The analysis was made following three steps.

- a) Data of class examination results were collected from students rosters and analyzed applying descriptive statistics
- b) Data of two years ministry examinations results was collected and analyzed statistically
- c) Comparison of class examination and ministry examination was done to examine relations and differences. Conclusion was made that evening program female students achieved low in ministry examination.
- d) Analyses of questionnaires, and interviews and group discussions were carried out in order to provide answer for the questions.

The analysis of the data has clearly demonstrated the level of achievements of female students, and factors that affect their academic achievement. Accordingly;

- a) Evening program female students achieve less when compared with their counterpart male in class examination, however; the difference in achievement level is not very high.
- b) The class examination of the students couldn't congruence with the ministry results for both males and females. They achieve better in class exam than ministry. The numbers of students (both male and female) who passed ministry examination are few and their performance was poor.

- c) When females' scores compared with males, males perform better not only in class examination, but also in ministry
- d) Students' huge responsibility contributes for their low performance although other variables are threatening them. Negligence, low morale, carelessness, hopelessness, less effort characterizes their behaviors and these diminished their achievements.
- e) Teachers were not happy in teaching evening program students because of low payment, low students effort and this result in demoralization. The data also shows the negative attitude of teachers toward evening program female students and this was justified by their response, students' reaction and schools director's opinion.
- f) Socio economic factors like working environment and economic factors impede the achievements of students. Due to low income and dependence for school related cost, students couldn't buy textbook and other reference materials that support learning.
- g) The data also confirmed that school administration contributes for low achievement of evening class female students. Low supervision of teachers, loss application of school regulation, not facilitating other mechanisms to enhance their performance (e.g. tutors and library usage).
- h) The community also has contribution in the low achievement of evening class students though its effect is not the major one. Discouraging female students on streets, imposing them to be absent from class, considering them as street girls, demoralizing their efforts.

5.2. Conclusion

The data collected through questionnaires, interview, group discussion and document analysis has verified two key issues. The first one was evening program female students level of achievement was low despite the fact that their class level examination achievement was on average satisfactory. The regional examination, Grade 8 ministry examination, clearly witnessed this conclusion in addition to respondent's confirmation. The other key issue was that the data confirmed that variables identified as affecting factors were confirmed that they affects the academic performance of evening program female students. In addition, the data also shows the effects of psychological factors on the achievements of evening class female students. Hence, the variables such as, students' behavior, teachers' characteristics, school administration and management, working environments, socio-economic conditions of students and community influence affects the academic achievements of female students.

5.3. Recommendations

The study reveals that factors associated with students, teachers who involved in evening program, system of school administration in respect of evening program, working environment of evening programs female students, socio economic of conditions of students, the communities attitudes and psychological causes negatively influences the academic achievements of female students.

Considering the major findings of the study and the recommendation made by the research participants and the literatures, the following recommendation put in place to solve the poor academic achievements of evening program female students.

- Although there is a direction of evening program from Addis Ababa City Education Bureau, its implementation was not supervised closely. This shows loss supervision of the direction. Therefore, emphases should be given for the proper implementation of evening program education in general.
- As seen from the data class and Primary School Leaving Examination examinations show a high discrepancy. Female students promoted from grade-to-

grade scoring on average satisfactory passing scores. However, their mean scores in ministry examination below passing percentile and only very few female students achieved the passing scores. In some cases, all registered students couldn't pass the examination. This shows problem of measurement and evaluation system in class examination. Hence, close supervision and monitoring is required on the type of test and final examination given in a class.

- Even though the program is not regular, the numbers of students attending evening education are significant. The students have also constituted different walks of life. Domestic servants, daily workers, petty traders constituted majority evening program students. They are with multiple responsibilities and as a result they do not have other option than evening education. Thus, to support this significant numbers of citizens mainly constitutes females; the government should work on quality of education for this program.
- Low income of evening program female students restricts them from at least buying textbooks. Lacks of textbooks accompanied by shortage of study time affects their academic achievement. To tackle this problem, devising mechanisms on how to provide textbooks through borrowing is paramount important. Intervention of civil societies in this issue is useful like other adult education.
- The support from community in encouraging female students was found low. This should be changed through awareness creation works and motivating employers to allow female employees sufficient time to pursue learning and study. Thus, the government and other civic organizations required to work on public awareness.
- Evening program female students have somber economic and psychological problems. Frustrations, fright of exams, hopelessness, carelessness, negligence were among the problems. These problems spring from various factors and severely affect academic achievement. Therefore, working on improving students'

attitudes in order to reinstate their morale, hope and interest through media and social forums and discussion.

- The problems associated with teachers should also require attention. They are very much dissatisfied with payments. They also taught evening program after lifting heavy regular class loads. To diminish the effects occurred due to teachers' dissatisfaction, subsidizing the payment by governments and interested groups are important.
- To resolve problems associated with schools' administrations, schools should strictly supervise the attendance of teachers and students. Besides, provision of special tutor class for female students on weekends, supporting and encouraging them to attend it, and facilitating how they can use library.
- Working hours of majority of evening program female students were not limited. Some works for more than 12 hours. Some works for unlimited hours. As they mentioned they do not have even study hours. No legal frameworks that govern domestic servants and daily workers and this may require government attention.
- The recommendations would be feasible through various approaches. For instance, the Addis Ababa City Administration Education Bureau can apply the recommendation through its established structures. In addition, school administrators can also implement the findings in their respective schools. Civil societies, gender activists, professional and non-professional organizations and agencies can practically implement the finding as an input in promoting females educations.
- Evening program teaching and learning process in Addis Ababa City Administration has complicated problems and all the problems were not addressed by researcher. In this paper, attempt was made to address the factors that affect the academic achievement of female students. However, the problem was not limited to only female students. Male students were also the victim of achievement problem. This study would help as a foundation for further study on

the problem not only in Addis Ababa City Administration but also in other regional states and city administrations. Hence the researcher would like to call up on everybody, who has the resources and the capabilities, to further carryout in-depth investigations to come up with more valid and/or comprehensive findings.

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Annexes

Appendix I

Addis Ababa University School of Post Graduate Studies

Institute of Educational Research /IER/

Questionnaire for students /Translated from Amharic/

Dear Respondents,

This questionnaire is designed to collect information on research title **‘Factors Affecting Evening Program Females Students Academic Achievement: The case of Selected Schools in Addis Ababa’**. The purpose is to examine the problems associated with the topic. Thus, your accurate and reasonable response is invaluable in identifying causes and suggesting possible solutions. Please don’t hesitate in responding because your confidentiality will be protected and the information you provide will not have any negative implication on you, your school, your teachers and others. Thus, you are kindly requested to provide genuine answer to the questions stated below.

Thank you in advance

1. Name of Your school _____
2. Age _____
3. Marital status
Married single Divorce Widow
4. Please, indicate your current grade _____, you average result in this 1st semester _____
5. Please, select your current occupation
Unemployed Government Daily laborer
Employed in private firm domestic servant housewife
Other /specify / _____
6. How many families do you have/ support?
I don’t have family 1-2 3-4 5-6 above 6

7. How much income do you earn per month ?

I don't have any income below 500 501—800 800-1101
1001- 1400 1401-1700 above 1700

Part II. Please select the most appropriate response by ----- marks in the box and /o fill the blank space.

8. Did you interrupt you learning in the middle?

Yes No

9. If your answer was 'yes' for question No. 8, what were the reasons for your interruption? -----

10. If your answer was 'yes' for question No. 8, for how many times did you interrupt?

One time Two times three time
Four times above fours

11. Who gives coverage for your education expenses?

Parents relatives myself
Employer organization other / specify / -----

12. If you are self sponsor of your educational expenses how would you rate the fee ?

Cheap affordable no comment
expensive very expensive

13. On average, for how many days do you absent from class in a month

No absence up to two days
up to four days above five days

14. Did you experience job contract termination and drop out from school do you this reason? /if you are employed worker/

Yes No

15. If your answer is yes for quest. No.14, for how many times?

One time two times Three times more three times

16. Why do pursue in learning?

For satisfaction to earn knowledge to be employed

I don't know her /specify -----

17. Do you anticipate pursuing in learning for higher position?

Yes No it is conditional don't know

18. How much hours do you work in a day?

No fixed time 8 hours 12 hours above 12 hours

19. Do you allocate adequate study time for your lesson?

Yes No

20. If your answer was 'No' for question No.19 what are the reasons behind it?

Because-

I don't have study time I dislike studying

I don't have supporter it has no importance

21. How much your employers are happy in sending you to school / if you are employee/

Much happy Happy Indifference Not happy

22. Does your employer encourage you to pursue in learning? / If you are employee/

Yes Sometimes Not at all

23. Do you believe that you have earned adequate knowledge and skills from what you have learned yet?

Yes No

24. Which of the following most describe the quality of evening program education?

Very high quality High quality I don't know

Low quality Very low quality

25. If you compare yourself with regular same class students, who performs better?
 Myself almost equivalent They are better
26. If you are sat for math exam along with regular students, in your opinion, who will achieve better
 Regular student Me Almost the same
27. In your view, how do your teachers perceive regular & evening program female students?
 Favored evening program Favored regular students
 Treat equally I don't know
28. do your teachers encourage female students than males during evening class?
 Yes Rarely No
29. What are the attitudes of teachers for evening program female students?
 Very good Good moderate bad worse
30. Do you have textbooks for many of the subjects you are learning?
 Yes No
31. Do you complete textbooks at the end of academic year?
 Yes No I don't know
32. Do you use additional reference books to achieve better?
 Yes Sometimes No
33. If your answer is 'No' for question No. 32, what are the reasons? Because I do---
 --
 Not afford to buy Do not have interest to buy
 Not know where to buy Not know its importance
34. In your observation, what is the attitude of the society toward evening program female students?
 Posetive Not as such Negative I don't know

Appendix II

Addis Ababa University School of Post Graduate Studies

Institute of Educational Research /IER/

Questionnaire for teachers

Dear Respondents,

This questionnaire is designed to collect information on research title 'Factors Affecting Evening Program Females Students Academic Achievement: The case of Selected Schools in Addis Ababa". The purpose is to examine the problems associated with the topic and your accurate and reasonable response is invaluable in identifying causes and suggesting possible solutions because your experience, opinions and ideas are useful to meet the purpose. Please don't hesitate because your confidentiality will be protected and the information you provide will not have any negative implication on your school or the learners. Thus, you are kindly requested to provide genuine answer to the questions stated below.

Thank you in advance

Section I. Demographic Characteristics of Respondents

Instruction: Based on the type of question, please, fill in the blank space/s or put "v" mark in the box responding to your choice.

1. Name of school -----
2. Sex Male Female
3. Age _____
4. How many years of experience of teaching do you have? _____
5. For how long you have been teaching evening program students?
6. Select your highest academic qualification
TTI certificate Diploma BA/BSC degree other (specify) -----
7. Please, indicate your marital status
Single Married Divorce Widow
8. Select your current monthly salary
Less than 1000 1000-1300 1301-1600

1601-1900 Greater than 1900

9. Select your monthly income you earn (in ETB) from evening program teaching

Below 250 250- 350 351-450
451-550 Above 600

10. The total period you teach per week a) regular class-----b) evening class-----

11. What is your perception about evening program female students with regard to learning effort?

Very strong Strong Medium Weak Very weak

12. Do you give the same quiz for regular and evening program students?

Yes No

12.1. Please give reason to your response for question No. 12 -----

13. Do you pay equal attention to your regular and evening program female students?

Yes No

13.1. Please give reason to your response for question No. 14-----

14. How often do you supervise evening class female students' exercise-book?

Always Rarely Sometimes Never

15. Do you think that evening program female students have self-confident on their academic achievement?

Yes No I don't know

15.1. State reason/s for your answer for question No. 15.-----

16. How do you weigh up evening program female students marks as compared to their regular counterpart female students?

Poor Fair Good
Very good Excellent

17. How do you rate level of satisfaction in your payment (salary) of evening program teaching duty?

Very dissatisfied Dissatisfied Unsure
Satisfied Very satisfied

18. In evening program, do you complete the text book provided for specific grade in each academic year?

Yes Sometimes Rarely Never

18.1. State your reason for question No. 18.-----

19. Do you think that evening program female students acquire the required skills, knowledge and value?

Yes No

19.1. Give reasons to your response for Question No. 19.-----

20. From your teaching experience, do you believe that evening female students have goals to be achieved in learning?

Yes No I don't know

21. How often do you give feedback for evening program female students by correcting home work?

Always

Sometimes

Rarely

I don't have time to do

21.1. Give reasons for your response for question No. 22.-----

22. Do you support female students more than males in the classroom?

Yes

No

23. How do you evaluate the perception of the society about evening program female students?

Positive

Negative

Uncertain

Direction: Please, give brief response for the following questions

1. List down the main factors that affects evening program female students' academic achievement in your school

a. -----

b. -----

c. -----

d. -----

2. What solution do you recommend to their performance? -----

Appendix III

Preliminary Interview and group discussion guide questions

What is the level of academic performance of evening program female students in your school?

The performance in class examination did not support the assertion of low performance where as Grade-8 Ministry scores maintained it. What are the reasons?

Do you think that evening program students gained adequate knowledge and skills? Why?

What are the main factors that affect academic achievement of female students in the evening program?

What solutions would you suggest to mitigate the factors negatively affect students' achievement?

Group discussion guide questions

What are the level of knowledge and skills you have acquired from learning at evening?

Do you think that it is adequate?

What are the main factors that affect academic achievement of female students in the evening program?

Could you mention some of the solutions?

2011/121 Academic Year Grade 6 Class Examination T- Test Data

Gender Code 0= Male 1= female

| SCORES | GENDER | SCORES | GENDER | SCORES | GENDER | SCORES | GENDER |
|--------|--------|--------|--------|--------|--------|--------|--------|
| 66.3 | 0 | 62.8 | 0 | 44.5 | 1 | 63.0 | 1 |
| 67.9 | 0 | 71.3 | 0 | 50.8 | 1 | 80.8 | 1 |
| 67.3 | 0 | 65.8 | 0 | 74.7 | 1 | 64.9 | 1 |
| 84.1 | 0 | 73.8 | 0 | 79.4 | 1 | 75.4 | 1 |
| 78.2 | 0 | 59.8 | 0 | 60.9 | 1 | 53.8 | 1 |
| 79.3 | 0 | 52.8 | 0 | 52.6 | 1 | 77.4 | 1 |
| 88.6 | 0 | 68.9 | 0 | 72.5 | 1 | 63.5 | 1 |
| 57.0 | 0 | 63.5 | 0 | 77.1 | 1 | 73.3 | 1 |
| 73.5 | 0 | 68.3 | 0 | 75.2 | 1 | 66.8 | 1 |
| 92.5 | 0 | 54.9 | 0 | 91.8 | 1 | 59.5 | 1 |
| 79.5 | 0 | 58.7 | 0 | 78.5 | 1 | | |
| 77.8 | 0 | 57.3 | 0 | 60.4 | 1 | | |
| 70.0 | 0 | 70.6 | 0 | 55.5 | 1 | | |
| 82.3 | 0 | 67.8 | 0 | 56.6 | 1 | | |
| 83.6 | 0 | 62.0 | 0 | 66.8 | 1 | | |
| 67.1 | 0 | 68.0 | 0 | 79.2 | 1 | | |
| 79.3 | 0 | 61.5 | 0 | 60.9 | 1 | | |
| 85.9 | 0 | 62.0 | 0 | 69.6 | 1 | | |
| 85.9 | 0 | 74.3 | 0 | 62.8 | 1 | | |
| 69.9 | 0 | 71.3 | 0 | 81.3 | 1 | | |
| 64.1 | 0 | 71.3 | 0 | 89.0 | 1 | | |
| 73.6 | 0 | 65.5 | 0 | 75.0 | 1 | | |
| 70.7 | 0 | 60.3 | 0 | 61.5 | 1 | | |
| 71.1 | 0 | 73.8 | 0 | 82.3 | 1 | | |
| 85.0 | 0 | 70.9 | 0 | 61.9 | 1 | | |
| 65.7 | 0 | 63.2 | 0 | 79.7 | 1 | | |
| 66.3 | 0 | 76.0 | 0 | 74.8 | 1 | | |
| 65.3 | 0 | 62.6 | 0 | 84.1 | 1 | | |
| 71.5 | 0 | 69.8 | 0 | 68.3 | 1 | | |
| 72.5 | 0 | 62.8 | 0 | 63.9 | 1 | | |
| 65.3 | 0 | 58.9 | 0 | 69.3 | 1 | | |
| 61.8 | 0 | 62.6 | 0 | 64.1 | 1 | | |
| 65.0 | 0 | 58.2 | 1 | 75.9 | 1 | | |
| 80.3 | 0 | 79.7 | 1 | 63.2 | 1 | | |
| 68.2 | 0 | 55.0 | 1 | 63.3 | 1 | | |
| 55.9 | 0 | 68.0 | 1 | 60.3 | 1 | | |
| 71.3 | 0 | 64.3 | 1 | 77.7 | 1 | | |
| 89.8 | 0 | 75.3 | 1 | 71.7 | 1 | | |
| 63.1 | 0 | 84.0 | 1 | 73.1 | 1 | | |
| 96.1 | 0 | 59.8 | 1 | 84.4 | 1 | | |
| 90.8 | 0 | 73.0 | 1 | 79.3 | 1 | | |
| 75.6 | 0 | 52.4 | 1 | 70.2 | 1 | | |
| 67.6 | 0 | 63.0 | 1 | 57.8 | 1 | | |

2011/12 Academic Year Grade 7 Class Examination T- Test Data

Gender Code 0= Male 1= female

| SCORES | GENDER | SCORES | GENDER | SCORES | GENDER | SCORES | GENDER |
|--------|--------|--------|--------|--------|--------|--------|--------|
| 68.9 | 0 | 71.7 | 0 | 54.8 | 1 | 57.9 | 1 |
| 76.3 | 0 | 63.6 | 0 | 58.9 | 1 | 59.2 | 1 |
| 61.1 | 0 | 66.8 | 0 | 58.4 | 1 | 57.1 | 1 |
| 74.0 | 0 | 65.2 | 0 | 63.1 | 1 | 50.3 | 1 |
| 81.5 | 0 | 72.6 | 0 | 65.4 | 1 | 55.6 | 1 |
| 64.1 | 0 | 65.6 | 0 | 63.3 | 1 | 51.5 | 1 |
| 67.9 | 0 | 85.2 | 0 | 63.0 | 1 | 54.6 | 1 |
| 78.2 | 0 | 81.4 | 0 | 60.3 | 1 | 47.8 | 1 |
| 57.6 | 0 | 67.5 | 0 | 65.9 | 1 | | |
| 68.4 | 0 | 75.3 | 0 | 55.6 | 1 | | |
| 59.5 | 0 | 84.4 | 0 | 67.9 | 1 | | |
| 50.8 | 0 | 67.6 | 0 | 70.9 | 1 | | |
| 66.6 | 0 | 64.7 | 0 | 53.0 | 1 | | |
| 58.4 | 0 | 66.6 | 0 | 62.2 | 1 | | |
| 90.6 | 0 | 63.3 | 0 | 61.7 | 1 | | |
| 84.7 | 0 | 68.1 | 0 | 62.7 | 1 | | |
| 75.9 | 0 | 73.0 | 0 | 65.0 | 1 | | |
| 55.0 | 0 | 74.4 | 0 | 63.9 | 1 | | |
| 64.6 | 0 | 67.9 | 0 | 68.1 | 1 | | |
| 55.3 | 0 | 59.0 | 0 | 63.7 | 1 | | |
| 69.8 | 0 | 60.2 | 0 | 61.0 | 1 | | |
| 73.5 | 0 | 62.9 | 0 | 57.3 | 1 | | |
| 61.0 | 0 | 62.6 | 0 | 68.3 | 1 | | |
| 69.2 | 0 | 65.4 | 0 | 61.4 | 1 | | |
| 67.4 | 0 | 57.7 | 0 | 64.3 | 1 | | |
| 79.6 | 0 | 64.5 | 0 | 60.0 | 1 | | |
| 72.4 | 0 | 52.8 | 0 | 82.0 | 1 | | |
| 72.3 | 0 | 70.6 | 0 | 59.3 | 1 | | |
| 56.7 | 0 | 62.4 | 0 | 65.1 | 1 | | |
| 71.0 | 0 | 59.4 | 0 | 70.8 | 1 | | |
| 67.3 | 0 | 48.1 | 0 | 58.5 | 1 | | |
| 68.0 | 0 | 70.8 | 1 | 69.4 | 1 | | |
| 56.0 | 0 | 65.1 | 1 | 74.6 | 1 | | |
| 64.3 | 0 | 55.8 | 1 | 58.5 | 1 | | |
| 58.9 | 0 | 62.4 | 1 | 71.8 | 1 | | |
| 72.6 | 0 | 88.7 | 1 | 72.2 | 1 | | |
| 81.8 | 0 | 77.2 | 1 | 60.2 | 1 | | |
| 69.2 | 0 | 65.6 | 1 | 55.6 | 1 | | |
| 66.3 | 0 | 72.7 | 1 | 70.2 | 1 | | |
| 71.6 | 0 | 57.9 | 1 | 63.3 | 1 | | |
| 71.2 | 0 | 88.6 | 1 | 53.6 | 1 | | |
| 71.6 | 0 | 70.4 | 1 | 58.2 | 1 | | |
| 77.4 | 0 | 79.9 | 1 | 68.8 | 1 | | |

2011/12 Academic Year Grade 8 Class Examination T- Test Data

Gender Code 0= Male 1= female

| SCORES | GENDER | SCORES | GENDER | SCORES | GENDER | SCORES | GENDER | SCORES | GENDER |
|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| 56.5 | 0 | 56.6 | 0 | 71.3 | 0 | 57.8 | 1 | 78.8 | 1 |
| 60 | 0 | 57 | 0 | 57.9 | 0 | 73.3 | 1 | 55.6 | 1 |
| 55.2 | 0 | 61.1 | 0 | 59.8 | 0 | 61.3 | 1 | 56.8 | 1 |
| 56.9 | 0 | 62.2 | 0 | 54.6 | 0 | 49.3 | 1 | 56.8 | 1 |
| 61.9 | 0 | 51.2 | 0 | 53.2 | 0 | 58.0 | 1 | 61.3 | 1 |
| 83.3 | 0 | 69.5 | 0 | 55.9 | 0 | 54.6 | 1 | 51.0 | 1 |
| 56.8 | 0 | 71 | 0 | 67.6 | 0 | 58.8 | 1 | 60.0 | 1 |
| 63.1 | 0 | 57.9 | 0 | 57.4 | 0 | 59.5 | 1 | 53.0 | 1 |
| 62.3 | 0 | 55.8 | 0 | 61 | 0 | 56.4 | 1 | 59.3 | 1 |
| 57.3 | 0 | 56.7 | 0 | 56 | 0 | 56.9 | 1 | 55.0 | 1 |
| 63.6 | 0 | 76.9 | 0 | 57.7 | 0 | 58.7 | 1 | 58.1 | 1 |
| 53.4 | 0 | 65.8 | 0 | 57.1 | 0 | 55.2 | 1 | 53.9 | 1 |
| 54.8 | 0 | 71.7 | 0 | 53.4 | 0 | 56.1 | 1 | 58.3 | 1 |
| 63.4 | 0 | 58.8 | 0 | 51.2 | 0 | 55.9 | 1 | 59.1 | 1 |
| 53.7 | 0 | 61.5 | 0 | 53.7 | 0 | 63.1 | 1 | 57.6 | 1 |
| 57.5 | 0 | 61.9 | 0 | 53.2 | 0 | 53.5 | 1 | 56 | 1 |
| 53.5 | 0 | 61.4 | 0 | 48.3 | 0 | 54.4 | 1 | 59 | 1 |
| 69.1 | 0 | 74.9 | 0 | 52.7 | 0 | 55.2 | 1 | 59.5 | 1 |
| 61.6 | 0 | 63.6 | 0 | 53.6 | 0 | 62.6 | 1 | 55.4 | 1 |
| 68.8 | 0 | 62.1 | 0 | 58.7 | 0 | 55.3 | 1 | 57.8 | 1 |
| 53 | 0 | 60 | 0 | 50.8 | 0 | 60.2 | 1 | 66.8 | 1 |
| 64.1 | 0 | 64.1 | 0 | 51.8 | 0 | 55.4 | 1 | 68.7 | 1 |
| 66.5 | 0 | 66.3 | 0 | 52.7 | 0 | 52.6 | 1 | 60.9 | 1 |
| 72.3 | 0 | 63.1 | 0 | 53.2 | 0 | 57.8 | 1 | 71.2 | 1 |
| 64.5 | 0 | 68.6 | 0 | 48.3 | 0 | 58.8 | 1 | 57 | 1 |
| 51.8 | 0 | 61.2 | 0 | 50.8 | 0 | 54.1 | 1 | 57.4 | 1 |
| 69.8 | 0 | 58.1 | 0 | 65 | 0 | 61.6 | 1 | 51.4 | 1 |
| 60.6 | 0 | 51.8 | 0 | 50.1 | 0 | 58.3 | 1 | 54 | 1 |
| 71.3 | 0 | 54.6 | 0 | 53.1 | 0 | 56.3 | 1 | 55.9 | 1 |
| 54.9 | 0 | 59.6 | 0 | 46 | 0 | 28.1 | 1 | 54.9 | 1 |
| 54.6 | 0 | 61.6 | 0 | 53.9 | 0 | 60 | 1 | 53.8 | 1 |
| 79.1 | 0 | 58.6 | 0 | 45.6 | 0 | 51.9 | 1 | 58.8 | 1 |
| 57.8 | 0 | 60.2 | 0 | 46.2 | 0 | 63.6 | 1 | 53.6 | 1 |
| 56.7 | 0 | 63.3 | 0 | 51.8 | 0 | 52.6 | 1 | 57.1 | 1 |
| 62.5 | 0 | 63 | 0 | 43.4 | 0 | 61.6 | 1 | 57.5 | 1 |
| 61.8 | 0 | 58.4 | 0 | 54.8 | 1 | 59.5 | 1 | 62.3 | 1 |
| 58 | 0 | 62.6 | 0 | 48.4 | 1 | 55.6 | 1 | 53.4 | 1 |
| 72.8 | 0 | 57.4 | 0 | 51.9 | 1 | 61.5 | 1 | 48.6 | 1 |
| 65.5 | 0 | 58 | 0 | 57.4 | 1 | 50.7 | 1 | 54.06 | 1 |
| 60.8 | 0 | 53.9 | 0 | 57.1 | 1 | 57.2 | 1 | 50.7 | 1 |
| 66 | 0 | 57.1 | 0 | 52.2 | 1 | 51.2 | 1 | 49.3 | 1 |
| 83 | 0 | 65.6 | 0 | 50.9 | 1 | 51.3 | 1 | 56.1 | 1 |
| 56.7 | 0 | 57.4 | 0 | 60.5 | 1 | 50.6 | 1 | | |

2011/12 Academic Year Primary School Leaving Examination T-test Data

Gender Code 0= Male 1= female

| SCORES | GENDER | SCORES | GENDER | SCORES | GENDER | SCORES | GENDER | SCORES | GENDER | SCORES | GENDER |
|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| 21.2 | 1 | 0.8 | 1 | 17.3 | 1 | 8.1 | 0 | 29.1 | 0 | 17.3 | 0 |
| 5.6 | 1 | 2.5 | 1 | 8.1 | 1 | 35.9 | 0 | 14.4 | 0 | 29.1 | 0 |
| 39.8 | 1 | 51.4 | 1 | 8.1 | 1 | 8.1 | 0 | 14.4 | 0 | 14.4 | 0 |
| 2.4 | 1 | 38.9 | 1 | 1.4 | 1 | 29.1 | 0 | 43.4 | 0 | 17.3 | 0 |
| 35.9 | 1 | 3.7 | 1 | 1.4 | 1 | 24.1 | 0 | 21.2 | 0 | 25.1 | 0 |
| 2.4 | 1 | 34.1 | 1 | 14.4 | 1 | 5.9 | 0 | 72.2 | 0 | 0.7 | 0 |
| 3.6 | 1 | 16 | 1 | 3.6 | 1 | 24.1 | 0 | 25.1 | 0 | 8.1 | 0 |
| 39.8 | 1 | 51.4 | 1 | 17.3 | 1 | 8.6 | 0 | 29.1 | 0 | 29.1 | 0 |
| 2.4 | 1 | 16 | 1 | 21.2 | 1 | 19.4 | 0 | 14.4 | 0 | 14.4 | 0 |
| 56.5 | 1 | 19.4 | 1 | 17.3 | 1 | 16 | 0 | 5.6 | 0 | 39.8 | 0 |
| 3.6 | 1 | 42.8 | 1 | 47 | 1 | 16 | 0 | 25.1 | 0 | 8.1 | 0 |
| 10.9 | 1 | 29.1 | 1 | 21.2 | 1 | 29.1 | 0 | 17.3 | 0 | 29.1 | 0 |
| 21.2 | 1 | 12 | 1 | 3.6 | 1 | 5.9 | 0 | 5.6 | 0 | 8.1 | 0 |
| 56.5 | 1 | 38.9 | 1 | 2.4 | 1 | 38.9 | 0 | 47 | 0 | 21.2 | 0 |
| 43.4 | 1 | 61.8 | 1 | 32.9 | 1 | 8.6 | 0 | 32.9 | 0 | 2.4 | 0 |
| 8.1 | 1 | 35 | 1 | 17.3 | 1 | 47.2 | 0 | 43.4 | 0 | 25.1 | 0 |
| 21.2 | 1 | 12 | 1 | 1.4 | 1 | 47.2 | 0 | 17.3 | 0 | 25.1 | 0 |
| 25.1 | 1 | 12 | 1 | 32.9 | 1 | 5.9 | 0 | 17.3 | 0 | 14.4 | 0 |
| 10.9 | 1 | 3.7 | 1 | 17.3 | 1 | 51.4 | 0 | 32.9 | 0 | 29.1 | 0 |
| 14.4 | 1 | 47.2 | 1 | 29.1 | 1 | 19.4 | 0 | 35.9 | 0 | 39.8 | 0 |
| 10.9 | 1 | 2.5 | 1 | 21.2 | 1 | 34.1 | 0 | 83.8 | 0 | 43.4 | 0 |
| 3.6 | 1 | 29.1 | 1 | 39.8 | 0 | 16 | 0 | 65.3 | 0 | 14.4 | 0 |
| 2.4 | 1 | 3.7 | 1 | 21.2 | 0 | 59 | 0 | 43.4 | 0 | 39.8 | 0 |
| 5.6 | 1 | 29.1 | 1 | 5.6 | 0 | 61.8 | 0 | 17.3 | 0 | 17.3 | 0 |
| 21.2 | 1 | 25.1 | 1 | 14.4 | 0 | 5.9 | 0 | 14.4 | 0 | 10.9 | 0 |
| 10.9 | 1 | 21.2 | 1 | 2.4 | 0 | 34.1 | 0 | 43.4 | 0 | 50.5 | 0 |
| 21.2 | 1 | 14.4 | 1 | 21.2 | 0 | 29.1 | 0 | 29.1 | 0 | 21.2 | 0 |
| 17.3 | 1 | 25.1 | 1 | 2.4 | 0 | 8.6 | 0 | 14.4 | 0 | 25.1 | 0 |
| 0.7 | 1 | 3.6 | 1 | 29.1 | 0 | 51.4 | 0 | 32.9 | 0 | 14.4 | 0 |
| 2.4 | 1 | 8.1 | 1 | 62.6 | 0 | 19.4 | 0 | 21.2 | 0 | 14.4 | 0 |
| 25.1 | 1 | 14.4 | 1 | 10.9 | 0 | 5.9 | 0 | 39.8 | 0 | 14.4 | 0 |
| 25.1 | 1 | 10.9 | 1 | 29.1 | 0 | 16 | 0 | 39.8 | 0 | 14.4 | 0 |
| 14.4 | 1 | 5.6 | 1 | 14.4 | 0 | 8.1 | 0 | 14.4 | 0 | 21.2 | 0 |
| 8.1 | 1 | 8.1 | 1 | 17.3 | 0 | 14.4 | 0 | 17.3 | 0 | 14.4 | 0 |
| 17.3 | 1 | 21.2 | 1 | 43.4 | 0 | 35.9 | 0 | 67.4 | 0 | 20.1 | 0 |
| 14.4 | 1 | 17.3 | 1 | 25.1 | 0 | 47.1 | 0 | 29.1 | 0 | | |
| 32.9 | 1 | 29.1 | 1 | 8.1 | 0 | 35.9 | 0 | 17.3 | 0 | | |
| 10.9 | 1 | 32.9 | 1 | 17.3 | 0 | 29.1 | 0 | 5.6 | 0 | | |
| 43.4 | 1 | 53.2 | 1 | 21.2 | 0 | 10.9 | 0 | 14.4 | 0 | | |
| 43.4 | 1 | 21.2 | 1 | 21.2 | 0 | 10.9 | 0 | 17.3 | 0 | | |
| 21.2 | 1 | 50.5 | 1 | 8.1 | 0 | 50.5 | 0 | 69.9 | 0 | | |
| 2.5 | 1 | 21.2 | 1 | 17.3 | 0 | 39.8 | 0 | 35.9 | 0 | | |
| 38.9 | 1 | 43.4 | 1 | 2.4 | 0 | 35.9 | 0 | 25.1 | 0 | | |
| 2.5 | 1 | 32.9 | 1 | 56.5 | 0 | 32.9 | 0 | 0.3 | 0 | | |

DECLARATION

I, THE UNDER SIGNED, DECLARE THET THIS THESIS IS MY ORGINAL WORK AND HAS NOT BEEN PRESENTED FOR A DEGREE IN ANY UNIVERSITY, AND THAT ALL SOURCES OF THE MATERIALS USED FOR THE THESIS HAVE BEEN DULY ACKNOWLEDGED.

NAME MEKONNEN BIRU GEDEFA

DATE June 10, 2013

SIGNATURE 

THIS THESIS HAS BEEN SUBMITTED FOR EXAMINATION BY MY APPROVAL AS A UNIVERSITY ADVISOR

NAME: DESALEGN CHALCHISA (PHD)

SIGNATURE 

DATE June 12, 2013

DATE OF SUMBISSION June 12, 2013

