



ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

FACTORS AFFECTING FEMALE STUDENTS' ACADEMIC ACHIEVEMENT IN
GOVERNMENT SECONDARY SCHOOLS OF WALMERA WOREDA OF SHEGAR CITY
OROMIA REGIONAL STATE.

BY

CHALTU HUNDUMA

ADVISOR: - BEFEKEDU ZELAKE(PhD)

NOVEMBER, 2023
ADDIS ABABA ,ETHIOPIA

FACTORS AFFECTING FEMALE STUDENTS' ACADEMIC ACHIEVEMENT IN
GOVERNMENT SECONDARY SCHOOLS OF WALMERA WOREDA SHEGAR CITY
OROMIA REGIONAL STATE.

ATHESIS SUBMITTED TO DEPARTMENT OF EDUCATIONAL PLANNING AND
MANAGEMENT IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF MASTERS OF ARTS IN EDUCATIONAL LEADERSHIP AND
MANAGEMENT

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

NOVEMBER, 2023

ADDIS ABABA ,ETHIOPIA

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

FACTORS AFFECTING FEMALE STUDENTS' ACADEMIC ACHIEVEMENT IN
GOVERNMENT SECONDERY SCHOOLS OF WALMERA WOREDA SHEGAR CITY
OROMIA REGIONAL STATE.

A Thesis Submitted to Addis Ababa University College of Education and Behavioral Studies
Department of Educational Planning and Management in Partial Fulfillment of the Requirements
for The Degree of Masters of Arts in Educational Leadership and Management

By

Chaltu Hunduma

Approved by the Board of Examiners:

_____	_____	_____
Chairman, Department of Graduate Committee	Signature	Date
Befekedu Zeleke (PhD)	_____	_____
Advisor	Signature	Date
_____	_____	_____
Internal Examiner	Signature	Date
_____	_____	_____
External Examiner	Signature	Date

Declaration

The researcher here by declares that this thesis on the title, “Factors Affecting Female Students’ Academic Achievement in Government Secondary schools Walmera Woreda Shegar City Oromia Regional state ” was original work and that all sources that have been referred to and quoted have been dully indicated and acknowledged with complete references.

Name- Chaltu Hunduma Gedefa

Signature_____

Date _____

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

Main advisor name: Befekedu Zelake (PhD)

Signature_____

Date _____

Place: Addis Ababa University

College of education and behavioral science

Department of Educational leadership and Management

Date of July , 2015 E. C

Acknowledgements

I would like to express my heartfelt gratitude to my advisor Befekedu Zelake (PhD) Without his comfmeting shegar this thesis would not have taken its parent shape. I would like to thank his guidance, encouragement, and invaluable comments throughout this process. I am so honored that he agreed to advise me and I am truly grateful for his positive words of encouragement, spirit and close follow up.

I should also express my genuine gratitude to my friend Ato Tesfaye Gedefa for his incomparable support since his support as well as dedication contributed a lot for the completion of my thesis.

Finally, my appreciation goes to Experts from Walmera Woreda Education Office for they have supported me to get statically data of secondary schools female students.

Table of Contents

Contents	Page
Declaration.....	ii
Acknowledgements.....	iii
Table of Contents.....	iv
List of Tables.....	vii
List of Abbreviations and Acronyms.....	viii
Absract.....	ix
CHAPTER ONE	1
Introduction.....	1
1.1Background of the study.....	1
1.2 Statement of the problems.....	5
1.3 Research questions.....	7
1.4 Objectives.....	8
1.4.1 General objective of the study.....	8
1.4.2 Specific objectives of the study.....	8
1.5 Significance of the study.....	8
1.6 Scope of the study.....	8
1.7 Limitation of the study.....	9
1.8 Definitions of key terms.....	9
1.9 Organization of the Study.....	9
CHAPTER TWO	11
REVIEW OF THE RELATED LITERATURE	11
2.1 Theory of Female student.....	11
2.2 Emperical Rview.....	11
2.3 Female education in the international context.....	12
2.4 Historical development of female education in Ethiopia.....	13
2.5 The current status of female education in Ethiopia.....	14
2.6 Poor academic achievement of female students' in education in Ethiopia.....	15
2.7 Factors affecting female students in academic achievement.....	17
2.7.1 Parent educational background factors.....	17
2.7.2 Parent economic factors.....	19
2.7.3 Parent attitude factors.....	20

2.7.4 Cultural factors.....	21
2.7.5 Psychological factors	22
2.8 School related factors affecting females student academic achievement	23
2.8.1 Teachers qualification and experience	24
2.8.2 Teachers characteristics	27
2.8.3 The impact of school principals on academic achievement.....	28
2.8.4 Instructional materials.....	30
2.9 Self related factors(personal factors)	31
2.9.1 Female student attitude toward learning	31
2.10 Summary of literature review	33
2.11 Conceptual framework of the study	34
CHAPTER THREE.....	35
RESEARCH DESIGN AND METHODOLOGY	35
3.1 Research design	35
3.2 Research method.....	35
3.4 Sample size and sample techniques	36
3.5 Instruments of data gathering.....	38
3.5.1 Questionnaires.....	38
3.5.1.1 Validity of the instruments.....	39
3.5.1.2 Reliability of instrument	39
3.5.2 Interview guide	39
3.6 Procedures of data collections.....	40
3.7 Method of data analysis	40
3.8 Ethical consideration in the research work	41
CHAPTER FOUR.....	42
DATA PRESENTATION, ANALYSIS AND INTERPRETATION.....	42
4.1Introduction.....	42
4.2 Characteristics of Respondents	42
4.3 Teachers' Experience and Qualification.....	44
4.4 The Statemnet problem Status of Female Student Achievement.....	45
4.5 School Principal	46
4.6 Learning environment.....	49
4.7 Teacher Competency	50

4.8 The Parents’ Socioeconomic Status	52
4.8.1 Parent educational back ground	56
4.8.2 Parent Occupation	57
4.8.3 Household Chores	58
4.9 Student related factors.....	59
4.9.1 Time spent on household activities	62
4.9.2 Parent attitude	63
4.9.3 Parental Support.....	65
4.10 Worada educational officers’ interview response	66
CHAPTER FIVE	Error! Bookmark not defined.
SUMMARY ,CONCLUSIONS AND RECOMMENDATIONS.....	Error! Bookmark not defined.
5.1 Summary of major findings	69
5.1 Summary of the finding on gender and age on respondent.....	69
5.2 Conclusions.....	73
5.3 Recommendations	75
REFERENCES	77
APPENDICES (A-D).....	82
A.....	82
B.....	89
C.....	93
D.....	98
AFAN OROMO.....	99

List of Tables

Figure 2.1. Conceptual Framework showing Factors affecting Female Students’ academic achievement in secondary School.....	35
Table3. 1:Name of sample school and number of female student.....	37
Table 4. 1. Characteristics of Respondents by Sex and Age.....	51
Table 4.2. Experiences and qualification of Teacher Respondents.....	52
Table 4.3. Students sat for national examination, those promoted or failed to university.....	53
Table 4.4. Average, female student score and rank response for teacher respondent.....	54
Table 4.5.The Respondents of female student and teachers concerning Impact of school leadership.....	56
Table 4.6: School environment for female students.....	60
Table 4.7. Teachers competency for student and teachers respondent.....	61
Table 4.8 . Socioeconomic status for student and teachers respondent.....	63
Table 4.9. Student Responses about their parent educational back ground	66
Table 4.10. Parent occupation for student respondent.....	67
Table4. 11 Households Annual Income.....	68
Table 4.12. Household Chores of the female students.....	70
Table 4.13.Responses Related to Female Students’ Factors that Affect Female Students’ Academic Achievement.....	72
Table 4.14. Student responses about the extent of time they spent on household activities Within a day	74
Table 4.15: Household activities and its Impact on girls’ academic achievement	74
Table 4.16: Student responses on their family sizes.....	75
Table 4.17.: Student responses about their family size and its effects on girls’	75
Table.18; Student responses about the attitude of parents to wards girls’ education	76
Table 4.19. Student responses about their parental support	78
Table .4.20 Female student responses about household activities and its effect on their academic achievement	79

List of Abbreviations and Acronyms

IER - Institution of Educational Research

IFAE -Integrated Functional Adult Education

GER - Gross Enrollment Ratio

FGD-Focous Group Discussion

SCID - Save the Children Denmark

MOE - Ministry of Education

MOWA- Ministry of Women's Affairs

IWC -International Women's Conference

CEDAW - Convention for the Elimination of All Forms of Discrimination against Women

ICEFA-The International Conference of Education for All

MDGs- Millennium Development Goals

ESDP- Education Sector Development Program

ETP- Education Training Policy

NGOs= Non- Government Organization

WEO= Woreda Education Office

ZEO= Zonal Education Office

Abstract

The main purpose of this study was to investigate factors affecting female students' academic achievement in Secondary Schools of Walmera Woreda Shegar city Oromia Regionala state . . . The method was informed by mixed method design. It used qualitative and quantitative method of data collection. The data gathering instruments were: questionnaire, interview, and document analysis. For this study, out of 5 governmental secondary schools which are found in difrent kebeles 4 schools, out of 754 female students 237 students and out of 84 teachers, 60 teachers were selected by simple random sampling techniques and I took all the 9 principals and supervisors by purposive sampling method. Totally, from 868 populations, 320 were selected for the study. A descriptive statistical tools such as frequency, percentage and mean have been used for data analysis. As the finding of the study indicated that low level of parental education, low level of parental involvement in their female education, family economics household chores, low level of family educational background negatively affect girls' academic achievement. School related factors like lack of role model female teachers, teachers' attitude, lack of qualified teachers and shortage of reference books affected girls' academic performance. Teachers and school principals should work jointly with female students and their parents to improve female students' academic chivement . Thus, it is recommended that awareness workshop and panel discussion forms should be organized for parents, organizing saving group at village level for parents, building dormitory near to sechondery schools, encouraging gender focused tutorial and school environment. Furthermore, it also needs awareness creation forms for youth female, parents and mass communities about illegal migration to Arab country .

CHAPTER ONE

Introduction

This chapter contains the brief discussion of study proposal; background of the study, statement of the problem, objectives of the study, research questions, scope, limitation of study and delimitation of the study, significance of the study and definition of key terms.

1.1 Background of the study

Education improves the capacities of societies and their social, economic, and scientific technological institutions. It also helps people to alleviate poverty, tackle demographic problems, improve health and nutrition, and increase the value and efficiency of labor. Given the view that education improves society's life Lock head (1994) stated, "Education transforms both humanity and human instillations."

Thus, the Universal Declaration of Human Rights (1948) stipulates, "everyone has the right to education and education is not a charity rather it is a fundamental human right for all people irrespective of their sex, race, economic status and other difference." Similarly, Article 10 of the Convention for the Elimination of All Forms of Discrimination against Women (CEDAW) in UNESCO (1996) states that "girls and women should have equal access to, and continuing participation in all forms and levels of education."

Based on the above justifications and others, so far, much has been done to increase gender equality in education over the past 15 years. National governments and the international community have Followed through on promises made in various international forums to increase investments in girl education. The World Bank (2008) reported that the overall female enrollment at the primary level in low-income countries has grown from 87 percent in 1990 to 94 percent in 2004, considerably shrinking the gender gap.

According to the Global Campaign for Education Report (2010) the reality behind the progress in girls enrollment is apparently sunny picture, showing that once girls get into school they face numerous challenges and are far less likely than boys to keep attending and achieve learning outcomes. Female who are victims of violence are more likely perform poorly in school, have problems of concentration on their academic work, and lose interest in school altogether, and dropout from school according to Human Rights Watch (2001). An evaluation of a USAID-

funded project in Malawi revealed that the focus on getting girls into school, without addressing impediments in the learning process, put girls at a disadvantage. The evaluation revealed that wide perceptions of girls' failure or weaknesses in English hindered girls in upper 3 grades, where English was the medium of instruction. The study also indicated that girls had been regularly characterized as "dull, second-rate students incapable of answering questions" and boys were assigned high status tasks like timekeeping and ringing the school bell, whereas girls were responsible for sweeping and arranging furniture (Kendall, 2006).

According to this examine the most significant factors of poor academic standards in Tororo district rural schools, to highlight the causes of pupil school high dropout; to investigate the reasons behind and come up with possible interventions and strategies to address the gaps in education among learners in the region. Education in Uganda has been undergoing major challenges since the time of the British colonial era. The education inherited autonomy that composed more to produce government worker and experts or job seekers to serve the interest of the white man than to impart the citizen with professional skills. It was estimated that by 2015 the overall literacy rate in the region was 85% with female students most affected. With the introduction of Universal Primary Education in 1997 the government of Uganda has been working to provide free quality primary educational opportunities for all its citizens regardless of their gender or ages.

Together with Non Governmental Organizations, donor agencies, foreign government and other international partners. The concern of the government is to address the root causes of poor academic standards in primary schools and plan to increase access, retention and completion rate.

In Sub-Saharan Africa is the region that faces the greatest challenges in reaching the universal primary education target (UPE). Around 20 million children of school age do not go to primary school, and of all those that do, nearly a third never complete the total primary school cycle. (Naschold; and Bernard et al. in Ndaruhutse 2008)

On the other hand, in the developing world as a whole, 85 percent of boys and 76 percent of girls complete primary school. There are bright spots in East Asia and the Pacific, where equal numbers of girls and boys attend school, and in Latin America, where primary school completion

rates are actually higher for girls. However, in sub-Saharan Africa, Eastern Europe and Central Asia, the Middle East and North Africa, and particularly South Asia, completion rates of girls lag behind those of boys (Save the Children, 2005).

In Ethiopia, according to the National Girls' Education Strategy (2010) up to 2008/09 primary Gross Enrollment Ratio (GER) in primary school nationally stands at 94.2% where the rate for boys is 97.6% and the rate for girls is 90.7%. The variation in gender gap in primary school narrowed from 16.5% in 2004/2005 to 6.9% in 2008/2009. According to the City Government of Addis Ababa (2011) the gross enrollment (GER) at secondary 2nd cycle (grade 9-10) was 79.6% GER of both boys and girls is 87.9% and 73.2% respectively and at secondary 2nd cycle (grade 11-12) was 30.4%, GER of both boys and girls is 30.6% and 30.2% respectively. Yet this welcome development in enrollment should not lead to complacency about the issue of girls' education.

In viewing the challenges of girls to achieve in education, a research finding by The Institution of Educational Research (IER) Flambeau (1998) showed, teachers feel that female students have neither the aptitude nor the capability to learn natural science subjects and mathematics in high schools studied in Addis Ababa region. Besides, the research stated that the participation of female students in the teaching learning process, i.e. asking questions, and answering, debating, competing in art and literature and participating in extracurricular activities was found low.

A study report by Save the Children Denmark (SCD) Ministry of Education (MOE) and Ministry of Women's Affairs (MOWA) (2008) "The girls seem to be caught in a vicious cycle in which their struggle to get education instead of being married in an early age expose them to violence and abuse, which then leads to low level of academic performance, class repetition and eventually dropping out of school".

In addition, the same study recommended the key to tackle violence against girls, therefore, lies in breaking the cycle. As much as the school is part of the problem, it is also part of the solution. The fact that some of the main perpetrators are older schoolboys and also female students underline that the school itself can and should play a major role in eliminating the violence.

To alleviate the obstacles for girls' education, to narrow down the education inequality (gap), and consequently to boost girls' role in development endeavor, global and national movements

have been taking place for years. The International Conference of Education for All (ICEFA) (2000) International Women's Conference (IWC) at global level, and the formulation of Education and Training Policy (NETP) give emphasis for females' education and subsequently designing of various programs and projects to realize the policy issues in Ethiopia. In order to improve girls' education, national girls' education strategy is adopted by MOE. The strategy document focuses on the current status of girls' participation in education, obstacles to the education of girls, real change processes, analyzing lessons of what constitutes good practice for girls' education, and initiates strategic directions to ensure girls enrolment and achievement in education National Girls' Education Strategy (2010).

Education has a profound effect on girls and women's ability to maintain other rights and achieve status in society, such as economic independence and political representation (DFID, 2005). In addition to this, education is crucial in liberating women from male domination and enabling them to make a difference in their life career.

The major barriers especially for girls are social and cultural factors. Since Ethiopia is a country with varied populations, cultures and traditions, factors like early marriage, abduction and rape are the foremost reasons for girls not going to school or for dropout as well as their low academic performance. Parental and societal attitudes towards education for girls, and traditional practices are amongst the other reasons (Yisak, Workneh and Asham, 2009).

Desai, Adams and Amaresh (2008): mentioned both school and family as a source of girls' lower achievement and dropping out of schools by saying that: "At the individual level, poor academic performance, retention, lack of teacher support and guidance, disliking school or teachers, and taking on adult responsibilities such as work and childcare found to contribute to lower achievement and dropping out of school. Parental educational attainment, parental involvement, household income and household wealth have informed family contributions to educational attainment". (P.3)

In relation to school related factors, it also noted that negative attitudes of both male and female teachers towards girls' abilities to perform well in different subjects (Wasanga, 2004), and the quality of teachers has a greater impact on girls' education than boys". (Kane, 2004)

On the other hand, tasks like homework, tutoring, punishment, sex ratio, and class size – have slightly different effects on girls than boys. (Mensch and Lloyd in USAID, 2008)

Moreover, Yisak, Workneh, and Asham (2009), added on school related factors by saying; a scarcity of schools, qualified teachers and conducive learning environments are contributory factors. Schools often have shortages of girl-friendly facilities, such as clean latrines and clean water. Besides, long distances to schools and insecure roads mean that parents keep their daughters at home to defend them from sexual abuse and other violence. In the classroom, girls have lower rates of participation than boys owing to the discouragement of teachers do. Most teachers seem to prefer a girl who completes homework and performs well academically, but if she is silent, she is considered to be more respectful to teachers (Tamene, 2007).

The secondary schools for this study in walmera wereda. There are 23 kebeles have walmera Wereda in Special Zone of Oromia . In these kebeles have 5 secondary schools in total. So I was selected 4 secondary schools from walmera wereda.

1.2 Statement of the problems

The new education and training policy applied in Ethiopia in recent years have, to a greater or lesser degree, addressed a number of issues of which the introduction of standardized students' achievement was one. In Ethiopia, country's economic, social, cultural, school related and institutional factors affect girls' academic achievement. Among these some of the socioeconomic and sociocultural factors like family structure, parental occupation, parental education, parental attitude and parental support play a significant role for girls' academic achievement. On the other hand, school related factors such as lack of school facilities and conducive classroom environment, the absence of qualified teachers, distance from the schools, teachers' attitude, student attitude for education and teaching practices, all these affect girls academic achievement.

In the walmera wereda secondary schools, the academic achievement of students, particularly female students to achievement ether performance was very low. For example grade 10 national examination results of female students in the in selected schools in 2010 E.C has shown that out of 121 female students, only 36 (29.75%) have scored above 2.5 and from these females students in 2011 E.C. examination results grade 12 th, 25 student take exam. only 6(24%) scored above 280 student passed to higher education . Another example grade 10 national examination results of female students in the selected schools in 2011 E.C has shown that out of 127 female

students, only 41 (32.2%) have scored above 2.5 and from these females students in 2012 E.C. examination results grade 12th, 32 student take exam. only 7(21.8%) scored above 280 student passed to higher education .This indicates the achievement level of female students in the selected kebele of secondary schools. There are several challenges to advance female students academic achievement in education. Comparison of student's achievement done in terms of many variables of which are school environment, which comprises school facilities, teacher competency, parental involvement , principal's leadership and supervisors. The other cases are the socio-economic status, which are, parental income level. For example, parents with higher income and education are more likely to have higher achievement expectations for their children's educational attainment, have knowledge about their children's educational options and involve their children in intellectual activities. These factors have a positive impact on student learning. On the other side, lower socio-economic status of parents has negative effect to purchase books and other items to improve academic outcomes of their children (Blau, 1999). Sex related issues, which include the attitude of teachers, and male students towards female students are factors that affect female students' achievement.

According to Tamirie (2009), access to secondary education was mentioned as one of the biggest problems and one of the main reasons for girls' lower enrolment in secondary education. Secondary schools are mainly located in urban areas or in district centers, which implies that students either have to walk a long distance to school or have to stay in dormitories for entire weeks, months or semesters. In either case this situation affects girls more than boys. Girls are more vulnerable to insecurity and unsafe roads and dormitories are often unsafe for girls. In line this, Yenenesh (2007), substantiated that, children access to the education in the rural areas is still much lower than in urban areas. Adult literacy is much higher and the quality of education is very poor. Creating access to quality education for rural people is of crucial important in the realization of human rights and achieving the millennium development Goal (MGDs).

From the local study Mulugeta Defar (2014;76) The same idea his findings of the study clearly pointed out that regarding to academic performance of female students at Shinshicho Preparatory school had been affected through family, economic, school and psychological factors. The finding shows that secondary school girls are not only small in proportion, but also remain largely unsuccessful in their education. The overall academic achievement and class participation

of girls in the study school was lower than that of boys. Moreover, of those students, the female students were scored lesser mark than boys in grade 12th National Examinations.

There is one interesting thing which clearly figured out in study that the academic performance rate and the participation rate of the female students have been consistently increased from year to years. Academic performance rate of the female students in the study area for grade 12 was 23% in 2002 EC, 39% in 2003 EC, 46% in 2004 EC whereas the participation of them was 28% in 2002 EC, 42% in 2003 EC, 49% in 2004 EC. Gender disparity rate was also consistently decreasing like 2002 EC was 0.43% while in 2005 EC was 0.49%. Perhaps these achievements are due to the gender sensitive educational policies and strategies of the Government of Ethiopia, particularly during the last four years even though considerable low academic performance of the female students had been recorded in the study area.

In Wolmera wereda no study has been conducted particularly at secondary school level on these factors that could affect female students' achievement. Hence, in this study an attempt was made to examine the factors affecting students' achievement among government, secondary schools. The researcher agrees with the above challenges and with people who argued that female Education performance is low due to many reasons, such as socio economic status parental education background and sex related factors. In these reasons, therefore, the researcher was interested to examine the factors that affect girls' achievement in education in secondary schools Walmera woreda shegar City Oromia Regional state.

1.3 Research questions

In order to attain the formulated objective so far, the study attempted to find out answers to the following questions.

1. What is the level of female students academic achievement in Government secondary schools at Walmera woreda ?.
2. What are the major factors affecting female students' academic achievement in Government Secondary School at Walmera woreda?
 - 2.1. School related factors affecting Female students' academic achievement in Government secondary schools at Walmera woreda ?.
 - 2.2. Out of school factors affecting Female Students' academic achievement in Government secondary Schools at Walmera woreda of shegar city?.

2.3. what are the personal Factors affecting Female students' academic achievement in Government secondary schools at Walmara woreda of shegar city ?

1.4 Objectives

1.4.1 General objective of the study

The main objective of the study is to assess factors affecting female students' academic achievement in secondary schools Walmera woreda of shegar city .

1.4.2 Specific objectives of the study

1. To examine female students' academic achievement performance in the secondary Schools Walmera Woreda of shegar city .
2. To identify out of school and school related factors affects academic achievement of female students
3. To suggest appropriate measures that addresses the barriers that militates against females students academic achievement in secondary schools of this woreda.

1.5 Significance of the study

This study is significant because it examines factors infloucy academic achievement of female students at the secondary school level. Thus, the findings of the study may help to: Investigate the school factors which affect girls' educational achievement and finally to indicate the possible solutions which help to reduce the problems in secondary education.

Assess girls academic achievement in secondary schools. This helps to provide some important information. For educational decision-making based on the findings, decisions can be made concerning: The low performing in female student secondary schools as to how they will be supported and the well-functioning schools should be further strengthened, The less advantageous students as to how they would be academically supported in tutorial class and Teaching materials like text books and other resources necessary in the teaching-learning activities.

1.6 Scope of the study

The scope of this study was delimited to four selected secondary schools welmera woreda shegar city. Welmera Wereda was found in central area of Oromia and in the Western of Finfine

city. Finally, level of achievement, out of School and School related factors as well as personal affecting female student academic achievement related in this study.

1.7 Limitation of the study

The general of this study has been limited by different challenges. As for instance, the extended time taken by respondents to fill the questionnaires and conducting interview with principals and supervisors, due to routine office work. Another problem was lack of well-organized and documented data. Data on some issues are in a way inconvenient to access immediately from record office. Despite all these challenges, the researchers have tried to analyze the available data to answer the questions raised in the study.

1.8 Definitions of key terms

Academic achievement: is the outcome of teaching and learning process in all subject. For this research, it is the total results in grade 10 and 12 points of students result. (Endrias Tesfa ;2017)

Environmental related factors: are the major factors that affect female students learning in school and out of schools. Such as opportunity & facility, school home distance and availability of role model in the community. (Getachew Debele; 2018)

Parents related factors: are factors that affect female students learning, Such as socio-economic status, level of education, occupation and income. (Gutama Hirko ;2018)

Teachers related factors: are the impacts of teachers on female students' achievement, Such as activities related with tutorial class, guidance & counseling and teachers' attitude towards their works. (Getachew Debele;2018)

School principal: Administrative head and a professional leader for school system and manages the school's total program. (Endrias Tesfa:2017)

Parent's socioeconomic status: The income of the family which frequently determines the family's social status. (Gutama Hirko:2018)

1.9 Organization of the Study

This thesis was organized into five chapters. Chapter one covers the introduction of the study, statement of the problem, objectives of the study, research questions, significance of the study, scope of the study, limitation of the study, definition of key terms and organization of the study. Chapter two Review of related Literature which is more relevant to the study and some credential idea of scholars regarding this study. Chapter three is deals with research design and

research methodology under this research design, method , sampling technique and sample size, research instrument of data gathering, procedures of data collections, method of data analysis and ethical consideration in the research work. The fourth chapter deals with the presentation and analysis of the data. Chapter five provides the summary of the findings, the conclusions and recommendation.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

This chapter presents related literature that helps to enrich the study. The literature deals with significances of female education, females education in the international context, historical development of female education in Ethiopia, the current status of female education in Ethiopia and factors affecting female students' academic performance/achievement and finally, the summary of this chapter.

2.1 Theory of Female student

Feminist theory aims to understand the mechanisms and roots of gender inequality in education, as well as their societal repercussions. Like many other institutions of society, educational systems are characterized by an equal treatment and opportunity for women.

At the core of these theories is the notion that however one identifies, gender, sex and sexuality are not intrinsic, but are socially constructed. More theories employed in Women's studies courses include feminist theory, intersectionality, standpoint theory, transnational feminism and social justice.

Critical feminist pedagogy asks how elements of race, class, gender, sexuality ability, and other characteristics intersect and contribute to patriarchal structures of oppression and knowledge (including those that underpin the institution of academia and normative pedagogical practices)

2.2 Empirical Review

The research review which I saw Tesfaye Wotengo:(2014) Factors influencing academic achievement of female students : the case of Holeta city secondary School studied this topic.

From this research what the gap and I was reviewed that: 1st From this research the gap which I saw the researcher studied in Holeta city secondary school. So I reviewed this research the factors influence female student academic achievement more to appear in Woreda or village. In the case of household cores and culture of the society is the main factors affecting female student educational achievement more appears in this area. Therefore I want to study in woreda level or village.

2nd The gap which I comment from this researcher it did not mention the grade report(marks) of the female students from grade 9-12. This means the researcher not used the secondary data

from the Holeta educational office or from the school principal . So I revised this research secondary data from woreda education office and analysed these data how to realized may thesis for the reader.

The 3rd case which I want to revised from this research the researcher exclude parent teacher Assosetion (PTA) or the parent of the students' in the primery data collection . So these are they now more the factors affecting female students in academic achievement . There fore the parents of the students' are more related to the students and they have real information for the reseach realizartion .

2.3 Female education in the international context

Secondary education is beginning to come into its own after two decades of concentration on primary education. The International Expert Meeting on General Secondary Education in the 21st Century. Trends and Priorities held in May 2002 convened by UNESCO in Beijing, China provides a clear indication of rising calls for secondary education to be given a priority while acknowledging of the dilemma it poses such as, “the balance between mass and selective schooling, general and specialized (vocational) education and cognitive and behavioral outcomes”. “The meeting urged partnership between governments and non-state providers to open up mass access education at the secondary level with greater flexibility in streaming practices to make available a wider range of choices, alternate channels and the option to return to preferred streams” (World Bank, 2005).

The push for reconstruction of secondary education has implication for girl's education the global community announced education is a fundamental human right, one that all individuals are entitled to enjoy whatever the circumstances in which they live, that also brings important benefits to human society as a whole. For all countries, whatever their stages of development view education as a cornerstone of economic development.

An educated citizen is also a key to social and political stability within and between nations. This concern for education on the part of the global community has reiterated at a series of international conferences, starting in 1990 with the World Conference on Education for All, in Jomtien, Thailand. The 10participants produced World Declaration of Education for All. The declaration recalled that education is a fundamental human right (UNESCO, 2012). Gender equality is one of the six goals of the global Education for All campaign that UNESCO leads.

The document recognized that educating girls and women is an imperative, not only as a matter of respecting a basic human right for half of the population but as a powerful and necessary first step to achieving the broader goals of EFA. It was also acknowledged the pivotal role that access to quality education plays, not only as an end in itself, but as an essential means of reaching other important objectives, such as reducing poverty and achieving sustainable human development (UNESCO, 2014). A closely related theme running through all of these discussions has been that of gender equality in education. These all and others developments were resulted in improvement of the participation of females to secondary education globally.

2.4 Historical development of female Education in Ethiopia

The population and housing census in Ethiopia (1994) stated that the traditional beginnings of education in Ethiopia were in the hands of the church and the mosque. In areas where there was concentration of Muslim population, particularly in the eastern and western half of country, Quranic schools were the sole source of education. The attendants of such schools were mainly boys and adult males. Similarly, in central and northern highlands, the schools in the Ethiopian Orthodox churches were the mainstay of literate culture. The children of the clergy and aristocracy, mainly boys, taught to read, write and recite biblical texts (Atsedo and Kebede, 1988). The main purpose of church and quranic education was the preparation of boys for serving churches, monasteries and mosques as priests and other religious functionaries. These schools also indirectly promoted cultural and secular studies through which few individual males usually, were able to achieve semblance of commercial, legal or administrative expertise. However, girls were generally discouraged from enrolling in such schools because it was believed that their function as housewives did not require such kind of education.

In spite of the strong opposition, by the nobility and the church, Emperor Menelik II took the first steps to make modern education program of the Ethiopian government by opening the elementary and secondary schools in the capital city in 1908 (Asmaru, 2010). The students were all male who provided with free boarding and lodging facilities. This action further initiated the opening of more government schools in different regions of the country. In spite of such genuine efforts however, the education of women remained in poor state for many years to come. This was because the overall social structure in the country accorded low status to women. In other words, women were expected to be absolutely obedient to their elders and to their husbands and to undertake the seemingly low responsibilities of child rearing, home management and training

of daughters in the various household chores, as a result of which no tangible rationale was established for educating women.

The provision of modern education for women therefore did not begin until the opening in Addis Ababa in 1931 of “Empress Mennen School for Girls” (Ibid). Such realities were, in a way, a reflection and reconfirmation of the continuing conservatism of the society in general and of the parents in particular with respect to the education of women. Gradually with the increase of the number of government schools opened in the country, there was a faster growth in the enrolment of girls. This was a major and practical step in the application of the principle of equality of opportunity in education for both boys and girls. Later, the country witnessed the Education Sector Review (1972), which was to create access to basic education, keep up quality and relevance of education, but the focus was non-formal education. Moreover, gender was not a point of attention in education during that time (Population and Housing Census in Ethiopia, 1994) Central Statistical Authority, Addis Ababa (Ethiopia).

During the Derg regime, the power of church as state religion was diminished .After 1974 revolution, emphasis was placed on increasing literacy in rural areas. Practical subjects were stressed as was the teaching of socialism.

2.5 The current status of female education in Ethiopia

The education sector in Ethiopia has given powerful impetus after the overthrow of the military government in 1991. Since then education has been a development priority on the national agenda. The government of Ethiopia has developed Education Training Policy (ETP) in 1994 (Transitional Government of Ethiopia, 1994; Ministry of Education, 1996). The government adopted the Education Sector Development Program (ESDP) in 1997 together with the Education Training Policy (Lasonen, Kemppainen and Raheem, 2005).

The constitution in its article 89(7) ensures women’s rights stated, government should ensure the participation of women equally with men in all economic and social development endeavors (FDRE constitution, 1995).

The Government of Ethiopia has adopted the goal of ensuring universal access to and completion of basic education and reducing the adult illiteracy rate by 2015. Achieving equity in access

(reaching the marginalized and unreached) is one of the core priorities in the Education Sector Development Program of Ethiopia (Lasonen, Kempainen and Raheem, 2005).

Furthermore, Ethiopia working towards achieving the EFA (Education for All) goals as defined in the EFA Dakar Framework in 2000. One of the goals of EFA is achieving gender parity equal enrollment ratios for girls and boys. Parity in enrollment ratios at both the primary and secondary levels singled out among all EFA goals to be achieved by 2015 (UNESCO, 2012). As a result, Ethiopia made significant progress towards achieving parity in enrollment particularly at primary level. However, the progress at secondary education level lags behind that of primary level. In Ethiopia, the secondary sector split into two cycles; the first cycle covering grades 9-10 and the second cycle covering grades 11-12. The focus of secondary education is predominantly on the first cycle with 80% of students in secondary education enrolled in grades 9-10. At the end of the first cycle when the student finishes grade 10 (General Secondary Education) they take the national examination (Ethiopian General Secondary Education Certificate Examination). This used to certify completion of general secondary education and to select students that qualify for the next higher level of education called the preparatory level. The preparatory level is the second cycle of secondary education and prepares students for university education. Those who do not fulfill the criteria for the preparatory level can enroll to Teachers Education Collages and to Technical and Vocational Training Schools (TVET) (Moe, 2015).

Despite significant efforts and progress in reducing gender disparity, Ethiopia may not able to achieve the gender related parity in enrollment particularly in secondary education by the deadline. Still there is disparity in enrollment between boys and girls in secondary education (MoE, 2015). In Ethiopia access indicators such as Gross Enrolment Rate (GER), Net Enrolment Rate (NER) and Gender Parity Index (GPI) can measure gender disparity in access and participation to primary and secondary education.

2.6 Poor academic achievement of female students' in education in Ethiopia

With regard to the importance of educating women for poor countries like Ethiopia Seyoum (1986) stated that in as much as women constitute at least one half of the total population of the nation, the question of women's education can no longer be ignored, and their involvement in the development process should not be left to be marginal. After all, a developing country like Ethiopia, cannot afford the luxury of not using the brainpower, and talent of both sexes in the

productive labor. Moreover, it could be realized that the question of the emancipation of women is inextricably linked with their education and in fact their freedom could be said to be the function of their level of participation in education. Seyoum (1986), the Orthodox Church and the mosque were the major institutions that were responsible amongst men and women for the dissemination of education in pre 1970s traditional Ethiopia. The role played by these two institutions in development cannot be under estimated in Ethiopia. Nevertheless, the participation of women in such education has been negligible Seyoum (1986):-

“The major purpose of church education was to produce member of the clergy and the Koranic schools was not also fundamentally different; the ultimate aim was to produce devoted and faithful Muslims who would promote the Islamic religion. Both institutions favored boys over girls. At this point it may worthwhile to consider some of the possible reasons why women had been left out from mainstream of intellectual life in traditional Ethiopia”.

As in most traditional societies of the world, the attitude towards women in most ethnic cultures in Ethiopia is characterized by what come to be known as male superiority. This indicates that men are more important than women are. The values justified that the idea it is more important for man, the breadwinner, to get an education, a job and in general to receive preferential treatments. Women exist to please men and from this idea come the attitude that women should be dependent on men for everything, especially their identities, the social definitions of who they are. Seyoum (1986) criticizes the Orthodox Church and Mosque education did not highly encourage female to participate in formal education of Ethiopia. Habtamu (2004) stated that inequality of education opportunity.

Between and among various social groups has been a serious problem in Ethiopia. The numbers of enrolment and graduates have not been proportional to the size of population when we compare males with females. The development of a democratic and inclusive society requires that individuals and various social groups get equal opportunity in education, employment and other services.

Furthermore, he pointed out addressing educational disadvantage usually requires some intervention from the kindergarten through higher education.

2.7 Factors affecting female students in academic achievement

In Ethiopia context research studied factors of affecting female educational academic achievement according to Tariku Debeelke (2018) , Based on findings, institutional factors that mostly affect the academic achievement of female students is lack of teaching materials i.e. shortage of instructional materials such as reference books, library and other related equipment impede them to be not educationally efficient.

In school, inadequate supportive mechanisms such after school tutorial classes, guidance and gender based counseling service. This stands out to be significant factors in creating and improving awareness of the society regarding female education for their better academic achievements.

Parent's positive attitudes towards girl's education and their involvements will play significant role in female students' academic achievements. However, lack of parental involvement, encouragement and support of parents in female education was very low and which hide their potential to achieve academically better.

As stated by most respondents there are high need for extensive usage of female students labour. This may indicate the girls spend more time by helping their parents at home, than doing their homework and assignments; which is negatively affects their academic achievements. The conclusion is that high demand for domestic works resulted in poor school attendances of girls and hence effect on their academic achievements. Therefore, girls schooling may require additional policy that reacts to the demands on girls time available for the study

2.7.1 Parent Educational background factors

Education has a fundamental role in nation as well as individual character building. It is a life line for any society and nation. Education of a child needs multidimensional efforts. Students, teachers, institute and parents all have their importance in their process of learning. Parents' education is such a motivating force for a child which paves the way for his/her future. It is an admitted fact that the children of educated parents are more confident, resourceful and 30 experienced than the children whose parents lack education. According to Asad khan, Iqbal and Tasneem (2015) cited from Jencks (1972) says that the family plays an important role in formal and informal education. Family characteristics represent a number of variables like education, income, beliefs, occupation also have implication on the performance of children.

Kainuwa and Yusuf (2013) suggests that level of education influences parents' knowledge, beliefs, values, and goals about Students' academic achievement and educational attainment have been studied within different frameworks. Many of them have a focus on parents education, occupation or home background like; family income, language of the home, activities of the family and work methods while other studies looked at it from the teachers experience education school variables environment, structures, buildings, location and students attitude study habit, interest. There is evidence that parents' education will affect students' academic achievement in schools.

As Taiwo (1993) cited by Kainuwa and Yusuf (2013) submits that parents educational background influences the academic achievement of students. This, according to him, is because the parents would be in a good position to be second teachers to the child; and even guide and counsel the child on the best way to perform well in education and provide the necessary materials needed by the child. This was supported by Musgrave (2000) cited by Kainuwa and Yusuf (2013) who said that a child that comes from an educated home would like to follow the steps of his or her family and by this, work actively in his or her studies. He said further that parents who have more than a minimum level of education are expected to have a favored attitude to the child's education and to encourage and help him or her with school work. They provide library facilities to encourage the child to show examples in activities of intellectual type such as reading of newspapers, magazines and journals. They are likely to have wider vocabulary by which the children can benefit and develop language fluency.

To conclude this child from a well-educated family and with high socio-economic status is more likely to be performing better than a child from an illiterate family. This is because the child from an educated family has a lot of support such as a decent and good environment for academic work, parental support and guidance, enough textual and academic materials and decent feeding. He or she is likely to be sent to good schools where well-seasoned teachers will handle his or her subjects.

Parents education a level plays an imperative role in the academic performance of their children. Since educated parents can easily understand the hurdle in the way of their children's education and they know how to motivate and create their children interest in the academic activities. In the study conducted by Ahmad and Khan (2012) in Pakistan, significant relationship was found

between parent's level of education and academic achievements of the children in secondary school. It was found that majority of children whose parents were well-educated have performed better in examination as compared to those children whose parents were less educated or illiterate.

In fact, this can be taken as an idea based on how much their educated families are dedicated to help their children at home and the time they give for them matters to ensure this conclusion since being educated family by itself is hardly enough for their children's academic achievement at school. However, the researcher disagrees with this idea that there are students who are from uneducated family background, but they became scholars, teachers and physicians and successful in their academic performances. This might be resulted from the initiation their parents had to educate the students.

Thus, the academic achievement of the students at school is not the simple task just to be concluded as because of families educational backgrounds rather the other factors would have considered. The researcher could answer the gap the other researchers could not fill. Hence, teachers related factors, students related factors, school related factors parent related factor like SES, family educational and occupation and challenges at home, social belief and value given to education are examined in this study. In regard to parental occupation, a child from a well-educated with high socio-economic status is more likely to perform better than a student from an illiterate family. This is because the child from an educated family has a lot of support such as a decent and good environment for academic work, parental support and guidance, enough textual and academic materials and decent feeding.

2.7.2 Parent economic factors

The academic performance of the female students has been found to have link with socio-economic condition of the family. It is one of the factors that can affect parent's decision to send a female child to school. According to Kassa (2006), there are two types of costs of schooling, direct cost of schooling including tuition fees, the cost of books, uniforms and supplies, required by the school, the cost of transportation, lodging and board required for attending the school. The other cost is opportunity costs or indirect cost. It may be higher wages for child labor in families with more productive farms or business and in families more dependent on children

Parents Need for labor

The economic opportunity loss also affects families productive or business activities use labor, mostly the girl child. Parent, to get additional income for their household subsistence and to secure daily demanding basic need, women spend more time on income generating activities and domestic chores (UNESCO, 2003). The opportunity costs of girls' schooling are associated with resources and services lost due to sending the child to school. Child labour is indispensable to the survival of many rural households in Sub-Sahara Africa: agricultural work, domestic work (cooking, collecting fuel, fetching water) marketing as well as child care services are required from children, with girls demanded more than boys. The poor rural parents responded by sending their daughters into the domestic labour market in exchange for regular cash income (Teshome, 2003).

2.7.3 Parent attitude factors

Homes are places where gender roles begin at the early age of childhood. Children at the very young ages learn from their families, the way they should act, the type of work they are expected to do, and the role they are expected to play in their future family life. The differential treatment of boys and girls by parents in accordance to the culturally set gender rules begin at home. This fact is well illustrated by Mensch(1998;16) as:-

Girls' home are not just residential bases; they are also the loci of powerful forces that's shape every aspect of girls' existence, including their time use, access to school, and paid work and social status. Many adolescent girls are virtually trapped in the domestic sphere. This confinement serves two purposes; it keeps girls out of the public arena and it keeps them in the household, where they undergo their apprenticeship for adulthood an intense training for a lifelong role as wife and mother.

Parents generally, encourage their daughters to be "docile" and "compliant" so that they will be able to play the role they are expected to play as wife and mother in their future life (Rubbo

Anna, 1975:339). The expected familial roles and responsibilities of girls are those duties that bind them to the domestic sphere, such as child care, food preparation and other time consuming activities including, the fetch in g of water cleaning and agriculture work. Contrary to girl s, boys are encouraged to develop some degree of autonomy and independence from the family (Jacqeline, 1970). The domestic roles expected from boys are out -door activities which are considered to be more productive t asks that generate income (Fin n, Reis and Dulburg, 1982).

2.7.4 Cultural factors

In certain setting's, socio-cultural factors (such as norms proscribing the societal, economic, and financial roles of women) and religion strongly influence the behavior of parents by imposing a heavy cost on nonconformist behavior. In countries in which female are usually secluded, girls may only attend schools that do not admit boys or only those that employ female teachers.

The importance of preserving a young girl's reputation in such cultures leads to high dropout rates of girls.at the onset of puberty (Cal dwell eta (1985; Papanek, 1985). When girl s grow up, they become more and more influenced by culturally set gender rules. Regarding this, Mensh (1998:2) states that :-

“Girls and boys in culture throughout the world are treated differently [rom birth on ward but, at puberty this gen der divide widens. During adolescence, the world expands for boys and contracts for girls. Boys enjoy new privileges reserved for man mobility, opportunity and power girls are systematically deprived of these aspects.”

As Mensh explicitly put it, adolescent girls are made to' be restricted to less Lite choices and opportunities by culturally sanctioned gender rules imposed by society and sometimes perpetuated by girl s themselves. This situation is reflected by their reluctance to participate in the fields of study that are traditionally considered as male domain s. Society's perceptions and attitudes towards gen der roles and responsibilities have great impact on the educational choice of girl s. Consequently girls do not tend to peruse, mathematical, pure or applied science in schools. Furthermore, Zimmerer and Bennett (1987) state that, in almost all cultures, males were admitted to science courses before females and males hold positions of power and leadership in

science. This situation has to the wide spread view that science is a male domain and that science courses are more useful for males than females, In addition to this, socio cultural factors influence the decisions to enroll girls to school or to with draw them from School. Girls" own decisions to drop out of school, their academic performance and their grade level attainment are also .influenced by the socio cultural factors (Odaga and Heneveld, 1995), Similarly, the culture influence~ the division of labor with in sexes that affects girls education is the demand that their time be put to alternative uses. Parents may not be a Q! e to afford the opportunity costs of educating children, which vary by sex. With few exceptions, girls do more home and market place work than boys (Hill and Ki ng, 1993). They cook; clean the houses fetch water and help their mothers' ca re for younger children, especially those who are ill. In Nepal and Java, for example, most young girl s spend at least one -third move hours per day working at home and in the market than boys of the same age, and in some age groups as much as 85 percent more hours (Nagetai, 1980),

2.7.5 Psychological factors

The cultural factors which related to cultural beliefs, customs, practices, insecurity, girls' expectations and other traditions play a significant role in the academic performance of female students

Parental attitude towards female education

Traditionally, women are given to the role of a wife, a mother and a house keeper whereas men are a bread winner, protector and supporter. Women dominated by the societal attitude to accept and behave accordingly. When compared to men and women regardless of the socio-cultural influence on their success men can move from one place to another in search of facility; whereas women are constrained socio-culturally as they glued to their families (Kassa, 2006).

Community Attitude towards female education

The socialization process in the society is one of the major constraints impacting on the girls' participation in education. This process starts in the family and continues in the school and the society at large (Alemayehu, 2003). Kassa (2006) stated that girls are expected to have special physical protection. Traditionally, they often demand special concern for privacy and social reputation. In some societies there is a cultural belief that females must be secluded from direct

confrontation of other members of the society during puberty stage. In support of this view Alemayehu (2003) also confirmed that parents and societies as a whole expect girls to behave in certain way and boys in different way.

Self-esteem of Female students

Indeed, it is unusual for young girls to have the opportunity to pursue studies in the field of science and technology that are opportunity hard and sophisticated. Instead they have been geared to opt less prestigious and shorter courser such as home economic nursing and typing. Moreover, there is elsewhere the overarching traditional belief that regards girls as less intelligent than boys. This, of course, will have dire consequence for girls' progress in education. In fact, the different expectation and the wrong premises of viewing girls as intellectually inferior will affect girls self-concept, and level of aspiration (Alemayehu, 2003). However, there has been evident to suggest that cultural barriers and attitudes against women are now days seem to be changed. They are not of those times when denying equal rights to women. So, great efforts have been made to raise the community awareness about the value of girls' education.

Teachers' Attitude

Tadesse (2009) stated that girls at secondary school level have problems with teacher's attitudes and behavior. Teachers have been accused in some cases for lacking both of sympathy and helpful attitude for girl students due to the majority of the teachers are consistent with the stereotype conception about the ability of (girls, they perceived girls as having less talent than boys). Thus, both male and female teachers have low confidence and gave less attention and supportive help than boys Gender stereotyping of subject in school take place commonly with boys being encouraging to study (emphasize) science and mathematics and girls subjects to study home science, language and the like. The curriculum and materials carry both implicit and explicit message that characterizes women as inferior, helpless and dependent

2.8 School related factors affecting females student academic achievement

There are so many factors female students' school related factors which affect academic achievement in walmera worda secondary school.

Female Teacher as a Role Model

The importance of female role models is widely accepted as means of promoting greater gender equality (UNESCO 2003). The promotion of role model such as female teachers has been a strategy to encourage females' education particularly young girls in rural areas. According to Kassa (2006), in all aspects of girls' school the availability of female teacher is salient as both an instrument and a product. Girls having women teachers can speed up formation of a clubs of female teachers. The presence of female teachers in the teaching staff can attract girls to learn by providing a guarantee to parents to enroll their daughters. He also stated that highest female literacy and enrollment rates of all states due to large number of female teachers. The shortage of female teachers as well as female civil servants, in addition to the lack of infrastructure can frustrate both parents and female students to enroll. This can affect the achievements of female students in education.

2.8.1 Teachers qualification and experience

In order to achieve student academic outcome, teacher play crucial role in the teaching/learning process. Accordingly, teacher qualification is widely recognized by policymakers, practitioners, and researchers alike to be the most powerful school-related influence on a child's academic achievement (according to Raymond and Leah 2016). In addition maintains that a teacher who is highly effective improves both students academic learning in the short-term and their long-term quality of life.

School is where people go to acquire knowledge, learn skills, and develop values that will make them productive citizens and help them grow to their fullest potential as human beings (Raymond, 2016). The quality of the teacher in any school setting is claimed to be the most critical component for improving student achievement and closing achievement gaps.

As Berhanu (2016) cited from Dougass (2000) indicated one important of teacher's instructions in helping students learn how to learn. Teachers themselves know more about the foundation of subject area and they must understand how students think as well as what they know in order to create experience that produces learning. Each teacher is experienced to mix and match objectives and activities to produce a meaningful learning experience for students.

According to Daniel and Funmilola (2017) cited from Edu and Kalu (2012) academically qualified teachers are those who have academic training as a result of enrolment into educational

institution and obtained qualifications such as, BA, MSc, MA and while professionally qualified teachers are those who have professional training that gave them professional knowledge, skills, techniques aptitudes as different from the general education. Silfi (2013) also emphasized that teachers involved in training were more effective in classrooms as compared to teachers who had not undergone training.

However, as Daniel and Funmilola (2017) define a well-qualified teacher as one who was fully certified and held the equivalent of a major in the field being they taught. There is a disagreement among many of the scholars on the impact of teacher's qualification on student's achievement in education. For instance, Harris and Sass (2008) reported that the most important school-based determining factor of student's achievement is the teacher quality. Akisolu (2010) asserted that availability of qualify teachers determined the performance of student in schools. Because of teachers can make a difference if have knowledge and ability of subject matter even in a situation where there is no sufficient classroom, libraries and other required teaching learning materials.

Nevertheless, student achievement gains would be inhibited unless teachers were competent in effectively using additional instructional time, investing more resources to lengthen the school day have no influence on achievement until teacher skills are up grade (Tesfaye, 2014 cited from Fuller, 1986). This verifies that the effectiveness of any educational system largely depends on the quality and commitment of teachers. Ayalew (2009) suggests that indeed teachers are the most important element in the realization of educational goals. For this reason educational system should endeavor to attract qualified people to the profession and to provide them with the best possible working conditions and material incentives that will satisfy their need so as they bring a noticeable change in the achievement of the learners, they are the remarkable stakeholders in the achievement of the students.

Moreover, in order to divulge the importance of competent and qualified teachers vividly, Zewdu (2014) and Ayalew (2009) stated respectively that, teachers in higher cognitive complexity more likely to be flexible, adaptive, creative and innovative. Thus, the effective and efficient educational goal attainment in general and student's academic achievement in particular may be determined by teacher's qualification or competency. While Ayalew has farther emphasized teachers play decisive role in the fulfillment of education goals. Whatever, curriculum change is

introduced and whatever reform is made all will be of little or no avail without qualified and commitment of teachers.

As Ethiopia was launched teacher Development program to solve the complex problems of teachers. The main objectives of the TDP are to produce the teachers: (1) with appropriate academic knowledge, professional ethics, attitude, commitment and self-confidence; (2) capable of conducting action research, apply participatory problem solving and learner centered teaching approach, implement continuous assessment techniques, practice democratic principles in class room and are competent to discharge social responsibilities;(3) responsible to encourage students particularly females who are interested and have the potential to join teaching profession; (4) who care for the physical, social and emotional development of their students and support students (specifically students with special needs) by preparing and applying educational technology and enhance students learning practice. But know a day the teachers educational quality or competency was gone on contrary of idea mentioned above in Ethiopia particularly in study area (Getu 2012 p .2).

Experience is the best teacher. Seweje and Jegede (2005) noted that the ability of a teacher to teach is not derived only from one's academic background but it is based upon outstanding pedagogical skill acquired. However, teacher experience has a significant effect on pupil performance in primary schools and at upper secondary level. As Akanbi, Omosewo and Ilorin (2018) cited from Ayugi et.al. (2013) stated that experienced teachers have a richer background of experience to draw from and can contribute insight and ideas to the course of teaching and learning, are open to correction and are less dictatorial in classroom. Teachers' experience and student achievement was that students taught by more experienced teachers achieve at a higher level, because their teachers have mastered the content and acquired classroom management skills to deal with different types of classroom problems.

Furthermore, more experienced teachers are considered to be more able to concentrate on the most appropriate way to teach particular topics to students who differ in their abilities, prior knowledge and backgrounds. Accordingly there is the need to examine the effects of teacher's qualification and teaching experience on student's achievement in education in secondary school of walmera wareda Special Zone of Oromia regional state. And this study intends to scrutinize current status of student academic achievement and draw findings that can influence educational

outcome. As a result, the researcher want to identify teacher's qualification and experience was applied to female student achievement and quality of education in secondary school of walmera Woreda Special Zone of Oromia.

2.8.2 Teachers characteristics

Effective teaching is determined by teachers' knowledge of subject matter and mastery of pedagogical skill, which create positive effect on student's academic achievement. To show the impotence of qualified teachers, Ayalew (2009) has indicated the teachers play decisive role in the fulfillment of education goals. Whatever, curriculum changed is introduced and whatever reform is made all will be of little or no avail without qualified teachers.

Dougass and others (2000) indicate one important of teacher's instructions in helping students learn how to learn. Teachers them selves know more about the foundation of subject area and they must understand how students think as well as what they know in order to create experience that produces learning. Each teacher is experienced to mix and match objectives and activities to produce a meaningful learning experience for students. Frase (1992) notes that "we believe that teachers are every school's greatest resources and that only through teachers professional growth and development can schools growth and development can schools achieve marked success." Effective teachers are highly committed and care about their students and they need supportive working conditions to maintain these attitudes (UNICEF, 2000). The ultimate goal is to bring improved performance, quality and output to education and simultaneously to bring pride of workmanship to teachers (Deming 1968). Teachers can make a difference even in a situation where there is no sufficient classroom, libraries and other required teaching learning materials. Fekede indicates that if teachers are well qualified, well paid, motivated respected and get opportunity to update his/her knowledge get prepare pedagogically and content wise. Teachers can make a difference in student's academic achievement in classrooms and initiated to do things with their own effort. The most important measurable impact of the schools on the measure competence of their students was not the curriculum or a school's resources but teacher's knowledge of subject matters and method in teaching (Hebbet, 1982). However, student achievement gains would be constrained if teachers were not competent in effectively using additional instructional time. Investing more resources to lengthen the school day may have no influence on achievement until teacher skills are up grade (Fuller, 1986). The strength of any educational system largely depends on the quality and commitment of its teachers. Ayalew

(2009) suggests that indeed teachers are the most important element in the realization of educational goals. Because of this every educational system should strive to attract qualified people to the profession and to provide them with the best possible working conditions and material incentives that will satisfy their needs.

2.8.3 The impact of school principals on academic achievement

Leadership is a crucial factor in school effectiveness and the key to organizational success and improvement. Leadership helps to establish a clear and consistent lesson for the school, which emphasizes the prime purposes of the school as teaching and learning and is highly visible to both staff and students. Regarding the role of effective principals as Zewdu (2041) cited from (Harris, 2003) state as follows: Effective head teachers are responsible for defining the mission of the schools and setting goals. These objectives underlined traditional student achievement and are broadly joint together within and outside the school. In addition, they are accountable for administration the regular factions within the school organization that maintain teaching and learning: for instance, managing resources, time, the curriculum and staff. They also required to encourage a qualified learning climate by instituting high prospect and principles of student behavior, and they are anticipated to develop a strong customs at school that include a safe and orderly work environment, staff alliance and solidity.

Despite the high number of studies that show that educational leadership does not have a direct effect on student's achievement, school leaders are generally held responsible for the achievement of students. The result found that schools with higher levels of transformational leadership had higher collective teacher efficacy, greater teacher commitment to school mission, school community, and school- community partnerships, and higher student achievement. Increasing the transformational leadership practices in schools makes a small but practically important contribution to overall student Achievement (Ross & Gray, 2006).

According to Dahie, Mahamud and Hoshow (2015) cited from Leithwood and Riehl (2005) leaders engage in three kinds of activities that promote achievement. The first is setting direction that includes, but not limited to, establishing a shared vision and fostering the acceptance of group goals. The second is changing the organization by strengthening the culture, modifying organizational processes and changing structures. Finally, leaders can develop people by offering intellectual stimulation and offering individual support. Teacher leaders may engage in any of

these activities through adopting any of the leadership styles. Student Academic achievement is the outcome of education or the extent to which a student, teacher or institution has achieved their educational goals.

In general, studies in the reciprocal model attribute students academic achievement to either particular leadership styles or to certain leadership practices sought to be effective in enhancing students academic achievement (Dessalegn, Bekalu and Frew (2016) cited from Waters et al., 2003). Put it another way, what principals' do and the way they do it in a particular school setting affects the academic achievements of their students. The above lines of argument, suggest the need for further research investigating the correlation between principals' leadership effectiveness and females students academic achievement as being vital for theoretical as well as practical reasons.

Such studies are vital in various cultural and political contexts as culture has a substantial impact on the principal's leadership style (Al-Safran et al., 2013), on one hand. On the other hand, previous researches carried in different countries yield in divergent findings pertaining to the effects of principals over students' academic achievements (Waters et al., 2003). This study therefore attempted to investigate the relationship between principal's leadership effectiveness and females students academic achievement in secondary schools of Ethiopia with a focus on Secondary Schools of Walmera Woreda Special Zone of Oromia.

According to Zewu (2014) cited from (Potter & Powell, 1992) effective secondary school principal is aware of teachers need ,offers feedback in response to performance and encourages teacher`s long term professional development and uses this development for the benefit of the school by providing positive leadership, and sets goal and motivation the staff to be committed to their achievement. Thus, the competency and commitment of the school principle and his /her collegiality of leadership the secondary schools, would have a positive correlation with student academic achievement. Regarding this, researchers agreed that student`s perform better in schools having properly qualified and experienced principals than those who do not. But, it does not mean that all principals fulfill such qualities. Principals having the above qualities are those who are well qualified and experience in related area.

In relation to this, Zewdu (2014) from (Hallak, 1990) has pointed out that, principals or department heads frequently lack of training or resources to be effective supervisors,

administrators or managers. Consequently, principals are tied to supervisory duties that they have neither the time nor the technical knowledge to carry out effectively, especially in large schools, and it is difficult to see how even a concerned operation can succeed in raising standards of teaching under such circumstances. Generally, in the school system, the school principal is the key person to organize, mobilize and integrate all the school's human and non-human material resources so as to bring about quality of education in that school and enhance students' academic achievement. Therefore, to carry out this responsibility, the school principal should be well qualified, trained, and experienced in the leading groups in the school, how to keep school discipline, how to communicate with groups in the school, how to decide quality decision, and how to program efficient supervision in the school system.

2.8.4 Instructional materials

The academic achievement of students can be affected by number of factors in secondary schools among them is availability of instructional materials. The instructional materials such as textbooks, modules, reference books, magazines, new audio visual (plasma) and other equipment are very crucial in facilitations effective learning. Moreover, instructional materials are critical ingredient in learning and the intended curriculum cannot be easily implemented without them. They processes information organize the scope and sequence of information on presented and provide opportunities for students to use what they have learned instructional materials are among the important variables that enhances instructional outcome. The quality and relevance of text books, modules and others reference materials in schools is one of the most consistent factors leading to improve the quality of education. Textbooks are the single most important instructional tool in the classroom. They have the largest and most obvious influence on curriculum to the extent of standardizing teaching ad structural practices. In the case of secondary schools of Ethiopia are characterized by shortage of instructional material and other teaching equipment (Tekeste,1990) has stated the following: In Ethiopia school teachers have no teaching materials designed to assist them text book which one load to students against payment are always in short supply in most case several students share the text books. This reveals that one of the major problems in secondary school is shortage of instructional materials, which could affect both the work of teachers and students. Thus, such a situation is indeed to affect the scholastic achievement of the students and teaching learning process could not be done properly due to lack of appropriate support of instructional materials.

2.9 Self related factors(personal factors)

There are several reasons for the low participation of females students in academic achievement performance. Most of the reasons are associated in a certain way to perceptions that these subjects are "male domains" that females are less capable in those fields and that females don't need academic (Betz, 1997). These perceptions that reflect a gender bias toward science education exist among parents, teachers, peers etc (Eccles, 1997) the attitude and expectations of these people towards females' education is the result of their perception that females are incapable of academic performance.

Self-perception of females about their capabilities in different subjects in turn is shaped by the attitude and expectations of other people around them. According to Scheefelben and Farrel (1982), the differential behavior and women within the educational system can be explained in terms of the self-perception they have their ability. (Slaughter and Defoe, 1997: 42) also argued "the long term outcomes of schooling would be dependent on students' self-perception both as a learner and as a person." Moreover, students' self-perception about their academic abilities and potential are especially influenced by what teachers, parents, and the society at large expect from them.

Attitudes of women based on their "self-image" and the expectations of men about the "role and status of women" are seen as the "fundamental obstacles" to women equal participation in Development (Synder Margaret and Mary Tadese; 1995:144). They further indicated, "Those ingrained attitudes continuously reinforced the conservative mentality that women and girls shared in common. The result was a passive acceptance of the limitations of their traditional roles and hesitancy to the new fields". Kahle and his colleagues (1993 :380) pointed out that "gender effect influences girls' attitudes towards science, their self-confidence in performing scientific tasks, their achievement levels in science, and their motivation to continue to study education." These and many other researchers (e.g. Keeves, 1973; Nevin, 1973; Kelly, 1978; Aiken, 1974) expounded that female students were handicapped by negative attitude towards education.

2.9.1 Female student attitude toward learning

Numerous studies and researches have been done in many countries to find the factors that influence the student's achievement in education. Among these factors, student's attitude towards school is one important factor that has been consistently studied. Attitude is a central part of human identity. Everyday people love, hate, like, dislike, favor, oppose, agree, disagree,

argue, persuade etc. All these are evaluative responses to an object. Hence attitudes can be defined as a summary evaluation of an object of thought (Mohamed and Waheed, 2011).

In view of that the term attitude refers to general ways such as distinctiveness of individuals as feelings, interest, appreciation, value, commitment, opinions, beliefs, and value system. There have been many attempts made to enhance students' academic achievement. It has always been the main concern of many enthusiastic teachers and parents that their students and children be as much successful as possible. In relation to this, many teachers are persuaded that students need the positive attitude to succeed academically Befekadu (2014) cited from (Zainol,2011 Sarwat (2013) noted that attitude affects behavior, influencing what the learner selects from the environment, how he/she will react towards teachers, towards the material being used and towards the other students.

For some students, school is central to their daily life. They view schooling as essential to their long term well-being, and this attitude is reflected in their participation in academic and non-academic pursuits. The students tend to have good relations with school staff and with other students when their attitude to school is positive. However, many youths express negative attitude to school as they do not tend to believe that the school and success in it will have a strong bearing on their future. Such negative feelings and attitudes may result in their becoming disaffected with school.

Students may withdraw from school activities, and in some cases, participate in disruptive behavior and display negative attitudes towards teachers and other students. Students attitude to school can be seen as a disposition towards learning, working with others and functioning in a social institution. Conditions for students to realize academic, social, and personal success; and emphasized that attitude towards school, also referred to as the sense of belonging is the first and most crucial. It emphasizes self-worth, engaged learning and sense of purpose.

Academic achievement should be also analyzed in a relation to females student's attitude towards learning and school, as it ensures internal motivation for providing better performance. To sum up, attitude to school can be, for some students, indicative of educational success and well-being. As such, this perception deserves to be treated alongside academic performance, an important outcome of schooling. The academic performance of females students may partly depend on the kind of attitude they put up towards school and the level of success they wish to

attain. It is for this reason that this investigation is necessarily embarked on to critically study the relationship and the extent to which students attitude towards school can predict their academic achievement.

2.10 Summary of literature review

I. Education acknowledged benefiting individuals and promoting national development as well. Educating females and males produces similar increases in their subsequent earnings and expands future opportunities and choices for both boys and girls. However, educating girls produces many additional socio-economic gains that benefit entire societies. These benefits include increased economic productivity, higher family incomes, delayed marriages, reduced fertility rates, improved health, and survival rates of infants and children (Report developed for USAID's Office of Women in Development by the Equate Project, 2008).

II. Education is a universal human right that established in different international covenants. As articulated in the 1948 Universal Declaration of Human Rights every child has the right to education. This legacy of education as a human right fuels the current drive to achieve universal primary education and to promote gender equality and empower women.

III. Most economists and international development agencies believed that, girls who receive education not only improve their own vocational opportunities, living conditions, and social status, but also promote economic growth and the social development. Robinson (1993) and Engin-Demir (2009), argued that sizable research has consistently shown that students "academic achievement has influenced by background of family characteristics such as socio-economic status of parents, level of education, occupation and income has been the most significant source of disparities in female students performance. Elopement of the entire nation (Glewwe and Kremer, 2006).

IV. In the perspective of scholastic factors, teachers' role as professional, their relations with students, educational environment, curriculum, teachers' expertise, text book quality, implementation and follow up, student-teacher affinity, counseling and motivation, examination system and cost of education are significant.

2.11 Conceptual framework of the study

The framework shows about factors that affecting female education academic achievement

These factors include: in case of out of school factors ;- parent educational background ,parent attitude , parent socio economics and those are female students have towards achievement;

at school Factors : school principal administration , teacher qualification and characteristic to participation female students academic achievement and personal factors which is attitude to word learning and self relating factors .

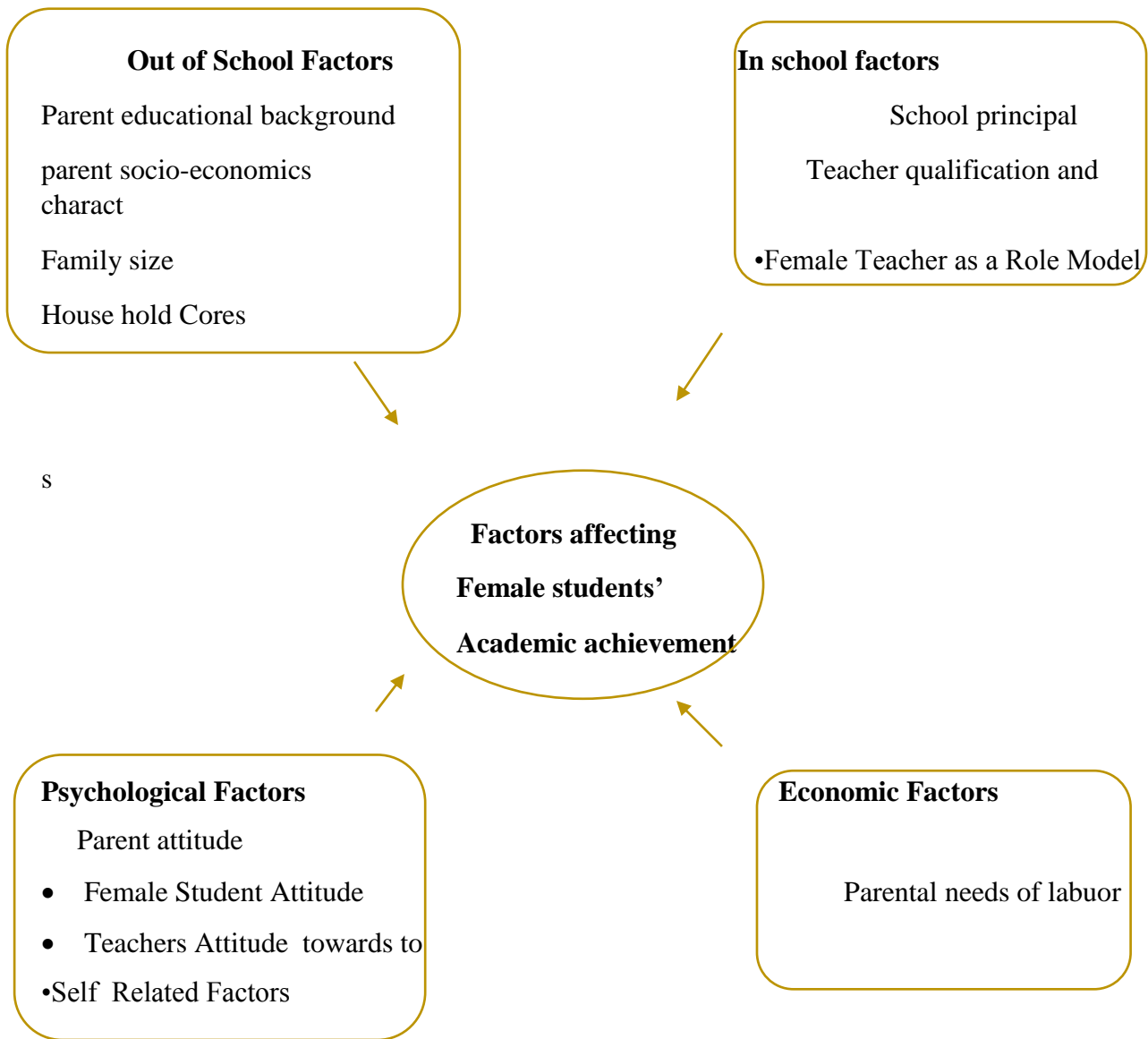


Figure 2.1. Conceptual Framework showing Factors affecting Female Students' academic achievement secondary School

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

The research method part discusses the research design, sampling size, sources of data, sampling techniques, instruments of data collection, and methods of data analysis consecutively.

3.1 Research design

To achieve the objectives of this study, primarily quantitative and qualitative research approach was employed. In addition to this, the qualitative approach was used for cross checking purpose. Specifically, descriptive survey design was used since it enables the researcher to collect data from a relatively large number of populations where used to introduce the distribution of characteristics (Best, 1999).

This study has focus on the main factors that affect female student ' academic achievement in secondary school walmera Woreda Shegar city . Thus, in order to achieve the objective of the study a descriptive survey method is applied. Moreover, the study also used qualitative and quantitative approaches were used because mixed approach as a methodology incorporate multiple approaches in all stages of research from problem identification to research questions, data gathering and data analysis.

3.2 Research method

The general method of this study is mixed method. That means quantitative supported by qualitative approach. Mixed methods design is useful when the strength of both quantitative and qualitative can provide the most understanding for research problem (Creswell, 2009). Moreover Creswell and Clark (2007) also indicated that mixed method approach is more than simply collecting and analyzing both kinds of data; it also involves the use of both approaches in the same way, so that the overall strength of a study was greater than either qualitative or quantitative research. Hence, interpretation of qualitative data collected through interview was embeded in discussion section to support quantitative data. The sources of the data in this thesis were female students in secondary of Wolmera woreda ,teachers ,pricipals of schools , PTA, and woreda Education head office. For these respondants there were destrubuted aquestions for each individuals.

3.3 Data sources

The data sources of my study was focused ;the relevant data needed for the study were obtain from both primary and secondary sources of data.

The primary data was collected through questionnaires fill by secondary school female students and teachers; and interview for selected secondary schools principals and supervisors. The reason whay the reacher exclude male student from data collection to get the real information and they took the problem female students' . The secondary data was collected from Wolmera wereda Education office statistics annual abstracts, selected schools record offices and other relevant documents related to girls academic achievement.

3.4 Sample size and sample techniques

The population of the study area was focused in female student Secondary Schools Wolmera wereda special of Shegar City. The researcher selected purposively from 5 seondery Schools four(4) secondary Schools selected one is new School found in Wolmera wereda state the reason clearly . The total population of this study area is 84 teachers, 754 female students, 10 school principals and supervisors, 20 PTA/students parent and 1 Worada Education officer was part of the study. From the total population of the study the desire sample size students and teachers , school principals, PTA and Zonal Education officer one hundred percent.

The techniques to be implemented so as to select the sample or target group were both probability and non-probability sampling. For probability sampling, the researcher use simple random sampling for female student and teachers; because it give equal chance . In other words lottery method was taken place in this sampling technique. In addition, purposive and availability sampling technique applied for non-probability sampling. The researcher used availability sampling technique female students' parents because of they have enough knowledge of factors that affect female student academic achievement in selected secondary school walmera wereda.

The sample size on this research was selected according to the type of the research design being used. There are different formulas to determine sample size of the given population based on some characteristics of the population. To make representative sample, the total sample size is determined from the total population by using the formula.

Using sample size determination formula is the most preferable way to determine the right and sufficient sample size (Jenning, 2001). For the purpose of this study, the formula set by Bartlett (2001) used and the sample size calculated as follows.

The sample frame of the study area has taken 2012 by student enrolled during this year (1602)

To calculate sample size:

$$n = \frac{N}{1 + N(e)^2}$$

Where: n stand for sample size

N designates total number of sample frame under the study area

E designates maximum variability or margin of error 5% that means 0.05

1 designates the probability of the events occurring.

example of sample size determination female student $n = \frac{N}{1 + N(e)^2}$

$$n = \frac{754}{[1 + 154 * (0.05)^2]}$$

$$n = \frac{754}{2.885}$$

$$n = 261.35 \text{ which is equal to } 261$$

Based on this formula, the sample size for this study was 600.

Table 3.1: Name of sample school and number of female student

S.N	Name of school	Kebele	Number of female students
1	Kolobo secondary school	Kolobo	437
2	Adda kolobo secondary school	Kolobo	130
3	Burka hara secondary school	Minjaro	127
4	Asgori suba secondary school	Asgori	60
	Total		754

Source: Walmera wereda education record office, 2015 Note: Based on the standard from the total number of 754 female students, 261) female students have taken as a sample.

Table 3. 2: Total population and sample size

S.N	Name of the school	Total population		Sample size determination	
		T	S	T	S
1.	Kolobo Secondary school	25	437	21	120
2.	Adda kolobo Secondary School	21	130	18	58
3	Burka hara Secondary School	20	127	18	58
4	Asgory Secondary School	18	60	12	25
	Total	84	754	69	261

Source: Walmera wereda education record office, ,2015

Note: Based on the standard from the total number of **848** population, **339** population have taken as a sample size determine

3.5 Instruments of data gathering

The study employed both qualitative and quantitative research approaches in order to touch important aspects of the situation. Therefore, different data gathering instruments or tools were used to collect relevant information or data for the study such as both open and closed ended questionnaires and interview.

3.5.1 Questionnaires

Both open and closed ended questionnaires was used for students, teachers, principal and supervisors, student parents even though all the instruments was developed in English language. In order to avoid language problem, all the instruments was translated to in Afan Oromo and the majority of the questionnaires" items were prepared in rating scale or liker scale like items based on scale from "strongly agreed to strongly disagreed and from very high to low". The questionnaires prepared for teachers and female students were based on the socio-economic factors, school related factors, psychological factors and family related factors of females academic achievements in education. The closed-ended questionnaire chosen for it becomes easy to fill out, takes relatively little time, keeps the respondents on the subject, is relatively objective, and easy to tabulate and analyze.

The open-ended questionnaire, in other way, is intended for it gives respondents a chance of giving their responses in their own words relatively freely (Best and Khan, 2005: 301-302)

3.5.1.1 Validity of the instruments

Validity is the extent to which research results can be accurately interpreted and generalized to other populations. It is the extent to which research instruments measure what they are intended to measure Borg and Gall (1989).Piloting was used in validating in the two schools. This checked on the clarity of the questionnaire items thereby eliminating any ambiguous wording or misunderstood clauses. Questionnaires were modified before the actual data collection. Items found to be inadequate for measuring the variables were discarded or modified to improve the quality of the research instrument and therefore increased their validity.

3.5.1.2 Reliability of instrument

The researcher was used pilot testing study that enables to find out ambiguities and misunderstanding of each item from the previously delivered pilot test in such away the data obtained from pilot test was analyzed and checked for modification and required improvement. Accordingly the questionnaire was distributed to the respondents for the actual work of the study and final the questionnaire was collected from the respondents. In line with this, pilot participants were selected at random in accordance with the sampling procedures mentioned above. The instruments were administered to 10 teachers, 20 students, 1 principals, 1 supervisors. After all, each of the items of the instruments was thoroughly examined, and finally vague and unclear statements were corrected before the actual usage.

3.5.2 Interview guide

In this study, to get additional information i.e. for the purpose of triangulation to the data to be obtained through questionnaires; interview was used to obtain information about encouragements do to female students to enhance their academic performances, factors associated more with girls' failure to perform well in the school and other related concerns about academic achievements of female students from school principals and supervisors. Semi-structured interview is employed with the aim of substantiating the data gathered through questionnaire, probing views and opinions, and giving chance for informants to expand on their responses, and saves them being of the points (Lidico, et.al. 2006:124). Moreover, it allows a wider freedom to ask further questions and helps control the direction of the interview to draw out the required

data (Brown, 1998, cited in Getachew, 2010). In semi structured interviewers work from a script of prescribed questions, called an interview guide, which sometimes has prompts that allow for limited flexibility. The interview sessions with principals and supervisors were took place in their offices in different time. The interview were held by Afan Oromo for in depth explanations of ideas and intensity, which finally be transcribed into English. The average time taken to gather information from each interviewee's was 40 minutes. Totally, it has taken around 4 hours from the six interviewees. During the interview, responses were recoded with the agreement of the interviewees; which has taken by the researcher in the form of written note.

3.6 Procedures of data collections

The Questionnaire was developed in interpretation of the basic questions. The questionnaire was pilot tested for 20 female students and 5 teachers" in order to ensure the relevance of the items. Then, after the feedback obtain, the questionnaire was reformed, allocate and collect accordingly. After checking the validity and reliability of the instruments, some sort of orientation on how to administer the research questionnaires was given to the researcher's assistants and/ or to the remunerators. Then, the research questionnaires administered to the randomly selected samples of the population by the researcher assistants.

During the delivery of the instruments, an orientation was given and the purpose of the study was highlight for all the sample respondents collectively and /or individually at their respective schools. Concerning the interview, the researcher himself was conducted it with the school principals and supervisors of the sample schools. To do so, the researcher was created good rapport with the research participants to obtain their free from the very coming of the interview.

Accordingly, a research protocol (research ethics) was prepared, and discussed on before starting the interview. Furthermore, for the matter of privacy, the interviewees were given fictitious names. Interview was conducted on intermittent bases with separate sessions that was last for about forty minutes in average. The interview were held by Amharic for in depth explanations of ideas and intensity, which finally be transcribed into English. During the interview, responses were recoded with the consent of the interviewee.

3.7 Method of data analysis

Based on the nature of data, data analyses can be quantitative and qualitative. To analyze quantitative data obtained in the case of questionnaires the descriptive statistics will use such as

tabulation, frequency, percentage and mean. Frequency distribution is an organized tabulation of the number of individuals or scores located in each category. In this research, frequency was used to correctly determine the number of individuals or scores in each kind. In other ways, percentage was used to illustrate the proportion of participants who are represented within each category. The qualitative data obtained through interview and open-ended items were combined with the quantitative data was analyzed and interpreted together quantitatively and qualitatively in order to address the research questions. Spearman's rho was employed to analyze the relationship of dependent and independent variable.

3.8 Ethical consideration in the research work

In the journey of the study, efforts were made to protect the research participants, to improve the validity of the data gathered, and to maintain rigor of the overall research procedures and findings. Utmost efforts were made to protect the identities and moral values of the research participants. Equally, validity and procedural rigor has been taken care of as a part of maintaining ethical standards of the research work. Among others, efforts were made a) to give clear, understandable and focused directions and criteria for data collection procedures; b) to maintain anonymity of the data sources; c) to corroborate the research results and interpretations by way of mixing the quantitative and qualitative results (as Taye 2013, cited in ,Firdissa, 2010:158-161). Consequently three ethical principles have been considered in this study; 1) informed consent, 2) anonymity 3) procedural rigor

Informed consent: consent and cooperation of data sources were secured through different mechanisms. In the first place a) the procedure to be followed in giving information on the basis of specific data collection tools; b) the envisaged confidentiality of the responses in was clearly presented.

Anonymity: utmost efforts were made to maintain the anonymity of the research participants. The information the research participants provided by no means could reveal their identities.

Procedural rigor: care was taken to maintain the rigor of the procedures in relation to preparing and administering the tools for data collection, in selecting appropriate participants, in collecting data, in meticulously sorting out and analyzing the data and validating finding. Overall, utmost possible ethical roles have been considered to ensure that the research is conducted in ethical manner maintaining consent, anonymity and procedural rigor.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter deals with the analysis of data, their presentation and interpretation as collected data in four secondary schools. Data are presented in tables and analyzed as collected from the sampled schools. The analysis aimed at addressing the purpose of the study, which was on factors that affecting female students' academic achievement in Government Secondary schools of Walmera Woreda Shegar city Oromia regional state. Performances in relation to the various factors affect academic achievement mentioned in Chapter one are presented and discussed.

The questionnaire return rate completion rate is the proportion of the sample that participated as intended in all the research procedures. Out of the 20 questionnaires administered to the teachers, all of them 60(86.9%) returned the questionnaires. Out of the 38 questionnaires administered to the students 237 (90%) returned the questionnaires. These percentage rates were deemed adequate for the study. This was very adequate for the study since according to Mugenda (1999) a 50% response rate is adequate, 60% good and above 90% is rated very well.

4.2 Characteristics of Respondents

The data obtained from students and teachers were presented , analyzed and interpreted as follows:-

Table 4.1 Characteristics of sample respondents by sex & age

No	item	Category of item	Respondent						Warada education head office	
			students		Teachers		principal			
1	Sex		F	%	F	%	F	%		
	male				51	85%	10	55.5%	1	100%
	Female		237	90%	9	15%	8	44.4%		
	Total		237	90%	60	92%	18	100%	1	100%
2	Age	15-20	197	83	-	-	-	-		
		21-25	34	14.3	-	-	-	-		
		26-30	6	2.5	37	61.6	5	27%		
		31-36	-	-	11	18.33	11	61%		
		37-40	-	-	6	10%	2	11%	1	100%
		Above	-	-	6	10%	-	-	-	-
		Total	237	100%	60	100	18	100%	1	100%

Table 4.1 As shown that there was a gender imbalance in distribution of male teachers 51 (85%) and teacher female 9(15%). The school principal gender respondent was male 10(55.55%) and female 8(44.44%) the school principal gender have no influence on the results of this study of data . On the other hand ,the distribution of female students was almost the same with the all my respondents female students 237(100.%) This means the female students were well represented in terms of gender . Therefore ,were likely to give information which is relevant for the study.

Regarding to age of respondent revealed that the majority 37(61.6%) of the teachers were 26-30, the rest 11(18.3%) teachers 31-36, 6(10%) teachers 37-40 whereas 6(10%) above 41 years of

age. There were no teachers below 25years. However the age of the teachers might not influence student academic achievement. Further the researcher investigated the age distribution of female students. The majority of student respondent age were found 197(83%) between 15-20 and 34(14.3%) of them 21-25 years the rest 6(2.5%) 26-30 years. This shows that the age of student might not affect student academic achievement. However the age of the teachers might not influence female student academic achievement. Further the researcher principal investigated the age distribution of school principal. The majority of female student respondent age were found 13(61%) between 31-36 and 5(27%) of them 26-30 years the rest 2(11%) 37-40 years. This shows that the age of teachers of school principal might not affect student academic achievement in Government Secondary schools of Walmera Woreda Shegar City Oromia regional state

4.3 Teachers' Experience and Qualification

Table 4.2. Experiences and qualification of Teacher Respondents

No	item	Category of years	Respondent teachers	
1	Teacher Qualification		F	%
		Diploma	-	-
		BA degree	48	80
		MA degree	12	20
		Total	60	100
2	Teachers Experience	Less than 7years	35	58.3
		8 to 12	12	20
		13 to 15	3	5
		16 to 20	3	5
		Above 21	7	11.6
		Total	60	100%

As shown above table 4.2. Item 1. 48(80%) of teachers were BA /BSC holders and the rest of them 12(20%) were MA /MSC holders. this show that the majority of teachers in government secondary schools are degree holders and some of them are MA/MSC holders . This implies when there is lack of high skilled and qualified teachers in secondary schools; the achievement levels of students become decreased.

Item 2, 35(58.3%),12(20%), 7(11%) ,3(5%) and 3(5%)of teachers served for below7 years,8-12years, above 21 years , 13-15years, and 16-20 years respectively . this implies the majority of teachers experience for below 7 years . Lack of experienced teachers affects the academic achievement of girls negatively.

4.4 The Statemnet problem Status of Female Student Achievement

Table 4.3 Students sat for national examination, those promoted or failed to university.

Academic years	No, of student took national exam			student promoted to University				Student not promoted to university			
	F	M	total	M	%	F	%	M	%	F	%
2010	156	278	434	170	61	42	26.5	108	38.8	114	73.5
2011	165	288	453	185	64	47	28.5	103	35.7	118	71.5
2012	172	301	473	242	80.3	51	29.6	59	19.6	121	70
2013	163	296	459	251	84.7	64	39	45	15.2	99	60.7
Total	656	1,163	1819	848		204		315		452	

Statical data national exam walmera warada education office

As shown in the table 3. the number of students promoted to university in the study area from the statical data wolmera worda education office year 2010-2013 from total number of female student per-year was 42 (26%), 47(28.5%), 51 (29.6%),64(39%) and compered with male student 170(61%),185(64%),242(80.3) ,251(84.7%)respectively, The students who were not promoted to university in this year’s 114(73%), 118(71.5%) , 121(70%) and 99(60.7) and male student 108(38.8%),103(35.7%),59(19.6%),45(15.2%)respectively. Generally this shows that the female students’ performance on the national examination in the in worda particularly in study

area was low which in turn indicates the quality of education was somewhat affected in the study area. As the interview made with principal and woreda education officer showed that concerning the performance of students, all key informants of they agreed on sharing the point that student's academic achievement is declining from time to time. The reason for this low academic achievement could be modes of teaching, infrastructure, technology, teachers 'qualification and devotion to assist students, exam administration system, students' commitment to study and motivation to perform high academic result, the facility of schools such as availability of reference materials.

4.5 School Principal

School principals is the one of factors of affecting student academic achievement response of students and teachers the question

Strongly agree =5 Agree =4 Undecided=3 Disagree =2 Strongly =1

Table 4.5The Respondents of female student and teachers concerning Impact of school leadership

s / n	Item related to school leadership	respondent	Total	5		4		3		2		1		mean	AV mea
				F	%	F	%	F	%	F	%	F	%		
1	Principals involve teachers in decision making related to teaching	Femalstudent	237	96	40.5	97	40.9	32	13.5	7	2.9	7	2.9	4.15	3.75
		teacher	60	13	21.6	23	38.3	10	16.6	4	5	7	11.6	3.36	
2	Principals involve parents in different activities	Femalstudent	237	110	46.4	67	28.3	34	14.3	18	7.5	8	3.4	4.06	3.5
		teacher	60	3	5	33	55	16	26.6	4	6.6	4	6.6	2.9	
3	Principals regularly inform parents on their children's academic achievement	Female student	237	33	13.9	80	33.3	61	25.7	43	18.1	19	8	3.26	3.03
		teacher	60	7	11.7	10	16.7	20	33.3	10	16.7	13	21.7	2.8	
4	Principals communicate instructional goals to teaching and non-teaching staff members	Femalstudent	237	72	30.3	72	30.3	47	19.8	36	15.2	10	4.2	3.67	3.6
		teacher	60	7	11.7	37	61.6	3	5	7	11.7	7	11.7	3.6	

In items 1 of table 5. Female students said that 96 (40.5%) responded strongly agree, 97(40.9%) of student said agree 32(13.5%) stated that undecided and 7 (2.9%) student said strongly disagree. Teachers respondent on this item 13(21.6%) said strongly agree 23(38.3%) stated that agree 10(16.7) 4(5%) and 7(11.6%) said that undecided, disagree and strongly disagree respectively, According to the mean result 4.15 and 3.75 of both student and teachers showed that, the school principal in Walmera Special Zone of Oromia school had been involved teachers in decision making regarding teaching-learning process. Teachers and students respondents indicated that, teachers have involve decision making were high with in the overall mean value of 3.75. As the above data showed us the principal leadership was not affected student academic achievement.

In item 2 of the table female student and teacher respondents were requested to give their opinion whether Principal involve parents in different school activities. Thus 110 (46.4%) of students said strongly agree and 67(28.3%) of them stated agree with the idea. While 34(14.3) said undecided if or not the principals participate student's parent in school matter. The rest of respondent said that 8(3.4%) disagree and 18(7.5%) strongly disagree respectively that means the principals not involve parent in school matter whereas, teachers respondent 3(5%) said strongly agree and 33(55%) responded agree with the idea and 16(26.6) said undecided. As the result of mean 4.06 and 2.95 respectively for both student and teachers showed that the principal were participated student's parent in different school activities.as the average value of mean 3.5 of both student and teachers rated that the student's parent were highly participated in their child education. But as asserted from group discussion of student and teachers and student's parent committee mentioned that there was the gap to involve student parent in school matter.

In item 3, the female student and teacher respondents were requested to give their idea whether the principal regularly inform parents on their children's academic achievement or not. The student respondents 33(13.9%) said strongly agree 80(33.3%) agreed the principals were reported the progressive of student for their parent and 61(25.7%) respondent said undecided whether principals reported the progress of student or not. The rest of respondent said that 43(18.1%) disagree and 19(8 %) strongly disagree for the idea. The teachers respondent also on this idea 7(11.7%) said strongly agree 10(16.7%) agreed to the idea and 20(33.3%) stated undecided 10(16.7%) disagreed and 13(21.7%) strongly disagreed. As the result of mean 3.26

student revealed that the principals were reported student's result for parent and the mean result 2.8 teachers respondent's showed that the principal did not inform to the parent the progressive of their children. In addition to average value 3.03 of student and teachers asserted principals were high reported the student's progress for the parent. As we can understand from the group discussion of teachers and student and from open-ended question there was the big gap in this regard in the school.

In item 4 of the table students and teachers were requested to give whether the principals communicate instructional goals to teaching and non-teaching staff members or not. Student respondent 72(30.3%) said strongly agree and 72(30.3%) of them agreed with the idea whereas 47(19.8%) said undecided the few of respondents 36(15.2%) selected disagree and 10(4.2%) strongly disagreed for the idea. Regarding teachers respondents of the requested idea 7(11.7%) mentioned strongly agree 37(61.6%) agreed with the idea. the remained respondent stated that 3(5%) undecided 7(11.7%) respondents said that disagree and 7 (11.7%) strongly disagree. Accordingly the mean result of student 3.67 and the mean result of teachers 3.6 revealed that the most of students and teachers were asserted that the principal communicate instructional goals to teaching and non-teaching staff members. In order to overall mean value 3.6 of student and teachers insured that the principals were inform the progress of student to their parent.

As we understand from the above table, most of the student respondents of mean score 3.26 conformed that the Principals make regular classroom visits when teachers were teaching for support. Similarly, the teacher responded for the same question the mean result 3.17 revealed that principals were visit the class when the teachers thought. As the overall mean value 3.21 insured that the principals regularly visit classroom when the teachers taught.

According to interview made with female student's parent committee, group discussion conducted with student and teachers and result found from open-ended showed that even though the principals in the study area made effort to use community, student's parent, teaching and non-teaching staff to succeed the goal of education but there was the big gap to use them continuously and in organized way. According to (Potter & Powell, 1992) stated that the effective secondary school principal is aware of teachers need, community participation and student's parent involvement, offers feedback in response to performance and encourages teacher's long term professional development and uses this development for the benefit of the

school .He provides positive leadership, and sets goal and motivation the staff to be committed to their achievement

Accordingly the competency and commitment of the school principle and his /her collegiality of leadership the secondary schools, would have a positive correlation with student academic achievement. Regarding this the researcher agreed that student’s perform better in schools having properly qualified and experienced principals than those who do not. But, it does not mean that all principals fulfill such qualities. Because of there were some gapping completely applying the idea mentioned by the principals in study a

4.6 Learning environment

The learning environment is also one of the school actors which affect female students’ academic performance in the school compound. These learning environments include classrooms, instructional materials, text books, gender sensitive facilities (toilet, sanitation and hygiene etc.) and school laboratory.

Table 4.6 School environment for female students

Item	School facilities	Respondent	High		medium		Low		total
			N	%	N	%	N	%	
1	Inadequacy of class rooms	student	59	25	107	45	71	30	237
2	Shortage of instructional materials	student	64	27	123	52	52	22	237
3	Lack of textbooks	student	43	18	107	45	90	38	237
4	Lack of gender sensitive facilities (toilet, sanitation and hygienic).	student	54	22.8	81	34	102	43	237
5	Inadequacy of school library	student	66	27.8	120	50.6	52	22	237

The results from the findings are summarized above table obvious indicates that, the highest proportion of female students rate the lack of instructional materials (52%), lack of text books (45%), shortage of classrooms (45%), lack of gender sensitive facilities (34%) and inadequacy of the school library (50.6%) as medium in walmera secondary school. What is interesting from the above findings is that in all items of aforementioned the respondents’ reports portrayed that

similar portion of amount rated under the categories of highly affecting the females' education the school.

The FGD was conducted with non-sample teachers indicated that, lack enough text books, chairs, laboratory facilities, clean water supply, and class rooms that adversely affect the girls more than boys. Regarding to text book not all students gets text books for individual use, and hence they cannot study at home. Girls complained that lack of supply of clean water and rest rooms make them absent during menstrual periods and there is no proper fencing or compound wall with security. These problems directly contributed for reducing the female student achievement in education.

4.7 Teacher Competency

Alternatives key scale. Always =5, Often= 4, Sometimes= 3, Rarely= 2 and Never =1

Table 4.7. Teachers competency for student and teachers respondent

No	Items related teachers Qualification	respondent	Total	5		4		3		2		1		mean		AV mea
				F	%	F	%	F	%	F	%	F	%	F	%	
1	Teachers have made effort to development student's knowledge in order to they are being good citizen.	student	23	68	28.6	70	29.5	68	28.6	20	8.4	11	4.6	3.69	3.98	
		teacher	60	33	55	20	33.3	3	5	-	-	3	5	4.28		
2	Teachers teach female student by using of different teaching-learning methods.	student	23	48	20.2	50	21.0	56	23.6	66	27.8	18	7.5	3.19	3.56	
		teacher	60	20	33.3	23	38.3	10	16.7	7	11.6	-	-	3.93		
3	Teachers have less preparation to teach in school because there is no change in their life.	student	23	50	21	39	16.4	27	11.3	46	19.4	77	32.4	2.76	2.19	
		teacher	60	10	16.7	7	11.6	10	16.7	7	11.6	26	43.3	1.63		

In item 1 of the table 7 for female student and teachers respondent were requested to give their opinion whether teachers have made effort to development student's knowledge or not in school in study area. Accordingly the respondent of students 68(28.6%) said that always and 70(29.5%) of student stated often whereas 68(28.6%) said that sometimes that the teacher made effort on their student. The rest of respondent of female student stated 20(8.4%) and 11(4.6%) said rarely and never, that means the teachers have not made effort on their student in the schools. As the finding of above data depicted that the majority of respondent's mean point 3.69 implies that the teachers were made effort always and often to produce knowledgeable student in their schools. The teachers respondents insured that 33(55%) always and 20(33.3%) said that often the teachers in the schools made effort to develop student academic achievement. The rest of respondents 3(5%) stated rarely and 3(5%) of them said never the teachers in the schools were not made effort to strengthen student academic achievement. As the result of mean 4.28 showed us, the teachers in the study area were made effort to produce knowledgeable student. As the overall mean value 3.98 of both student and teachers agreed teachers always and often made effort to brining knowledgeable student in education sector. According to the data found from group discussion of student and teachers showed that even though most of teachers made effort to help their student but, some of them were not.

In item 2 of the table 7 female students and teachers respondent 48(20.2%) and 20(33.3) said that always and often the teachers in the schools teaches by using different methods. Also 50(21%) and 23(38.3) of student and teachers said that often teachers used various way of method to teach their student. As the finding of mean 3.19 and 3.93 shows that teachers have used different methods of teaching like class presentation, assignment, quiz, group discussion and exam method. The average of mean value 3.56 depicted that the teachers in the study area used different way of method to teach their student.

In item 3 of the table 7 female student and teachers were asked to vest their comment if or not the teachers have less preparation to teach in school because there is no change in their life. The students 50(21%) said always and 10(16.7%) are stated often teachers have high preparation to teach. While 27(11.3%) said sometimes, the rest of student 46(19.4%) and 77 (32.4%) stated that rarely and never the teachers have no high preparation in the schools. Teacher respondents 10(16.7%) stated always teacher have high preparation and 7(11.6%) of them said often there is

no a problem of preparation in the schools. The rest 7(11.6%) of them said rarely and 26(43.3) stated that there was no the high preparation of teachers in the study area. As the mean result 2.76 and 2.63 of both respondents implies that there was no high preparation of teachers to teach in study area. As the overall average of mean value 2.69 of student and teachers implies that there was the low preparation of teachers.

As the group discussion of student and teachers, the interview conducted with principals, woreda education officer and parent committee and data found from open-ended showed that the major problem in the school, teachers competency in their profession and their preparation to teach in their field. In order to the principals and student's parents stressed the teachers in their school have no interest to teach, this was linkage with different reason like salary, incentive or allowance and opportunity of education to improve their profession. Due to this the teachers instead prepare themselves to teach, they have looked for the other job which enable them to earn good income. Student also said the teachers in their school have a knowledge and ability less than student potential.

According to was stated in learning and teaching domain effective teaching is determined by teachers' knowledge of subject matter and mastery of pedagogical skill which create positive effect on student's academic achievement MOE (2006). To show the impotence of qualified teachers, Ayalew (2009) has indicated that the teachers play decisive role in the fulfillment of educational goals. Whatever curriculum change is introduced and whatever reform is made, all will be of little or no avail without the required competency and experienced of teachers. Teachers can make a difference in student's academic achievement in classrooms and initiated to do things with their own effort. The most important measurable impact of the schools on the desired competence of their students is not the curriculum or the available resources, but teacher's knowledge of subject matters and the methods they implement in teaching and learning (Habbet, 1982).

4.8 The Parents' Socioeconomic Status

The Socioeconomic factors influences the female student's academic achievement do vary from individual to individual and country to country. Previously, most studies of students' academic achievement had been conducted on such issues like socio-economic factors and parent

involvement in their children's education. Parents' economic status has a direct bearing on child's performance.

Alternative key scale: Strongly agree =5, Agree=4, undecided=3, Disagree = 2, strongly disagree=1

Table 4.8 . Socioeconomic status for student and teachers respondent

No	Items related parent socioeconomic status	respondent	Total	5		4		3		2		1		mean	AV mean
				F	%	F	%	F	%	F	%	F	%		
1	There is a problem in buying uniform and supportive materials students?.	Female student	237	46	19.4	51	21.5	13	5.4	68	28.6	58	24.4	2.8	2.58
		teacher	60	7	11.6	7	11.6	3	5	27	45	16	26.7	2.36	
2	parents are un employed they can help you for what you need?.	Female student	237	51	21.5	74	31.2	27	11.4	27	11.4	56	23.6	3.1	3.0
		teacher	60	17	28.3	13	21.6	13	21.6	17	28.3	-	-	3.05	
3	The low income level of your parents negatively influences your academic results	Female student	237	77	32.4	58	24.4	29	12.2	32	13.5	41	17.3	3.4	3.35
		teacher	60	17	28.3	10	16.7	7	11.6	27	45	-	-	3.3	
4	Low parental income level can psychologically affect your academic result?	Female student	237	73	30.8	63	26.5	37	15.6	25	10.5	41	17.3	3.4	3.05
		teacher	60	7	11.6	13	21.6	20	33.3	10	16.7	10	16.7	2.7	
5	have You engaged students by work after class to generate income?	Female student	237	93	39.2	34	14.3	46	19.4	20	8.4	46	19.4	3.4	3.35
		teacher	60	17	28.3	13	21.6	17	28.3	7	11.6	10	16.7	3.3	

In item 1 of table 8 the female student and teachers were requested to vest their comment whether or not the students in study area have a problem in buying uniform and supportive materials in school. Accordingly, 46(19.4%) female student said that strongly agree and 51(21.5%) stated that agree with idea which is student in study area have a problem economically to buy their supportive materials. The rest of respondent 13 (5.4%) stated undecided whether or not student in their schools can buy their uniform and supportive materials. And also 68(28.6%) and 58(24.4%) said, disagree and strongly disagree respectively, that means female students cannot buy their uniform and supportive materials. Teacher respondent 7(11.6%) said strongly agree and 7(11.6%) stated agree whereas 3(5%) undecided about the idea. The rest of respondent 27(45%) and 16(26.7%) said that disagree and strongly disagree with idea. As the result of mean 2.8 and 2.36 of female student and teachers revealed that student have a problem to buy uniform and supportive material, because of their parent economically low income and cannot help their children. As the overall average of mean value 2.58 of student and teachers showed that some of student in study area economically have a problem to by their uniform and supportive material.

In item 2 female student 51(21.5%) strongly agree and 74(31.2%) said agree that unemployed parent cannot fulfill their children's need. While 27(11.4%) stated undecided whether or not unemployed parent cannot help their children. And other student 27(11.4%) and 56(23.6%) said that disagree and strongly disagree respectively that means unemployed parent can fulfill their children's need. Teachers respondents on this question 17(28.3%) said strongly agree and 13(21.6%) stated that agree and 13(21.6%) said undecided with the opinion. As the mean result 3.1 and 3.05 for both student and teachers respectively depicted that unemployed parent cannot fulfill their kid's interest. As the average of mean value 3.0 of student and teachers revealed that job fewer parents cannot help their children. This implies that parents who have low income level affect student achievement.

In item 3 female student and teachers were asked to give their opinion if or not the low income level of pupil's parents negatively influences students' academic results in the study area. The 77(32.4) said that strongly agree and 58(24.4%) stated agree that the low income parent negatively affect student academic achievement in school of study area. The rest of student 29(12.2%) said undecided about the idea whether it negatively affect student result. The

remained respondent 32(13.5%) and 41(17.3%) stated disagree and strongly disagree that the low income parent not negatively influence female student academic achievement. As student mean result 3.4 implies that the parents who are economically poor negatively influence student academic achievement. Teacher 17(28.3%) and 10(16.7%) said strongly agree and agree with the idea. While 7(11.6%) said undecided and 27(45%) teachers stated disagree that the low income student's parent not negatively influence student result. The mean result 3.3 of teachers insured that the mentioned above. As the overall average value of mean 3.35 students and teachers asserted that the economically low income student's parent negatively affects student academic achievement.

In item 4 of table 8: female student 93(39.2%) and 34(14.3%) stated strongly agree and agree such as student have engaged themselves in work after class to get their income. Also, 46(19.4%) said undecided whether or not the student after class go to work to generate their income in the school. The rest of respondent 20(8.4%) and 46(19.4%) stated that disagree and strongly disagree that means student not went to get their income after the class. As the result of mean 3.4 showed that the most student instead of doing their assignment or study, they were deployed on other work to get their income after the class. Teachers also, 17(28.3%) and 13(21.6%) said agree and strongly disagree that means students have gone to another work to generate their income after their class in the school. In order to average of mean value 3.35 of teachers and student rated that the student in study area were deployed themselves on the another job to get their income after or before class instead of study their learn.

In order to interview was made with principals and student's parents, the group discussion was conducted with student and teachers and evidence indicated that, there were the student have economical problem to buy their uniform and materials. Due to this some student instead study their education they have deployed on the other job to get their income either to help themselves or their parent. This also affects student academic achievement in the study area. To support the above idea Gemechu (2014) also claimed socio-economic status has an influence on the students' academic achievement at any level of education on the students. Accordingly the economically poor and unprivileged parents are less able to afford educational fees for their children at school levels and consequently the students do not work at their fullest potential due to lack of necessary supplies needed for their education. In fact, this is true that we can notice it

even though it is not common for all students. The researcher noticed the students whose family provided them necessary facilities for their education, but achieved not as good as those students who were not provided the facilities for their education (Rouse & Barrow, 2006). This means not mean that the socioeconomic status not affect student academic achievement

4.8.1 Parent educational back ground

Table 4.9. Student Responses about their parent educational back ground

No	Item	Educational Level of Student Parents			
		Father		Mother	
		F	%	F	%
1	Your Parent are illiterate they can't read and write	26	10.9	55	23.2
2	Your Parent are literate they can't read and write	60	25.3	68	28.6
3	Your Parent are primary school (1-8 Grades)complete	43	18.1	43	18.1
4	Your Parent are high school (9-10 Grade)complete	51	21.5	43	18.1
5	More than secondary	55	23.2%	26	10.9
	total	235	99	237	99

As shown in table 9, among 237 female student respondents, 26 (10.9%) of their fathers, 55 (23.2%) of their mothers were unable to read or write. 60 (25.3%) of students' father and 68 (28.6%) of their mothers were able to read and write. 43 (18.1%) of girls' fathers and mothers had elementary level of education. 51 (21.5%) and 43 (18.1%) of girls' fathers and mothers had secondary level of education. The rest 55 (23.2%), 26 (10.9%) of students fathers, and mothers more than secondary education level respectively.

This indicates 81 (34.1%) of female students' parents were illiterate (uneducated) but, uneducated mothers exceed by 12.3% of uneducated or unschooled fathers. This implies that the academic achievement of girls is affected negatively.

4.8.2 Parent Occupation

The main objective of the study is to analyze how parental occupation significantly influences secondary school female students' academic achievement in the study area.

Table 4.10. Parent occupation by student respondent

No	Item	Female Student Parents occupation		
		F	%	mean
1	Farmers	146	61.6	
2	Daily Labor	4	1.6	.
3	Un employed	16	6.7	1.95
4	Merchant	11	4.6	
5	Government Employee	36	15.2	
6	Other	23	9.7	
	Total	237	100	

In occupational status students were asked to vest their respond whether occupational of parents in study area affect student academic achievement or not. Therefor female student 146 (61.6%) said that their parents occupation are farmers and 4(1.6%) stated that daily labor. While 16(6.7%) said no job and 11(4.6%) also stated merchant. The rest of respondent 36(15.2%) mentioned their parent government employee and 23(9.7%) stated that their parent works other job. As the finding and mean result 1.95 shows that the parent or society live in study area, the majority of them have deployed on the farming or on the pastoralist business, that means they have earned the low income which is from hand to mouse. So this undoubtable that was being the impact of academic achievement of female student in wolmera secondery schools.

From the beginning parents are the primary persons involved in raising children in every society that is why the family is recognized as an important agent of socialization. Occupation is related with families' prestige, nature of work or job, profession, and their being role model for their children. This is related with the nature of occupation that students engage in after or before school. The nature of parents' job at home like loaded domestic chores and its influences at school on their academic achievement are directly related with students' achievement on their

education. As MAJESS (2015) cited in Memo, et al. (2010) in their research on the impact of occupation status on students' educational achievement at secondary schools. They found that there was significance relationship between parents' occupation and female students' academic performance in admission examination.

4.8.3 Household Chores

The burden of household chores was one important factor that affects the girls in most of the houses in the study area. Having returned from school, they are expected to help their mothers or undertake activities like fetching water and firewood, cooking, taking care of younger children, washing clothes, cleaning the house etc. Moreover, they don't get time for it, even if they wish to do so. Going to school without doing assignments makes them inferior in the eyes of teachers, demoralized, and ultimately become poor in performance. The general belief in the country, that a girl is supposed to do all household activities when she gets married and thus the training for that in childhood is more important than school learning, might be the reason for this compulsion, even if her labor is not essential in some houses.

Table 4.11. Household Chores of the female students

The following table 11 shows the household work of the female students.

S. No	Household Chores	Whole Week		Some days		Few days	
		No	%	No	%	No	%
1	Fetching water	122	51.47	99	41.77	16	6.7
2	Collecting fuel wood	12	5	89	37	85	35.86
3	Cooking meals	162	68.3	60	25.3	16	6.7
4	Caring for siblings	24	10	34	14.5	48	20
5	Washing cloths	103	43.45	128	54	24	10
6	Marketing	48	20	135	56.9	56	23.6
7	Cleaning rooms	190	80	42	17.7	6	2.5
8	Farming	6	2.5	34	14.5	49	20.67
9	Cattle herding	22	9.2	43	18.14	41	17.3
10	Any Others	-	-	-	-	-	-

The above table 11 clearly revealed that going to the farming, collecting wood, cattle herding, caring siblings were rated at a low level. The 1st proportion of girls participates in domestic work like cleaning rooms 80%, the 2nd cooking meals 68.3% , the 3rd fetching water 51.47% and the 4th washing cloths 43.45 % for the Whole week. Going to market, washing clothes, and fetching water are on Some days girls spent in a week but not regular activities. Some activities are like Cleaning rooms, Cooking meals, Fetching water, Washing clothes, Marketing, Caring for siblings, Cattle herding, Collecting fuel wood and Farming are in Few days which employs female lab our. The fact that domestic work takes most of the time available for female students should be analyzed from cultural perspectives. In the study area domestic work is believed to be the role of the females and girls are brought up to accept these roles. In addition to this, the lack of basic services like access to pure water, energy sources, etc. contribute to this problem due to the fact that much time is spent on these domestic activities.

In order to cross check the above information, views from female less academic performance were also analyzed with domestic work defined to include Cleaning rooms, Cooking meals, Fetching water, Washing cloths and care of siblings etc. Overall results for the study area suggest that domestic work is the one of the most important activities that dominates their time throughout the whole week.

4.9 Student related factors

Academic achievement could also be affected by the characteristics of students such as discipline, interest to learn, efforts for doing assignment and carefulness to attend classes. Concerning this, one of student's interviewee said: "School facilities, conducive environment, good management and efforts and qualities of teachers would have no significant value without being assisted by good students' behavior and interest for lessons. It is the sound combination of these situations that make learners successful in their academic achievement." Further she stated that students' background, interest for their lessons and class participation is poor which hinders them in their education. In addition to this, some of student interviewee asserted that most female students are not motivated to study and to perform their homework without anybody's pressure, whether teachers check the homework or not. Their courage for better academic achievement is low which affects directly their educational achievement.

The following table presents female students' related factors those thoughts to be mostly affects female students' academic achievement.

Table 4.13. Responses Related to Female Students' Factors that Affect Female Students' Academic Achievement

S/ N	item	respondent	Very high		High		Low		Very low		Neutral	
			N	%	N	%	N	%	N	%	N	%
1	Students' self-motivation											
		Teacher		-	17	28.3	29	48.3	15	25	-	-
		Student		-	148	62.5	66	27.7	23	9.8	-	-
2	Not positive relation with their teachers	Teacher		-	24	40	31	52.6	4	6.6	-	-
		Student	15	6.3	108	45.5	106	44.6	9	3.6	-	-
3	Absence of regular school attendance	Teacher		-	36	60	24	40		-	-	-
		Student		-	155	65.2	66	27.7	17	7.1	-	-
4	Not positive relation with male schoolmates	Teacher		-	31	51.4	25	41.9	4	6.8	-	-
		Student	27	11.6	106	44.6	104	43.8		-	-	-
5	Less amount of time invested on educational activities	Teacher		-	39	64.9	21	35.1		-	-	-
		Student	40	16.8	144	60.7	46	19.6	7	2.7	-	-
6	Less attendance on tutorial and supportive classes	Teacher		-	37	60.8	15	25.7	8	13.5	-	-
		Student	66	27.7	70	29.5	102	42.9		-	-	-
7	Inability to become well planned and organized	Teacher		-	35	58.3	17	28.4	8	13.5	-	-
		Student	40	16.8	78	33	74	31.3	45	18.8	-	-
8	Lack of self confidence	Teacher	2	3.3	34	56.8	24	40		-	-	-
		Student	72	30.3	101	42.6	63	26.8		-	-	-
9	Lack of adequate effort and carelessness	Teacher	7	11.6	31	51.4	22	36.5		-	-	-
		Student	44	18.5	106	44.6	87	36.6		-	-	-

Item 1, in the above table 12, is about self-motivation of female students for better academic achievement. As presented on table 13, 62.5% of participants forwarded that there is low self-motivation of students. In contrast, 37.5% of them identified that there is high self-motivation of students for achieving academically better. In the other hand higher percentage of teachers respondents (73.3%) realize that student self-motivation and desire for better academic achievement were low.

According to item 2 and 4 participants realized female students have a medium degree of relation with their teachers and male schoolmates. Accordingly, 45.5%, 44.6%, 3.6% of respondents' rate females' students' relation with their teachers as high, low and very low respectively. They rated the effect of their relations with their male classmates as high (11.6%), low (44.6%) and very low (43.8%) respectively.

Item 3 discusses about absence of regular school attendance. Many of student respondents (65.2%) indicated that female student absenteeism is high compared to male students. The same is true regarding teachers respondents. Around 60% of them realized that female student did not attend their class regularly. However 34.8% of student respondents asserted female students class attendance as regular when compared to male students. On item 5, they were asked to evaluate the time females invest in educational activities compared to male students. Concerning this 77.5% of students responded that females spent lesser time in educational activities. Only 22.3% are confidentially responded female student spent enough time of study compared to male students. Higher percentage of teachers' participants (65%) realized the same thing as mentioned above.

Regarding to less attendance of tutorial and supportive classes most of the respondents (57.2%) rated high and very high. Rests of the respondents (42.9%) disagree with the idea given. As well 60.8% of teachers participant responds approved that there were high attendance of constructive classes and tutorial classes. Concerning the options forwarded, "Inability to become well planned and organized", 50.1%of the respondents agree and the rest half of the respondents disagree with the given item.

On above table 12, item 8, is raised to evaluate self-confidence of female students in education. While the majority of the respondents (72.9%) said they lack self-confidence, the rest participants (26.8%) forwarded that female students are confidential as male students for their academic achievement. Furthermore, in the same table, it is seen that there were lack of adequate effort and carelessness. This idea is shared by higher percentage of the research participants (63.%). However, 36.5% of them respond that there were no convenient environment for reading and studying.

4.9.1 Time spent on household activities

Table 4.13. Student responses about the extent of time they spent on household activities within a day

Item	Female students respondents (N=237)							
	1-2hrs		2-3hrs		4-5hrs		>6hrs	
	N	%	N	%	N	%	N	%
How many hours do you spend per day when you are helping your family in household activities	30	12.6	55	23.2	61	25.7	91	38.4

These activities are tasks of a great number of girls in every day, since a great number of girls engaged in aforementioned household activities more than 6 hours. Various researchers also argue that girls have spent most their time in helping families in the household works.

This indicates that girls mostly exposed to help their family's household activities. Due to this, they faced shortage of time to study; this situation contributes to girls having poor academic participation and performance. (Aged, 2002)

4.9.1.1 Household activities and its impact

Table 4.14: Household activities and its Impact on girls' academic achievement

item	Consequence of household activities	Student respondents								Mean
		Very high		high		medium		Low		
		N	%	N	%	N	%	N	%	
1	Lack of time to study at home	76	32.0	53	22.3	37	15.6	73	30.3	2.57
2	Lack of interest to study at home	75	31.6	63	26.5	27	11.3	73	30.3	2.9
3	Less classroom participation	73	30.3	68	28.6	47	19.8	68	28.6	2.7
4	Frequent absenteeism	73	30.3	29	12.2	22	8.8	114	48.1	2.26
5	Achieving less in academic performance	84	35.4	65	27.4	44	18.5	46	19.4	2.8

As it can be seen from table 14, out of 237 girl respondents who agreed that household tasks have downbeat girls' academic achievements i.e.76(32.0%) and 53 (22.3%) of girls respectively agreed that household chores have very high and high level of impacts on girls academic achievement as a result of lack of studying time at home. In the case of the second item 138 (58.1%) of respondents

said that when girls become tired with household chores, their interest to study at home becomes less and less, and this has a negative impact on studying properly at home. According to 141 (59.9%) of girls, during the teaching learning process the participation of girls were at lower level. Beside, 102 (42.5%) of girls agreed that mostly very high and high extents of absenteeism encountered as a result of more time girls spent on household chores. Regarding to the last item, 84 (35.4%) and 65 (27.4%) girls respectively agreed that girls' engagement in household activities have very high and high extents of impact their academic performance. A great majority of girl's response indicated that household chores have very high and high extent of impacts on items. On the other hand household chores greatly affects girls studying time at home, create lack of interest to study and they prefer to listen gather actively participate in the classroom teaching learning process as well as among the school communities and it also greatly affects their academic success and persistence

4.9.2 Parent attitude

Table.15 Student responses about the attitude of parents to wards girls' education

Strongly agree =5 Agree =4 undecided =3 Disagree =2 strongly disagree=2

Item	Attitude of parents to wards educating their Daughter	Student respondents										Mean
		5		4		3		2		1		
		N	%	N	%	N	%	N	%	N	%	
1	Parents do not want to educate their daughters	0	0	17	7.1	0	0	85	35.8	136	57.3	1.5
2	Parents do not believe that boys and girls are equally intelligent and can perform equally	0	0	9	3.7	0	0	42	17.7	186	78.4	1.29
3	Parents considered educating girls' as a wastage as compared to their sons	0	0	25	10.5	0	0	34	14.3	178	75	1.4
4	Parents believe that boys have better access to the world of work than girls	34	14.3	42	17.7	0	0	41	17.2	119	50.2	2.27
5	Parents do not have the knowledge of the benefits of educating their daughters	55	23.2	68	28.6	-	-	34	14.3	80	33.7	2.9

Table 15, the five mentioned statements give some sort of information on parental attitudes on their daughter education. In the table the exceptions of item 2 and 3, the responses for the rest of three items have the same ideas even of the rate of their response were different. For instant; in the case of the first item, 93.1% of student respondents agreed that parents want to educate their daughters. According to the great majority of the respondents, parents have positive attitude to send their daughters to school. For item 2, 3.7% of student respondents agreed that parents believed that boys and girls are not equally intelligent and/or cannot also perform equally. Whereas 96.1% of parents agreed that parents believed that boys and girls are equally intelligent and can perform equally.

This indicated that 21.3% of student parents have negative attitudes towards their daughters intelligent and their academic performance since they believed that boys and girls could not perform equally. The reason behind is that most often girls are responsible for household tasks whereas boys are only responsible for their academic matters.

The mean scores of item 1, 2 and 3 were below 1.5. This indicates girls' parents believed that educating girls is as important as educating boys. Beside this according to the mean score of student respondents for item, 4 and 5 is 2.27 and 2.9 respectively. This implies that parents have awareness of the benefits of educating their daughters. Therefore, according to the survey responses:-

parental attitude towards females' education is one of influencing factor for low educational attainments of female students. These problems emanate from the traditions and customs of the society. Thus, the parents' assumption towards female education relies on perception of the women in the community and gender roles.

As it shown in table 15, item 1, out of 237 student respondents 10.7% and 23.3% of student respondents agreed that shortage of classrooms have very high and high extent of impact on girls' academic performance respectively. Similarly, 16% and 28.5% of teachers agreed that insufficiency classes have very high and high extent of impacts on girls' academic achievements. On the other hand, 26.8% of students and 21.2% of teachers agreed that inadequacy of classroom have low level of impact in girls' academic performance.

For item 2, 19.6% and 19.6% of students said that lack of gender sensitive facilities like separate latrine drinking water and like have very high and high extents of impacts respectively on girls'

academic performance. 16.7% and 27.8% of teachers respectively also agreed that lack of sensitive gender facilities have very high and high negative impacts on girl's academic performance. Based on 39.2% of student respondents and 44.5% of teacher respondents concluded that lack or absence of gender sensitive facilities have negative impact on girls' academic achievement.

4.9.3 Parental Support

Table 4.16 Student responses about their parental support

Very high =4 high =3 medium =2 low =1

Item	Types of Support	Student respondents								mean
		4		3		2		1		
		F	%	F	%	F	%	F	%	
1	Provide supportive learning material in the home	83	35.0	85	36.2	60	25.3	8	3.7	3.0
2	They arrange enough time to study at home	55	23.2	38	16.0	105	44.3	38	16	2.4
3	They arrange appropriate reading schedule	51	21.5	47	19.8	51	21.5	46	19.4	2.0
4	They encouraged me to do my school homework and study	86	36.2	76	32.0	67	28.2	13	5.4	3.0
5	They minimize and to share and to give for others my house chores	87	36.7	62	26.1	47	19.8	38	16	2.8

As it can be observed from table 16, among 237 female students who got support from their parents, 83 (35.0%) and 85 (36.2%) of them get very high and high level of supportive materials correspondingly. However, 8(3.7%) of girls did get low level of material support from their parents. On the other hand, even though the rare of the extents of involvement is less as compared to item 1, 55 (23.2%) and 38 (16%) of girl respondents respectively agreed that their parents support them by arranging enough time for studying purpose.

Regarding to item 2, 51 (21.5%) and 47 (19.8%) of girl respondents agreed that paternal extents of involvement towards planning their daughters studying schedule is very high and high

respectively. However 46 (19.4%) of girls agreed that paternal involvement to develop their daughter studying schedule is below the required level.

In item 3, parental level of involvement to support their daughters' education as compared to item 1 and 2 is less because; item 4 needs some sort of educational requirements. In this regard 33.7% of their parents were uneducated and 35.5%

In the case of item,4 and 5 parental level of involvement to support their daughter education is low. For instant, 5.4% of girl students said that parental encouragement for their daughter to do their home works and studying properly beyond at lower level. Then again, 16.0% of girls also agreed that their parents show low level of involvement in sharing household activities with their daughters and/or to provide an order for others. These low levels of parental involvement especially in items 3, 4 and 5 contributed to girls having poor academic performance.

Table .4.17 Female student responses about household activities and its effect on their academic achievement

Item	Student respondent			
	Yes		No	
Do you think that female students engagement in household activities have negative effects on their academic performance	N	%	N	%
		148	62.4	89

As it can be seen from table 17, out of 237 girl respondents 148 (62.4%) agreed that most of the time they spent in household activities. This implies that this involvement effect on their academic achievements. The rest 89 (37.6%) of student respondents agreed that even though girls most often engaged in household tasks, it does not have any impact on their academic performance. However, based on a great majority 148 (62.4%) of girls respondents it can be deducted that household chores have negative effect on their academic performance.

4.10 Worada educational officers' interview response

Concerning the performance of female students, all key informants of educational leaders agreed on sharing the point that most girls had records of low examination achievement. Majority of educational managers of the Woreda education office and school directors asserts that ideally variations or inconsistencies in exam achievements are not good. The reason for the female's student low achievement could be modes of teaching, parent, infrastructure, teachers' qualification and devotion to assist students, exam administration system, student's talent and commitment to study

and motivation to perform high academic result, integrity of school administration and the facility of schools such as reading room, availability of reference materials.

Educational managers asserted that students sometimes were cheating and passing exam answers to all class examinees. Due to lack of time to study and prepare themselves for exam and lack of sufficient prior knowledge on subject matter, students tried to adjust themselves to cheat the exam. These kinds of problems repeatedly happened in past few years exam. They also pointed out that the situation was disgraceful and shame for the students. We know some of the students result was disqualified.

The informant stated that the traditional attitude of women were mostly dependent, especially in their identities and in their social definitions of who they are;-

The community cannot see boys and girls on equal position. Boys are very important than girls. In the absence of father, a boy takes responsibility of the family because boys are physically strong. Even if, a woman can manage a household, she cannot do as good as man. Any courage and support were provided for boys only. No equal time allocation for boy and girls at home. Boys have enough time for studying but females have not. Parents demanded females for domestic work rather than encouraging them for studying, doing assignment, home work and other educational activities rather. Culturally the ways that were discouraged female in all educational tasks.

The respondent also elaborated the concept further from the traditional attitudes and sayings that *“the women’s place is in the home and as such her major role is to be a wife or a mistress and mother”*. In fact the manifestations of these concepts in the traditional attitude are to be found in the following attitudes: *“However, knowledgeable a woman may be the final decision rests with a man.”*

The educational managers replied that they agreed large numbers of eligible females are not achieving well. Even if a girl was in school, she has no time to study and to read and to prepare for the lesson rather waiting the daily routine works at home because the school girls expected to fetch water and firewood for the family. In addition, making coffee and preparing food for whole family and rearing cattle in the field, pounding grain and purchasing important items from the market for the family. Girls’ labor is used to substitute for mothers’ work in the households. In one or other way girls have such heavy, long and tiresome and difficult activities in the household that take a lot of time energy. Gender biases on burden of domestic workload and direct and indirect cost of schooling are negatively affecting the school attendance and academic achievement of female students at large. The argument here is that the school girl has no time to refer books, study and to do an assignment. The domestic work makes them too busy. As key informants said that the problem in rural area was worst when compared to urban girls. To some extent the urban girl is better than the rural ones.

In addition, traditional attitude towards girls' schooling have effect on academic performance of female students. Majority of the community is illiterate and have no sufficient ideas about the benefit of education. The family as well as community have negative attitude in education. Due to this reason girls fill hopelessness, unable to see bright future and poorly perform in exam. Most students, teaching staff and educational managers asserted that the reason for poor academic achievement of female students was the lack of female role model teachers in teaching profession in the region in each level that refrain female students' from being encouraged, building self-confidence and future prospective chances. In addition, they stated if there is significantly low number of female model teachers in the areas. This may hinder females not to be motivated to learn as well as to perform well.

CHAPTER FIVE

SUMMARY ,CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary, conclusion and recommendation based on the finding of the research

5.1 Summary of major findings

The major purpose of this study to assess factors affecting female student academic achievement in Government Secondary schools of Walmera Special Zone of Oromia. The study is expected to answer the following basic questions;

1. What does the level of female students academic achievement in Government secondary schools at Walmara woreda look like ?.
2. What are the major factors affecting females students' academic achievement in Government Secondary School at Walmera worada?.

2.1. School related factors affecting Female students' academic achievement in Government secondary schools at Walmara wareda ?.

2.2. Out of school factors affecting Female students' academic achievement in Government secondary schools at Walmara wareda ?.

2.3. What are the personal Factors affecting Female students' academic achievement in Government secondary schools at Walmara wareda ?.

The study was carried out in Government Secondary schools of Walmera Special Zone of Oromia. School principals, teachers, students, and woreda education officer were the subjects of this study. Questionnaires, group discussion, and interview were used as the instrument for the data gathering tools. In addition some document analysis and personal observation were made to get additional evidence to the study. The data obtained from the respondents were tabulated discussed using percentages and mean. In this chapter the major findings of the study, have been summarized, conclusions on the basis of the findings have been drown, and then recommendations that are thought to operational to alleviate the problems have been forward.

5.1 Summary of the finding on gender and age on respondent

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

The gender of teachers respondent 85% of male whereas 15% female teachers. This shows that there was gender imbalance in the understudy of secondary school. The majority of teacher's age 61.6% were between 26-30 years old and 11.1% and 10% above 41 years old. This indicated the majority of teachers were youths and flexible to teach their student in schools of understudy.

The current status of student achievement in secondary in study area

Regarding the current of student achievement of secondary schools was not revealed continuous development of student who was promoted to university; rather it depicted unstable development of the student who has gone university per-years. As the finding showed that the number of student promoted to university from 2010-2013 E.C out of total number of student sat for national exam 156, 165 ,172 and 163 respectively, 42(26%), 47(28.5%) , 51(29.6%) and 64(39%) have got university entrances point in the stated years. This shows that the gap and low achievement, in turn indicated that the quality of education performance in study area as much not good.

Regarding the class and semester performance as the group discussion conducted with teachers' showed that, the teachers said the female student academic achievement was very low. The female Student not made effort to develop their knowledge, rather they were tried to adjust themselves to cheat the exam. Even during the national exam plagiarism was the big problem in the study area. So this clue revealed that, the existence of problem in the study area.

The major in-schools factors affecting females students' academic achievement

In the study that was found out that there was some problem of experienced and qualified (competency) of teachers in the understudy area. The data from the document of walmara worada education office and as the finding of respondent indicated that teachers who were teaching in the secondary schools have less than 7 years' experience 58.3%. This revealed that teacher's experience that affects student academic achievement in the schools of understudy. In concerning qualification of teachers, as the data shows that the majority of teachers 80% were held BA degree. According to (ESPDII 200/2001) stated that the availability of qualified teachers for secondary school should be held first degree and above. These shows academically qualification of teachers understudy area was affect student achievement.

The findings of the study indicated that the teachers qualities (competency) in secondary schools under study, student respondent 30.5% and 27.6% agreed that the teachers have not quality or competency to teach in his or her subject area. As the group discussion conducted with student and finding from open-ended question revealed that the most teachers teach in schools of understudy area have the ability of teaching less than the student's knowledge. According to Dereje (2012) stated that learning and teaching domain describes the context in which the curriculum is delivered high quality learning occurs when teachers make appropriate decisions about what is taught, how to engage students in meaningful experiences and how progress will be assessed to inform future action. Therefore in the study area the ability of teachers was affect student academic achievement in the school understudy.

As the finding shows, school principals in the study area, student and teachers respondent 36.2% and 38.3% said agree teachers were mobilized school community and 46.7% and 55.6% student and teachers stated agree the principals involve student's parent in school matter and to improve student academic achievement. In addition the shows that, student and teachers respondent 41% and 38.9% said agree the principals participated teachers and staff of school in decision making in related to teaching learning process.

In addition as confirmed from student group discussion, principal not participated student's parent in the school for the student academic achievement. Student said, called their parent only when there was the payment, but not for the sake of student matter. This shows that there was no continuous community involved in their children academic achievement in the understudy area.

Regarding instructional materials they were found to be insufficient in providing the necessary services in the secondary schools under study. More specifically student text books are not available adequately in some subjects which are contrary to what is stated in ESDP IV which, states every student should provide with essential textbooks.

The major out-of-schools factors affecting femals students'academic achievement

Out school factors that influence school performance in combination with home environment were socio economic status of parents. The term socio economic status (SES) is used by sociologists to denote an individual or Family's overall rank in the social and economic hierarchy Mayer & Jencks (1989). As the finding indicated 31.4% of student and 22.2% of

teachers stated that student in their school have a problem to buy their uniform and supportive materials. Again finding showed 39% of student and 27.8% of teachers insured that the student in their school after class have deployed on the other job to get income for their parent instead of give attention to their assignment or education. So there was the impact on the academic achievement of student in this regard.

The other out school factors that influence academic achievement female students come from large family size and this situation contributed to girls' engagement in household chores in most of their time. However, a great number of girls engaged every day, in different household tasks, great majorities of girls engaged every day in different household tasks, and a great majority of girls working load is three hours and above within a day

It has been assumed that academic achievement of students may not only depend on the quality of schools and the teachers, rather the extent of parental involvement has vital role to play in academic achievement of their student. As the finding revealed the parents in study area were participated in school matter but as the group discussion of student and teachers, result shows parent in the study area not come to the school to discuss about school matter. Because of the majority of student parent in the study area were live in rural area. Those people unless running their life day to day they cannot give attention for their children education.

Regarding parent educational background, as the finding revealed that student's parent in study area 58.1% of them cannot read and write. Related to occupation of parent in the study area, the majority of them 61.9% were farmers. Therefore the parent in the study area was economically found in low level income and low level of education. Because of they have depend on the backward farming and keeping once a year's rain, this also has made their life from hand to

House hold activities out of school there is factors affect academic achievement female student based on a great majority 148 (62.4%) of girls respondents it can be deducted that household chores have negative effect on their academic performance. there is at least more than 6 hours in every day they spent time for house hold activities

5.2 Conclusions

The main purpose of this study was to assess factor affecting girl's academic achievement and the major challenges of governmental secondary schools wolmera special zone of Oromia in improving female student's academic achievements and to suggest strategies that may help to improve female student's academic achievements.

According to the findings of this study the current status of secondary school students in wolmera special zone of Oromia as woreda document registration revealed that the achievement of secondary schools was not showed continuous development of student who were promoted to university rather it revealed that unstable development of student who gone university per-years. This shows that the less achievement and in turn indicated that the quality of education was less in the study area.

According to the finding revealed the teacher characteristic in the group discussion conducted with teachers' male student this is it came to affect female student in academic achievement it comes to low. The female Student not made effort to develop their knowledge, rather they were tried to adjust themselves to cheat the exam. Even during the national exam plagiarism was the big problem in the study area. So this clue revealed that, the existence of problem in the study area.

According to the finding revealed that the principals in study area made better effort to use community and student parent, participated teaching and non-teaching staff, involve teachers in decision making regarding teaching-learning, and mobilize community for safe orderly environment and generally he made effort to bring quality of education and student academic achievement in the school. But as asserted from group discussion there was the gap in this regard. Because of there was not processed continuously and in organized way.

Regarding school facilities and instructional materials finding showed that there was the big problem in the study area. for example, there was the problem of toilet for male and female, unavailability of water , lack of enough reference books in library.

. In concerning teachers' qualification (competency) and experience, as the finding depicted that most of teachers have taught less than 7 years. This implies that the experience of teachers has

affected the student academic achievement in the study area. Regarding quality (competency) of teachers, as the data showed that teacher's in study area have not competency to teach student in his or her subject area. In concerning teachers' commitment to help their student, finding indicated that even though most of them committed, some of teachers have less interest to help their student. In addition to this teachers in the study area have a less preparation to teach in their profession. Because of, they have not happy in teaching field. This problem was linkage with different factors like salary, incentive or allowance and opportunity of education to improve their profession was raised as the main reason

In concerning parent's socioeconomic status have impact on the student academic achievement in secondary school. To insure that, as the finding of respondent shows, the majority of student has a problem of buying their uniform and supportive materials in the schools. Due to this the student in the study area instead of doing their assignment or study their learning most of them have deployed on the other work to get income for their parent after or before the class. Because of those students were come from peasant family. Accordingly the parent socioeconomic status affects student academic achievement in the study area.

Parent educational background secondary school students in wolmera special zone of Oromia is low level of education. Because of they have depend on the backward farming and keeping once a year's rain, this also has made their life from hand to mouse. So as we understand from the data, the people in the study area not educated and they were live with the low level income. So this shows that the parent in the study area were negligent for their child education, in turn this can affect student academic achievement

In another way, student's parent was not continuously involved in their children education. Regarding parent education and occupation background, finding implied that the majority of student's parent was not writing and read. As the group discussion conducted with the students and teachers, indicated that parents not help and monitoring their children whether they go to school or not. Student's parents in study area, the majority of them were farmers. Some of them were jobless and daily laborer. The student whose parents have better occupation score high marks than those respondents whose parents have list occupation. It is revealed that parents from formal occupation had better position and assurance of helping students at home than those from

informal occupation. This shows student's parent occupation affected student academic achievement in Wolmara secondary school

Parent's attitudes towards girl's education and their involvements will play significant role in female students' academic achievements. However, lack of parental involvement, encouragement and support of parents in female education was very low and which hide their potential to achieve academically better.

As stated by most respondents there are high need for extensive usage of female students labour. This may indicate the girls spend more time by helping their parents at home, than doing their homework and assignments; which is negatively affects their academic achievements. The conclusion is that high demand for domestic works resulted in poor school attendances of girls and hence effect on their academic achievements. Therefore, girls schooling may require additional policy that reacts to the demands on girls time available for the study

5.3 Recommendations

In order to improve girls' academic performance and/or achievements in governmental secondary schools, the following recommendations made on the findings of the study.

In order to improve girls class room participation as well as their academic achievement .Teachers should ask any questions for both sexes without discrimination. During group work, teachers should assigned female students as group leader and in the case of individual works; teachers should encourage girls to present their assignment in front of their classmate students since this approach help to promote their self-confidence and leadership abilities.

Regarding teachers experience as found from analysis the majority of teachers in the study area, they have taught less than 7 years .This one of the factors that affect student academic achievement in the study area. To solve these problem ZEO in collaboration with REO should prepare training program for new teachers which is improving their teaching experience.

Regarding competency of teachers in secondary schools of the study area was finding the major problems affecting the students' academic achievement. As the finding shows that most of the teachers lack knowledge and skill to teach properly. Thus, to solve these problems ZEO and REO in collaboration with MOE may skill up the teachers teaching ability and knowledge of subject matter by preparing short and long term professional training..

It was found out that the instructional materials were inadequate in the respective schools under study. Specifically textbooks and reference books were found to be scarce in secondary schools. This problem should be tackled by concerned bodies as suggested below. The MOE and OEB together should strive to make available the necessary instructional materials which are very important for teaching and learning process. The Ministry of Education and Oromia Education Office should jointly work to produce enough copies of text books and reference books. MOE, OEB ZEO and Woreda Education Office, should due attention the distribution of text books and reference books.

The findings of the study also indicated that the majority of respondent said that the school principals even though mobilization the community, student's parent, teaching and non-teaching staff were used them in school matter to improve student achievement, but this did not conduct in organized way. Because of, as the evidence found from group discussion of student, teachers and parent committee implies that still there is the gap in this regard. To solve these problem WEO and ZEO in collaboration together encourage the principals for their good performance and support them by idea and by development their potential as they able to solve that gap.

It is possible to collaborate and have close linkages with nearby Universities to work for the welfare of female students, to have an experience sharing sessions with University female students, and to have role models, since the country now has Universities in almost nearby neighbor City Addis Abeba University. In addition to these facilitating the female student forums should be emphasized with model women in the woreda who completed successfully higher education

The psychology of the girls at school plays a key role in their academic performance. According to the finding students' self-motivation, relations with their teachers and classmates, inability to become well planned and organized, lack of self-confidence, lack of adequate effort and carelessness are believed as the major factors affecting female academic performance.

In concerning parent's socioeconomic status have impact on the female student academic achievement in secondary school. To insure that, as the finding of respondent shows, some of female students have a problem to buying their uniform and supportive materials in the schools. Due to this most of student before or after school they have deployed on the other work to generate in come because of, their parent have low income and they cannot fulfill their children's interest. This problem may be tackled by concerned bodies as suggested below: WEO and ZEO

in collaboration shall provide support for those students who suffered by economical problem. In other way improve the level of life of societies who were live in the woreda to mitigate student's economic problem. That means by changing backward farming to modern farming and from keeping once a year rain to irrigation system to reduce poverty.

Regarding parent education background in walmera woreda , as the finding implied that the majority of student's parent were not writing and read. This shows that there was the impact of parent educational background in the study area. To solve this problem REO ,MOE and WEO in collaboration with federal government may facilitate adult education program at the least as they able to write and read and to development the realization of they have on education

Female student must be made to believe that they should offer as much sufficient time to their home work as is given to other activities

REFERENCES

Alemayehu Bogale (2003) Girl's Participation and Performance in Secondary Schools of Southern Nation Nationalities and Peoples Region

- Asmaru Berihun (2010) Overviews of Females Education in Ethiopia. Gender Management Process, Ministry of Education, the Federal Democratic Republic of Ethiopia, Addis Ababa.
- Befekadu (2014) Factors Affecting the Academic Achievement of Children's Engaged in Traditional Weaving and Pottery Industry in Gullele Sub-City Addis Ababa
- Blake, J. (1989) Family Size and Achievement. University of California Press, Berkley.
- Blau, M (1999) The Constitution of the Federal Democratic Republic of Ethiopia. Addis Ababa, Ethiopia
- City Government of Addis Ababa Education Bureau, Education Statistics Annual Abstract 2011/12 USAID, 2008; & summers in USAID, 2008)
- Coleman, J.S. (1988) Social Capital in Creation of human Capital. American Journal Sociology 94:95 – 120 Ethiopian Journal of Education, Vol. XIX, No.1.
- Daniel .A,B & Funmilola. F, A.(2017). Effects of Teacher's Qualifications and Teaching Experience on Students' Academic Achievement in Basic Science in Junior Secondary School. International Journal of Education and Evaluation ISSN 2489-0073 Vol. 3 No. 2 2017 www.iiardpub.org
- Department for International Development (DFID), (2005). Girls' education: towards a better future for all. January, 2005, London SW1E 5HE, UK
- Dessalegn Feyisa, Bekalu Ferede and Frew Amsale (2016) Principal's perceived leadership effectiveness and its relationship with academic achievement among students in secondary school: The Ethiopian experience Vol. 11(12), pp. 1129-1137, 23 June, 2016 DOI: 10.5897/ERR2015.2617 Article Number: 8C1892159023 ISSN 1990-3839 Copyright © 2016 Author(s retain the copyright of this article <http://www.academicjournals.org/ERR>
- Engin-Demir, C. (2009). Factors affecting the academic achievement of Turkish Urban Poor. International Journal of Educational Development. 29 (1):17 – 29.
- Frase, 1992: Frase, L.E.(1992). Maximizing people power in Schools: Motivating and Managing teachers An Staff. Newbury Park, CA: Corwin Press.
- Genet Zewdie. (1998). Women in Education; A Study of the Academic Performance and Participation of Female Students in the High School of Addis Ababa Region. Institution of Educational Research (IER) Flambeau, 6, 1.

- Getachew Debele. (2018). Factors that affect academic achievement of students in secondary schools of East shoa zone Oromia regional state.
- Getu Urgessa .(2012) .The Status of Teacher Development Program in Oromia .Colleges of Teacher Education. Addis Ababa University Addis Ababa, Ethiopia
- Glewwe, P., & Kremer, M. (2006). Schools, teachers and education outcomes in developing countries. In E. Hanushek & F. Welch, eds. Handbook of the Economics of Education. North Holland.
- Global Campaign For Education (GCE). (2003). A fair chance: Attaining gender equality in basic education by 2005. Geneva: Global Campaign for Education
- Griffith, J. (1999). School Climate as “Social Order” and “Social Action”: a Multi-level Analysis of public Elementary school Student Perceptions. Social Psychology of Education 2:239 – 369.
- Gregg, P. and S. Machin, (1999). Childhood disadvantage and Success or Failure in Labor Market. In: Blanch flower, D., Freeman, R. (Eds.), Youth Employment and Joblessness in Advanced Countries. National Bureau of Economic Research, Cambridge.
- Gutema Hirko,(2018).Assessment of major factors influence achievement of female students in mathematics in preparatory schools of Dire Dawa city administration
- Habtamu, W. (2004). Gender and Regional Disparities in Opportunities to Higher Education in Ethiopia: Challenges for the Promotion of Social justice. The Ethiopian Journal of Education: 1(2):1- 39.
- Habtamu Wondimu & Kassashukre Buraka. (2012). Factors Affecting Females Participation in Education: the case of Tocha woreda in SNNPR
- Lasonen, J., Kemppainen, R., and Raheem, K. (2005).Education and training in Ethiopia: An evaluation of approaching EFA goals. University of Jyvaskyla. Institute for Educational Research. Working Papers 23. Retrieved on 11May 2014, from <https://ktl.jyu.fi/julkaisut/julkaisuluettelo/julkaisut/2005/f023-1>.
- Mohamed .L and Waheed. H. (2011). Secondary Students‘ Attitude towards Mathematics in a Selected School of Maldives. International Journal of Humanities and Social Science Vol. 1 No. 15 [Special Issue – October 2011

- Muntemba, S., (2007). Investing in women for gender equality and poverty reduction. Pp5- 10. Eight common wealth women's affairs ministers meeting. Kampala, Uganda, 11-14 June (2007) World Bank.
- Kainuwa. A, & Mohammad Yusuf, h, B. (2013). Influence of Socio-Economic and Educational Background of Parents on their Children's Education in Nigeria. International Journal of Scientific and Researc Publications, Volume 3, Issue 10, October 2013 1 ISSN 2250-3153.
- Kassa Shurke. (2006). Factors Affecting Females' Participation in education: the case of Tocha Woreda in SNNPR. Addis Ababa University, Ethiopia , 2006, School of graduate studies
- King, E. and M.A. Hill. (1993) .“Women Education in Developing Countries Barriers, beliefs and Policies”. Washington, D.C. The World Bank.
- Rothstein, R. (2000). “Finance Fungibility: Investing Relative Impacts of Investments in Schools and Non-school Educational Institutions to Improve Student Achievement ”.Centre on Educational Policy Publications. Washington, DC.
- Seyoum, Teferra .(1986). “The Education of Women in Ethiopia: A Missing Piece in the Development Puzzle”. The Ethiopian Journal of Education. Vol X, No.1
- Tadesse Shiferaw. (2009). Understanding female students' academic performance: An Exploration of the Situation in South Nations Nationalities and Peoples Regional States-Ethiopia. Hague: The Netherlands
- Tamene .(2007), “Growing up in town and in the country side in Amhara society”. In conceptualizations of children and childhood in different parts of Ethiopia
- Tamirie Andualem, (2009). Trend Analysis of Males 'and Females' Education in Different School levels and School Types in Addis Ababa.*Proceedings of the 16th International Conference of Ethiopian Studies*. Addis Ababa.
- Tesfaye Wotango. (2014). Assessment of Factors Influencing Academic achievement of Female students: The case of Holeta secondary school.
- Teshome Nekatibeb, (2003). Low Participation of Female Students in Primary Education. A research paper presented to Addis Ababa UNESCO International Institute for capacity building in Africa. 80p.

- Tilaye, K. (1999). "The Problem of Secondary School Dropouts in East Gojjam" Odapa , A. and W. Heneveld, (1995). "Girls Schools in Sub-Saharan Africa". Washington, D. C The World Bank.
- UNESCO, (2003). "Gender and Education for All: The Leap to Equality, Summary Report". UNESCO Publishing, Paris
- UNESCO .(1985). United Nations Educational, Science and Cultural Organization, Women in a World Perspective. France
- UNDP. (2004). Arab human development report. New York, USA: United Nations Development Programme.
- USAID .(2008), Office of Women in Development by the EQUATE Project, Management Systems International (Prime Contractor).EQUATE: Achieving Equality in Education.
- World Bank .(2005). Africa Human Development Series Gender equity in junior and Senior
- Yenenesh Taddessa, (2007). Determinants of Female Enrolment and Achievement in primary Education in Kombolicha Woreda, Eastern Hararghe Zone Oromia Region, Ethiopia. An MSc Thesis Presented to the School of Graduate Studies of Haramaya University.
- Yeshimebrat, Alemayehu & Firew. (2013). Factors Affecting Female Students' Academic Achievement at Bahir Dar University, Bahir Dar University Addis Ababa.
- Zewdu Nigussie. (2014). Factors Affecting the Academic Achievement of Grade 10 Students⁶ in Selected Secondary Schools at North Shoa Zone of Oromia Regional State

APPENDICES (A-D)

A

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

Questionnaire for Female Students

The purpose of this questionnaire is to examine and to collect appropriate information on Factors Affecting Females' Academic Achievement in Government Secondary schools of Walmera Special Zone of Oromia.

. The researcher will use the data gathered through this questionnaire honestly. Your response will be kept confidential. Your genuine response to this study is indispensable.

Thank you in advance for your cooperation.

Note:

- Do not write your name on the questionnaire
- Any information obtained from you, will be used for this research purpose only.
- Please read each item carefully and patiently, and give the answer of each questions based on your knowledge.
- Please give appropriate answer to the following questions by writing in the space provided according to the instruction.
- Please do not leave any question unanswered.

Part I: Background Information

Direction: choose the following « √ » mark in boxe provided against the items

1.1 Name of Your school _____ Woreda _____

1.2 Grade 9 10 11 12

1.3 Age ; 15 16 18 20

1.4 sex male Female

1.5 Marital status ; single Married Separated/Divorced

I. Family Factors

1. Do you attend class regularly? Yes No

2. Parental educational background (tick « √ » mark one of the given alternatives)

S.N	Educational Background	Paternal /Father	Maternal/Mother	Guardians
-----	------------------------	------------------	-----------------	-----------

1	Illiterate			
2	Read and Write			
3	Elementary level			
4	Secondary level			
5	More than Secondary			

3. Number of family members in your house:

less than 5

8-9

5-7

greater than

4. Parental occupation (tick «√» mark one of the given alternatives)

SN	Occupation	Paternal/Father	Maternal/Mother	Guardian
1	Farming			
2	Daily labor			
3	Trade			
4	Civil servant			
5	No Job			
6	Other			

5. How many hours do you spend per day when you are helping in house hold activity? Less than

2 hour 3-4 hours 5-6 hour More than 6hours

6. How often you are engaged in the following activities? Please (make «√» mark from one of the given alternatives student support them)

SN	Household activities	Number of days of a week engaged for female student			
		Seven days	Six days	five days	three days
1	Cleaning the house				
2	Cooking meals				
3	Collecting fire wood				
4	Fetching water				
5	Washing clothes				
6	Caring for siblings				

Do you think that girl student engagement in household activities have negative effects on their academic achievement? Yes No

7. .If your answer for the above question is “Yes”, to what extent, it affects their academic performance.

Please mark a «√ » mark from one of the given alternatives

SN	Consequences of house hold activities	Extents of impact			
		Very high	High	Medium	Low
1	Lake of time to study at home				
2	Lake of interest to study at home				
3	Less class room participation				
4	Frequent absenteeism				
5	Achieving less academic performance				

II. Economic Factors

8. Do you feel that at the place where you live, do boys and girls have equal chance to enter school? Yes No

9. If your response to question number 5 is "No" who gets more chance?

Girl Boy

10. Do you think that school costs influence parents' willingness to educate their daughters?

Yes No I am not certain

11. If "Yes" which of the following cost are not affordable for girls who come from poor families?

House rent and food supply cost Stationery and material cost

Books rent School fees

12. The parents' socio economic status and parent involvement in their child education:

Section V: Indicate your agreement "√" in the given measurement

Strongly agree =5, Agree=4, undecided=3, Disagree = 2, strongly disagree=1

R/N	Items related parent socioeconomic status	scales				
		5	4	3	2	1
1	Have You a problem in buying uniform and supportive materials?.					
2	Your parents are un employed they can't help you for what you need?.					
3	The low income level of your parents negatively influences your academic results ?					
4	Low parental income level can psychologically affect your academic result?					
5	have You engaged yourself in work after class to generate income?					

Which of the following School costs play the role in the academic performance of female students in the school?

S. No.	Categories of Cost	High	Medium	Low
1	Costs of textbooks			
2	Costs of uniforms			
3	Costs of educational Materials			
4	Costs of transportation			
5	Cost of accommodation			

13. How much are you willing to pay for your parent's cost of schooling?

More willing Somewhat willing . Not willing

14. What is your household occupation? Farming Non-farm employment

Off farm employment Any Other

15. Your parent monthly income on the average is:

Below 5000 birr

6001- 7000 birr 7001-800

5001-6000

Above 8000 birr

III. School Factors

16. Do you think that schools, especially preparatory school in your area are located on reasonable distance to all students home?

A. Yes B. No

17. The distance between school and home -----Km.

A. <1 Km B. 1-3Km C. 3-5 km D. > 5 Km

18. Have you ever faced a problem due to the distance of school from home?

A. Yes B. No

19. If yes, please mention the problems you have faced?

A) Shortage of money to pay for food and house rent

B) Parents are unwilling to send their daughters to distant schools

C) School drop out

D) Sexual harassment

E) Any different from the above-----

20. Do you know any successful educated girl (s. in your area? A. Yes B. No

21. Do you think that the presence of female teachers in schools has positive effect on female student achievement? A. Yes B. No

Parent involvement in student learning participant

Section III: Each item is to be responded by selecting the most appropriate response from the five alternatives mark '√' for each question

Strongly agree =5, Agree=4, undecided=3, Disagree = 2, strongly disagree=1

N	Parent involvement for student and teachers respondent	Scale				
		5	4	3	2	1
1	Parents have created conducive school situation for academic achievement in our school					
2	Parent monitoring their child's activities is an important part of student academic achievement in the school					
3	Parent take time at staff meeting for discussion and idea sharing on academic achievement					
4	Parent in our school supporting school efforts to insure quality of education					
5	Parents create mobilization in concerning students' academic achievement in the school					

IV Student attitude factors

Section IV:- Each item is to be responded by selecting the most appropriate response from the five alternatives scale. Always (5), Often (4), Sometimes (3), Rarely (2) and Never (1). Please respond by marking a tick —√ against the response you think most appropriate

N/T	Items related the effect of student attitude	Scale				
		5	4	3	2	1
1	You are preferred to work at home rather than going to school.					
2	you are prefer other day than school day					
3	you are interested in basic subject					
4	You are eager to see new lesson day to day					
5	You are prefer learning than working at home					
6	You are usually start performing homework and assignment as early as possible					

V. Psychological Factors

22. What is your total score of Grade 10 Examination?

23. Do you believe that females are equally competent with males? yes No

24 Do you feel that, in education, girls could perform or achieve as well as boys?.

yes No

25. Do you feel that, educated girls are as important as educated boys? Yes No

26. How is your academic result?

Very Good Good Satisfactory Poor Failure

27. Girls have the intellectual capability to effectively use their education in life.

- A. Yes B. No

28. What do you think of your employment opportunities or the chances to find jobs after completing your education? A. Encouraging B. Not Sure C. Discouraging

29. Do your parents are encouraging or assisting in your education? A. Yes B. No

30. If your answer is yes, what is the degree of help. A. High , B. Medium C. Low

31. How is the attitude of your community towards female education in your area?

- A. Positive and encouraging B. Negative and discouraging
C. I do not know

32. The suggestion and comments regarding your education that you get from your community:

- A. High B. Medium C. Low

32. What is your self-esteem towards female education?

Section IV:- Each item is to be responded by selecting the most appropriate response from the five alternatives scale. Always (5), Often (4), Sometimes (3), Rarely (2) and Never (1). Please respond by marking a tick —√ against the response you think most appropriate

S. No.	Self-esteem towards female education	5	4	3	2	1
1	Is there Both boys and girls equal in education					
2	Girls are not capable for school education					
3	I can score in an exam more than other students (both male and female.					
4	Education is not of great value to females as they marry and go with their husbands					
5	I will hold good position the future through education					
6	Girls are more for HH work rather go for school education					

33. How is the teachers' attitude towards educational participation of the female students?

A. Encouraging B. Discouraging C. I do not know

34. Do you feel that, Special support teachers give to female students?

A. Yes B. No

35. If 'Yes' in what areas .

A) Paying special attention B. Giving better marks

B) Giving material incentives D. Praising

E. Provision of school materials F. Guidance and counselling

36. What factors mostly affect the academic achievements of female students at secondary level?

A. Economic factors C. Scholl factors

B. Psychological Factors D. family factors

37. What do you think and how to improve female students' academic achievement?

A. ----- B. -----

C. ----- D. -----

38. If you have additional comments, suggestions and recommendations on females' education you are welcome.

B

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

Questionnaire to be filled by school teachers

Dear respondents: This questionnaire is prepared for the purpose of conducting Factors that Affect female students' Academic Achievement in Government Secondary school of Walmera Special Zone of Oromia. The required data is vital importance for the success of this study which is a partial fulfillment for a masters degree. You are; therefore, kindly request to fill the questionnaire that provides necessary information on different issues related to the study. Hence, your genuine, frank and timely responses are of main importance for the success of this study.

Dear respondents! Please note that:

- You do not need to write your name on the questionnaire.
- You need to respond the entire item.

Section I: Choose the Answer for the Following Questions.

Demographic Information of Respondents

1. Age of the Respondents. 25-30 30-35 35-40 Above 40
2. Sex of the Respondents. Male Female
3. Your educational Qualification. Diploma BA Degree MA Degree and above
Any other, please specify _____
4. Your teaching experience or service years.
1 – 5 years 16-20 years 6 – 10 years 11 – 15 years above 20 years

II. School Factors

5. Do you think that schools, especially secondary school in your area are located on reasonable distance to all students home? Yes No
6. Do you know any successful educated girl (s. in your area? Yes No
7. Do you think that the presence of female teachers in schools has positive effect on female student achievement? Yes No
8. What was the average rate national exam your female student achieve?
Blow 200 250-300 301-350 360-400 Above 400
9. The rank of your female student in class last semester?

1-10 11-20 21-30 40-50 Above 50

10. In your class, the extents of female student knowledge to teach their subject effectively is:
 Very high High Medium Low

11. To what extent you teach “ effective ways of teaching helps to improve female “ academic achievement. Very high High Medium Low

12. The extent of when you teach used group work and other participatory methods of teaching are: Very high High Medium Low

III. Teachers Factors

13. From your observation and experience indicate your opinion on the extent to which these attitudes play a role in your context by making « √ » mark corresponding to the following statements.

SN	Teachers attitudes	Strongly Agree	Agree	Disagree	Disagree Strongly
1	Teachers spent more time talking to boys and allow them to respond more than girls in classrooms				
2	Majority of teachers prefer to teach boys				
3	Both male and female teachers have a negative attitude towards girls’ ability				
4	Teacher tend to ask more difficult questions for boys than girls				
5	Teachers express their emotion with unpleasant words both in class and out of the class				

14. To what extent the above-mentioned teachers attitudes affects for girls’ academic achievement? a) Very high b) High c) Medium d) Low

15. To what extent the availability of role model (female teachers) affects girls’ academic achievement? a) Very high b) High c) Medium d) Low

Parent involvement in teachers teaching participant

Section III: Each item is to be responded by selecting the most appropriate response from the five alternatives mark '√' for each question

Strongly agree =5, Agree=4, undecided=3, Disagree = 2, strongly disagree=1

N	Parent involvement for student and teachers respondent	Scale				
		5	4	3	2	1
1	Parents have created conducive school situation for academic achievement in our school					
2	Parent monitoring their child's activities is an important part of student academic achievement in the school					
3	Parent take time at staff meeting for discussion and idea sharing on academic achievement					
4	Parent in our school supporting school efforts to insure quality of education					
5	Parents create mobilization in concerning students' academic achievement in the school					

IV. Psychological Factors

16. Parent Attitude towards Female Education

Section IV:- Each item is to be responded by selecting the most appropriate response from the five alternatives scale. Always (5), Often (4), Sometimes (3), Rarely (2) and Never (1). Please respond by marking a tick —√ against the response you think most appropriate

S. No.	Parents Attitude towards Female Education-Positive Statements	5	4	3	2	1
1	Female education is important for the development of the society					
2	Boys and girls are equally intelligent and					
3	Girl education guarantees more secure family and old age support					
4	Education makes girls more understanding and self-confident.					
5	Educating girl means educating a nation					

Open ended question

17. Do you believe that female students need more help/advice than male students at this level?

Why?-----

18. Do you think that academic achievement of female students is lower than that of male students, what could be the reason for their lower academic achievement?-----

19. What factors associated more with girls' failure to perform well in the school?-----

20. Have you ever observed any immoral practices done by the boys against females?-----

Thank you so much

C

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

Questionnaire to be filled by School principals

Dear respondents: This questionnaire is prepared for the purpose of conducting Factors that Affect female students' Academic Achievement in secondary school of Walmera Woreda Special Zone of Oromia. The required data is vital importance for the success of this study which is a partial fulfillment for a masters degree. You are; therefore, kindly request to fill the questionnaire that provides necessary information on different issues related to the study. Hence, your genuine, frank and timely responses are of main importance for the success of this study.

Dear respondents! Please note that: You do not need to write your name on the questionnaire. You need to respond the entire item.

Direction I: Mark “√” in the box appropriate Answer for the Following Questions.

Demographic Information of Respondents

1. Age of the Respondents 15- 20 20-25 Above 26
2. Sex of the Respondents Male Female
3. Educational Background: Diploma First Degree Second Degree Other
4. Working Experience (Years): <2 2-4 4-6 6-8 Above 9
5. Current position: School Principal Vice Principal Teacher

Section II: Choose the Answer for the Following Questions.

1. The current status of achievement in secondary school Wolmera Woreda Special Zone of Oromia.
2. What was the score of your female student national exam last year?
A) Very low B) low C) medium D) high E) very high
3. What was the average rate entrance exam your female student achieve?
Blow 200 250-300 301-350 360-400 Above 400
4. The rank of your female student in class last semester?

1-10 11-20 21-30 40-50 Above 50

2. School principals and management

Section II: Each item is to be responded by selecting the most appropriate response from the five alternatives where indicate your level of agreement for each item under the scales that represents your opinion mark “√ ” for each question

Strongly agree=5 Agree=4, undecided=3, Disagree=2 strongly disagree=1

R/N	Item related of school leadership to achievement student result	scales				
		5	4	3	2	1
1	Principals involve teachers in decision making (related to teaching-learning)					
2	Principals involve parents in different school activities					
3	Principals regularly inform parents on their children's academic achievement					
4	Principals communicate instructional goals to teaching and non-teaching staff members					
5	Principals mobilize the school community for a safe and orderly school environment					
6	Principals initiate the school community to aspire high expectation in student achievement.					
7	Principals make regular classroom visits (when teachers are teaching) for support					
8	Principals coordinate instructional program appropriately					

2.2. Instructional materials and school facilities:

Section III: Each item is to be responded by selecting the most appropriate response from the five alternatives mark ‘√ ’ for each question

Strongly agree =5, Agree=4, undecided=3, Disagree = 2, strongly disagree=1

R/N	Items related school facilities and instructional materials	scales				
		5	4	3	2	1
1	School has access of toilet room for female and male student					
2	Textbooks and reading materials are available for each student .					
3	School building are conducive for teaching learning activity.					
4	There is enough supply of water in the school .					
5	The school climate is appropriate to attend the teaching-learning activity.					
6	The library is open at school time whenever students want to read..					
7	There is the problem of laboratories in your school .					
8	The school laboratories are at the services for science students.					
9	A shortage of internet to read additional materials in the school .					
10	There are full supply of materials in the school .					

3. What are the major at schools factors that affect secondary student achievement?

3.1 Teachers‘ academic qualification,(competency) and student attitude:

Section V:- Each item is to be responded by selecting the most appropriate response from the five alternatives scale. Always (5), Often (4), Sometimes (3), Rarely (2) and Never (1).Please respond by marking a tick “√” against the response you think most appropriate

R/N	Items related school facilities and instructional materials	Scale				
		5	4	3	2	1
1	Teachers have made effort to development student's knowledge in order to they are being good citizen.					
2	Teachers encourage pupils to be active participants in the teaching-learning process .					
3	Teachers teach student by using of different teaching-learning methods.					
4	In each period, teachers manage the instruction time properly .					
5	Teachers are competent enough to teach their student .					
6	There is a shortage of qualified teachers in each subject area in our school .					
7	Some teachers have committed to help students to improve their knowledge.					
8	Teachers have less preparation to teach in school because there is no change in their life.					

3.2. From your observation and experience indicate your opinion on the extent to which these attitudes play a role in your context by making « √ » mark corresponding to the following statements.

SN	Teachers attitudes	Strongly Agree	Agree	Disagree	Disagree Strongly
1	Teachers spent more time talking to boys and allow them to respond more than girls in classrooms				
2	Majority of teachers prefer to teach boys				
3	Both male and female teachers have a negative attitude towards girls' ability				
4	Teacher tend to ask more difficult questions for boys than girls				
5	Teachers express their emotion with unpleasant words both in class and out of the class				

3.3. To what extent the above-mentioned teachers attitudes affects for girls' academic achievement: Very high High Medium Low

Interview guide questions for school principals

1. Do you think that female students achieve lower in academic achievement than male students? Why?

2. Would you list factors that affect female student 's academic achievement in your school.
How?

3. What do you suggest to overcome the problem?

Open-ended question

1.write your opinion what are the current factors secondary school female student in your school?-----

2. Write your opinion What are the major factors affecting female student your academic achievement in your school?--- -----

D

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

Interview to be filled by secondary school principals and warada education office

Interview

1. How do you see the influences of family's occupational status on the students' academic achievement? Do you think it can aspire for their children to work hard at school?
2. How do you relate the influences of family's income on the children's academic achievement?
3. How do teachers' related factors influence on the students' academic achievement?
4. What are the economic related factors that have impacts on the students' academic achievement?
5. How the school facilities and instructional materials influence student academic achievement?
6. What is the benefit of parent involvement in their children education? To what extent the parent in school have involved?
7. What was the average rate entrance exam your female student achieve grade 12 for last 3years?

AFAN OROMO

ADDIS ABABA UNIVERSITY SCHOOL OF GRADUATE STUDIES

COLLEGE OF EDUCATIONAL AND BEHAVIORAL STUDY DEPARTMENT OF
EDUCATIONAL PLANNING AND MANAGEMENT

Gaaffilee barattootaan guuttamu

Gaafannoon kun kan qophaa'e " Rakkoo barattoota shamarran barnoota keessatti qabxii gahaa fiduuf rakkoo ta'an adda baasuuf. Gaafatamtootni gaafannoon kun kan qophaa'ee fi akka deebii ykn yaada keessan itti laattan kan barbaadameef dhimmi qorannoo mata duree miidhaawwan barattoota shamarranii barnoota keessatti qabxii fiduuf taasiisu kan jedhu gaggeessuuf yaadamee qofa ta'uu akka hubattan barbaada. Dabalataan qorataan kun yeroo keessan aarsaa gochuu deggerasa gootaniif isin galateeffachaa gaaffii gaafatameef deebii keessan sanduuqa fuula dura filannoo keessanii jiru keessatti mallattoo () kaa'uudhaan akka deebifan isin gaafata.

yaaddachiisa

- gaafannoo irratti maqaa kee hin barreessiin
- odeeffannoo dabalataa yoo qabaatte qorannoo kana irratti yaada kenna
- gaaffilee sirriin dubbisii deebii sirrii kenni
- akkuma gaafannoo isaatti barreessuunis deebisi
- gaaffi tokkoo illee osoo hin deebisiin hin dhiisiin

Part I: Background Information

Kallattii: gaaffii arman gadii filii «√» mallattoo kana ka'i

1.1 Name of Your school _____ Woreda _____

1.2 Grade 9 10 11 12

1.3 Age ;15 16 18 20

1.4 sex male Female

1.5 haala ga' ilaa ; hin fune kan fuudhe kan adda bahe

I. Miidhaa maatii

1. Daree yeroo hunda ni hirmaattaa? eeyyeen lakki

2. Odeeffannoo barumsa maatii («√» filanno tokko mallattoo kana kaa'i)

S.N	Sadarka barumsaa	Abbaa	Haadha	guddisaa
1	Barreessuu fi dubisuu hin danda'u			
2	Barreessuu fi dubbisuu danda'u			
3	Elementary level			
4	Secondary level			
5	More than Secondary			

3. Baayina maatii mana keessan keessa jiraatu :

less than 5 5-7 8-9 greater than

4. Haala Hojii maatii kee «√» deebii tokko mallattoo kana ka'i)

SN	Hojii	Abbaa	Haadha	Guddisaa/tuu
1	Qotee bula			
2	daldaalaa			
3	Hojjetaa mootummaa			
4	Qacarrii dhuunfaa			
5	Hojii dhabaa			

5. Guyyaatti sa'aatii meeqaaf maatii kee hojii gargaarta?

sa'a tokko gadi sa'aatii 1-2 sa'aatii 2-3 sa'atii 4 ol

6. Hojiiwwan torbe tokko keessatti irratti hirmaattu isa kami? («√» kan keessatti hirmaattu irratti mallattoo kana ka'i)

SN	Hojiiwwan mana keessaa	Guyyoota torbanii hojiiwwan mana keessaa irratti hirmaachuu dandeessan			
		Seven days	Six days	five days	three days
1	Mana qulqulleessuu				
2	Nyaata hojjechuu				
3	Qoraan funaanuu				
4	Bishaan waraabuu				
5	Wayaa miiccuu				
6	Daa'ima baachuu/qabuu				

II. Economic Factors

7. Naannoo jiraattutti shamarranii fi warri dhiiraa walqixa carraa mana barumsa galuu argatuu Yes No

8. Gaffi shanaffaa irratti "No" yoo jette eenyutu irra carra qaba? Girl Boy

9. Baasiin mana barumsaaf bahu maatii kee irra dhiibbaa dubartootaa irraan ni gaha?

Yes No hin beeku

10. Yoo "Yes" jettee isa kamitu kaffaltiin shamarraan maatii hiyyeessaaf hin danda'amu. kiraa manaa fi nyaata qopheeffachuu meeshaa barreeffamaa , qalamaa fi barulee kitaaba bituu kaffaltii mana barumsaa

11. Diinagdee maatii barattootaa ilaalchisee fi maatii barattootaa shamarranii barumsa irratti Section V: Indicate your agreement "√" in the given measurement

