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**ASSESSMENT OF ATTITUDE OF PARENTS TOWARDS THEIR GIRL- CHILDRENS'
EDUCATION IN BURE WOREDA, WEST GOJJAM, ETHIOPIA, 2014 G.C.**

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ACRONYMY AND ABBREVIATIONS

BSc: Bachelor of Science

AAU: Addis Ababa University

ETB: Ethiopian Birr

IRB: Institutional Review Board

Mrs.: Mister

MSc: Master of Science

UNICEF: United Nation International children and Education Fund

UNESCO: United Nation Educational, Scientific and Cultural organization

USA: United States of America

WHO: World Health Organization

ABSTRACT

Background- Attitudes and preferences regarding female children's educational attainment are important determinants of parents' childrearing behavior. Parent's attitudes are mainly influenced by traditional beliefs regarding the ideal roles of women and girls in society. Traditionally, the only roles available to women were those of wives and mothers. These traditional beliefs have been found to foster negative attitudes which limit family and community support for girls' education. Identification and examination of these attitudes is necessary before any decisions can be made on what should and can be done to bring about change.

Objective –To assess the attitudes of parents towards girl children's' education in Bure woreda, west Gojjam, Ethiopia, 2014 E.C

Methods- A descriptive cross sectional study was conducted to assess parent's attitude towards girl child education in Bure woreda, west Gojjam, Ethiopia. A total of 369 samples used for the study. The sample selected using simple random sampling and systematic sampling methods. The data was analyzed by correlation and chi square using SPSS version 20 window7. IRB of AAU was review the protocol to ensure full protection of the rights of study subjects. Informed oral parental consent was obtained from all subjects, and at least one parent was present during the data collection. The Study was conducted from November 2013 to June 2014 with the total cost of 22,102.5 ETB.

Result - Out of the total 350 respondents, 174(50.3%) were male. The age of the respondents distribution shows that majority {(131 (37.4%)} were in the age grouping of 31-40 years with the mean age 38.75 years and standard deviation of 9.315 years. more than three fourth of the participants (76%) had positive attitude towards girl child education and the remaining 24% had negative attitude. From the total number of girl children (603) whose age was 7-18, 515(85%) girls were attending school, 40(7%) dropping school and the remaining 48(8%) didn't attending school.

Conclusion and recommendation- This study reveals that most of the respondents' perception towards girl-child education was very good with more than half of respondents saying that educating a girl child is important.

Keywords- attitude, parents, girl-child, education

CHAPTER ONE

1: INTRODUCTION

1.1 Background

Education is the total process through which an individual acquires knowledge; skills and abilities to enable him or her contribute positively towards the meaningful development of the society. Educational attainment is a key component of female children's success as adults in multiple spheres-including the labor market, health keeping for themselves and future children and later childrearing.

Attitudes and preferences regarding female children's educational attainment are important determinants of parents' childrearing behavior. Parent's attitudes are mainly influenced by traditional beliefs. Traditionally, the only roles available to women were those of wives and mothers.

Educating girls helps to make communities and societies healthier, wealthier and safer, and can also help to reduce child deaths, improve maternal health and tackle the spread of HIV and AIDS. It underpins the achievement of all the other MDGs. That is why in 2000, at the Dakar Conference, donors promised that every country with a sound education plan would get the resources it needed to implement it. Educating girls is one of the most important investments that any country can make in its own future. An infant born to an educated woman is much more likely to survive until adulthood.

In Africa, children of mothers who receive five years of primary education were 40 per cent more likely to live beyond age five (1). An educated woman is 50 per cent more likely to have her children immunized against childhood diseases (2). If we had reached the gender parity goal by 2005, more than 1 million childhood deaths could have been averted (3).

A female child's educational attainment is strongly influenced by characteristics of her parents, such as their own educational attainments, economic resources, and expectations. A girl leaves her family upon marriage to join her husband's family, and so her worth as a child is primarily in her labor contribution to the household and as an adult, her worth is as a source of children and labor for her husband and his family. This shows that girl child's autonomy is more constrained, have limited inheritance rights, little access to economic resources, and few opportunities to work and keeping their health in their daily life compared to male children.

Women were thus seen as nurturers and mainly as providing support for men who worked to provide for the family. Being physically weaker, women were therefore also perceived as being less capable and requiring the protection and guidance of men. These attitudes have prevailed even in current times when civilization and socio-economic changes have resulted in changes to roles women are now expected to undertake.

These traditional beliefs have been found to foster negative attitudes which limit family and community support for girls' education. Identification and examination of these attitudes is necessary before any decisions can be made on what should and can be done to bring about change.

In environments where males have more job opportunities and higher wages, an attitude favoring higher levels of education for boys than to girls could reflect parental strategies regarding investments in the future. If so, parents with lower levels of economic security may express attitudes favoring more education for boys than girls, or less certainty regarding these attitudes

1.2 Statement of the problem

The problem of girl-child education is not a regional, state, National or continent but a global issue of concerned. About 35% of the world's girls are not in school as at 1999 and from this 18% were in Africa more specifically in sub Saharan Africa which was 12% [4, 5].

According to a study conducted by UNICEF and world education forum in 2002, girls constitute the largest population of illiterate children (28%) in the world till date [6]. Estimates in 2002 indicated that the number of children out of school had been brought down to about 115 million worldwide; 62 million were girls [5]. While there were more children than ever in the world's primary schools, far too many remain absent- the majority girls [5].

Without educating the women of the country we can't hope for a developed nation. It is said that if we educate a man, we educate a man only, but if we educate a woman, we educate the whole family. This highlights the importance of female education. It is a fact that women are the first teachers of their children. Hence, if mothers are well educated, they can play an important role in shaping and molding of their sons and daughters (6).

It has been documented that schooling improves productivity, health and reduces negative features of life such as child labour, early marriages, girl child rape and consequence of health problems as well as bringing about empowerment (7). This is why there should be positive attitudes of parents towards the girl-child education.

In Nigeria Statistics indicate glaring imbalances against girls in enrolment, attendance and completion rates in all levels of education, particularly in the northern parts of the country, due to a variety of socio-cultural and religious factors [8, 9]. For girl-children, in particular, the impact of no education or low school attainment, poor health and nutrition can have a magnified impact on the next generation. Malnourished girls become mothers who face high levels of maternal mortality, and bear low birth weight babies. In addition, the link between female educational attainment and lifetime health is unequivocal; a better educated girl takes better care of herself and as a woman, has healthier and fewer children (10).

Save the Children's experience in Ethiopia illustrates these health issues and provides evidence of what can be done to ensure adolescent girls stay in school. Girls in Ethiopia navigate puberty without proper information about the physical changes they can expect, without support from family members, without schools that have a "girl-friendly" water and sanitation infrastructure, and without information on feminine hygiene products. Ethiopian adolescents have limited access to sexual and reproductive sexual health information and services, and the sociocultural context perpetuates an environment in which these issues remain taboo to discuss with parents (11).

A number of solutions were attempted in different countries of the world including Ethiopia to alleviate the problems of girl child education. Of these solutions, all regions have increased overall school enrolments- the world average was 81% by 2002. Regional variation is enormous, Latin America and the Caribbean enrolment rates are close to North America and Western Europe, 94% and 97% respectively; South Asia lags behind at 74% and sub-Saharan Africa languishes at a mere 59% [12, 13].

The Ethiopian government in collaboration with different governmental and nongovernmental organizations, tried to increase school enrolment and close the gap between female and male school attainment (14).

In spite of the above efforts which were attempted to alleviate problems related to girl child education but still there is unfavorable attitude towards girl child education by different societies. So this study tried to assess the attitudes of parents towards girl child education in Bure woreda, West Gojjam Ethiopia, 2014.

1.3 Significance of the study

Girl-child education has been a burning and continuous issue in the world especially in developing countries like Ethiopia. Girl child has suffered enough discrimination and is time to eradicate inequality or unequal right to education and provide equal access to education as provisioned in the National Policy of Ethiopia on education (5).

In spite of the above, Most African countries believed that women are in the home for domestic chooses than educating; therefore the girls are seen to be future home carers. When they get married, they tend to forget their parents and focus on their new home. Parents, especially fathers are often concerned about the continuation of their name, because in cases where a wealthy man dies his properties and assets are only shared among his male offspring's. The females are not recognized even in cases where there are no male child, which in the event where the wives or the children are not educated can cause the female both children and wives to be homeless and the child forced into a loveless marriage, where they will be treated as garbage and used as a punching bag (14).

So, this study is considered important especially in Bure Woreda, Area of Amhara Region because it helps to identify attitudes of parents towards the education of their girl-child.

Since there are no enough researches done on this topic, it fills the gaps among health professionals and has own input on nursing body of knowledge.

This study is also used as a base line for researchers to conduct further researches on related issue. Through the findings and recommendations of this research, it is hoped it helps educational planners, school administrators, teachers, policy makers, parents or guardians and all stakeholders to have a clear understanding of some fundamental issues related to girl-child education in Bure woreda and in large Amhara state. It is also hoped that this will in-turn enhance girl-child education which will lead to their contributions to the development of whole country and to participate fully in her health and health related issues as well developing herself, siblings, husband, home and the whole nation.

CHAPTER TWO

2. LITERATURE REVIEW

2.1.ATTITUDE OF PARENTS TOWARDS GIRL CHILD EDUCATION

Attitude of parents towards education of the girl is a key indicator whether the girl child would have a better future. Those parents who are in favor of educating the girl child are more likely to see their children grow healthy, happy and visionary. When women lack education, they are more likely to have more children, as children are their future financial security.

Most African countries believed that women are in the home for domestic chooses; therefore the girls are seen to be future home carers. When they get married, they tend to forget their parents and focus on their new home. Parents, especially fathers are often concerned about the continuation of their name, because in cases where a wealthy man dies his properties and assets are only shared among his male offspring's. The females are not recognized even in cases where there are no male child, which in the event where the wives or the children are not educated can cause the female both children and wives to be homeless and the child forced into a loveless marriage, where they will be treated as garbage and used as a punching bag(15).

In Afghan, Only 40% of girls attend elementary school, and only one in 20 girls attend school beyond the sixth grade. There are approximately three times more boys attending school than girls. Many Afghan families will only permit their daughters to attend all-girls schools close to home and few such schools exist. Other families believe it is unnecessary for girls to be educated. Schools for girls have been burned down, hundreds of teachers educating girls have been threatened or killed, and girls and have been physically harmed while attending or walking to or from school (16).

Javed conducted a research on 824 houses of Rehman pura, Nigeria to assess socio-economic characteristics and attitude of parents towards female girl education showed that one third of the respondent were in favor of female students and more than one third of the respondent were indifferent and little less than one third had unfavorable attitude towards female education. The lowest class men have less inclination toward female-girl education (17).

Nasim Sabirah carried out a small research on selected parents and their attitude towards their daughter's education. She explored that those parents gave more important to their son's education than their daughter's education and dissatisfied with educate girls due to their undesirable behaviour (18). In the same manner with Javed and Nasim Sabirah ; Zubaida Qureshi from institute of education and research conducted a research on progress of female-child education in West Pakistan since independence. Few years later, in 1980 three students from institute of education and research did a comparative study on the parents who sent their children to school and the other group of parents who did not sent their children to school and their attitude towards female education for both boys and girls. The significant findings was that 54% of the parents who send their children to school were strongly in favour of female-child education, about 40% of the parents whose children were not in the school were against female-child education(19).

In Northern Nigerian a study was conducted on influencing the girl-child education in 2013 showed that, 82% respondents/parents from 1200 respondents have Negative attitude to girl child's formal education (20). Another study which was conducted on Girls Versus Boys: Parents' Attitudes toward Children's Educational Attainment in South Asia by Sabrina Fernandes showed that 54% of wives and 41% of husbands favoring greater education for boy-children than girl child (21). In similar study in Nigeria, showed that Overall parent's' attitude towards girl-child education is least desirable especially when compared to the education of the boy-child (22).

There is no significant difference in the attitude of Male & Female parents towards girl's education. Literate & Illiterate parents do not differ significantly in their attitudes towards girl's education. Urban & Rural parents do not differ significantly in their attitudes towards girl's education (23)

2.2. PREVALENCE OF SCHOOL AGE GIRLS STAYING AT HOME

Worldwide, girls constitute over half of the children out of school. Only 30 percent of all girls were enrolled in secondary school in 1999. In many countries, less than one third of university students were women. The average sub-Saharan African girl from a low-income, rural household gets less than two years of schooling and never learns to read and write, to add and subtract, as opposed to the average sub-Saharan African boy who fully completes primary education (1).

About 25% of the world's girl-children are not in school as at 1999 [9]. Estimates in 2002 indicated that the number of children out of school had been brought down to about 115 million worldwide; 62 million were girls. While there were more children than ever in the world's primary schools, far too many remain absent- the majority girls. In 2002 overall school enrolments of girl child education in sub-Saharan Africa were languishes at a mere 59% [24].

According to UN report in 2013, too many children are still denied their right to Primary education. In 2011, 57 million children of primary school age were out of school, down from 102 million in 2000. More than half of these out-of school children live in sub-Saharan Africa. That means, at the current rate, the world is unlikely to meet the target of universal primary education by 2015 (25).

According to UNESCO's Regional overview on sub-Saharan Africa, in 2000, 52% of children were enrolled in primary schools, the lowest enrollment rate of any region. UNESCO also reported marked gender inequalities: In most parts of Africa there is much higher enrollment by boys; in some there are more girls, due to sons having to stay home and tend to the family farm. Africa has more than 40 million children, almost half the school-age child population, receiving no schooling. Two-thirds of these are girl-children. The USAID Center reports that as of 2005, 40% of school-age children in Africa do not attend primary school and there are still 46 million school-age African children who have never stepped into a classroom (26).

According to UNICEF (2008), Nigeria is among the West African Countries that have highest number of girls that were out of school. UNICEF added that girls make up the majority of the nearly 120 million children who are out of school and even greater majority of those who get opportunity of education do not reach the fifth grade (27).

A 2010 Transparency International report, with research gathered from 8,500 educators and parents in Ghana, Madagascar, Morocco, Niger, Senegal, Sierra Leone and Uganda, found that education is being denied to African children in incredibly large numbers. Most of them are girl-children (28).

While most of the Millennium Development Goals face a deadline of 2015, the gender parity target was set to be achieved a full ten years earlier - an acknowledgement that equal access to education is the foundation for all other development goals (22). Gender disparity is defined as inequalities of some quantity attributed to the reason of gender type (29). In countries where resources and school facilities are lacking, and total enrollments are low, a choice must often be made in families between sending a girl or a boy to school (30). Of an estimated 101 million children not in school, more than half are girls (25). However, this statistic increased when examining secondary school education (24). In high-income countries, 95% as many girls as boys attend primary and secondary schools. However, in sub-Saharan Africa the figure is just 60% (26). There are 23 million girls out of school in sub-Saharan Africa, distributed across more than 40 countries. A further 22 million out-of-school girls are in South and West Asia, yet the majority of these are concentrated in just two countries: India and Pakistan (27). Supporting education in Nigeria where there are 7.3 million children of primary age out of school, of whom 62 per cent are girls (28).

2.3. FACTORS THAT AFFECT THE ATTITUDE OF PARENTS TOWARDS EDUCATING THE GIRL CHILD

There are five main challenges researchers identify that make it difficult for girls to access education. These include: Educating girls is costly for families, Girls may face a poor and hostile school environment, Women have a weak position in society, conflict hurts girls most and Tackling social exclusion (31)

Results of the Ethiopian study: the household's wealth level was the most important factor, followed by the cognitive social capital (levels of trust and reciprocity) the maximum level of education attained by female adults in the household etc (32).

Distance is one of the major factors especially for rural children, more for girls than for boys. The case for investing in formal female education is further strengthened by the positive association between maternal education and child health and nutritional well-being (33).

The high rate of child marriage in many countries means many girls never have the opportunity to go to school or are forced to drop out of school at a young age (34). Parents may also object to educating their girls' on grounds of fears of rape going to and coming from school and also direct and opportunity costs of sending a girl to school The barriers that girls and other students face that prevent them from attending and succeeding in primary school can be categorized as Physical, Economic, Health, and Social (35).

Magaji (2010) observed that even though education is regarded as a human right for the realization of human dignity, many factors have been found to be responsible for the low enrolment of girls into schools when compared to the enrolment of boys. Among these factors, societal negative attitude to women education, early marriage and gender biases were identified (36).

2008 study conducted by UNICEF on the socio-economic barriers to education in South Sudan, cited unfriendly environment of some schools, where students experience sexual harassment, early pregnancy, and child-to-child violence as some of the major obstacles to promotion of girls' education (37).

Most of the factors that affect the attitude of parents towards educating the girl child are Socio-cultural, religion and economic factors. A study which was conducted in Northern Nigerian on influencing the girl-child education in 2013 showed that from the total 1200 respondents: 83.1% have family influence, 74.5% have Public criticism of the girl's family, 75.5% Cultural condemnation of mixing boys and girls, 74.9% Child's right abuses among parents, 75.5% Criticism of parents who support girl-child educations, 84% Females are culturally meant for domestic works in that area, 74.8% Lack of education among parents, 74.91% Poor enforcement of social laws on girls right, 83.5% Positive attitude towards boy child education only. On the other same manner Religion factors were significant on girl child education: - 84.83% Parents seem to be more committed to marital orientation of girls, 75.5% Girl child education is morally condemned, 94.1% Lack of religious legal action against girl-child education, 83.5% Fear of early pregnancy or pre-marital sex among girls, 84% Absence of religious guidance on girl-child education, 83.83% Fear of religious interference, 83.5% Fear of exposure of girls to the public. As third factor according to this study was Economic factors: 83.5% they believe of parents that girls can generate money for the family, 84.16% Early courtship of girls attracts money from boys to parents, 83.16% Parents see school fees payment as a burden, 83% School education is seen as a venture that does not yield immediate benefit, 83.91% Girls are often engaged in works by parents thereby discouraging their education, 84.41% Socio-economic status of families inhibit girl-child education (38).

Economic poverty plays a key role when it comes to coping with direct costs such as tuition fees, cost of textbooks, uniforms, transportation and other expenses (38). Wherever, especially in families with many children, these costs exceed the income of the family, girls are the first to be denied schooling. This gender bias decision in sending females to school is also based on gender roles dictated by culture. Girls usually are required to complete household chores or take care of their younger siblings when they reach home. This limits their time to study and in many cases, may even have to miss school to complete their duties (39). It is common for girls to be taken out of school at this point. Boys however, may be given more time to study if their parents believe that the education will allow them to earn more in the future. Expectations, attitudes and biases in communities and families, economic costs, social traditions, and religious and cultural beliefs limit girls' educational opportunities (38). Additionally, in most African societies, women are

seen as the collectors, managers, and guardians of water, especially within the domestic sphere that includes household chores, cooking, washing, and child rearing (39). Because of these traditional gender labor roles, women are forced to spend around sixty percent of each day collecting water, which translates to approximately 200 million collective work hours by women globally per day (26) and a decrease in the amount of time available for education, shown by the correlation of decrease in access to water with a decrease in combined primary, secondary, and tertiary enrollment of women (40).

This is both due to the relationship between education and socio-economic status, as well as the influence of parental education on their attitudes towards schooling. Attitudes are particularly important because parents in Ethiopia perceive that the returns to schooling are low (especially for girls), partly because the benefits are seen in relation to the opportunities for waged employment which are in short supply (USAID 1994; World Bank 1996a). The results of Yelfign et al.'s study in Ethiopia, suggest that girls in particular are more likely to attend school if their mother is literate. The regression results show that educated fathers and mothers (or household head) have a strong positive effect on attendance and completion (41).

Evidence from national statistics shows clear gender disparities in education in Ethiopia, mostly found in rural areas. Many parents are still less likely to be supportive of the education of their daughters. One of the main reasons why this still occurs – despite official commitment to promote gender equality in education – is deep rooted cultural beliefs assigning less value to female education (41). This is compounded by discriminatory practices that hinder girls' development – such as early marriage, tolerance of abduction and domestic violence as well as the belief that it is not economic to invest in girls as any benefits will accrue to the household she joins on marriage (40).

2.4. Conceptual Frame-Work

Educating of girl-child depending on the positive or negative attitudes of parents towards girl child education. Even though the parents are willing full to educate their girl-child/children, there are many factors that affect the successful education of their girl-child.

According to the literature review the main factors identified are parental need of labour, culture of parents, economic status of parents, school and teachers influence on girl child students are identified variables that can influence attitudes of parents towards girl child education.

Though there was shortage of researches on the topic, the conceptual frame work was developed by the researcher after extensive literature review and consult with the experts. The determinant factors were addressed and the relation was shown as the figure below.

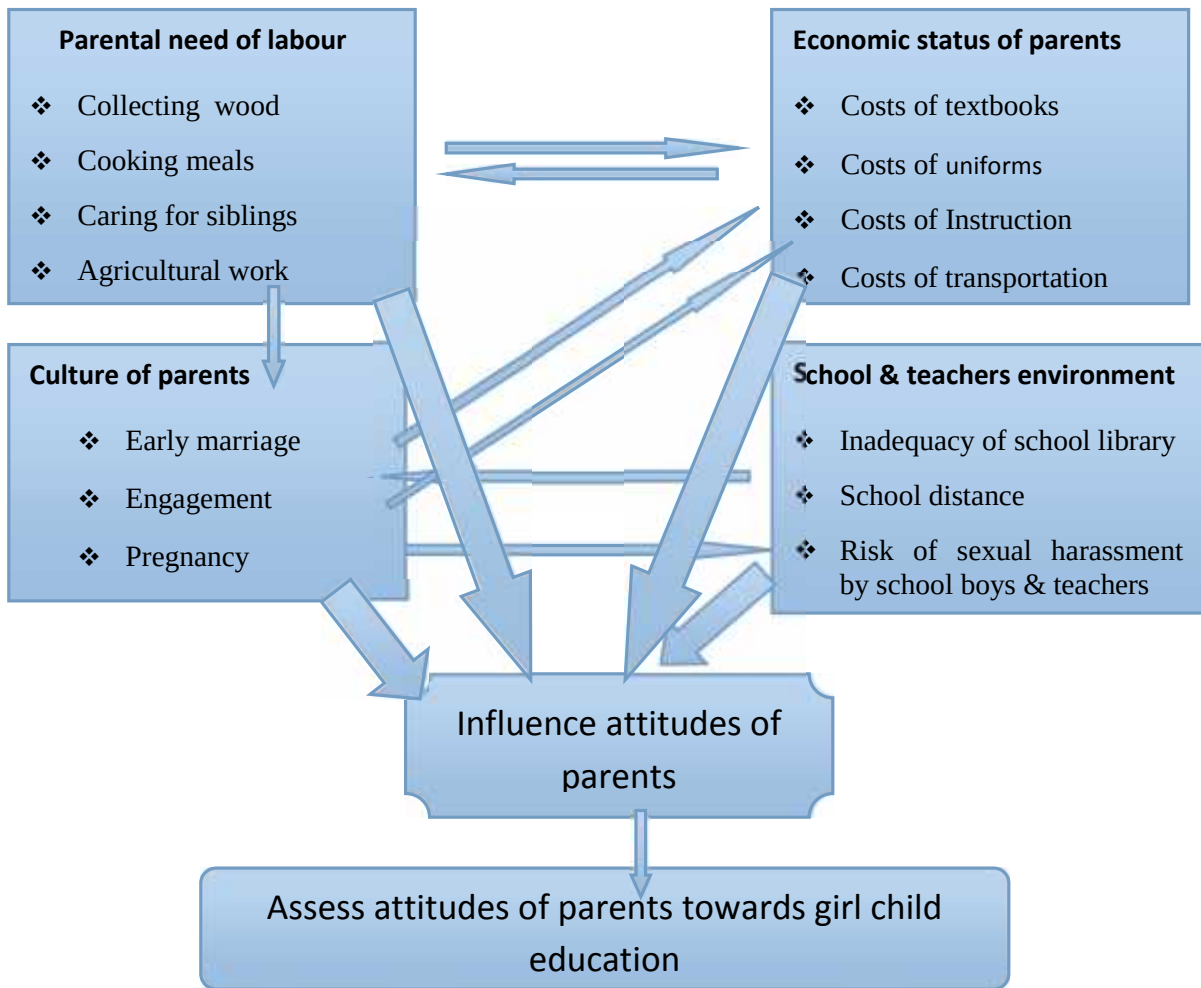


Fig-1 a Conceptual Frame-work for Assess attitudes of parents towards girl child education

CHAPTER THREE

3. OBJECTIVE OF THE STUDY

3.1. GENERAL OBJECTIVE

To assesses attitude of the parent towards their girl children education in Bure woreda, West Gojjam, Ethiopia in 2014 G.C

3.2. SPECIFIC OBJECTIVES

To determine the attitude of parents towards girl child education in Bure woreda, West Gojjam, Ethiopia in 2014 G.C

To measure the prevalence of school age girls staying at home in Bure woreda, West Gojjam, Ethiopia in 2014 G.C

To determine the factors that affects the attitude of parents towards educating the girl child in Bure woreda, West Gojjam, Ethiopia in 2014 G.C

CHAPTER 4

4. METHODOLOGY

4.1. Study Area:

The study was conducted in Bure woreda, West Gojjam, Ethiopia. Bure woreda is one of the woreda in west Gojjam zone, Amhara region, Ethiopia. Bure woreda is 413 km far from Addis Ababa, which is the capital city of Ethiopia, and located in the highland area of Amhara region. The total number of Bure woreda population is 430,000 according to the Bure woreda (district) statistics 2013/14.

Bure woreda has 8 Kebeles. From these, four of them are in the town and the remaining 4 are in the rural part. Four Kebeles were selected for the sample by random sampling method (2 of them were in the town and the remaining 2 were in the rural). The 4 Kebeles were selected to represent the woreda (Bure woreda).

Bure woreda has 11 primary schools, 2 high school and 1 health centers, 4 private clinics and 1 private hospital (according to the Bure woreda (district) statistics 2013/14)). The major occupation of the woreda inhabitants is farming and this makes them view the education of their female children as less relevant but rather, female should help their parents for domestic work so that they can be good house wives in future. In this area it is also observed that parents pay little or no attention to the education of their female children.

4.2. Study Design

A descriptive cross sectional study was conducted to assess parent's attitude towards their girl child education in Bure woreda, west Gojjam, Amhara region, Ethiopia.

4.3. Study period

This study was conducted from November 25 to June 2, 2014

4.4. Source Population

The source population was all parents living in west Gojjam, Amhara region, Ethiopia.

4.5. Study population

The study population was all parents who have at least one girl child whose age was 7-18 years and at least living 6 months in Bure woreda, west Gojjam, Amhara region, Ethiopia.

4.6. Sampling

Sample size is calculated using single proportion sample size calculation formula and the proportion was taken from the literatures.

40% of the parents whose children were not in the school were against female-child education in Pakistan (28).

Z value of 1.96 and marginal error of 5% sample size is calculated as follows:

$$n = \frac{(Z_{\alpha/2})^2 \cdot p \cdot q}{d^2} = \frac{(1.96)^2 \cdot p \cdot (1-p)}{d^2}$$

$$n = \frac{(1.96)^2 (0.40) (0.60)}{(0.05)^2}$$

$$n = 0.921984 / 0.0025$$

$$n = 369$$

$$n = 369 + 37(\text{non respondents})$$

$$n = 406$$

Where: n = sample size for population, Z=z-value and it is given (1.96), P= prevalence of the population, d=marginal error of the sample size and q=1-p

4.7. Sampling procedure

Simple random sampling method and Systematic sampling method were used to study attitude of parent towards their girl children education which was conducted on the community. Since the study area was Bure woreda , which had sub classifications or eight Kebeles, first four Kebeles were selected by simple random sampling method then by using systematic sampling method each households or study units were selected proportionally from four Kebeles until the sample size fulfill based on inclusion criteria. The sampling procedure is clearly shown as follow on diagram

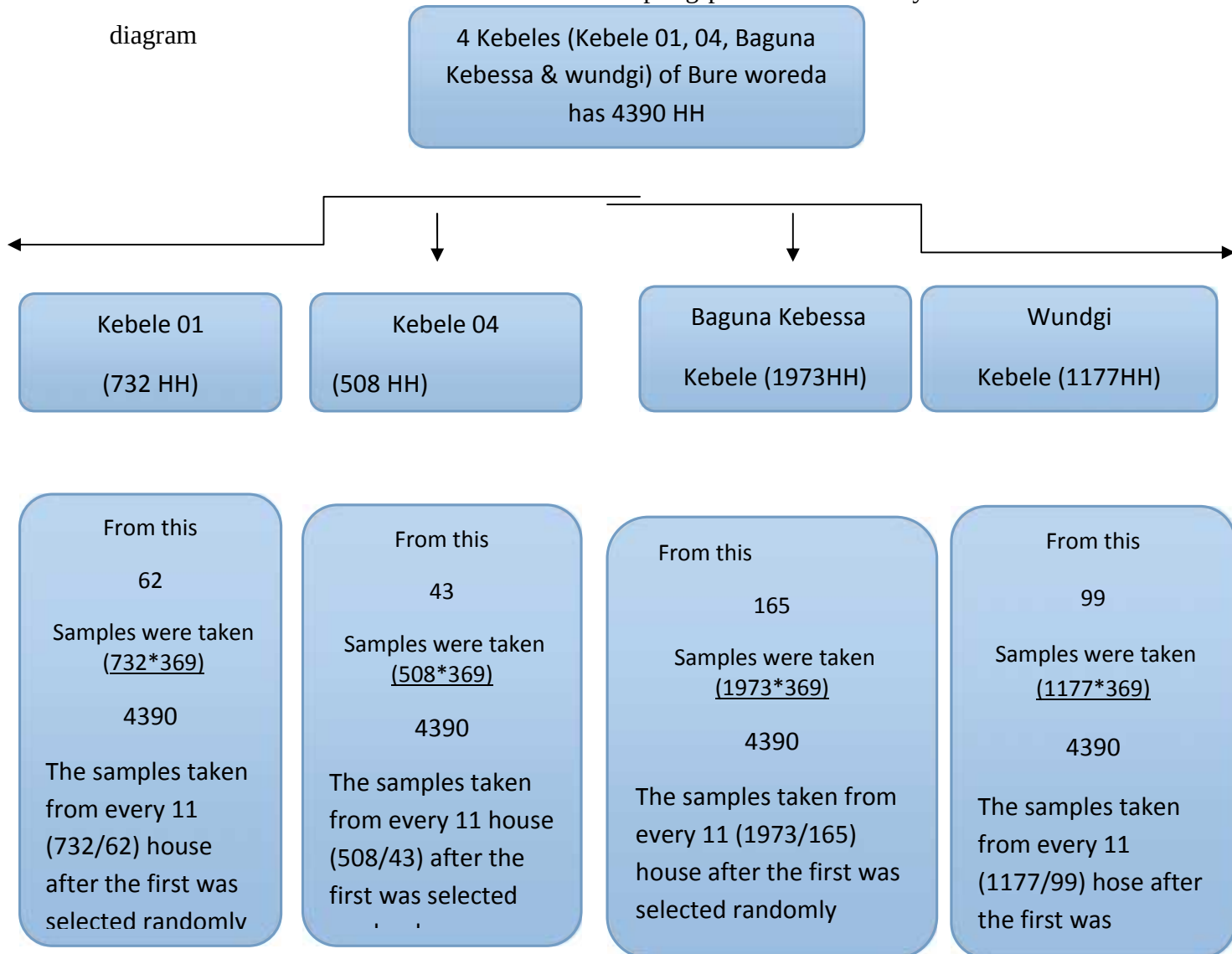


Fig 2-Sampling procedure of Bure woreda by Kebele in 2014

4.8. Inclusion and Exclusion Criteria Inclusion criteria

4.8.1. Inclusion criteria

- ❖ Mother or father who had at least one girl child with age of 7-18 years
- ❖ Parents living at least 6 months in Bure woreda

4.8.2. Exclusion criteria

- ❖ Mother or father who had no girl child

4.9. Data Collection Procedures (Instrument, Personnel, Data Quality Control)

The study was collect a data using pretested and standardized questionnaire prepared to address: Part-I: 6 questions on socio demographic, Part-II: 8 questions on attitude of parents towards girl child education, part III: 3 questions on Prevalence of school age girls staying at home and Part IV: has 21 questions on factors that affect the attitude of parents towards educating the girl child.

The data was collected by 4 diploma, 1 BSc holders who graduated in non-health related Fields and 2 BSc holders who graduated in Nursing and teaching profession respectively and the data collection was supervised by 2 MSc holders (from nursing and teaching profession). The researcher selected data collectors and supervisors from nursing and teaching profession since the content of the research had both pedagogic and health issue.

All data collectors and supervisors were trained thoroughly with close supervision for 5 days about the tool, its content, how to fill the tool, how to keep quality of the data. This was particularly relevant concerning consistency and accuracy of measurement.

4.10. Variables:

4.10.1. Dependent variables:

Attitude of parents towards girl child education

Independent variables:

Socio demographic variables: Age, sex, Religion, Educational status of parents

Culture variables of parents: Early marriage, Engagement, Pregnancy

Economic variables of parents: Costs of textbooks, Costs of uniforms, Costs of Instruction, Costs of transportation, Cost of accommodation

4.11. Data Analysis

First the data was entered and coded to epi-info version 7 and exported to SPSS version 20 window 7 for analysis. Mainly descriptive statistics were used in the analysis.

Percentages, means, standard deviations, ranges, odds ratio, logistic regression, chi square and the like were used to describe findings.

Additionally tables and different forms of graphs were used to assist data presentation.

4.12. Data Quality Control

Five days training were given for all data collectors and supervisors about the objectives and process of the data collection by the principal investigator.

The instrument was pretested by 10% of the total sample for clarity, understandability, flow and construction, and those questions found to be unclear or confusing was modified based on the result of pretest. The principal investigator collected the completed questionnaires every day and checked each part of the instrument for inconsistencies and missed values.

The principal investigator was also responsible for the co-ordination and on spot supervision of overall data collection process. Data cleaning and editing was taken place by removing the missed values using SPSS and Epiinfo statistical package.

4.13. Operational Definition of the term

Attitude: favorable and unfavorable feelings of parents towards girl child education.

Positive attitude: agree or strongly agree towards girl child education.

Negative attitude: disagree or strongly disagree towards girl child education.

Education: a process of learning and developing the power of knowledge

Parents: Mothers or fathers who have girl child with the age between 7-18 years

Girl child: Girl child in this research means those girls whose age is between 7 and 18 years.

Education of girl child: This term means to send daughter to school for education by the mother or father

4.14. Ethical consideration

Ethical approval and clearance was gained from department of Nursing and Midwifery institutional review board, College of Health Sciences, Addis Ababa University. The study was not cost additional expenses on the study subjects. There was no potential risk that may cause any harm in any form. Letters of cooperation was given & secure at all levels to the respective administrative officials. After obtaining permission from district/woreda Leader, Kebele leader, and community leaders, informed (verbal) consents was obtained from the study subjects and participants were provided with information about the objectives and expected outcomes of the study at every stage. All information which was communicated with individual subjects was kept private and confidential. Coding and aggregate reporting was used to eliminate names and other personal identification of respondents throughout the study process to ensure anonymity.

4.15. Dissemination and utilization of results

The thesis was presented to Addis Ababa University, department of Nursing and Midwifery as partial fulfillment of master's degree in peadiatrics (child Health) Nursing. The finalized report will be communicated to Kebele leaders, district leaders, Amhara National Regional Education Bureau, Amhara National Regional Health Bureau and other nongovernmental organizations working on girl child education. . The findings will also be presented in different seminars, meetings and workshops and published in a scientific journal. Hard and soft copies will be made available in the library of AAU, for graduate students as well as for other researchers and readers.

5. RESULTS

5.1. Socio-demographic characteristics

Out of 369 respondents intended to be included on the study, complete data were obtained from 350, making a response rate of 95%. As shown in Table 1, out of the total 350 respondents, 174(50.3%) were male. The age of the respondents distribution shows that majority {(131 (37.4%)} were in the age grouping of 31-40 years with the mean age 38.75 years and standard deviation of 9.315 years. A greater proportion of the respondents were Orthodox in religion 308(88.0%) followed by Muslim 34(9.7%). Concerning the educational status of respondents, 32.9% were none educated and 18.3% were diploma and above. The mean estimated monthly income was 889.97 ETB, with standard deviation of 726.688.

Table 1: Socio Demographic characteristics of respondents of Bure woreda, West Gojjam Ethiopia, April 2014(n=350)

Variable	Category	Frequency	Percentage
Sex of respondents	Male	176	50.3
	Female	174	49.7
Age of respondents	20-30	73	20.9
	31-40	131	37.4
	41-50	99	28.3
	>50	47	13.4
Religion of respondents	Orthodox	308	88.0
	Muslim	34	9.7
	Protestant	8	2.3
Educational status of respondents	No education	115	32.9
	read and write	54	15.4
	1-4	36	10.3
	5-8	42	12.0
	9-12	39	11.1
	Diploma and Above	64	18.3
Monthly income (birr)	<350	93	26.6
	350-640	83	23.7
	640-1200	89	25.4
	>1200	85	24.3

5.2. Attitude of Parents towards Girl-Child Education

Table 2 revealed that, in most cases the parents responses were in favour of agreed in perceiving that there should not be limit to girl-child education, girls can perform or achieve as like boys in their education, Educated girls are as important as educated boys, Girls have the intellectual capability to effectively use their education in life, girl- child requires primary education to contribute to the development of the country and If girl-child completed her education she has no employment opportunities or the chances to find jobs. However, on the other hand, the respondents were in favour of disagreed in areas like there is no matter whether a girl child learns or not in life.

Table 2: Beliefs of Parents towards Girl-Child Education, in Bure woreda, West Gojjam Ethiopia, April 2014

	Category	Frequency	Percent
It does not matter whether a girl child learns or not in life.	Strongly Agree	37	10.6
	Agree	80	22.9
	Disagree	171	48.9
	Strongly disagree	61	17.4
	Neutral	1	.3
In education, girls could perform or achieve as well as boys	Strongly Agree	65	18.6
	Agree	241	68.9
	Disagree	40	11.4
	Strongly disagree	4	1.1
There should be no limit to Education of Girl-Child	Strongly Agree	73	20.9
	Agree	207	59.1
	Disagree	64	18.3
	Strongly disagree	6	1.7
Educated girls are as important as well as educated boys	Strongly Agree	48	13.7
	Agree	218	62.3
	Disagree	70	20.0
	Strongly disagree	14	4.0
Girls have the intellectual capability to effectively use their education in life	Strongly Agree	52	14.9
	Agree	194	55.4
	Disagree	84	24.0
	Strongly disagree	17	4.9
	Neutral	3	.9
If girl-child completed her education she has no employment opportunities or the chances to find jobs	Strongly Agree	26	7.4
	Agree	137	39.1
	Disagree	99	28.3
	Strongly disagree	88	25.1

In the figure below those who knew a successful girl were 204(58.3%) and the remaining 146(41.7%) didn't know a successful girl in their area.

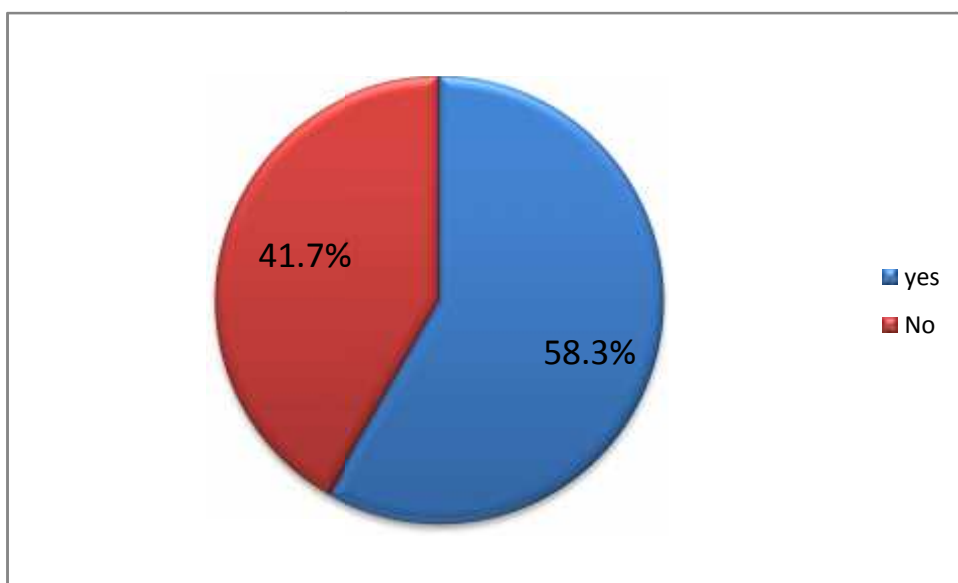


Figure 3: Response of parents for the question “do you know a girl-child successful with her education in your area?” in Bure woreda, West Gojjam Ethiopia, April 2014

As stated figure 4, more than three fourth of the participants (76%) had positive attitude towards girl child education and the remaining 24% had negative attitude.

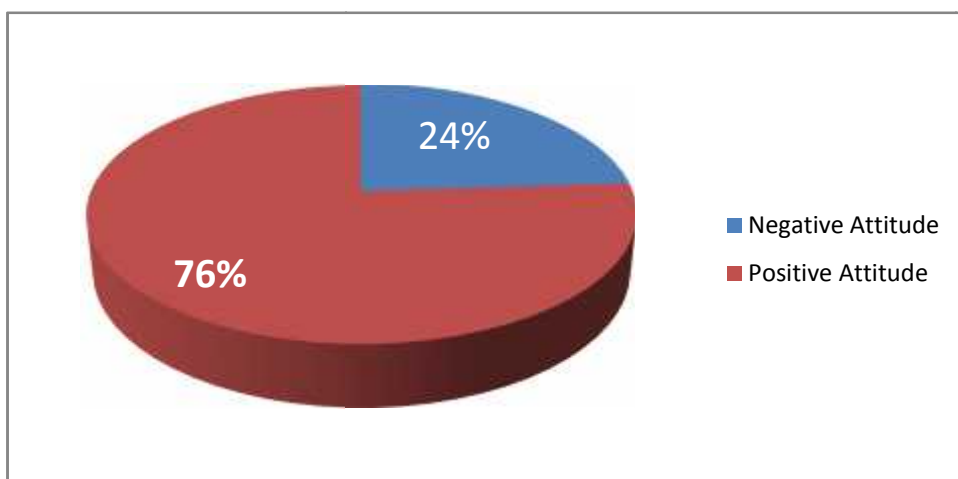


Figure 4: Attitudes of Parents towards Girl-Child Education, in Bure woreda, West Gojjam Ethiopia, April 2014

5.3. PREVALENCE OF SCHOOL AGE GIRLS STAYING AT HOME

As shown in table 3 below from the total number of girl children (603) whose age was 7-18, 515(85%) girls were attending school, 40(7%) dropping school and the remaining 48(8%) didn't attending school.

Table 3: Total number children, prevalence of school age girls attending school, dropping school and staying at home in Bure woreda, west Gojjam Ethiopia, April 2014

	No of respondents	Sum frequency	Percent
Number of children of respondent	350	1032	
How many girl children do you have (whose age 7-18 years)?	350	603	
girls attending school	350	515	85
girls dropping class	350	40	7
Girls not attending school	350	48	8

5.4. Factors that affect the attitude of parents towards educating the girl child

The respondents' opinions on the influence of Economy, culture, school environment and workload on girl-child education showed that among the factors economic factors had great influence (71.1%) on attitudes of parents to educate their girl child. Following economic factors, work load of girl child or helping parents (21.4%), school environment (8.0%) and culture (6.9%) factors had influence on attitudes of parents to educate their girl child

Table 4: factors that affect the attitude of parents towards educating the girl child in Bureworeda, West Gojjam Ethiopia, 1April 2014

		Frequency	Percent
Economic factor	Yes	249	71.1
	No	101	28.9
Cultural factors	Yes	24	6.9
	No	326	93.1
School environment and teachers factors	Yes	28	8.0
	No	322	92.0

The figure below reveals that from the total 350 respondents, 249 of them had economic influence to educate their girl children. From these (249 respondents) answers that Costs of Instruction Materials (like pen, exercise book, and pencil) had a medium effect and all others had low or no effect on the attitudes of parents towards girl child education.

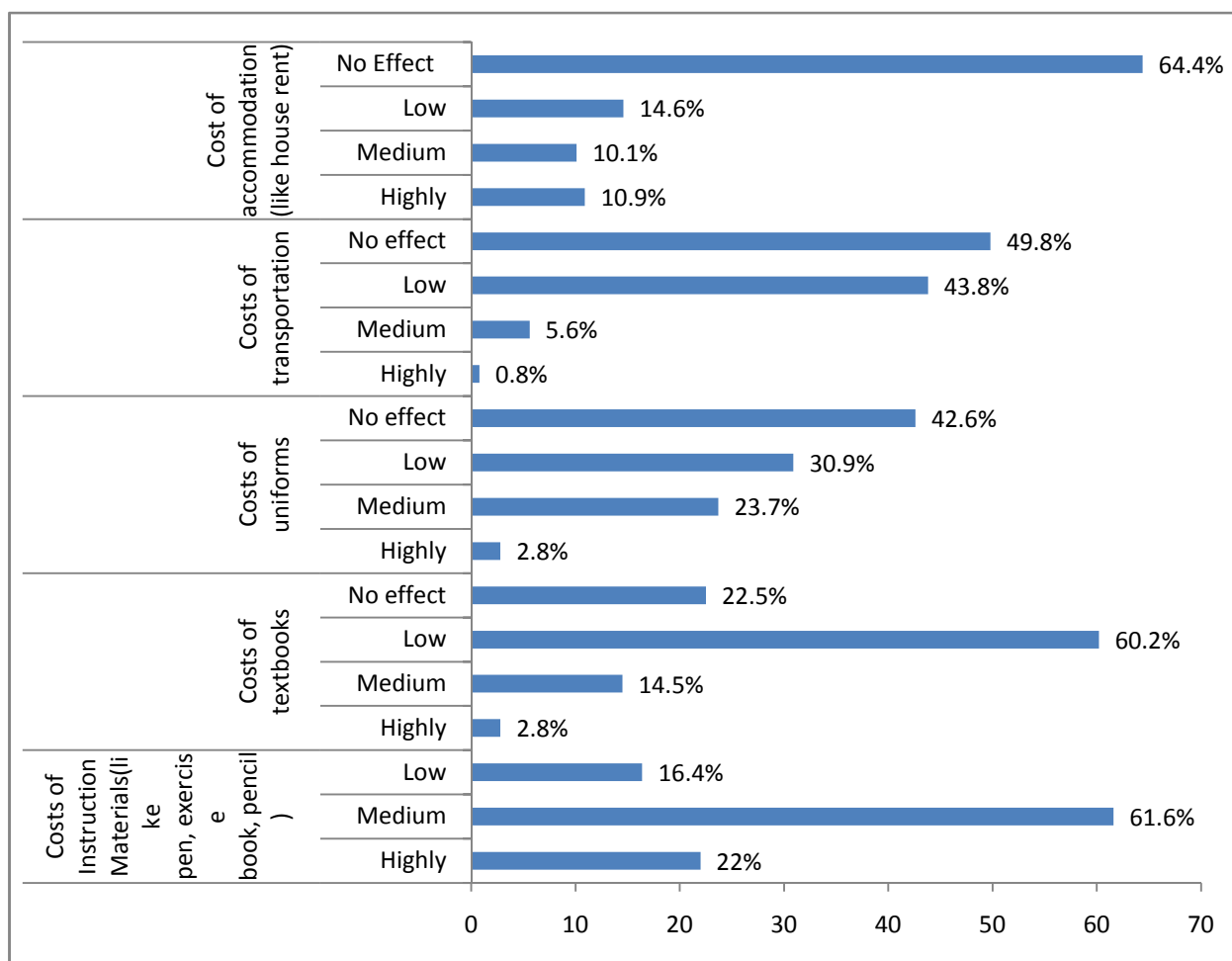


Figure 5: Economic factors that affect the attitude of parents towards educating the girl child in Bure woreda, West Gojjam Ethiopia, 1April 2014

The figure 6 below showed that 24 out of 350 respondents who had cultural influence to educate their girl children. For these respondents early marriage had high effect to education their girl children but engagement and pregnancy had no effect.

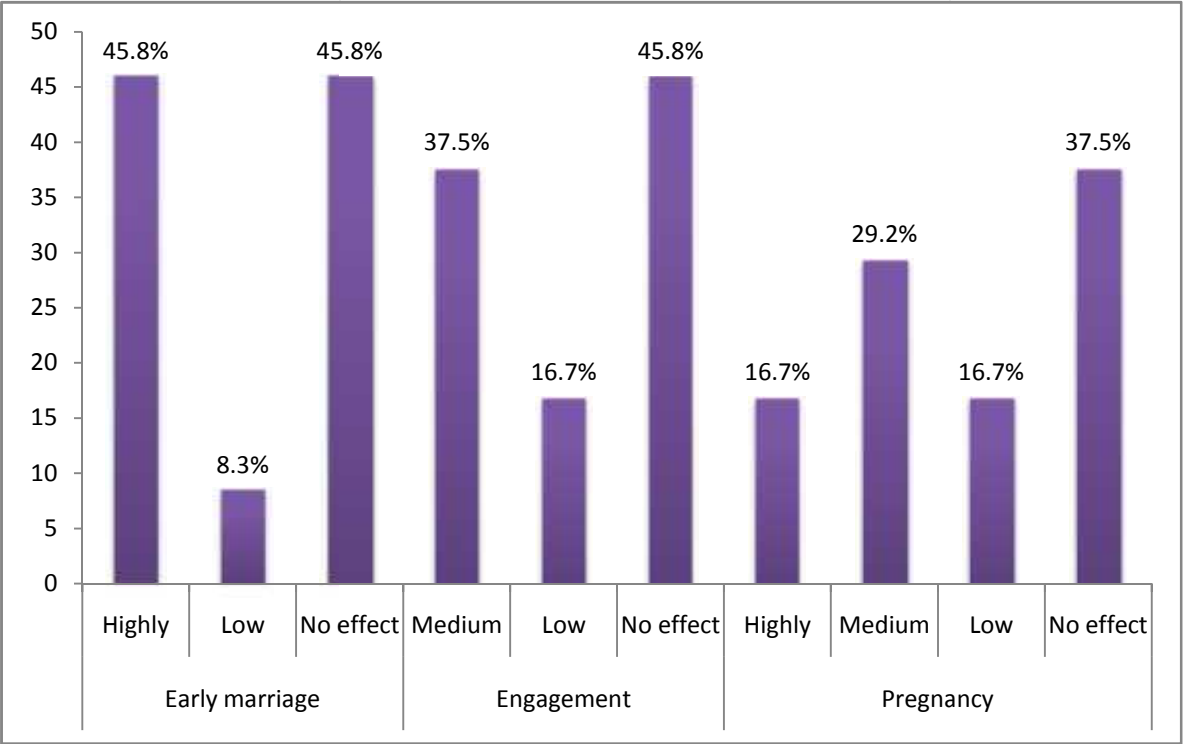


Figure 6: cultural factors that affect the attitude of parents towards educating the girl child in Bure woreda, West Gojjam Ethiopia, 1April 2014

The table below reveals that fetching water, collecting wood, cooking meals, caring for siblings, agricultural work and school distance had an average/ medium effect on the attitudes of parents towards girl child education from workload and school/institutional factors.

Table 5: Institutional (school) and workload factors that affect the attitude of parents towards educating their girl children in Bure woreda, West Gojjam Ethiopia, 1April 2014

School environment and teachers factors		Yes	28	8.0
		No	322	92.0
Those who have a problem on school and teaches	Inadequacy of school library	Medium	5	14.8
		Low	15	55.6
		No effect	8	29.6
	School distance	Highly	1	3.4
		Medium	18	62.1
		Low	10	34.5
	Risk of sexual harassment by school boys and teachers	Medium	6	20.7
		Low	16	55.2
		No effect	7	24.1
	Teachers have no guidance and counseling for girls	Medium	6	20.7
		Low	6	20.7
		No effect	17	58.6
Work load factor		Yes	75	21.4
		No	275	78.6
Those who had Work load problems	Fetching water	Highly	24	32.0
		Medium	37	49.3
		Low	14	18.7
	Collecting wood	Highly	7	9.3
		Medium	36	48.0
		Low	32	42.7
	Cooking meals	Highly	5	6.7
		Medium	46	61.3
		Low	22	29.3
		No effect	2	2.7
	Caring for siblings	Highly	3	3.9
		Medium	36	47.4
		Low	26	34.2
		No effect	11	14.5
	Marketing	Highly	3	4.0
		Medium	16	21.3
		Low	42	56.0
		No effect	14	18.7

	Agricultural work	Highly	23	30.7
		medium	27	36.0
		low	24	32.0
		No effect	1	1.3
	Employment for	Highly	3	4.0
		medium	7	9.3
		No effect	65	86.7

As shown in the table below being male or female had no association with attitudes of girl child education. In the same manner institutional (school) and economic factors had no relation with attitudes of girl child education but culture and work load had a relation with attitudes of girl child education. Cultural factors had 2.933 times negative influence on the attitude of parents to teach their girl children.

Table 6: Bivariate and multivariate logistic regression analysis of association on attitude of parents towards girl child education in Bure woreda, West Gojjam Ethiopia, 1April 2014

		Attitude of respondents towards girl-child education				
		Positive	Negative	p. value	COR (95%CI)	AOR (95%CI)
Sex of respondents	Male	141(80.1%)	35(19.9%)	0.071	0.633(0.386-1.040)	1.649 (0.991-2.743)
	Female	125(71.8%)	49(28.2%)			
Economic factors	Yes	194(77.9%)	55(22.1%)	0.190	0.704(0.416-1.196)	1.252 (0.713-2.200)
	No	72(71.3%)	29 (28.7%)			
Cultural factors	Yes	13(54.2%)	11(45.8%)	0.012	2.933(1.261-6.821)	0.397 (0.162-0.974)
	No	253(77.6%)	73(22.4%)			
Workload factors	Yes	48(64.0%)	27(36.0%)	.007	0.465(0.267-0.809)	0.552 (0.305-999)
	No	218(79.3%)	57(20.7%)			
School environment and teachers factors	Yes	17(60.7%)	11(39.3%)	0.053	0.453(0.203-1.010)	0.536 (.231-1.241)
	No	249(77.3%)	73(22.7%)			

CHAPTER 6

DISCUSSION

In this study more than three fourth of the participants (76%) had positive attitude towards girl child education and the remaining 24% had negative attitude. A study which was conducted by Javed on 824 houses of Rehman pura, Nigeria to assess socio-economic characteristics and attitude of parents towards girl child education showed that one third of the respondent were in favor of female students and more than one third of the respondent were indifferent and little less than one third had unfavorable attitude towards female education (17). In this study the respondents had more favorable attitudes than in study done in Nigeria. The discrepancy may be due to sample difference, the time gap and the fact that growing awareness regarding literacy and education; persistent campaigns through mass media around the country and attempts at mainstreaming have significantly affected all sections of the society, including the rural population.

From the total number of girl children (603) whose age was 7-18, 515(85%) girls were attending school, 40(7%) dropping school and the remaining 48(8%) didn't attending school. In Nigeria where there are 7.3 million children of primary age out of school, of whom 62 per cent are girls (28). About 25% of the world's girl-children are not in school as at 1999 [9]. In 2002 overall school enrolments of girl child education in sub-Saharan Africa were languishes at a mere 59% (24). The value attached to schooling and education of children has substantially improved compared to earlier times when lack of literacy and negative attitude towards education were the main barriers for sending children to school in a tribal community. Previously education was considered as wastage of time and money since its outcome was perceived to be uncertain and unimportant. Presently, the importance and the outcomes of education are highly appreciated by people through persistent efforts at compulsory education and increased awareness through information and technology revolution.

Among the factors that affects parents' attitude towards girl children education: economic factors had great influence (71.1%) on attitudes of parents to educate their girl children. Other studies showed that there are five main challenges that make it difficult for girls to access

education. These include: Educating girls is costly for families, Girls may face a poor and hostile school environment, Women have a weak position in society, conflict hurts girls most and tackling social exclusion (31). The barriers that girls and other students face that prevent them from attending and succeeding in primary school can be categorized as Physical, Economic, Health, and Social (35). Thus, the respondents in this study and other studies seem to see the economic problem was the major factor that hinders to educate their girl children.

According to this study fetching water, collecting wood, cooking meals, caring for siblings, agricultural work and school distance had an average/ medium effect on the attitudes of parents towards girl child education from workload (domestic work) and school/institutional factors. But early marriage and pregnancy highly affected parents' attitude towards girl child education from cultural factors. In the same manner distance is one of the major factors especially for rural children, more for girls than for boys (33). The high rate of child marriage in many countries means many girls never have the opportunity to go to school or are forced to drop out of school at a young age (34). A study which was conducted in Northern Nigerian on influencing the girl-child education in 2013 showed that from the total 1200 respondents: 84% Females are culturally meant for domestic works in that area, 84.83% Parents seem to be more committed to marital orientation of girls, 83.5% Fear of early pregnancy (20).

In this study culture and work load on girl child had a relation with attitudes parents to educate their girl children but sex, institutional (school) and economic factors had no relation with attitudes of girl child education.

Other researches also supported the finding of this thesis:-There is no significant difference in the attitude of Male & Female parents towards girl's education (23), In Kaduna state-Nigeria, majority of girls were given out in marriage long before they become women, forces to marry men they do not love and who are sometimes old enough to be their fathers, denied education and Most African countries believed that women are in the home for domestic chooses; therefore the girls are seen to be future home carers. When they get married, they tend to forget their parents and focus on their new home (15).

CHAPTER 7

CONCLUSION AND RECOMENDATION

7.1. CONCLUSION

This study reveals that most of the respondents' perception towards girl-child education was very good with more than half of respondents saying that educating a girl child is important.

From the total number of girl children (603) whose age was 7-18, 515(85%) girls were attending school, 40(7%) dropping school and the remaining 48(8%) didn't attending school.

The three most ranked factors by respondents as those militating against girl-child education were Economic factors, work load of girl child and institutional factors.

The relationship between education and parental attitude is well established such that education is a key index of development. It has been documented that schooling improves productivity, health and reduces negative features of life such as child labour, early marriages, girl child rape and consequence of health problems as well as bringing about empowerment. Though most of the respondents (76%) had a positive attitude towards girl child education the remaining 24% had their own impact on the education of girl child. And in turn this affects the future life of the girl child.

7.2. RECOMMENDATIONS

The researcher comes up with the following recommendations:

- i. Enrolment and retention of girl children in schools is very necessary.
- ii. There should be guidance and counseling services at schools to advice both parents and the girl-child in schools.
- iii. Similar research should be conducted on the large sample to correctly measure the change in the attitude of the parents.
- iv. A research should be done on other areas like attitude of parents towards girl child education and boy child education.

CHAPTER 8- ANNEXES

Annex I- Information Sheet for English Version

Addis Ababa University, College of Health Sciences, School of Allied Health Sciences, Post Graduate Program Student in Pediatrics and Child Health

This questionnaire is designed to collect information from respondents in respect of the Attitudes of parents towards Girl-Child Education in Bure woreda.

Hello, my name is_____ I am here today to interview you about attitudes of parents towards girl child education. The study is being conducted by Yihenew Mekonnen from Addis Ababa University, College of Health Sciences, School of Allied Health Sciences, Post Graduate Program Student in Pediatrics and Child Health. The objective of this study is to assess the Attitudes of parents towards Girl-Child Education in Bure woreda. The information will contribute not only to the overall success of this research work but will serve as motivational factor to people of Amhara State and the entire Country on the need for Girl-Child Education as an instrument for self and societal development.

You are among those chosen to participate in the study. Thus, the investigator of this research requests you for information and it appreciates your willingness to support its efforts. The investigator believes that you will find the questionnaire interesting and it looks forward to receiving your reply. All information obtained from you will be used only for the purpose of this research. Both yours and your Child's name will not be written in this form and will never be used in connection with any information you tell us.

There is no possible risk associated with participating in this study except the time spent for responding to the questionnaire. All information given by you will be kept strictly confidential, your participation is voluntary and you are not obligated to participate you do not want to participate. If you feel discomfort with the interview, it is your right to discontinue at any time you want.

If you have questions regarding this study or would like to be informed of the results after its completion, please feel free to contact the principal investigator.

Address of the Principal Investigator

Name: Yihenew Mekonnen Workie

Cell –Phone: +251-912 -094020

E–Mail: yihenew2129@gmail.com

Are you willing to participate in this study?

1. Yes ----- Continue to the next page
2. No ----- Skip to the next participants

Annex II- Questionnaires English Version

Addis Ababa University, College of Health Sciences, School of Allied Health Sciences, Post Graduate Program Student in Pediatrics and Child Health

Instruction:

This questionnaire is designed to collect information from respondents in respect of the Attitudes of parents towards Girl-Child Education in Bure woreda. It has 4 parts : Part-I: has 6 questions on socio demographic, Part-II: has 8 questions on attitude of parents towards girl child education, part III: has 3 questions on Prevalence of school age girls staying at home and Part IV: has 21 questions on factors that affect the attitude of parents towards educating the girl child. Listen the question and tell specific answer for those questions that have alternatives and your response for the space provided for each question.

Part I. Background information

1. Respondent's Age: _____
2. Sex: A. Male B. Female
3. Educational status: A. Illiterate B. Read and write C. 1-4 D. 5-8 E. 9-12
F. diploma and above
4. Religion: A. Orthodox Tewahido B. Muslim C. protestant D. catholic E. other(specify _____)
5. Number of total children: A. 1 B.2 C.3 D.4 E.5 F. 6 and above
6. Economic status(monthly income): _____

Part II. Attitude of Parents towards Girl-Child Education (put the answers of respondents from the given alternatives in the box parallel to the question)

S.NO	To what degree do you agree with the following statements?	1. Strongly disagree	2. Disagree	3. Neutral	4. Agree	5.Strongly Agree
1.	It does not matter whether a girl child learns or not in life.					
2.	In education, girls could perform or achieve as well as boys.					
3.	There should be no limit to Education of Girl-Child					
4.	Educated girls are as important as well as educated boys					
5.	Girls have the intellectual capability to effectively use their education in life					
6.	If girl-child completed her education she has no employment opportunities or the chances to find jobs.					
7.	Girl-Child Requires Basic Education to contribute to the development of the Country					

8. Do you know a successful girl in your area? 1. Yes..... 2. No.....

III. PREVALENCE OF SCHOOL AGE GIRLS STAYING AT HOME

1. How many girl children do you have (whose age 7-18 years)?

A. 1 B. 2 C. 3 D. 4 E. 5 F. 6 and above

2. How many of your girl-child/children attending school (whose age 7-18 years)?

A. 1 B. 2 C. 3 D. 4 E. 5 F. 6 and above

Girl child attending school	Age	Grade of the girl child
Child girl No-1		
Child girl No-2		
Child girl No-3		
Child girl No-4		
Child girl No-5		
Child girl No-6		

3. How many of your girl-child/children dropping out from education?

A. 0 B. 1 C. 2 D. 3 E. 4 F. 5 and above

Girl child dropping out from education	Age	Grade of the girl child defaulted
Child girl No-1		
Child girl No-2		
Child girl No-3		
Child girl No-4		
Child girl No-5		
Child girl No-6		

IV. Factors that affect the attitude of parents towards educating the girl child

1. Which factors affecting your attitude to educate your girl child (more than one answer can be possible)

- A. Economic factors
- B. Cultural factors
- C. School environment and teachers factors
- D. Parental Needs of Labour

If the answer is “A” skip to question No 1.1.

If the answer is “B” skip to question No 1.2.

If the answer is “C” skip to question No 1.3.

If the answer is “D” skip to question No 1.4.

1.1. Economic factors that restrict parents to educate their girl child					
S.N O	Economic factors	To what extent do you think that the following factors hinder girl child education or the completion of their schooling?			
		1. High	2. Average	3. Low	4. Not Sure
1.	Costs of textbooks				
2.	Costs of uniforms				
3.	Costs of Instruction Materials (like pen, exercise book, pencil)				
4.	Costs of transportation				
5.	Cost of accommodation (like rent for house)				
1.2. Cultural factors that restrict parents to educate their girl child					
Cultural factors		To what extent do you think that the following cultural traditions and practices hinder girl child education or the completion of their schooling?			
		1.High	2.average	3.Low	4.Not sure
1.	1 Early marriage				
2.	2 Engagement (ask for defaulters)				
3.	4 Pregnancy (ask for defaulters)				
1.3. School environment and teachers factors that restrict parents to educate their girl child					
School environments and teachers factors		To what extent do you think that the following School environments and teachers factors hinder girl child education or the completion of their schooling?			
		1.High	2.average	3.Low	4.Not sure
1.	Inadequacy of school library (ask for defaulters)				
2.	School distance				
3.	Risk of sexual harassment by school boys and teachers				
4.	Teachers have no guidance and counseling for girls				

1.4. Female-child Education and Parental Needs of Labour

To what extent do you think that the following parental need of labour hinder girl child education or the completion of their schooling?

	Type of work	Frequency		
		All Week	Some days	Few days
1.	Fetching water			
2.	Collecting wood			
3.	Cooking meals			
4.	Caring for siblings			
5.	Marketing			
6.	Agricultural work			
7.	Employment for			

Annex III- Information sheet Amharic version

አዲስ አበባ ዩኒቨርሲቲ፡ የጤና ሳይንስ ኮሌጅ፡ የጤና ጥምረት ት/ቤት፡ የህጻናት ጤና ድህረ ምረቃ ክፍል

ይህ መጠይቅ የተዘጋጀው በቡሬ ወረዳ ያሉ ወላጆች ለህጻናት ሴት ልጆች ትምህርት ያላቸውን ዝንባሌ በተመለከተ መረጃ ለመስጠት ነው።

ጤና ይስጥልኝ፡- ስሜ_____ይባላል። ዛሬ እዚህ የተገኘሁት እርስዎ ለህጻናት ሴት ልጆች ትምህርት ያላቸውን ዝንባሌ/አመለካከት ለመጠየቅ ነው። ይህ ጥናት የሚደረገው በይኸነው መኮንን ከአዲስ አበባ ዩኒቨርሲቲ፡ የጤና ሳይንስ ኮሌጅ፡ የጤና ጥምረት ት/ቤት፡ የህጻናት ጤና ድህረ ምረቃ ክፍል ነው።

የዚህ ጥናት አላማ በቡሬ ወረዳ የሚገኙ ወላጆች ለህጻናት ሴት ልጆች ትምህርት ያላቸውን ዝንባሌ/አመለካከት ለመዳሰስ ወይም ለማጥናት የተዘጋጀ ነው።

እርስዎ የሚሰጡት መረጃ ለዚህ ጥናት ስኬት ብቻ ሳይሆን ለአማራ ክልል ህዝብ ጭምር የሚጠቅም ነው። እነዲሁም በኢትዮጵያ ውስጥ በህጻናት ሴት ልጆች ትምህርት ላይ ለሚደረጉ ማነኘውም አይነት እንቅስቃሴ እንደ ግባአት ሁኖ ያገለግላል። እርስዎ በዚህ ጥናት ውስጥ እነዲካተቱ ተደርገዋል። ስለዚህ የዚህ ጥናት አጥኝ እርስዎን ምረጃ እነዲሰጡ መልካም ፈቃደኛ ይጠይቃል። የርሱን ጥረት ለማገዝ ፈቃደኛ በመሆንዎ አድናቆቱን ይገልጻል። በተጨማሪም በመጠይቁ ደስ እንደሚሰኙ እያመነ እርስዎን ምላሽ ለመቀበል ዝግጁ ነው። ከእርስዎ የሚገኘው መረጃ ለዚህ ጥናት አላማ ብቻ የሚውል ነው። የእርስዎም ሆነ የልጅዎት/ዎች ስም በዚህ ጥናት ውስጥ አይካተትም።

በዚህ ጥናት በመሳተፍዎ ጊዜዎን መስዋት ከማድረግዎ በቀር ሌላ ምንም ጉዳት አይደርሰብዎትም። ከእርስዎ የሚገኘው መረጃም ሚስጢሩ በጥብቅ የተጠበቀ ነው። የእርስዎ ተሳትፎ በፍቃደኝነት ላይ የተመሰረተ በመሆኑ ተገደው እነዲሳተፉ አይፈለግም። እንዲሁም በመጠይቁ ካልተደሰቱ በፊለጉ ጊዜ የማቋረጥ መብት አለዎት።

ጥናቱን በተመለከተ ማንናውም አይነት ጠያቂ ካለዎት ወይም ጥናቱ ሲጠናቀቅ ስለውጤቱ ማወቅ ከፈለጉ የዚህ ጥናት አጥኝ በሚከተለው አድራሻ ማግኘት ይችላሉ፡-

ስም፡ በይኸነው መኮንን ወርቁ

ስልክ፡- 0912094020

ኢሜል፡-yihenew2129@gmail.com

ስለዚህ እርስዎ በጥናቱ ለመሳትፍ ፈቃደኛ ነዎት

1. አዎ----- ወደ ቀጣዩ ገፅ ቀጥል
2. አይደልሁም----- ወደ ቀጣዩ ተሳታፊ ቀጥል

Annex-IV: Questionnaire Amharic version

አዲስ አበባ ዩኒቨርሲቲ፡ የጤና ሳይንስ ኮሌጅ፡ የጤና ጥምረት ት/ቤት፡ የህጻናት ጤና ድህረ ምረቃ ክፍል

መመሪያ

ይህ መጠይቅ የተዘጋጀው በቡሬ ወረዳ ያሉ ወላጆች ለህጻናት ሴት ልጆች ትምህርት ያላቸውን ዝንባሌ በተመለከተ መረጃ ለመሰብሰብ ነው፡፡

መጠይቁ አራት ክፍሎች ያሉት ሲሆን፡- የመጀመሪያው የግል መረጃን በተመለከተ 6 ጥቂዎች አሉት፤ ሁለተኛው ክፍል ወላጆች ለህጻናት ሴት ልጆች ትምህርት ያላቸውን ዝንባሌ/አመለካከት በተመለከተ 8 ጥቂዎች አሉት፤ ሶስተኛው ክፍል እድሜያቸው ለትምህርት ደርሰው(7-18 አመት) የማይማሩ ወይም ያቋረጡ ሴት ህጻናትን በተመለከተ 3 ጥቂዎች አሉት፤ አራተኛው ክፍል ደግሞ ወላጆች ህጻናት ሴት ልጆቻቸውን ትምህርት እንዳያስተምሩ ተጽእኖ የሚያደርጉ ምክንያቶችን በተመለከተ 21 ጥቂዎች አሉት፡፡ ስለዚህ ጥያቄዎችን ሳንብልዎት በደንብ ያድምጡና በጥያቄው መሰረት ምላሽ ይስጡኝ፡፡

ክፍል I. የግል መረጃ ክፍል

1. የመላሹ/ሻ እድሜ:- _____
2. የታ: ሀ. ወንድ ለ. ሴት
3. የትምህርት ደረጃ: ሀ. ያልተማረ/ች ለ. የሚያነብና የሚፅፍ ሐ. 1-4 መ. 5-8 ሠ. 9-12 ረ ዲፕሎማና ከዚያ በላይ
4. ሐይማኖት: ሀ. ኦርቶዶክስ ተዋህዶ ለ. ሙስሊም ሐ. ፖርቱጋልካንት መ. ካቶሊክ ሠ. ሌላ ካለ ይገለጽ _____
5. ያለዎት የልጆች ብዛት: ሀ. 1 ለ.2 ሐ.3 መ.4 ሠ.5 ረ 6 እና ከዚያ በላይ
6. የገቢ ሁኔታ(ወርሃዊ ገቢ): _____

ክፍል II. ወላጆች ለህጻናት ሴት ልጆች ትምህርት ያላቸውን ዝንባሌ/ አመለካከት

ተ. ቁ	ከዚህ በታች ባሉት አረፍተ ነገሮች ምን ያህል ይስማማሉ	በጣም አልስማማም	2. አልስማማም	3. እርግጠኛ አደልሁም	4. እስማማለሁ	5. በጣም እስማማለሁ
1.	ሴት ልጅ በህይወቷ ተማረች አልማረች ችግር ለውም					
2.	ሴት ልጅ በትምህርቷ ከወንድ ጋራ እኩል ውጤት ማምጣት ትችላለች					
3.	ሴት ልጅ ማሰተማር ገደብ ሊኖረው አይገባም					
4.	ሴት ልጅ ማሰተማር ወንድ ልጅን እንደማስተማር ይጠቅማል					
5.	ሴት ልጆች የተማሩትን በህይወታቸው ውስጥ የመጠቀም ብቃት አላቸው					
6.	ሴት ልጅ ትምህርቷን ብትጨርስም እንኳን የመቀጠር ወይም ስራ የማግኘት እድል የላትም					
7.	ሴት ልጅ ለሐገር እድገት አስተዋጽኦ ለማድረግ መሰረታዊ ትምህርት መማር አለባት					

8. አካባቢዎ በትምህርቷ ውጤታማ የሆነች ሴት ልጅ ያውቃሉ? 1. አዎ 2. አላውቅም

ክፍል III. እድሜያቸው ለትምህርት ደርሰው(7-18 አመት) የማይማሩ ወይም ያቋረጡ ሴት ህጻናትን የተመለከቱ ጥቂዎች

1. እድሜያቸው 7-18 ዓመት የሆኑ ስንት ሴት ልጆች አለዎት?

ሀ. 1 ለ. 2 ሐ. 3 መ. 4 ሠ. 5 እና ከዚያ በላይ

2. እድሜያቸው 7-18 ዓመት ከሆኑ ሴት ልጆችዎት ውስጥ ስንቱ በመማር ላይ ይገኛሉ?

ሀ. 0 ለ. 1 ሐ. 2 መ. 3 ሠ. 4 ረ. 5 እና ከዚያ በላይ

በመማር ላይ የሚገኙ/የምትገኝ ሴት ልጆችዎት(እድሜ 7-18)	እድሜ	የትምህርት ደረጃ
ልጅ(ሴት) ቁጥር 1		
ልጅ(ሴት) ቁጥር 2		
ልጅ(ሴት) ቁጥር 3		
ልጅ(ሴት) ቁጥር 4		
ልጅ(ሴት) ቁጥር 5		
ልጅ(ሴት) ቁጥር 6		

3. እድሜያቸው 7-18 ዓመት ከሆኑ ሴት ልጆችዎት ውስጥ ስንቱ ትምህርት አቋርጠዋል?

ሀ. 0 ለ. 1 ሐ. 2 መ. 3 ሠ. 4 ረ. 5 እና ከዚያ በላይ

ትምህርቷን ያቋረጠች ሴት ልጆችዎት(እድሜ 7-18)	እድሜ	በአቋረጠችበት ወቅት የነበረችበት ክፍል
ልጅ(ሴት) ቁጥር 1		
ልጅ(ሴት) ቁጥር 2		
ልጅ(ሴት) ቁጥር 3		
ልጅ(ሴት) ቁጥር 4		
ልጅ(ሴት) ቁጥር 5		

ክፍል IV. ወላጆች ህጻናት ሴት ልጆቻቸውን ትምህርት እንዳያስተምሩ ተጽእኖ የሚያደርጉ ምክንያቶችን የተመለከቱ ጥያቄዎች

1. ከሚከተሉት ውስጥ የትኞቹ ምክንያቶች ሴት ልጆቻችን እንዳያስተምሩ ተጽእኖ ያደርገበታል (ከአንድ በላይ መልስ መስጠት ይቻላል)

ሀ. ኢኮኖሚያዊ(ምጣኔያዊ) ተጽኖዎች

ለ. ባህላዊ ተጽኖዎች

ሐ. በመምህራንና በትምህርት ቤት አካባቢ ያሉ ተጽኖዎች

መ. የወላጆች በስራ የማገዝ ፍላጎት

➡ በጥያቄ ቁ.1 ላይ መልሱ “ሀ” ከሆነ ወደ ጥያቄ ቁጥር. 2 ይሂዱ(ለጠያቂው)

➡ በጥያቄ ቁ.1 ላይ መልሱ “ለ” ከሆነ ወደ ጥያቄ ቁጥር. 3 ይሂዱ(ለጠያቂው)

➡ በጥያቄ ቁ.1 ላይ መልሱ “ሐ” ከሆነ ወደ ጥያቄ ቁጥር. 4 ይሂዱ(ለጠያቂው)

➡ በጥያቄ ቁ.1 ላይ መልሱ “መ” ከሆነ ወደ ጥያቄ ቁጥር. 5 ይሂዱ(ለጠያቂው)

2. ከሚከተሉት ውስጥ የትኞቹ ኢኮኖሚያዊ ምክንያቶች ሴት ልጆቻችን እንዳያስተምሩ ተጽእኖ ያደርገበታል (ከአንድ በላይ መልስ መስጠት ይቻላል)					
ተ.ቁ	ኢኮኖሚያዊ) ምክንያቶች	እነዚህ ኢኮኖሚያዊ ምክንያቶች ሴት ልጆቻችን እንዳያስተምሩ ወይም እንዳያስቀትሉ ምን ያህል ተጽእኖ ያደርገባቸዋል?			
		1. በከፍተኛ ሁኔታ	2. በመካከለኛ ሁኔታ	3. በዝቅተኛ ሁኔታ	4. እርግጠኛ አይደለሁም
2.1.	የመማሪያ ቁሳቁሶች ወጭ (እነደ ደብተር፣ እስክርቢቶ፣ እርሳስ ያሉ)				
2.2.	የመፃህፍት ወጭ				
2.3.	የዩኒፎርም ወጭ				
2.4.	የመጓጓዣ ወጭ				
2.5.	የመኖሪያ ቤት ወጭ (የቤት ኪራይ)				

3. ከሚከተሉት ውስጥ የትኞቹ ባህላዊ ተጽኖዎች ሴት ልጆችን እንዳያስተምሩ ተጽእኖ ያደርገበዎታል (ከአንድ በላይ መልስ መስጠት ይቻላል)					
ባህላዊ ተጽኖዎች		እነዚህ ባህላዊ ተጽኖዎች ሴት ልጆችን እንዳያስተምሩ ወይም እንዳያስቀትሉ ምን ያህል ተጽእኖ ያደርገባቸዋል?			
		1.በከፍተኛ ሁኔታ	2. በመካከለኛ ሁኔታ	3. በዝቅተኛ ሁኔታ	4.እርግጠኛ አይደለም
3.1.	ያለ እድሜ ጋብቻ				
3.2.	ጋብቻ (ለአቋረጡት ብቻ)				
3.3.	እርግዝና ((ለአቋረጡት ብቻ))				
4. ከሚከተሉት ውስጥ የትኞቹ በመምህራንና በትምህርት ቤት አካባቢ ያሉ ተጽኖዎች ሴት ልጆችን እንዳያስተምሩ ያደርገበዎታል (ከአንድ በላይ መልስ መስጠት ይቻላል)					
ተ ቁ	በመምህራንና በትምህርት ቤት አካባቢ ያሉ ተጽኖዎች	እነዚህ ባህላዊ ተጽኖዎች ሴት ልጆችን እንዳያስተምሩ ወይም እንዳያስቀትሉ ምን ያህል ተጽእኖ ያደርገባቸዋል?			
		1.በከፍተኛ ሁኔታ	2. በመካከለኛ ሁኔታ	3.በዝቅተኛ ሁኔታ	4.እርግጠኛ አይደለም
4.1	በቂ ቤተ መጻፍት አለመኖር ((ለአቋረጡት ብቻ)				
4.2	የትምህርት ቤቱ እርቀት				
4.3	በትምህርት ቤት ተማሪዎችና መምህራን ልጅ ወሲባዊ ጥቃት ይደርስባቸዋል ብዬ ስለምስጋ				
4.4	መምህራን ለሴት ልጆች የተለየ መመሪያና የማማከር አገልግሎት ስለሌላቸው				

5. የሴት ልጆች ትምህርት እና የወላጆች በስራ የማገዝ ፍላጎት					
ከሚከተሉት ውስጥ የትኞቹ የስራ አይነቶች ሴት ልጆችን እንዲያስተምሩ ተጽኖዎች ያደርገበዎታል (ከአንድ በላይ መልስ መስጠት ይቻላል)					
ተ.ቁ	የስራው አይነት	1. በከፍተኛ ሁኔታ	2. በመካከለኛ ሁኔታ	3. በዝቅተኛ ሁኔታ	4. እርገጠኛ አይደለሁም
5.1.	ውሃ መቅዳት				
5.2.	የማገዶ እንጨት መልቀም				
5.3.	ምግብ ማዘጋጀት				
5.4.	እህት እና ወንድምን መንካባክብ				
5.5.	መገበያየት				
5.6.	የገብርና ስራ				
5.7.	ተቀጣሪ መሆን				

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Assurance of Principal Investigator

The undersigned agrees to accept responsibility for the scientific ethical and technical Conduct of the research thesis and for provision of required progress reports as Per terms and conditions of the Research Publications Office in effect at the time of Grant is forwarded as the result of this application.

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