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SOME FACTORS AFFECTING FEMALE PUPILS'  
PARTICIPATION AND ACADEMIC PERFORMANCE IN  
PRIMARY EDUCATION IN AMHARA REGION

A THESIS PRESENTED TO THE SCHOOL OF GRADUATE STUDIES,  
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BY  
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ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES

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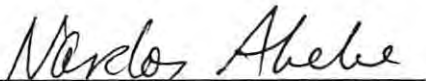
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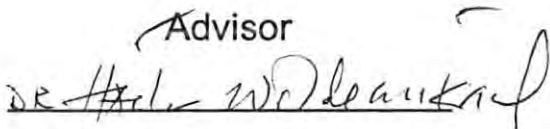


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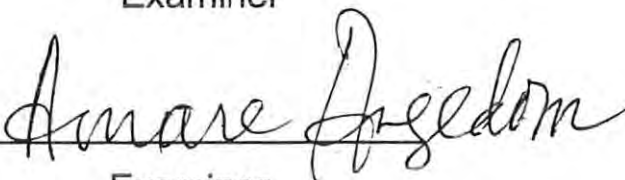
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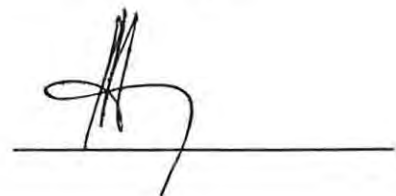
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# CHAPTER ONE

## INTRODUCTION

### **Background of The problem**

There is a broad consensus that education is an important foundation on which economic and social development of a nation is based. People have realized long ago that developing human resources through education is an important factor in order to bring about economic as well as social changes. Education improves the capacities of societies as well as their political, economic and scientific institutions. Education also helps people to alleviate poverty by encouraging lower fertility, better health and nutrition and by increasing the value and efficiency of labour. Education becomes even more significant for economic transformations of nations through technological advances and new methods of production that depend on skilled labour force. As such, the instruction of children and youths at the primary level is believed to be the foundation of education irrespective of gender (Lockheed, 1994). However, as Coombs (1985) puts it, historically disparities in education especially between females and males existed in almost all societies primarily because of cultural reasons.

Disparities in educational opportunities for girls may be explained in different ways. For example,

- unbalanced enrollment, with fewer number of girls attending school;
- higher absentee and dropout rates among girls;
- curricular disparities, that is, limited access of girls to certain subjects or fields of study; and

- allocating greater financial resources to boys' education (Buvinic et al., 1976).

In the contemporary world a high degree of discrimination of females in various aspects including the area of education is prevalent in all developing countries. Perhaps it is not so pronounced in the developed ones (Adams, 1975).

Education systems seem to be unable to meet their objectives in many countries of the developing world though it is now widely believed that the education of females is a basis to all other elements on which the transformation of societies depend. According to Deble (1980), boys are better placed than girls in attending school in all countries of Africa and Asia, and in some countries of Latin America. Deble wrote this two decades before but the situation prevails till today in most of the developing nations. The existence of gender inequalities and injustice are one of the most persistent obstacles towards a steady development through education in developing countries. World Bank and Unesco estimates show that there are over 150 million children in the world in the age group of 6 - 11 who are not at school. Over 90 percent of these children are found in the developing countries of which 60 percent are girls (Conway and Bourque, 1993).

According to another report, there are nearly 300 million school aged children around the world who do not get any education. Out of this 60% are said to be girls (Kane, 1996). Education is both a means to an end and also an end in itself because it provides a basis for lifelong personal fulfilment. However, this fulfilment will never become a reality for many girls in the world. This is better explained in the words of Kane (1996):

Education for a boy is often seen a right which is sometimes denied; for girls, it is a privilege to be earned. If funds are available after her brothers are educated, if parents' fears about her security and maintenance of traditional values can be met, if the school is not too distant, if she can continue to carryout her domestic tasks, if she doesn't have to marry early, if she doesn't become pregnant, if she does well on exams despite having little time to study-then she may get an education. Few girls can meet these requirements; few boys are asked to (p.5).

Ethiopia is not an exception to this fact. Though an increasing improvement is seen in recent years, the enrollment of young girls in primary education is still far too low. It is only 15 percent when compared to the total number of school - age girls and only 36.7 percent when compared to that of boys in 1996/97 academic year (Education statistics, 1999).

Furthermore, studies show that not only relatively fewer girls enroll in school but also higher proportions of these girls who do enroll leave school before reaching grade two. About 56% of the girls who enroll in grade one continue to grade two. This means 44% of the girls who come to school leave the system before they even reach grade 2 of the primary level. Moreover, only about half of these complete grade five (Education Statistics, 1999). In particular, it is in rural areas of Ethiopia where around 90 percent of the population lives that the problem of girls' dropout is more serious. A research report (Rose et al., 1997) revealed that in 1994/95, 68 percent of children in the rural areas of Jimma and 55 percent of children in the rural areas of East Gojjam dropped out of school before reaching the second grade. Out of these the larger proportions were girls.

With regard to academic performance of female pupils in primary education, studies again show that it is generally low for girls. This is expressed by their repetition rates at different grade levels as well as their success rates at national examinations especially that of grade eight.

Statistics at the national level show that repetition is higher for girls than boys at all grade levels of primary schools. Gender difference in the success rate is also more significant. For example, in 1993/94, 67 percent of the boys out of those who sat for grade eight examination passed, whereas only 55 percent of the girls passed. In 1996/97, the percentage for passes was 73% for boys and 65.5% for girls. (See Ministry of Education, Education statistics Annual Abstracts of 1995 and 1998).

The question of disparities and discrimination between male and female is a question of gender. In fact, gender issues should not be seen in isolation from other disparities in society. There are obviously many other disparities such as economic and political disparities that have to be given the necessary attention. There are also rural-urban and regional differences in most societies. As Rose et al. (1997) explain it, the question of equity, economic and empowerment arguments in favour of a gender approach to development can be considered from the points of view of individual rights as well as in terms of promoting the development process itself. As far as education is concerned, giving females equal access is not only a question of individual right but also it may likely have national benefits in the social and economic arena. Many studies conducted in various countries show that female education is closely related to lower fertility and

improved child health. In addition, female education has a multiplier effect since it also has an impact on the mother's desire and ability to educate her children. Thus promoting equality of access to education for females and improving their academic performance becomes a priority subject. This is because on one hand it contributes to national development and on the other hand it helps to promote the advancement of women and the elimination of all forms of discrimination against them. (Jacqueline, 1974). That is why we should have to consider education from gender perspective and that is the main reason for studying female education separately. In the present day, young people as a whole have to go through a lot of adjustments. Girls in particular need greater assistance. On one hand young girls have to accept what tradition expects of them. Besides this, girls face also the demands which are made on them by modern society. To cite one example, girls at school are expected to be as good as the boys in their academic achievements. At the same time girls have to fight a great deal of prejudice levelled against them for the simple reason that they are females. This prejudice often follows females throughout their lives because of little opportunities provided to them and the lack of encouragement to contribute to the development of their communities. (Hunter,L. 1977). There is a real change in the roles females have to play in the family, in politics, in civil duties and in religious situations as a result of their modern status. Hence, in recent years there seems to be an increasing need to consider the impact of the changing status of females and their roles.

Just like in the other developing countries, it is only in recent years that the issue of female education in Ethiopia has started to receive increasing attention.

Consequently, a relatively growing improvement is seen at present in the enrollment of young girls in primary education. The first modern primary schools in the country were opened by Emperor Menelik in Addis Ababa and other towns, like in Harar and Dire Dawa, simultaneously. When these schools started with few hundred children of "the best families," there were no females. Women education at that time (that is only 92 years ago) was far less advanced, largely because of lack of interest or even opposition on the part of the parents. (Pankhurst, 1968). Just before 70 years (around 1931), there were negligible number of girls enrolled in schools (Sendu, 1957). Equity issues with respect to gender were raised and discussed in Ethiopia since the introduction of modern education. Today there is improvement in the provision of relatively equitable primary education for girls than ever before in order to encourage them to participate in most aspects of life. From available data it is possible to see that comparatively more and more young girls join primary education every year. For instance, in 1997/98 academic year there were a total of 5,090,670 pupils at the primary school (1-8) out of which girls constituted 1,866,605. The participation rate of girls in that year was 36.7% with a rate of growth of 17.8% (Education Statistics, 1999). The overall enrollment of female students is also increasing gradually in number in the different regions. In Amhara region, for example, in 1997/98 academic year there were a total of 1,060,086 pupils in which 467,318 were females (Education Statistics, 1999).

Nevertheless, numerical statistics alone, in terms of inputs, would not be enough. Other factors that are most highly correlated with female pupils' achievements in their academic pursuits should also be examined. Hence, this

thesis not only attempts to scrutinize the factors that still affect the access of girls to primary schooling, but also tries to find out in-school and out-of-school factors that may influence the academic achievement and persistence of girls at primary school level.

### **Statement of The Problem**

Despite the continuing effort that has been made up to now, evidences show that Ethiopia has not managed to provide even primary education for all of its children. Other than this, there is still imbalance in favour of male pupils not only in numerical enrollment but also in scholastic achievements of male and female pupils at the primary level. There must be reasons/factors that influence these phenomena.

As far as quantitative data is concerned, much of it is already available both at the national and regional levels regarding especially the status of girls' educational participation in primary education. Quantitative data is also available on the academic performance of girls usually expressed in terms of number of repeaters and passes in each grade every year. In Amhara Region in which the present study was undertaken, statistical data makes it clear that enrolment of girls is always below that of boys. In eighth grade national examination, the performance of girls is shown as being inferior to that of boys; there are much less girls than boys who pass the examination each year. The number of girl repeaters in the other grades has also been found to be relatively greater than that of their counterparts. This situation has prevailed in the region for the past 5 years (see

Ministry of Education, Education Statistics Annual Abstract, for the years 1995 - 1999). It seems necessary to find out the root causes for all these phenomena and adopt strategies to reverse the trend. The current researcher believes that more is required than mere collection of data and documentation of the problem.

Thus, the researcher feels that there is a need for investigating closely beyond the quantitative data in order to find out the root causes for the problems of girls' participation and academic performance in primary education. That is:

- to further examine the in-school and out-of-school factors including the attitudes and perceptions of female pupils themselves and their fellow male pupils, their teachers and parents;
- to begin to closely examine and explore possible solutions and approaches that might help to positively change the situation.

From this standpoint, the present study will mainly attempted to survey and explain the underlying home and school factors that influence the enrollment, persistence, class repetition and dropout of girls in primary schools of the Amhara Region, in northern Ethiopia. In particular greater emphasis will be given in the study to factors that affect girls' academic performance in Amhara Region at the primary education level.

### **Research Questions**

In this study it was attempted to investigate and seek answers to the following four basic questions:

1. What is the state of affairs of female participation/enrollment in primary education in Amhara Region?
2. What are the factors that promote or hinder girls' persistence in primary schools?
3. How are favoured conditions for learning distributed to girls as compared to boys in primary schools?
4. How do primary school girls perform in class examinations and eighth grade national examinations?

### **Significance of the Study**

A lot of research works indicate that investing in girls' education is the single most important investment which developing countries like Ethiopia can make in order to improve the quality of life of their people. However, current statistics of the Ministry of Education show that the total participation rate at primary school level in Ethiopia is low. In 1997 - 1998, out of about 12 million school age population (ie. 7-14 years of age), only 41.8% (about 5 million) were able to attend primary schools. This means 58.2% (about 7 million) school- age children were outside the school system. Moreover, for the same academic year, there was a wide (about 27%) gender gap in which the gross primary school participation rate for boys was about 63.3% whereas it was only about 36.7% for girls. This gender disparity implies that there were more boys coming to school while less girls got the chance to go to school. In addition to low enrollment, those relatively few girls who got the opportunity to attend schools show comparatively poor academic

performance. The percentages of dropouts and repeaters for girls are also higher than that of boys in all grades. In short, girls overall participation in primary education and their academic success as compared to their cohort boys are some of the most important problems in the educational system of Ethiopia. The general situation in the various regions of the country is not much different. There could be numerous and complex factors and conditions that may influence the participation and academic performance of female pupils in primary education. The present study attempts to identify and examine some of the main factors that affect girls participation and academic performance in primary schools of the Amhara Region.

The knowledge that will be gained from this study may be useful for designing strategies that might help to:

- (i) increase the enrollment and persistence of school-age girls in primary education; and
- (ii) take some corrective measures towards improving the scholastic achievements of female pupils who are able to attend primary education.

Hence, the study should be of interest to the educational decision-makers at various levels, parents, teachers, school directors, and female pupils themselves.

Indeed, the study may also be of interest to all those who concern themselves with the promotion of female education like some non-governmental organizations and other funding agencies working both within schools and within

the larger society in Amhara region. And the overall relevance of the study may extend far beyond the confines of the Amhara Region. Some of the findings that are obtained from the study might be pertinent to the rest of Ethiopia with careful generalizations. In addition, though the main focus of this study is on participation and performance of girls in primary education, the information that will be gained may be relevant to other levels of education particularly to that of secondary education.

### **Delimitation of the Study**

A study that attempts to treat girls' access and rate of success in primary education in such a big region like the Amhara is obviously broad and comprehensive. There are relatively larger numbers of schools and student population to be covered. Shortages of available time, budget, facilities and materials do not allow considering them all. Therefore, the researcher prefers to delimit the scope of the thesis to a manageable size.

Accordingly, first it was determined by the investigator to restrict the study to the primary level (Grades 1 to 8). Such a decision was felt appropriate for the following main reasons:

- Primary education is the foundation on which further education is built.
- The problems of female students' participation and performance that may be seen at the other (higher) levels begin at the primary school level and are more or less the reflection and extension of those encountered at the primary level. If attempt is made to solve some

of the major problems of female education at the primary level, perhaps the problems of female education at higher levels could be minimized.

- In Ethiopia, like the other developing countries, out of the girls who enroll in school most of them (more than half) dropout before completing their primary education. Hence searching for solution should start at primary level.

In the second place, the scope of the thesis is also delimited to include only government primary schools in Amhara Region. This is done for the purpose of tackling the problem with some pattern of uniformity regarding the distribution, facilities and form of delivery of schools.

And from the primary level, grades 1, 5 and 8 only were considered as samples. This is simply because grade 1 is the level at which major enrollment to schooling starts; grade 5 is the beginning for the second cycle (after completing first cycle) of primary education whereas grade 8 is the terminal for primary education.

Thirdly, out of the eleven zones in Amhara Region, the study focuses only on two of them. In each of the two zones, the study was restricted to three districts only. From each district two schools were selected. From each school 3 grades were sampled.

## Definition of Terms

Certain terms were involved in the thesis with special emphasis. They are listed in alphabetical order and defined below in the way in which they were used in the study.

**Dropout:** This refers to pupils who enrolled in primary school for some time and abandon their schooling before its completion.

**Gender Gap (GG):** This refers to the differences between male and female pupils enrollment ratios in a given year.

**Gender Parity Index (GPI):** This is sometimes known as Gender Ratio. Gender parity index is defined as the ratio between female and male pupils rates of participation in primary education in a given year.

**Government Schools:** These are primary schools under the operation or management of the Ministry of Education.

**Gross Enrollment Ratio:** is the proportion of a total enrollment in primary education and the corresponding school age population.

**Participation:** This is expressed by the term enrollment and refers to the number of pupils (girls and or boys) who register every year to attend primary schools. The gross enrollment ratio which is commonly known as participation rate is the proportion of children who are in school in relation to the corresponding total school-age population.

**Performance:** is the academic achievement of pupils in primary schooling considered in relation to how successful they become.

## **Limitations of the Study**

Some of the discerned limitations of this study include the following:

1. The thesis does not aim at assessing all factors that may affect female education in general. It attempts to focus on and examine only those factors that differentiate girls and boys in a given context. Thus the thesis concentrates on such factors as participation, persistence and performance that specifically concern girls as compared to their peer boys.
2. Among the different types of disparities on which primary educational participation of girls may be measured, emphasis was given only to actual enrollement and dropout rates. For instance, gross enrollment ratio is another important indicator of participation rate in education system. It is especially useful to compare the pupils in school with the corresponding eligible total school population. However, in order to use gross enrollment ratio as an indicator of participation, one needs to get the data on the school age population of a certain area. The researcher could not secure such data on school age population at any of the sample schools, districts or zones. Thus, in this thesis, it was not possible to show how many of the school age female population in the catchment area of each sample school or sample district were able to participate in education.
3. Academic performance may be likewise expressed in various ways. In this study, however, only two indices of academic performance were used. These are repetition and pass rates in school and eighth grade national examinations.

**Persistence:** This term is used in this thesis to mean the situation in which primary school girls continue to stay in the system of primary education until its completion

**Primary School:** The initial schooling in the structure of the Ethiopian education system lasting for eight years. Primary education which was previously of six years duration is now changed to eight years. The present eight years primary education is divided into basic primary or first cycle (1 - 4 years) and general primary or second cycle (5 - 8 years). The official age for starting primary school both in the new and old system is seven years.

**Repetition:** This is the situation in which pupils repeat or become unable to be promoted to the next higher grade after completing one academic year in a grade.

**Wastage:** This refers to the effects of the associated problems of repetition and dropping out.

## **Organization of The Report**

The report of the thesis is organized and presented under five chapters. The first chapter (Introduction) gives a general idea on the background; states the problem; explains the significance of the study and describes briefly the delimitation and limitations of the study. The second chapter (Literature Review) develops the background of the study by discussing the relevant literature from international and national perspectives. In this part, the historical and existing

situation of female education in the world, developing countries and Ethiopia are examined briefly. The third chapter (Methods and procedures) tries to describe in detail how the study was conducted. The fourth chapter (Presentation and Analysis of Data) attempts to summarize and present the data collected from the field and states the main findings. In this chapter, it is also tried to examine, evaluate and interpret the implications of the results with respect to the research questions. Besides, some statistical treatments of the data collected are also shown. Finally, the fifth chapter (Summary, Conclusions, and Recommendations) tries to draw inferences based on the result. In this chapter, it is also tried to give a brief statement of the problems, methods and the most important findings. At the end of this chapter, some suggestions are forwarded based on the main findings and conclusions of the study.

## CHAPTER TWO

### REVIEW OF THE RELATED LITERATURE

The literature review is divided into three sections. In the first section, a brief review is made on the historical roots of female education in general. In the second section, some of the main factors affecting female education in developing countries are reviewed. Finally, the review of the historical perspective and the recent developments and researches related to female education in Ethiopia are reported.

#### **Female Education: Its Historical Roots and Developments**

Most writers agree that the growth of education, in general, is rooted in religion. Education grew as a result of a concern by various church organizations in order to enable their followers to read the Bible for themselves. Thus, one of the things that the earliest educational provision for women emphasised was reading the Bible. In fact, earlier educational provisions for women also included other themes. However, these were related to their domestic role with an emphasis on housewifery and other domestic subjects so that they would become good maids and mothers (Coats, 1994). This, in part, indicates that women were restricted from all types of programs and course of study in education starting from the earliest times.

It is evident that disparities in education between females and males have been prevalent in almost all societies of the past in history primarily because of cultural reasons. Such disparities existed even in those societies that placed a high value on learning including classical Athens (Coombs, 1985).

In more recent years, however, relatively greater and sudden attention has been given to gender inequalities in many aspects of life including education. And this has accelerated the efforts made to reduce discrimination against girls and women. But the focus of these efforts take different shapes in developed and developing nations of the world. For instance, in the developed world such efforts focus especially on higher education and opening up of fields of study largely reserved for males in previous times. On the other hand, in developing countries, it is today widely believed that the education of females is a basis to all other elements on which transformation of societies depends. As Coombs (1985) stated it, in developing nations it is believed that education of females contributes towards population control; personal as well as family health and nutrition, receptivity to innovations and educational motivation of children. According to Conway and Bourque (1993), in recent years, a remarkable expansion took place in women's educational access in many of the developing countries. But still inequality persisted not only in access but also in educational experience.

In the second half of the twentieth century, relatively greater effort was exerted by international bodies and organizations that encouraged the expansion of the education system in general and female education in particular in the developing world. The United Nations Universal Declaration of Human Rights in 1948; the series of meetings of African, Asian and Latin American States and governments in the sixties, seventies and eighties; the United Nations general assembly Declaration of the Decade for Women (1975 - 1985); and The World

Declaration on Basic Education for All made developing countries to recognize the importance of women in all aspects of social life including education.

The Universal Declaration of Human Rights which proclaimed in 1948 education as a basic human right, stated that every individual on earth has a right to education. The Conference held in Addis Ababa in 1961 initiated African countries to realize the need to expand provisions of basic education service. Consecutively, African Conferences were held in Monrovia in 1979; in Lagos in 1980 and in Harare in 1982. In particular the Harare Conference made a point of departure for African education. In this Conference it was unanimously agreed that African states should show effort to expand primary education so that it reaches all children of both sexes(UNESCO,1984).

Similar regional conferences were also held in the other parts of the developing world like in Karachi for Asia and in Lima for Latin American and the Caribbean countries. The main agenda for all these conferences were the expansion of education and the promotion of development.

The World Declaration on Education for All in Jometien in 1990 stated that more than 100 million children, out of which 60 million constituted girls, had no access to primary schooling. In addition, the Declaration pointed out that another 100 million children fail to complete or dropout before completing basic education programme. The World Declaration On Education For All emphasized the importance of education for girls and women in its document of Article III, Number 3 in the following way:

The most urgent priority is to ensure access to, and improve the quality of education for girls and women, and to remove every obstacle that hampers their active participation....

This means the things that are regarded as more important in female education are access to education and provision of quality education. Moreover, the above emphasis suggests that all problems that block female's progress in education should be removed. And to successfully tackle this, it is necessary to continually examine the factors that affect females' access and their progress in education.

All the above cited international and regional conferences initiated and encouraged governments, official bodies as well as some individuals in the developing countries to consider females' interests and issues. One of the issues dealt with during this period was the question of education for females. Thus various governmental and non-governmental agencies in developing countries began to produce research and evaluative papers concerning women's life and conditions. And it was tried to expand the education system and to encourage girls to go to school.

### **Female Education In Developing Countries**

In the contemporary world it is believed that education is one of the greatest forces in changing women's life. An educated woman is likely to accrue higher income by widening her chance of getting paid employment. Education has also a positive influence on the age at which a girl gets married and the number of

children she will have. The legal and political rights a woman may exercise and even the ability of a woman to care for herself and for her children depend on the level of education she gets (UNICEF, 1992). As already mentioned earlier, most developing countries recognize all the benefits of increasing female education and they regard it as an essential condition for national development. However, as Seyoum (1989) pointed it out, the provision of educational opportunities for females in most of the developing countries were not as desired. In recent years, a lot of empirical researches have been conducted in many developing countries on gender and education. These research works have already revealed on larger scale many of the factors that may affect girls' enrollment, persistence and performance in education as compared to boys. The factors identified by the research works show general similarities between the countries of the developing world. Some of the major factors identified by studies as affecting girls education in many of the developing countries can be divided into four complex groups as school related; socio-cultural; socio-economic as well as political and institutional factors (Rose et al., 1997).

The school - related factors include quality of learning environment, distance from school, relevance of curricula and textbooks, and teacher attitudes.

Some school factors like lack or shortage of learning and teaching materials may affect the education of both boys and girls. In addition to this, there are also more specific factors that are likely to have more influence on the enrollment and education of girls in particular. For example, poor conditions of school facilities such as lack of furniture in which case students may be forced to sit on the floor;

the total absence of latrines or non-availability of separate latrines for girls in schools discourages parents from sending their daughters to school.

Likewise long distances from home to school are said to increase the fear of parents for the safety of their daughters and make them reluctant to allow girls to attend school.

The relevance of curricula and textbooks are the other factors usually documented in research reports as interfering with the education of girls. The contents of some school textbooks often describe females in what is considered as traditional female roles such as in the kitchen, looking after children, whereas males are shown to be busy working in professional occupations. This strengthens the feeling that females' fate is to work in low status household chores for which it is considered that they do not need much education (Rose et al., 1997).

In addition to the above, teachers' attitudes and actions that are likely to be a reflection of the broader societal prejudices about the roles and abilities of females affect girls education. According to classroom observations, it has been found that teachers give more attention to boys than girls during the teaching-learning process in the classroom. Teachers identify boys and direct more questions and comments to their male pupils. Hence, reinforcing the dominance of boys in class. Such classroom relationships happen even when girls form the majority in a class. The practice of giving minor importance to female pupils in classroom activity may be attributed to teachers' belief that boys are more intelligent and able than girls (Rose et al., 1997; Buswell, 1989). Such ways of thinking and practices of teachers may discourage girls from actively participating

in the teaching-learning process which eventually may contribute to their low academic achievement. Taking a case in point, Odaga and Heneveld (1995) state that classroom observations in some developing African countries like Kenya, Malawi and Rwanda showed that teachers identify, encourage and pay more attention to boys. In some cases teachers go to the extent of totally ignoring girls in class.

**Some socio-cultural factors also affect female education.**

In the first place, parents' decision to send their children to school is influenced by various attitudes parents have towards girl's education. Some of these are briefly explained below.

- The perception of parents with regard to the costs of as well as the benefits of schooling partly affect their decision as to whether or not to send their children to school.
- In many societies because of cultural reasons, parents think that they are likely to benefit more from the education of their sons than their daughters (Rose et al., 1997).

Similar view is also expressed in the works of other writers in which it is stated that parents in developing countries usually have less expectations for their daughters as compared to their sons. It is further emphasised that when a choice has to be made for economic reasons between educating a son or a daughter, preference is given to the son. (Conway and Bourque, 1993). This means that

parents in developing countries see the education of their daughters as a less worthwhile investment.

- In some societies where girls move to another household after marriage, girls education is not usually considered to be of direct benefit to their parents.
- In many countries where the formal education has been closely linked with employment opportunities, the gender biased division of labour influences parents' attitudes. It is considered that more likely male offspring will be able to use their education in the formal labour market. But the education of girls is not considered useful for the household activities that they are usually expected to undertake.
- The poor participation and performance of girls in school and the labour market which favours males strengthen parents' bias against the education of girls.
- The labour of the girl in the household is needed from an early age. Thus, parents usually tend to send to school boys than girls. This is especially true in families who are economically unable to send all their children to school at the same time (Rose et al., 1997). This view is also mentioned by Deble (1980) in which it is said that duties in the house like preparing meals, fetching water, giving care to younger children, raising food crops or craft - work tend to strengthen the refusal of parents to send daughters to school or to justify their absenteeism.

- Parental attitudes towards educating their daughters may be also affected by the level of education the parents have. Studies have shown that parents, especially mothers, who are literate send their daughters to school.
- In some societies fear of pregnancy and sexual harassment on the way to and in schools by males make parents to withdraw their daughters from school particularly at puberty in order to prevent the risk. In some countries schools may expel girls if they get pregnant. All these factors may discourage girls from attending schools and cause absenteeism,
- When girls have to travel long distances to reach school, cases of dropout or reluctance of parents to send their daughters to school become critical.
- Early marriage and bride price systems are among the socio-cultural factors that make parents not to send their daughters to school, or force girls to dropout of school. This is because after marriage it is considered inappropriate for girls to continue with their education. Rather females are expected to take care of the household after marriage.
- In some societies where religion has a strong influence, cultural views concerning the role of women are strengthened which may detract females from schooling (Rose et al., 1997; Sarah, 1996).

Some of the socio-economic factors that affect female education in developing countries include the following:

- Parents with low income and socio-economic status find it difficult to send their children to school.

- Financial costs attached to schooling, such as costs of learning materials, clothing, etc., may be expensive for some families particularly in rural areas. Parents may be unable to cover such costs and thus may not send all their children to school. Some of these costs of schooling may differ between boys and girls. And this may exert an influence as to whether girls are sent to school.
- Indirect costs of schooling for girls and boys which are likely to differ may also cause girls to miss or quit school at an early age. Even if a girl gets the opportunity to attend school, the time she spends on household chores before and after school makes her tired during lessons. In addition, this may not allow the girl free time to do her homework. As a result, the girls' performance in school is also likely to be affected.
- Parents tend to think that the benefit of their son's education are greater than that of their daughter's education partly because parents expect that males have better access to waged employment (Rose et al., 1997).

Among the political and institutional factors that have influence on female education in developing countries, the following are usually mentioned:

- In most developing countries inappropriate priorities are set. For example, the amount spent on each student is less at the primary level. It is likely that girls would benefit more if special importance is given to primary

education because in many countries fewer girls are able to benefit from higher education.

- Government approaches with national policies that show low commitment to promote girls education may be considered to be gender - blind and may even strengthen and perpetuate gender stereotypes that already exist in a society.
- The low status given to women in some countries with discriminatory laws and regulations about inheritance, access to and ownership of land and access to credit affect the participation of girls in education. This situation is aggravated by lack of female role models for girls and parents to be emulated (Rose et al., 1997).

## **Female Education in Ethiopia**

### **Historical Perspective**

The major religions of Christianity, Islam and Judaism together with paganism coexisted in different parts of Ethiopia for centuries. All these had their own schools for the children of their followers. In particular, the Ethiopian Orthodox church made an important contribution to the historical development of traditional education in Ethiopia (Teshome, 1979; Seyoum, 1986).

Pankhurst (1968) also in his book, *Economic History of Ethiopia*, wrote that religious institutions in Ethiopia such as the churches, monasteries and convents served traditionally as centers of Education.

As Teshome (1979) explained it, long before the introduction of modern education to Ethiopia, there was a highly structured and organized system of church education maintained at least since the sixth century of the Christian era. The Ethiopian Orthodox Church in cooperation with the rulers of the times provided education for children and adults. This church education covered a wide programme that ranged from primary school to higher education though it was naturally oriented and geared to religious themes and principles. Until very recently the church remained to be the only source from which the literate military, civil and religious leaders as well as public clerks and scholars were produced.

However, it is not very difficult to deduce from the above statements that the chances for girls to participate in church education were very slim. This is because the main purpose of the church education was to draw the literate military men, religious leaders, and scholars who were expected at that time to be almost exclusively men.

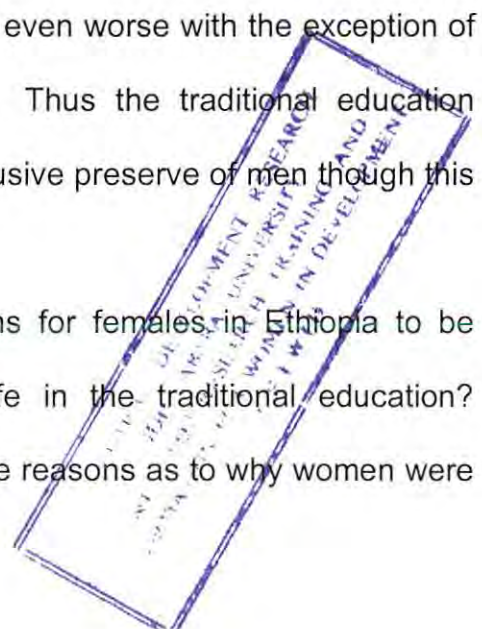
Parallel to the Orthodox Church, the Mosques in Moslem areas of Ethiopia were also running Koran Schools starting from the seventh century A.D. However, unlike the church schools, the role of the Koran Schools was limited because it received no support from the rulers of the country. Koran Schools operated only at the centers of Islamic faith where it had community support (Ayalew, 1989).

In general, the participation of females in the traditional system of education was far less than boys. This is noted by many writers. At that time it was felt that a woman's place was in the home and hence girls were rather initiated into the practical art of homemaking. What was expected of women was mannerism such

as politeness and obedience (Teshome,1979). The remnants of such beliefs and influences persist to this day at least in the minds of people.

Seyoum (1989) also agrees to this point by confirming that the Orthodox Church and the Mosque were the two major institutions responsible for the dissemination of education in traditional Ethiopia. Seyoum adds that the contribution of the church and the mosque to the development of the nation as centers of learning cannot be underestimated. However, Seyoum comments that the effort made both by the church and the mosque to encourage the participation of females in traditional education was not worth considering. Like the church school, women's education was not encouraged by the mosques. As a result, there was no significant difference between the education of Moslem women and Christian women. Seyoum sums up his view on the traditional education of Ethiopia by quoting the expression of foreign observers like Samuel Gobat and Merab. These observers according to Seyoum, wrote during their time that educational opportunities for girls were fewer than for boys. And by the turn of the twentieth century there was probably ninety- percent illiteracy in the whole of Ethiopia out of which the position of women was even worse with the exception of few women from the royalty and aristocracy. Thus the traditional education system in Ethiopia had been in actuality the exclusive preserve of men though this may not have been a deliberately designed act.

What were some of the possible reasons for females in Ethiopia to be deprived of their opportunity of intellectual life in the traditional education? Seyoum (1986) identified three important possible reasons as to why women were



left out from traditional education. In the first place, there was never popular education either for boys or girls in traditional Ethiopia. Both the church and the mosque in traditional Ethiopia provided education with similar objectives of producing devoted and faithful adherents who would promote their respective religions. In particular, the Orthodox church had a major goal of recruiting and training its priests and deacons, positions from which females were forbidden to assume. Likewise, muslim women are not allowed to participate in prayers of religious worship. So the Koranic education might have been considered unnecessary.

Another possible reason is the rigorous nature of church education. Church education not only took a long time (10 to 13 years) to complete but also pursuing it entailed hardships. Among many other things, women were expected to marry between the ages of 10 and 15. Thus, women were underestimated to cope with it. On top of all these, in traditional Ethiopia women were underestimated very much in most ethnic cultures. It was believed that men are more important than women and the right place for the woman is the home with the sole role of wifery or a mistress and a mother (Seyoum, 1986).

At later times, some missionaries were able to penetrate Ethiopia. One of the things the missionaries did after their arrival to Ethiopia was to establish schools in order to persuade the people to accept their religion. But they too opened schools only for boys. For example, when the Jesuit missionaries entered Ethiopia in the sixteenth century, a small school was organized by Pedro Paez for Ethiopian boys. Likewise, in 1634, a Lutheran missionary is said to have

organized a school in Hebrew and Greek but again only for boys (Teshome, 1979). Thus schooling was withheld from girls for along period of time in Ethiopia. It was in 1890, probably for the first time, that girls' school was opened at Belessa by the Swedish Evangelican Mission. This missionary organization entered Ethiopia in 1866 and since then it had established some schools in different places. And by 1905 there were 100 students. Among these students, 88 were males and 12 were females (Teshome, 1979).

As time passed on, Ethiopia gradually began to emerge as a modern state and there appeared the need for trained people in statecraft, diplomacy, commerce, and industry. This made it necessary to redirect and secularize education. As a consequence, secular system of education that became independent of church influence was initiated at the beginning of the twentieth century. The shift that was made at this time in the education system of Ethiopia necessitated many changes. New ideas, philosophies, personnel and methodology were imported from abroad (Teshome, 1979).

As Teshome (1979) further noted it in his book, a more significant stage in the history of education in Ethiopia was reached by 1905. This was the time in which secular state system of education began to be operated in the country. In the year 1905, Menelik Second had already started a secular school in his palace itself of course mainly for the sons of the nobility.

Subsequently Menelik Second motivated by the advice of concerned young Ethiopians of the time issued a proclamation on the importance of support for education. The proclamation stated in Amharic that,

በሌሎች አገሮች እያንዳንዱን ነገር መግር ብቻ ሳይሆን አዲስ ነገሮችንም ይሠራሉ። ስለዚህ ከዘሬ ጀምሮ ለ "Óp }- ልጆችና ሴት ልጆች ሁሉ ከስድስት ዓመታቸው በኋላ " ትምህርት ቤት እንዲገቡ ይሁን።  
 (ማህተመሥላሴ ልደመስቀል፣ 1962:600).

This can be roughly translated in to English as follows:

In other countries not only they learn everything in details but also they create new things. Therefore, as of today in the future all boys and girls must be sent to school after the age of six.  
 (Mahteme Sillase, 1962: Eth.C. 600)

This may be taken as a decree stipulating compulsory school participation. It also shows the desire to get at school all school-age children irrespective of sex differences. Nevertheless school participation in general and that of females in particular developed very slowly in Ethiopia. At the beginning of the twentieth century some girls were sent abroad. In Ethiopia itself the number of girls who began to attend the schools that were established by foreign religious societies gradually increased. Around 1931 Empress Menen school for girls was founded in Addis Ababa in which initially fifty girls were registered. The Empress Menen Handicraft School was also opened in the capital primarily for girls in order to give technical education for young women and girls.

Here it should be underlined that the opening of modern girls' schools in 1931 was a great event in Ethiopia during which one can say that modern education for girls had made but little headway. Though the development was very slow, in 1935 there were all in all fourteen schools in Addis Ababa that consisted of about 4,000 pupils. Out of this one-fourth were girls (Sylvia, 1955).

However, the development of education in general was disrupted totally in the years 1936 to 1941 by the Italian aggression and no progress was made.

The participation of females in education showed a relatively better pace again in the second half of the 1940s though there was still a lag. In the years between 1944-51 the mean percentage of total enrollment of female students was 10.5%. The opening of girls' schools and the introduction of the custom of coeducation have contributed to slowly free the education system in Ethiopia from traditional anti-female attitudes (Teshome, 1979).

After the liberation from the short - lived Italian aggression, the educational activity, as all other activities, started again in Ethiopia. However, the actual participation of females in primary schooling and its growth rates remained very small. According to Seyoum (1986), this fact is evidenced by the following statistics that depict total enrollment of pupils and percentages of female participation in primary schools between the years 1949 to 1974.

Table 2.1: Total primary school enrollment and percentages of female participation between 1949 to 1974

Year	Total (M + F)	F %
1949	51,886	11.3
1952	52,015	12.3
1961	224,017	23.8
1974	859,831	31.9

As it can be clearly seen from the data presented in Table 2.1, the growth rates of female participation in primary education was not only low but also had very gradual increase.

According to another writer, it was stated that in the early years of the 1970s more and more pressure was being placed on the government. There was the demand for the provision of equitable education system irrespective of gender and other differences (Dalin et al., 1994).

### **Recent Developments and Researches**

In the past few years, a number of studies have been undertaken on various issues that are related to female education in Ethiopia. In this part, it is tried to briefly review some of the recent studies conducted concerning specifically the enrollment, survival and academic performance of pupils in primary schools. In addition, the findings of researches on the factors that affect these variables are also discussed concisely.

In general terms, Ethiopia is one of the most disadvantaged countries of the world in its educational progress. Recent statistics tell us that only a little over one third of the school-age children attend schools. And this implies that a large proportion of the country's school-age children remain outside the school system (Demographic Profile and Population Policy of Ethiopia, 1993). Moreover, research reports indicate that enrollment, persistence and performance in education in Ethiopia are characterized by gender inequality. Not only enrollments are low but also cases of dropping out and repeating in a grade are generally higher for female students than males. Just as in other developing countries, the

researches conducted in Ethiopia on female education show that participation and performance of girls in education are influenced by a number of factors.

### **Enrollment/Participation**

It is evident that in the past few years, the overall enrollment in primary schools has considerably increased. For example, the total number of pupils which was 859,800 in 1974 increased to 2,855,846 in 1989. (Note that primary school in those years consisted of grades 1 to 6). During the same years, the primary school participation rate of female pupils increased from 10 to 27 percent. Though the participation rate of girls had shown some increase, it was far less when compared to the participation rate of boys that grew from 20% in 1974 to 40% in 1989 (Basis Education Statistics, 1989). Thus the enrollment ratio of girls versus boys in 1974 was 1:2 and 27:40 in 1989. All these indicate that not only the percentage of female enrollment is much lower than boys but also the disparity between the two genders was very wide in favour of male pupils.

A more recent statistics indicate that the rate of growth in enrollment was still very slow for girls when compared to that of boys though the overall enrollments grew considerably. This can vividly be observed from the next table in

which the gross enrollment ratio for boys and girls in primary schools is shown for the years between 1994/95 to 1997/98 academic years.

Table 2.2 Enrollment ratios of Girls vis-a-vis Boys by years

<b>Academic year</b>	<b>Girls</b>	<b>Boys</b>	<b>Total</b>	<b>Gender gap</b>
1994/95	20.4	31.7	26.2	11.3
1995/96	22.7	36.6	30.1	13.9
1996/97	26.0	43.0	34.7	17.0
1997/98	31.2	52.0	41.8	20.8

Source: Education Statistics, Annual Abstract, 1999

As it can be observed from Table 2.2 above, the ratio of growth in the enrollment of girls increased from 20.4 to only 31.2, whereas the rate for boys increased from 31.7 to 52.0 between the years 1994/95 to 1997/98.

The reports of various studies have confirmed at different times that the enrollment rate of girls to primary education gradually increased in the past few decades. (Assefa, 1991; Yelfign et al., 1995; Yelfign et. al., 1999). However, two basic things were discerned with regard to female pupils' enrollment to primary education. On one hand, the enrollment rate of female pupils is lower than the male pupils at any grade level of the primary school. On the other hand, the enrollment trend of female pupils decreased when the grade level increased (Assefa, 1991).

Most of the studies made up to now on female education give various reasons as affecting the enrollment of girls to primary education. Some of these

factors usually mentioned are lack of money to pay for school expenses; the unwillingness of parents to send their daughters to school; the unequal attention given to daughters and sons by parents, that is, the preference of parents to send boys to school to girls; and far distance from home to school (Anbesu and Junge, 1988; Assefa, 1991, Zewdie, 1992; and Yelfign et.al., 1995). Other factors pointed out as responsible for the low enrollment of girls in primary education include parental doubts that belittle the value of education for girls; the urge of parents on young girls to perform household and farming duties during daytime especially in rural areas of Ethiopia; and unattractiveness of schools without basic facilities for learners (Rose et al.,1997; Yelfign et al., 1999).

In spite of the above facts, reports of recent studies conducted in some parts of the Amhara Region indicate contrary trends in female participation in primary education. Assefa (1996) reported that the overall participation rate of females in primary schools of Alefa Takussa district was higher compared to that of males though the percentage of male pupils slightly exceeds that of female pupils in the upper grades of the same level. According to the findings of Assefa this happened because mainly the boys are very much needed by their parents for farming activities whereas girls of the same age are not considered productive in the farming activities. Thus, it is reported that more girls are sent to nearby schools.

## **Dropout**

This is another area most frequently studied in connection with female participation in education. Generally speaking, female dropout rate in Ethiopian primary schools is indicated in many studies to be higher than males' dropout rate.

In a study made in Jima zone (Oromia Region) and East Gojjam zone (Amhara Region), it was found out that over half of the pupils enrolled in grade one in 1994/95 dropped out of school. This pattern was said to be the same for both boys and girls, but with a larger proportion of girls compared to boys dropping out (Rose et al., 1997). Some of the most commonly mentioned reasons for higher dropout rates among female primary school pupils were: parents' need for labour of their daughters; illness of pupils themselves or their parents; early marriage and lack of material assistance (Anbesu and Junge, 1988). In some of the studies conducted on female education, parents need for the labour of their daughters especially in rural areas is more stressed as the main reason for the dropout of many female pupils from school. It is argued that participation in household tasks and farming are more significant in which girls spend much time in collecting firewood and water, milling and food processing, weeding agricultural fields, etc. (Anbesu and Junge, 1988; Assefa, 1991; Zewdie, 1992).

Assefa (1991) studied the trends of average dropout rates in certain primary schools of the country for five consecutive academic years. He found out that dropout rates of female pupils was significantly higher than the dropout rates of male pupils. Assefa listed in his executive summary report the following reasons for dropping out of girls from their schooling:

- the demand of parents for the labour of their children;
- unsafe road condition from home to school;
- distance from home to school;
- incapability of parents to provide their children with learning materials;
- lacking interest in schooling on the part of pupils themselves;
- negative attitude of parents towards the education of their children;
- and
- early marriage.

Most of the above factors stated by Assefa, in fact, overlap with the findings of other researchers in the area. For instance, the following findings were reported in the study made in Cheha district by Yelifign et al., (1995) which reveal similar reasons for female pupils' dropout in primary schools.

- lack of learning materials;
- unwillingness of parents to let their daughters continue with their education;
- not seeing any prospect for job opportunity on the part of pupils;
- very low income of parents;
- early marriage and pregnancy;
- household chores and farm activities; and
- repeating in the same grade that may discourage female pupils to spend another year.

### **Repetition:**

Many studies conducted in different parts of Ethiopia (Anbesu and Junge, 1988; Assefa, 1991; Rose et. al., 1997; Yelfign et al., 1999) indicate in similar patterns that repetition rates in primary schools are particularly higher for girls than for boys.

One of the main reasons documented in some of the reports of these studies is parents' demand for the labour of their daughters in household duties. This is mentioned as an important factor that deprives female pupils of enough time and energy to study (Anbesu and Junge, 1988). According to Assefa (1991), some of the main reasons for higher repetition of girls than boys were poor method of teaching on the part of teachers, lack of convenient study areas especially in rural areas, carelessness of female pupils towards their education, and early marriage.

### **Academic Performance of Female Pupils**

The academic performance of pupils in primary schools have been also examined in various studies that tried to reveal the differences that were seen between male and female pupils. In the study carried out around Bahir Dar by Anbesu and Junge (1988), the scores of pupils were investigated and showed that boys performed far better than girls in many cases. In another study (Assefa, 1991) in which Amharic and Maths scores of pupils were investigated; it was found out that girls' performance was relatively lower than girls.

These results obtained from earlier studies indicate that there are certain constraints that may hinder female pupils from achieving better results in their academic pursuit. In fact, the factors that affect the academic performance of female pupils could be lack of study time and also lack of encouragement both at home and at school. As it has been discussed earlier, girls whether at school or not, are engaged in most of their time in household duties more than boys. They are expected at home to imitate their mothers and help in such activities as

## **CHAPTER THREE**

### **METHODS AND PROCEDURES OF THE STUDY**

In this study, the descriptive survey research method was used. It was attempted to obtain information about the current status of female pupils' participation and academic performance in primary education in Amhara region. It was also the purpose of the study to survey some of the factors that influence the participation and academic performance of female pupils in primary education.

To achieve this end, the following methods and procedures of data gathering and analysis were made use of.

#### **Subjects and Sampling Procedures of the Study**

The population of interest in this study were the whole female pupils of primary schools (grades 1 to 8) of the Amhara region.

It is obvious that it is not possible to visit all the primary schools that are found in the Amhara region and study all possible members of the population taking into account the budget and time that were available for the research. Hence, the researcher decided to carry out a survey of a small number of sample primary schools drawn from the whole of the target population. Accordingly, two zones from the whole region of Amhara were first identified as the accessible population. These are Northern Gondar and Northern Shoa zones. These two sample zones were identified first by dividing the whole region of Amhara in to two halves from north to south. From the eastern half of the region, Northern Shoa

zone was taken because of its proximity to Addis Ababa compared to the other zones. To represent the other zones in the other half of the region, Northern Gondar zone which is extreme, meaning geographically opposed and furthest to Northern Shoa zone was identified. From each of the two zones, three districts were selected using the random sampling method. From each district three schools were selected using the random sampling method. Of course, in districts where there were only two schools with grades 1 to 8, they were automatically taken as samples. Thus the study as a whole involved 2 zones, 6 districts and 12 primary schools from which a total of 36 sections of grades 1, 5 and 8 were considered. The random selection of sample schools was made by consulting the relevant people from District Education Offices who had the relevant data for each school. Consideration was also made to keep a reasonable balance between urban and rural primary schools in the samples. (The selected twelve sample primary schools are listed and shown by districts and Zones in Appendix B on page 104 at the back of this report).

### **Instruments of Data Collection**

Data that have both quantifiable and qualitative values were gathered through three types of instruments that were developed and constructed by the researcher. In advance the relevant international and national literature were reviewed on issues of female participation in education and their academic performance.

cooking, fetching water and firewood, washing house utensils and clothes, take care of young children, clean the house and its compound etc. When all these tasks have to be done together with schooling, female pupils remain with little time and energy to spend on their academic activities such as studying and doing assignments.

Moreover, in Ethiopia the education of girls at schools follows the pattern of socialization exercised by parents at home. That means the education of girls is based on patriarchal view that corresponds to the role girls are expected to assume in the society. In their education, girls are discouraged to develop traits that will enable them to achieve, compete and win for these are not deemed necessary for the stereotyped roles of housewives and mothers. Such socialization process could be one of the key factors that discourage girls to develop the sense of competitiveness in their educational endeavors (Almaz, 1992).

Based on this review, instruments for data collection were designed and constructed by the researcher in order to examine the importance and extent of the factors raised in the literature in the situation of the Amhara Region.

The type of instruments that were developed and used are the following:

- Structured Interview Form for Pupils,
- Structured Interview Form for Parents,
- Teachers' Questionnaire, and
- Document Inspection Form.

All of the instruments used for data collection are attached as appendix at the back of this report. The different data collection instruments that were used for the survey in the study are listed and explained below.

**1. Interview Forms:** Two personal interview forms, one for sample pupils and another for parents were used in the study.

**1.1 Interview Form For Pupils:** This was used to collect information from pupils of grades 5 and 8 in the selected sample schools mainly about their academic affairs. Both open - ended and closed questions were included in the interview. The interview form consisted of 35 items out of which the first seven items were related to the background information of the respondents.

The different areas covered on the Interview Form for pupils and the items related to these areas are presented in Table 3.1 below.

Table 3.1: Item numbers on Interview Form for pupils related to the different areas

Areas	Item Numbers
Enrollment	8, 9, 11, 12, 13, 14
Parents attitude towards the education of their daughters	15, 16
Attitude of female pupils towards academic ability and performance	17, 18, 19, 20
Family help in studying for female pupils	21
Learning behaviour in class	22
Class rank of female pupils	23, 24
Repetition in a grade of female pupils	25,26
Treatment of teachers towards female pupils	27, 28
Tasks expected at home	29, 30
Tasks expected at school	31, 32
Attitudes towards and reasons for dropping out	10, 33, 34
General view on female education	35

**1.2 Interview Form For Parents:** This was used to collect data from parents whose sons and daughters were selected as samples for the study. This mainly consisted of questions about factors that affect girls enrollment to schools and their academic achievements. The interview form comprised a

total of 18 items. The first five items were related to some background information of the respondent.

In the process of constructing the two interview schedules for pupils and parents, the items were initially made up of open - ended questions. Then the interview was administered personally to few subjects in one primary school arbitrarily selected from the immediate vicinity of Addis Ababa. This was done for the purpose of identifying the possible alternative responses to the closed questions. On the basis of the results obtained from this small sample, the interview schedules made up of a combination of open - ended and closed questions were finally prepared.

The different areas covered on the Interview Form for parents and the items related to them are shown in the next table.

Table 3.2: Item numbers on Interview Form for Parents related to the different areas

<b>Areas</b>	<b>Item Numbers</b>
Distance of school from home	6
Enrollment of girls	7, 8, 11, 12, 13, 15, 16
Academic performance of daughters	9, 10
Tasks expected at home to be performed by daughters	14
Benefits of female schooling	17
General view on female education	18

2. **Teachers' Questionnaire:** A questionnaire was developed by the researcher in the form of 23 items to be filled in by teachers of the sampled primary schools. The items were closed question; semi-closed list of choices and open-ended questions mainly asking information about the participation and academic performance of female students. Each item could be answered by either putting an "x" mark in a box for alternative responses such as yes or no; or by writing in words for those that ask the views of respondents. The items were randomly sequenced. The questionnaire type of instrument was selected to be used in order to direct the teachers specifically to the area of interest of the researcher. A blank space was also left at the end of the questionnaire in order to allow the respondent to add other ideas in a form of any comment on female education.

The different areas (variables) covered on the teacher's questionnaire and the items related to these areas are shown in the table below.

Table 3.3: Item numbers\* on Teacher's Questionnaire related to the different areas.

<b>Areas</b>	<b>Item Numbers</b>
Academic performance	8, 9, 12, 13, 14, 17
Enrollment	10, 11, 20
Tasks expected at school	15
Treatment by teachers	16, 18, 19
Reasons for dropout	21, 22
Additional views on female education	23

\*Note here that item numbers 1 to 7 in the Teacher's Questionnaire deal with background information about the respondent (teacher) him/her self.

3. **Document Inspection Form:** This was used to record relevant data from sample schools, District Education Offices and Zonal Education Departments regarding female students' enrolments, dropout, scholastic achievements and their persistence in the sample primary schools. The style of this instrument was especially adapted to suit the usual form used by the Ministry of Education.

In addition to the data collected by administering the above mentioned instruments, other related pieces of information were also gathered in a form of fieldnotes during the process of data collection in the field.

All the instruments of data collection explained above were first prepared in English. But they were later translated into Amharic to be administered to the respective respondents in the sample areas.

### **Pilot Study**

The researcher employed two methods for validating the instruments that were developed for data collection. In this process, before the actual data collection the instruments developed were submitted for evaluation primarily to the advisor and also to other three colleagues who work as experts of research and evaluation at ICDR, Ministry of Education. Then the draft instruments were tried out in small scale study that was undertaken in few selected primary schools around Debre Birhan (Northern Shoa Zone). The field trial had helped to identify

ambiguities and misunderstandings; establish sampling procedures as well as to test the validity and reliability of the instruments for collecting the necessary data. Subsequently, refinement was made on the instruments according to the constructive suggestions and hints that were obtained from both the evaluators and the field testing.

All the instruments prepared were employed in the process of the data collection in the sample areas.

### **Data Collection Process**

The main data collection process was accomplished by the researcher in collaboration with his assistants. There were ten assistants (five from each of the two zones). All of these assistants were twelve grade completers recruited from the zone capitals of the research area. In particular, they were involved as interviewers. Before they were engaged on the task, the assistants were given orientation as to how to proceed with the interview. They were also made to observe the procedure of sample interviewing as these were conducted by the researcher himself.

The data collection process in each sample school started with pupils' personal interview. In administering the interview, first of all, a group of 20 pupils were randomly selected from grades 5 and 8. From each of these grades, 10 pupils (5 females and 5 males) were selected by lot in which everyone from the two grades was grouped according to sex and took a piece of paper with numbers

on them. Only five papers for each of the female and male groups of one grade were numbered from 1 to 5, the rest being marked with zeros. Those pupils who picked the pieces of papers numbered 1 to 5 were taken as sample pupils. In cases when there were more than one section in a grade, sample pupils were drawn from all sections. The number of pupils selected from each school was thus 20 (10 females and 10 males). In taking the 20 sample pupils from each grade, only those who were present in the school during the day of data collection were considered. Each sample pupil was then called in turn and interviewed individually by the assistants. The researcher also attended and helped his assistants as they were interviewing the pupils. Initially it was also planned to include pupils from grade one in the interview. But this was abandoned during the main data collection process. This was decided because it was found out during the instrument piloting that pupils of grades one were very young in most cases and not matured enough to respond properly to the questions in the interview. A total of 240 pupils were interviewed from the 12 sample schools.

The Teacher's Questionnaire was also administered by distributing it to teachers of grades 1, 5 and 8 who taught academic subjects (Language, Mathematics, Science and Social Studies) . After a brief explanation about the aim of the questionnaire the teachers were given instruction on how to fill in the questionnaire. Teachers then individually responded to the 25 items. The questionnaires were finally collected by the researcher as soon as they were

completed by the teachers. A total of 97 teachers of grades 1, 5 and 8 from 12 schools were included in the study.

Likewise, parents of the sample pupils were interviewed using the Interview Form for Parents. This was done by calling parents to come to the sample schools and also by going to their residential areas. In this case, either father or mother or both responded to the interview. In some sample areas, it was difficult to get and interview pupils' parents. All in all 43 parents were interviewed out of the intended 60.

The other thing done during the data collection process was to document some relevant information about female pupils concerning enrollment, dropping out and academic achievements. The Document Inspection Form was used for this purpose. Such data was gathered from each of the 12 schools, 6 district education offices and 2 zonal education departments.

In addition to the data collected by administering the various instruments prepared for the purpose, the researcher took also his own fieldnotes that were related to female education in the sample areas.

### **Data Organization and Analysis**

The data collected from the sample schools through the questionnaire and interviews were tallied, systematically organized in items and tabulated to facilitate analysis. The information gathered using the document inspection form was also

organized and incorporated. Then the results obtained were analysed and interpreted.

In analyzing and reporting the data, mainly the descriptive method was used. Some simple calculations were performed whenever it was deemed necessary.

The Gender Parity Index (GPI) was used to show the variation between female and male rates of participation in primary schools. GPI was calculated by dividing the percentage of female participation by that of male participation. The minimum value of GPI is zero in which case it indicates maximum gender disparity, that is, a situation of total inequality between boys and girls. The maximum value of GPI is one which indicates perfect parity between gender (boys and girls). If the value of GPI is greater than one, it means female (girls) rates are greater than that of male (boys).

In addition to this, frequency distributions, percentages, and ratios were applied. A series of tables were also used to summarize and clarify the research data.

## **CHAPTER FOUR**

### **PRESENTATION AND ANALYSIS OF DATA**

This chapter contains two main sections. In the first section, the background information about each of the data sources of the study that includes pupils, teachers, and parents is explained. In the second section, the data obtained from the research are presented and analysed in relation to the research questions. In the same section, the findings of the research are simultaneously interpreted and discussed again based on the research questions.

#### **Description of the Sample Population**

As it was already described in chapter three, the main subjects of the study were primary school pupils and teachers as well as parents. Appendix B on page 104 shows the sample population of the study by schools, district, and zones. The background information about these subjects as data sources for the study is presented next.

#### **Background of Pupil Respondents**

As it was already describe in Chapter Three, one of the data sources for the study were sample pupils drawn from 12 primary schools of the Amhara Region. Some of the few characteristics of these data sources as respondents to a structured interview are shown in Table 4.1 below.

Table 4.1: Some characteristics of sample pupils

Grade	Sex			Age(in years)				Parents' Occupation				
	M	F	T	< 10	11-15	16-20	Total	Farm- ing	Civil servants	Merc- hants	Others	Total
5	60	60	120	12	92	16	120	67	25	9	19	120
8	60	60	120	-	100	20	120	76	15	11	18	120
Total	120	120	240	12	192	36	240	143	40	20	37	240

As it can be observed from Table 4.1, there were a total of 240 pupils who responded to an interview. Out of these respondents, 120 were females whereas the remaining 120 were males. This was done purposely in order to take an equal number of sample pupils from both sexes.

On the other hand, 120 of the sample pupils were taken from grade 5 and the rest 120 from grade 8. As far as the age of the sample pupils is concerned, it is generally between the ranges of below 10 up to 20 years. There were 12 pupils, all of them from grade 5, whose age was below 10 years. This is unusual in most primary schools of Ethiopia since the official age for starting primary schooling is 7 years. From this point of view, by the time a pupil reaches grade 5 he/she should be at least 12 years of age. Anyhow, this does not bring any effect on the study because the majority (192 out of 240 or 80%) of the sample pupils were between the ages of 10 to 15 years representing the expected age level for grades 5 and 8 pupils. It can also be observed from Table 4.1 that the pupil respondents come from parents of different occupations. However, the majority (143 out of 240 or

about 60%) of the sample pupils belong to peasant families which means they are preponderantly rural oriented.

### **Background of Teacher Respondents**

The other respondents for the study were teachers that were drawn from the same 12 sample schools. Among the few variables investigated about the teacher respondents through the questionnaire were characteristics related to their sex, educational qualification and years of experience in teaching. These are shown in the three tables that follow.

Table 4.2: Number of teacher respondents by sex

<b>Teacher's sex</b>	<b>#</b>	<b>%</b>
Male	74	76.3
Female	23	23.7
Total	97	100

Among the 97 teacher respondents, about 76% were males whereas only about 24% were females. The main reason for this disparity is the fact that there were fewer number of female teachers than males in all the primary schools visited during the data collection. This is something to be considered because it might have its influence on girls education in particular as related to lack of role models and profession of some advice from the same sex for female pupils in the school. Some researchers (Assefa, 1991) have stressed and recommended the

importance of increasing the proportion of females in the teaching force. Nevertheless, the study has somehow included both female and male teachers as samples.

Table 4.3: Number of teachers by educational qualification

Qualification	Male		Female		Total	
	#	%	#	%	#	%
12 <sup>th</sup> grade complete	1	1	-	-	1	1
TTI certificate	38	39.2	12	12.4	50	51.6
College diploma	33	34.0	10	10.3	43	44.3
Others	2	2.1	1	1	3	3.1
Total	74	76.3	23	23.7	97	100

Table 4.3 shows that the teacher respondents with TTI certificate make up about 52% and college diploma make up about 44% of the sample teachers. TTI graduates are supposed to teach in the first cycle and diploma holders in the second cycle of the primary education. Thus, teachers of both cycles of the primary education were well represented in the study.

Table 4.4: Teaching experience of teacher respondents

Service years in teaching	#	%
0 - 5	9	9.3
6 - 10	13	13.4
11 - 15	20	20.6
16 - 20	24	24.7
21 - 25	19	19.6
Over 25	12	12.4
Total	97	100

As it is shown in Table 4.4, about 45% of the sample teachers had service years between 11 to 20. However, there are also some number of teachers included in the study with highly varying experience of teaching either below 11 years or over 20 years of service in teaching.

### **Background of Parent Respondents**

In addition to pupils and teachers, some parents of the sample pupils were also included in the study as respondents.

Table 4.5: Parent respondents by sex and age

<b>Age in years</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>	
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
below 30	2	4.7	1	2.3	3	7
30 - 40	11	25.5	3	7	14	32.5
41 - 50	14	32.5	3	7	17	39.5
51 - 60	4	9.3	2	4.7	6	14
Over 60	2	4.7	1	2.3	3	7
<b>Total</b>	<b>33</b>	<b>76.7</b>	<b>10</b>	<b>23.3</b>	<b>43</b>	<b>100</b>

As it is shown in Table 4.5, there were 43 parents interviewed during the data collection process out of whom 33 were fathers and 10 were mothers of the sample pupils. The number of males was higher because in most cases fathers availed themselves readily than mothers although it was intended to collect data equally from either of the sample pupils' parents.

In general, the sample population of the study were comprised of various groups that included pupils, teachers and parents. This diverse nature of the respondents has contributed to the study from two points of view. On one hand, it helped to collect some relevant data from respondents that have different backgrounds. On the other hand, it also helped to counter-check the data gathered.

## **Results and Discussion**

The results of the study are presented and discussed according to the following four different headings based on the research questions: the state of affairs of female participation in primary education in Amhara Region; the factors that promote or hinder girls' persistence in primary schools; the distribution of favoured conditions for learning to girls as compared to boys; and the performance of primary school girls in examinations.

### **The State of Affairs of Female Participation in Primary Education in Amhara Region**

The first and most important thing in the education of girls is the enrollment ratio. Enrollment ratio is directly related to the number of those individuals who register every year to attend primary schools. In connection with this, it was tried to survey the opinion of teachers, pupils themselves and parents using the

questionnaire and interview forms prepared for them. The result obtained is presented and discussed as follows.

In connection with female participation sample teachers were asked if all school age girls in their locality attended school. The response provided by the teachers is summarized in Table 4.6.

Table 4.6: Response of teachers whether all school age girls in their locality attend school

Response of teachers	Frequency	
	#	%
Yes	47	48.5
No	39	40.2
I don't know	11	11.3
Total	97	100

All the 97 sample teachers included in the study responded to the question. Accordingly, 47 of the 97 (about 49%) sample teachers were of the opinion that all school age girls in their locality had got the chance to attend primary school whereas about 40% responded to the contrary. It is evident, however, from various statistics that there are still some girls who do not go to school. Both replies might be true when one considers the place to which the teachers are referring. For example, for teachers who reside and work in urban centres like Gondar and Debre Birhan towns, it may be true that the vast majority of the school age girls have a better chance to go to primary schools as it is the case in most

other towns of Ethiopia. Likewise, this may not be true for teachers who work in rural schools where the chance for school age girls to attend primary schools is restricted due to various factors. For instance, those teachers who answered that all school age girls in their locality do not attend school were further asked to give reasons for their response. Some of the reasons they mentioned were:

- parents' need for the labour of their daughters at home and agricultural fields;
- poverty of some parents who are not able to cover some costs for the education of their daughters;
- preference of some parents to send their sons to school rather than sending their daughters;
- early engagement of girls in marriage; and
- negative parental attitude towards the education of their daughters.

In fact, all these factors raised by the sample teachers confirm findings of earlier studies conducted in different parts of Ethiopia and discussed in the literature review part of this research work.

Similarly, sample pupils were also asked in interview to give their opinion on the participation of school age girls in primary schools. In particular, they were asked if they had sisters who did not get any opportunity to attend primary school. Their responses show points of similarities to that of teachers. About 104 out of the 240 sample pupils (about 43%) responded with "yes" whereas 136 (about 57%) of them said no. Those pupils who said that they had sisters who did not go

to school were again asked to give the reasons why their sisters could not attend primary education. Few of the reasons mentioned by the pupils include the following:

- parents not giving importance to girls education;
- parents not allowing their daughters because they want them to marry early;
- parents want their daughters to perform household duties and look after animals: and
- low income of parents.

In addition to this, sample pupils were also asked whether their parents (mothers and/or fathers) support their own education. Interestingly enough there were 22 out of the 120 sample girls (about 18%) who said that either or both of their parents did not support their being a pupil. The reason that the majority of this group mentioned was that their parents wanted them to marry and give birth as early as possible.

Related questions were also raised to parents of the sample pupils in an interview with regard to the participation of girls in primary education in their respective localities. One such question forwarded to parents was whether they have school aged daughters who do not go to school at all. Out of the 43 parents who were included in the study, 9 of them (ie. about 21%) said that they had one or more school age daughters who were out of the primary school system. When asked for the reason nearly all of these respondents said that their economic

background did not allow them to do so. The parents were also asked in the interview as to whom they might choose to send to school first if they had school aged daughters and sons. In this case 37 out of 43 (86%) said that they would send both (all). Six of them (nearly 14%) said that they would prefer their daughters first. None of them, however, said that they would send their sons first. This might show the change in the attitude of parents regarding the education of girls. Following this question, the parents were further asked to give reasons if they responded that they would prefer to send their daughters first or both their daughters and boys at the same time. According to the opinion of the parents the reasons were:

- they do not want to be partial to either their daughters or sons;
- they believe that if both boys and girls are educated equally, they could be useful for themselves as well as for their parents;
- they believe that school age boys and girls without distinction have the right for education; and
- they believe that girls should not remain illiterate while boys get the opportunity for education

Again all the reasons mentioned by the sample parents may reflect the direction of change in their attitudes towards the importance of education for girls.

Another question presented to the sample parents during the interview was whether there were school age girls in their locality who did not attend school currently. In their response to this question, 11 of them (about 26%) said "yes", 29

of them (about 67%) said "no" and the remaining 3 (about 7%) said that they didn't know. For those who said that there were some school age girls in their locality who did not attend schools, additional question was forwarded to give the main reasons for their response. Nearly all of them mentioned similar reasons in which they stated low income and negative attitude of parents towards the schooling of their daughters as the main ones.

Finally, each of the interviewed parents were asked to give their general comment about the present status and trend of female education in their respective localities. When their responses are summarized, the following general reflections are noted. Some parents believe in principle that educating their daughters equally with their sons is necessary. However, they think that sometimes this is difficult and unaffordable. They mentioned that in the first place, it would be expensive to send all their children to school if they had many children. Secondly, they needed their children to share some routine works at home or in the agricultural field. Parents especially in rural areas believe that life is hard unless their children including their daughters were involved in works to contribute for the family income. One parent sarcastically commented that "from where we can get the bread if all go to school!" The above opinions and discussions may give some crude picture about the present state of affairs of female participation in education in the sample areas of the Amhara Region.

Beyond the personal opinion of teachers, pupils and parents, numerical data pertaining to female participation in the sample schools and areas in Amhara Region was collected through the document inspection form. The data was secured from the 12 sample primary schools, the six sample district education offices and from the two sample zone education departments. The collected data is summarized in tables and the result is discussed sequentially next.

To begin with, tables 4.7 and 4.8 show the enrollment of girls as compared to their counter boys in each of the sample primary schools selected from Northern Shoa and Northern Gondar respectively for the academic year 1991 E.C.

Table 4.7: Enrollment/Participation of girls in the sample primary schools in Northern Shoa (1991 E.C.)

No	Sample School	Enrolled at the beginning of the year			
		M	F	T	GPI
1	Zera Yaacob	1163	1558	2721	1.34
2	Tebasse	517	595	1112	1.15
3	Bakelo	544	573	1117	1.05
4	Goshebado	550	402	952	0.73
5	Tarma Ber	298	284	582	0.95
6	Armania	408	474	882	1.16
Total		3480	3886	7366	1.1

Table 4.8: Enrollment/participation of girls in the sample primary schools in Northern Gondar (1991 E.C.)

No	Sample School	Enrolled at the beginning of the Year			
		M	F	T	GPI
1	Aykel	1145	1615	2760	1.41
2	Seraba	316	645	961	2.04
3	Hibret	1176	1495	2671	1.27
4	Azezo	452	555	1007	1.23
5	Walaj	398	660	1058	1.66
6	Arbaba	316	451	767	1.43
Total*		3803	5421	9224	1.43

\* Not including grade 8.

Let us consider first the state of affairs of female participation in the sample primary schools of Northern Shoa that is summarized in Table 4.7. As we can observe from this table, the participation of girls in the sample primary schools of Zara Yaacob, Tebasse, Bakelo and Armania is greater than boys'. This is clearly revealed in the actual enrollments of boys and girls in these schools and from the Gender Parity Index (GPI). The GPI which is also known as the gender ratio shows us the ratio between female and male. We may deduce an assumption from the national population statistics that the number of girls and boys in one school catchment area is roughly at parity. Based on this assumption, it is possible to consider that the ratio of girls to boys in a certain school to be a rough indicator of the magnitude of girls' participation. In the above mentioned four sample schools the value of the GPI is greater than 1, which implies that female rates are greater than that of males in actual participation. This state of affairs is unusual in most Ethiopian schools. Higher girls participation rate in which GPI

becomes over 1 is the characteristic of only certain urban areas in the country such as Addis Ababa, Dire Dawa and Harari (Education Statistics, 1998). In the Amhara Region, however, some typical rural areas like Bakelo show a high rate of girls' participation. The gap between the participation of girls and boys in four of the above mentioned sample schools is much higher. Here, the participation of girls is greater than that of boys and the value of GPI in these schools is well over 1. The other two sample primary schools in Northern Shoa, Goshebado and Tarma Ber, also show a very narrow gap between the two genders, in this case in favour of boys.

When we observe the case for the six sample primary schools of Northern Gondar (Table 4.8), very high and unexpected gender disparity is seen in all of them in which the participation rate for girls is extremely high compared to that of boys. In such primary schools like Seraba the enrollment/ participation of girls was more than double of the boys. In Walaj primary school the participation of girls is more than one and half times that of boys. The other primary schools also show a GPI of over 1. All these may indicate that many girls, instead of boys, are attending schools. Though it may seem very contrary to many previous research findings, this is the real state of affairs in Northern Gondar of the Amhara Region for one or another reason. May be this needs further investigation.

Similar pattern of girls participation in primary schools is also seen at the level of the sample districts. This is depicted in Table 4.9 below.

Table 4.9: Participation of girls in the sample districts (1991 E.C.)

Zone	Districts	Enrollment			
		M	F	Total	GPI
Northern Gondar	Gondar Town	13955	15421	29376	1.1
	Lay Armachiho	5942	9886	15828	1.7
	Chilga	5222	8796	14018	1.7
Northern Shoa	Debre Birhan town	3982	4751	8733	1.2
	Tarma Ber	7112	5811	12923	0.8
	Baso & Warana	6023	5522	11545	0.9

Table 4.9 reveals that just like the situation at sample schools, the participation of girls in primary education is higher at the sample districts level also. This is evidenced by the GPI which is over 1 for the districts of Gondar town, Lay Armachiho, Chilga and Debre Birhan town. Girls' participation is relatively lower only in two of the six sample districts which are Tarma Ber and Baso & Warana. Even here the gap between girls and boys participation is very narrow. Anyhow, it is important to note here that both of these districts are found in Northern Shoa Zone.

It is also possible to look at the rate of girls' participation at the level of the two sample zones of the study. The next table provides the relevant information.

Table 4.10: Participation of girls at sample Zones level (1991 E.C.)

No	Sample Zones	Enrollment			
		M	F	T	GPI
1	Northern Gondar	82525	98649	181174	1.2
2	Northern Shoa	91091	75699	166790	0.83

The figures in Table 4.10 show that girls participation rate is high in particular in Northern Gondar Zone. Though the primary school participation rate of girls in Northern Shoa zone is relatively lower than boys, it is still narrow in its disparity.

In fact, up to now it has been tried to present and discuss the state of affairs of female participation in primary education at sample schools, districts and zones level mainly from the point of the variation (ratio) between the two genders.

Another indicator of participation rate in an education system is the gross enrollment ratio. Gross enrollment ratio is defined as the proportion of total enrollment in primary education and the corresponding school age population. In other words, gross enrollment ratio in primary school compares pupils in school with the eligible total school age population (Education Statistics, 1999). However, to determine gross enrollment ratio, it is important first to know the actual school

age population at different levels. Unfortunately none of the 12 sample primary schools that were visited during the data collection had this information. It was not also possible to get it from the respective district education offices. So the researcher could not show the gross enrollment ratio for the 12 sample schools in Amhara Region. The researcher was able to obtain the information on the school age population for the 3 sample districts in Northern Gondar Zone. However, this did not show the school population for girls and boys separately so it was of less help for the purpose. Despite this fact, the following statistical information at the regional level for 4 consecutive years as shown in Table 4:11 is adapted from the Annual Abstract of the Education Statistics, Ministry of Education. It may give us a glimpse of girls primary education participation in Amhara Region as compared to boys from the perspective of gross enrollment ratio.

Table 4.11: Gross primary school enrollment ratios in Amhara Region between 1987 to 1990 E.C.

Years (E.C.)	Enrollment ratio in percentage		
	M	F	T
1987	18.9	16.8	17.9
1988	23.7	20.8	22.3
1989	30.2	25.7	28.0
1990	38.3	30.8	34.6

Source: Education Statistics, 1999.

As it can be seen from Table 4:11, the gross enrollment ratio for girls in primary schools of Amhara Region was lower than that of boys over the four years though it showed a slow narrowing trend. For example, in 1989, the gross participation rate for girls was only 25.7%. This implies that about 74% of the total girls eligible for primary education in Amhara Region were outside the school system and did not get the chance to attend primary education. The total enrollment (for both girls and boys) in that same year was only 28%. This was below the national average for primary school participation rate which was 34.7% in 1989 E.C. (Education Statistics, 1999).

### **Factors that Promote or Hinder Girls Persistence in Primary Schools**

In the preceding sections of this chapter, it has been tried to show that relatively speaking girls in the sample areas of the Amhara Region were having better opportunities for participation in primary education than ever before. This development, however, seems to take place not only slowly but also with some conflicts and challenges. One of the most important challenges is the persistence of female pupils in their education at the primary level. In this section the data obtained from the research with regard to girls' survival in primary education and some of the factors that promote or hinder it are presented and discussed.

As it has been already mentioned elsewhere in this chapter, the first priority in girls education is to get them to school. Before all other things, the school age

children should be provided with access to school. However, together with this, the continuing of female pupils in their education is also an important aspect to be considered. In this case, dropout cases could be important indicators of persistence. From these points of views, it was tried to collect relevant information from sample pupils and teachers through the data collection instruments. It was also tried to supplement the respondents' views with facts and figures obtained from document inspection in the 12 sample schools as well as from district education offices and zonal education departments.

In relation to persistence of girls in primary school, especially, homeroom teachers were asked to state the number of pupils (females and males separately) who registered at the beginning of the year (1990 E.C.) and those who discontinued/ dropped out since then. Their responses showed that in general a considerable number of pupils (from 3 to 7) from one section of grade 5 or 8 had already left until the time this data was collected. Even though there were some male pupils, who left school for some reason, the number of female pupils was found to be higher in all instances. The respondents were additionally requested to state reasons if there were girls who dropped out from the section that they were responsible as a homeroom teacher. In their list the teachers included very many reasons. The main ones can be summarized in verbatim as follows:

According to the opinion of the sample teachers, girls grow at least physically faster than boys. Thus, girls seem to reach marriageable age earlier than boys. The result is that girls marry at an early age and dropout of school.

Such girls cannot continue their education after marriage due to various factors. For example, some of the respondents mentioned that the girls who married had various duties to perform at home; they had also to care for their children, etc. Considering these points, the respondents were of the opinion that the opportunity was wide for boys to continue with their education than the girls.

Another reason given by many homeroom teachers is that pupils especially girls tend to be dropouts because of distance from home to school. Some other reasons for dropout of girls put by relatively few homeroom teachers include parental death, sickness of the pupils themselves or one of the members in their family, transfer of parents, lack of support from parents and repeating in a grade.

In relation to cases of persistence, sample pupils were also asked during their interview whether they need to continue or discontinue their education. Except those very few pupils (16 out of 240) who said that they were undecided on this matter and only 3 out of the 240 respondents who said that they wanted to discontinue, all the rest 221 out of the 240 respondents (about 92%) said that they would like to continue with their education. This shows that most of the pupils (including the females) who have enrolled in primary education want to remain in school unless they are forced by other external factors some of which were mentioned by the teacher respondents. Out of the three pupils who responded by saying that they chose to discontinue with their education, two of them mentioned lack of support as their main reason. One of these three respondents was, in fact,

a fifth grade female pupil who said that she wanted to discontinue because she was not successful in her academic performance.

The statistical data collected from the 12 sample primary schools, however, did not support much of the views collected particularly from the teachers using the questionnaire. The Rates of dropouts in the sample primary schools from Northern Shoa and Northern Gondar are shown in Tables 4.12 and 4.13 respectively. In these tables, the enrollment of both males and females are also shown together with the dropout rate for the purposes of comparison.

Table 4.12: Enrollments and dropouts in the sample primary schools of Northern Shoa by sex (1991 E.C.)

No	School	Enrolled at the beginning of the year			Dropouts					
		M	F	T	M		F		T	
					#	%	#	%	#	%
1	Zera Yaacob	1163	1558	2721	99	8.5	96	6.2	195	7.1
2	Tebasse	517	595	1112	46	8.9	36	6.1	82	7.4
3	Bakelo	544	573	1117	16	2.9	27	4.7	43	3.8
4	Goshebado	550	402	952	20	3.6	18	4.5	38	4.0
5	Tarma Ber	298	284	582	53	17.8	39	13.7	92	15.8
6	Armania	408	474	882	58	14.2	71	15	129	14.6
Total		3480	3886	7366	292	8.4	287	7.4	579	7.9

Table 4.13 : Enrollments and dropouts in the sample primary schools of Northern Gondar by sex (1991 E.C.)

No	School	Enrolled at the beginning of the year			Dropouts					
		M	F	T	M		F		T	
					#	%	#	%	#	%
1	Aykel	1145	1615	2760	126	11	112	6.9	238	8.6
2	Seraba	316	645	961	14	4.4	42	6.5	5.6	5.8
3	Hibret	1176	1495	2671	198	16.8	220	14.7	418	15.6
4	Azezo	452	555	1007	44	9.7	71	12.8	115	11.4
5	Walaj	398	660	1058	48	12.1	37	5.6	85	8.0
6	Arbaba	316	451	767	43	13.6	18	4.0	61	8.0
Total		3803	5421	9224	340	8.9	319	5.9	659	7.1

As we may observe from table 4.12, the number of dropouts of girls is not significant when compared with that of boys. This is especially true when one relates the number of girl dropouts with the number of enrollment. For instance, if we take the case of Zara Yaacob school, 1558 female pupils were registered at the beginning of the year. Out of these, those who dropped out were 96 which means only 6.2%. If we take the dropout percentage of boys for the same school, it was 8.5. This means the dropout rate is rather high to boys than girls in this particular school. The same pattern of dropout rate is seen for the sample schools of Tebasse, and Tarma Ber.

The case is more or less similar for the sample schools of Northern Gondar which is shown in Table 4.13. The sample schools of Aykel, Seraba, Walaj and Arbaba show lower dropout rates for girls.

Nevertheless, Hibret and Azezo primary schools show relatively higher dropout percentages for girls than the other four primary schools in the zone.

Likewise, the dropout rates at sample districts and sample zones level are not much different from that observed at the sample schools level. Tables 4.14 and 4.15 show this clearly.

Table 4.14: Enrollment and Dropout rates at sample districts level (1991 E.C.)

Zone	School	Enrolled			Dropouts					
		M	F	T	M		F		T	
					#	%	#	%	#	%
Northern Shoa	Debre Birhan Town	3982	4751	8733	291	7.3	277	5.8	568	6.5
	Tarma Ber	7112	5811	12923	716	10	577	9.9	1288	10
	Basso & Warana	6023	5522	11545	366	6.1	226	5.9	692	6.0
Northern Gondar	Chilga	5222	8796	14018	111	2.1	183	2.0	294	2.1
	Gondar Town	13955	15421	29736	821	5.9	839	5.4	1660	5.7
	Lay Armachiho	5942	9886	15828	718	12.1	972	9.8	1690	10.7

Table 4.15: Enrollment and Dropout rates at sample zones level (1991 E.C)

Zone	Enrolled			Dropouts					
	M	F	T	M		F		T	
				#	%	#	%	#	%
Northern Shoa	91091	75699	166790	8669	9.5	7401	9.8	16070	9.6
Northern Gondar	82525	98649	181174	6571	8.0	7855	8.0	14426	8.0

Table 4.14 reveals it that in all of the six sample districts taken from Northern Shoa and Northern Gondar zones, the percentages of dropout of girls is lower than that of boys. This implies that more girls than boys continue their education in the primary schools of the districts. Of course, there were some pupils (both girls and boys) who dropped out of school in each district. For instance, the largest number of dropouts in 1991 E.C. was seen in Tarma Ber district. There were 1288 pupils who discontinued their education in that year out of which 839 were females. However, this is not very high when it is compared to the number of pupils who enrolled during the same year. As it can be seen from Table 4.14, there were 5811 females enrolled in Tarma Ber district in 1991.

Likewise Table 4.15 shows the dropout rates of pupils at the sample zones of Northern Shoa and Northern Gondar. In both of the zones the persistence level of girls was equal to that of boys. However, this does not give a full picture on the persistence of females in primary education. We get a precise detail when we look into the persistence of female pupils at each grade level. Tables 4.16 and 4.17 present these clearly.

Table 4 .16: Enrollment and dropouts in primary schools by grade in Northern Shoa for the academic year 1991 E.C. (1998/99 G.C.)

Grade	Enrolled				Dropouts					
	M	F	T	GPI	M		F		T	
					#	%	#	%	#	%
1	32521	30299	62820	0.93	4640	14.3	4326	14.3	8966	14.3
2	16781	13979	30760	0.83	1185	7.1	990	7.1	2175	7.1
3	12603	9990	22593	0.79	739	5.9	584	5.8	1323	5.9
4	10891	8147	19038	0.75	597	5.5	444	5.4	1041	5.5
5	7128	5165	12293	0.72	546	7.7	417	8.1	963	7.8
6	4971	3277	8248	0.66	336	6.8	219	6.7	555	6.7
7	3611	2790	6401	0.77	381	10.6	266	9.5	647	10.1
8	2585	2052	4637	0.79	245	9.5	155	7.6	400	8.6
Total	91091	75699	166790	0.83	8669	9.5	7401	9.8	16070	9.6

Table 4.17: Enrollment and dropouts in primary schools by grade in Northern Gondar for the academic year 1991 E.C. (1998/99 G.C.)

Grade	Enrolled at the beginning of the year				Dropouts					
	M	F	T	GPI	M		F		T	
					#	%	#	%	#	%
1	29,006	37,450	66,456	1.29	3560	12.3	4580	12.2	8140	12.2
2	14,461	15,757	30,218	1.09	799	5.5	1380	8.8	2179	7.2
3	11,317	12,809	24,126	1.22	598	5.3	547	4.3	1145	4.7
4	8,573	9,723	18,296	1,13	423	4.9	337	3.5	760	4.2
5	6,391	7,926	14,317	1,24	324	5.1	337	4.3	661	4.6
6	5,156	5,773	10,929	1.12	315	6.1	197	3.4	512	4.7
7	4,360	5,391	9,751	1,24	321	7.4	288	5.3	609	6.2
8	3,261	3,820	7,081	1,17	231	7.1	189	4.9	420	5.9
Total	82,525	98,649	181,174	1.20	6571	8.0	7855	4.3	4426	8.0

Tables 4.16 and 4.17 show enrollments and dropouts of female pupils in primary schools of Northern Shoa and Northern Gondar respectively by grade in comparison to male pupils. As we can observe from Table 4.16, a sizable number of female dropouts were recorded in grades 1 and 2. For example, out of 30299 female pupils who enrolled in grade 1 at the beginning of 1991 E.C., 4326, that is, 14.3% dropped out before joining grade 2. Similarly, out of 13,979 female pupils who enrolled in grade 2 during the same year, 990 of them (ie. 7.1%) dropped out before reaching grade 3. The percentages of dropouts sharply decreased in the other upper grades except in grades 5 (8.1%) and 7(9.5%). Up to grade four free promotion is exercised according to the education and training policy in which there would be hardly any repetition. However, starting from grade 5 promotion to the next higher grade is based on success in class exams with a required achievement of a minimum of fifty percent. So the dropout rate of pupils at this level could be higher than the lower grades because more pupils might be provoked to dropout due to repetition. Furthermore, the total number of female dropouts for all grades in 1991 E.C. were 7401. Out of these 5316, that is, 71.8% of the total dropouts were in grades 1 and 2. This implies that greater number of female pupils dropout in the first two grades of the primary schools. If the pupils manage to survive at these grades, their probability of continuing with their primary education could be far better. The same pattern of persistence in primary education is also observed in Northern Gondar Zone. Just like in Northern Shoa, here also greater number of female pupils dropout in grades one and two. This

can be observed from Table 4.17 in which in 1991 E.C. 4580 out of the enrolled 37,450 female pupils (ie. 12.2%) in grade one and 1380 out of 15,757 (8.8%) in grade 2 dropped out. The survival rate was relatively better in grades 3, 4, 6 and 8 in the same year. In grades 5 and 7 the number of dropouts relatively increased. In fact, the percentages of dropouts in all grades of the primary education were nearly the same for both female and male pupils in the two zones in 1991 E.C. The other important thing in the persistence level of female pupils in primary education is that the number of female pupils who finally reach the upper grades of the primary school is very small. This can be easily seen in Tables 4.16 and 4.17. For example, there were 30,299 female pupils in grade 1 in Northern Shoa in 1991 E.C. On the other hand, there were only 2,052 females in grade 8 in the same year. In Northern Gondar, there were 37,450 female pupils in grade 1 but only 3,820 in grade 8 in 1991 E.C.

### **Distribution of Favoured Conditions for Learning to Girls as Compared to Boys**

In recent years, it seems that conditions in Ethiopia have changed positively with regard to female education. The opportunities for educational participation are open today to girls on equal terms with boys. In some cases, even more favoured conditions for learning are said to be set for girls. For example, in the education and training policy of the country, it is stated that "special attention will be given to women...in the preparation, distribution and use of educational support

inputs" (1994:29). Moreover, in the policy, one of the specific objectives is stated as "To gear education towards reorienting society's attitudes and values pertaining to the role and contribution of women in development" (P.11). All these may be considered as steps forward. However, some questions remain still unsolved about female education. Some of these questions include whether girls have really favoured conditions for learning both at school and at home. Are female pupils seen on equal terms as boys in their education both at school and at home? This section is devoted to discussing these questions based on the data gathered from the sample pupils, teachers and parents using the questionnaire and interview forms.

If we start from the sample female pupils themselves, one question was raised to them in the interview whether they thought that they should be educated equally with boys. All the girls who appeared for the interview responded with "yes". When asked to support their response with reasons, most of the interviewees stated that they should be educated equally with boys because men and women are equal; and also education should not discriminate between the sexes. Thus, from the responses given, it can be said that female pupils show today readiness for their education which can be considered an advantage by itself.

Pupils were also asked whether they feel that teachers in school (class) treat them differently from their opposite sex. Among the 120 female interviewees only 28 (23.3%) said "yes" whereas the rest 92 (76.7%) said "no". This may mean

that most of the female pupils interviewed did not feel any difference in the treatment of teachers. When this question was raised the idea was that teachers should handle girls in class differently supporting them in their education. For most girls, however, teachers did not try to give any advantage or favoured condition for their learning. Those who responded with "yes" to mean that teachers in class treated them differently than boys were further asked to state the ways in which the treatment of teachers differed to them. Accordingly, they mentioned that their teachers encouraged their effort by asking questions and by giving individual help in explaining what they did not understand. Few of the interviewees said "yes" with negative connotation in which they explained that some teachers treat them differently by forwarding questions only to boys in class ignoring girls. This they said, discouraged them very much and put them at a disadvantage.

During the interview pupils were also requested to respond if they performed any task at home other than academic matters. The point of this question was to find out whether household duties performed by female pupils created unfavourable condition for their learning as compared to boys. The response provided to this question both by female and male sample pupils is shown in the next table.

Table 4.18: Response of pupils whether they perform any task at home other than academic matters

<b>Response</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
Yes	97	111	208
No	23	9	32
Total	120	120	240

Out of the 240 male and female pupils interviewed, 208 (86.7%) said that they performed home duties in addition to their academic activities. Thus many of the school girls and boys are involved in household tasks. Those who said that they were not involved in household duties were very small in number (23 boys and 9 girls). Though both boys and girls seem at a disadvantage in their learning by being equally engaged in household duties, there is a difference in the types of home duties they are involved in. The interviewee who responded with "yes" were further asked to tell the types of tasks they performed at home. The response they gave showed a clear distinction or imbalance in the division of tasks between boys and girls. This is shown in Table 4.19 in which home tasks for girls and boys are listed based on the response of the sample pupils.

Table 4.19: Types of home tasks performed by girls and boys

No	Girls' task at home	Boys' task at home
1	Fetching water and/or wood	Watering plants
2	Cooking food	Working on the farms
3	Cleaning the home	Looking after animals
4	Washing clothes	Shopping and other related services
5	Washing house hold utensils	Cutting wood
6	Caring for young brothers or sisters	Washing clothes

One difference which may be discerned from the lists of tasks in Table 4.19 is that the tasks performed by the girls are related to works in the home whereas for boys most of the tasks are outside the home. This may give advantage for the boys in their learning because they can perform both their home tasks and academic activities simultaneously without being noticed or controlled by parents. More importantly the tasks performed by girls seem to take longer time than those of the boys. It is possible, for example to compare cooking food (for girls) with that of watering plants (for boys). Girls tasks in most cases seem not only to take more time but also they tend to be heavier and tiring duties. All these may put girls at a disadvantage in their learning.

In connection to the distribution of favoured conditions for girls' learning, some questions were raised to sample teachers in a questionnaire. One of the questions to be answered by teachers was, "What have you done to make girls

more interested and devoted in their education?" The responses of the teachers are summed up as follows:

- arrange tutorial classes for girls only;
- encourage girls to participate in class by asking and answering questions;
- lead campaign against early marriage of girls; and
- run extra classes and home activities for girls.

Hence, there are some evidences that something is being done at school level especially by teachers in order to create better learning conditions for female pupils.

Another question put to teachers was whether they treated boys and girls differently in class. Only 23 teachers responded with "yes" but 74 teachers said no. The sample teachers who responded with yes were additionally asked to state some of the ways in which they treat boys and girls differently in class. This question seems to be ambiguous to many of the teachers who filled in the questionnaire. Probably many of the teachers took this question to mean whether they equally handled boys and girls in class and thus many of them said "no" to imply that they made no discrimination between boys and girls in class. In any case, the sample teachers who responded with yes to this question were additionally asked to state some of the ways in which they treated boys and girls differently in class. Accordingly they listed the following:

- establishing girls club in the school to promote their activities;
- giving sex education to girls;

- encouraging girls to ask and answer questions during the teaching and learning process; and
- praising and giving prizes for female pupils when achieving better results.

Parents were also asked in an interview as to what were the tasks they expected their daughters and sons to fulfil at home. Significant number of parents who appeared for the interview (31 out of 43) said that they wanted their daughters to participate in preparing food for the family, collected water and/or wood, washed clothes, as well as cleaned the house and its compound. This may be considered as condition at home that puts many female pupils at a disadvantage in their learning.

On the other hand, some parents said that they expected their sons to study at home and help the family at spare time by working in the farm field, washing clothes and fetching wood. Thus there seems to be a difference at home between being a female or male pupil as far as the distributions of favoured conditions for learning are concerned.

### **Performance of Primary School Girls In Examinations**

It was already stressed in the previous section that one of the challenges in female education is their persistence with their education. Another important area of challenge in female education is their academic performance/achievement. It was found out in the study that large number of female pupils left school before completing grade one or two for different reasons. According to many previous

studies, among those female pupils who stay in school most of them show comparatively inferior academic performance and results than their male counterparts (Anbesu & Junge, 1988, Assefa, 1991; Nema & Wagner). In this section the data pertaining to the academic performance of female pupils in the sample areas of the Amhara Region is presented and discussed.

In examining female pupils academic performance, some related questions were presented to sample teachers in a questionnaire.

One of these questions asked teachers as to what female pupils generally score in the subjects they teach them. Teachers response on this question is summarized in Table 4.20.

Table 4.20: Teachers' evaluation on the academic performance of female pupils

Score of Girls	Frequency					
	Male Teachers		Female Teachers		Total	
	#	%	#	%	#	%
Very high	2	2.1	1	1	3	3.1
High	7	7.2	3	3.1	10	10.3
Average	35	36.1	10	10.3	45	46.4
Low	12	12.4	4	4.1	16	16.5
Very low	18	18.6	5	5.2	23	23.7
Total	74	76.4	23	23.7	97	100

As it can be observed from Table 4.20, only 13 out of the 97 sample teachers were of the opinion that female pupils score high or very high in the respective subjects they teach. The majority of the sample teachers (84 out of the 97) believed that female pupils scored average and below average. This evaluation of the teachers coincides with the result obtained from document inspection about female pupils' pass and repeating rates in the sample schools of Northern Shoa and Northern Gondar. Tables 4.21 and 4.22 show this clearly.

Table 4.21: Comparison of the academic performance of female and male pupils in terms of passes and repeaters in Northern Shoa (1991 E.C.)

School	Sat for Exam			Passes						Repeaters					
	M	F	T	M		F		T		M		F		T	
				#	%	#	%	#	%	#	%	#	%	#	%
Zera Yaacob	1067	1462	2529	902	84.5	137	77.8	2039	53.6	162	15.2	324	22.2	486	19.2
Tebasse	471	559	1030	357	75.8	406	72.6	763*	74.1	51	10.8	55	9.8	106*	10.3
Bakello	528	546	1074	402	76.1	404	74.0	806*	75.2	113	21.4	120	22.0	233*	21.7
Goshe bado	530	384	914	465	87.7	339	28.3	804	88.0	65	12/3	45	11.7	110	12.0
Tarma Ber	245	245	490	231	94.3	226	92.2	457*	93.3	10	4.1	10	4.1	20*	8.7
Armania	350	403	753	311	88.9	351	87.1	662*	87.9	23	6.6	39	9.7	62*	19.9
Total*	3191	3599	6790	2668	83.6	2863	79.5	5531	81.5	424	13.3	593	16.5	1017	15.0

\* Not including grade 8.

Table 4.22: Comparison of the academic performance of female and male pupils in terms of passes and repeaters in Northern Gondar (1991 E.C.)

School	Sat for Exam			Passes						Repeaters					
	M	F	T	M		F		T		M		F		T	
				#	%	#	%	#	%	#	%	#	%	#	%
Aykel	1027	1546	2573	853	83.1	1160	75	2013	75.2	174	16.9	386	25	560	21.8
Seraba	302	603	905	227	75.2	429	71.1	656	72.4	58	19.2	124	20.6	182	20.1
Hibret	978	1275	2253	833	85.2	1015	79.6	1848	82.0	145	14.8	260	20.4	405	18
Azezo	408	484	892	339	83.1	338	69.8	677	79.9	69	16.9	146	30.2	215	24.1
Walaj	350	623	973	334	95.4	517	83	851	87.5	16	32.3	106	17	122	12.5
Arbaba	273	431	704	247	90.5	390	90.5	637	90.5	26	9.5	41	9.5	67	9.5
Total	3338	4962	8300	2833	84.9	3849	77.6	6682	80.5	488	14.6	1063	21.4	1551	18.7

In Table 4.21 we find that the percentage of passes was greater for male pupils and less for female pupils in all sample schools except for Goshebado sample school. On the other hand, the percentages of total female repeaters in all sample primary schools of Northern Shoa, which is 16.5%, is higher than the total percentages of male repeaters (13.3%). A big disparity is seen in the percentages of repeaters especially in Zera Yaacob and Armania schools.

When we refer to Table 4.22, similar pattern is observed in the percentages of passes and repeaters in the six sample schools of Northern Gondar. Here the percentages of passes are far less for the females than males in all sample schools. With regard to percentages of repeaters, it is very high for the female pupils in all schools. Thus, in general, female pupils perform academically less than males as it was presented in terms of passes and repeaters in the sample schools. These findings confirm the widely accepted belief in Ethiopian schools

that female pupils perform and achieve academically less than their counter male pupils. However, does this mean that girls in Ethiopian schools are less intelligent than boys? The results from the research work conducted by Nema and Wagner (1993) have provided evidences by comparing the results of boys and girls in tests that there is no significant difference in mental abilities between boys and girls. In that study, it was concluded that other factors such as cultural restrictions might be the reasons for female pupil's lower academic performance and achievements. In relation to this, those sample teachers who ranked the score of girls as average or below average were asked for the major reasons. Their opinions are summarized below in Table 4.23.

Table 4.23: Teachers opinion on the reasons for low academic achievements by female pupils

No.	Teachers' Opinion	Frequency	
		#	%
1	Girls do not have enough time to study	38	39.2
2	Girls seem less intelligent than boys	-	-
3	Girls do not ask questions in classes	47	48.5
4	Girls do not pay attention during class lessons	12	12.3
Total		97	100

The opinion of sample teachers in Table 4.23 indicates that one major reason for low academic achievement of female pupils is that girls do not ask questions in classes followed by lack of time to study. Teachers emphasised that girls do not actively participate during the teaching and learning process as much as boys mainly because of shyness and lack of confidence. None of the sample teachers, however, were of the opinion that girls were less intelligent than boys. Thus, it can be said that girls academically perform less well and achieve low compared to boys but because of some cultural, social and economic reasons already mentioned and discussed earlier in this chapter.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### **Summary**

In this part, first the problem of the study and the methods followed in conducting the research are briefly explained. Subsequently the major findings of the research are summed up.

The main problem of the thesis focussed on investigating the status and changes in the participation and academic performance of girls in primary education in Amhara Region as compared to boys. More specifically, the thesis aimed at surveying and finding out the factors that influence the enrollment, persistence and academic achievement of females in primary schools in Amhara Region.

In order to achieve the main purposes of the research, a descriptive survey method was employed. Accordingly, after the target population as well as the accessible population were identified, 12 sample primary schools were selected using the random sampling method. To collect the relevant data for the study questionnaire, interview forms and document inspection form were prepared, piloted, and finally used. The collected data was systematically organized and analysed mainly through the descriptive and explanatory survey method.

The major findings of the research include the following:

- Evidences from the Amhara Region show that today girls in general have got better opportunities for access to primary education though there are still many girls who do not attend schools.
- School age girls in urban centres have far better chance to participate in primary education than those in rural areas. In rural areas the chances for school age girls to go to school is restricted due to various cultural, social, and economic barriers.
- The factors that inhibit girls from going to primary education are decreasing though still such factors as parents need for their daughters labour, preference of parents to send sons to school, early engagement of girls in marriage, and poverty or low income of parents adversely affect, the participation of girls in primary education especially in the rural areas. Meager income and precarious life situation are the most important reasons for many parents to be discouraged from sending their daughters to school though they would prefer to do so.
- In some cases, there seems to be a change in the attitude of parents regarding the importance of education for girls. Most parents at present feel that it is necessary to send to school both girls and boys without discrimination.
- Some typical rural areas in the Amhara Region have unexpectedly a high rate of girls participation in primary education.

- Most female pupils, once enrolled in primary education, would like to continue with their education unless compelled by problems that they cannot withstand.
- The dropout rate of girls in primary schools in general is not so high as compared to boys. Relatively more female pupils persist in primary schools than males. However, the number of female pupils who discontinue schooling before reaching grade 2 is comparatively higher than in other grade levels. Early marriage of girls, distance from home to school, lack of material support, and repeating in a grade are some of the main reasons for girls dropout.
- The number of female pupils who reach the upper grades of the primary school is very small compared to enrolment in lower grades.
- Female pupils are today in a favoured situation to participate in primary education at least theoretically if not always in practice. Government policies give support to female education. However, there are not favourable conditions for girls learning particularly at home and partly at schools. Still today the share of girls in the division of labour at home is greater and time consuming compared to boys.
- Female pupils lack of time for learning and studying is surely a result of the division of labour at home based on gender differences. Female pupils as members of their households spend much of their time and energy in contributing to the economy of their families. This is coupled with the

impoverished situation as well as the difficult living conditions of the majority of the people particularly in the rural areas.

- Female pupils academically achieve less compared to boys. Rate of passes for girls are lower than boys. Likewise more girls repeat in a grade than boys.

## **Conclusions**

Based on the major findings of the study the following conclusions are made.

- There are two important points to conclude regarding the state of affairs of female participation in primary education in the Amhara Region. First in recent years the trend is that more and more number of girls than boys are attending school. Secondly, on the other hand, the actual number of girls attending primary schools in the region is lower when it is compared to the school age population. That means still there are very many girls outside the school system.
- Girls have wider opportunity than boys to persist with their education in primary schools. However, a considerable proportion of the enrolled female pupils in primary education dropout especially at the levels of grades 1 and 2. In a situation in which the participation rate of girls in the education system is already low, dropout is a wastage.

- The causes for greater female dropout rates in grades 1 and 2 need to be given the necessary attention.
- As long as the basic problems of sustaining life continue to exist, due to impoverished situation, it is more likely that female pupils (and also boys for that matter) will be forced to exert much of their time and energy on household routines rather than on their education.
- It is good that we now have more and ever - increasing participation of girls in primary schools than ever before. But more has to be done to make this participation of girls in education more meaningful and productive. The academic performance and achievements of female pupils is something that needs considerations.

## **Recommendations**

In the preceding chapters it was thoroughly discussed that getting a considerable portion of female children into the primary school system seems no longer a very serious problem as it used to be in the recent past. Government authorities at various levels show effort to encourage and facilitate primary schooling. More and more parents are now willing to send their daughters equally with their sons. Girls themselves show interest and readiness to their education. As a result of all these, a relatively large number of girls are now attending primary schools. However, there are still some problems connected with female education

that remain unsolved. In light of this, the following recommendations are forwarded based on the major findings and conclusions of the study.

1. Awareness about the problems of female education and issuing various policies alone may not bring about solutions. Parents' meagre source of income and poverty is more often mentioned as one of the major reasons for parents' reluctance to send their daughters to school. It is also one of the causes for female dropouts. In order to encourage female participation and persistence in primary education, interventions should be taken by the government, the people, non governmental organization and other funding agencies. Such interventions should consider covering the direct costs of sending a daughter to school, as well as costs of materials, clothing, food and health care.
2. In order to improve the scholastic achievement and decrease the number of female dropouts, compensatory remedial assistance should be given at appropriate times.
3. Girls attending primary schools are at a disadvantage due to unequal division of labour in their homes. And this affects participation, persistence and academic performance of females in which they would not be in a position to compete with their counter males. This implies that tasks which have been traditionally attributed to females alone in the family need to be more equally shared with the opposite sexes and other members of the family so that females pupils would have enough time to study and do their

homeworks. Thus, parents and the community as a whole should be sensitized and encouraged towards this goal.

4. The number of female teachers in primary schools should be increased so that they would emulate and provide female pupils with the necessary advice and guidance.
5. In order to encourage better academic performance of female pupils in primary schools, teachers should make it their duty to ensure the active and full participation of girls in the teaching and learning process. Thus teachers should always consider the provision of ample opportunities of participation to females in class so that they would be able to use their potentials to the optimum.
6. Further research should be conducted to examine the factors that influence female pupils dropouts especially at the levels of the first two grades in primary schooling.

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# APPENDICES

## Appendix A

### **An Over View of the Research Area**

The research was conducted in Amhara National Regional State. The Amhara Regional state covers a total area of 160,553 square kilometers. This makes about 16% of the total area of Ethiopia. The region has a total population of 14,075,046 that accounts for about 25% of the population of the country as a whole. About 90.8% of the population lives in rural areas whereas only 9.2% of the population resides in urban areas.

The Amhara region has predominantly Amhara inhabitants that account for 91.2% of the region's total population. Other inhabitants in the Amhara region include the Agew ( 3.7% ), the Oromo ( 3% ) and some others ( 2.1% ).

The dominant religion in the Amhara region is the Christian Orthodox to which 81.4% of the population belong. Other religions in the region include Islam with 18.4% of the population, Protestantism with 0.1% of the population and others with the remaining 0.1% of the population.

The economy of the Amhara region is dependent mainly on subsistence farming with low productivity. Nearly 85% of the labour force and 90% of the yearly production of the Amhara region comes from the agricultural sector (CSA,1994).

In Amhara region social services including education are not only low in quality but also they are not accessible to the majority of the population. To cite very few examples from the education sector, primary education enrollment ratio in the region is only 21.1%. The overall education coverage is 40%. Moreover, females in rural areas of the region have less participation in education than males. Dropout and repetition rates are also higher at all levels of the education system in the region but rather worse at primary level and in rural areas in particular (Habtamu, et al., 1999).

The administrative structure of the Amhara region is comprised of 11 zones and 105 woredas (districts).

Appendix B: List of sample schools with the sample population by district and zone

No	Zone	Districts	Schools	Pupils			Teachers			Parents		
				M	F	T	M	F	T	M	F	T
1	Northern Gonder	Chilga	Aykel	10	10	20	7	2	9	2		3
			Seraba	10	10	20	3	3	6	2		5
		Gondar Town	Azezo	10	10	20	8	1	9	3		5
			Hibret	10	10	20	9	3	12	4	1	5
		Lay/Armacheho	Arbaba	10	10	20	7	1	8	-	-	-
			Walaj	10	10	20	7	3	10	3	-	3
2	Northern Shoa	Debre Birhan Town	Tebasse	10	10	20	10	5	15	3	2	5
			Zera yacob	10	10	20	9	1	10	4	1	5
		Debre Birhan Zuria	Bakelo	10	10	20	7	-	7	5	-	5
			Goshebado	10	10	20	2	2	4	2	-	2
		Tarma Ber	Armania	10	10	20	2	2	4	2	-	2
			Tarma Ber	10	10	20	3	-	3	3	-	3
Total				120	120	240	74	23	97	33	10	43

## Appendix C

### **Main Variables of the Study**

The main variables treated in the study were participation and academic performance of female pupils in primary schools of the Amhara region. These variables were considered as main ones that specifically concern females as compared to their peer male pupils.

The dependent variables treated in the research under **participation** of girls in primary education included enrollment and persistence. Here the independent variables included were:

- parental attitudes towards schooling,
- economic status of parents,
- parents educational levels,
- occupation of parents,
- distance from home to school,
- early marriage, and
- the school curricula

Likewise some of the dependent variables considered in the research under **academic performance** of female students in primary education were:

- class dropout of girls,
- repetition rates of girls,
- pass rates of girls in each grade,
- class ranks of girls,
- success rates of girls in eighth grade examination.

The independent variables included here were:

- interest of girls in education,
- attitude of girls towards education and themselves,
- learning behaviour of girls,
- household duties of girls,
- treatment of girls by teachers in class (school), and
- distribution of favoured conditions of learning to girls.

## Appendix D

### Instruments of Data Collection

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DEPARTMENT OF CURRICULUM AND INSTRUCTION  
ADDIS ABABA**

#### Interview Form for Primary School Pupils

(To be administered to selected pupils from grades 1, 5 and 8 only)

The major aim of this interview is to gather information on the underlying school and home factors that promote or hinder the educational access, persistence and performance of girls as compared to their peer boys at the primary level. The information you provide is very important for the study. so please be open to give honest and accurate response to each of the following questions.

Thank you in advance for your cooperation.

A. Back ground information about the respondent

Date \_\_\_\_\_

District \_\_\_\_\_

1. name of your school \_\_\_\_\_

2. grade level \_\_\_\_\_

3. Sex    3.1 Male                       3.2 Female   

4. Age \_\_\_\_\_

5. What work does your mother do ?

\_\_\_\_\_

6. What work does your father do?

\_\_\_\_\_

7. What level of education do your mother and father have? (Put an "X" in the right place.

No.	Level of Education	Mother	Father
7.1	No schooling of any kind		
7.2	Can read and/or write		
7.3	Primary school (1-8)		
7.4	Secondary school (9-12)		
7.5	Beyond secondary school		
7.6	I don't know		

8. How many school aged sisters and brothers do you have?

8.1 Number of sisters \_\_\_\_\_

8.2 Number of brother \_\_\_\_\_

9. How many of your school aged sisters and brothers?

No		Sisters	Brothers
9.1	Are attending school at present?		
9.2	have dropped out of school?		
9.3	Are not attending school at all?		

10. If you have sisters and/or brothers of school age who are not going to school at all, what do you think are the reasons?

\_\_\_\_\_

11. Do all school age girls in your locality have got the opportunity to go to school?

11.1 Yes  11.2 No  11.3 I don't know

12. If your response to item number it is "no", what are the reasons?

\_\_\_\_\_

13. Do all school age boys in your locality have got the opportunity to go to school?

13.1 Yes  13.2 No  13.3 I don't know

14. If your response to item number 13 is "no", what are the reasons?

\_\_\_\_\_

## B. Information related to the education of the respondent

15. What is the general attitude of your parents towards your being a student (or towards your education)? (put an "X" mark)

No.	Parents' attitude	Mother	Father
15.1	Supports it		
15.2	Does not support it		
15.3	Is indifferent		

16. if your mother/father does not support your being a student, what do you think are the main reasons?

---

17. Do you think that you should be educated equally as your peer opposite sex?

17.1 Yes                       17.2 No

18. Give reasons for your response in item number 17.

---

19. What is your attitude towards the academic ability of girls and boys?

19.1 boys have greater academic ability than girls

19.2 Girls have greater academic ability than boys

19.3 Both boys and girls are equal in their academic ability.

19.4 There are some subject areas in which girls or boys are better.

19.5 If you have other views, please state. \_\_\_\_\_

20. Do you think that you can perform as good as your opposite sex in academic matters?

20.1 Yes                       20.2 No

21. Who usually helps you in your study?

---

22. If you have difficulty in understanding what is being taught in class what would you do?

- 22.1 Ask the teacher a question during class
- 22.2 Ask the teacher privately after class
- 22.3 Read your textbook or notebook
- 22.4 Ask classmates
- 22.5 Ask another friend outside class
- 22.6 I don't try anything
- 22.7 If any other, please specify \_\_\_\_\_
23. What was your class rank last year ?
- 23.1 First semester \_\_\_\_\_ out of \_\_\_\_\_ number of students.
- 23.2 Second semester \_\_\_\_\_ out of \_\_\_\_\_ number of students.
24. What do you think were the factors that contributed for having the class rank you indicated above?
- \_\_\_\_\_
25. Have you ever been a repeater in any grade level?
- 25.1 Yes                       25.2 No
26. If you have ever been a repeater
- 26.1 In which grade (s) ? \_\_\_\_\_
- 26.2 What do you think were the causes for your repetition?
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
27. Do you feel that teachers in class treat you differently than your opposite sex?
- 27.1 Yes                       27.2 No
28. If your response to item number 27 is "yes", in what ways does teachers' treatment differ to you? \_\_\_\_\_
29. Do you perform any task or are you expected to fulfil any task at home other than academic matters?
- 29.1 Yes                       29.2 No

30. If your response to item number 29 is "Yes", what are the main tasks you perform or you are expected to fulfil at home? \_\_\_\_\_  
\_\_\_\_\_
31. Are there any tasks that you perform or tasks that you are expected to fulfil at school other than academic matters?  
31.1 Yes                       31.2 No
32. If your response to item number 31 is "yes", what are the main tasks you perform or you are expected to fulfil at school? \_\_\_\_\_
33. Do you think that you need to continue or discontinue your education?  
33.1 Continue                       33.2 Discontinue   
33.3 Not decided
34. Give reasons for your response in item number 22.  
\_\_\_\_\_
35. What is your additional/general comment on female education?

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### Teacher's Questionnaire

Dear teacher!

The major aim of this questionnaire is to gather information on the underlying school and home factors that facilitate or hinder the educational access, persistence and performance of girls compared to their peer boys at the primary education level in Amhara Region.

You are kindly requested to provide honest and accurate responses to each of the items that follow.

Thank you in advance for your cooperation.

**Instruction**

- For items with alternatives, please show your response by putting an "x" mark in the box given. (More than one response is possible if necessary).
- For items that ask for your view or suggestion, please respond by writing on the space provided.

Date \_\_\_\_\_

District \_\_\_\_\_

1. Name of the school \_\_\_\_\_
2. Your sex    2.1    Female     2.2    Male
3. Your teaching experience in years: \_\_\_\_\_
4. Your teaching qualification:
  - 4.1    12<sup>th</sup> grade complete
  - 4.2    TTI certificate
  - 4.3    College diploma

- 4.4 If any other, please state. \_\_\_\_\_
5. What grade(s) do you teach ? \_\_\_\_\_
6. What subject(s) do you teach ? \_\_\_\_\_
7. What is the number of periods you teach per week ? \_\_\_\_\_
8. What do girls generally score compared to boys in the subject(s) you teach ?
- 8.1 Very high       8.2 High       8.3 Average
- 8.4 Low       8.5 Very low
9. If your response to item number 8 is average, low or very low, what do you think are the major reasons ?
- 9.1 Girls do not have enough time to study because of household routines .....
- 9.2 Girls seem less intelligent than boys .....
- 9.3 Girls do not ask questions in class when they do not understand .....
- 9.4 Girls do not pay attention during class lessons .....
- 9.5 If you think that there are other reasons, please state .  
\_\_\_\_\_
10. Do you think that all school-age girls in your locality attend school ?
- 10.1 yes       10.2 No       10.3 I don't know
11. If your response to item number 10 is no, please list the reasons why some school-age girls in the locality do not attend school.  
\_\_\_\_\_
12. How do you compare the general academic performance of girls and boys in your school at present ?

No	Comparison	Lang	Maths	Sciences	OSsocial Sc.
12.1	Girls perform better than boys				
12.2	Girls perform as good as boys				
12.3	Girls perform less well than boys				

13. Please give reasons for any of your responses to item number 12.

---



---

14. Who do you think, (Please show your response by putting an "x" mark in the column under girls or boys.)

No	Learning behaviour	Girls	Boys
14.1	attend class regularly		
14.2	do class activities more seriously		
14.3	do home works / assignments more seriously		
14.4	ask more questions during class lessons		
14.5	answer more questions during class lessons		
14.6	pay more attention during class lessons		
14.7	feel more independent in class		
14.8	are more aggressive / disruptive in class		
14.9	misbehave more in class		

15. What are some of the tasks that female or male students fulfill or are expected to fulfil in school other than academic works? Please show your response by putting an "X" mark.

No	Tasks in School	Females	Males	Both
15.1	Cleaning blackboards			
15.2	Making dusters			
15.3	Cleaning classrooms			
15.4	Cleaning school compound			
15.5	Cleaning windows			
15.6	Burning/dumping dry wastes			
15.7	Fetching water for cleaning			
15.8	Boiling tea			

15.9 If any other please state referring to females or males

---



---



---

16. What have you done in your part to make girls more interested in and devoted to their education ? \_\_\_\_\_
17. Please list down at least five possible actions that can be taken in your school to help girls achieve better in their academic performance.

17.1 \_\_\_\_\_

17.2 \_\_\_\_\_

17.3 \_\_\_\_\_

17.4 \_\_\_\_\_

17.5 \_\_\_\_\_

18. Do you treat boys and girls differently in class ?

18.1 Yes

18.2 No

19. If your answer to item number 18 is yes, please state the way you treat boys and girls in class differently.

---

#### Additional Questions to Home Room Teachers

20. What is the number of Pupils in your class ?

No.	Pupils	Female	Male
20.1	Registered at the beginning of this year		
20.2	Available in class at present		
20.3	Discontinued/dropouts		

21. If there are girls who dropout please mention the reasons.

---

22. If there are boys who dropout, please mention reasons.

---

23. Please feel free to give any comment you have on the condition of female education. \_\_\_\_\_

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**Interview Form for Parents**

**Dear Parent!**

The main aim of this interview is to gather information on the underlying school and home factors that facilitate or hinder the educational access and performance of girls as compared to their peer boys at the primary school level.

If you agree, I want to ask you some questions related to the education of your daughters and sons. It is important that you respond openly and honestly as much as you can. The information you provide in answering the questions will be useful to promote and improve female education.

Thank you in advance for your support and cooperation

**I. Background Information**

Date \_\_\_\_\_

1. Sex 1.1 Female  1.2 Male

2. Age (in years) \_\_\_\_\_

3. Religion

3.1 Orthodox(Christian)  3.2 Moslem

If other specify \_\_\_\_\_

4. Level of education in regular school \_\_\_\_\_

5. Occupation (in which you earn your highest income)

\_\_\_\_\_

## II. Concerning the Education of Your Children

6. How far is the nearest school from your house (approximately in kms)?

6.1 upto 3 kms

6.3 upto 10 kms

6.2 upto 6 kms

6.4 more than 10 kms

7. How many children do you have?

7.1 Number of daughters \_\_\_\_\_.

7.2 Number of sons \_\_\_\_\_.

8. How many of your school age children,

No.		Boys	Girls
8.1	attend school at present?		
8.2	have discontinued school?		
8.3	do not go to school at all?		

9. If you have a daughter(s) who attend school, how is her/their academic performance?

9.1 High  9.2 Average  9.3 Low  9.4 I don't know

10. If your response to item 9 is "average" or "Low", what do you think are the main reasons? \_\_\_\_\_

11. If you have children (boys or girls) who do not attend school, what are the reasons? \_\_\_\_\_

12. Whom do you choose to send to school first if you have daughters and sons?

12.1 daughters first  12.2 Sons first  12.3 both/all

13. Give reasons for any of your response in item number 12

\_\_\_\_\_

14. What are the tasks (types of works) that,

14.1 Your daughter(s) fulfil or you expect them to fulfil at home?

\_\_\_\_\_

14.2 Your son(s) fulfil or you expect them to fulfil at home?  
\_\_\_\_\_

15. Are there school-age girls in your locality who don't attend schools at present?

15.1 Yes     15.2 No     15.3 I don't know

16. If your answer to item number 15 is "Yes", what do you think are the main reasons? \_\_\_\_\_  
\_\_\_\_\_

17. What do you think is the benefit of:

17.1 girls schooling? \_\_\_\_\_  
\_\_\_\_\_

17.2 boys schooling? \_\_\_\_\_  
\_\_\_\_\_

18. What is your general comment about the present status and activities of female education in your locality?  
\_\_\_\_\_



በአዲስ አበባ ዩኒቨርሲቲ  
የድህረ-ምረቃ ትምህርት ቤት  
የካሪኩለምና ኢንስትራክሽን ዲፓርትመንት  
አዲስ አበባ  
ለተማሪዎች ቃለ-መጠይቅ ማቅረቢያ ቅጽ

(ከ5ኛ እና 8ኛ ክፍሎች በሚመረጡ ተማሪዎች የሚመለስ)

የዚህ መጠይቅ ዋና ዋና ዓላማ በአማራ ክልል በአንደኛ ደረጃ ት/ቤቶች የሚገኙ ሴት ተማሪዎች ከወንዶች የዕድሜ አቸዎቻቸው ጋር ሲነፃፀር የትምህርት ዕድል የማግኘትን፣ በትምህርታቸው የመቀጠልንና የትምህርት ክንዋኔያቸውን (ውጤታቸውን) በሚመለከት በቤት ውስጥም ሆነ በትምህርት ቤቶች አጋዥ ወይም አደናቃፊ የሆኑ መሠረታዊ ምክንያቶችን ለማጥናት የሚያስችል መረጃ ለመሰብሰብ ነው። ስለዚህ ግልጽ በመሆን በሀቅ ላይ የተመሠረተና ትክክለኛ ምላሾችን መስጠት አስፈላጊ ነው።

ስለሚደረግልኝ ትብብር በቅድሚያ አመሰግናለሁ።

ሀ. የመላሹን የግል መረጃ በተመለከተ

1. የት/ቤት ስም \_\_\_\_\_
2. የክፍል ደረጃ \_\_\_\_\_
3. ጾታ                    3.1 ሴት                3.2 ወንድ
4. ዕድሜ                \_\_\_\_\_
5. የእናት ሥራ (ዋናኛ መተዳደሪያ) \_\_\_\_\_
6. የአባት ሥራ \_\_\_\_\_
7. የእናትና አባት የትምህርት ደረጃ። (የ“X” ምልክት በአስፈላጊው ቦታ ይቀመጥ)

ተ.ቁ.	የትምህርት ደረጃ	እናት	አባት
7.1	ምንም ዓይነት ትምህርት የሌላቸው		
7.2	መጻፍ፣ ማንበብ ወይም ሁለቱንም የሚችሉ		
7.3	የአንደኛ ደረጃ ትም/ያላቸው (ከ1-8)		
7.4	የሁለተኛ ደረጃ ትም/ያላቸው (ከ9-12)		
7.5	ከሁለተኛ ደረጃ በላይ ትምህርት ያላቸው		
7.6	እኔ አላውቅም		

- 8. ዕድሜያቸው ለትምህርት የደረሰ ስንት እህቶችና ወንድሞች አሉህ/ሽ?
  - 8.1 የእህቶች ብዛት \_\_\_\_\_
  - 8.2 የወንድሞች ብዛት \_\_\_\_\_
- 9. ለትምህርት ከደረሱት እህቶችህ/ሽ እና ወንድሞችህ/ሽ መካከል

ተ.ቁ		እህቶች	ወንድሞች
9.1	በአሁኑ ጊዜ በመማር ላይ ይገኛሉ?		
9.2	ትምህርታቸውን አቋርጠዋል?		
9.3	ጨርሶ ወደ ት/ቤት አይሄዱም/ አይማሩም/?		

- 10. ዕድሜያቸው ለትምህርት ደርሶ በአሁኑ ጊዜ ወደ ት/ቤት የማይሄዱ (የማይማሩ) እህቶችም ሆነ ወንድሞች ካሉህ/ሽ ምክንያቱ ምን ይመስልሃል/ሻል?

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- 11. በአካባቢህ/ሽ ዕድሜያቸው ለትምህርት የደረሱ ሴቶች ልጆች ሁሉ ት/ቤት ገብተው መማር ችለዋል ብለህ/ሽ ትገምታለህ/ሽ?
    - 11.1 አዎን                      11.2 የለም                      11.3 አላውቅም

- 12. ለ11ኛ ጥያቄ መልስህ/ሽ “የለም” ከሆነ ምክንያቶቹ ምን ይመስልሃል/ሻል?

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- 13. በአካባቢህ/ሽ ዕድሜያቸው ለትምህርት የደረሱ ወንዶች ልጆች ሁሉ ት/ቤት ገብተው መማር ችለዋል ብለህ/ሽ ትገምታለህ/ሽ?
    - 13.1 አዎን                      13.2 የለም                      13.3 አላውቅም

- 14. ለ13ኛው ጥያቄ መልስህ/ሽ “የለም” ከሆነ ምክንያቶቹ ምን ይመስልሃል/ሻል?

**ለ. የመላሹን ትምህርት በሚመለከት**

- 15. ወላጆችህ/ሽ ተማሪ በመሆንህ/ሽ (ወይም ስለ ትምህርትህ/ሽ) ያላቸው አጠቃላይ አመለካከት ምንድነው?

ተ.ቁ.	የወላጆች አመለካከት	አባት	እናት
15.1	ይደግፋሉ/ያምኑበታል		
15.2	አይደግፉም		
15.3	ብማር ባልማር ግድ የላቸውም		

16. አባትህ/ሽ ወይም እናትህ/ሽ መማርህን/ሽን የማይደግፉ ከሆነ፣ ዋና ዋናዎቹ ምክንያቶች ምን ይመስሉሃል/ሻል?

17. የዕድሜ አቻዎችህ/ሽ ከሆኑ ተቃራኒ የታዎች እኩል መማር አለብኝ ብለህ/ሽ ታምናለህ/ሽ?

17.1 አዎን  17.2 የለም

18. ለ17ኛው ጥያቄ ለሰጠሽው/ሽው ምላሽ ምክንያት ስጥ/ጩ።

19. ስለ ሴቶችና ወንዶች ልጆች የትምህርት ችሎታ ያለህ/ሽ አመለካከት ምንድነው?

19.1 ወንዶች ልጆች ከሴቶች ልጆች ይልቅ ከፍተኛ የትም/ ችሎታ አላቸው።

19.2 ሴቶች ልጆች ከወንዶች ልጆች ይልቅ ከፍተኛ የትም/ ችሎታ አላቸው።

19.3 ሴቶችም ሆኑ ወንዶች ልጆች እኩል የትም/ችሎታ አላቸው።

19.4 ሴቶች ወይም ወንዶች ልጆች የሚሻሉባቸው አንዳንድ የትም/ዓይነቶች አሉ።

19.5 በዚህ ጉዳይ ላይ ያለህ/ሽ አመለካከት የተለየ ከሆነ ይገለጽ

20. አንተ/ቺ ራስህ/ሽ ትምህርትን በሚመለከት ከተቃራኒ የታህ/ሽ እኩል መሥራት እችላለሁ ብለህ/ሽ ታስባለህ/ሽ?

20.1 አዎን  20.2 የለም

21. ትምህርትህን/ሽን ለማጥናት አብዛኛውን ጊዜ የሚረዳህ/ሽ (የሚከታተልህ/ሽ) ማነው?

22. በክፍል ትምህርት ወቅት የሚሰጠውን ትምህርት ለመረዳት ቢያደግትህ/ሽ ምን ታደርጋለህ/ሽ?

- 22.1 በትምህርቱ ወቅት አስተማሪውን እጠይቃለሁ።
- 22.2 ከክፍሉ-ጊዜው በኋላ አስተማሪውን በግል እጠይቃለሁ።
- 22.3 የመማሪያ መጽሐፌን ወይም ደብተራን አነብባለሁ።
- 22.4 የክፍል ጓደኞቼን እጠይቃለሁ።
- 22.5 ከክፍሌ ውጪ ሌላ ጓደኞቼን እጠይቃለሁ።
- 22.6 ምንም ነገር አልሞክርም።
- 22.7 ሌላ አስተያየት ካለ ይገለጽ።

23. ባለፈው ዓመት የነበረህ/ሽ የክፍል ውጤት ደረጃ ስንተኛ ነበር?

- 23.1 በአንደኛ ሴማስተር \_\_\_ኛ ከ\_\_\_ የተማሪዎች ቁጥር።
- 23.2 በሁለተኛ ሴማስተር \_\_\_ኛ ከ\_\_\_ የተማሪዎች ቁጥር።

24. ከላይ ያመለከትከውን/ሽውን የክፍል ውጤት ደረጃ ለማምጣት ያስቻሉህ/ሽ ሁኔታዎች ምን ምን ናቸው ብለህ/ሽ ታስባለህ/ሽ?

25. በአንድ የክፍል ደረጃ ደጋሚ ሆነህ/ሽ ታውቃለህ/ሽ?

- 25.1 አዎን
- 25.2 የለም

26. ደጋሚ ሆነህ/ሽ የምታውቅ/ቁ ከሆነ

- 26.1 በየትኛው ክፍል/ክፍሎች? \_\_\_\_\_
- 26.2 ለመድገምህ/ሽ ምክንያቶቹ ምንድናቸው?

27. በክፍል ውስጥ መምህራን አንተን/ቺን ከተቃራኒ ያታህ/ሽ በተለየ መንገድ አያያዝ ያደርጉልኛል ብለህ/ሽ ይሰማህል/ሻል?

- 27.1 አዎን
- 27.2 የለም

28. ለ27ኛ ጥያቄ መልስህ/ሽ “አዎን” ከሆነ፤ የመምህራን አያያዝ ላንተ/ቺ ለየት የሚልበትን መንገድ ግለጽ/ጩ።

29. ከትምህርት ሥራ ሌላ በቤት ውስጥ የምታከናውነው/ኚው ወይም እንድታሟላ/ዩ የምትጠበቀው/ቂው ሥራ አለ?

29.1 አዎን  29.2 የለም

30. ለ29ኛው ጥያቄ የሰጠኸው/ሽው ምላሽ “አዎን” ከሆነ፤ የምታከናውናቸው/ኛቸው ወይም እንድታሟላ/ዩ የምትጠበቀው/ቂው ዋና ዋና ሥራዎች ምን ምን ናቸው?

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31. ከትምህርት ሥራ ሌላ በትምህርት ቤት ውስጥ የምታከናውነው/ኚው ወይም እንድታሟላ/ዩ የምትጠበቀው/ቂው ሥራ አለ?

31.1 አዎን  31.2 የለም

32. ለ31ኛ ጥያቄ የሰጠኸው/ሽው ምላሽ “አዎን” ከሆነ፤ የምታከናውናቸው/ኛቸው ወይም እንድታሟላ/ዩ የምትጠበቀው/ቂው ዋና ዋና ሥራዎች ምን ምን ናቸው?

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33. ትምህርትህን/ሽን መቀጠል ወይም ማቋረጥ አለብኝ ብለህ/ሽ ታስባለህ/ሽ?

33.1 መቀጠል  33.2 ማቋረጥ

33.3 አልወሰንኩም

34. ለ33ኛ ጥያቄ ለሰጠኸው/ሽው ምላሽ ምክንያት ስጥ/ጩ::

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35. የሌቶች ትምህርትን በሚመለከት ያለሽ/ሀ ማንኛውም ዓይነት ተጨማሪ/ አጠቃላይ አስተያየት ምንድነው?

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**በአዲስ አበባ ዩኒቨርሲቲ**  
**የድህረ-ምረቃ ትምህርት ቤት**  
**የካሪኩለምና ኢንስትራክሽን ዲፓርትመንት**  
**አዲስ አበባ**  
**በመምህራን የሚሞላ መጠይቅ**

ውድ መምህር!

የዚህ መጠይቅ ዋና ኃላፊ በአማራ ክልል በአንደኛ ደረጃ ት/ቤት የሚገኙ ሴት ተማሪዎች ከወንዶች የዕድሜ አቅጣጫ ጋር ሲነፃፀር የትምህርት ዕድል የማግኘትን፣ በትምህርታቸው የመቀጠልንና የትምህርት ውጤታቸውን በሚመለከት በትምህርት ቤትም ሆነ በመኖሪያ አካባቢያቸው አጋዥ ወይም አደናቃፊ የሆኑ መሠረታዊ ምክንያቶችን የሚጠቁሙ መረጃዎችን ለመሰብሰብ ነው።

ስለዚህም ለሚከተሉት ጥያቄዎች/ነጥቦች በሀቅ ላይ የተመሠረቱና ትክክለኛ የሆኑ ምላሾችን እንዲሰጡ በትህትና ይለመናሉ።

ስለትብብርዎ በቅድሚያ አመሰግናለሁ።

የአሞላል መመሪያ

- በምርጫ መልክ ለቀረቡት ጥያቄዎች/ነጥቦች እባክዎ ምላሽዎን በተቀመጠው ሣጥን ውስጥ የ“X” ምልክት በማድረግ አሳይ። (አስፈላጊ ሲሆን ከአንድ በላይ መልስ መስጠት ይቻላል)
- አስተያየትዎን ለሚጠይቁት ደግሞ በተሰጠው ባዶ መስመር ላይ ሀሳብዎን አስፍሩ።

ቀን: \_\_\_\_\_

ወረዳ: \_\_\_\_\_

1. የትምህርት ቤቱ ስም \_\_\_\_\_
2. ምክር ቤት      2.1 ሴት       2.2 ወንድ
3. የማስተማር ልምድዎ (በዓመታት) \_\_\_\_\_
4. የትምህርት ደረጃዎ
  - 4.1 12ኛ ክፍል ያጠናቀቁ
  - 4.2 የመምህራን ማሠልጠኛ የምስክር ወረቀት
  - 4.3 የኩሌጅ ዲፕሎማ

4.4 ሌላ ከሆነ፣ እባክዎ ይግለፁ \_\_\_\_\_

5. የሚያስተምሩበት የክፍል ደረጃ(ዎች) \_\_\_\_\_

6. በማስተማር ላይ ያሉት የትምህርት ዓይነት (ቶች) \_\_\_\_\_

7. በግምንት ስንት ክፍለ ጊዜያት ያስተምራሉ? \_\_\_\_\_

8. ሴቶች ተማሪዎች እርስዎ በሚያስተምሯቸው የትምህርት ዓይነት/ቶች በጥቅሉ የሚያሳዩት ውጤት ከወንዶች ጋር ሲነፃፀር እንዴት ነው?

8.1 በጣም ከፍተኛ  8.4 ዝቅተኛ

8.2 ከፍተኛ  8.5 በጣም ዝቅተኛ

8.3 መካከለኛ

9. ለ8ኛው ጥያቄ መልስዎ መካከለኛ፣ ዝቅተኛ ወይም በጣም ዝቅተኛ ከሆነ፣ ምክንያቶቹ ምን ምን ይመስልዎታል?

9.1 ሴቶች ተማሪዎች በቤት ውስጥ የሥራ ጫና ስለሚኖርባቸው በቂ የማጥኛ ጊዜ የላቸውም

9.2 ሴቶች ከወንዶች በአእምሮ ደካሞች ይመስላሉ

9.3 ሴቶች ተማሪዎች በክፍል ትምህርት ጊዜ ግልጽ ባልሆኑላቸው ነጥቦች ላይ ጥያቄ አያቀርቡም

9.4 በክፍል ትምህርት ወቅት ሴቶች ለትምህርታቸው ትኩረት አይሰጡም

9.5 ሌሎች ምክንያቶች አሉ ብለው ካሰቡ እባክዎ ይግለፁላቸው

10. በአካባቢዎ ዕድሜያቸው ለትምህርት የደረሱ ሴቶች ልጆች ሁሉ ት/ቤት ገብተዋል ብለው ይገምታሉ?

10.1 አዎን  10.2 የለም  10.3 አላውቅም

11. በተራ ቁጥር 10 ለቀረበው ጥያቄ የሰጡት ምላሽ “የለም” (አልገቡም) ከሆነ ምክንያቶቹ ምን ምን ይመስልዎታል? \_\_\_\_\_

12. በአሁኑ ጊዜ በት/ቤትዎ የሴቶችና የወንዶችን የትምህርት ሥራ ክንዋኔንና ውጤታቸውን በጥቅሉ እንዴት ያነፃፅሩታል? (መልስዎን የ“X” ምልክት በማድረግ ያመልክቱ)

ተ.ቁ	ንጽጽር	በቋንቋ	በሂሳብ	በሳይንስ	በህ.ሰብ
12.1	ሴቶች ከወንዶች ተማሪዎች የተሻሉ ናቸው				
12.2	ሴቶች ከወንዶች ተማሪዎች እኩል ናቸው				
12.3	የሴቶች ከወንዶች ያነሰ ነው				
12.4	አላውቅም				

13. በተራ ቁጥር 12 ለሰጡት ምላሽ እባክዎ ምክንያቶችዎን ያመልክቱ

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14. ከሴቶችና ከወንዶች ተማሪዎች የትኞቹ የሚከተሉትን ባህርያት ያሳያሉ?

ተ.ቁ.	በትምህርት ላይ የሚያሳዩት ባህርይ	ሴቶች	ወንዶች
14.1	በክፍል ውስጥ አዘውትረው ይገኛሉ		
14.2	የክፍል ውስጥ ሥራዎችን በበለጠ ትኩረት ያከናውናሉ		
14.3	የቤት ሥራዎችን በበለጠ ትኩረት ያከናውናሉ		
14.4	በክፍል ትምህርት ወቅት ብዙ ጥያቄዎችን ይጠይቃሉ		
14.5	በክፍል ትምህርት ወቅት ብዙ ጥያቄዎችን በመመለስ ይሳተፋሉ።		
14.6	በክፍል ትምህርት ወቅት የበለጠ ትኩረት ያደርጋሉ።		
14.7	በክፍል ውስጥ ከፍተኛ በራስ መተማመን ይሰማቸዋል።		
14.8	በክፍል ውስጥ የበለጠ ተተናኳሽና ችግር ፈጣሪዎች ናቸው።		
14.9	በክፍል ውስጥ አጠቃላይ የፀባይ ጉድለት ያሳያሉ።		

15. ሴት ወይም ወንድ ተማሪዎች ከትምህርት ሥራ ሌላ በት/ቤት ውስጥ የሚያከናውኗቸው ወይም እንዲያከናውኑ የሚጠበቁት ተጨማሪ ሥራዎች ምን ምን ናቸው?

ተ.ቁ.	የሥራ ዓይነት	ሴቶች	ወንዶች
15.1	ጥቁር ሠሌዳ ማጽዳት		
15.2	የጥቁር ሠሌዳ ማጥፊያ(ዳስተር) መስፋት/ማዘጋጀት		
15.3	መማሪያ ክፍሎችን ማጽዳት		
15.4	የት/ቤት ግቢን ማጽዳት		
15.5	የመማሪያ ክፍሎች መስኮቶችን ማጽዳት		
15.6	ደረቅ ቁሻሻዎችን ማቃጠል/መቅበር		
15.7	ለጽዳት የሚሆን ውሃ መቅዳት/ማምጣት		
15.8	ሻይ ማፍላት		

15.9 ሌሎች ከላይ ያልተጠቀሱ ሥራዎች ካሉ እባክዎ(ለሴትና ለወንድ በመለየት) ይግለጹ፡፡

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16. ሴቶች ተማሪዎች ለትምህርታቸው የበለጠ ፍላጎት እንዲያድርገባቸውና እንዲተጉ የበኩልዎን ምን ጥረት አድርገዋል?

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17. ሴቶች ተማሪዎች በትምህርት ክንዋኔያቸውና ውጤታቸው እንዲበረቱ ለማስቻል ት/ቤትዎ ለወስዳቸው የሚገቡ አምስት እርምጃዎችን እባክዎ ይዘርዝሩ፡፡

17.1 \_\_\_\_\_

17.2 \_\_\_\_\_

17.3 \_\_\_\_\_

17.4 \_\_\_\_\_

17.5 \_\_\_\_\_

18. በክፍል ውስጥ ለሴትና ወንዶች ተማሪዎችዎ የሚኖርዎ አቀራረብ/አያያዝ ይለያያል?

18.1 አዎን

18.2 አይለያይም

19. ለ18ኛው ጥያቄ የሰጡት መልስ “አዎን” ከሆነ እባክዎ ለሴቶችና ወንዶች ተማሪዎች የሚኖርዎት አቀራረብ/አያያዝ የሚለያይበትን መንገድ ይግለጹ፡፡

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**ለክፍል ኃላፊ መምህራን ተጨማሪ ጥያቄዎች**

20. የክፍል ኃላፊ በሆኑበት ክፍል የተማሪዎች ብዛት ምን ያህል እንደሆነ እባክዎ በቁጥር ያመልክቱ።

ተ.ቁ	ተማሪዎች	ሴቶች	ወንዶች
20.1	በዚህ ዓመት መጀመሪያ ላይ የተመዘገቡ		
20.2	በአሁኑ ጊዜ በመማር ላይ የሚገኙ		
20.3	ትምህርታቸውን ያቋረጡ		

21. ትምህርታቸውን የሚያቋርጡ ሴት ተማሪዎች ካሉ ምክንያቶቹ ምን ምን ናቸው?

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22. ትምህርታቸውን የሚያቋርጡ ወንድ ተማሪዎች ካሉ ምክንያቶቹ ምን ምን ናቸው?

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23. ስለ ሴቶች ልጆች የትምህርት ሁኔታ ማንኛውም ዓይነት ተጨማሪ አስተያየት ካለዎት እባክዎን ሳይቆጠቡ ይግለጹ።

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**በአዲስ አበባ ዩኒቨርሲቲ**  
**የድህረ-ምረቃ ትምህርት ቤት**  
**የካሪኩለምና ኢንስትራክሽን ዲፓርትመንት**  
**አዲስ አበባ**  
**ለወላጆች ቃለ-መጠይቅ ማቅረቢያ ቅጽ**

ውድ ወላጅ!

የዚህ ቃለመጠይቅ ዋና ኃላፊ በአማራ ክልል በአንደኛ ደረጃ ት/ቤቶች የሚገኙ ሴት ተማሪዎች ከወንዶች የዕድሜ አቻዎቻቸው ጋር ሲነፃፀር የትምህርት እድል የማግኘትን፣ በትምህርታቸው የመቀጠልንና የትምህርት ክንዋኔያቸውንና ውጤታቸውን በሚመለከት በቤት ውስጥም ሆነ በትምህርት ቤቶች አጋዥ ወይም አደናቃፊ የሆኑ መሠረታዊ ምክንያቶችን ለማጥናት የሚያስችል መረጃ ለመሰብሰብ ነው።

ፍቃደኛ ከሆኑ ከሴቶችና ወንዶች ልጆቻቸው ትምህርት ጋር ተዛማጅነት ያላቸውን ጥያቄዎች ላነግብዎት እፈልጋለሁ። በተቻለ መጠን ምላሽዎ በግልፅነትና በሐቅ ላይ የተመሠረተ መሆኑ እጅግ አስፈላጊ ነው። የሚሰጡት ምላሽም የሴቶችን ትምህርት ለማስፋፋትና ለማሻሻል ይጠቅማል።

ላደረጉልኝ ድጋፍና ትብብር በቅድሚያ አመሰግናለሁ።

**ሀ. ራስዎን በሚመለከት**

ቀን: \_\_\_\_\_

1. ስም 1.1 ሴት  1.2 ወንድ
  2. ዕድሜ (በዓመታት) \_\_\_\_\_
  3. ሃይማኖት
    - 3.1 ኦርቶዶክስ ክርስቲያን
    - 3.2 የእስልምና እምነት ተከታይ
    - 3.3 የሌላ እምነት ተከታይ ከሆኑ ይጠቀስ \_\_\_\_\_
  4. የትምህርት ደረጃ \_\_\_\_\_
  5. ሥራ (በዋነኛ መተዳደሪያነት ከፍተኛ ገቢዎን የሚያገኙበት)
-

ለ. የልጆችዎን ትምህርት በሚመለከት

6. ለመኖሪያ ቤትዎ የሚቀርበው ት/ቤት በግምት በስንት ኪሎ ሜትር ላይ ይገኛል?

- 6.1 እስከ 3 ኪ. ሜ.       6.2 እስከ 6 ኪ.ሜ.   
 6.3 እስከ 10 ኪ. ሜ.       6.4 ከ10 ኪ.ሜ በላይ

7. ዕድሜያቸው ለትምህርት የደረሰ ስንት ልጆች አሉዎት?

- 7.1 የሴት ልጆችዎ ቁጥር \_\_\_\_\_  
 7.2 የወንድ ልጆችዎ ቁጥር \_\_\_\_\_

8 ከልጆችዎ ስንቶቹ፡

ተ.ቁ.		ወንዶች	ሴቶች
8.1	በአሁኑ ጊዜ በመማር ላይ ይገኛሉ?		
8.2	ትምህርታቸውን አቋርጠዋል?		
8.3	ጨርሶ ወደ ት/ቤት አይሄዱም (አይማሩም)		

9. በአሁኑ ጊዜ በመማር ላይ ያሉች (ያሉ) ሴት ልጅ/ጆች ካለዎ/ት ውጤታቸው ምን ይመስላል?

- 9.1 ከፍተኛ       9.2 አማካይ   
 9.3 ዝቅተኛ       9.4 አላውቀውም

10. ለ9ኛው ጥያቄ የሰጡት መልስ አማካይ ወይም ዝቅተኛ የሚል ከሆነ ዋና ዋና ምክንያቶች ምን ይመስልዎታል? \_\_\_\_\_

11. ትምህርት ቤት የማይሄዱ (የማይማሩ) ሴቶችም ሆኑ ወንዶች ልጆች ካለዎት ምክንያቶቹ ምንድናቸው?  
 \_\_\_\_\_

12. ወንዶችና ሴቶች ልጆች ቢኖሩዎት በቅድሚያ ወደ ት/ቤት ለመላክ የሚመርጡት ማንኛቸውን ነው?  
 \_\_\_\_\_

- 12.1 በመጀመሪያ ሴቶቹን       12.2 በመጀመሪያ ወንዶቹን   
 12.3 ሴቶችንም ወንዶችንም በአንድ ላይ

13. በተራ ቁጥር 12 ለቀረበው ጥያቄ ለሰጡት መልስ ምክንያታዎን ይጥቀሱ፡፡  
 \_\_\_\_\_

- 14. በቤት ውስጥ የተኛዎቹን ተግባራት (የሥራ ዐይነቶች)
  - 14.1 ሴቶች ልጆችዎ ያከናውናሉ ወይም እንዲያከናውኑ እርስዎ ይፈልጋሉ? \_\_\_\_\_
  - 14.2 ወንዶች ልጆችዎ ያከናውናሉ ወይም እንዲያከናውኑ እርስዎ ይፈልጋሉ? \_\_\_\_\_
- 15. እርስዎ በሚኖሩበት አካባቢ ዕድሜያቸው ለትምህርት ደርሶ ወደ ት/ቤት የማይሄዱ (የማይማሩ) ሴት ልጆች አሉ?
  - 15.1 አዎን                       15.2 የሉም                       15.3 አላውቅም
- 16. ለ15ኛው ጥያቄ የሰጡት መልስ አዎን ከሆነ ዋና ዋናዎቹ ምክንያቶች ምን ይመስልዎታል? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- 17. ጥቅሙ ምን ይመስልዎታል?
  - 17.1 ሴት ልጆችን ማስተማር \_\_\_\_\_  
 \_\_\_\_\_
  - 17.2 ወንዶች ልጆችን ማስተማር \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- 18. ስለ ሴቶች ልጆች ትምህርት ያለዎትን አጠቃላይ አስተያየት እባክዎ ይግለጹ::  
 \_\_\_\_\_

**በአዲስ አበባ ዩኒቨርሲቲ**  
**የድህረ-ምረቃ ትምህርት ቤት**  
**የካሪኩለምና ኢንስትራክሽን ዲፓርትመንት**  
**አዲስ አበባ**  
**የዶክተመንት ምርመራ ቅጽ**

ቀዱ የተሞላበት ቀን \_\_\_\_\_  
 የት/ቤቱ ስም \_\_\_\_\_  
 መረጃው የሚያመለክተው የትምህርት ዓመት \_\_\_\_\_

**ሀ. ተማሪዎች**

የክፍል ደረጃ	የሌክሽን ብዛት	በዓመቱ መጀመሪያ የተመዘገቡ			ያቋረጡ			ለፈተና የተቀመጡ			ያለፉ			የወደቁ			መግለጫ
		ወ	ሴ	ድ	ወ	ሴ	ድ	ወ	ሴ	ድ	ወ	ሴ	ድ	ወ	ሴ	ድ	
1ኛ																	
2ኛ																	
3ኛ																	
4ኛ																	
5ኛ																	
6ኛ																	
7ኛ																	
8ኛ																	
ድምር																	

**ለ/መምህራን**

የት/ቤቱ መምህራን ብዛት በክፍል ደረጃ

የክፍል ደረጃ	ወንድ	ሴት	ድምር
1 - 4			
5 - 8			
ድምር			

**ሐ/ ትምህርት ቤት**

1. የተመሠረተበት ዓ.ም. \_\_\_\_\_
2. የመማሪያ ክፍሎች ብዛት \_\_\_\_\_
3. የመፀዳጃ ቤት:- 3.1 አለው 3.2 የለውም
4. መፀዳጃ ቤት ካለው:- 4.1 ለመምህራንና ለተማሪዎች: ሀ. ተለይቷል ለ. አልተለየም  
 4.2 ለሴትና ወንድ ተማሪዎች: ሀ. ተለይቷል ለ. አልተለየም

## DECLARATION

I, the undersigned, declare that this thesis is my work and that all the relevant sources used for the thesis have been duly acknowledged.

Name MEKASHA BELETE

Signature 

Addis Ababa,

May, 2000