

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

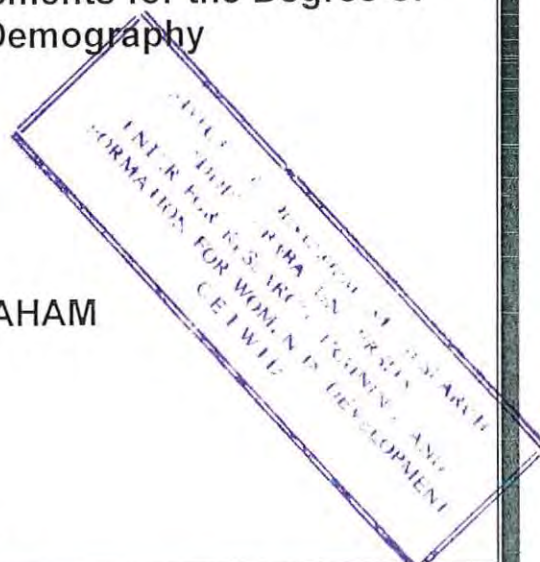
**DEMOGRAPHIC AND SOCIAL FACTORS
THAT INFLUENCE EDUCATIONAL
PARTICIPATION OF GIRLS IN PRIMARY
SCHOOLS IN BAMBASI WEREDA,
BENSHANGUL GUMUZ NATIONAL
REGIONAL STATE**

A Thesis Presented to the School of Graduate Studies
Addis Ababa University
In Partial Fulfillment of the Requirements for the Degree of
Master of Science in Demography

By

AMANUEL ABRAHAM

May 2002



CERTIFIED

A072

Addis Ababa University
School of Graduate Studies



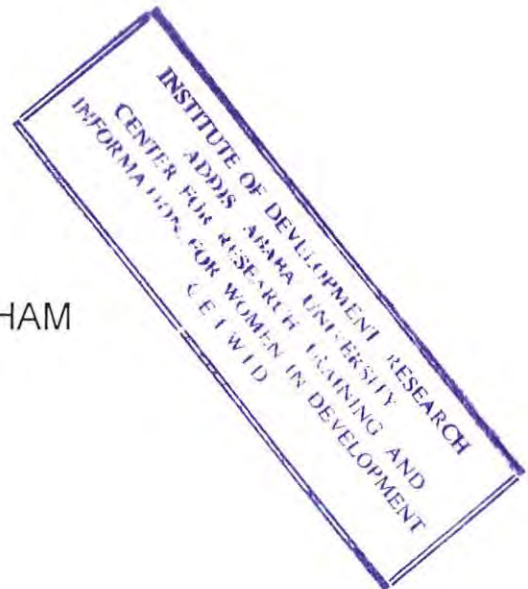
Demographic and Social Factors that Influence Educational Participation of Girls in Primary Schools in Bambasi Wereda, Benshangul Gumuz National Regional State

A Thesis Presented to the School of Graduate Studies
Addis Ababa University
In Partial Fulfillment of the Requirements for the Degree of Master of
Science in Demography

By

AMANUEL ABRAHAM

May 2002



ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

**Demographic and Social Factors that Influence Educational
Participation of Girls in Primary School in Bambasi Wereda,
Benishangul-Gumuz National Regional State**

By

Amanuel Abraham

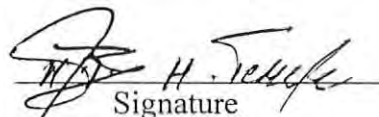
**Demographic Training and Research Center
Institute of Development Research**

Approved by the Examining Board

Gashaw Asfaw
Chairman, Department Graduate Committee


Signature

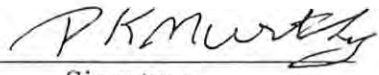
Hirut Terefe
Advisor


Signature

Darge Wde
External Examiner


Signature

Dr P K MURTHY
Internal Examiner


Signature

ACKNOWLEDGEMENT

I am grateful to several people and institutions without whose co-operation this Thesis would have not been in its present form. First and foremost, I would like to thank sincerely my advisor, Dr Hirut Terefe, for her constructive comments on each draft of the Thesis; and for all her unreserved support and encouragement.

I am indebted to Dr Abraham Hussien, Dr Mekonnen Yimer and Dr Tesfay Teklu for their constructive comments.

I would also very much like to take this opportunity, to extend my thanks and appreciation to all DTRC staff and students for their unreserved support and comment in the preparation of the paper.

I also wish to express my utmost gratitude to the Center for Research, Training and Information for Women in Development (CERTWID) for the grant awarded for this study. I am also deeply appreciative of the Benshangul Gumuz National Regional State and Bambasi Wereda Council Bureau for facilitating the field study. My gratitude also goes to the parents, out of school and primary school girls who participated in the study.

Last but not least, I am grateful to my family and all my friends, especially Jerusalem Kifle, for their moral support and assistance in preparing this Thesis.

Amanuel Abraham

DEDICATION

Dedicated to my father – Dr Abraham Hussien and my mother – W/ro Atsede W/Mariam for their love and encouragement throughout my life and educational career.

TABLE OF CONTENTS

	Page
Acknowledgement.....	i
Dedication.....	ii
Table of Contents.....	iii
Map.....	v
Acronyms.....	vi
List of Tables.....	vii
List of Figures.....	viii
List of Appendices.....	ix
Abstract.....	x
 CHAPTER ONE INTRODUCTION	 1
1.1 Background.....	1
1.2 Statement of the problem.....	4
1.3 Objectives of the Study.....	6
1.4 Definition of Key Terms.....	7
1.4.1 Conceptual definition.....	7
1.4.2 Operational/ Working Definition.....	8
1.5 Review of Related Literature.....	9
1.6 Conceptual Framework.....	22
1.7 Hypotheses.....	25
1.8 Significance of the study.....	26
1.9 Limitation of the study.....	27
1.10 Organization of the study.....	27
 CHAPTER TWO RESEARCH DESIGN AND METHODOLOGY	 29
2.1 Source of data	30
2.2 Field work procedure	30
2.3 Sample design and sampling procedure.....	31
2.4 Instrument design.....	34
2.5 Methods of Analysis.....	35
 CHAPTER THREE BACKGROUND CHARACTERISTICS OF THE STUDY REGION AND THE STUDY POPULATION	 38
3.1 Characteristics of the study Region	38
3.2 Characteristics of the study population.....	42
 CHAPTER FOUR DESCRIPTIVE ANALYSIS AND	 50
INTERPRETATION OF THE DATA	50



CHAPTER FIVE RESULTS OF MULTIVARIATE ANALYSIS	72
CHAPTER SIX SUMMARY, CONCLUSION AND RECOMMENDATION	81
6.1 Summary	81
6.2 Conclusion	88
6.3 Recommendations.....	90
Bibliography	92
Appendices.....	96

Map 1: The geographic location of Benishangul-Gumuz within Ethiopia



Acronyms

CSA	Central Statistics Authority
CERTWID	Center for Reasearch, Training and Information for Women in Development
DTRC	Demographic Training and Research Center
FGD	Focus Group Discussion
GG	Gender Gap
GPI	Gender Parity Index
MOE	Ministry of Education
UNDP	United Nation Development Programme
UNECA	United Nation Economic Comission for Africa

List of Tables

Table 1.1	Primary School Gross Enrollment Ratio, Gender Gap and Gender Parity Index by Sex and Age (1993/94 – 2000/01).....	20
Table 1.2	Primary School Gross Enrollment Ratio, Gender Gap and Gender Parity Index by Sex, Level and Region (2000/01).....	21
Table 2.1	Demographic Variables.....	37
Table 2.2	Socio-economic Variables.....	37
Table 3.1	Number of Enrollment and Drop out in Bambasi Primary School for the last Six Years (1989 – 1994).....	42
Table 3.2	Percentages of Parents by Demographic Characteristics, 2002...	43
Table 3.3	Percentage of Out of School and Primary School Girls by Demographic Characteristics, 2002.....	44
Table 3.4	Percentages of Parents by Socio-economic Characteristics, 2002.....	45
Table 3.5	Percentage of Out of School and Primary School Girls by Socio-economic Characteristics, 2002.....	47
Table 4.1(a)	Relation of Various Demographic Covariates to Parents' Priority of Sendind to School, 2002.....	51
Table 4.1(b)	Relation of Various Socio-economic Covariates to Parents' Priority of Sendind to School, 2002.....	52
Table 4.2	Percentage of Age of Respondents by their Preference To Send to Schhol, 2002.....	53
Table 4.3	Percentages of Parents' Sex by Preference to Send to School, 2002.....	55
Table 4.4	Percentage of Respondents' Family Size by Preference to Send to School, 2002.....	57
Table 4.5	Percentage of Distance from Residence to School by Preference to Send to School, 2002.....	58
Table 4.6	Percentage of Age of Marriage by Preference of parents to Send to School, 2002.....	60

Table 4.7	Percentage of Respondents' Family Size by Monthly Income, 2002.....	62
Table 4.8	Percentage of Respondents' Family Size by Preference to Send to school, 2002.....	63
Table 4.9	Percentages of Parents' Level of Education by Preference to Send to School, 2002.....	64
Table 4.10	Percentages of Parents' Occupation by Preference to Send to School, 2002.....	66
Table 4.11	Percentages of Parents' Beliefs Regarding what Girls Should do by their Preference to Send to School,2002.....	67
Table 4.12	Percentage of the Attitudes of Parents Towards the Education of their Daughters, 2002.....	69
Table 4.13	Percentage of Out of School and Primary School Girls' Preference, 2002.....	70
Table 4.14	Percentage of Out of School Girls' Feeling, 2002.....	70
Table 5.1	Results of Logistic Regression for Selected Demographic Disparities of Girls Educational Participation, 2002.....	75
Table 5.2	Results of Logistic Regression for Selected Social Disparities of Girls Educational Participation, 2002.....	78

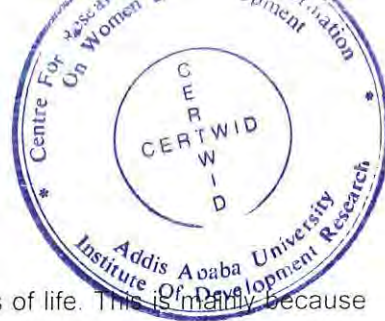
List of Figures

Figure 1	Reasons for Girls' Low Educational Participation or Enrollment, 1997.....	17
Figure 2	Conceptual Framework for Showing the Basic Factors which Influence Girls' Educational Participation at Primary Level, 2002.....	24

List of Appendices

Appendix I: Questionnaire for Parents.....	98
Appendix II: Questionnaire for Out of School Girls.....	103
Appendix III: Questionnaire for Primary School Girls.....	108
Appendix IV: Questionnaire for Primary School Directors.....	114
Appendix V: Questionnaire for Primary School Teachers.....	116
Appendix VI: Questionnaire for Bambasi Wereda Education Bureau.....	118
Appendix VII: FGSs – initiative questions.....	120

ABSTRACT



Nowadays, women's issues have got serious attention in many aspects of life. This is mainly because in today's competitive world no nation can afford to ignore or undermine the importance of active participation of the female population, which constitutes about half of the population, in all aspects of development. One of the important factors in the process of development is education in which it apparently seems that less importance has been given to the educational participation of young girls relative to young boys in many societies.

The study has attempted to identify demographic and social factors that contribute to girls' low educational Participation in Bambasi Wereda, Benshangul Gumuz National Regional State, which is one of the emerging regions. Using literature review as a background to the problem, questionnaires (both close and open-ended items) were administered to 217 parents, 221 out of school girls and 121 primary school girls – who were taken by systematic random and multi-stage sampling techniques. After collecting the data relevant to the study, they were recoded, cleaned and analyzed using the SPSS computer software. In the analysis, univariate, bi-variate and multivariate techniques were used.

The major findings of the study showed that younger parents are less likely to send their daughters to school than older parents; as compared to fathers, mothers are more likely to provide equal educational opportunity both for boys and girls; the larger the number of family size in the household, the more is the likelihood for girls not to go to school; the longer the distance of the primary school from residence, the higher is the likelihood for girls not to go to school; early marriage has a negative impact on girls' educational participation; the lower the average monthly income of the household the higher is the possibility for girls not to go to school; as parents', especially mothers', literacy status increases, girls' opportunity to go to school also increases and parents' preference determines girls' educational Participation.

Based on the outcomes of the study, some suggestions have been forwarded which might help concerned governmental and non-governmental organizations in their attempts to improve and change the educational participation of young women in the Ethiopian school system.

CHAPTER ONE

INTRODUCTION

1.1 Background

It has been observed that in today's historical epoch of society, the women question has become indisputably an important issue and center of attention to individual persons, governmental and non-governmental organizations, both at the national and international levels.

Discussions and actions on various resolutions over the women are also reported to be gaining momentum. The core of this question is noted to be the attempt and desire to transform the age-old gender-biased socioeconomic structures, which placed women in a relatively disadvantaged position, and to transform life itself to being more humane than it is now. The issues that women address are indicated to be fundamental to women themselves and to the entire society. This is mainly because the women struggle for rights and freedom is noted to be the struggle for the emancipation of every person from all forms of "oppression," "humiliation" and "exploitation" (King and Hill, 1993).

It has been noted that access to education is heavily biased in favor of males. Women spend most of their time on domestic chores; women still "saddled" with most of this burden (Ward, 1978).

In developing countries, the acute shortage of educational facilities, in combination with a belief that boys should be educated first, effectively excludes many girls and women. Quoting studies by Dixon (1975), Coser (1981), Sanzone (1980), Oppenheimer (1970), Ward (1984) reports that, even in these limited educational opportunities, women are still encouraged to take "female subjects" in school rather than pursuing studies in the sciences or other male - dominated fields (Ward, 1984: 27-35).

Ballora (1991) observes that, while almost half of the female population of developing countries is illiterate, the figure in the least developed countries (which includes Ethiopia), rises to 79 percent of adult women. Ballora further notes that discrimination against women's education in the least developed countries is evident in the mid-1980s, fewer than half of the school - age girls were enrolled in primary schools, less than 10 percent in secondary schools, and less than 1 percent at the post secondary level (Ballora, 1991).

According to the Beijing Declaration (1996), discrimination in girls' educational participation persists in many areas owing to customary attitudes, early marriages and pregnancies, inadequate and gender - biased teaching. The Declaration notes that girls undertake heavy domestic work at a very early age. Girls and young women are expected to manage both educational and domestic responsibilities, often resulting in poor scholastic performance and early drop-out from the educational system which has long - lasting consequences for all aspects of women's lives (United Nations, 1996).

As reported by Boserup (1970), the gender education differentials in developing countries mask qualitative differences and the influence of patriarchal assumptions - women's education is more frequently oriented toward domestic roles than toward skills for surviving in the monetarized economies or for increasing agricultural productivity.

A document prepared by the United Nations (1975), notes that because of the bias in education and training, women continue with traditional methods and their productivity in agriculture and in income - generating activities remain low. Men on the other hand, are believed to have more chances to apply new skills and introduce innovations because of their preferential treatment in education and training (United Nations, 1975).

Such type of educational bias based on sex, seemed to be a common phenomenon practically in every society. The history of women's education in Ethiopia indicates that women's participation in traditional education was insignificant. However, in the country's modern education, their participation has been noted to show important change, but it has been said to be lower compared with men. This gender disparity in the participation of education has been reported to be even much wider in the 'emerging regions' relative to other regions in the country (MOE Annual Report, 2001).

In view of the above-indicated arguments, one might ask what could the contributing determinants that influence girls' educational participation in some of the emerging

regions be, particularly in Benshangul Gumuz National Regional State, Bambasi Wereda, which has been considered in this study.

This was precisely what this particular study aimed to investigate.

1.2. Statement of the problem

Studies reveal that for the development of society, the participation of young girls and women in all facets of life is of a paramount importance. Studies also indicate that the status and role of the female population in developing countries in particular, is far below the desired level (Shostak 1990; and Laffey 1988).

It is widely accepted that the participation of young girls and women in the political, economic, social and cultural lives of society is very important to bring about a viable development (Kaudiyoti, 1985; Chabaud, 1970; UNDP, 1993).

Regarding the conditions of Ethiopian women, some preliminary studies provide some insight into the problem

According to a report by Genet Daba in 1992, for the 95 percent of Ethiopia's women living in rural areas, their job is to fetch water and firewood, to cook, to weed and harvest, to go to market and to look after the family and children. Concerning women's participation in the country's school system, the document also indicates that not only the enrollment rate of girls is low relative to boys, but also the drop-out rate is high (Genet, 1992:59).

This being the general picture in Ethiopia, some documents point out that in the emerging regions, namely, Afar, Benishangul-Gumuz, Gambella and Somali Regions, the participation of women in education is even much lower compared with other regions in the country (Ministry of Education, 2000).

At this point, one might ask why should the enrollment rate of females be lower in these regions. This was what this study attempted to investigate – in the case of Bambasi Wereda, Benshangul – Gumuz National Regional State.

Accordingly, the study was designed to answer the following questions:

1. What are the basic demographic and social factors that influence the participation of girls in primary education?
2. Do young girls have equal educational opportunities with that of young boys?
 - 2.1 What is the enrollment rate of female students relative to that of male students?
 - 2.2 How do parents perceive the importance of education for girls relative to its importance for boys ?
 - 2.3 Do parents show preference between their daughters and sons in sending to school ?If so why?
3. What are the roles and responsibilities that are ascribed to young girls relative to that of young boys?

- 3.1 What particular role do young girls play within the family?
- 3.2 How do young girls spend most of their time?
- 4. What is the preference of young girls in the community?
 - 5.1 Going to school?
 - 5.2 Stay at home and help their mothers?
 - 5.3 Get married?

1.3. Objectives of the Study

The general objective of the study was to investigate demographic and social factors that attribute to the low participation rate of females in primary school system in the Region selected for this study.

Based on the aforementioned general objective, the study had the following specific objectives:

1. To identify demographic factors that influence educational participation of young girls relative to that of young boys.
2. To assess the relationship between family background (e.g. family size, income, educational status, etc.) and girls' educational participation.
3. To assess the perception of parents regarding the importance of education for girls relative to its importance for boys.

4. To investigate the roles and responsibilities that are ascribed to young girls.
5. To learn about the preference of parents and young girls in the community with regard to girls future career.

1.4. Definition of Key Terms

1.4.1. Conceptual definition

Education: is the social process by which people are subjected to the influence of a selected and controlled environment (especially that of the school) so that they may attain social competence and optimum individual development (Good, 1973: 202).

Gross enrollment ratio in primary school(1 - 8):

It is defined as the proportion of total enrollment in primary, irrespective of age, out of the corresponding school age population for primary. This is probably the most widely used indicator of access or participation in developing countries, as the quality of data classified by age is in question (Ministry of Education, 2000: 4).

Gender Parity Index (GPI) or Gender Ratio:

It is defined as the ratio between female and male rates (F/M). The GPI of 1 indicates perfect equality between male and female. When the value of GPI is greater than 1, female rates are greater than male and vice-versa (Ministry of Education, 1998:3).

1.4.2. Operational/ Working Definition

Girls' educational participation:

The enrollment of young girls as compared with young boys.

Gender disparity or Gender gap:

This refers to inequality in educational participation between males and females in a given year. This can be indicated by using the gender parity index (GPI).

Emerging Region:

It is a region with less developmental activities in terms of schools, hospitals, buildings, and the like as compared with other regions in Ethiopia.

Primary school girls:

These are girls who were attending primary schools (grade 1-8) at the time of this study.

Out of school girls:

According to the definition of the Ministry of Education, these are girls in the age group of 7-14 years supposed to be attending their primary education.

1.5. Review of Related Literature

The purpose of this study was to identify demographic and social determinants that influence girls' educational participation in Benishangul-Gumuz. So briefly presenting the experiences of other developed and developing countries concerning women's educational participation, might serve as background information to the study.

The review of literature related to the study focuses on:

A. Women's education and their determinants in general

- ◆ School - related factors
- ◆ Socio - cultural factors
- ◆ Socio - economic factors
- ◆ Political and Institutional factors

B. Women education in Ethiopia

A. Women's education and their determinants in General

Educating girls is essential if the world is to achieve the goal of universal primary education. In addition, girls' education has important impact on various social, economic, political and cultural developments. This can contribute to economic well-being of a country improving gross national product (GNP) and per capita income through effective labour force participation, self-employment, a direct impact on infant and child mortality, immunization and life expectancy. Furthermore, educated women generally marry at later age, and they are more likely to practice family planning and have smaller families than uneducated women. More importantly, education empowers girls' basic knowledge as individuals and citizens of their nation and the world at large (Rose, et. al, 1997).

However, according to Kane (1996:41-43), around the world there are nearly 300 million school age children who do not get any education, and out of these, 60 percent are said to be girls. Kane goes on to say that such disparities in education between females and males have been prevalent in almost all societies primarily due to social, economic and cultural reasons.

Nowadays, serious attention has been given to gender inequalities in many aspects of life including education. This initiates the effort to reduce discrimination against girls' education even if the situation in developed and developing nations were quite different. Some of these efforts, which encouraged the expansion of female education, initiated by international organizations and forums. Among these, 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 60's, 70's and 80's. The United Nations General Assembly Declaration of the Decade for Women (1975 - 1985), and The World Declaration on Basic Education for All is worth mentioning (Mekasha, 2000).

Regional conferences were also held in Monrovia 1979, Legos 1980, Harare 1982 and in Jometien 1990, in order to emphasise the importance of women's education. In one of the conferences, it was stated that more than 100 million children, out of whom 60 million constituted of girls, had no access to primary education.

When it comes to the African situation, access to education is said to be heavily biased in favor of males. Women spend most of their time in domestic chores. The acute shortage of educational facilities, in combination with a belief that boys should be educated first, effectively excludes many girls and women (Ward, 1984; Ballora, 1991).

As observed by Adhimabo and Ward (1995), during the colonial period, the education of women still was not an important concern. Because there was much resistance to western schools in the early days and the ideas of sending children, particularly girls to formal schools was considered preposterous by local communities. Even after considering women's education as part of a developmental program for indigenous communities, the type of education provided was used as a vehicle for promoting domesticities. In the process, the notion of the African women as dependent

housekeepers, wives and mothers confined to the home, and economically dependent on husbands.

The outcome of this low level of female participation in education in the Sub-Saharan Africa is an extremely high level of female illiteracy, second to South Asia. But as indicated by many researchers female education has a significant return including reduced fertility, reduced infant and maternal mortality, enhanced family health and welfare, improved children's education, and increased overall economic productivity for the family as well as the community at large (Rose, et. al, 1997: 3-4).

Despite the above importance and complex problems of female education, few significant programs and projects have been implemented to reduce the gender gap in education, particularly in Sub-Saharan Africa, and those implemented have had limited impact. This can be explained by the apparent lack of political will on the part of governments and by the difficulty in pushing forward a program for girls in the midst of more urgent crisis in African educational system, and in the economy at large (Adhiambo and ward, 1995).

Many empirical studies have been carried out in a number of developing countries (including Africa), to determine reasons for women's low educational participation or enrollment compared to that of boys. Some of these factors include the following:

1. School - related factors

When children have to travel a long distance to school, this is often as more of a deterrent for sending girls to school because parents fear for the safety of their daughters. This is particularly a problem at the higher levels of education since secondary schools and colleges are mainly concentrated in cities and towns. Thus, for the majority of the population who live in rural areas, it is usually necessary to send children away from home. However, parents are particularly reluctant to allow girls to live away from home in order to attend school (Rose, et. al, 1997). Rose also indicates that parents may be deterred from sending their daughters to school where there are no separate latrines for boys and girls, or where the school does not have latrines. Also parents are not willing to send their daughters where the school does not have fence due to fear of abduction and rape.

A recent study suggests that there is a pandemic of sexual violence and harassment in educational institutions in Africa. For instance, in Kenya in July 1992, the mass rape of 75 secondary school girls and the death of 19 more during an attack by their male schoolmates get an international attention (Rose, et. al, 1997: 5).

2. Socio - cultural factors

Scio-cultural expectations of girls and the priority given to their role as mothers and wives, have a strong negative bearing on their educational opportunities. Obviously, parental attitudes towards the importance of girls' education are likely to be influenced by society's views on the role of males and females. This is especially common among the patriarchal systems of inheritance which exist in many societies, because

parents perceive that they are likely to benefit more from the education of their sons, since sons will acquire the family assets and will therefore be in a position to help other family members when they grow up. On the other hand, in societies where girls move to another household after marriage, their education is not considered to be of direct benefits to their parents (Adhiambo and ward, 1995; Rose, et. al, 1997).

The labour of a girl in the household is needed from an early age. So parents are more likely to send boys than girls to school, particularly in situations where they are unable to afford to send all their children to school. When girls are at puberty stage, parents are often afraid to send them to school because they assume that encouraged sexual liaisons, and as a result, they may become pregnant. The lose of a daughter's virginity and pregnancy is seen as shameful in society, and so, parents may prefer to withdraw their daughters from school at puberty in order to prevent the occurrence of such risk. In order to avoid the problem of unwanted pregnancy, girls are sometimes married at an early age. Parents either might not send their daughters to school at all, or will drop-out after marriage because it is considered inappropriate for them to continue their education and they are expected to take care of the household (Rose, et. al, 1997: 6).

It is sometimes considered that education may reduce the money paid to the bride's family, because education encourages disrespect in children and exposes them to modern ways of thinking, while husbands expect their wives to show them respect, absolute obedience and to perform their traditional roles as wives and mothers. This

may be another reason why parents do not wish to send their daughters to school (Adhiambo and ward, 1995; Rose, et. al, 1997).

3. Socio - economic factors

Sending girls to school entails direct and opportunity costs which are prohibitive to families, particularly poor families. Households of low income and low socio-economic status, will clearly have more problems in sending their children to school, and parents will have to make choices about whether to send children to school, and, if so, which ones. This choice will partly be affected by the factors mentioned above which tend to favor boys (Adhiambo and ward, 1995). They further mentioned that even in countries where tuition is free, there are direct financial costs attached to schooling, which parents bear, such as costs of materials, transport and clothing. Thus schooling may be expensive for some families, particularly in rural areas, and parents may not be able to send all their children to school. Source of these costs may differ between boys and girls, and this may exert an influence over whether girls should attend school (Adhiambo and ward, 1995).

In addition to the above direct costs, the indirect or opportunity costs of girls and boys' schooling are also likely to differ. That is, activities that are forgone in sending girls and boys to school is not the same. If there is rigidity in the gender division of labour such that, females generally work within the household while males undertake waged work, the opportunity cost of girls' schooling is in terms of their forgone work within the household. For instance, if a mother works on the farm or petty trades, a daughter may be expected to assist, or substitute the mother in the home in order to look after

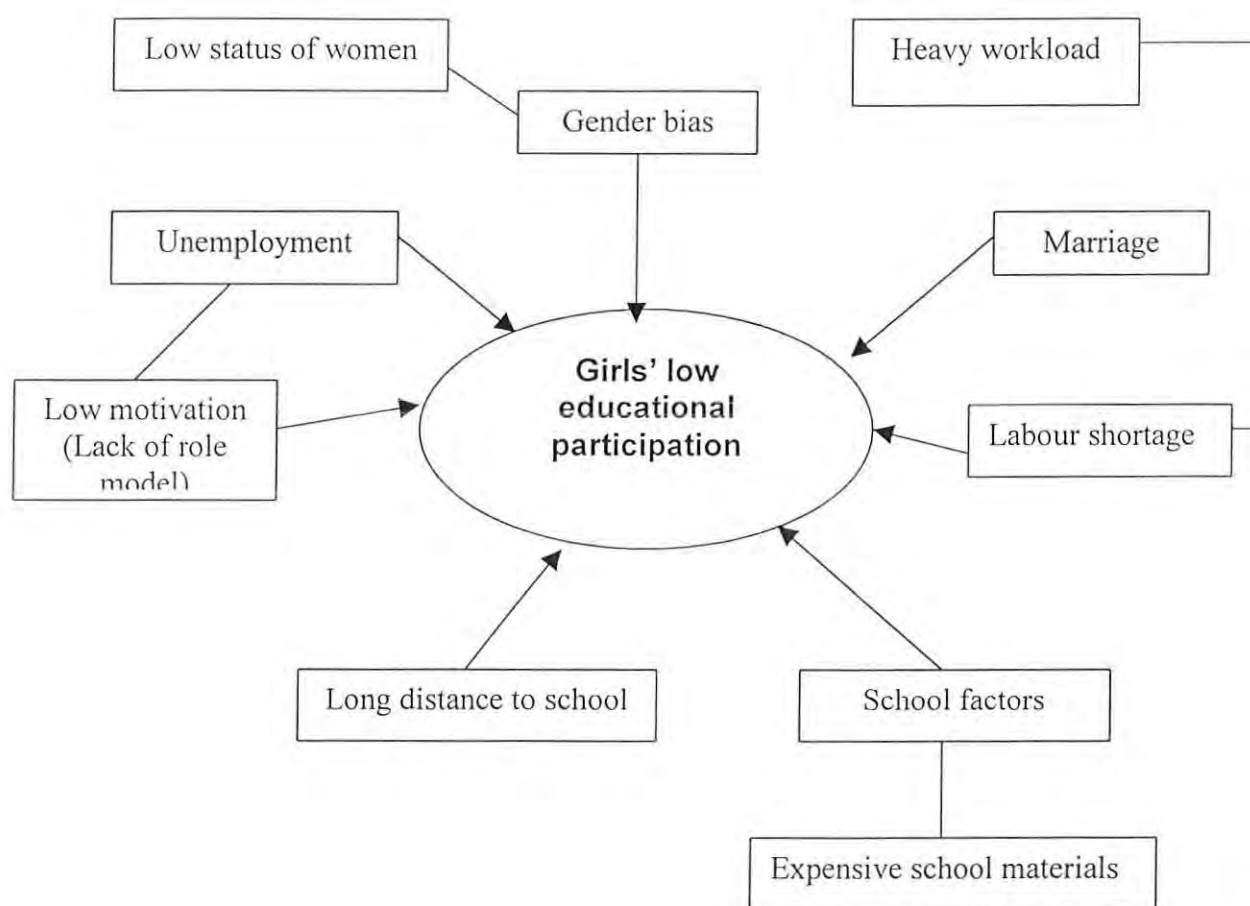
small brothers and sisters, and to carry out other domestic work such as cooking, cleaning, fetching water, and collecting wood. As a consequence, girls may be required to miss classes or to leave school altogether at an early age (Adhiambo and ward, 1995).

4. Political and Institutional factors

Due to social and cultural constraints facing females, it is often necessary for governments to have national policies to promote the education of girls. In the absence of such policies, the approach of the government may be considered to be "gender – blind", and may even reinforce and perpetuate stereotypes that already exist. Even in the same countries, there are discriminatory laws and regulations about inheritance, and women's access to and ownership of land, and their access to credit. In addition, women are often discriminated in the labour market and are excluded from high paid jobs. In turn, this means that there is a lack of female role models for girls and parents to follow, as well as that women are not visible in decision - making roles (Adhiambo and Ward, 1995; Rose, et. al, 1997).

Some of the above and other similar factors that determine girls' educational participation have been summarized by Hailegabriel Dagne (1997) as follows:

Figure 1 Reasons for girls' low educational participation or enrollment



Source: Hailegabriel Dagne (1997:48)

B. Women Education in Ethiopia

The total projected population of Ethiopia for the year 1999/2000 was about 61,671,869, out of which 49.81 percent were females and 50.19 percent were males (Ministry of Education, 2000).

It is the third populous country in Africa, next to Egypt and Nigeria. Ethiopia is experiencing a very high annual growth rate of population, which is about 3.0. Also it is amongst the poorest countries in the world, with an estimated GNP per capita of US \$ 120, which is much lower than the estimated average per capita GNP of Sub-Saharan African countries and, countries of the less developed regions (US \$ 470 and US \$ 230 respectively). So according to the United Nations Human Development Index ranks, amongst the lowest four countries in the world in terms of social development (World Bank report, 1995: 67-68).

It has been reported that Ethiopia has a history of education, since the introduction of Christianity in the 4th century and later on Islam, in favor of boys than girls. At times, it was believed that a woman's place was in the house and hence, girls were rather initiated into the practical art of homemaking. What was expected from women was mannerism such as politeness and obedience (Teshome, 1979; Seyoum, 1986: 9).

Furthermore, Seyoum presented the following arguments as possible reasons for girls to be left out from the country's traditional education:

It was both the Church and the Mosque in traditional Ethiopia provided education with similar objects 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, from which females were unthinkable. Similarly, women were not allowed to participate in prayers of religious worship. Another possible reason provided by Seyoum was the rigorous nature of Church education. That is, it took 10 to 13 years and pursuing entailed hardships. Usually women between the age of 10 and 15 were expected to get married. So they were not able to attend education even if they were ready to pursue with the hardship. On top of all this, there was a belief that men are more important than women, and the right place for the women is at home with the sole role of a wife and a mother (Seyoum, 1986:7-8).

According to Teshome's (1979) explanation, after the arrival of missionaries in Ethiopia, schools were established only for boys until 1890. For instance, in the 16th century, Pedro Paez (a Lutheran Missionary) was organized a school in 1634 only for boys. This shows that in Ethiopia, women have been denied participation to education for a long period of time. Only in 1890 The Swedish Evangelical Mission opened the first girls' school at Belessa. In the year 1905, there were 100 students, of whom 12 were females. Through time, females' school participation showed some progress even if it was slow. Teshome goes on to say that a good example is that around 1931 Empress Menen School for girls was founded in Addis Ababa, in which initially fifty girls were registered. Similarly, The Empress Menen Handicraft School was also opened in Addis Ababa primarily to give vocational education for young women and girls. However, this developmental effort in education was disrupted during the Italian

invasion between the years 1936 to 1941. After the liberation, educational activities said to have started again. So in the years between 1944 to 1951 the enrollment of female students was 10.5 percent on the average (Teshome, 1979).

As pointed out by Seyoum (1986:11), the actual participation of females in primary schools, and its growth rate lagged behind as compared to boys in the same cohort. For instance, in the years 1949, 1952, 1961 and 1974 primary school enrollment was 11.3, 12.3, 23.8 and 31.9 percent respectively.

This gender disparity in school enrollment, has still continued to the present day, which can be observed in the Ministry of Education Annual Report Abstract as follows:

Table 1.1: Primary school Gross Enrollment Ratio, Gender Gap (G.G) and Gender Parity Index (G.P.I) by Sex and Years

Academic Year	Boys	Girls	Both	G.G	G.P.I
1993/94	27.5	18.0	22.9	9.5	0.65
1994/95	31.7	20.4	26.2	11.3	0.64
1995/96	36.6	22.7	30.1	13.9	0.62
1996/97	43.0	26.0	34.7	17.0	0.60
1997/98	52.0	31.2	41.8	20.8	0.60
1998/99	55.9	35.3	45.8	20.6	0.63
1999/2000	60.9	40.7	51.0	20.3	0.67
2000/2001	67.3	47.0	57.4	20.3	0.7

G.G= Gender Gap (the difference between the male and female enrollment ratios).

G.P.I = Gender Parity Index (the ratio between the female and the male enrollment ratios).

Source: Compiled from Education Statistics Annual Abstracts (1995, 1996, 1997, 1998, 1999, 2000 and 2001).

The table shows that within eight years, the ratio of growth in primary school enrollment of girls increased only by 29.0 percent whereas the rate of boys increased by 39.8 percent. Recent studies, and a report by the Ministry of Education revealed

that even if girls' enrollment indicates some progress, it still lags behind that of boys' enrollment.

Again, gender disparity in the participation of primary education becomes higher and higher when we compare among various regions in Ethiopia. For instance, The Ministry of Education (2001), Statistical Annual Abstract, clearly stated this fact as follows:

Table 1.2: Gross Enrollment Ratio, Gender Gap and Gender Parity Index by sex, Level and Region (2000/2001)

Region	Primary (1-8)				
	Male	Female	Total	G.G	G.P.I
Tigray	75.9	71.8	73.9	4.1	0.9
Afar	12.7	9.8	11.5	2.9	0.8
Amhara	56.9	49.7	53.3	7.2	0.9
Oromiya	73.5	42.1	57.9	31.4	0.6
Somali	13.4	7.2	10.6	6.2	0.5
Ben.Gumuz	112.7	63.3	88.5	49.4	0.6
SNNP	80.8	46.7	63.8	34.1	0.6
Gambella	117.1	73.0	95.8	44.1	0.6
Harari	120.8	89.1	105.3	31.7	0.7
Addis Ababa	118.0	118.5	118.3	-0.4	1.0
Dire Dawa	84.1	67.1	75.7	17.0	0.8
Ethiopia	67.3	47.0	57.4	20.3	0.7

Source: Ministry of Education (2001).

At a national level, the G.P.I is 0.7, which indicates that girls' primary education participation is much lower than boys. This gender disparity seems to be even much wider among the emerging regions. Among them, the disparity appears to be highest in Benshangul Gumuz National Regional State - Oromiya (31.4), SNNP (34.1), Gambella (44.1), and Benshangul Gumuz (49.4) (see Table 1.2, P. 22).

1.6. Conceptual Framework

In the literature review, it has been revealed that there are many factors, which influence girls' educational participation. But in this study, the investigator has dealt with the two major determinants, namely demographic and social factors.

The variables:

1. The dependent variable of the study is "girls' educational participation in primary school", which is a dichotomous variable categorized into two: those who participate and those who do not participate.

2. The independent variables

It assumed that there are many independent variables responsible for lower educational participation of girls in the emerging regions. In order to make the study more convenient, the investigator has classified them into two categories:

2.1. Demographic factors

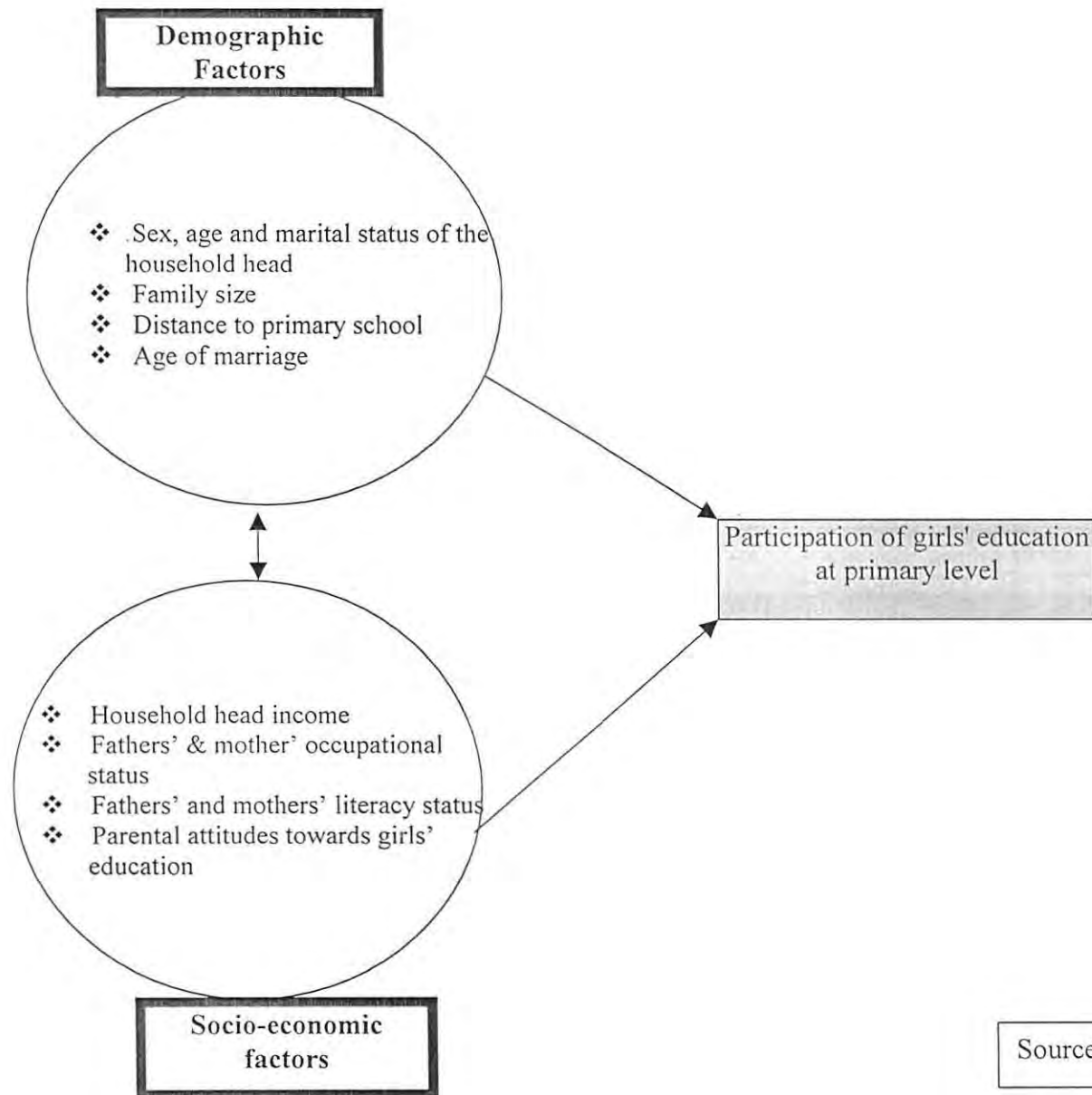
The demographic factors include age, sex, and marital status of the household, family size, walking distance to the nearest primary school and age of marriage.

2.2 The socio - economic factors

It includes household income, fathers' and mothers' literacy and occupational status, parental attitudes towards girls' education and the preference of school age girls in the community.

Among these independent variables, some have direct bearing on the school participation of girls, (such as family size, educational status, occupation of parents, etc.) while others have intermediate effects (e.g., fear of abduction or rape, heavy domestic work, etc.).

Figure 2: Conceptual framework for showing the basic factors which influence girls' educational participation at Primary level (Grades 1-8)



Source: Developed by the Author, 2002

1.7. Hypotheses

In view of the specific objectives indicated earlier (page 5), the following hypotheses were formulated:

1. The larger the size of the household, the higher is the possibility of girls not going to school.
2. Opportunity of education for young girls highly determines the preference and priorities given by parents.
3. Educated parents, especially mothers, are more likely to send their daughters to school than illiterate parents.
4. Girls' educational participation is highly determined by age, sex and marital status of the household head.

1.8 Significance of the study

It is hoped that the outcome of this study:

1. Would help to depict the overall situation of young girls and women in the community selected for this study with regard to:
 - 1.1. Roles and responsibilities within the family;
 - 1.2. Participation rate in the community's school system;
 - 1.3. Possible demographic factors that contribute to their low school accessibility.
2. Would assist departments and/or ministries, whose functions are associated with women's affairs by providing relevant empirical information.
3. Could serve as a guide to national and international non-government organizations (NGOs) who are (or may) engaged in activities associated with the improvement of the conditions of young girls and women in the emerging regions.
4. Would attempt to provide some concrete hints and information to policy-makers that would enable them to:
 - 4.1. Learn more about the role of young girls and women with regard to issues pertaining to development;

- 4.2. Critically assess the participation rate of young girls and women in the Region's school system and to take the necessary policy measures accordingly.

1.9 Limitation of the study

Due to financial and time constraints, the sample size had been limited to 221 out of school girls, 217 parents and 121 primary school girls. As a result of having a small sample size, it may not be feasible to test all independent variables that showed associations with the dependent variable during the application of the multivariate analysis. So, the investigator has selected only independent variables that can be used to test the stated hypotheses.

Some of the difficulties faced during the field work include, the problem of transportation, limitation of acceptance in the study population and a place to stay.

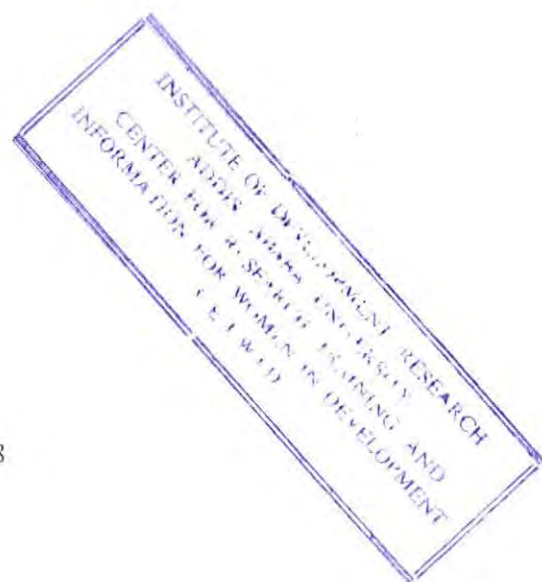
1.10 Organization of the study

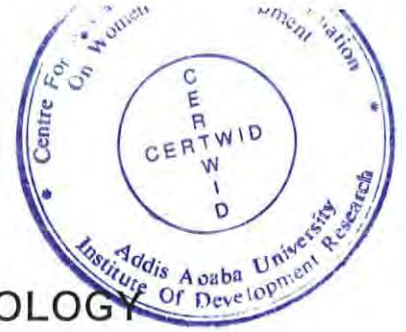
The study is made up of six chapters. Chapter one presents background of the study, statement of the problem, objectives of the study, review of related literature, conceptual framework, hypothesis and significance of the study.

The second chapter deals with the research design and methodology, which incorporate source of data, fieldwork procedure, sample design and sampling

procedure, and methods of analysis. Background characteristics of the study Region and population are presented under chapter three.

Chapter four and five deal with the disparities and determinants of girls' educational participation respectively. Finally, in chapter six, summery, conclusion and policy recommendations are provided.





CHAPTER TWO

RESEARCH DESIGN AND METHODOLOGY

This section of the research work describes the method used, subjects included in the study, sampling procedure, the instruments, the procedures used for data collection and techniques employed for data analysis.

This study is based on the data collected in Bambasi Wereda, Benishangul-Gumuz National Regional State. Detail description of the study area has been given in chapter three (section 3.1, P. 39).

In Benshangul-Gumuz National Regional State, Bambasi Wereda had been selected as a study center for the following main reasons:

- a. Among the emerging regions in the country, the highest gender disparity in the participation of primary education has been observed (The Ministry of Education annual report, 2000 and 2001).
- b. It seems that no enough studies have been done on the issues subsumed under the little of this study.
- c. Among the 20 weredas in Assosa Zone, Benishangul-Gumuz Education Bureau has classified Bambasi Wereda as one of the highest gender disparity.

- d. Bambasi Wereda has better accessibility relative to other weredas in Assosa Zone.

2.1 Source of data

The following persons and/or bureaus were the main sources of the primary data:

- Bambasi Wereda Education Bureau;
- Bambasi Primary School (1-8) directors and teachers;
- Benshangul-Gumuz Plan and Economic Bureau;
- Parents, and
- Out of school and primary school girls.

2.2 Field work procedure

- In the collection of the data relevant to the study, assistance had been obtained from the 'Kebele' Administration, and Bambasi Primary School director and teachers. 12 enumerators (6 females and 6 males) and two supervisors (1 female and 1 male), all with high school education, and with some field work experience was employed.
- Enumerators and supervisors were given a two-day orientation and training.
- Prior to administration, the instruments for data collection were discussed with the supervisors and enumerators about the objectives and methods of the

study, and content of the questionnaires in order to avoid any possible ambiguities.

- Pilot study was conducted on 60 subjects, who were excluded from the main study during the analysis.
- Administration of questionnaires for:
 - a. Education officials was office-based;
 - b. School director and teachers was school-based;
 - c. Parents, out of school and primary school girls was household-based.
- In order to maintain the quality of the data, during the data collection, the completed questionnaires were regularly reviewed and checked by the supervisors as well as by the investigator for errors and missing information. Accordingly, timely corrections were made during the fieldwork whenever it was necessary.

2.3 Sample design and sampling procedure

According to the 1994 census, there are two 'Kebeles' in Bambasi Wereda, in which there are 900 households. The year 2000 Population Projection shows that in Bambasi Wereda, there are 835 females in the age group 7-14 years. Among this, according to the 2001 Ministry of Education Annual Abstract, 50% of them are in school while the remaining is out of school.

Initially it was planned to include a total sample size of 200 parents, 200 out of school and 200 primary school girls in the age group 7 - 14 years through household survey. However, in order to increase the representativeness of the sample size, the original sample size had been raised to 217 parents and 221 out of school girls; Whereas due to small number of eligible primary school girls' in the sample frame, only 121 were included in the study.

The sampling procedure adopted in this study was the multi-stage sampling procedure. In consultation with the two 'Kebele' Administrations, the investigator identified household heads who had female children. From these households, using systematic random sampling technique, the investigator selected 217 parents, 221 out of school girls and 121 primary school girls.

In Bambasi Wereda, the average household size is 4.3. So it had been assumed that:

1. In each household there would be a father, a mother and two children, of whom one male and one female.
2. According to the year 2000 Population Projection (CSA, 1994), there are 835 females in the age group 7-14 years, of which 50 percent are in school.
3. It was assumed that in every two houses, there would be at least one girl at school or one girl out of school. This was in the assumption that 50 percent of the target group would be in school.

In the process of identifying households and target groups, the following procedures were used:

- a. Obtained a list of households from the 'Kebele' Administrators, and arrange them according to house numbers (preparing the sample frame);
- b. Obtained the sampling interval (x) by dividing the total target population to the required sample size;
- c. Selected a starting household between 1 and x using a lottery method;
- d. Chose every x^{th} respondents until the target sample was achieved within the sample frame.

In the selection process of out of school and in school girls:

- ❖ When both were found, one from each was selected per household;
- ❖ When any one of the study population was found, for instance, out of school girl, then interviewed that particular subject;
- ❖ When more than one subject were found per household, within the same category, then one of the subjects was interviewed using a lottery method.

Education officials, Primary School directors and teachers were considered by the virtue of their office and school respectively.

2.4 Instrument design

There were two major instruments used in this study. These were questionnaires and focus-group-discussions.

A. Questionnaire

The questionnaire (both closed and open-ended items), had six parts. Part one for parents; part two for out of school girls; part three for primary school girls, part four for primary school directors, part five for primary school teachers and part six for Bambasi Wereda Education Bureau (see appendices).

Except using translation in some cases, basically, the questionnaires were prepared in Amharic in order to make communication relatively easy.

Items for the questionnaires were adapted from the relevant literature reviewed in the study, and also developed by the investigator.

Except for little variations in the formulation and number of items, the content of the questionnaires were more or less the same for the six groups of subjects - all focused on demographic and social factors that were thought to influence girls' educational participation in primary schools.

B. Focus-Group-Discussion

The focus-group-discussions were organized and conducted in four separate groups - two groups of parents, which included parents (one group mothers and one group fathers), one group out of school girls and one group primary school girls. Each group consisted of 8 to 10 participants. Selection of the participants was based on their time and willingness.

2.5 Methods of Analysis

To analyze the data, univariate, bi-variate and multivariate analytical methods were used. Using bi-variate methods, identified the important factors that influence girls' educational participation. Logistic regression was employed to determine the relative importance of the various variables by controlling possible confounding variables. In the descriptive part of the study, background characteristics had been displayed using univariate analysis. Disparities of girls' educational Participation had been also showed through bi-variate analysis.

In this study, the dependent variable was girls' educational participation, while demographic and social factors comprised of a set of independent variables. The data were analyzed using social science statistical package (SPSS), which is commonly used for intermediate level of data management.

For the study, the application of logistic regression was an appropriate statistical technique. This is because regression method has become an integral component of

any data analysis concerned with describing the relationship between a response variable and one or more explanatory variables. Over the last decade the logistic regression model has become, in many fields, the standard method of analysis in this situation (Hosmer and Lemeshow, 1989).

The equation of logistic regression model is given as:

$$\text{Logit } (P_i) = \ln (P_i/1-P_i) = B_0 + B_1 X_1 + B_2 X_2 + \dots + B_k X_k$$

Where the dependent variable Y_j and a quantitative independent variable

X_{ij} $i = 1, 2, 3, \dots, K$ and $j = 1, 2, 3, \dots, n$.

Let $P_i = P (X_{ij})$ denotes the "success probability" when X_{ij} takes the value X_{ij} . We can assume that the transformed variable $\ln \{ P_i / (1-P_i) \}$, has a linear form of this logit probability. Where B_i refers to the effect of X_{ij} on the log odds that $Y_i = 1$, controlling for other X 's.

In this study 0.05 is the value to be taken as level of significance. In order to measure how well the model fits, classification and the likelihood method were used.

The list of variables that were used in the study are given below:

Table 2.1 Demographic variables

Variable	Description	Value Labels	Value
X _{i1}	Age of the household head		Number
X _{i2}	Sex of the household head	1= Male 2= Female	String
X _{i3}	Marital status of the household head	1= Single 2= Married 3=Divorce4= Widowed 5= Separated	String
X _{i4}	Family size		Number
X _{i5}	Distance to school		Number
X _{i6}	Age of marriage		Number

Table 2.2 Socio-economic variables

Variable	Description	Value Labels	Value
X _{i7}	Fathers' educational attainment	1=Illiterate 2= primary 3= Secondary (9-12)	String
X _{i8}	Mothers' educational attainment	1=Illiterate 2= Primary 3= Secondary (9-12)	String
X _{i9}	Monthly household income	1=Below 50 2= 50-150 3= 151-250	String
X _{i10}	Fathers' occupation	1= Civil servant 2= Agricultural 3= Merchant	String
X _{i11}	Mother's occupation	1= Civil servant 2= Agricultural 3= Merchant 4=Housewife	String

CHAPTER THREE

BACKGROUND CHARACTERISTICS OF THE STUDY REGION AND THE STUDY POPULATION

In this section of the paper, the general characteristics of the study Region and the sample population have been presented. First, an effort has been made to prominence the geographic, population size, religion, ethnic, social and economic characteristics of Benshangul Gumuz National Regional State in general, and Bambasi Wereda, which is the study area in particular.

3.1 Characteristics of the study Region

The Benshangul Gumuz National Regional State is located in the North – west boarding the Republic of Sudan in the west, Amhara Region in the North and East, Oromia Region in the South and South – East. Formerly, the Region was known as Region Six. The Region is divided into three administrative zones, namely Assosa, Kamashi and Metekel. It is comprised of 17 weredas and two special weredas – Pawe and Tongo (National Regional Government of Benshangul Gumuz and UNECA, 1998:6).

The Region seems to be highly characterized by ethnic heterogeneity and diverse religious practices. The five major ethnic groups of the Region are Jebelawi (Berta), Gumuz, Amhara, Oromo and Shinasha.

According to the Projection made for the year 2000, based on 1994 census, the population was estimated to be 543,627 with the annual growth rate of 2.54. The projection further indicated that 45.2% of the population were below 15 years of age, and 53% were between the ages 15 to 64. Looking at the ethnic composition of the Region, one observes that 25.1% are Jebelawi, 23.3% are Gumuz, 22.2% Amhara, 12.8% are Oromo, 6.9% Shinasha, and the remaining ethnic groups consist of 9.7% (CSA, 1994).

With regard to religion, the 1994 census shows that about 44.1% are Muslims, 34.8% are Orthodox, 5.9% are Protestants, and others 15.2%.

The climate varies with temperature and altitude, which is divided into three climatic zones, Dega 1%, Woina Dega 24% and Kola 75%. Annual rainfall ranges from 860-1,350 mm with minimum temperature of 12⁰C and maximum temperature of 40⁰C. The present economy of the region is based on agriculture in the broadest sense, which is relatively mixed farming. The major cereals grown are sorghum, maize, millet, teff, oil seeds and cotton. Besides agriculture small-scale gold mining and trade are some of the economic activities of the Region (National Regional Government of Benshangul Gumuz and UNECA, 1998:6-7).

Regarding social services, over 64% of the people use water from rivers and other unprotected sources. There are only a few towns and/or weredas that have access to hydroelectric power. The road network is limited to seasonal roads (Ibid: 6-7).

The Region's gross enrollment ratio for Primary school (1-8) has increased from 15% in 1992 to 48.1% in 1996. Gender disparity is one of the critical problems in the Region. According to Benshangul Gumuz Education Bureau, this problem is very serious in some particular weredas, of which Bambasi is one (Ibid: 7-8).

Bambasi Wereda, which was selected for this study due to the reasons provided under chapter two (page 30), is one of the 20 weredas that are found in Assosa Zone. Bambasi is found at 45 kilometers south of Assosa town, Benshangul Gumuz National Regional State. Its latitudinal location is between 30'N and 45'N; and its longitudinal position is between 30° E and 43° E. Bambasi Wereda is also boarded by different neighboring Peasant Associations – namely, in the east Wemba, Dabus and Mya; in the west Shebora, Boshimeгна and Kergigna; in the north Mender 41, Womba and Yesonka; and in the south Washmando (Benshangul Gumuz Plan and Economic Bureau, 1997:2).

According to the 1998 Projection, which was based on the 1994 census, the population of Bambasi was 5,007, out of which 2,369 are females and 2,442 are males. Based on the information gathered during the census, the composition of the population by ethnic group was – Oromo 41.5%, Amhara 33%, Berta 17.4%, Tigrawi 5.3% and others (i.e., Agew, Gumuz, Shinsha, Mao and Gurage) 2.6%. Concerning religion, Orthodox, Muslim Protestant and Catholic are the major ones, with 48%, 45.2%, 4.7% and 0.7% respectively (Ibid: 6).

There is one main road, which passes through Bambasi wereda, connecting Assosa town with Addis Ababa. It has been reported that, since residences and service-giving organizations are being constructed without a master plan, there are no inter-connecting roads in the town, which is said to be a serious problem.

Most of the residents fetch water from springs and rivers. There is water-well pumping manually in the wererda built by the Office of Water Supply in 1995. However, as reported by the residents, it does not seem to have much use because it does not have enough water supply. In accordance with the information provided by the 1994 census, out of the total 900 households in the Wereda, 1.1% gets electricity, and the remaining 98.9% use kerosene and "buta-gas" (Ibid: 8-10).

The livelihood of the overwhelming majority of the people in Bambasi Wereda and its peripheries is based on farming and cattle-raising. According to the information supplied by 1994 census, 95% of the population is engaged in agricultural activities; 2% in trade; 0.6% in cottage industry; 0.2% in construction, and 1% in other services (Ibid: 17).

Regarding the education sector, there are one Primary School (1-8) and one Secondary School (9-12). The number of female students appears to be much lower than that of male students. Similarly, the dropout rate is higher among female students. This gender disparity can clearly be observed from the following summary table.

Table 3.1 Number of Enrollment and Drop out in Bambasi primary school (1-8) for the last six years

Year	Enrollment		Dropout	
	Female	Male	Female	Male
1989	-	-	125	54
1990	344	743	124	48
1991	507	852	150	74
1992	527	960	284	184
1993	662	1183	244	143
1994	800	1328	-	-
Total	2840	5066	927	503

Source: compiled from Bambasi primary school (1-8) record

3.2 Characteristics of the study population

The background characteristics of school age girls and their parents have an impact on girls' low educational participation. Different studies have revealed that school age girls from different family backgrounds such as parents' literacy status, occupation, age, income and family size vary their access to primary education. In other words, parents who belong to a certain demographic and socio-economic characteristics are more likely to provide priority to sons over daughters to go to school. So, it seems to be, it is very important to present the background characteristics of parents, out of school and primary school girls before dealing with a detailed analysis.

3.2.1 Demographic Characteristics

Table 3.2 Percentages of Parents by Demographic Characteristics, 2002

Demographic Variables	Male		Female		Row Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
❖ Sex	114	52.5	103	47.5	217	100.0
Column Total	114	52.5	103	47.5	317	100.0
❖ Age						
20-34	20	40.8	29	59.2	49	22.6
35-49	57	52.3	52	47.7	109	50.2
Above 50	29	69.0	13	31.0	42	19.4
Don't know	8	47.1	9	52.9	17	7.8
Column Total	114	52.5	103	47.5	217	100.0
❖ Marital status						
Married	104	55.9	82	44.1	186	85.7
Other	10	32.3	21	67.7	31	14.3
Column Total	114	52.5	103	47.5	217	100.0
❖ Family size						
≤ 4	32	58.2	23	41.8	55	25.3
5-10	47	50.5	46	49.5	93	42.9
Above 10	35	50.7	34	49.3	69	31.8
Column Total	114	52.5	103	47.5	217	100.0

As observed in Table 3.2, the sex distributions of parents show that males (fathers) account 52.5 percent while females (mothers) 47.5 percent. Regarding their age distribution, both the majority of fathers and mothers are found in the age group between 35-49.

One also notes in the table that, about 86 percent of the respondents (47.8% males and 37.8% females) are married, while others are divorced, widowed or separated. As far as family size is concerned, almost all the respondents seem to have large

family size. 50.5 percent male and 49.5 percent female respondents have 5-10 family members, and 16.1 percent male and 49.3 percent female respondents have above 10 family members.

Table 3.3 Percentage of Out of School and Primary School Girls by Demographic Characteristics, 2002

Demographic Variables	Out School girls		Primary School girls		Row Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
❖ Age						
7-9	96	43.4	9	7.4	105	30.7
10-12	76	34.4	62	51.2	138	40.4
13-15	34	15.4	35	28.9	69	20.2
No response	15	6.8	15	12.5	30	8.7
Column Total	221	100.0	121	100.0	342	100.0
❖ Family size						
≤ 4	59	26.7	19	15.7	78	22.8
5-10	91	41.2	61	50.4	152	44.4
Above 10	71	32.1	41	33.9	112	32.8
Column Total	221	100.0	121	100.0	342	100.0

One observes in the table that the age distribution of out of school girls account for 43.2 percent and 34.4 percent in the age group of 7-9 and 10-12 years respectively. Only 15.4 percent of the out of school girls are between 13-15 years. One can also note that the majority of Primary School girls (51.2%) are found in the age range 10-12 years. Table 3.3 also shows that the majority of the respondents (44.4% and 32.8%) have family members consisting of 5-10 and above 10 respectively.

3.2.2 Socio-economic Characteristics

Table 3.4 Percentages of Parents by Socio-economic Characteristics, 2002

Demographic Variables	Male		Female		Row Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
❖ Ethnicity						
Oromo	46	50.0	46	50.0	92	42.4
Amhara	18	45.0	22	55.0	40	18.4
Berta	39	60.9	25	39.1	64	29.5
Other	11	52.3	10	47.7	21	9.7
Column Total	114	52.5	103	47.5	217	100.0
❖ Religious status						
Orthodox	30	49.2	31	50.8	61	28.1
Moslem	72	56.7	55	43.3	127	58.5
Other	12	41.4	17	58.6	29	13.4
Column Total	114	52.5	103	47.5	217	100.0
❖ Literacy status						
Illiterate	57	44.2	72	55.8	129	59.5
Only read & write	22	64.7	12	35.3	34	15.7
Primary (1-8)	25	60.9	16	39.1	41	18.9
Secondary (9-12)	10	76.9	3	23.1	13	6.0
Column Total	114	52.5	103	47.5	217	100.0
❖ Occupation						
Civil servant	3	60.0	2	40.0	5	2.3
Merchant	23	60.5	15	39.5	38	17.5
Farmer	60	69.8	26	30.2	86	39.6
Daily laborer	21	56.7	16	43.3	37	17.1
House wife	-	-	42	100.0	42	19.4
Other	7	77.8	2	22.2	9	4.1
Column Total	114	52.5	103	47.5	217	100.0
❖ Average monthly income (Birr)						
Below 50	89	53.6	77	46.4	166	76.4
50-150	10	50.3	10	50.5	20	9.2
Above 150	15	48.4	16	51.6	31	14.4
Column Total	114	52.5	103	47.5	217	100.0

Table 3.4 indicates that, the majority of parents belong to Oromo (42.4%) ethnic group, followed by Berta (29.5%) and Amara (18.4%). The abiding 9.7 percent are Agew, Gumuz, Shinasha, Tigrawi, Mao and Gurage. Regarding religious background of parents, more than half are Moslems while 28.1 percent are Orthodox. The remaining 13.4 percent are categorized under others, which consists of Catholic and Protestant.

As observed in the table, the majority of the parents who responded to the question (59.5%), had never attended school, out of which, 55.8 percent are females and 44.2 percent are males. Those who attended Primary School and secondary education consist of 18.9 percent and 6.0 percent respectively. Only 15.7 percent of parents had learned reading and writing through Literacy Campaign Program and/or Church/Koran education. One also notes in the table that the number of females who had attended school is relatively lower than that of the males.

As also stated in table 3.4, the majority of the respondents (39.6%) have been engaged in agricultural activities – 69.8 percent males and 30.2 percent females. Of the total female respondents, 42 (19.4%) are indicated to be housewives. In the table, one also notes that the overwhelming majority of the respondents (76.4%) appear to be earning below 50 Birr.

Table 3.5 Percentage of Out of School and Primary School Girls by Socio- economic Characteristics, 2002

Demographic Variables	Out of school girls		Primary School girls		Row Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
❖ Ethnicity						
Oromo	85	38.5	25	20.7	110	32.1
Amara	48	21.7	54	44.6	102	29.8
Berta	66	29.9	24	19.8	90	26.3
Other	22	9.9	18	15.0	40	11.8
Column Total	221	100.0	121	100.0	342	100.0
❖ Religious status						
Orthodox	63	28.5	59	48.8	122	35.7
Moslem	130	58.8	56	46.3	186	54.4
Other	28	12.7	6	4.9	34	9.9
Column Total	221	100.0	121	100.0	342	100.0
❖ Fathers' literacy status						
Illiterate	112	50.6	31	25.6	143	41.8
Only read & write	39	17.6	47	38.8	86	25.1
Primary (1-8)	46	20.8	15	12.4	61	17.8
Secondary (9-12)	24	11.0	28	23.2	52	15.3
Column Total	221	100.0	121	100.0	342	100.0
❖ Mothers' literacy status						
Illiterate	153	69.2	64	52.9	217	63.4
Only read & write	27	12.2	20	16.5	47	13.7
Primary (1-8)	30	13.6	26	21.5	56	16.4
Secondary (9-12)	11	5.0	11	9.1	22	6.5
Column Total	221		121	100.0	342	100.0

.../

Table 3.5 (Continue)

Demographic Variables	Out School girls		Primary School girls		Row Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
❖ Father occupation						
Civil servant	7	3.2	19	15.7	26	7.6
Merchant	34	15.4	18	14.9	52	15.2
Farmer	122	55.2	66	54.5	188	54.9
Daily laborer	40	18.1	11	9.1	51	14.9
Other	18	8.1	7	5.8	25	7.4
Column Total	221	100.0	121	100.0	342	100.0
❖ Mother occupation						
Civil servant	-	-	2	1.7	2	0.6
Merchant	29	13.1	20	16.5	49	14.3
Agriculture	43	19.5	22	18.2	65	19.0
Daily laborer	26	11.8	11	9.1	37	10.8
House wife	117	52.9	65	53.7	182	53.2
Other	6	2.7	1	0.8	7	2.1
Column Total	221	100.0	121	100.0	342	100.0

As observed in Table 3.5, distribution of the respondents in ethnicity, 38.5 percent of out of school girls are Oromo whereas 44.6 percent of primary school girls are Amhara. The category of others, (9.9% out of school and 15.0% of primary school girls) embrace Agew, Gumuz, Shinasha, Tigrawi, Mao and Gurage.

Regarding the respondents' religious status, the majority of out of school girls (58.8%), belong to Moslem religion while 48.8 percent of primary school girls' pertain to Orthodox religion. Catholic and Protestant hold 12.7 percent of out of school girls and 4.9 percent Primary School girls, which are classified under others.

Table 3.5 also portrays the fathers' and mothers' literacy status, which is an important variable in the discussion of the disparities that prevail in the accessibility to education between girls and boys. In the case of out of school girls, 112 fathers (50.6%) and 153 mothers (69.2%) had never attended school. Whereas, in the case of Primary School girls only 31 fathers (25.6%) and 64 mothers (52.9%) had never attended school.

The table also shows the current occupational status of the respondents. Almost equal proportion of fathers and mothers of out of school and primary school girls are engaged in agricultural activities. In the category of others, the distribution seems to be the same.

CHAPTER FOUR

DESCRIPTIVE ANALYSIS AND INTERPRETATION OF THE DATA

In this section of the paper, the descriptive analysis of demographic and socio-economic variables has been presented. In order to examine the possible association of each independent variable with the dependent variable, Chi-Square Test was applied, the statistical results have been presented under tables 4.1(a) and 4.1(b), and then the analysis for each independent variable as well as other inter-mediate variables have also been consulted.

In order to make the discussion more convenient, an attempt has been made to classify the independent variables into three parts, namely: demographic, socio-economic and attitudes of respondents.

Table 4.1 (a) Relations of Various Demographic Covariates to Parents' Priority of Sending to School, 2002

Covariates	Priority to send to school			Significance (P – value)
	A girl	A boy	Both a boy & a girl	
	Percent	Percent	Percent	
❖ Age				
20-34	0.0	83.6	16.4	* 0.007
35-49	1.0	77.9	21.9	
≥50	9.5	54.8	35.7	
Don't know	0.0	88.2	11.8	
❖ Sex				
Male	0.9	83.3	15.8	** 0.000
Female	10.7	67.0	22.3	
❖ Family size				
≤ 4	16.4	50.9	32.7	** 0.000
5-10	2.2	60.2	37.6	
Above 10	1.5	71.0	27.5	
❖ Marital status				
Married	9.0	79.9	11.1	0.185
Divorced	16.7	75.0	8.3	
Widowed	10.0	80.0	10.0	
Separated	16.6	66.7	16.7	
❖ Distance to school				
< 15 min.	16.0	76.0	8.0	** 0.000
15-30 min.	6.2	75.0	18.8	
30-60 min.	4.0	56.0	40.0	
> 60 min.	0.0	81.5	18.5	
❖ Age of marriage				
13-15 years	2.4	82.4	15.2	* 0.019
16-18 years	11.9	79.1	9.0	
≥ 19	20.0	72.0	8.0	

Significance at P

* $P \leq 0.05$

** $P \leq 0.001$

Table 4.1 (b) Relations of Various Socio-economic Covariates to Parents' Priority of Sending to School, 2002

Covariates	Priority to send to school			Significance (P – value)
	A girl	A boy	Both a boy & a girl	
	Percent	Percent	Percent	
❖ Monthly income (Birr)				
Below 50	0.6	75.9	23.5	* 0.013
50-150	10.0	60.0	30.0	
Above 150	19.4	51.6	29.0	
❖ Fathers' literacy status				
Illiterate	1.8	87.7	10.5	** 0.001
Only read & write	4.6	81.8	13.6	
1-8	20.0	52.0	28.0	
9-12	40.0	40.0	20.0	
❖ Mothers' literacy status				
Illiterate	0.0	81.6	18.3	** 0.000
Only read & write	25.0	41.7	25.0	
1-8	31.2	25.0	43.8	
9-12	66.7	0.0	33.3	
❖ Occupation of parents				
Civil servant	40.0	40.0	20.0	* 0.026
Merchant	0.0	81.6	18.4	
Farmer	1.1	88.4	10.5	
Daily laborer	5.4	78.4	16.2	
House wife	2.3	84.1	13.6	
Other	0.0	85.7	14.3	
❖ Preference of parents: A best thing a girl should do				
Go to school	26.1	30.4	43.5	** 0.000
Learn domestic affairs	0.0	75.9	24.1	
Get married	0.0	87.4	12.6	

Significance at P

* $P \leq 0.05$

** $P \leq 0.001$

Tables 4.1(a) and 4.1(b) show an association between each independent variable (covariate) with the dependent variable using Pearson's Chi-Square Statistical Significance Test. Only in the marital status of the household head that there has been no significant association with the dependent variable among the eleven independent variables. In different literature, however, marital status, particularly widowed and divorced parents, seem to show the tendency not to send their daughters to school. The possible reason for not showing an association in this study, might be that about 87.1percent of the respondents are married. Hence, marital status has not been any more an important variable. So, the investigator rather concentrated on the independent variables that show an association with the dependent variable, and tried to provide further analysis.

4.2 Demographic Disparities of Girls' Educational Participation

4.2.1 Age and girls' educational Participation

Table 4.2 Percentage of age of respondents by their preference to send to school, 2002

A. Parent

Age of Parents	N	Priority to send to school					
		A girl		A boy		Both a Girl and a boy	
		Frequency	Percent	Frequency	Percent	Frequency	Percent
20-34	49	0	0.0	41	83.6	8	16.4
35-49	109	1	1.0	85	77.9	23	21.9
Above 50	42	4	9.5	23	54.8	15	35.7
Don't Know	17	0	0.0	15	88.2	2	11.8
Column Total	217	5	2.3	164	75.6	48	22.1

B. Out of school girls

Age of out of school girls	N	Priority to send to school					
		A girl		A boy		Both a Girl and a boy	
		Frequency	Percent	Frequency	Percent	Frequency	Percent
7-9	96	7	7.2	54	56.3	35	36.5
10-12	76	6	7.9	55	72.4	15	19.7
13-15	34	1	3.0	25	73.5	8	23.5
Don't know	15	2	13.3	9	60.0	4	26.7
Column Total	221	16	7.2	143	64.7	62	28.1

As witnessed by the high level of significance of the Chi-Square (see table 4.1 (a), Page52), there is statistically significant association between the age of parents and their daughters' educational participation.

The majority of the parents in the ages ranging from 20-34 and 35-49 give priority to boys over girls. These parents are engaged in agricultural activities, which could require more time on the farm. As a result, parents might need additional labour to cover domestic chores, and to take care of small children. So, they prefer that their daughters stay at home and help them with the household work instead of going to school. This might be the reason why a large proportion of the parents showed preference to give priority to their sons over their daughters to go to school.

With regard to the out of school girls, 72.4 percent (10-12 years) and 73.5 percent (13-15 years) of them are from a family that provides priority to boys over girls to go to school. These girls seem to believe that it is too late to go to school; and they feel shy to learn with very small children; which was also reflected in the focus-group-

discussion (FGD). Almost all the out of school girls who participated in the FGD, expressed that it is too late to think of going to school.

As a matter of fact, Mulugeta Gebreselassie (1998) also states that, there is a relation between girls' educational participation and age of parents. One might expect that the younger the parents, the greater the likelihood of sending girls to school. However, in this study, and in some other studies (e.g. Mulugeta, 1998) show that older parents appear to send their daughters to school as investment in order to help them later, while younger parents seem to prefer to have their daughters support them on the farm and/or in household chores.

4.2.2 Sex of the Household Heads and Girls' Educational Participation

Table 4.3 Percentage of Parents' sex by preference to send to school, 2002

Sex	N	Priority to send to school					
		A girl		A boy		Both a Girl and a boy	
		Frequency	Percent	Frequency	Percent	Frequency	Percent
Male	114	1	0.9	95	83.3	18	15.8
Female	103	11	10.7	69	67.0	23	22.3
Column Total	217	12	5.5	164	75.6	41	18.9

As observed from the Chi-Square in table 4.1(a) (page 52), there is a relative association between sex of the household head and girls' educational participation. In other words, sex of respondents seems to make a slight difference in girls' educational participation.

The result in Table 4.3 depicts that about 83.3 percent of the respondents (fathers) appear to believe that educational priority should be given to boys over girls, while only 0.9 percent of them argued that girls should get priority to go to school. On the contrary, in relative proportion, female respondents (mothers) (10.7%) indicate that girls should obtain priority to go to school; though 67.0 percent of them appear to share the views expressed by the majority of the male respondents (fathers).

The possible reason for mothers to show the inclination to send their daughters to school than fathers, might be that they would not want their daughters to go through the same experience with that of their own-such as heavy domestic work, being dependent on a husband, and not having a decision-making role in the family, etc. Such views had also been clearly reflected during the focus-group-discussion.

These findings appear to be consistent with other studies on the subject. For instance, a study by Rose, et. al, (1997) indicates that, mothers want their daughters to go to school as compared with fathers so that their daughters could have a better right in decision-making in the family, as well as property ownership in the future when they establish their own family.

4.2.3 Family Size and Girls Educational Participation

Table 4.4 Percentage of respondents' family size by preference to send to school, 2002

Family Size	N	Priority to send to school					
		A girl		A boy		Both a Girl and a boy	
		Frequency	Percent	Frequency	Percent	Frequency	Percent
≤ 4	55	9	16.4	28	50.9	18	32.7
5-10	93	2	2.2	56	60.2	35	37.6
Above 10	69	1	1.5	49	71.0	19	27.5
Column Total	217	12	5.5	133	61.3	72	33.2

As evidenced by the high level of significance of the Chi-Square (see table 4.1(a), page 52), family size seems to determine girls' educational opportunity. This could clearly be observed in Table 4.4, that the majority of the respondents with a large family size show the preference of sending their sons to school over their daughters. In a large family survival might be very difficult, which could mean that the children have to do some work instead of going to school. So, parents prefer that their daughters stay at home, and be engaged in cleaning, cooking, caring for small children, and for the old and the sick. They also fetch water, collect firewood and grind grains.

Similar points of view have been expressed in the focus-group-discussion. Most of the respondents (parents) appear to be of the opinion that, girls should stay at home and help their mothers with domestic work, particularly in fetching water, which usually requires traveling 3-4 hours. They also pointed out that the reason why they give priority to their sons over their daughters to go to school is that, the sons get

employment and help them; whereas the daughters get married when they reach 13-15 years of age.

4.2.4 Distance to School and Girls' Educational Participation

Table 4.5 Percentage of distance from residence to school by preference to send to School, 2002

A. Parents

Girls should go to school even if the school is far away	N	Priority to send to school					
		A girl		A boy		Both a Girl and a boy	
		Frequency	Percent	Frequency	Percent	Frequency	Percent
Yes	50	7	34.0	20	40.0	13	26.0
No	167	0	0.0	129	77.2	38	22.8
Column Total	217	7	2.3	149	80.2	51	23.5

B. Out of school girls

Girls should go to school even if the school is far away	N	Priority to send to school					
		A girl		A boy		Both a Girl and a boy	
		Frequency	Percent	Frequency	Percent	Frequency	Percent
Yes	176	6	3.4	103	90.3	11	6.3
No	42	0	0.0	13	30.9	29	69.1
Column Total	218	6	2.8	172	78.9	40	18.3

C. Primary school girls

Girls should go to school even if the school is far away	N	Priority to send to school					
		A girl		A boy		Both a Girl and a boy	
		Frequency	Percent	Frequency	Percent	Frequency	Percent
Yes	93	4	5.3	86	92.5	2	2.2
No	24	0	0.0	3	12.5	21	87.5
Column Total	117	4	4.2	89	76.1	23	19.7

As one observes from the Chi-Square in table 4.1(a) (page 52), there is a significant association between distance of the primary school from residence and girls' educational participation. The great majority of the respondents' indicated that to walk from their residence to the primary school takes more than one hour, which seems to discourage girls from going to school.

77.2 percent of the parents appear to be of the conviction that girls', particularly in the ages between 9 and 17years, should not go to school if the school is far away from residence. This might also be a possible reason why parents give priority to boys over girls to go to school. During the focus-group-discussion, the great majority of the participants (parents) argued by saying that their daughters could be raped and/or abducted. Whereas other parents said that they could become delinquent and easily fatigued when they walk a long distance.

Contrary to the parents, 90.3 percent of out of school girls, and 92.5 percent of primary school girls appear to disagree with the view that girls should not go to school if the school is far away from residence. In the focus-group-discussion, the girls argued that like the boys, the girls could walk a long distance to go to school. They also said that even if they are small in number, there are girls in the community who have already shown that it is possible. They also expressed that, instead of discouraging girls from going to school when it is far away from residence, it would be much better to educate the society to avoid abduction and rape.

As reported by Bambasi Education Bureau officials, and by primary school directors and teachers, even if the girls are eager to come to school, parents do not allow them if the school is far away from their residence. So, it seems that distance of the primary school is one of the contributing factors for low educational participation of girls in the community considered in the study.

In fact, a study by Tabeyin (1996:70-71) asserts that when the school is far away from the residence, parents prefer not to send their daughters to school due to fear of sexual harassment, abduction and wild animals. Hailegabriel Dagne (1997) and Mulugeta Gebreselassie (1998), also pointed out that one of the reasons that parents prefer to send boys to school than girls is due to the belief that boys are able to walk a long distance, while girls cannot sustain such hardship.

4.2.5 Age of Marriage and Girls' Educational Participation

Table 4.6 Percentage of age of marriage by preference of parents to send to school, 2002.

Girls' best age for marriage	N	Priority to send to school					
		A girl		A boy		Both a Girl and a boy	
		Frequency	Percent	Frequency	Percent	Frequency	Percent
13-15 years	100	1	1.0	89	89.0	10	10.0
16-18 years	62	3	4.8	45	72.6	14	22.6
Above 19	55	8	14.5	37	67.3	10	18.2
Column Total	217	12	5.5	171	78.8	34	15.7

As revealed by the Chi-Square (see table 4.1(a), page 52), there is association between age of marriage and girls' educational participation. As observed from the responses, one tends to believe that early marriage (13-15 years) has been practiced

in the community considered in this study. Among the respondents, 89.0 percent of the parents indicated that it is their duty to get their daughters married when they reach 13 to 15 years of age. Possibly, that is why the majority of them tend to give priority to boys over girls to go to school.

During the focus group discussion, parents also pointed out that, they support early marriage due to fear of unwanted pregnancy, abduction and lose of virginity, which seems to have a great value in the community. According to King and Hill (1993), in Ethiopia, 20 percent of primary school girls were "promised", married or divorced.

Parents in the focus-group-discussion also argued that, they shouldn't educate their daughters, because after all, they are bound to leave the household and join another family. They said that when their sons marry, they would establish a family close to their parents' household and support them. A married daughter, being dependent on her husband is not expected to support parents as such. These views appear to be consistent with Hailegabriel Dagne's (1997) findings.

As a result of such traditional practices, girls are not able to go to school; and even those who started to go to school drop out before reaching grade three or four. 83.6 percent of primary school girls stated that due to early marriage, the drop-out rate of girls is much higher than the drop-out rate of boys. Both out of school and primary school girls appear to be against the practice of early marriage.

Based on their observations Bambasi Education Bureau, primary school directors and teachers also pointed out that, in the community considered in this study, early marriage for girls is highly practiced and parents even give 'promise' for marriage at the age of 7 or 8, which seems to hinder girls from the opportunity to go school. It has also been observed that the would-be husband would not want his would-be wife to go to school. He rather prefers that she stays at home and learn how to manage domestic affairs.

Educational officials and primary school teachers have also pointed out that in each semester, the number of female students decreases because their parents force them to get married. So, it seems that early marriage not only hinders girls from going to school, but it also appears to be a reason for drop-out from school.

4.3 Socio-economic Disparities in Girls' Educational Participation

4.3.1 Average Monthly Income and Girls' Educational Participation

Table 4.7 Percentage of Respondents' Family Size by average Monthly income, 2002

Family Size	Monthly Income (in Birr)			Row Total
	Below 50	50-150	above 151	
≤4	27 (12.4%)	1 (0.5%)	3 (1.3%)	31 (14.3%)
5-10	62 (28.6%)	7 (3.2%)	2 (0.8%)	71 (32.7%)
Above 10	88(40.6%)	13 (6.0%)	14 (6.3%)	115 (53%)
Column Total	177 (81.7%)	21 (9.7%)	19 (8.6%)	217 (100.0%)

Table 4.8 Percentage of Respondents' Family Size by preference to Send to School, 2002

Monthly Income (Birr)	N	Priority to send to school					
		A girl		A boy		Both a Girl and a boy	
		Frequency	Percent	Frequency	Percent	Frequency	Percent
Below 50	166	1	0.6	126	75.9	39	23.5
50-150	20	2	10.0	12	60.0	6	30.0
Above 150	31	6	19.4	16	51.6	9	29.0
Column Total	217	9	4.1	154	70.9	54	25.0

Table 4.8 portrays the relationship between average monthly income of the family and girls' educational participation. As evidenced by the Chi-Square (see table 4.1, page 52), income has a positive association with girls' opportunity to go to school. 28.6 percent and 40.6 percent of the households earn below 50 Birr and 50-150 Birr with a family size of 5-10 and above 10 respectively (see table 4.7).

From the overall observation, one notes that parents seem to make a choice between sending their children to school or keeping them at home. As indicated in Table 4.8, 75.9 percent of the parents appear to prefer to send their sons to school and keep their daughters at home which could mean that, low income and large family size attribute to the low participation of girls in primary schools. The table also shows that as income of a household increases girls educational participation also increases.

In fact, in the focus-group-discussion, parents openly commented that, they could not financially support the whole family if they let all their children go to school. And they

said that at least the girls should stay at home and cover the domestic chores, as well as out-door work (such as fetch water, collect firewood, etc.).

This result seems to be supported by other studies. A study by King and Hill (1993) for instance, indicates that in less developed countries, households with large family size are forced to make a choice between their children to send to school. It has been reported that parents usually give the chance to boys due to various reasons, which could vary from society to society.

4.3.2 Father and Mother Literacy Status and Girls' Educational Participation

Table 4.9 Percentages of Parents' level of education by preference to send to school, 2002

A. Fathers' literacy status

Level of Education	N	Priority to send to school					
		A girl		A boy		Both a Girl and a boy	
		Frequency	Percent	Frequency	Percent	Frequency	Percent
Illiterate	57	1	1.8	50	87.7	6	10.5
Only read and write	22	1	4.6	18	81.8	3	13.6
1-8	25	5	20.0	13	52.0	7	28.0
9-12	10	4	40.0	4	40.0	2	20.0
Column Total	114	11	9.4	85	74.6	18	16.0

B. Mothers' literacy status

Level of Education	N	Priority to send to school					
		A girl		A boy		Both a Girl and a boy	
		Frequency	Percent	Frequency	Percent	Frequency	Percent
Illiterate	71	0	0.0	58	81.6	13	18.3
Only read and write	12	3	25.0	6	41.7	3	25.0
1-8	16	5	31.2	4	25.0	7	43.8
9-12	3	2	66.7	0	0.0	1	33.3
Column Total	103	8	7.8	68	66.0	24	26.2

As observed in the table, the majority of the parents appeared to be illiterate. One also notes in the table that a good number of parents (fathers 87.8%, mothers 81.6%), give priority to boys over girls to go to school, which implies that girls and boys have not been given equal opportunity to go to school. Again, from among the illiterate parents, the higher proportion appears to be parents of out of school girls relative to parents of primary school girls. From this, one might say that the literacy status of parents could be one of the determinant factors for the educational participation of girls.

As could be observed from Table 4.9, there is association between girls' educational participation and parents' educational level. As compared with fathers, mothers seem to show the tendency to send their daughters to school as their level of education increases. The table also depicts that out of 18.4 percent of mothers who attended primary and secondary schools, about 97.9 percent seem to give priority for girls to go to school. On the contrary, among 30.7 percent of the fathers who attended primary and secondary schools, only 60.0 percent appear to share the opinion expressed by mothers.

One possible reason for the difference in opinion between fathers and mothers, might be that, the mothers might not want their daughters to lead the kind of lives that they themselves have been leading – stay at home and remain as care-takers of domestic affairs.

Similarly, participants (mothers with primary and secondary level education) in the focus-group-discussion, reflected the views that girls should be educated to the same level with that of boys. They said that even if they have economic problems, and may not be able to send all of their children to school, it would not be right to give priority to boys all the time.

As a matter of fact, this result seems to be supported by other studies as well. A study by Tabeyin (1996) for instance, indicates that if parents are educated, particularly mothers, they want to educate all of their children whether they are girls or boys.

4.3.3 Occupational Status of Parents and Girls' Educational Participation

Table 4.10 Percentages of Parents' occupation by preference to send to school, 2002

Occupational status	N	Priority to send to school					
		A girl		A boy		Both a Girl and a boy	
		Frequency	Percent	Frequency	Percent	Frequency	Percent
Civil servant	5	2	40.0	2	40.0	1	20.0
Merchant	38	0	0.0	31	81.6	7	18.4
Farmers	86	1	1.1	76	88.4	9	10.5
Daily laborer	37	2	5.4	29	78.4	6	16.2
House wife	44	1	2.3	37	84.1	6	13.6
Other	7	0	0.0	6	85.7	1	14.3
Column Total	217	6	2.8	181	83.4	30	13.8

As the Chi-Square indicates in Table 4.1(b) (page 53), there is a significant association between parents' occupation and girls' educational participation. The results in Table 4.10 show that about 39.6 percent of parents are engaged in agricultural activities. The farming practice in Bambasi wereda is "traditional", which seems to require more labor force. As a result, in order to have adequate manpower,

most of the family members participate in the farm work. Young girls are said to have been expected to cover domestic work and care for small children, which seems to be the reason why parents (88.4%) give educational priority to boys over girls. Similar views have also been reflected in the focus-group-discussion, that girls are expected to stay at home and take care of domestic work, which of course, hinders them from the opportunity to go to school.

Apparently, this result appears to be supported by other studies. A study by Mulugeta Gebreselassie (1998) for instance, points out that the occupation of parents has a significant influence on the educational participation of girls. It has also been indicated that farmers (or self-employed parents) are found to be less likely to send their daughters to school, because they need their labour in the house and/or on the farm.

4.4 Attitude of Respondents Towards Preference for Girls

4.4.1 Parents' Preference and Girls' Educational Participation

Table 4.11 Percentages of Parents' beliefs regarding what girls should do by their preference to send to school, 2002

The best thing A girl should do	N	Priority to send to school					
		A girl		A boy		Both a Girl and a boy	
		Frequency	Percent	Frequency	Percent	Frequency	Percent
Go to school	23	6	26.1	7	30.4	10	43.5
Learn domestic affairs	83	0	0.0	63	75.9	20	24.1
Get married	111	0	0.0	97	87.4	14	12.6
Column Total	217	6	2.9	167	76.9	44	20.2

From the Chi-Square (see table 4.1(b), page 53), one observes that there is a significant association between girls' educational participation and parental preference.

As could be observed in Table 4.11, 75.9 percent and 87.4 percent respectively said that the best thing that a girl should do is stay at home and learn how to cook and manage domestic affairs; and eventually get married. Among these respondents, the majority said that they prefer to send their sons to school than their daughters.

The possible reason for the preference between boys and girls might be due to the traditional practices regarding the status of women and gender role. It appears to be the case that girls are encouraged and expected to master skills in household work and take over household responsibilities. According to Hailegabriel Dagne (1997), parents are inclined to uphold the education of their sons and resist investing their resources on girls' education, since girls are expected to take care of domestic work.

It was also observed in the focus-group-discussion, that almost all the participants (parents) expressed that boys should be given priority over girls to go to school. The reason given was that, the economic return of educational investment on boys is greater than that of girls. The participants also said that boys support their parents, and they would become household heads in the future. But girls are said to be the "property" of their husbands after they get married. Some parents even went to the extent of saying that boys are more intelligent than girls.

During the focus-group-discussion some parents pointed out that they have invested in the education of their daughters, but before completing their education they got married; and some even became pregnant before marriage. They also said that in the community, there is no a single girl who has achieved in educational career, i.e., lack of role model. So, they ask, "why should we send our daughters to school?"

In fact, similar study by Tong (1989) points out that the subordination of girls is rooted in a set of customary and legal constraint that blocks girls' entrance and/or success in the education sector. According to Tong's study, the reason is that society has false belief that women are by nature less intellectually and/or physically capable than boys'.

Table 4.12 Percentage of the attitudes of Parents towards the education of their daughters – as reported by primary school girls, 2002

The attitudes of Parents towards their daughters education	N	Priority to send to school					
		A girl		A boy		Both a Girl and a boy	
		Frequency	Percent	Frequency	Percent	Frequency	Percent
Supportive	15	2	13.3	9	60.0	4	26.7
Discouraging	61	4	6.6	49	80.3	8	13.1
Indifferent	45	1	2.2	35	77.8	9	20.0
Column Total	121	7	5.7	93	76.9	21	17.4

As could be observed in Table 4.12, the majority of the girls (80.3%) responded by saying that their parents discourage them from going to school. They also reported that their parents tell them that there is no use of going to school since they would get married soon. The girls also indicated that their parents even tell them that they would

not be successful in school – work, so they should rather concentrate on domestic affairs.

It should not be that difficult for one to see how much such parental comments discourage young girls from going to school. The psycho – social effects of such comments could also be damaging.

With regard to the same item, primary school teachers indicated that usually parents believe that if a girl starts going to school, she could be spoiled. She would neither bring anything good for the household nor perform household chores properly, nor be good to her husband. As a result, they prefer to send sons than daughters.

4.4.2 The preference of Out of School and primary School Girls

Table 4.13 Percentage of out of school and primary school girls' preference, 2002

The best thing a girl should do	Out of school Girls		Primary school Girls	
	Frequency	Percent	Frequency	Percent
Go to school	154	69.4	103	84.4
Learn domestic affairs	34	15.3	16	13.1
Get married	34	15.3	3	2.5
Column Total	222	100.0	122	100.0

Table 4.14 Percentage of out of school girls' feelings, 2002

Feel left out of school	N	Priority to send to school					
		A girl		A boy		Both a Girl and a boy	
		Frequency	Percent	Frequency	Percent	Frequency	Percent
Yes	156	9	5.8	94	60.3	53	33.9
No	63	15	23.8	28	44.5	20	31.7
Column Total	219	24	11.0	122	55.7	73	33.3



CHAPTER FIVE

RESULTS OF MULTIVARIATE ANALYSIS

As discussed in chapter four, a preliminary assessment using a Chi-Square Test was performed to determine factors, which are significantly associated with girls' educational participation. In this section of the paper, multiple logistic regression was used to investigate and determine the net effect of selected independent variables.

According to Hosmer and Lemeshow (1989:1), and Sharma (1996:317), logistic regression model is appropriate and is recommended when the dependent variable is dichotomous (binary), and the independent variables are mixture of categorical and continuous variables as is in this study.

The logistic regression model equation is given as:

$$\text{Logit}(P_i) = \ln(P_i/1-P_i) = B_0 + B_1 X_1 + B_2 X_2 + \dots + B_n X_n$$

Where:

P_i = chance of the i^{th} girl has low educational participation with that of a boy.

$1-P_i$ = chance of i^{th} girl has equal educational participation with that of a boy.

$P_i/1-P_i$ = is the risk or odds of the i^{th} girl has low educational participation as that of a boy.

$X_1, X_2, \dots, X_n$ = represent predictor or independent variables.

The level of significance of regression coefficients or the cut points for rejecting/accepting the null hypothesis used in this study is 0.05. Upon testing:

$H_0: B_i = 0$ for all $i = 1, 2, \dots, 11$; which indicates that no independent variable explains disparities of girls' educational participation.

$H_A: B_i \neq 0$ for at least one $i = 1, 2, \dots, 11$; which infers that at least one of the independent variables explains disparities of girls' educational participation.

5.2 Demographic Disparities of Girls' Educational Participation

Table 5.1 Results of Logistic Regression for Selected Demographic Disparities of Girls' educational participation, 2002

Covariates	B	S.E	Sig. T.	Exp (B)
❖ Age of parents				
20-34	-1.160	.268	0.032 (*)	.313
35-49	-.057	.569	0.137	.944
≥ 50 ^{RC}	-	-	-	-
❖ Sex				
Male ^{RC}	-	-	-	-
Female	1.833	.397	0.036 (*)	6.252
❖ Family size				
≤ 4 ^{RC}	-	-	-	-
5-10	1.420	.400	0.050 (*)	4.137
Above 10	1.766	.301	0.044 (*)	5.847
Constant	-1.323	.224	0.000	

B= Regression coefficient

S.E = Standard error

RC = Reference category

Sig. T. = Significance of P

* ≤ 0.05

Exp (B) = Exponent of B

Number of respondents (parents) = 217

5.2.1 Age of Parents and Girls' Educational participation

The logistic regression model examined the association between age of parents and girls' educational participation. The result indicates that there is a significant association between ages of parents and girls' educational participation, which demonstrates the fourth hypothesis, to be accepted, i.e., girls' educational participation is highly determined by age of the household head. The odds of girls' educational participation decreased by 68.7 percent ($e^B=.313$) for parents in the age group of 20-34 as compared to the reference category (parents in the age group of above 50). The model also reveals that younger parents do not seem to send their daughters to school compared to older parents, which appears to be odd. However, the result has been supported by other studies. For instance, a study by Mulugeta Gebresselassie (1998), points out this fact clearly.

5.2.2 Sex of the Household Head and Girls' Educational Participation

The logistic regression model has revealed a significant relationship between sex of the household head and girls' educational participation. The odds ratio in Table 5.1 indicates that females (mothers) provide much better educational opportunity for their daughters, which increases by 6.2 times ($e^B=6.252$) as compared with the reference category (male/fathers). So, hypothesis four (girls' educational participation is highly determined by sex of the household head) is accepted. In fact, this finding appears to be consistent with other studies, such as a study by Rose, et. al (1997).

5.2.3 Family Size and Girls' Educational Participation

The logistic regression model examined the net effect of family size on girls' educational participation. It revealed that the larger the family size, the higher is the possibility of girls not to go to school – which indicates that the first hypothesis could be accepted. The odds of girls not having equal educational opportunity with that of boys increases by 4.13 times ($e^B=4.137$) and 5.84 times ($e^B=5.847$) as the households have 5-10 and above 10 family members respectively as compared to the reference category (i.e., household with four or less than four family members). In other words, as the number of family members increases girls' opportunity to go to school becomes low. This might be due to the reasons indicated in chapter four, section 4.2.3 (p. 57).

5.3 Social Disparities of Girls' Educational Participation

Table 5.2 Results of Logistic Regression for Selected Social Disparities of Girls' educational participation, 2002

Covariates	B	S.E	Sig. T.	Exp (B)
❖ Fathers' literacy status				
Illiterate	-1.804	.149	0.008(*)	.164
Only read and write	-1.734	.304	0.031(*)	.176
1-8	-1.273	.280	0.028(*)	.279
9-12 ^{RC}	-	-	-	-
❖ Mothers' literacy status				
Illiterate	-1.672	.042	0.001(**)	.187
Only read and write	-1.417	.119	0.003(*)	.242
1-8	-1.003	.421	0.039(*)	.366
9-12 ^{RC}	-	-	-	-
❖ Parents' preference to their daughters				
Go to school ^{RC}	-	-	-	-
Learn domestic affairs	.309	.574	0.113	1.362
Get married	1.860	.361	0.003(*)	6.423
Constant	-1.386	.170	0.000	

B= Regression coefficient

S.E = Standard error

RC = Reference category

Sig. T. = Significance of P

* ≤ 0.05

** ≤ 0.001

Exp (B) = Exponent of B

Number of respondents (parents) = 217

5.3.1 Fathers' and Mothers' literacy status and Girls' Educational Participation

The logistic model showed a significant association between parents' literacy status and girls' educational participation. Parents in the illiterate category have shown higher tendency not to send their daughters to school. In other words, the odds of girls' educational participation reduces by 83.6 percent ($e^B=.164$) and 81.3 percent ($e^B=.187$) when their parents (fathers and mothers respectively) are illiterate as compared to parents in secondary level of education (the reference category).

As could be seen from Table 5.2 above, mothers show the tendency to send their daughters to school as their level of education increases as compared to fathers. It is also seen that the odds of girls' educational participation reduces only by 63.4 percent ($e^B=.366$) when mothers attain primary level of education, while it reduces by 72.1 percent ($e^B=.279$) when fathers attain the same level of education as compared to the reference category.

From the results, one might say that educated parents, particularly mothers are more likely to provide equal educational opportunity for both boys and girls than illiterate parents. In which case, hypothesis three (educated parents, especially mothers, are more likely to send their daughters to school than illiterate parents) could be accepted.

5.3.2 Preference of Parents and Girls' Educational Participation

Table 5.2 (p. 79) exhibits the net effect of parents' preference on girls' educational participation. Accordingly, the odds of girls' opportunity not to go to school increases by 6.42 times ($e^B=6.423$) when parents prefer that their daughters get married as compared with the reference category. So, hypothesis two (opportunity of education for young girls substantially varies with the preference and priorities given by parents) could be accepted.

The result also reveals that, early marriage is one of the possible factors that hinders girls' educational opportunity. As expressed in the focus-group-discussion, this is due to parents' anxiety that their daughters could be raped, exposed to unwanted pregnancy and/or lose virginity before marriage.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATION

In this section of the paper, summary of the study, conclusion based on the findings, and relevant recommendations have been presented.

6.1 Summary

The purpose of this study was to investigate the contributing determinants that influence girls' educational participation in primary schools in Bambasi Wereda, Benshangul Gumuz National Regional State, one of the emerging regions in the country.

In the light of the above-indicated purpose, the study was designed to answer certain specific questions, which include the following:

1. What are the basic demographic and social factors that influence the participation of girls in primary education?
2. Do young girls have equal educational opportunities with young boys?
3. What are the roles and responsibilities that are ascribed to young girls relative to that of young boys?
4. What is the preference of parents and young girls for females?

In view of the questions stated, the study had some specific objectives, which include the following:

1. To identify demographic and social factors that influence educational participation of young girls relative to that of young boys;
2. To assess the relationship between family background (such as family size, income, educational status, etc.) and girls' educational Participation;
3. To learn about the attitudes of parents with regard to the importance of education for girls relative to its importance for boys;
4. To investigate the roles and responsibilities that are ascribed to young girls;
5. To learn about the preference of parents and young girls in the community with regard to girls' future career.

In order to investigate these specific objectives, the following hypotheses were formulated:

1. The larger the size of the household, the higher is the possibility of girls not going to school.
2. Opportunity of education for young girls highly determine the preference and priority given by parents.
3. Educated parents, especially mothers, are more likely to send their daughters to school than illiterate parents.
4. Girls' educational participation is highly determined by age, sex and marital status of the household head.

In order to provide background information to the problem, literature review was done which particularly focused on:

- A. Women education and their determinants in general
- B. Women education in Ethiopia

In gathering the data relevant to the study, both open and close-ended questionnaires and focus-group-discussions (FGDs) were used. Persons and institutions participated in the study include the following:

- ❖ Parents
- ❖ Out of school and primary school girls
- ❖ Bambasi Primary School directors and teachers, and
- ❖ Benshangul-Gumuz Plan and Economic Bureau

In collecting the data relevant to the study, enumerators and supervisors were employed, and provided a two-day training about the objectives, method of the study and content of the questionnaires. Before launching the main survey, a pilot study was conducted on 60 subjects.

In the selection of the sample group (i.e., parents, out of school and primary school girls), appropriate sampling techniques were used. Initially, it was planned to have a total sample size of 200 parents, 200 out of school and 200 primary school girls in the age group 7-14 years. But during the field work, in order to increase the representation of the sample, it had been raised to 217 parents and 221 out of school

girls; whereas due to small number of eligible primary school girls' in the sample frame, only 121 were included in the study.

After collecting the necessary data, using SPSS computer software the data were recoded, cleaned and analyzed. In the analysis, univariate, bi-variate and multivariate techniques were used. The univariate analysis was used to portray the background characteristics of the study population. The bi-variate (Chi-Square test) was used to examine the association of each independent variable with the dependent variable. Multivariate analysis through using logistic regression technique was used to assess the net effect of selected independent variables on the dependent variable.

Thus, based on the data analysis, the findings could be summarized as follows:

1. From the result, one notes that age of parents is one of the determinants of girls' educational participation. The result also indicates that there is a significant association between the age of parents and their daughters' participation to education. It has also been observed that younger parents prefer to keep their daughters at home to help them with domestic work relative to older parents.
2. The result revealed that, sex of the household head is one of the determinant factors that contribute to girls' low educational participation. Sex of the household heads and girls' educational participation appeared to have a significant association. One also learns from the result that, as compared to

fathers, mothers show the tendency of providing equal educational opportunities both for boys and girls.

3. The result indicates that a household with a large family size prefers to keep their daughters at home in order to do domestic work. The result also reveals that there is a significant association between family size and girls' educational participation.
4. The result points out that, distance from residence discourages parents from sending their daughters to school. It has also been observed that, contrary to the parents, both out of school and primary school girls expressed that distance should not be a reason to stop them from going to school. One also notes from the result that distance to school is one of the demographic covariates that show an association with the dependent variable (girls' educational participation).
5. The result indicates that age of marriage is one of the demographic variables that determine girls' educational participation. The result also portrays that there is a significant association between age of marriage and girls' educational participation. During the focus-group-discussion, parents pointed out that they prefer that their daughters marry at early age instead of going to school. Primary school directors and teachers also confirmed this view.

6. Results of the study reveal that in households with a large family and a low income, parents are forced to make a choice between sending their children to school or keeping them at home. The choice appeared to be that they keep their daughters at home and engage them in household chores. The result also indicates that there is a relationship between average monthly income of the family and girls' educational participation.
7. From the result one observes that literate parents, particularly mothers show the tendency to send their daughters to school as their level of education increases as compared with fathers. The result also revealed that there is a significant association between girls' educational participation and parents' literacy status.
8. The result indicates that farmers (self-employed parents) are less likely to send their daughters to school, because it seems that they need their labour in the house. One also observes from the result that, occupation of parents has a significant association with girls' educational participation.
9. The result portrays that parents encouraged and expected their daughters to master household skills and prepare themselves to become good wives. This parental preference was also mentioned by primary school directors and teachers. The result also indicates that there is a significant association between parents' preference and girls' educational participation.

10. Results of the study indicate that, the preference of both out of school and primary school girls was to go to school. One can also learn from the result that, out of school girls felt that they have been left out of school – they have not been given equal educational opportunities with boys.

6.2 Conclusion

Based on the above-indicated results of the study, and in the light of the hypotheses formulated, the following conclusion could be drawn:

1. Some demographic covariates are found to be significant determinants of girls' low educational participation in primary schools in the community considered in this study. Only in the marital status of the household that there has been no significant association with the dependent variable.
- ❖ Younger parents are less likely to send their daughters to school than older parents.
 - ❖ As compared to fathers, mothers are more likely to provide equal educational opportunity both for boys and girls.
 - ❖ The larger the number of family size in the household, the more is the likelihood for girls not to go to school.
 - ❖ The longer the distance of the primary school from residence, the higher is the likelihood for girls not to go to school.
 - ❖ Early marriage has a negative impact on girls' educational participation.

2. Some socio-economic covariates are found to be significant determinants of girls' low educational participation in primary schools in the community considered in this study.
- ❖ The lower the average monthly income of the household the higher is the possibility for girls not to go to school.
 - ❖ As parents', especially mothers', literacy status increases, girls' opportunity to go to school also increases.
 - ❖ Parents' occupational status, particularly that requires more manpower like farming, decreases the likelihood for girls' to go to school.
 - ❖ Parents' preference determines girls' educational participation.

6.3 Recommendations

Studies reveal that in today's world, no nation can afford to ignore or undermine the importance of active participation of the female population in all aspects of development. It has also been underscored that a viable economic development for instance, is unthinkable without the participation of women who constitute about half of the population in almost all societies (Chabaud 1970; UNDP 1993).

One of the important factors in the process of development is education. Education is a vehicle of social progress and socio-economic transformation. It is viewed not only as an individual's fundamental right but also an investment in human resource development.

It is also an established fact that educated manpower is essential in all spheres to bring about a viable change in a nation's political, economic and social development. In such efforts girls' active participation in education seems to be of absolute necessity.

In order to increase girls' educational participation in the country's school system, some of the issues that need to be addressed include:

1. Creating awareness among the public regarding the importance of education for both girls and boys. In the effort to do so, using appropriate mechanisms would be necessary. In addition to the intensive use of the mass media, the

public could be approached through 'Eder', 'Ekob', Farmers' and Urban Dwellers' Associations, religious leaders and elderly people.

2. Encouraging parents to send their daughters to school.
3. Making an efforts to avoid early marriage through influencing the society to accept a policy stated under 'The National Population Policy of Ethiopia', i.e.,
 " Raising the minimum age at marriage for girls from
 the current lower age limit of 15, to at least 18 years."
4. "Educating" parents about the negative impacts of heavy domestic work, and early marriage on their daughters' accessibility to education.
5. It needs an effort to create awareness among parents concerning the importance of education. This could be possible through introducing the Literacy Campaign.
6. The educational policy of the country clearly indicates that both males and females should have equal accessibility to educational opportunities. However, it still appears to be the case that the enrollment rate of female population seems to be far below that of the male enrollment population. So, the necessary intervention strategies and programmes that would help to implement the policy needs to be developed and put into action.

Bibliography

- Adhiambo Odaga and Ward Heneveled (1995). *Girls and school in sub-Saharan Africa*, World Bank Technical Paper No. 298, Africa Technical Department Series. Washington. The World Bank.
- Alasebu G. Selassie (1988). *The Situation of Women in Ethiopia*: A Report to the UN Inter-Agency Group on Women in Development, Addis Ababa.
- Alemtsehai Zeleke (1985). *A critical; Analysis of the problems of Women's Education in Ethiopia* (Unpublished Master's Thesis) Hague.
- Asmaru Berihun (1994). *Promoting Women's Participation in Educational Administration*, Addis Ababa: MOE.
- Ballora, Maecela (1991) *Women and literacy*, London and New Jersey Zed Books Ltd.
- Benel, August (1988) *Woman the past, present and Future*. London: Zwan Publication.
- Benshangul Gumuz Plan and Economic Bureau (1997). *Bambasi Wereda Physical and Economic Information*, Assosa Town (Amharic version).
- Boserup, Ester (1970) *Women's Role in Economic Development*, New York St. Martin Press.
- CSA (1998). *Population and housing census of 1994*, Addis Ababa.
- Chabaud, Jacqueliion (1970). *The Education and Advancement of Women*, Paris: UNESCO.

- Etsegenet Hailemariam (1996). *The Problem of Women Education*, Addis Ababa: Addis Ababa University.
- Genet Daba (1992). *Gender Issues in Ethiopia: Women in Primary and Secondary Education*, Addis Ababa. Addis Ababa University: Institute of Ethiopian Studies.
- Hailegabriel Dagne (1997). *Female Participation in Four Schools in Bure District in Ethiopia*, Oromia, GTZ – Primary Education Assistance Project.
- Hosmer, D.W. and Lemestows (1989) *Applies logistic regression*, New York John Wilcy and sonc, Inc.
- Kandiyoti, Deniz (1985) *Women in Rural production systems: problems and policies*, Paris: UNESCO.
- King, E and Hill M. (1993). *Women Education in Developing Countries*, Barriers, Benefits and Policies, London, The Johns Hopkins University Press.
- Kane, E (1996) *Gender, Culture and Learning*, Washington: Education Development Center.
- Laftey L., Alic (1988) *Wines, Harlets and Concubines*, The old Testament in Feminist Perspective, Great Britain.
- Mekasha Belete (2000). *Some factors affecting female pupils participation and Academic performance in primary education in Amhara region* (Unpublished Masters thesis) Addis Ababa University: School of graduate studies.
- Ministry of Education (1995) *Education statistics Annual Abstract*, Addis Ababa Commercial Printing Enterprises.

_____ (1996) *Education statistics Annual Abstract*, Addis Ababa
Commercial Printing Enterprises.

_____ (1997) *Education statistics Annual Abstract*, Addis Ababa
Commercial Printing Enterprises.

_____ (1998) *Education statistics Annual Abstract*, Addis Ababa
Commercial Printing Enterprises.

_____ (1999) *Education statistics Annual Abstract*, Addis Ababa
Commercial Printing Enterprises.

_____ (2000) *Education statistics Annual Abstract*, Addis Ababa
Commercial Printing Enterprises.

_____ (2001) *Education statistics Annual Abstract*, Addis Ababa
Commercial Printing Enterprises.

Mulugeta Gebreselassie (1998). *Quality Education in Ethiopia: Vision for the 21st Century “Determinants of School Enrollment in Ethiopia”*, Addis Ababa
University, Institute of Educational Research (IDR), p. 87-99.

National Regional Government of Benshangul Gumuz and the United Nations
Economic Commission for Africa-UNECA (1998). *Education Programme
Proposal*, vol. 10, UNECA.

Odaga, A. and Heneveld, W. (1995). *Girls and School in Sub-Sahara Africa from
Analysis to Action*, Washington D.C., The World Bank.

Rose, P.etal. (1997) *Gender and Primary School in Ethiopia: Research Report*,
England: Institute of Development studies.

Seyoum Tefera (1986) The Education of warren in Ethiopia: A missing piece in the Development puzzle. *The Ethiopian Journal of Education*, vol x No.1.

Schosrak, Marjoric (1990) *NISA The life and Words of ! kung Women*, London Erthscan publication Ltd.

Tabeyin Gedlu (1996). *Women in Education: The Case of Ethiopia*, (Unpublished Masters thesis) The University of Manchester, Facility of Education.

Teshome G.Wagaw (1979) *Education in Ethiopia: Prospect and retrospect*, Washington: The university of Michigan Press.

Tongo, R. (1989). *Feminist Thought. A comprehensive Introduction*, London, Unwin Hyman Ltd.

UNDP (1993). *Human Development Report*, New York.

United Nation (1975) *Warren of Africa Today and Tomorrow*, UNECA/Women's Program.

Ward, Kathryn (1984). *Women in the world-system its impact on status and Fertility*, New York: Preager Publishers.

Appendices

Addis Ababa University
School of Graduate Studies
Institute of Development Research (IDR)
Demographic Training and Research Center (DTRC)

The main objective of the questionnaire is to gather data with regard to demographic and social factors that influence educational participation of girls in primary schools. In response to each question/item, you are expected to indicate your opinion about educational participation of girls in primary schools relative to boys.

Since your assistance is of a paramount importance to attain the objective of the study, you are kindly requested to answer all the questions/items presented. The answers and results of the study will not in any way affect your or any other person. Do not write your name in the questionnaire.

Instruction

- A. In questions, which do not have alternative answers, indicate your answer/choice by writing in the space provided.
- B. In questions with alternative answers, choose one and circle.

Thank you for your cooperation

Region _____	Wereda _____	Kebele _____
Questionnaire identification number _____		
Interviewer Name _____		
Date interview: _____		
Checked by supervisor: Signature _____		Date _____

Appendix I : Questionnaire for Parents

Section 1: Personal Data

No.	Question	Coding Categories	Skip to
1.	Sex	Male 1 Female 2	
2.	Age	Age in completed years _____ Don't know 88 No response 99	
3.	Ethnic group	Agew /Awing 1 Amara 2 Gumuz 3 Jebelawi 4 Oromo 5 Shinasho 6 Other, specify _____ No Response 99	
4.	Religion	Orthodox 1 Moslem 2 Catholic 3 Protestant 4 Other, specify _____ No Response 99	
6.	Marital Status	Never married 1 Married 2 Divorced 3 Widowed 4 Separated 5 No response 99	
7.	Educational level	Illiterate 1 only read & write 2 1-8 3 9-12 4 Above 12 5	
8.	Current occupation	Civil Servant 1 Merchant 2 Agriculture 3 Daily laborer 4 House wife 5 Other specify _____ No response 99	

Section 2: Demographic and social Aspects

No.	Questions	Coding Categories	Skip to
9.	Number of family members	<div>< 4 1</div> <div>5-10 2</div> <div>Above 10 3</div> <div>No response 99</div>	
10.	Number of dependents (Those who don't have their own income)	<div>None 1</div> <div>1-4 2</div> <div>5-8 3</div> <div>More than 9 4</div> <div>No response 99</div>	
11.	Average monthly income of the family?	<div>Below 50 Birr 1</div> <div>50 - 150 Birr 2</div> <div>More than 150 Birr 3</div> <div>No response 99</div>	
12.	How many children do you have?	<div>1-2 1</div> <div>3-4 2</div> <div>More than 4 3</div> <div>No response 99</div>	
13	Number of daughters	<div>1-2 1</div> <div>3-4 2</div> <div>More than 4 3</div> <div>No response 99</div>	
14.	How many of your school age children attend school at present?		
14A.	Boys	<div>None 1</div> <div>1-2 2</div> <div>3-4 3</div> <div>More than 4 4</div> <div>No response 99</div>	
14B	Girls	<div>None 1</div> <div>1-2 2</div> <div>3-4 3</div> <div>More than 4 4</div> <div>Response 99</div>	
15.	How many of your school age children have discontinued school?		
15A.	Boys	<div>None 1</div> <div>1-2 2</div> <div>3-4 3</div> <div>More than 4 4</div> <div>No response 99</div>	

15B.	Girls	None 1 1-2 2 3-4 3 More than 4 4 No response 99
15C.	What are the reasons, particularly for girls discontinued their school? _____ _____ _____	
16	How many of your school age children do not go to school at all?	
16A.	Boys	None 1 1-2 2 3-4 3 More than 4 4 No response 99
16B.	Girls	None 1 1-2 2 3-4 3 More than 4 4 No response 99
17.	What are the reasons, If your daughters do not go to school at all? _____ _____	
18	Whom do you think should be given priority to go to school between boys and girls?	A girl 1 A boy 2 Don't know 88 No response 99
19.	How far is the primary school from your residence?	less than 15 minutes walk 1 15 to 30 minutes walk 2 30 to 60 minutes walk 3 more than 60 minutes walk 4 Don't known 88 No response 99
20.	Do you think that girls should go to school if the school is far away from residence?	Yes they should 1 No they shouldn't go 2 Don't know 88 No response 99
21.	If your answer is no they shouldn't go for Question 20, way? _____ _____	

No.	Questions	Coding Categories	Skip to
22.	What are the tasks that your daughter(s) fulfill or you expect them to fulfill at home? _____ _____		
23.	Do all school age girls in your locally have go the opportunity to go to school?	Yes 1 No 2 Don't Know 88 No Response 99	
24.	If your answer is no for questions 23, what do you thing are the reasons? _____ _____		
25.	In your opinion, what is the best thing that a girl should do?	Go to school 1 stay at home and learn how to cook and manage domestic affairs 2 Get married 3 other , specify _____ Don't known 88 No response 99	
26.	As practices in the community, most of the time at what age do girls get married?	Under 10 years 1 10 -12 years 2 13 - 15 years 3 16 - 18 Years 4 19 -21 Years 5 above 21 Years 6 Don't Known 88 No response 99	
27.	In your opinion, what is the best time for girls to get married?	Under 10 years 1 10 -12 years 2 13 - 15 years 3 16 - 18 Years 4 19 -21 Years 5 Above 21 Years 6 Don't Known 88 No response 99	
28A.	Whom do you think should do more domestic work?	A girl 1 A boy 2 Don't Known 88 No response 99	
28B.	What so you think is the effect of heavy load of domestic work on school performance? _____ _____		

No.	Questions	Coding Categories	Skip to
29A.	In your opinion, who's training (education) is more beneficial to the parents?	<div>A girl 1</div> <div>A boy 2</div> <div>Don't Known 88</div> <div>No response 99</div>	
29B.	If the answer is a boy for question 29A, Why? <hr/> <hr/> <hr/>		
30A.	Parents usually prefer not to send their daughter to school, do you agree?	<div>Yes 1</div> <div>No 2</div> <div>Don't Known 88</div> <div>No response 99</div>	
30B.	If the answer is yes for question 30A, Why? <hr/> <hr/> <hr/>		
31.	What is your general comment above the present educational participation of girls in your community? <hr/> <hr/>		
32.	What should be done by the regional administration in order to improve girls educational at primary level? <hr/> <hr/> <hr/>		

Appendix II: Questionnaire for Out of school girls

Section 1: Personal Data

No.	Questions	Coding categories	Skip to
1	Age	Age in completed years _____ Don't Known 88 No response 99	
2.	Ethnic group	Agew/Awing 1 Amara 2 Gumuz 3 Jebelawi 4 Oromo 5 Shinasha 6 Other, Specify _____ No response 88	
3.	Religion	Orthodox 1 Moslem 2 Catholic 3 Protestant 4 Other, specify _____ No response 99	

Section 2 Demographic and social aspects

4.	What work does your father do for living?	Civil Servant 1 Merchant 2 Agriculture 3 Daily laborer 4 Other, specify _____ Don't known 88 No response 99	
5.	What work dose your mother do for living?	Civil Servant 1 Merchant 2 Agriculture 3 Daily laborer 4 House wife 5 Other, specify _____ Don't Known 88 No response 99	

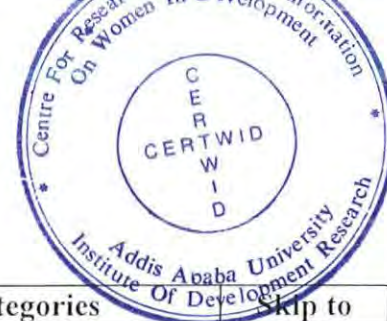
No.	Questions	Coding categories	Skip to
6.	What level of education do your mother and father have?		
6A.	Mother	Illiterate 1 Only read & write 2 Primes school (1-8) 3 Secondary school (9-12) 4 Above secondary 5 Don't know 88	
6B.	Father	Illiterate 1 Only read & write 2 Primes school (1-8) 3 Secondary school (9-12) 4 Above secondary 5 Don't know 88	
7.	What are some of the works you do at home?		
8.	Number of family members	< 4 1 5-10 2 More than 10 3 No response 99	
9.	Have you ever been to school?	Yes 1 No 2 No response 99	
10.	If the answer is yes for questions 9, what grade were you in?	1-2 1 3-4 2 5-6 3 7-8 4 No response 99	
11.	Why did you quit school?		
12.	Do you have sister?	Yes 1 No 2 No response 99	
13	If you answer is yes for question 12, how many sisters do you have?	1-2 1 3-4 2 More than 4 3 No response 99	

No.	Questions	Coding categories	Skip to
14.	The total number of your school aged sister(s) attending school presently is	None 1 one 2 Two 3 Three 4 More than three 5 No response 99	
15.	The total number of your school-aged sister(s) that dropped out from school is?	None 1 one 2 Two 3 Three 4 More than three 6 No response 99	
16.	If one or more dropped out what do you think are the reason(s)? _____ _____ _____		
17.	The total number of your school aged sister(s) that do not attend school presently is	None 1 One 2 Two 3 Three 4 More than three 5 No response 99	
18.	If one or more do not attend school presently what do you think are the reasons	The school is very far from your home 1 You have to interest to go to school 2 Your parents do not allow to go to school_ 3 Other specify _____ Don't Know 88	
19.	Do all School age girls in your locality have got the opportunity to go to school	Yes 1 No 2 Don't Know 88 No response 99	
20.	If your answer is no for question 19, what do you think are the reasons? _____ _____ _____		
21.	Whom do you think should be given priority to go to school between a boy and girl?	A girl 1 A boy 2 Other, special _____ Don't know 88 No response 99	

No.	Questions	Coding categories	Skip to
22.	If your answer is a boy for question 23A, why? _____ _____ _____		
23.	How far is the primary school from your residence?	Less than 15 minutes walk 1 15 to 30 minutes walk 2 30 to 60 minutes walk 3 More than an hour walk 4 Don't know 88 No response 99	
24.	Do You think that girls should go to school if the school is far away from the residence ?	Yes they should go 1 No they should not go 2 Don't know 88 No response 99	
25.	If the answer is no they should not go for question 25, Why? _____ _____ _____		
26.	In your opinion, what is the best thing that a girl should do?	Go to School 1 Stay at home and learn how to cook and manage domestic affairs 2 Get married 3 Other, specials _____ Don't Know 88 No response 99	
27.	As practices in the community, most of the time at what age do girls get married?	Under 10 years 1 10-12 years 2 13 - 15 years 3 16 -18 years 4 19-21 years 5 Don't Know 88 No response 99	
28.	In your opinion, what is the best time for a girl to get married?	Under 10 years 1 10-12 years 2 13 - 15 years 3 16 -18 years 4 19-21 years 5 Don't Know 88 No response 99	

No.	Questions	Coding categories	Skip to
29.	Whom do you think should do more domestic work?	A girl 1 A boy 2 Other, Specify _____ Don't know 88 No response 99	
30.	What do you think is the effect of heavy load of domestic work on school performance? _____ _____		
31.	In your opinion, whom do parents usually give better opportunity to go to school b/n a girl and a boy in a given family?	To a boy 1 To a girl 2 Other, specify _____ Don't know 88 No response 99	
31.	If the answer is for a boy for question 31, what do you think are the reasons? _____ _____ _____		
32.	Do parents usually tell their daughters to quit school after they started	Yes 1 No 2 Don't know 88 No response 99	
33.	If the answer is yes for question 32, what do you think are the reasons? _____ _____ _____		
34.	Do you think that you should be educated to the same level as boys?	Yes 1 No 2 Don't know 88 No response 99	
34.	Do you fell left out because you are not in school?	Yes 1 No 2 Don't know 88 No response 99	
36.	What should be done by the regional administration in order to improve girls educational participation at primary level? _____ _____ _____		

Appendix III: Questionnaire for primary school girls



Section 1: Personal Data

No.	Questions	Coding categories	Skip to
1	Age	Age in completed years _____ Don't Known 88 No response 99	
2.	Ethnic group	Agew/Awing 1 Amara 2 Gumuz 3 Jebelawi 4 Oromo 5 Shinasha 6 Other, Specify _____ No response 88	
3.	Religion	Orthodox 1 Moslem 2 Catholic 3 Protestant 4 Other, specify _____ No response 99	
4.	The name of your school	_____	
5.	Your grade	1-2 1 3-4 2 5-6 3 7-8 4 No response 99	

Section 2: Demographic and social aspects

6.	Number of family members	< 4 1 5-10 2 More than 10 3 No response 99	
7.	What work dose your mothers do for living?	Civil Servant 1 Merchant 2 Agriculture 3 Daily laborer 4 House wife 5 Other, special _____ Don't Known 88 No response 99	

No.	Questions	Coding categories	Skip to
8.	What work does your father do for living?	Civil Servant 1 Merchant 2 Agriculture 3 Daily laborer 4 House wife 5 Other, special _____ Don't known 88 No response 99	
9.	What level of education do your mother and father have?		
9A.	Father	Illiterate 1 Only read & write 2 Primes school (1-8) 3 Secondary school (9-12) 4 Above secondary school 5 Don't know 88 No response 99	
9B	Mother	Illiterate 1 Only read & write 2 Primes school (1-8) 3 Secondary School (9-12) 4 Above secondary School 5 Don't know 88 No response 99	
10.	Have you ever dropped out from school before?	Yes 1 No 2 No response 99	
11.	If the answer is yes for question 10, What was the reason (s)? _____ _____		
12.	Do you have sisters and brothers?	Yes 1 No 2 No response 99	
13.	If the answer is yes for question 15, How many sisters do you have?	1-2 1 3-4 2 More than 4 3 No response 99	
14.	The total number of your school aged sister(s) attending school presently is	None 1 One 2 Two 3 Three 4 More than three 5 No response 99	

No.	Questions	Coding categories	Skip to
32.	In your School, what do you think of the drop -out rate b/n female and male students?	The drop-out rate of female students is higher relative to male students 1 The drop- out rate of male students is higher relation to that female students 2 Don't Know 88 No response 99	
33.	If the answer is the drop- out rate of female students is higher than that of male students, what do you think are the reasons? _____ _____ _____		
34.	In your opinion, whom do parents usually give better opportunity to go to school b/n a girl and a boy in a given family?	To a boy 1 To a girl 2 Other, specify _____ Don't know 88 No response 99	
35.	If the answer is for a boy for question 35A, what do you think are the reasons? _____ _____ _____		
36.	Do parents usually tell their daughters to quit school after they started	Yes 1 No 2 Don't know 88 No response 99	
37.	If the answer is yes for question 36, what do you think are the reasons? _____ _____ _____		
38.	What is the general attitude of your parents towards your education?	Supportive 1 Discouraging 2 Indifferent 3 Don't know 88 No response 99	
38.	If your parents do not support you to go to school, what do you think are the reasons _____ _____ _____		
39.	Do you think that you should be educated to the same level as boys?	Yes 1 No 2 Don't know 88 No response 99	

Appendix IV: Questionnaire primary school directors

1. Region _____
2. Wereda _____
3. Name of school _____
4. What is the enrollment of girls and boys in your school since 1990 E.C?

Year	Number of Boys	Number of Girls
1990		
1991		
1992		
1993		
1994		

7. In your opinion, do parents in the community give preference to their sons to go to school relative to their daughters?

4.1 Yes ☐

4.2 No ☐

8. If the answer is yes for question 4, what do you think are the reasons?

9. What is the drop-out rate of girls and boys in your school from 1989 E.C to 1993 E.C?

Year	Number of Boys	Number of Girls
1989		
1990		
1991		
1992		
1993		

10. In your opinion, what are the main reasons for the drop out of girls?

11. In order to improve girl educational participation in the Wereda as well as in the Region as a whole, what the Regional Education Bureau and Administrative Office should do?

12. What measurements should be taken to convince parents to send their daughters to school?

13. What is your general comment towards girls' educational participation at primary level?

Appendix V: Questionnaire primary school teachers

Section one – Personal Data

1. Sex
 - 1.1 Male ☐
 - 1.2 Female ☐
2. In what grade do you teach? _____
3. What subject(s) do you teach? _____

Section two – Demographic Data

4. What is the preference of young girls in the community?
 - 4.1 To go to school ☐
 - 4.2 To stay at home and learn domestic affairs ☐
 - 4.3 To get married ☐
 - 4.4 Other, specify _____
 - 4.5 Don't know ☐
5. What is the preference of parents to their daughters in the community?
 - 5.1 To go to school ☐
 - 5.2 To stay at home and learn domestic affairs ☐
 - 5.3 To get married ☐
 - 5.4 Other, specify _____
 - 5.5 Don't know ☐
6. Is girls get married by their free well in the community?
 - 6.1 Yes ☐
 - 6.2 No ☐
7. In the community most of the times at what age do girls get married?
 - 7.1 Under 10 years ☐
 - 7.2 10-12 years ☐
 - 7.3 13-15 years ☐
 - 7.4 16-18 years ☐
 - 7.5 19-21 years ☐
 - 7.6 Don't know ☐
8. Is there a belief that boys' education more beneficial than girls?

Appendix VI: Questionnaire for Bambasi Wereda Education Bureau

1. Region _____
Wereda _____
2. How many primary schools are found in the Wereda? _____
3. What is the primary school enrollment of girls and boys in Assosa Wereda since 1990 E.C?

No	Name of school	No. of girls					No. of boys				
		1990	1991	1992	1993	1994	1990	1991	1992	1993	1994

4. In your opinion, do parents in the community give preference to their sons to go to school rather than their daughters?

4.1 Yes ☐ 4.2 No ☐

4.3 If the is yes, what do you think are the reasons?

5. What are the dropout rate of girls and boys in the Wereda since 1989?

No	Name of school	No. of girls					No. of boys				
		1989	1990	1991	1992	1993	1989	1990	1991	1992	1993

Appendix VII

A. Focus-Group-Discussion With Parents (Questions to initiate Discussion)

1. What particular work do young girls do in the family?
2. Do young girls have equal educational opportunities with young girls?
3. Do parents prefer their sons to send to school than their daughters?
If yes why?
4. Do you think that education is more important to boys than it is to girls?
If yes why?
5. At what age do you think girls should get married?
6. What is your general comment about the present girls educational participation
in your community?

B. Focus-Group-Discussion With Out of School Girls (Questions to initiate Discussion)

1. What are some of the works young girls do at home?
2. Have you ever been to school?
3. Would you like to go to school if you are given the opportunity?
4. Do you think that parents in the community prefer not to send their daughters
to school?
If yes why?
5. What is the preference of age of marriage in the community?
6. What is your general comment about the present girls educational participation
in your community?

C. Focus-Group-Discussion With Primary School Girls (Questions to initiate Discussion)

1. What are some of the works young girls do at home?
2. Do girls in the community are given equal opportunity with boys to go to
school? If no, why not?
3. What is the preference of age of marriage in the community?
4. Do you believe that parents in the community feel that education is more
important to boys than it is to girls?
If yes, why?
5. What do you think about the drop out between boys and girls?
7. What is your general comment about the present girls educational participation
in your community?

DECLARATION

I, undersigned declare that this thesis is my original work, has not been present for a Degree in any other university and that all sources of materials used for the Thesis been duly acknowledge.

Name: Amanuel Abraham

Signature



Place and Date of Submission: AAU, June 2002

Dr Hirut Terefe
Advisor



Signature

28/06/02
Date