



ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

**FACTORS AFFECTING FEMALE STUDENT'S ACADEMIC PERFORMANCE
IN SECONDARY SCHOOLS OF MAKUEY WOREDA, NUER ZONE GAMBELLA**

BY: TUT PUOT MAJIOK

JUNE 2024

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APPROVAL PAPER

This is to certify that the thesis prepared by Tut PuotMajiok entitled: “A factor affecting the female students Academic Performance in Selected Secondary Schools of MakueyWoreda, NuerZone, Gambella People’ National Regional State, this thesis is submitted in partial fulfillment of the requirements for the Degree of Master of Arts in accordance to the regulations of the Addis Ababa University and meets the accepted standards with respect to originality and quality.

Signed by the Examining Committee

External Examiner _____ Signature _____ Date _____

Internal Examiner _____ Signature _____ Date _____

Declaration

As Thesis research advisor, I am here by certify that I have read and evaluated this Thesis prepared, under my guidance, by Tut PuotMajiok entitled “*Factor Affecting the female student’s academic performance in the Selected three secondary School in MakueyWoreda, Nuer Zone Gambella People’s National RegionalState*” I recommended that it should be submitted as fulfilling the MA Thesis requirement.

ABSTRACT

This study was aims to investigate factors affecting the female students' academic performance in MakueyWoreda secondary schools. This study method used descriptive survey design. Both primary and secondary sources of data were collected using quantitative and qualitative data gathering. The raw data were collected from teachers, principals, education experts and female students while the secondary data were collected from relevant documents and school reports. A total of 450 respondents were included in this study. Availability sampling was employed to select schools, purposive sampling and stratified random sampling techniques were employed to select respondents included in the study. Data collection tools were questionnaires, focus group discussion, interviews and observations. Both quantitative and qualitative data analysis were employed in order to reach at results. Data analysis led to the following major findings. It was revealed that parents low economic status ,lack of adequate role model female teachers and early marriage were among the most influential factors on female academic performance. Based on the findings, it was safely concluded that factors affecting the academic performance of female students in the selected three secondary schools in MakueyWoreda was rate to be lower than that of male. As a result, the study recommended different problem solving mechanisms in order to give support to female students learning outcome. Specifically, the study suggested that Gambella Education Bureau shall provide guidance and counseling services, assigning female directors and female teachers in MakueyWoreda secondary schools who can serve as role models for female students. Finally,MakueyWoreda secondary schools are advised to provide sustained tutorial support for female students, so as to improve their academic performance.

Key Words: Factors Affecting, Female Students, Academic Performance and MakueyWoreda

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LIST OF ABBREVIATIONS

CSO	Charity Societal Organization
ENAR	Ethiopian National Agency Report
ESDP	Education Sector Development Program
FDRE	Federal Democratic Republic of Ethiopia
GER	Gross Enrollment Ratio
GPNRS	Gambella Peoples' National Regional state
IFAE	Integrated Functional Adult Education
IOM	International Organization for Migration
KA	Kebele Administration
KM	Kilo Meter
MoE	Ministry of Education
MWEO	Makuey Woreda Education Office
PAP	Program Action Plan
UNESCO	United Nations Educational Scientific and Cultural Organization
UPE	Universal Primary Education
WB	World Bank

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CHAPTER ONE

1. INTRODUCTION

1.1 Background of the study

As it is known that education is an important foundation for any developing process in the world on which the social, economic, political and cultural development of a nation is based. Education improves the capacities of societies and their social, economic, scientific technological and institutions. It also helps people to alleviate poverty, tackle demographic problems, improve health and nutrition, and increase the value and efficiency of labor.

TadesseShiferaw (2009) indicated that education is not a charity rather a fundamental human right for all people irrespective of their sex, race, economic status which is the key to sustainable development, peace and stability among countries. In any society, the provision of education is a fundamental and basic for human resource development. Education represents a major form of human resources development. Human resource development is determined by the availability and quality of education. Human resource development constitutes an underlying basis upon material development. It is a cornerstone for the nation's fast socio-economic development (Tamir, 2009).

The social life and economic development of the country is directly linked with student academic performance. The students' performance (academic achievement) plays an important role in producing the best quality human capital efficiency who will become great leader and manpower for the country thus responsible for the country's economic and social development(Tadesse, 2009).

AlemayehuBogale (2003) stated that education contributes for transforms both humanity and human instillations. Similarly, the Universal Declaration of Human Rights of 1948 stipulates that everyone has the right to education. It is not a charity rather it is a fundamental human right for all the people irrespective of their sex, race, economic status and other difference. Similarly, it is indicated that girls and women should have equal access to, and continuing participation in all forms and levels of education. However, historical disparities in education existed in almost all societies, especially between male and females''. *In spite of the universal principles today, it is a fact that all over the world more or less subtle, obvious or cancelled discrimination against women remained as a truth*

whose existence is undeniable.

Department for International Development (2005) portrayed that there are still 58 million girls worldwide who are not in school. The majority of these females'' live in sub-Saharan Africa and South and West Asia. Female growing up in a poor family in sub-Saharan Africa has less than a one-in-four chance of getting a secondary education. The Millennium Development Goal (MDG) to get as many girls as boys into primary and secondary school by 2005 is likely to be missed in more than 75 countries.

Females'' education has long been recognized as a human right however this right to education is denied to 58 million girls, and a further 45 million boys, even at the primary school level. More than 75 countries are likely to miss the 2005 MDG target for gender parity in primary and secondary enrolments. One-third of these countries are in sub-Saharan Africa. More than 40 % of all countries with data are at risk of not achieving gender parity at primary, secondary or both levels of education even by 2015(DFID, 2005). Education is one of the social factors whereby gender disparity is reflected. The number and proportion of educated females'' is very low. As the grade level of education increases, the number of female students starts to decline. Consequently, higher education remains the level of learning where females'' are less represented both as students and staff. The very few women that are fortunate enough to join higher learning institutions can be characterized by lower academic performance and higher forced withdrawal. Consequently, such inequity in higher education representation has a serious life-long impact on their opportunities to participate in the country's political power sharing economic privileges as well as social representations (Yeshimebrat, Alemayehu and Firew, 2013).

In Ethiopia, as in many other part of the world, the vast majority of women are demoted to traditional roles and consequently their participation minimal in social and economic development in general and in education in particular. Access to education at all levels is more readily available to male more than females''. Ethiopia is one of the developing countries with low females'' performances in education. Statistics reveals that the number of female students in primary, secondary and higher education is not equal to that of male students regarding to score high grade. This low performance is one of the causes for female's student academic to be underprivileged and underrepresented in development

programs (KassaShurke, 2006).

Women are at the heart of most societies. Regardless of whether they are working or not, mothers are very influential people in children's lives. Educating female is one of the most important investments that any country can make in its own future. Education has a profound effect on female's student ability to claim other rights and achieve status in society, such as economic independence and political representation. Having an education can make an enormous difference to a woman's chances of finding well-paid work, raising a healthy family and preventing the spread of diseases such as HIV and AIDS (DFID, 2005).

Ayelew (2005) stated that the Ethiopian population is primary rural. MoE (2004) indicated that, nearly 85% of the Ethiopia populations live in the rural areas. The educational system was however, urban biased for long times. Women constitute half of the country's population and are involved in 50- 80% of the economic development and social welfare activities. It can be estimated that the majority of the people living in chronic poverty in Ethiopia are women who are most of living in rural areas. According to the UNESCO (1985), failures to send female students to school do have deep rooted sociocultural bases such as early marriage, child bearing responsibility and unwillingness to allow female student to travel long distance. In many countries female student are expected to contribute to childcare and household chores rather than go to school (Kassa, 2006).

Emebet (2001) revealed that, Ethiopia is among the poorest and educationally most disadvantageous country in the world. The prevalence of illiteracy rate is one of indicators of the country welfare. The male literacy rate is 40% whereas for female is 19.5% of the country population (Ayalew, 2005).

The report of the Central Statistical Authority (CSA, 2007), indicated that, women constitute half of the Ethiopian population. They should have constituted significant proportion of the work force and contributed to economic, social and political development of the country. From the school age population of female students in the country, there was very low proportion at secondary level. Not only women are low in number but also poorly performing at the level with particular reference to grade 10 (Ten) national examination is low.

The Constitution of Ethiopia defines the equality of women and men, recognizes the right of affirmative measures for women and provides special attention to women so as to enable them to compete and participate on the basis of equality with men in political, social and economic life in public and private institutions. The Government of Ethiopia has launched an educational program with major emphasis on enhancing the performance of females'' in education through different means. It has taken quite a number of series measures particularly aimed at improving quality of teaching, to enhance students' academic achievement and realizing the importance of quality education (MO E, 1994).

Wudu and Getahun (2009) indicated that it is very evident that gender issues have received high priority in education policy in Ethiopia since the new government came to power in the early 1990s. A specific objective of the Education and Training Strategy is to use education to change attitudes towards the role of women in development (Federal Democratic Republic of Ethiopia (FDRE), 2002). This included giving attention to gender issues in curriculum design, placing special emphasis upon the recruitment, training and assignment of female teachers, and giving financial support to raising the participation of women in education. The education of girls was also supported by a number of other government policies such as population and social policy, women's policy, etc. Even so, the issue of female's education is still calling for further investigation in Ethiopia and particularly regions like Gambella Regional State where we find diversity of culture, traditions and economic activities (Tadesse, 2009)

In the same fashion, the patterns of female student's academics performance in secondary schools are more severely so for Gambella particularly for Nuer Zone where the status of women are inferior to men in almost all aspects of life. Woman's role in the area is usually confined only to boring activities linked to child rearing, housework and support of adult men, thus they have little or less access to schooling which more dominant in the rural parts (Elias, 2006)

Many of the factors which affecting female education at secondary level identified by different scholars were family factors (educational level of the house hold head family size household chores), economic factors (school cost, household income and parental needs of labor), Psychological factors (parental attitude towards female education, teachers and community attitudes towards female students, self-esteem of female students and early

marriage) and School factors (sexual harassment, school distance, learning environment, and model female teachers).

By recognizing all these gaps, this study were designed to investigate and identify the factors that affect the academic performance of female student's and was tried to show the possible recommendation to tackle the specified problems in selecting secondary schools of MakueyworedaNuer Nation Zone Gambella Regional State.

1.2. Statement of the Problem

Ensuring that both males and females'' are able to attend school is a crucial part of reducing poverty and achieving sustainable development. It means that men and women would be equipped with the knowledge and skills to contribute to their society (AusAID, 2010)

Education is a backbone for rural development. It is an inevitable a foundational for any sort of development. Education is an instrument for reducing poverty, improving the living condition of rural people, and ensuring well-being of the society. Educated male and female citizens are a great asset for a country to build a sustainable development

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

However, the practice, women are far away from exercising their rights, especially in education. Female student in rural Ethiopia invariably encountered different problems in attending school. Several studies in Ethiopia revealed that poverty or economic constrain were the stumbling blocks for female education. In ability to buy school materials is one of

the reasons why females' dropout (Embet, 2001). The factors within the class room are not the only cause of gender imbalances in education and those home based factors, which include family size, parent education, cultural and traditional believes all contributes substantially to the poor achievement in school. The academic performance of female students seems to be one of the major deep rooted and prevalent problems in Ethiopia. In spite of the policy, the pattern of female academic achievement is still very low in the country, especially in the countryside or rural parts of Ethiopia (Tadesse, 2009).

Similarly, tremendous problems observed which contributes to low achievements of female students in academic performance in the study area. Various studies indicated that, family back ground, Social challenges, Cultural and traditional believes, school environment problems are the issues which affecting the female students academic performance in the study area. An associated issue with distance of the school from their home is one the problems. Access to secondary education was mentioned as one of the biggest problems and one of the main reasons for girls' lower enrolment in secondary education. Secondary schools are mainly located in urban areas or in district centers, which implies that students either have to walk a long distance to school or have to stay in dormitories for entire weeks, months or semesters. In either case this situation affects girls more than boys. Girls are more vulnerable to insecurity and unsafe roads and dormitories are often unsafe for girls (Tamirie, 2009).

Therefore, this research study was under taken in the Makueyworeda Secondary school. The female students who are living within woredakebeles are usually coming from rural areas to Secondary School with various sufferings. For examples, some of them are travelling a long distance to school every day. Having identified the problem at the ground level, researcher will make an attempt to conduct the particular research study at Secondary Schools of Makueyworeda. Therefore, this study during investigations was give solution to the problem of the female student's academic performance to the policy makers, development practitioners and educational bureaus.

1.3. The objectives of the study

1.3.1 The General Objective

The general objective of this study was to assess the factors affecting female student's academic performance in the Secondary School of Makueyworeda, Nuer Nation Zone Gambella Region.

1.3.2 The Specific Objectives

The specific objectives of the study are:

1. To extent the current situation of female students attending secondary school of makueyworeda
2. to examine the academic performance of female students in the Makueyworeda Secondary School
3. To identify the factors that affecting the academic performance of female students in study area

1.4 The Research Questions

This study would have the following Questions;

1. What is the status of academic performance of female students in the Secondary School at Makueyworeda?
2. What factors have contributed to low performance of female student's in the Secondary schools?

1.5. Limitation of the Study

Due to time, financial and related constraints this study was confined to Makueyworeda Secondary School starting from grade 9th to 12th students were the target population. All the findings and conclusions was reflecting from grade 9th to 12th female student's. Furthermore, the subject of the study was focused on the secondary school female's student, teachers, educational experts and school principals. The researcher intentionally made that the primary and secondary information or data gathered from this school was represent the population under this study.

1.6. Significance of the Study

The most importance for this particular study would have to assess the major causes that limit females' opportunity to attend and make success in the secondary school. The findings were help the policy makers and practitioners in adjusting policy directions to tackle major problems on female student's academic performances. It can be serve as the input for further research to the researcher who needs to do their further study in this topic. It may also support for policy makers in formulation national and sub national policies and program. The final document would help as a reference material for those who are written the term paper and theses in the future on this study.

1.7. Organization of the Study

This research study has been organized into five major chapters. The first chapter deals with the general introduction and the background of the study, statement of the problem, objectives of the study, significance of the study, limitation of the study and operational definitions of important terms. The second chapter entirely deals with a literature review on factor that affecting female's students' academic performance in particular. The third chapter is devoted to research methodology, research design, study population and sampling, sampling sizes, instruments of data collection, data collection procedures, methods of data analysis, and finally, ethical issues and considerations. the fourth chapter is dedicated to the research findings, data analysis and interpretation, discussions, and Finally, chapter five was conclusion, recommendation, references, and attached appendices.

1.8. Operational Definitions

Academic performance - the results of grade 9-12th female's students in Makuey Woreda from 2011 to 2015 E.C.

Socioeconomic Status- Family income, parental education levels, and access to educational resources in the home can significantly impact a female student's academic outcomes. Students from lower-SES backgrounds may face more barriers to educational attainment.

School Factors- refer to the various aspects of the school environment, policies, and resources that can impact student learning, behavior, and overall academic performance.

School Environment- The quality of teaching, availability of support services, disciplinary policies, and overall school climate can all contribute to female students' academic success or struggles. Discriminatory attitudes or biases from teachers/staff can hinder performance.

Gender Norms and Stereotypes

CHAPTER TWO

2. LITERATURE REVIEW

2.1 The Theories and Conceptual Framework

This chapter was about to discussed the theoretical and analytical aspects of the factors which affecting female student's academic performance in Secondary education. Accordingly, an attempt has been made to review about female education by giving emphasis on factors affecting their educational performance.

Since the right of education is recognized as basic human right, it seems to follow that female and male should profit equally from education. Yet for centuries there was only little concern as to whether both male and female profited equally by education. It was regarded as natural that male should receive more formal schooling than female even though school education is compulsory for both gender groups. There are, of course an abundance of education studies with in a number of countries which confirmed females' achievement in education is characterized by sexual differences.

The issues gender disparity in education between male and female groups have been a serious problem in Ethiopian education system at all levels in general, and of higher education in particular. The number of dropout has not been proportional to the size of population when compared to male and female students throughout the county (Tadessa, 2009). The long-term vision of Ethiopian Growth and Transformation (EGT) emphasizes the importance of social justice, which is based on equality among various groups in Ethiopia and between men and women. The objectives of the GTP also pretty well stress the importance of achieving the Millennium Development Goals(MDGs), which gives significant place for gender equality and equity in various sectors of the economy and social services (MOE, 2005).

World Bank (2006) stated that the nature of gender inequalities in education has changed profoundly over recent decades and with regard to attainment in particular, has become more complex. The one way for developing countries to bring a better standard of living of the people is to invest in education of girls. Not only well educated women are more productive, but they were also bring up better educated and healthier children .The

proportion of females'' to male higher education academic achievement and participation has not yet reached the same. This shows that the higher education females'' are still a long way off, as compared to what is desired by the country (MoE, 2005).

The academic performance of the female students seems to be one of the major deep rooted and prevalent problems in Ethiopia. In spite of the policy, the pattern of female academic achievement is still very low in the country, especially in the countryside or rural parts of Ethiopia (Tadesse, 2009).

The Ethiopian population is primary rural. The educational system was however, urban biased for long times. Women constitute half of the country's population and are involved in 50- 80% of the economic development and social welfare activities. It can be estimated that the majority of the people living in chronic poverty in Ethiopia are women who are most of living in rural areas Ayelew (2005). Unable to send the female students to school do have deep rooted sociocultural bases such as early marriage child bearing responsibility and willingness to allow female student to travel long distance. In many countries female student are expected to contribute to childcare and household chores rather than go to school (Kassa, 2006).

2.2. Benefits of Female Education

Several of the research over the last few decades has established that the benefits of female education are considerable. The one way for developing countries to bring a better life standard of people is to invest in education of girls. Not only well educated women are more productive, but they will also bring up better educated and healthier children. Female education improves children's health, reduces the number of unwanted births and causes women to want smaller families. The potential for more productive labor, better health, and slower population growth all argue for more investment in female education (Wakgariet *al.*, 2012).

2.3. Women in Development

The world is unequal and it is most unequal for women and girls. Most of the poorest people in the world are women and part of what makes them poor is the discrimination they face purely because of their gender. These are the girls whose brothers go off to school in the morning while they stay at home to fetch water or work around the house (Elias, 2006).

There is no doubt that female involvement in development are multiply social benefits. Educated mothers have fewer children, at later age and more widely spaced, greater domestic bargaining power and knowledge and their opportunity costs are higher. The full and complete development of the country was depend up on the maximum participation of the females'' who are about half of the countries' population in Ethiopia. (MoE, 2002).

No single strategy for getting girls in school and keeping them there works. Every country needs to generate its own recipe for success. However, four key elements present in the most successful countries include Improving the educational system overall, including evidence-based planning, good financing systems and healthy budgets, minimal barriers to access, and attention to quality; Failing to meet the goal of gender equity in education will not only hurt the girls who lose an opportunity for an education, but also impose societal costs in terms of lower growth, higher fertility, child mortality and malnutrition(Sam Gibson, 2004)

2.4. Female Student Performance in Education

Currently female's education has been a matter of increasing concern to the governments in general and parents in particular. Hence, education researchers throughout the continents have studied girl's education in terms of access, retention and achievement in education. As many research findings pointed out due to the factors that attached with socio culture pressure on girls to their tradition role girls were denied the right of equal access to education.

Elias (2006) did their research and came with the finding; girl's education on most developing countries often less positive and effective than education for boy. In a similar manner research conducted in Africa by UNCEF revealed that in Africa enrollment of girls were far less than those of boys at all levels. Overall progress towards universal primary education in the past decade has been encouraging. This practically implicated that, less participation directly contributing to low achievements and performance. All in all, what must be realized from the above research studies and report is that there are more school-age girls who do not get opportunity to go to school. Girls at all levels of education still

account for much lower achievement than do boys and often they leave school earlier than their classmates. The reasons for girls' low achievement in many places are undoubtedly many and diverse. However, there are certain factors which most countries commonly share the problems for girls disadvantage in school. Hence, it seems essential to highlight at this level some of research findings on the major factor that affects that performance of girls in education

2.4.1 School factors

School has no worth without student. Students are most essential asset for any educational institute. The school environment highly determined the success of education program. It can be influence the effectiveness of teaching and learning process. The learning environment, distance to school, model female teachers and sexual harassments are school related the main factors which affect female students academic performance (Irfanet *al.*, 2012).

2.4.2 School to Home Distance

School to home distance has been another constraining for female' education in many parts of rural side Ethiopia. Alemayehu (2003) stated that school related reasons which discourage girls' performance at over great distance of school to home. Secondary schools are scattered over great distance and parents do not dare to send their daughters to such a far distance. The journey may be unsafe, since many girls at this school age experience harassment and physical attack either on public transports or remote path in rural areas. Most of the girls that live far away from school and have to walk long distance which not only discouraged them but also worried their parents as to their daughters' security on travel to and from schools. According to Kassa (2006), in many countries, distance to school has a bigger impact on girls than on boys for a variety of reason, in some places young girls are not considered to be ready for travel, older girls may not be subject to harassment, and even if the trip is safe, the direct cost may be high and the time lost on traveling would be more costly to girls work than to that of boys.

2.4.3 School Learning Environment

World Bank (2009) stated that in relation to School environment and the physical environment of schools have been identified as a source of low performance or

absenteeism among girls. Lack of privacy due to shared toilet facilities between boys and girls may cause menstruating females' unbearable embarrassment. A quality of school facilities has direct impacts on learning process. The attractive school which is well designed and attractively furnished has an effect on students' achievement (Elias 2006). The importance of human and material resources in achieving better schooling outcomes, including such factors as school infrastructure, class size, teacher experience and qualifications and availability of instructional materials have emphasized largely in low-income countries. Class size has been the most widely examined variable in educational policy studies among the various school characteristics, however, the effects of class size on school achievement are inconsistent Taddese (2009). The separate toilet for female and male students, educational equipment's and materials, well equipped library, attractive furnished school blocks directly impact on the student performance in education especially for female students (Alemayehu, 2003).

2.5. Female Teacher as a Role Model

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

2.5.1 Sexual Harassments

Yeshimebrat *et al.*, (2013) stated that, sexual harassments, domestic violence, dating violence and stalking are another school related serious problems. Male students are mostly identified as offenders and their acts include verbal abuses, showing sexually appealing writings and magazines, telling sex related jokes to female students without their consent,

Disseminating female students' photographs, Sending sex related messages using electronic instruments, Touching female students' body, Assigning and using sex related nick names to female student, Harassing females'' through continuously following their activities and Hiding learning materials and forcing female students for sexual practice

2.5.2 Family Factors

Tadesse (2009) argued that different research has consistently shown that students' academic achievement has influenced by background of family characteristics such as educational level of households, household chores and family sizes.

Family size

In this respect research findings by Alemayehu (2003) have indicated that the major problems and that influence girl's process in their education were economic constraints and large family size. Even when school fees are free, cost of education materials such as stationary school uniform and other supplementary items are too expensive for low income families. In such situation, when it comes to choice in poor families as who go to school among their children they give priority to male children instead of girls, because the boys are expected to be the future of bread winner and also boys can generate cash to cover their school expenses.

Educational Level of Households head

Elias (2006) indicated that parents' level of education has a multifaceted impact on children ability to learn in school. It is not only to influence parent-child interaction related to the learning process but also affects parents income and need for help their children in home and school. Parents especially mothers educational back ground has remarkable effects on girl education. There is a positive correlation between mothers' education and girl access to education and their academic performances. Mothers schooling increase the educational attainment of their children especially daughters' education performance ensured.

Tadesse (2009) also argued that regardless of national context, parents who have more educated appear better able to provide their children with the academic and social support important for educational success when compared to parents with less educated. In another words poverty, low level of parental education, parental and neighborhood negative

attitude towards schooling in general, children from disadvantaged background have significantly poor academic achievement (Elias, 2006) whereas children with high level of parental education have greater access to a wide variety of economic and social resources that can be drawn upon to help their children succeed in school.

Household Factors

The daughters' labor demand of parents for household work can affect females' participation in education. The amount of time females spend on home responsibilities and other chores also reduces their time and energy they spend in schools affecting their educational success (Teshome, 2003). Female education is also affected by their labor demand by parent (to help at home). According to the Kassa (2006) women may force them to keep their daughters at home to help with care of younger siblings, time consuming tasks on the farm, and such household chores as cleaning, cooking and collecting fuel. According to Kane (2004) findings, most parents do not prefer sending their daughters to school in fear of losing support at home. According to UNESCO (2003), in Ethiopia, under-enrollment is very much a rural phenomenon and a gender gap is largely absent in urban areas. In rural areas only 25 percent of school age girls are enrolled in primary school compared with 31 percent boys. It costs (at least indirectly) the parents more to send boys to school than girls, because of the contributions made by girls in household activities.

2.5.3. Economic Factors

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

School Costs

The direct schooling costs have been found to be the major reason parents offer for not educating girls or for removing them from the school. Apart from tuition, such costs

include fees for registration, boarding, parent and school association fees, book rental, and the cost of uniforms, the provision of furniture, extra tutorials and transportation. The direct costs or financial constraints hold back more girls than boys from schooling. (Teshome, 2003).

Household income

According to the World Bank (2004), the role of poverty was great in females' education. Even if the perceived benefits and costs of sending their children to an additional year of school were the same for poor and non-poor parents alike, the poor might choose less schooling for their children because they must weigh current costs more heavily relative to future benefits. World Bank (2006) study indicated that, fees reinforce and widen inequalities but this like many other factors raised must be carefully examined as issues such as awareness among parents of reliefs, and wealth of parents are also likely to contribute to the impact of fees. The impact of fees is greatest on the poor. The children of poor households are more likely to be withdrawn from school, to drop out early, or to fail to enroll altogether. The poorest people are typically unaware of the exemption schemes, that entitlements are frequently tapped off in favor of the non-poor, and that the humiliation of applying for exemptions is itself a major deterrent.

Parents Need for labour

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

2.5.4 Psychological Factors

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

Parental attitude towards female education

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

Community Attitude towards female education

The socialization process in the society is one of the major constraints impacting on the girls' participation in education. This process starts in the family and continues in the school and the society at large (Alemayehu, 2003). Kassa (2006) stated that girls are expected to have special physical protection. Traditionally, they often demand special concern for privacy and social reputation. In some societies there is a cultural belief that females'' must be secluded from direct confrontation of other members of the society during puberty stage. In support of this view Alemayehu (2003) also confirmed that parents and societies as a whole expect girls to behave in certain way and boys in different way.

Self-esteem of Female students

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

awareness about the value of girls' education.

Teachers' Attitude

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

2.5. Conceptual Framework

The female students' education is expected to be affected by the following factors such as family, economic, school and cultural factors which have to be investigated in the Secondary School of Makueyworeda. The following is the conceptual framework developed for this study based on the available literature on factors affecting female student's academic performance.

CHAPTER THREE

3. RESEARCH METHODOLOGY

3.1. Description of the Study Area

Makueyworeda is located in Nuer Nation Zone of Gambella Regional State. Nyinenyang is MakueyWoreda Capital City with the distance of 891 Kms from the National capital, Addis Ababa. The Woreda has 21 Kebeles (2 Urban and 19 Rural Kebeles) with a total of population size of 52,940 in which 23, 490 are males and 29, 450 are females'' According to the Federal Central Statistical Agency (CSA, 2016). Topography of the Woreda varies from gentle to flat slopes. The total number of students from selected three secondary school of makueyworeda for five years from 2011-2015E.C were 12493 whereas 7864 (62.9%) are male and 4627(37.1%9(37.1%) were female.

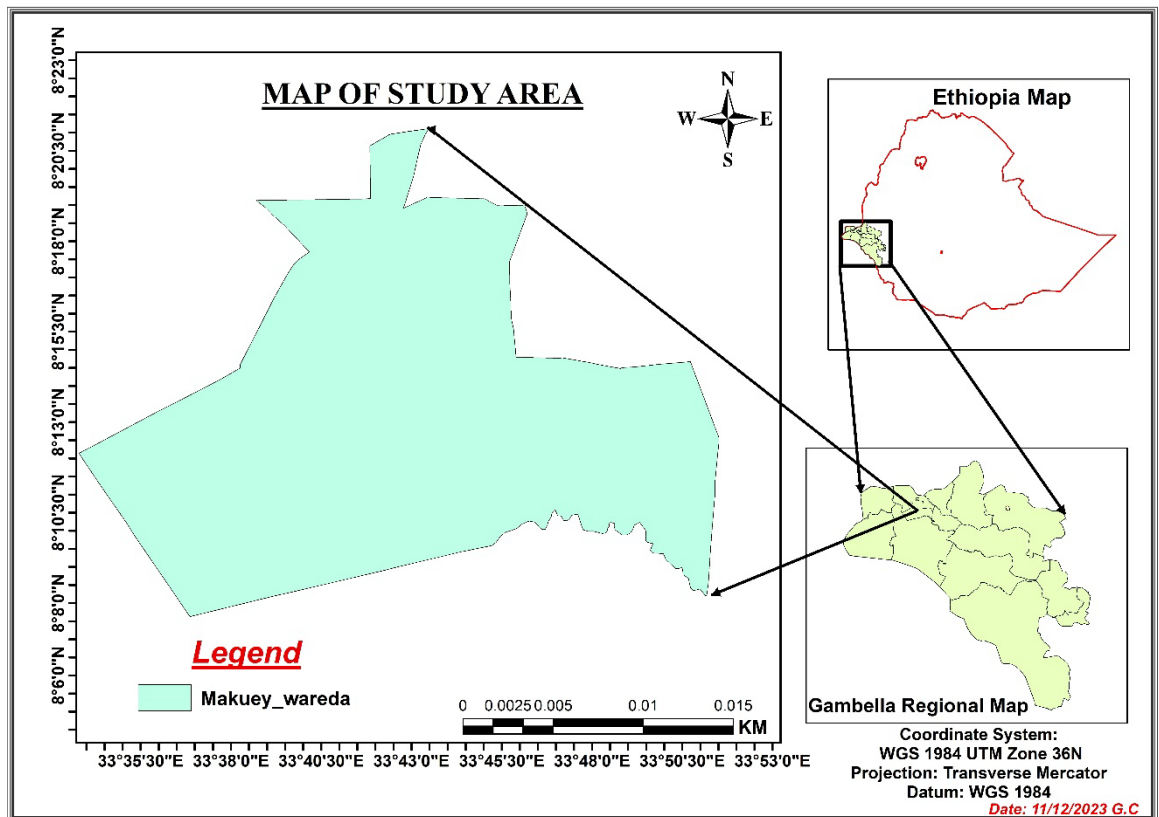


Figure 1: Map of study Area

Sources: AAU GIS, RS and Digital Cartography lab.

3.2 Research Design

The study used both qualitative and quantitative mixed, to analyze female student's academic performance in Secondary School of MakueyWoreda. This study attempted to reflect upon historical and cross-sectional events. It was a survey research and it aim to include investigations from more than a single case it is a multiple case study design. The execution of the study framed around the following procedures which includes developing instruments for data collection, creating contact with concern educational offices, selecting research settings and sampling the research population or respondents, pre-testing instrument, administering instrument and completing data collection, analyzing and interpreting data and writing the final report.

3.3. Target Population of the Study

The target population of this study were all female students from three secondary schools of Makueyworeda namely, Warachseconday School with 50 female students Winydiaw with 333 female students and Adura Secondary School with 67 female students respectively. The total population of students from three selected secondary school of Makueyworeda are 450.

3.4. Sampling Size and Sampling Procedure

The research population were included 9th to 12th Grade Female Students from three Secondary School of MakueyWoreda. The students were selected for the reason that might had clearly understanding of the factors that affect female student's academic performance in their environments that provided the required information on female student's academic performance.

The Secondary Schools of MakueyWoreda were selected purposely in order to carried out the research study. The criterion was that in the study area found only from three secondary Schools of Makueyworeda. The study are restricted to Secondary Schools who are attending the Grade 9th to 12th female student's in the academic years of 2011/2015.

The female students of Grade 9th and 12th were stratified students from Makueyworeda secondary School. Then by using Yemane's Formula sample size was determined as indicated below.

Yemane's Formula for Sample size determination:

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

n= Sample size,

N=Population

e (margin of error) is 0.1 while confident level is 95% and precision level is 90% (that is 10% (0.1) margin error).

$$n = \frac{450}{1 + 459(0.1)^2} = \frac{450}{451(0.1)^2} = \frac{450}{4.51} = 99.77 \text{ approximately} = 100$$

The population and the sample size of female student's participant from three secondary schools of MakueyWoreda are representing in the table 1 below.

Table 1: The target population and sample size of Male and female student's

No	Secondary School	Females Population	Sample size
1	Warach	50	11
2	Winydiew	333	74
3	Adura	67	15
	Total	450	100

Source: Researcher Compilation

3.5 Data Sources and Data Type

The research were used both primary and secondary data sources. The target population of the study was focus on female students at Secondary School from grade 9th to 12th, teachers, female student's, household heads and school administrators and education office officials. The source of primary data are obtained from sample female students of Grade 9th to 12th and their household heads that encompasses those who come from different kebeles of Makueyworeda.

The data which was collected from sample female students and their respective household heads would use as target population of the study. The semi-structured interview schedules used to collect data with the help of trained enumerators. The secondary data are collected from the records, documents and roasters of education office of Makueyworeda. The first semester average achievement result of the sample school female student's also were reviewed from their examination results of student roasters.

In order to measure the qualitative aspects of the research study, the researcher was conducted Focus Group discussions (FGDs) with non-sample male and female teachers, school administrators and education office officials, male and female students. Additionally, the research was used in-depth interviews with non-sample elders (Guanditni) of the female students and parents of female students.

3.5.1. Observation

The observation method could have used for data collection in social science inquiries. The information was sought by way of investigator's own direct observation to understand the study context and phenomenon without asking from the respondent. Accordingly, to understand what was happening with regard to the problem under investigation in the study area, researcher would observe the Students movements in the school environment. While conducting observation, researcher are record facts and general information of the school areas. Thus, in doing so, researcher was trying to investigate the real and accurate information concerning the status and effects of female education in the study area.

3.5.2. In depth Interview

In order to collect the qualitative data for this inquiry, researcher are used 16 elders PTA non-sample female student parents from grade 9th to 12th students' in-depth interviews. To do so, researcher prepared the checklist accordingly. Since the study are needs to investigate the qualitative information about the female academic performance. While interviewing, the researcher directed the interviewee in fruitful directions depending on the response of the respondents to express their in depth understanding under investigation for unstructured interview questions.

3.5.3. Focus Group Discussion (FGD)

In order to investigate the qualitative information and subjective understanding of a

research participant for this study, this research employed Focus Group Discussion as data gathering tools also. To conduct such a Focus Group Discussion, researcher is collected the information from non-sample members such as School administrators, Female students and Teachers in the school for this study. Accordingly, 2nd rounds of Focus Group Discussions (FGD) were conducted with 24 female student's. Focus Group Discussion also made 8 female teachers and together with 3 School administrators and Education office officials by using Check list to bridge the gap of questionnaires. The focus groups are consisted of 24 members with distinct characteristics. The discussion is intended to elicit or dig out different facts of the females' educational academic performances in Secondary school of MakueyWoreda.

3.6. Data Collection Techniques

The semi-structured interview schedule was used to collect the data from the sample female students and their respective household heads. The data are collected with the help of the trained enumerators. The qualitative data are also collected with the help of the checklists containing list of questions asked from the non-sample respondents' female and male students, female students household head/parents, male and female teachers and school administrators and education office officials in the form of FGDs. The main purpose of the interviews and the Focus Group Discussions is triangulated information from various sources and to obtain data or information not revealed by one or another instrument of data collection.

The secondary data are collected from the document and roasters of education office of Makueyworeda. Annual abstract of educational statistics regional, Zonal and Woreda documents was reviewed. The last semester average achievement result of the sample school female student's academic performance also reviewed from their examination results of student roasters.

3.7. Data Analysis

The collected data was organized and tabulated according to their similarities under the theme issues raised in the interviews. The statistical tools like frequency, percentage and average are predominantly display. The variables are interpreted in the form of tables with detailed description of both quantitative as well as qualitative aspects respectively.

Qualitative data which were collected through direct observation, in-depth interview, and Focus Group Discussion (FGD) was analyzed by using triangulation methods of qualitative data analysis. The secondary data were collected from the government report documents and then they are analyzed and display.

Quantitative data which was collected through Interview Schedule with the help of Statistical Package for Social Science (SPSS) software are analyzed and interpreted by using different statistical tools such as frequency and percentage. Therefore, the researcher employed both qualitative and quantitative tools in data analysis methods to achieve the study objectives. Finally, the interpretation and conclusions are draw from the major findings and possible recommendations from the identified problems are suggested.

CHAPTER FOUR

4. RESULTS, INTERPRETATION AND DISCUSSIONS

This part of study presented the finding of result and discussion of data collected from three Secondary Schools in MakueyWoreda Educational office. Data were collected from teachers, students and principal educational experts through different tools, Interview, Focus Group Discussion (FGD) and Questionnaires methods. The overall purpose of this study was to understand factors affecting female students' academic performance in Government Secondary Schools located at makueyworeda. Specifically, the study aimed to analyze school related factors affecting female students' academic performance, to identify cultural factors affecting female students' academic performance and to investigate socio-economic factor affecting female students.

Besides, additional data were gathered through documentary analysis and that supplement the data gathered through questionnaire, interviews and FGD held with students, teachers and school principals. Literature on the factors influencing female's academic performance was reviewed. The study targeted the three secondary schools in the makueyworeda. The study employed purposive sampling targeting 54 teachers, 6 school principals, 16 Parents Teachers Association (PTA) and 9 educational officials and stratified sampling to select 450 students as the respondents from the selected three secondary schools in makueyworeda.

In order to get the relevant data, four data gathering instruments were used. These were: questionnaire, focus group discussion, observation, and interview and document analysis. Two questionnaire sets and interview guide were used to collect the required information. To secure the required information both qualitative and quantitative approach were used. The data analysis led to the following major findings.

4.1. Demographic Characteristics of the Respondents

This section provides respondents demographic information. The purpose of the demographic to align and capture respondents' demographic characteristics of the target population and capture every aspect of the schools considered to elaborate discussion of the findings. Generally, the sources of the data were female students, teachers, school

principals, educational officials and the past five years (2011-2015E.C) national examination result of the schools. Demographic characteristic such as gender, age, work experience, academic qualification and area of work experience of respondents are presented below.

Table 2: Demographic Profile of the Respondents

Category	Group	Variable				
		Educational Experts	School Directors	Parent Teacher Association (PTA)	Teachers	pupils
Gender	Male	7	6	10	43	140
	female	2	-	6	11	310
	Total	9	6	16	54	450
Age	15-19	-	-	-	-	250
	20-25	-	-	-	2	160
	26-30	2	1		9	35
	31-38	5	3	5	18	5
	39-55	2	2	7	25	-
	56-60	-		4		-
	61 and Above	-	-	-	-	-
	Total	9	6	16	54	450
Work Experience	1- 4	-	--		12	-
	5—8	-	1		9	-
	9-15	2	2		33	-
	16---25	4	3		-	-
	26—34	3	-	-	-	-
	35 and above		-		-	-
	Total	9	6		54	None

Source: field survey,2016

4.2 Academic Status of the Students

The ratio of total male students to total female students during this period found to be approximately 4:3 implying the rate of enrolment of male students was dominating that of female. The rates of enrolment and of dropout were the two factors used to analyze the

level of participation of students and the existence of gender disparity in academic participation.

4.2.1 Enrolment Rate

This section presents enrolment rate, and other essential components on females or girls' student' educational learning and achievement in the three selected Secondary Schools in makueyworedanyinyenyang town. The total number of female's students over the last five years were 4627. Table 4.1 below therefore, show rate of enrolment over the five years' period, from 2011 - 2015 E.C.

Table 3: Enrolment of Students Grade 9-12th over the Last Five Years (2011-2015 E.C)

School	Variable	Academic Years (2011 - 2015)									
		2011		2012		2013		2014		2015	
		no	%	No	%	No	%	no	%	no	%
Warach Secondary School	Male	342	60.9	358	55	410	56.9	435	57.1	460	56.6
	Female	220	39.1	292	45	311	43.1	327	42.9	353	43.4
	Total	562	100	650	100	721	100	762	100	813	100
Winyde w Secondary School	Male	506	64.5	643	68.5	780	70.9	796	69.8	859	68.3
	Female	278	35.4	295	31.4	321	29.1	344	30.2	398	31.7
	Total	784	100	938	100	1101	100	1140	100	1257	100
Adura Secondary School	Male	385	61.7	398	60.7	428	60.7	512	63.3	548	63.3
	Female	239	38.3	257	39.3	277	39.3	296	36.7	318	36.7
	Total	624	100	655	100	705	100	808	100	866	100

SOURCE: Makueyworeda office ©2015

The table 4.1 above answer the question about the rate of the students in five years, in 2011 -2015 E.C recorded that 342(61%) of the students were males while 220(39%) were females in 2011 E.C . In 2012 E, C, 358(55%) were male and 292(45%) were female. In 2013 E.C 410 (56.9%) male and 311 (43.1%) were female. About 435(57.1%) were males

and 327(42.9%) and in 2015 EC 460 (56.6%) were males whereas 353 (53.4%) were female. This record indicated that males were dominant than females during the enrolment at Warach secondary school of MakueyWoreda.

The same table 4.1 above stated that the rate of student enrolment at Winydiew Secondary school in the years, in 2011 -2015 E.C recorded that 506(64.6%) of the students were males while 279(35.4%) were female in 2011 E.C. In 2012 E.C, 643(68.5%) were male and 295(31.5%) were female. In 2013 E.C 780 (70.9%) male and 321 (29.1) were female. About 796(59.8%) were males and 344(30.2%) in 2014 and in 2015 EC 859 (68.4%) were males whereas 398(31.6%) were female. This record indicated that males were dominant than females during the enrolment at Winydiew secondary school of MakueyWoreda.

As indicated at table 4.1 above based on the research objective answer by the respondents in Adura secondary school, about the rate of the student's enrolment in five years of 2011 - 2015 E.C. About 385(61.7%) of the students were males while 239(38.3%) were female in 2011 E.C. In 2012 E, C, 398(60.7%) were male and 257(39.3%) were female. In 2013 E.C 428(60.7. %) male and 277(39.3%) were female. During 2014 E.C, 512(63.3%) were males and 296(36.7%) and in 2015 E. C 548 (63.3%) were males whereas 318 (36.7%) were female. This record indicated that males were dominant than females during the enrolment at Adura secondary school of MakueyWoreda.

In a conclusion as it showed in the table 4.1, the rate of students' enrolment through the years 2011 to 2015 has been grown gradually. Looking at the total number of students as compared to the number of male students, male students were found to be higher than their female counter parts. The ratio of total male students to total female students during this period found to be approximately 4:3 revealed the rate of enrolment of male students was dominating that of female. The rates of enrolment and of dropout were the two factors used to analyze the level of participation of students and the existence of gender disparity in academic performance.

4.2.2. Document Review on Students' Grade 9th upto 12th School Examination Results (2011-2015)

The purpose of this section is to deal with the data obtained from documents. The table below demonstrates grade 9th and 12th students' academic performance of secondary schools of MakueyWoreda. Discussions were made on each school student's results from 2011 to 2015 E.C

Table 4: Students' Grade 9th up to 12th the passing mark is 50% from School Examination Results (2011-2015)

Years	Students Tested			Promoted			Not promoted		
	Sex	No	%	Sex	No	%	Sex	No	%
2011E.C	M	434	79.7%	M	410	83.2	M	24	46.2
	F	111	20.3%	F	83	16.8	F	28	53.8
	T	545	100%	T	493	100	T	52	100
2012E.C	M	502	82.3%	M	487	84.8	M	15	41.7
	F	108	17.7%	F	87	15.2	F	21	58.3
	T	610	100%	T	574	100	T	36	100
2013E.C	M	674	81.4%	M	653	83.7	M	21	44.7
	F	154	18.6%	F	128	16.3	F	26	53.3
	T	828	100%	T	781	100	T	47	100
2014E.C	M	664	80.9%	M	633	83.7	M	31	41.9
	F	157	19.1%	F	114	15.3	F	43	58.1
	T	821	100%	T	747	100	T	74	100
2015E.C	M	751	78.5%	M	727	81.8	M	24	34.7
	F	206	21.5%	F	161	18.2	F	45	65.3
	T	957	100%	T	888	100	T	69	100

Source: Makueyworeda Education Office (2011- 2015)

- In the year 2011, about 780 students (506 (64.5% males and 278 (35.5%) females) were registered for examination to the same classes' grade, 9 and 12th). From these students with total numbers of 493 the result showed that, 410(83.2%) of males and 83 (16.8%) of female students passed the examinations and got their promotion to the next classes, whereas, 24(46.2%) males and 28(53.8%) females failed.
- In 2012, it is observed that, 938(643 68.5%) males and 295 (31.5%)females) students were given an exam for promotion to grade 9th and 12th. Accordingly, a total of 574 in which 487(84.7%) males and 87(15.2%) female's students passed the examination and promoted. On the contrary about 36 students 15(41.7%) male and 21(58.5%) female students respectively failed and were not promoted up.
- Concerning the years of 2013, 1101 students (780 males and 321females) were given an examination in grade 9th and 12th by their schools in order to be promoted. As a result, 653 (83.7%) of male and 128 (16.3%) of female's students passed while a total number of 47 students in which 21(44.7%) of males and 26(53.3%) of female's students failed the examination and got no promotion to the next classes as expected.
- In the year of 2014, it is seen that 1140 students (796(69.8%) males and 344 30.2%) females) were tested by their schools for promotion to their next grade levels. From there a total 747 in which 633(83.3%) of males and 114(15.3%) of female's students performed well and taken to their next grade levels. On the contrary, an equivalent number to total number 74 in which 31(41.9%) of males and 43 (58.1%) of female's students failed the given test and remained in their previous grade or classes.

The same is true in 201, another number of 1257 students (859(68.4% males and 398 (31.6) females) took their national examinations in grade 9th up to 12th. About total students of 888 number of 727(81.8%) of males and 161 (18.2%) of female's students passed the tests. On the contrary, total number of 69 about 24 (34.7%) and 45 (65.3%) of males and females students respectively failed the examination.

In a conclusion from the facts /data in year 2011-2015, one can conclude that the academic of MakueyWoreda secondary school academic performance of female students is very low compared to their male counterparts.

4.2.3.Document Review on Students’ Grade 10th and 12th National Examination Results (2011-2015)

Table 6 below describes the academic performance to MakueyWoreda secondary school female students during the last five years (2011-2015 E.C).

Table 5: Document Review on Students’ Grade 10th National Examination Results (2011 E.C)

Years	Students examined			Passed			Not passed					
2011E. C	Sex	No	%	Sex	No	%	Sex	No	%			
	M	474	67.7	M	321	73.6	M	153	57.9			
	F	226	32.3	F	115	26.4	F	111	42.1			
	T	700	100	T	436	100	T	264	100			
Document Review on Students’ Grade 12th National Examination Results (2012-2013 E.C)												
Years	Students examined			Passed			Not passed					
2012- 2013 E.C	Sex	No	%	Sex	No	%	Sex	No	%			
	M	315	59.7%	M	146	79.4%	M	169	49.3%			
	F	212	40.3%	F	38	20.6%	F	174	50.7%			
	T	527	100%	T	184	100%	T	343	100%			
Document Report for Three secondary Grade 12th National examination												
2014- 2015E.C	Students examined			Passed			Remedial			Failed		
	M	355	62.8%	M	34	82.9%	M	120	66.3%	M	201	58.7%
	F	210	37.2%	F	7	17.1%	F	61	33.7%	F	142	41.3%
	T	565	100%	T	41	100%	T	181	100%	T	343	100%

Source: MakueyWoreda Education Office (2011 E.C)

- As indicated above, for grade 10th students who took the national examination, it was clearly found that about total numbers of 700 students 474 (67.7%) males and

226 (32.3%) were female took the national examination of grade 10th in 2011 E.C . Among these students, 321(73.6%) of males and 115(26.4%) females performed well and passed the examination. While total number 264 in which 153 (57.9%) of males and 111(42,1%) of female's students did not performed well and failed to reach up.

- In 2012-2013 E.C, grade 12th total number of students that took the national examination with total number of 527 in which 315 (59.7%) males and 212(40.3%) female's students in grade 12th. In the same table, about 184 (100%) were male and 146 (79.4%) and females are 38 (20.6%) scored and passed for higher education. While 343 of total students in which 169 (49.3%) males and 174 (50.7%) were female's students respectively failed grade 12th national examination.
- As for grade 12th students who took the national examination in 2014-2015 E.C, it was clearly found that about total numbers of 565 students 355 (62.8%) males and 210 (37.2%) were female took the remedial of grade 12th in 2014-2015 E.C. Among these students, total number of students who passed are 41 whereas 34 (82.9%) of males and 7 (17.1 %) females performed well and passed the examination. And the total number of remedial students are 181 whereas 120 (66.3%) are males and 61 (33.7%) were females. However, the total number of students who failed the National examination of grade 12th in 2014-2015 E.C, are 343 means 201 (58.7%) are males and 142 (41.3%) are females.

4.2.4. Rate of female students' academic enrollment and dropout over the last 5 years (2011-2015)

The report on the status of MakueyWoreda Secondary Schools female students' Academic enrolment and dropout/over the last five years (2011-2015) was indicated on the table below.

Table 6: Shown the frequency rate of female students' academic enrollment and Dropout over the last 5 years (2011-2015)

Years	Number of Students Enrolled			Number of Students Dropped out		
	Sex	Frequency	%	Sex	frequency	%
2011 E.C	M	506	64.5	M	72	30.5
	F	278	35.5	F	164	69.5
	T	784	100	T	236	100
2012 E.C	M	643	68.5	M	141	42.2
	F	295	31.5	F	193	57.8
	T	938	100	T	234	100
2013 E.C	M	780	70.9	M	106	38.9
	F	321	29.1	F	167	61.1
	T	1101	100	T	273	100
2014 E.C	M	796	69.8	M	132	41.4
	F	344	30.2	F	187	58.6
	T	1140	100	T	319	100
2015 E.C	M	859	68.4	M	136	41.5
	F	398	31.6	F	192	58.5
	T	1257	100	T	328	100

Source: Makuey Woreda Education Office (2011- 2015)

In table 3, it is seen that the rate of female student enrolment over the last five years, 2011 to 2015 has a lot of variations. When we look at 2011, it is responded that the total number of students as compared to the number of male students, male students were found to be higher than their female counter parts. The ratio of total male students to total female students during this period found to be approximately 4:3 implying the rate of enrolment of male students was dominating that of female. The rates of enrolment and of dropout were the two factors used to analyze the level of participation of students and the existence of gender disparity in academic performance.

4.3. Determinants Factors of Female Academic Performance

Determinant factors influencing female students' academic performance encompass of a multitude factors that affect females learning ability as well as the factors that motivation factors that promote their learning activities and ability. Among the factors assessed to understand the perspective of the female student performance include school related

factors, students related factors, and socio- economic factors. Based on the data collected from respondents influencing facts on student's performance are presented in the next subsection.

The female's students are complained about the inhibiting factors that render the effectiveness of teaching and learning process. The contributing factors mentioned are inadequate resources low teachers' morale, lack of parental involvement, the new grading system, lack of teachers and student's preparedness for change, lack of teachers' incentives, students not serious with their school work, poor leadership, the examination not addressing syllabus objectives and lack of support for homework. To investigate the participants' views data were collected from questions 15 – 25 and open-ended question 28. The respondents were also asked to show their degree of agreement with the statements given and descriptive analysis is also done for each item.

4.3.1 Teachers Effectiveness

Many participants in Ethiopian national secondary schools viewed the teaching process being effective in the teaching and learning process. Data were collected from closed - ended questions. The focus was on its ability to improve students' knowledge and skills in problem-solving techniques, prepares students for final examinations, enhance students' performance, students self- control, acquisition of better communication skills, builds a sense of commitment, create a disciplined student body, enhance student's motivation and change student's attitudes towards teaching and learning.

In this section the respondents were to show the degree of their agreement with the statements given and descriptive analysis was done for each item. From the research findings above, it is certain that many participants perceive the teaching process as being effective in the preparation of students for high education standards.

The good teaching has been mentioned as detrimental to the success of the whole school in terms both academic and extra-curriculum activities. It can be argued that good teaching can promote student's development, motivation, commitment to school work and growth.

With the culture of learning developed in schools, students are most likely to perform better.

At the time of interview, the respondent expressed their view that both girls and boys are involved in home activities. However, girls are shown as the only group that is involved most in home activities. For example, it is only students who held that boys most involve in home activities than girls while the majority of the students showed that girls are the group that most involve in home activities than boys.

With exception of only individual parent who thought that boys involve more in home activities than girls, the rest of the parent's teachers, heads of schools, and all responded that girls are the most group involved in home activities compared to boys. The next task was to identify different home activities that girls involve in, which in turn affect their academic performance.

4.3.2. Home Activities

Effect of Social practices that affect girls' academic performance in community secondary schools. It was noted that girls are involved in different home responsibilities like cooking, cleanliness, fetching water, caring children and general family care . Based on the study conducted with participants role of home activities was found to one of the determinants factors affecting female students' performance. Challenges of females student related to home activities were assessed in this study in relation to girls' academic performance in community secondary schools involved home activities. The data collected from female's students provided the following impression as presented.

A number of these activities were identified in the field, as presented in the activity list below: **Home activities in which female students are mostly involving at home include,**

- ✓ Collecting fire woods from the forest
- ✓ Selling dry fish in local market
- ✓ cooking food at home
- ✓ fetching water from Baro River
- ✓ cleaning food vessels

✓ home care and harvesting maize from BaroRiver.etc

Picture 1. Shown a girl selling dry fish in the market 01 kebelemakueyworeda



Source: Field Researcher Observation, 2016 E.C

During the field visitation, the researcher interviewed and observed so many challenges that are affecting female academic performance in which one among those factors was that the parent forced their daughters to sell the fishes that they brought from kongdokuach river to the local market in the town. The reasons was because when they sold out those fishes and got the money that girl will used money to buy books, pens and school uniform because their parent have no other income.

It is clear from the identified list of activities that girls are overloaded by home activities. Focus group discussion held with students indicated that girls spend more time in home activities than they do in private studies at home. For example, one girl from Warach Secondary School responded: “I used to wake up in morning approximately at four or five o’clock for our home compound cleaning, therefore, this may have led me to delay or be late to school”.

The same girl during the discussion responded that she was forced to prepared morning tea and food if they are available. In line with this, (interviewee) responded: “Their parents cannot see boys and girls equally. In the absence of father, a boy takes responsibility of the

family because boys are physically strong. Even if, a woman can manage a household, she cannot do as good as man. Any courage and support were provided for boys only.

Parent demanded females for home activities rather than encouraging them for studying, doing assignment, homework and other educational activities rather. The ways that were discouraged female in all educational. In line with this, (interviewee) responds s “The poor performance of female students in secondary level was due to high demand for home work, heavy household workload as well as taking responsibility at home.”

Student X from grade nine and another student Y from grade 12th we are together in secondary school. But my Teacher, when we rich at home in the afternoon my brothers put the exercise book in the room and go to play, or they can sleep in the rooms only. But for me I have to wash the plates and go to the kitchen to cook food for the night meal. I cook food with my mother. When we complete eating my brothers run in the room to study and write home work.

But for myself I must wash the plates of food and clean the kitchen because in our home I cannot sleep without cleaning plates and kitchen. When I complete I must make sure I have to close the doors and windows of the house. So I go to sleep very tired and I do not complete home assignment. As one would learn from the complaints of the girl from Adura. Secondary School, the girl reports to have two brothers, who are both students. As daily routine, when the girl arrives at home from school, she engages in the home activities preparing food, saving the food on table, cleaning the vessels and the kitchen and ensuring that the doors and windows are closed before going to bed, that she cannot even finish her home work assignments.

In contrast, her two brothers get time to rest, play, watch TV and finish up their home assignments. One comment that can be made here is that the social practices in this family set the girl to more home activities while boys are provided with time to relax and involve fully in academic studies. Moreover, this study found that girls spend more time in home activities than academic activities.

All the matter results from the fact that the social arrangements and practices assign girls to more home activities compared to boys. The present study found that most of the day girls' scholars do not have time for concentrating in academic studies due to overloaded home activities, which consequently affect their academic performance. Effect of home activities on male's students typically common in many developing nations. In many countries girls and women spend more time in various food production and household activities (Kassimoto, 1997).

4.3.4. Distance from Home to school

School distance from home was expressed to other challenges to female students. Many students stated that had to travel long distances by different on foot because there is no means of transportation, therefore most of the respondents with the majority of them said they were walking on their feet. While they are traveling from home to school means economic burden to both the parents and girls, it is in fact a tiring experience beyond what one would call physical exercise.

One girl from Winydiew Secondary School expressed her experience of walking a distance of more than 7 kilometers contrary to government policy which states that day students should be coming from catchment areas of not more than 7 kilometers from where the school is built but this policy has been violated due to scarce resources and large catchment areas.

Thus, long distance for female students led them to an over exhausting and arriving at school too late and misses first class periods and in turn being affected academically. In the views of many girls, traveling and walking long distance from home to school was one thing; but sustaining class concentration was another thing. Girls found themselves very much tired and hence slept in classrooms due to exhaustion. Thus they could not concentrate fully in studies. This had learning implication, which in turn affected negatively girls' academic performance.

Moreover, the walking long distance from home to school and school to home for every school day was itself painful to girls. It set girls to more risky situation. Some girls had to wake up very early in the morning to school and arrive back home too late in the evening

or night, especially if they had to remain at school for some time for duties like cleanliness or sports and games.

The exercise put them on danger of encountering robberies, raping etc. The case of lack of hostels magnifies the problem making it even bigger. Thus the findings concur with Babyegeya (2002) and Evans (2006) who noted that lack of hostels is one among the obstacles against good girls' academic performance. If girls' education is to be improved in community secondary schools and Tanzania in general, hostels for girls should be constructed in these schools.

The last, but not least specific objective of this study was to find out how school timetable affects girls' academic performance in secondary schools. One general observation maintained in this study, as the findings revealed, is that school timetable has both direct and indirect impact on girls' academic performance.

The findings of this study revealed, among other things, that school timetables in secondary schools do not make distinction between girls and boys in order to accommodate special needs of girls and the fact that girls are subject to some social practices. For example, it was noted that in all the three sample secondary schools, school table did not allocate time for remedial or compensation of the time when some girls had to attend menstrual period services like washing, wearing and changing pads.

It should be remembered, as noted already, sometimes girls have to leave classes for a while and run into toilets for menstrual services while lessons are in progress. Also, sometimes girls decide to absent themselves from school during their menstrual periods due to lack of important sanitary facilities like water, soap and pads.

Simply put, girls suffer the consequence of their menstrual periods. Their attendance and participation in the classroom is in such doubtful state, which in turn seemed to affect their academic performance. Similarly, some social practices were seen as overloading girls with too many home activities, which affect girls' time for arriving at school and concentration in the classroom.

In spite of this, school timetable in secondary schools does not consider girls who arrive at school late due to home activities. Beyond punishment, girls who arrive at school due to home activities may fail to catch up with lessons because of the tiring activities leading them fall asleep during classes, the result of which is poor academic performance. Moreover, this study found that school timetable in secondary schools does not consider the fact that some girls come from very far away from school, that they have to wake up very early in the morning and arrive back home too late in the evening or night, which also is dangerous to girls.

It was pointed out that females are frequently involved dangerous events like sexual harassment and rapping. This study found that most girls in schools are at risk of such events because school timetable in their respective schools does not consider security of girls on their way to school and back home. Therefore, it was revealed girls attend classes with the sense of insecurity.

As a result, they cannot concentrate fully with lessons, which consequently impede better performance. Generally, the present study found that the issue of timetable poses great challenge to females' education in secondary schools.

The fact that some females come from very far away their schools, the reality that girls are involved in different social activities making the girls arrive at school too late and truth that girls are in great danger and risk of getting involved in dangerous events like rapping on their way to or from school. Among many other outcomes resulting from this situation, this study found that girls fail to perform better academically. Thus, the findings are in line with Babyegeya (2002) who noted that girls who come from far places miss morning lessons, which lead them into poor academic performance.

4.3.5 Lack of Student Motivation

Lack of academic motivation has also been attributed to students' low performance. that lack of academic motivation seems to be a prominent problem for numerous high school students. This study found that some parents and other people still hold outdated and negative thinking on girls' education that educating a girl is nothing but wastage of time, resource and setting oneself to uncomfortable mood zones. For example, the focused group

discussion held with parents indicated that some members of the society discourage girls from schooling claiming that many parents have wasted their money educating their daughters who end up getting pregnancy leading to dropouts among girls and increasing unexpected children in their families. Beyond this, some members of the society believe that the returns to investment in girls' education go to the girls' husbands and their families rather than to the girls' parents and families.

However, even if this would mean so, it would be important to ask if good housekeeping itself does not require someone to polish her mind by schooling! More data revealed that some members of the society associate girls with negative and undesirable conducts in the community. Girls are taken as prostitutes and consumers of men's resources. Therefore, it is perceived among some people that it is senseless act to spend resources educating a prostitute.

Together with the negativity attached to girls, some parents use their daughters as sources of income. These parents force their daughters to get married so that the parents would get bride price. This was noted by the who intoned during the interview: Some members of the society lack awareness on the value of educating a girl.

These people think that educating girls is wasting money to prostitutes who later on get married to other men. This means transferring money to other families, some parents who do not want to 'waste' their money educating their daughters command the daughters to get married at early ages so as to get bride price. Very surprisingly, some religious practices were identified as being among the social practices that affect girls' education and academic performance in particular. Some members of the community use religious doctrines to place a man far above a woman. A man is regarded superior over a woman. So, when it comes to education, only boys are given more attention and support than girls.

They had enough experience on this matter, when he asserted: Some of our families and society members possess wrong perception on educating a girl. Some parents prefer educating boys than girls. According to negative beliefs rooted in biblical teachings, men are heads of families as Jesus Christ is the head of the church. Therefore, in religious perspective, if education is to be given, it should be given to boys first than girls.

Due to the negative thinking prevailing among some members of the society, this study found that some girls receive very little attention and support from their parents, families and general community on the matters related to girls' education. Some girls who are lacking the opportunity to attend school lack push factors from the community that would encourage them in academic studies. Instead, some girls have developed inferiority complex among themselves in school and in the community. As a result, girls perform poorly academically.

4.3.6 Language of Instruction

There are several factors which can contribute to students' poor academic performance. One of such is language barrier, which greatly affects students' academic performance in schools. Many students enter the classroom not fluent in the languages of instruction. These languages are used for testing students' mastery of subject content and used in the examinations. The student might understand the concepts in their mother tongue but fails to express it in the language of examinations. At the end the student is rated a low achiever because of the language problem. Language of instruction was found to be factor which contribute to female students is low performance in all three schools of makueyworeda.

4.3.7 Role of Directors and Female Teachers

Females have been playing traditional role of home makers while males remaining a leader in every sphere of life (Craig et al. 1996, Gidesn, 2005). Because of this social attitude females have been reluctant to pursue educational administrative positions (Holtkanm, 2002). It was important first to find out the availability of Directors and female teachers in these secondary schools. Table 4:3 below provides information on the availability of Directors in the three secondary schools makueyworeda. The mark (√) indicates where the response applies.

Table 7: Availability of School female Directors in Secondary Schools

Name of Schools	Category of Responded	
	Available	Not available
Adura Secondary School	x	✓
Warach secondary School	x	✓
Winydiew Secondary School	x	✓

Source: Field Data (2023) Key: x=Available; √=not available

The findings in Table 4.3 indicate that school female directors are not available in above mentioned secondary schools. The lack of female directors in secondary schools means that girls may lack the contribution of female directors as their role models. This has contributed to poor girls' academic achievement in secondary schools. This follows the fact that female directors play vital role on girls' academic performance because they create favorable and friendly relationship with children, particularly girls enabling them to perform better in their academic studies (Bennaars et al, 1994).

According to Bennar et al (1994) the majority of makueyworeda secondary schools lack female teachers. The absence or scarcity of female teachers as role models for girls in makueyworeda secondary schools is one of the variables affecting their academic performance. As a result, girls lack crucial role models from whom to learn how to deal with or handle female-related issues at school environment. According to Evans (2006) having female teachers as role models raises girls' knowledge and perceptions of girls' education, which boosts their feeling of competition and promotes gender equality in education and personality in general.

On the important role of female directors data gathered through interview held with head of schools of the community secondary schools and documentary review indicated that there were no female directors employed in all schools. For example, it was shown that female directors are monitors, advisors, guiders and counselors of girls. When the school principals were interviewed on what they do, especially when there is need to assist girls for specific problem that would demand a female director, they pointed out that they appoint some teachers to perform the roles of female director.

However, it was revealed that although the appointed teachers are very helpful in assisting girls, still the whole situation faces a number of challenges. Therefore, it was found that the appointed teachers are changed very frequently in the effort to avoid the possibility of overloading one teacher with female director responsibilities for a long time. Since female director's duties are too many, too demanding and sometimes undetermined, they overload teachers making them fail to attend classes fully.

Most students, teachers and educational managers asserted that the reason for poor academic performance of female students was the lack of female role model teachers in teaching profession in the region in each level that refrain female students from being encouraged, building self-confidence and future prospective chances. In addition, they stated there is significantly low number of female model teachers in the study areas. This may hinder females not to be motivated to learn as well as to perform well in their learning.

Moreover, the solution is to change the teachers so that every female teacher or at least some female teachers attend female principal responsibilities. For example, one teacher may be appointed to hold the position of a female director for a term or year and then another teacher is appointed for replacement in the next term or year. Also, it was clarified that female director are supposed to be in school premises throughout the day ready for matrons' duties. Unlike female directors, the appointed teachers have to attend teaching in classes and many other different responsibilities regarding the fact that teachers are assigned to different responsibilities like head of department, discipline master/mistress and so on.

All these prevent effectiveness of the appointed teacher in playing the roles of a school female directors. As a result, girls lack female directors as their role models, which in turn constitute failure in academic matters and other social affairs. These was interviewed to state on the availability of female director in secondary schools. These stated that only boarding schools have female director, but day schools do not have school female directors.

The reported that what happens in secondary schools is that some head of schools appoint any teacher to play the roles of female directors. pointed out that female director has their own roles different from those of a class teacher. He revealed his discontentment for appointing teachers to perform the roles of female directors given the fact that most of the time teachers have to attend classes.

Beyond this, teachers are not trained for directors` roles. When the was interviewed on the same matter of availability of female director in secondary schools, He stated that according to low budget of the Ministry of Education and Vocational Training, school

female directors are not employed in secondary schools. He maintained the same experience as the that head of schools are forced by the situation to appoint some teachers to perform the duties of school female directors.

This has caused teachers to be overloaded by unexpected responsibilities, consequently affecting their abilities in the execution of their responsibilities. This does not only affect teachers' performance in their work, but more significantly may deteriorates girls' academic performance due to lack of trained female directors as role models illustrates the whole matter of lack of female directors in secondary schools of makueyworeda.

The situation presented reveals that where secondary schools lack female directors, one cannot speak of girls receiving directors' care as already pointed out. If the government thinks or plans for improving quality education in community secondary schools, especially to girls, then significant efforts should include employing trained female director in those community secondary schools.

4.3.8 Roles of Female Teachers

In this study, the roles of female teachers on female student's academic performance were examined as being a monitors, adviser, guiders and counselors of girls on issues related to their sex. In order to achieve this number of female teachers in relation to male teachers was identified. The study found that female teachers are not available in secondary schools in different numbers. The difference between the number of female and male teachers is big enough to enable one to conclude that girls in secondary schools may not enjoy female care as they would do if they had to receive it from male teachers as role models.

While the number of female teachers is smaller than that of male teachers, it is extremely smaller in warach Secondary School and Adura Secondary School. This shows again to say that girls in warach Secondary School and Adura Secondary School may suffer seriously from shortage of female teachers as role models than their fellow girls in the sampled secondary schools.

The academic implication of this situation is that girls have little access to much needed of their academic supports from teachers with whom they share same sex and with whom they

would be very much free to express their learning difficulties. Therefore, from this observation, as the findings reveal, the small number of female teachers as role models may contribute girls' poor academic performance in secondary schools.

The findings concur with who noted that most of community secondary schools have shortage of female teachers. Having female teachers is believed to contribute effectively to improving female student's academic performance. This would improve girls' academic performance in secondary schools, given that female teachers may harmonize and encourage girls more freely to work hard on their studies.

4.3.9 Educational Background of the Family and Economic Status

In this study it is very crucial to revealed the influence of family educational background on the girls' academic performance in secondary school. It was necessary to collected data from characteristics of female students, mother and father educational level, education occupation, parents' encouragement because of their educational Level. The responses of students whether the educational background of parents affect performance of female in school.

Based on the information that were collected from the respondents, majority of female student respondents" stated that their mothers" and father's education background is below primary level. This implies that their mothers do not have ability to help in study at home and also encourage and support them to well performance. found that family background affected the academic performance of girls. The educated parent involve programs promotes high academic performance in children. The literate parents help their students for doing their homework, asking the situation of their study and know in the obstacles to solve this leads to high performance of students.

Some students' interviewees blame their parents for their poor encouragement exhibited in their home, which in turn affect their effective and efficient management of time. Moreover, they declare that they do not give attention about their education. Therefore, from the response and suggestion given above one can conclude that parents' low expectation about females' academic performance had negative effect on their academic performance.

This also meant that the girls lacked role models to emulate. Most parents were poor peasant farmers who relied on their farm products for their farm products for their subsistence and not cash crop. This was evident from the findings that most respondents revealed that the products were only for food subsistence purposes. It was true that such parents were not able to school fees paid in private schools; therefore, they opted for co-educational schools which according to the findings in this study co-educational schools were more than girls' boarding schools in number.

4.3.10 Economic Status of the Parent

There are unable to afford for all of the children because of the high indirect of schooling. I am lucky getting the chance and to continue the secondary level education. If I have the chance passing in the national exam of 12th grade, my parents will be disagreeing to extend the secondary level education.”. These indicated that financial problem can affect negatively the participation of female students as well as academic performance of female students'.

They also asserted that domestic chores also another factor that has influence on students' academic performance. The question then is how to cover school materials for their children, to bring them to a clinic when they are ill, to properly feed them and so on.”. Another principal X 1 states: “Most of parents of female do petty business of all types for a living under normal circumstances this is a low-income job, but nowadays it is worse because they find no market for their products. Due to this they are not only able to meet school costs or demands for their children, but instead they force them to stay at home with them. The educational managers replied that they agreed large numbers of eligible females are not achieving well.

Early Marriage

In this study, many of the respondents during focus group discussion mentioned early marriage as the one major factor affecting female's academic performance in MakueyWoreda. One of the parent that I was interviewed responded that girls are our source of income. He responded that our girl dowry are 25 cows, if your daughter married you will have wealth. Therefore, due to the economic reasons and at the time of poverty,

we were forced our girls to be married at their adolescence age and that girl will automatically drop out from the school.

4.3.11 School Related Factors/ Facilities

Based on findings, institutional factor which mostly affect academic performance of female student is non- availability of teaching material, i.e. shortage of instructional material. Lack of sufficient instructional material such as books, modules, library etc. hinder them to not be educational efficient. In the schools, inadequate supportive mechanisms, i.e. the tutorial services and various supportive mechanisms not sufficiently provided. This indicates the academic school environment is not adequate for girls.

4.3.12 School Sanitation and Hygiene

Water, Sanitation and Hygiene (WASH) is an important aspect for physical and mental health of any human being. This study sought to examine how the provision of sanitary services in secondary schools affects girls' academic performance in those schools. Two aspects were examined for this purpose. These included human body sanitary services and water supply.

As it was shown from different experience that all human beings demand body sanitary services like washing water and soap, girls demand these services with specialty. Beyond this, girls have special needs or requirements different from boys. For example, they need clean water during their menstrual periods. It was therefore important in this study to examine how the provision of girls' body sanitary services by the government and the society affects girls' academic performance.

It was therefore explained that the girls still face shortage of water service. Soap and pads are not given to girls in MakueyWoredasecondary schools regardless the fact that these are very important facilities. It is important to keep in mind that girls require effective hygienic conditions, especially during their menstrual periods. While they require water, soap and pads throughout their life, these resources/facilities become highly needed during menstrual periods.

This study found that some girls get soap and pads from their homes. However, since some girls' families cannot afford offering these articles, the girls decide to remain at their homes for some days during menstrual periods. More importantly, this study found that some girls face serious challenge when they find themselves in menstrual periods out of normal expectations, given the fact that menstrual periods may sometimes vary from month to month. Menstrual periods are subject to uncertainty. When this happens while girls are in classes or school premises, they have to seek for permission or even absent themselves from classes and studies and go back home. It was stated that shows clearly that with exception of water, soap and pad are not provided to girls for sanitary purpose.

For example, it was noted that water is not provided at full provision. Sometime water service is not available in community secondary schools. It happens that girls go to schools but find that water tapes do not flow water due to different reasons not communicated to girls. When this happens, girls find themselves in extremely serious sanitary problem.

Girls when were interviewed on how they are affected by poor provision of water and lack of necessary sanitary services like soap and pad, they complained that the problem affects them negatively not only health wise, but also academically. They disclosed that during water problem, even attending toilets becomes most challenging.

Water service is provided to girls fully at extreme uncertainty. This study found that lack of provision of water to the school environment makes the issue of sanitary services to girls even more uncertain and most challenging to girls. Consequently, girls cannot concentrate fully in studies, which in turn have led to poor academic performance among girls in secondary schools. The head of schools were interviewed on the provision of sanitary service, namely: water, soap and pads. They maintained the same responses given by the interviewed girls that water is provided although not enough in our school area.

In opposite to this, such important facilities as soap and pads are totally not provided at school area. They noted that the problem is really serious and that parents should understand that they bear primary role on ensuring that their children access important sanitary facilities than waiting for the government to provide the facilities. One of the head

of school commented that there is direct relationship between the provision of girls' body sanitary services and girls' academic performance.

In the same way, parents admitted that their daughters are at risk of falling victims of hygienic problem. They revealed their awareness on the existence of water problem in community secondary schools, as it is for the general community. Even the provision of soap and pads is still challenging greatly due to economic hardships among some parents, among other reasons.

When they were interviewed on the same matter of provision of sanitary services: Stated that the government takes it for granted that secondary schools are day schools, thus girls' do not necessarily require such articles as soap and pad because they just spend short time at school. The added that the problem of girls' sanitary service is the problem of the whole country of Ethiopia. The government has not yet been in position to supply girls with those special needs. He intoned that he sympathizes with girls for the problem they face, especially during their menstrual periods due to lack of very important sanitary facilities.

In his opinion, girls in secondary schools should be provided with special room at school to attend in case of cleanliness related to menstrual periods instead of sharing same toilets with other girls. The observation is in consensus with, who suggested that, in solving problem which facing girls, we should identify and meet girls' needs. The provision of sanitary facilities like water, soap and pad would enable girls to participate fully and concentrate on studies for better academic performance.

4.4 Toilet Services and Water Supply in Secondary Schools of Makuey Woreda

Study finding revealed that girls are provided with inadequate toilet services, which means that they highly suffer from sanitary problems as far as toilets are concerned. During the interview held with the makueyworeda selected schools, it was found that the problem of toilets is due to over enrolment of students in secondary schools, which is not in proportion with the expansion of toilet services. He posited that the circular of the Ministry of Education and Vocational Training instructs secondary schools to have only one stream for each class with each stream having a maximum number of 50 students per stream.

But due to increased demand for secondary education, secondary schools end up enrolling more than the required number of students in those schools. As a result, more enrollments led to deficit in the provision of toilet services in secondary schools. As revealed already, both girls and boys demand sanitary services, but girls demand the services with more specialties. This is even made clear by that recommends many toilet holes for girls than boys. recommends toilet holes for girls to be in a ratio of twenty (20) girls per toilet hole while the ratio should be twenty-five (25) boys per toilet hole.

However, as the findings revealed, the case was quite different in secondary schools. Taking for example, only one secondary school (Winydiew Second school), just as a representative sample, it was found that girls are in excess demand of toilet holes. For instance, it was found that the total number of girls was 333 girls. These girls demanded 25 holes but only 2 holes were available, with a deficit of 18 holes. The phenomenon is better represented that girls are in great shortage of toilet services.

This study found that the over use of the available toilets due to large number of girls has made the toilets too dirty, hence unsafe for girls. Girls are affected in terms of their health girls' toilet required toilets present shortage and time spent in accessing toilet services for the insufficient toilets. When it turns to academic performance, the matter has been that the shortage of toilets affects girls' time to attend classes. Some minutes are spent in every school day as girls have to keep long queues waiting for each other outside toilets in demand of the service. This means nothing but girls' poor academic performance.

In a conclusion, it is to be noted that in many countries girls and women spend more time in various food production and household activities. Challenges to female students are related to cultural, and school related to challenges as well as the female students attitude toward education. Effect of these issues was found to be typically apparent in MakueyWoreda. Due to these factors female students has been poorly performing consequently leading many failing to achieve their educational objective and goal. Many drop out before rate of drop out is significantly high.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATION

5.1 Summary of Finding

The issues of factors affecting female student's academic performance and in Makueyworeda can be understood as, school - related factors, economic factors and cultural. Hence, ways of providing the necessary support to females' education should be sought by the schools, the communities and all stakeholders.

- The research indicated that lack of adequate roles model female teachers in the secondary schools negatively influenced female students' academic performance.
- These study revealed that lack of adequate sanitary services and distance from home to school had its negative influence on the academic performance of female students.
- .It was found out that lack of female director had negative influence on the academic performance of female students of the secondary schools.
- Teachers related factors such as lack of interest of teachers towards teaching, lack of quality and committed teachers to support female students, lack of teachers emotional and social skill in providing special support for female students and lack of clarity of teachers presentation in recognizing female students learning pace had negative effect on the academic achievement of female students.
- This research also showed that a deficit supply of instructional materials , non-availability of support system for female students in particular that would help them academically competent as well as lack of awareness of staff about gender issues had negative influence on the academic performance of female students.
- The study also explained that lack of rewards given in the school for female student's good scorer had negative effect on the academic performance of female students.
- The study analyzed that lack of direct school costs of school materials like the purchase of pencils, pens, reference books and cost of uniforms or house rent have

strong influence on academic performance of girls in secondary schools of Makueyworeda.

- It was found out that poor educational background of parents and their Low occupational status had negative effect on academic performance female students'.
- The study revealed that parent's low expectation about females' academic performance had negative effect on their academic performance.
- The study also indicated that poverty situations and hence girls' engagement carrying out family businesses at home had negative effect on their academic performance.
- The relationship between many factors mentioned had effect on female students' performance was found in this study to be the case in all selected three secondary schools, however, with declining status.

5.2. Conclusion

The research shown that the academic performance of the female students in Makueyworeda tends to be weak. The home activities made them too busy. In addition, traditional attitude towards females schooling have effect on academic performance of female students. Lack of parental involvement, encouragement and support of parents in female education was very low which will hide their potential to achieve academically better. In addition, poor parental child relation also attributes to poor performance of female students. As revealed by most of the respondents, there is high need for extensive usage of female student's workloads, i.e., the high need for girls to work the household/home work from an earlier age than boys. Females have heavy burden and a subsequent unclear mind, and increased absenteeism from school, lack of time for school assignments after school attending, lack of understanding the subject matter and commitment to school activities. The effect is academic under performance for the females. In addition, there were no good counseling and guidance services to female students. The issue is one of major challenges of female academic performance. Counseling and guidance stands out to be a significant factor in creating and improving awareness of the society regarding to female education for their better academic performance. However, there is significantly low number of female teachers in the areas. This hinder female not to be motivated to learn as

well as to perform well. The psychology of the females at school plays a key role in their academic performance. Far distance from home to school also influence on female's academic performance, the greater the distance from home to school, the less likely it is that a girl will attend. Parents are also afraid that their daughter may be subject to sexual harassment on their way to and from school. Inadequate sanitary facilities like soap, pads, and toilets are challenges in the secondary schools. females are not provided with enough toilets, they lack soaps, and pads. Some females decide to absent themselves from schools, especially during their menstrual periods due to lack of these important facilities. As a result, females are more affected in terms of their academic performance than boys.

In a conclusion, as a result of their consequence, they might be forced to withdraw their secondary education. Besides this, the female-students who lived with only one parent (father or mother) and with others might be obliged to support the household activities which could be other serious obstacle for missing schools repeatedly and make less in their academic performance in MakueyWoreda. Even if a females was in school, she has no time to study and to read and to prepare for the lesson rather waiting the daily routine works at home because the school females expected to fetch water, and firewood for the family. females' labor is used to substitute for mother's work in the households. In one or other way females have such heavy, long and tiresome and difficult activities in the household that take a lot of time energy.

5.3. Recommendations

The study summary and conclusions showed that because of parents' low occupation, cultural practices and low economic background, most parents could not support and assist female students' by covering the direct and indirect cost of schooling. This inability of covering school direct and indirect costs plays its role standing in the way of female students' low academic performance. Thus, to tackle this obstruction and encourage females' regular attendance the makueyworeda educational office should provide loans from their poverty alleviation fund to needy parents to enable them improve upon their economic activities and thus raise their incomes. This will make it easy for them to cater

for their female students by providing them with their basic needs and paying for different cost that influence their performance.

- As the study have shown, the lack of female directors and female teachers in secondary schools may discourage the learning interest of female students and the rate of female's students dropout is very high than males students. So, the Regional educational bureau should search a means to assign female directors and female teachers in secondary schools who can serve as a role model.
- The study has shown that lack or shortage of school facilities such as instructional materials, library and absence of guidance and counseling are still other main reasons that affect females' educational participation in secondary schools. Then, the provision of improved school facilities will be an ultimate effect in encouraging regular attendance and increasing academic performance of females. MakueyWoreda education office and the school are advised to organize school facilities at the proper time in order to get rid of the obstacles that influence performance of females in secondary schools.
- The three secondary schools of makueyworeda are advised to invite some successful and female role model in different disciplines to share their experiences for female students which may serve as means to boost the level of their performance, motivation and moral in their respective arena of social life.
- Makueyworeda secondary schools are advised to provide progressive gender focused tutorial programmers so as to improve the academic performance of females.
- As it is observed the findings of the study, most of secondary schools do not have school female directors and male director that can make guidance and counseling service. While, as it is confirmed by different researches' results, the availability of dedicated school guidance and counselor helps the learners to solve individual problems and to have a good out look towards self and encourage female students with their learning difficulties. So, the Gambella Regional Education Bureau and other responsible authorities advised to assign schools guidance and counseling services for secondary schools to improve "female performance in the makueyworeda.

- It is also suggested that the Gambella Regional Education Bureau is advised to organize short-term training for secondary school teachers on ways of enhancing females' academic performance. The research explicated that a reasonable barrier to the schooling of females is the fact that parents themselves have not been to schools and may not have enough idea about the benefit of education or what schools can do for their children. To mitigate this challenge, the schools are advised to organize awareness creating program to help parents and communities better to understand and appreciate the value of schooling and the long range effective education has on their female students.
- As the result , the schools are advised to play a crucial role to organize prizes to parents those who are committed to support their female students' learning though not educated for such prizes would have a power of stirring up those families that don not have such commitments.
- The MakueyWoredaschool's principal and educational officials advised to organize seminars education about complete attitude change to get parents to be concern about their femaleseducation. This will help change the negative attitudes that the females have towards education.
- As revealed in this study that sanitary facilities like soaps, and pads are not provided to females in secondary schools, it is recommended that the schools (PTA) provide these necessary facilities.
- It is recommended that the school principals advised to give recognition high achiever female students and their parents, teachers who participate on female issue, parents and role model female teachers as well as female students- teachers committee to increase their motivation.

5.4 Suggested Area for Further Study

As this study was focused on factors affecting female students academic performance Secondary School of makueyworeda based on the data collected from the concerned students, teachers, principals, PTA,Religious leaders and educational experts. Therefore, the researcher suggests that other studies on the issues should be conducted

among females in different educational system, sociocultural and economic settings, as well as through educational perspectives using longitudinal data elsewhere in different part of the country of Ethiopia.

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APPENDICES

Appendix A: questionnaires Prepared for Students.

Dear Respondent,

This schedule is prepared to be filled in by the researcher in order to collect data from Female students of Secondary Schools` MakuéyWoreda, Nuer Nation Zone Gambella Regional State. The thesis entitled **“Factors Affecting Academic Performances of Female Students.**

Since you are one of the respondents in the study, you are kindly requested you to respond to all the questions genuinely. Generally, your active participation in the study determines The successful completion of the study the reliability and validity of the data collected. In addition, all the pieces of information you are sharing to me is fully confidential and will be used for academic purpose, but not to be shared to others.

Thank you in advance for your cooperation!

Cellphone Number: +251-925852065

Email address: tutput@gmail.com

I.PERSONAL DATA

1.Sex of the respondent

Male Female

2.Age of the respondent _____years.

3.Marital status

A. single (never married) B. married C. separated D, widowed

Other (please specify) _____

4.Are you a disabled person?

A. Yes B. No

4.1 If “yes,” please specify your type of disability_____

6. Where is the location of your home?

A. Rural area B. Urban area

7.How many children are there in your family (including yourself)_____

8.Class/ grade level you are currently in

3.How much is the estimated monthly income of your family? (**Circle only one choice**)

- A.Less than 500 ETB/month B. 500-1000 ETB/month
B.1001-1500 ETB/month D.1501-2000 ETB/month E. >2000 ETB/month

4.Is the monthly income of your family adequate to satisfy the needs of the household?

- A. Yes B. No

4.1. If “No,” do you engage income generating activities?

- A. Yes B. No

4.1.1 If “yes.” please state the income generating activities you are in _____

6. Do you think that your academic performance is affected by your families’ income?

- A.Yes B. No

8. How do you rank your family`s supports to your educational achievement?

- A. High B. Medium C. Low D. I can’t decide

III.SOCIO-CULTURAL FACTORS

1.What is your family’s religion?

- A.Orthodox B. Muslim C. Protestant D. other (specify) _____

2.What is your religious affiliation?

- A. Orthodox B. Muslim C. Protestant D. other (please specify) _____

3.Are there any religious factors hindering you from educational performances?

- A. Yes B. No

3.1 If “yes” please specify those religious influencing factors

4.Who is in a position to make decisions in the society you are living in?

- A. Men B. Women C. Both

5.Are you free to express your feelings among your classmates?

- A. Yes B. No

6.Do you ask your teacher for briefing if anything you misunderstand comes up in the class?

- A. Yes B. No

6.1 If not, what is your reason? _____

7.Do you feel comfortable to go out to public places like shops, cafeterias... alone?

A. Yes B. No

8. Have you ever faced any of sexual harassment or threat for such an activity?

A. Yes B. No

8.1. If your answer for question number 8 is Yes, specify the type(s) of harassment

A. Verbal B. Physical contact C. Sexual abuse
D. Attempt to rape E. All or some of the above

9. Where do you most probably face sexual harassment?

A. At school B. Out of school C. Both in and out of school

10. Who are the major actors in committing sexual harassment?

A. Male students B. Teachers C. Relatives
D. Neighbor E. others (please specify)

11. To what extent does sexual harassment affect female student's academic performance?

A. Very high B. High C. Moderate D. Low E. very low.

12. Have you ever been asked by your teachers for sexual relation?

A. Yes B. No

12.1. If your answer for question number 12 is Yes

12.1.1. For how many times? _____

12.1.2. How many teachers asked you for sexual relationship's this?

12.1.3. Have you reported the issue to school management? A. Yes B. No

12.1.4. If you did not report, why

13. Have you ever cancelled your planned program to attend some events like (watching film, attending makeup class etc.) due to feeling of insecurity?

A. Yes B. No

IV. PSYCHOLOGICAL FACTORS

1. Do you think that what you are learning is clear and easy to understand?

A. Yes B. No

2. What would you do if some questions you are not certain to answer is asked in the class room? A. I will keep silent B. I will answer what I think is right

C. I will frankly tell that I don't know the answer D. I don't know what to say

3. Do you believe that committing mistakes in the class room is disgraceful?

A. Yes

6. Is there any kind of gender specific problem in your school?

A. Yes B. No

6.1. If your answer to question number 7 is yes, how do these discriminations Manifested? _____

7. Have you ever used any kind of stimulants? A. Yes B. No

7.1. If your answer for question number 9 is yes, which of the following do you use?

A. Cigarette B. Shisha C. Chat

D. Alcoholic drinks such as beer E. Others (specify) _____

7.2. Who is your friends when you take these stimulants?

A. Girls B. Boys C. both girls and boys

7.2.1 How often do you use these stimulants?

A. Always B. Sometimes C. Rarely

8. Do you get guidance and counseling service in your school?

A. Yes B. No

8.1. If your answer to Question number.8 is “yes” Who provides you the guidance and

Counseling service in your school?

A. Male professionals B. female professionals C. both types of professional

V. PERSONAL FACTORS

1. Are there any personal factors on your part which have influenced your academic Performance of female students

A. Yes B. No C. I don't know

1.1. If your answer to Question number 1 is “yes,” please explicitly specify them _____

VI. SCHOOL ENVIRONMENT FACTORS

1. In your opinion how do you see the school environment in which you learn your lessons?

A. Supportive B. Moderate C. Hostile D. other (please specify) _____

2. Do the practices in your school affect your performances in education.

A. yes

B. NO

C. I can't decide

2.1 If "yes" to question number 2 in what ways please

specify _____

3. What do you suggest female student performances in your local area?

4. To reduce these factors affecting female students' academic performances

6.2 to promote those opportunities facilitate female students' academic

Performances _____

Appendix B: FGD Schedule/Checklists

1. What are the major factors that affect females to perform as well as boys?
2. What are specific factors that affect females inside and outside the school environments?
3. Is there any guidance and counseling service provided by the school?
4. What do you think should be done to improve female students' academic performance?
5. Do you think that female students need special attention at this level? Why?
6. What do you think the role model female teachers in encouraging female students?
7. Do you assume that male students spend more time on studying than females''? Why?
8. How do you evaluate parents and teachers support? What do you comment about it?
9. How is the attrition rate of female students here? What could be the major reasons? Behind?
10. Do female students experience absenteeism, drop out and repetition in your school? Why?
11. How do you see the efforts of female students in doing assignments, projects and similar activities?
12. What possible approaches and strategies do you forward to alleviate the problems?

Appendix C: Observation Schedule

1. How is the outside environment of the school?
2. Is there any dry grass in the school and outside the school?

3.How is the environment of the school?

4.How are the works of the guards?

5.The location of the school?

Appendix D: Document Analysis Template

1.Demographic characteristics of respondent.

2. Enrolment of students over the last three years (2021-2023)

3.Dropout of students over the last three years (2021-2023)

4. Reputation rate over the last three years (2021- 2023)