

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

**FEMALE STUDENTS ACHIEVEMENT AND FACTORS
INFLUENCING THEIR PARTICIPATION IN GENERAL
SECONDARY SCHOOLS IN EAST WOLLEGA ZONE**

BY: TAKELE HUNDIE AYANA



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CURRICULUM AND INSTRUCTION**



JULY 2008

ADDIS ABABA

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Acknowledgment

First, I would like to express my deepest and heartfelt thanks to my advisor Dr. Abdulaziz Hussien, who gave me his unreserved professional guidance, insightful and constructive comments to the realization of this thesis from the beginning to the end.

Then, my special thanks which words can't express my feelings about her patience, encouragement and cooperation goes to my wife W/ro Worknesh Negassa. She has sacrificed her interest and comfort in shouldering the burden and challenges of taking care of our children which is in no means comparable with anything for my eventual success. Without her unreserved dedication, the completion of my studies would have been impossible. I am equally grateful to my children Abebu Hailu, Abdi, Gadise, Lalisa, Milkessa Takele and Bonsa Tekle for their encouragement and moral support during my study.

I would also like to express my indebtedness to Dr. Dessu Wirtu for his continuous encouragement and unreserved moral and material assistances through out the completion of my study.

I am also greatly indebted to my brother Ato Lemma Abdissa, Wuli Jebesa, Garuma Wakjira, Gonfa Duressa, Biftu Yadeta, Workneh Dinsa for their unreserved moral encouragement and material support from the beginning to the end of my study.

At the end, I appreciate East Wollega Zone education bureau, Woreda education offices, all sample general secondary schools, parents and all respondents for their supply of genuine information.

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Acronyms

AAU:	Addis Ababa University
EGSECE:	Ethiopia General Secondary Education Certificate Examination
MOE:	Ministry of Education
NGO:	Non Governmental Organization
OREB:	Oromia Regional Education Bureau
TGE:	Transitional Government of Ethiopia
WEB:	Woreda Education Bureau
ZEB:	Zonal Education Bureau

Abstract

The main purpose of this study is to investigate major factors that have an impact on female student's academic achievement in general secondary schools of East wellega zone. The study attempt to identity in school and out of school factors related to girls' education. To attain the objectives, the study employed descriptive survey method. Thus, the study was conducted on five general secondary schools of East Wollega zone that were selected using simple random sampling techniques from 20 general secondary schools of the zone including Nekemte special town. The study includes 300 female students selected from grade 9 and 10, and 50 teachers by using simple random sampling; 5 principals and 5 woreda education office leaders by availability sampling respectively, and 10 parents of females students by simple random sampling technique from sample schools. Document analysis, questionnaires and interview were the instruments for data collection. The data gathered were analyzed by statistical tools such as percentage, chi-square and rank order correlations. Generally, the study identified some of the major findings such as lack of parental support, lack of how level of parental education, females lack of motivation to learn, lack of guidance and counseling services in schools, lack of educational materials, home school distance etc. Based on the results of the findings, some identified school related factors associated with female students low academic achievement were: lack of instructional materials, lack of available guidance and counseling services in schools, females lack of motivation to learn, and females absenteeism from the class. On the other hand, lack of parental support, parental lack or low level of education, female students lack of study time at home, and home school distance are some of the out-of-schools factors for low academic achievement of female students in the zone. It was also found that the factors that affect the academic performance of female students is a function of multi dimensional variables which generally emanate from in school and out of school systems. Therefore, timely correction of the above variables should bring a considerable change in academic achievement of female students. Thus, it was recommended that the government, the school community, NGOs, and the society in general should work hand in hand to change the existing situation to up bring the academic achievement of female students in general secondary schools.

CHAPTER ONE

1. Introduction

1.1 Background of the Study

Gender inequality in educational provision reflects deep-rooted traditions and values within the ideological, political, economic and socio-cultural fabric of societies (Kasente: 1995). In rural societies, girls are made to perform household and agricultural activities. This is one of the many factors that limit girl's education. Cleaning the house, preparing the food, looking after their siblings, the elderly and the sick, grazing the cattle and collecting firewood are some of the key tasks they have to perform (Amuge, 1987, Cited in Kassahun, 2006:420). Parents are, therefore, reluctant to send them to school physical safety of the girls especially when they have to travel a long distance to school and fear of sexual harassment are other reasons that impede girls education (Gregory, 1995).

In most developing countries, women and girls are disadvantaged, compared to men and boys as regards access to education and services as well as influence and control over decision making processes and social or political institution that determine quality of life (Eshiwani, 1993; cited in Kassahun, 2006:420).

According to Hill and King (1993:29), educating females yields far-reaching benefits for girls and women themselves, their families and the societies in which they live. Educating girls offers the best hope to break the cycle of female deprivation. (Hyde (1993: 144)

Female education has become one of the most powerful forces that contribute to all rounded improvement in society's life (Berelson 1969, Kingdon, 2002). The authors suggest that the benefits of educating women are manifold, ranging from improved productivity, income, and economic development on the national level to a better quality of life on the individual life, notably a healthier and better nourished population and greater autonomy among women.

In Ethiopia females' participation in education is behind that of males. The number and grade level of female students are inversely related. It means that the number of female students decreases as the level of education increases. (Sentayehu, 1998)

The data taken from women's policy of Ethiopia 1993 shows that the percentage of female students in the high schools was only 30%. They were denied of opportunities for schooling. In traditional Ethiopia, the Orthodox Church and Mosque were major institutions responsible for the discrimination of female education (Seyoum, 1988)

Moreover, sex- stereotyped perception has affected the achievement of girls in school. For instance, boys are encouraged in ways that will enable them to achieve, compete and win; while girls are discouraged from developing senses of competitiveness in their educational endeavors.

Thus, the factors that affect the academic achievements of female students can be categorized into a number of ways. Some of these basic factors are related to in-school practices or institutional factors, and others are out-of-school factors which are associated with society's socio- cultural beliefs, customs, economic- status and attitudes about girl's education. Considering all the above mentioned factors in mind, the researcher investigated the major factors that hinder academic achievement of female students in the zone.

1.2 Statement of the Problem

The level of school quality is usually depicted by the level of students' achievement. The achievement of students, on the other hand, is determined by various internal and external school factors. Quality of teaching forces, quality of instructional materials, efficiency of school management and home factors or students home background are the influencing factors of students achievements.

Nevertheless, in many African Countries, women's participation in education is very low. Ethiopian women in education are also similar to that of many African countries. As Seyoum (1986) stated, the attitude of the society gives maximal value to men then women which hinder women from educational opportunities. Many studies have found that the economic status of parents is a significant factor for female students' poor academic performance (Hyde, 1993). For instance, Tilaye (1999, 77-78) indicated, that some of major factors which can deter the schooling of children are private or economic problems, low employment opportunities, students' excessive involvement in family work, involvement in in-come generating activities and parental reluctance to pay children's educational expenses.

In East Wollega zone, out of the total girls sit for EGSECE examination, about two- third of grade 10 female students didn't succeed in their national examination in the past few years. For example, according to zonal educational statistics in 1997 E.C 21.7%, in 1998 E.C 21.5% and in 1999 E.C 25.4% females passed to preparatory schools.

This low performance of female students in General Secondary Schools of Eastern Wollega Zone arouse interest in the researcher to assess the factors that contributed to the poor academic performance of female students in general secondary schools.

1.3. Objectives of the Study

The general objective of the study was to examine the major in-school and out-of-school factors that affect the academic achievement of female students in general secondary schools of East Wollega zone.

The Specific Objectives of the Study were to:

- Analyze the major factors that affect academic performance of female students.
- Point out some in school and out-of-school factors that hinder the academic achievement of female students.

- State socio-economic and cultural aspects that affect females' education.

To attain its purpose, the study tried to answer the following basic research questions:

1. What are the major institutional (in-school) factors that affect females' achievement in general secondary schools of East Wollega zone?
2. What are the major socio-economic factors (out-of-school) that hinder females' educational performance in General Secondary Schools of the zone?
3. What are the socio-cultural factors that affect females' education in General Secondary Schools in the zone?
4. What measures should be taken to enhance female students' performance in General secondary schools?

1.4 Significance of the Study

The researcher believed that this research work could be significant in the following ways:

1. It could provoke the academic and administrative staffs to be aware of the variables that have positive and/or negative effects on the academic achievement of female students.
2. It is assumed that the study will help educational experts, policy makers and others in implementing educational policies.
3. It may encourage others to study the problem in a wider scope and depth.

1.5 Delimitation of the Study

There are government and non- government General Secondary Schools in East Wollega zone. Nevertheless, this research work confines itself only to government schools to make the study manageable.

Accordingly, out of 20 government general secondary schools in the zone, the study was delimited only to the following five governmental general secondary schools: Dargie, Sasiga, Gute, Biftu Nekemte and Ifa general secondary schools.

1.6 Operational Definition of Terms

- ❖ Academic achievement: this refers to the actual accomplishment as distinguished from potential ability
- ❖ General Secondary Schools: This refers to the schools which offer a post elementary education program (grades 9 &10)
- ❖ Gender: refers to widely used idea and expectations assigned to women and men by society.
- ❖ Sex: Refers to the genetic and physical identity of the person and is meant to signify the fact that one is either male or female.
- ❖ Zone: Refers to administrative classification of regions in Federal Democratic Republic of the present government of Ethiopia.

1.7 Organization of the Study

This study was organized under five chapters. The first chapter included the background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, operational definition of terms and organization of the study.

The second chapter dealt with the review of related literature. It provides detailed information related to female students' educational performance in general and the general secondary schools in particular.

The third chapter is concerned with research methodology, namely research design, research method and data collection instruments.

The fourth chapter dealt with data analysis and interpretation. Here, the collected data through questionnaire, interview and document analysis were analyzed and interpreted. The fifth and the last chapter present summary, conclusion and recommendations based on the major findings.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. The Trends of Female Education: An Overview

Under this section, different literatures and research findings were described and summarized on the issues of female education to give background information about the study under taken.

2.1.1. The Global Perspectives of Females' Education

Economic growth, social development and improvements of the welfare of individuals and societies are unthinkable without education. In this regard, the 1995 report of UNESCO describes the struggle against illiteracy as a struggle for development, justice, equality and recognition of the human dignity of all and of claims of each to a responsible economic, social and political role in society and to the fruits which derive there from.

Therefore, education, which is considered as one of the fundamental human rights, has not so far been fairly distributed among the nations of the world. As a result, most developing countries are not able to secure education for their children in general and girls and women in particular.

Even though, schools plan to take in and educate all children in the same way regardless of sex difference, boys are given preference for cultural and economic reasons (Seyoum, 1991). Similarly, ECA, (1997) stated, institutional, cultural and economic factors have been interacted to limit girls' education and completion rates in schooling.

Studies conducted on education of boys and girls also indicate that, boys are more favored than girls in terms of access to education. In deed, pervasive gender discriminations at the household and community levels often favored

males over females, this promote differential educational opportunities and outcomes. Regarding this, Hyde (1993:101) observes:

One of the enduring kinds of educational inequality is between males and females. Although many countries have made tremendous progress in widening the reach of education, in no country have males and females benefited equally. In the poorest countries, this inequality is reflected in lower enrollment rates, higher dropouts, and repetition rates for girls.

As Hyde (1993:101) indicated above, gender is one aspect that shows academic achievement differences in educational institutions. The causes for poor performance of female students as opposed to boys are various and the challenges on their education are several. For example, Kane (1996:5) explain the challenges of girls' education in the following way:

Education for a boy is often see as a right, which is sometimes denied; for girls, it is privilege to be earned. If funds are available after her brothers are educated, if parents' fears about her security and maintenance of traditional values can be met, if the school is not too distant, if she can continue to carry out her domestic tasks, if she does not have to marry early, if she does not become pregnant, if she does well on exams despite having little time to study- then she may get an education.

Therefore, inequality of females in educational access is not only making half segment of the population unproductive, but also a threat for the development of democratic and inclusive society (Habtamu, 2004). Moreover, their poor performance and traditionally feminine field of study deny them access to better paying jobs. Similarly, Samuel (2002) in Fekadu (20007) states "low school enrollment rate and even low completion rate, compounded by gender

inequalities imply that a huge potential resource base would remain ill-equipped, un-motivated and under utilized in the development process”

In general because of low participation of females in education, particularly in secondary and tertiary education in Ethiopia, they are likely to become increasingly marginalized from the mainstream of national development. Thus in order for females to enhance with overall national development, there should be an urgent need to put females in equal footing with their male counter parts in education so that they can play an effective role in the social, economic and political development of their own and the country at large.

2.1.2. Females' Education in Ethiopia

According to several literatures, in traditional Ethiopia the participation of females in education which was delivered mainly by churches and the mosques was negligible. This was because both of the institutions which were delivering traditional education in the country promote their respective religions doctrines favored boys over girls (Seyoum, 1986; Ayalew 2000). According to these sources, the attitudes of the society which gives maximal value to men than women and various traditional sayings which manifests the women's place in the home and dependent on the men were some of the major factors that hinder the women from educational opportunities.

After modern education was introduced in the country, for the first time Menelik II declared for girls to attend school in 1906 (Seyoum, 1986, Ayalew, 2000). Long after proclamation, the establishment of empress Menen School for girls in 1931 opened the door for girls to participate in education. Then after this period, even though there were interruptions due to various cases, girls started participating in education.

Accordingly, the enrollment of girls at primary and secondary levels in 1974, when the Military Party came to power were 31.9 percent and 27.9 percent

respectively (Seyoum, 1986). Moreover, the scholar identified that the participation was characterized by regional disparity. The participation of women in tertiary level education was only as high as 9 percent in 1974 (Seyoum 1986).

Around the end of Military regime (1989/90) academic year, the female students' enrollment in primary, secondary and higher education in Ethiopia counted for 39 percent, 39 percent, and 10 percent respectively (Genet, 1998). Here, even though the percentage of female enrollments increases at all educational levels as compared to 1974, still females are under represented in educational enrollment when we compare with their male counter parts. The reasons for such low enrollment of females in education as (Genet, 1998, and Seyoum, 1986) states, may be attributed to the value and attitudes of the society towards education of women.

The issue of gender equality is a global issue and has been raised by international conventions, such as in Nairobi Conference (1985) and in Beijing Conference (1995) on women. Similarly, the united Nations General Assembly adopted the Convention on the elimination of all forms of discriminations against women. Furthermore, having taken the different declarations and analyzing the problem, many countries have been taking measures in eliminating gender discrimination practices (Habtamu, 2004; Kwesiga, 2002). Accordingly, the Ethiopian government incorporates the issue of gender in the constitution in general and in the education policy in particular. For instance, the constitution of Federal Democratic Republic of Ethiopia (FDRE, 1995) states as:

The historical legacy of inequality and discrimination suffered by women in Ethiopia taken into account. Women, in order to remedy this legacy, are entitled to affirmative action. The purpose of such measure shall be to provide special attention to women so as to enable them compete and participate on the basis of equality with men in politics, social and economic life as well as in public and private institutions (Article 35:3).

Further more, Education and Training Policy of Ethiopia (TGE, 1994:22) also states, “Special attention will be given to the participation of women in recruitment, training and assignment of teachers” (Article, 3.4.10)

However, despite the efforts made by the government, the percentage of female students is still minimal at all levels of institutions (Fentaw, 2001; Ababayehu, 1998)

After the issuance of the New Education and training Policy (1994), school enrollments have been increased in which girls have got more access to schooling at all levels than before. Thus, by the year 2003/04 the gross educational enrollment rates of girls at the primary, secondary and tertiary level educations are, 59.1, 15.9, and 25.2 percent respectively (MOE, 2005: 8-10). Furthermore, there are also achievement disparity of female students. The studies of (Genet, 1998, Fentaw, 2001) also reveal that girls under achieve than boys especially in science and mathematics subjects at all levels.

Reasons for such gender disparities in academic achievement, as studies indicate is not due to natural factors, but because of the number of environmental factors which included socio- economic, socio- cultural and school related factors.

In general, even though the participation of girls in education is increasing from year to year, according to the above data, their status of enrollment and academic achievement show that there is still far educational equity in the country.

2.2. Factors Affecting Female Students’ Academic Performance in Secondary Schools

Writers see those factors that affect females education from different perspectives. Tiejten (1991:7) saw the factors into three categories as Macro level social factors. The Education system and School factors, and social and

household factors. Odaga and Heneveld (1995:4) however, comprehensively describe them in three aspects: Socio-economic and socio-cultural factors and school environment factors. But for the convenience of the study, the researcher categorized into two major in- school and out-of-school factors.

2.2.1. Major School Related Factors

Many researchers agree that school condition is one of the determinant factors for female students academic performance (Rose and Others 1997; Hyde, 1993). Accordingly, some of the school related variables are assumed to be: instructional materials and facilities, teachers encouragement towards female students' learning, availability of guidance and counseling service in school, girls' initiation to learn, and absenteeism.

2.2.1.1. Instructional Materials and School Facilities

Educational materials are important inputs for the effective teaching- learning process. However, from gender perspectives, unless and otherwise teaching materials and facilities are designed and prepared to be gender sensitive, they exert their influence on girls performance and participation in a number of ways. Researchers like (Leach, 1998; Miriam, 1994; Graham, 1996) indicate that stereotyping roles in textbooks and curriculum contents limits the achievement of girls.

The study made by Shaheed and Mumtaz (1995) in Pakistan, after examining the images of men and women in school and college textbooks, discover that women are portrayed solely in their domestic roles such as Cooking, Cleaning, bearing and rearing children and serving a domestic help. Similarly, in Togo, a survey of secondary school textbooks shows that many presented women and girls as a subordinates and only men were portrayed in leadership roles, as a senior teachers, in business or the police (Graham- Brown, 1996)

It is also obvious that aesthetically satisfying environment promotes learning. The color of the wall, ceiling and chalk board have great effect on learning. Insufficient amount of light, inadequacy of chairs and tables for students, and lack of space in the classroom hamper the instructional process. Furthermore, it is possible to say that the larger the number of students and insufficient facilities in the classroom, the more difficult it is to use appropriate methods, techniques and assessment strategies and the less the effectiveness of instruction (Larsen, 1971; Davise, 1981).

To sum up, Njeuma (1995) states, bias in educational materials limits the achievements of girls and the male biased character of teaching materials enforces the idea that education is irrelevant to girls.

2.2.1.2. Teachers' Encouragement of Female Students' Learning

Teachers' attitude and expectation are likely to be a reflection of the broader societal prejudices about the roles and abilities of females' education. Based on observation, it has been found that "teachers encourage and give more attention to boys and direct more questions and comments to their male pupils". The practice of giving minor importance to female pupils in classroom activities may be attributed to teachers belief that boys are more intelligent and able than girls (Rose, et al., 1997:36). Such way of thinking and practices of teachers may discourage girls from actively participating in the teaching learning process equally as the boys, not because they do not know but because their socialization does not allow them to even take the risk of being wrong (FAWE, 1995: 35). The consequence of these differential treatments leads to the loss of confidence and development of negative attitudes towards learning in females, which may result in less educational achievement.

As stated by Stromquist (1997), and Golomback and Fivush (1995), teachers have low expectations of female students academic performance, which reinforces and supports girls' low academic achievement and contribution to

high level of female students' educational wastage at all levels of schooling. To substantiate this, Rose and others (1997:107) revealed that attitude of teachers and of pupils themselves towards girls' abilities meant that girls' often lack confidence in class and did not participate fully because of shyness, which affect their performance.

Moreover, Palme (1993:43) confirms that high rate of failure for school girls is found to be an effect of inequality of treatment within the classroom.

In Ethiopia, the education of girls at schools follows the pattern of socialization exercised by parents at home. That means the education of girls is based on patriarchal view that corresponds to the role girls are expected to assume in the society. In their education, girls are discouraged to develop traits that will enable them to achieve, compete and win for these are not deemed necessary for the stereotyped roles of housewives and mothers. Such socialization process could be one of the key factors that discourage girls to develop the sense of competitiveness in their educational endeavors (Almaz, 1992) cited in Mekasha (2000).

2.2.1.3. Guidance and Counseling Services

Most high school students face various problems such as physical, psychological, physiological, etc, which often emanate from the nature and characteristic of being adolescent. They also face mental problems and subsequent emotional and psychological turmoils such as stress and strain, frustration, inferiority and superiority complexes, anxiety and tension, other than such problems that are shared commonly by high school students. "High School girls have to face additional problems not necessarily faced by their male counterparts such as early marriage, physical maturation and unnecessary pregnancy, and illegal abortion". (Yusuf, 1998). Obviously, these problems could contribute to withdrawal, dropouts, low academic performance of female students.

Accordingly, one of the alternatives that would help in upgrading the academic achievement of female students is by promoting guidance and counseling. According to Gorton and et. al., (1988), the main purpose of guidance and counseling service is, therefore, providing students counseling and the opportunity to discover their interests, abilities and capacities in various studies, assisting them in a way studies will contribute best to the realization of their educational plans and where such studies may be best pursued.

Writers like Haregewoin and Yusuf (1994) and Ballantine (1993) seems to defend that guidance and counseling services in secondary schools is more important for female adolescents because of teenage pregnancy, illegal abortion, absenteeism, dropout, repetition, inferiority complex, late coming to school, etc. Therefore, to conclude that guidance and counseling services should center female students' personal and educational problems in order to overcome discrimination and inequalities against girls and women prevailing in the society.

2.2.1.4. Girls' Motivation to Learn

As Wade and Tavis (1990), social or learned motives such as need for affection, power, competence and achievement are acquired through social experiences that can derive an individual in every society to act accordingly. Similarly, emphasizing achievement motivation, Moehar (1984) stated that of the different types of social motives, the motives to achieve has paramount importance in indicating students level of performance in the school.

Cole and Chan (1994) explained motivation as concerned with personal energy directed towards the achievement of particular goals. One can be understand that students can be activated by both intrinsic and extrinsic motivation. Students need to be satisfied internally in what they do in the class, and they to be externally motivated to be successful in their academic accomplishments.

Accordingly, if students were given the freedom to make their own choices in the school, their autonomous academic motivation would increase, but if they felt constrained in school, their autonomous academic motivation may diminish.

Thus, girls lack motivation to learn due to a number of reasons, i.e. socio-cultural factors which are constantly present: a subservient wife and mother role of girls, types of jobs expected by the girls, the real and perceived lack of market opportunities, low teachers' expectation, etc. (UNICEF, 1993; Rhodie, 1989).

Carron and Chau (1996) also explained that, difficulties of academic subjects were also another factors that affect female students motivation to learning. Regarding this fact, researchers revealed that the lower achievement of female students in some subjects would adversely affect their motivation in school.

Furthermore, Akinkugbe (1994:122) stated that, the absence of the role of younger girls and female teachers discouraging of girls in the classroom situations, which are the causes of poor motivation among school girls towards learning and their poor academic performance. Berhanu and others (1998) also conclude that the in-appropriate examination systems, the perceived irrelevance of curriculum to girls' daily life are among the factors that dampen female students' motivation to learn.

2.2.1.5. Absenteeism

Regular attendance is an essential activity of the teaching learning process and it is a key for good academic performance. In contrary, irregular attendance limits the learning process and reduces the ability to good education (Garman and Brown, 1989; Ediger, 1989). As Garman and Brown (1989:7) state, the more children miss school, the less they learn, the lower their grades, the greater the possibility that they will be failed.

According to Haddad (1979:13), frequent absenteeism from school is a behavior highly associated with grade repetition and dropout. Similarly, a study made by Eisemon (1997) on repetition has confirmed that absenteeism has been significantly related to grade repetition.

As many researchers revealed, school girls miss classes often than boys since they are responsible for household chores. For example, Rhodie (1989) and Rao (1985) depict that female students in most cases experience frequent school absenteeism, for they have to feed the family, fetch water and collect firewood, clear the house, look after the younger siblings, etc. As a result, Jabre (1988) explained that, a vast majority of female students have poor results because of absence from school, which often is concomitant with grade repetition.

In Ethiopia, too, researchers report that absenteeism is high for girls than boys (Rose and others, 1997; Yelfign and other, 1995; Assefa, 1991). Rose and other (1997) find that girls' grade repetition and low academic performance was because of their frequent absence from school.

2.2.2. Major out-of School Factors

In addition to school related factors, there are also many other factors outside the school that can affect the academic performance of female students. Some of the major out-of-school factors assumed to be the cause for female students' low academic performance are the socio- economic factors and socio- cultural factors. Thus the following section is intended to discuss these factors in relation to girls education.

2.2.2.1. Family- Economic Background

Socio- economic background of the family affects the access to and participation of children in general and girls' education in particular. It may deter parents from investing the basic materials required like fees, for registration, examinations, uniforms, transportation and other related school costs (Graham- Brown, 1996).

Despite economic status of the family is being influential on education of both sexes, its manifestation on girls' education in connection with various social, economic and cultural factors are multi dimensional and complex. Similarly, several studies (Hyde, 1993, Khan, 1993) have found that the economic status of parents is one of the most hindering factor to girls' educational participation and academic performance in developing countries.

According to Saith (1998), family economic status in rural and urban areas is probably the most important reason for holding girls back from school or withdrawing them earlier. Similarly, because of poverty in many families, more girls quit school to engage in economic activities to contribute to the survival of their families (Annan- Yao, 2004) cited in Seifu (2007).

2.2.2.1.1. Direct Cost of Girls' Education

The expense of families on children's education in general and girl's education in particular is considerably increasing. The inability of parents to meet the direct costs of schooling such as uniforms, transport costs, material costs, school fees, etc. may have an effect on the education of children. Families of low income and socio- economic status, for instance, will have problems in sending all their children to school and they are being enforced to make choices whether to send boys or girls (Rose and others, 1993). Hence, when a choice has to be made for economic reasons between educating a son or a daughter, preference will be given to the son (Njeuma, 1995; Bendra, 1998). Therefore, the problem of low economic status is not only the matter of making choices, but it is also associated with low performance of those who attend schools.

2.2.2.1.2. Opportunity Cost of Girls' Education

It has been argued in the literature that in most developing countries, child labor is indispensable to the survival of some households, and schooling represents a high opportunity cost to those sending children to school (Odaga and Heneveld, 1997:17). The reason for this is that child labor has got

immediate and visible financial rewards especially in the unskilled informal sector and hence nullifying the case for education. This shows that the effect of the problem is more pronounced to girls than boys. For instance, if mothers are needed to work on the farm, daughters may be expected to assist and carry out other domestic responsibilities such as cooking, cleaning, fetching water and firewood in the home (ibid).

The rapid growth of urbanization and urban investments also paved the way to push families to send their children to work there and supplement the meager income of their families. This hence involves the girls to dropout from schools and join the world of work. Therefore, it is common to see Ethiopian rural women in the urban centers as house maid and daily laborers.

Furthermore, in many African countries, due to household chores, girls have less time to spend on school work and sometimes have to dropout entirely (Njeuma, 1995). In its report 1996, UN platform Action and the Beijing Declaration confirms that, the expectations of both girls and young women to manage both domestic responsibilities and educational responsibilities results in poor scholastic performance and early dropout from the educational system.

To sum up, the household chores carried out by young school girls apart from consuming their time and energy, it also weakness their physical as well as mental capacity to persist and compete their education as compared to their counter parts. Thus, domestic duties at the cost of girls' time eventually contributes to their poor performance in education.

2.2.2.2. Parents' Educational Background

Various studies have found that the educational background of parents is important factor in determining female students' academic progress (Carron and Chau, 1996). Educated parents may have more enlightened attitude about female education, or provide more conducive environment for education of their

daughters than uneducated parents. A study of social class and academic performance in Cameroon (Brock and Cammish, 1994) suggests that girls from elite families overcome the disadvantages of their sex and have a high pass rate at secondary school than boys from almost all other occupational background. Similarly, Akinkugbe (1994:127) stated that illiterate parents tend to force their daughters to marry than to be educated. This implication is that, the lower the education of parents, the more likely that the child will be ineffective in its educational performance.

Despite parents' educational level plays a tremendous role in the future education of their Children, Brown (1990:4) states that mothers are expected to play great roles as educators. They are the primary source of knowledge, language, value and social relationships to the child. Therefore, the higher education level of the mother, the more effectively she is able to transmit the knowledge required by her children. In contrary, the more illiterate the mothers are, the less chance for their daughters to transfer education.

Moreover, the parents educational background has differential effect on their sons and daughters academic achievement, Floro, (1990, 57-58) asserted that, mothers education is related to greater increases in education for female children than for male children. Similarly, Khandker (1996); Gill, (1991) stated that, education of mother is more closely associated with the academic performance of daughters than the education of father. In addition, Rose and other (1997) also revealed that mothers' education increases the girls' academic performance. In contrary, Bustillo (1993) found that mothers' and fathers' education had the same impact (positive) on daughters' school performance.

2.2.2.3. Parents' Encouragement of Female Education ✓

According to several studies, parental attitudes are found to be an important factor affecting females' education in many developing countries. In African Countries, because of cultural influence the perception of girls' education as

equally important as that of boys among the family found to be not encouraging (Njeuma, 1995:123). Similarly, Julien and Majake, (2005) stated that educating girls for parents in some African Countries is considered as a lost investment as compared to boys. It is further emphasized that when a choice has to be made for economic reasons between educating a son or a daughter, preference is given to the son (Conway and Bourque, 1993) cited in Mekasha (2000)

Customs and Traditions are also another factors through which parents and society at large manifests their discrimination in education. In this regard, the study made by UNESCO (2000) in Annan-yao (2004) indicate that negative cultural attitudes limit girls' access to education in perception that women's and girls' roles in society are confined to home. In supporting the argument, Rose and others (1997) stated that because of cultural reasons in many societies parents believe that they are likely to benefit more from the education of the sons than their daughters.

Early marriage and bride price systems are another cultural factors that make parents not to send their daughters to school or force girls to dropout of school. This is because after marriage it is considered inappropriate for girls to continue with their education. Rather females are expected to take care of the household after marriage (Mekasha 2000).

2.2.2.4. Lack of Time to Study at Home

Although both boys and girls are involved in activities outside of school time, girls take on more domestic responsibilities in which they are involved for longer hours than boys. The situation of heavy responsibility and work load at home put young girls at a disadvantage to pace their progress in Education. Similarly, Daniel (1995) and Rhodie (1989) stated that girls have very little time to study at home because they are more involved in the household economy. In fact, girls support their family in all tasks, as result, Khandker (1996), conclude that female students have often poor results than boys in school due to their limited study time at home.

Other than household tasks, women spent most of their time looking after their children. This also takes most of their time and attention which can have an impact on their educational achievement. In line with this, Bustillo (1993) in King and Hill (1993:203) stated that married women or those who have children dropped out of school or took more years to complete their secondary education. In addition, Jabre (1988:23) confirmed that, female students have poor academic results because of their limited study time and frequent absence due to their responsibility for a great number of tasks inside and outside home.

2.2.2.5. Early Marriage

Several research reports have shown that, early marriage is an obstacle to girls' education in many developing countries. According to Miriam (1994), early marriage of young girls is frequently entails dropping out from school, changes of residence, and the assumption of greater responsibilities which all make difficult for young brides to continue their education. In addition, ECA (1997) in its report states the effect of early marriage on girls' education as follows:

Especially because early marriage is so strongly associated with early child bearing and care of children, for which the responsibility is often hers alone, a girls' opportunities to access, training and education is severally limited if she becomes a wife and mother at early age(p:30)

Furthermore, many writers find that pregnancy results in poor academic performance of girls' education particularly in secondary levels (Stromquist, 1997; Brock and Cammish, 1994). According to Stromquist (1997:23) in most African countries, the majority of secondary schools are located in urban areas. In this condition, girls became highly vulnerable to sexual abuse, as they came to urban area for schooling. This situation can cause girls' unwanted pregnancy.

In order to avoid the problem of unwanted pregnancy, Ethiopian parents forced their daughters to marry at early age (Almaz, 1998; Genet, 1998). King and Hill (1993:34) also testify that in Ethiopia, 20 percent of primary school students surveyed were already promised, married, or divorced. Wanna and Tsion (1994) also summarized that marriage is one of the factors for female students' educational wastage at both primary and secondary schools in Ethiopia. According to this writers, once girls are married, they are occupied by child rearing and household duties that do not allow them to follow up their education.

2.2.2.6. Sexual Violence and Harassment in and Around the School

Recent research results revealed that there has been a sharp rise in violence in and around schools in recent years in the world. Most of the violent crimes have been observed in the major cities and towns. Writers on violence disclosed that the problem of violence act in and around schools is mostly targeted against school girls. Hyde, (1994) reported that female students are subjected to verbal and psychological harassment when they show sign of good performance.

According to Gordon (1993) teasing, humiliation, verbal bullying and ridicule of girls by boys were major problems of girls at school. This harassment occurs both within and outside of the classroom on their ways to/from school. Similarly, UN (1993) and Almaz (1991) confirmed that the overwhelming majority of the crimes present various forms of sexual assaults such as abduction, rape, defilement and an offensive act as insulting the modesty of girls. This problem may influence the motives of girls to learn, and may lead to their class repetition or total quitting of the school.

To sum up, research findings indicate that sexual harassment has serious negative consequences for female students. Victims report indicate, decline in their academic performance, discouragement of studying a particular field,

lowered self-esteem, emotional disturbance, physical illness or both (cited in Renzetti, 1989). In addition, sexual harassment fosters tension-filled relationships rather than mentoring relationships between female students and male students. In short, sexual harassment creates an unpleasant and hostile learning environment for female students, which affect their performance, their personal and professional growth and ultimately their future careers (Alemayehu, 2006).

2.2.2.7. Home- School Distance ✓

The proximity of the school is the determinant of secondary schools enrollment and educational achievement, especially for girls long distance from home to schools increases the fear of parents for the safety of their daughters (Lookhead, 1994:146). Besides, Lookhead, stated that the time that children spend in travel and the fatigue they feel after making a trip are indirect cost of parents.

Long distance of school which is intensified by lack of transportation facilities is among the school related factors that contributed to low academic achievement of students' in most of the developing countries Various research results indicate that school location specified as the distance to the nearest school, is often an important determinant of students academic achievement, enrollment and dropout rates (king, 1993; Tilaye, 1997). For instance, Lewis, et,al., (1990) cited in Chimombo, (2000), suggested that the time taken to walk to and from school might be prohibitive in the case of girls, whose availability for school activities might be more constraining to girls than boys because of demands on girls time at home.

The above argument clearly indicates that the problem of distance to schools will affect both boys and girls, but girls are, however, more likely to be affected than boys.

In general, studies have shown that the school location is found to be a barrier and has a considerable impact on academic achievement of both girls and boys. But it is more serious in the case of female students. All research results cited above have confirmed that distance to school is directly correlated with the low academic achievement of girls' at all educational levels.

2.3. Some Strategies to Enhance Girls' Education and Performance

Even though the gender differences that persist in education, "today girls, like boys, are educated to compete to get ahead, to believe in and strive for individual success first in school, and then in a competitive labor market and to value persistent independence" (Hoffnung, 1995) cited in Abdulfatah, (2006). Despite this situation, girls do not gain the same returns on their education boys do.

As identified in the literature, effective strategies to improve the education of girls and women are the creation of a political will and the involvement of the community (Oxfam, 1999). In this regard, Oxfam (1999) also states that most governments have failed to develop a coherent plan of action to mobilize the political will, popular involvement and financial resources needed to deliver on the promise of Education For All to achieve equal access for girls and boys. Other literature found that success in education has come from simultaneous implementation of a number of interventions and strategies in an integrated "package deal" approach that addresses a combination of supply and demand factors. Therefore adoption of only one or two measures has not always been effective (Abdulfatah, 2006).

According to Abdulfatah, (2006), some possible perspectives and strategies for action were:

- Sensitizing parents' awareness that the benefits of educating their daughters can be large.

- The removal of fees and other cost barriers which keep poor children out of school.
- Reviewing and modifying of curriculum, both content and pedagogical aspects, to ensure that it is gender sensitive.
- Making school more acceptable for girls. E.g. Fences for girls, special facilities. E.g. Toilet for girls.
- Strengthen the policy of re-admission of mother- girls into the formal education system.
- Develop understanding among educational managers, planners and administrators of gender sensitive policies, targets and guidelines of educational development.
- The process of mobilizing the whole society to create favorable social and family environment for girls' education.
- Putting schools within reach of children and locating schools closer to children's homes to promote and expand girls' access to education;
- Offering flexible schedules that do not compromise quality of education, given the many demands on girls' time
- The need to address the issue of under-nourished or sick students who are being learned in over crowded classrooms without access to basic learning materials.
- The need to address more failures that are fundamental to effective management, weak accountability mechanisms, rigid and irrelevant approaches to learning (page, 301)

Therefore, focusing on girls' educational achievements and career aspirations allows society to ensure women economic security, a better quality of life and more career choices. Similarly targeting more on equitable educational activities will not only improve the lives of the individual women, but will also develop the community as a whole.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Research Methodology

This study attempted to investigate factors affecting the academic achievement of female students in General secondary schools of east Wollega Zone. Therefore, to meet the purpose of the study, descriptive survey research method was employed. This method is more appropriate to gather adequate information which is needed to describe certain phenomena.

3.2. Sources of Data

In this study the data that have relevance to this research was collected both from primary and secondary sources. The primary sources of data in the study were:

- Female students, teachers and principals from sample general secondary schools.
- Parents of female students of the sample schools
- Woreda Education officials of sample schools.

Besides, data from secondary sources (documents) were also used. In this regard, synthesized information was obtained from zonal education bureau and mark sheets of the sampled schools. The documents were used for obtaining information regarding the trends of enrollment; detaining and promotion of female students in the zone and particularly grade 10 students' results in National examination.

3.3. Sample Population and Sampling Techniques

3.3.1. Sample Population

The study included 300 female students of grade 9 and 10 from sample general secondary schools of East Wollega Zone. In addition, 50 teachers, 5 principals, 10 female students parents and 5 woreda education bureau officials were included as a sample population in this study.

3.3.2. Sampling Techniques

Regarding sampling techniques, the researcher first selected five general secondary schools using simple random sampling.

The targeted populations in this study was 3266 female students of five sample general secondary schools of East Wollega Zone. Out of these, the samples selected for the study were 300 female students from grade 9 and 10. Besides, 50 teachers, five principals, 10 parents and five woreda education bureau officials were selected for the study.

Regarding female students and teachers, the sampling process was held on the proportion of population in each sample schools. One principal, one woreda education bureau officer and two parents are included in the study from each sample general secondary schools.

Female students were selected from grade 9 and 10 through simple random sampling. Thus, 40% of female student were selected from grade 9 and 60% of female students were selected from grade 10. This simple random sampling favored grade 10 female students, due to the fact that the national examination more concerned grade 10 students. Teachers were selected by using simple random sampling technique depending on the number of teacher in each sample schools. Regarding the selection of parents, two parents were selected from each school by simple random sampling technique. All the five principals and five woreda education bureau officers were selected and included by purposive sampling techniques to the study.

Table 1 Summary of Sample Size

Sample Schools	Female students			Teachers		Principals	Parents	Woreda education officers
	Grade	Total No	Sample No	Total No	Sample No			
Biftu	9	780	51	74	18	1	2	1
Nekemete GSS	10	595	75					
Dargie	9	501	32	52	13	1	2	1
G.S.S	10	489	62					
Ifa G.S.S	9	184	12	28	7	1	2	1
	10	43	6					
Sasiga	9	244	16	25	6	1	2	1
G.S.S	10	167	21					
Gute	9	141	9	27	6	1	2	1
	10	122	16					
Total		3266	300	206	50	5	10	5

* Grade 9 total = 1850

* Grade 10 total = 1416

3.4. Data Collection Instruments

Generally three types of data gathering instruments, namely questionnaires, structured interview and document analysis have been used to collect data from the sources. Questionnaire was administered for female students and teachers of sample schools. For principals, parents of female students and woreda education bureau leaders structured interview was organized as supplementary information.

Documents like grade 10 National Examination results of the three consecutive academic years (1997-1999 E.C) of east Wollega zone and National Examination results of 1999 E.C sample schools has been contacted to get secondary data.

3.5. Pilot Test

Since the researcher himself prepared the questionnaire and interview guide line, pilot testing was seems to be very essential to make necessary correction. Accordingly, the draft of the questionnaire and interview were administered in one high school so as to make some corrections and to exclude ambiguous questions. Based on the relevant corrections questions were improved and modified. The pilot test was conducted by using 20 female students, 10 teachers, 5 parents and 2 principals and 1 woreda education bureau official. Finally, the school was excluded from the final survey since it was not in the sampled schools.

3.6. Data Analysis

The data collected are quantitative and qualitative. The quantitative data collected through questionnaire are tallied, organized and tabulated for the purpose of analysis and analyzed using percentages. The narrative approach was employed to analyze the qualitative data. The chi-square is to test the association between the responses of the two groups of respondents and the ranking order correlation coefficient to identify the degree of agreement between the two ranking orders.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

This part of report deals with presentation and analysis of data gathered from sampled population of general secondary school female students, teachers, principals, parents of female students, and woreda education bureau officers, through questionnaire and structured interview.

Accordingly, three hundred fifty copies of questionnaires were distributed to female students and teachers. Of these, 300 copies administrated to female students and 50 copies of questionnaires were administered to teachers. Regarding structured interview 5 copies were administered to school principals, 10 copies to parents and 5 copies to woreda education officers.

Out of the total distributed, 282(94%) copies of questionnaires were returned form female students, 46(92%) of copies were returned from teachers. In general, out of 350 copies of questionnaires distributed to respondents 328(93.7%) were returned.

Interview responses of principals, parents and woreda education officers were used as additional inputs to substantiate responses of female students and teachers of the sample schools. Documents of sampled schools and ZEB were also used to obtain secondary data.

Accordingly, most of the data gathered were analyzed by using table followed by discussions. In addition, for the sake of convenience, related questions were discussed together.

4.1. Students National Exam Results in East Wollega Zone and Sample Schools

Table 2: Zonal Students' Academic Achievement in National Examination from 1997-1999 E.C

	Number of students sat for exam			Promoted (2.00-4.00 points)			Detained (Below 2.00 points)		
	M	F	T	M	F	T	M	F	T
1999	5877	2264	8141	2194	746	2940	3683	1518	5201
	72.2%	27.8%	100%	74.6%	25.4%	100%	70.8%	29.2%	100%
1998	5451	2192	7643	2972	816	3788	2479	1376	3855
	71.3%	28.7%	100%	78.5%	21.5%	100%	64.3%	35.7%	100%
1997	7148	3517	10,665	3678	1021	4699	3470	2496	5966
	67.1%	32.9%	100%	78.3%	21.7%	100%	58.2%	41.8%	100%

Source: East Wollega Zone Educational Bureau

In table2, when we see the promotion rate of female students to that of the total students passed the national examination (EGSECE) in the past three consecutive academic years, the number and percentage of female students passed to the preparatory school was very small. As indicated above, in each academic year 21.7% females and 78.3% males, 21.5% females and 78.5% males, and 25.4% females and 74.6% males were passed to preparatory schools in 1997, 1998 and 1999 E.C respectively. Furthermore, the table noted that more than two-third of female students were not passed the national examination in the zone.

In addition, when we observe the rate of male promotion in each academic year, it was by far greater than that of females' promotion. As the figure indicates, there was no year in which the females' promotion rate was greater than the promotion rate of male students.

Nevertheless, the academic achievement of female students were the results of in school and out-of-school factors, the situation of female students academic performance in the zone was in a serious problem.

Table 3: School Wise Students' Academic Achievement in National Exam in 1999 E.C.

	Number of students sat for exam			Promoted (2.00-4.00 points)			Detained (Below 2.00 points)		
	M	F	T	M	F	T	M	F	T
Biftu Nekemte G.S. School	574	567	1141	364	125	489	210	442	652
	50.3%	49.7%	100%	74.4%	25.6%	100%	32.2%	67.8%	100%
Dargie G.S. School	565	450	1015	201	52	253	364	398	762
	55.7%	44.3%	100%	79.4%	20.6%	100%	47.8%	53.2%	100%
Ifa G.S. School	192	84	276	132	52	184	60	32	92
	69.6%	30.4%	100%	71.7%	28.3%	100%	65.2%	34.8%	100%
Sasiga G.S. School	270	139	409	118	24	142	152	115	267
	66.1%	33.9%	100%	83.1%	16.9%	100%	56.9%	43.1%	100%
Gute G.S. School	254	119	373	96	24	120	158	95	253
	68.1%	31.9%	100%	80%	20%	100%	62.5%	37.5%	100%

Source: From mark list of each high school

Table 3 shows that the promoted female students from the total passed students in national examination were 25.6%, 20.6%, 28.3%, 16.9% and 20% in 1999 E.C in sample schools of Biftu Nekemte, Dargie, Ifa, Sasiga and Gute general secondary schools respectively. In addition, the table shows that 67.8%, 53.2%, 34.8%, 43.1% and 37.5% of the respective schools female students were not passed to preparatory schools in 1999 E.C. Here, the percentage of female detainees was less than the percentage of males detainees, because in some rural general secondary schools the number of female students were minimal comparing to male students. This also shows the less accessibility of female students to education and accompanied with low academic achievement of female students in the study area.

As clearly seen from the table, the academic achievement of female students of sample schools was similar to zonal females' achievement. Both zonal and sampled general secondary schools female students have poor academic achievements as compared to the total male students' passed to preparatory schools. Therefore, it was concluded that in East Wollega zone general-secondary schools female students' academic achievement was very low.

4.2. Characteristics of Respondents

The following tables show the characteristics of female students and teacher respondents respectively.

Table 4: Characteristics of female students' respondents

	Grade			Age				Marital status		
	9	10	T	14	15-16	17-18	>18	Married	Unmarried	Divorced
No	110	172	282	12	193	62	15	14	267	1
%	39.1%	60.9%	100%	4.3%	68.5%	21.9%	5.3%	4.9%	94.7%	0.4%

As table 4 indicated, 39.1% and 60.9% of female student respondents were from grade 9 and 10 respectively.

According to table 4, 4.3% of female respondents were under the official school age of general secondary school. About 68.5% of the female respondents were at official school age of general secondary school. 21.9% of female respondents were over age ranged from 17-18 years. About 5.3% of them reported that they were older than 18 years. Therefore, as the table indicates, majority of female students were in a real age of general secondary school when they need adequate guidance and counseling services to adjust themselves to the social environment. In addition, Levine (1992) stated, the 15-20 age range is when female population supposed to be physically attractive, expected to exercise sexual practices, prepared to marry and undertake household activities which adversely affect their academic progress.

Regarding marital status of female students as shown in table 4, the majority (94.7%) were unmarried. From this data one can conclude that marriage can't be a particular problem for female students' low academic performance in general secondary schools because majority of female students were not coupled.

1250 = 100
110

Table 5: Characteristics of Teacher Respondents

Teachers' characteristics	No	%
1. Sex:		
Male	39	84.8
Female	7	15.2
	46	100%
2. Age:		
Below 25 years	19	41.3
25-30 years	6	13.1
31-40 years	7	15.2
41 years and above	14	30.4
	46	100%
3. Educational qualification		
Diploma	18	39.1
BA/BSc	26	56.5
MA/MSc	1	2.2
Others(12+3)	1	2.2
	46	100%
4. Service years:		
0-5 years	24	52.2
6-10 years	1	2.2
11-15 years	1	2.2
16-20 years	5	10.8
21 years and above	15	32.6

According to personal data of teacher respondents in table 5, 84.8% were male teachers and 15.2% were female teachers. This shows that there were few female teachers in sample general secondary schools of East Wollega zone when compared to male teachers. In addition the data taken from East Wollega zone Education Bureau also reveals that female teachers constitute 10.9% of the

total teachers in the zone while 89.1% were males. Generally, the existence of fewer female teachers in the school has a negative impact on role model of female teachers and adversely leads to females' students' lack of confidence for their personal as well as academic performance.

Regarding age of teachers, the highest proportion (41.3%) was below 25 years, and 30.4% were above 41 years. From this fact one can conclude that most of general secondary school teachers in East Wollega zone were youngsters with less teaching experience and elderly teachers with long experience in their profession.

In terms of educational qualification, a large number of teachers (56.5%) are BA/BSc degree holders and 39.1% are diploma holders. The regulation of the Ministry of Education, states that the minimum requirement for General Secondary school teachers is a first degree. However, 41.3% of teacher respondents teaching in sample general secondary schools of the zone did not fulfill the requirement of the ministry to teach in secondary schools. While qualified teachers are essential for quality and efficient education, yet almost about half of teachers teaching in secondary schools of East Wollega zone were under qualified. This problem may have a negative impact on the academic achievement of students in general and female students in particular.

Regarding service years, table 5 shows, 52.2% of teachers have 0-5 years of service and 32.6% of teachers have served more than 21 years. From this fact one can deduce that in the sample secondary schools majority of the teachers were youngsters with relatively shorten experience in their profession and elderly teachers with long years of service in their profession. Hence, such differences of experience among teachers may have a positive or negative impact on the achievement of students.

4.3. Family Background of Female Respondents

Table: 6 Family Backgrounds

Family background	Female Respondents			
	Mother		Father	
	No	%	No	%7
Occupation				
Government employees	21	7.7	80	31.2
Housewife	86	31.5	-	-
Merchant	20	7.3	32	12.5
Farmer	146	53.5	138	53.9
Other	-	-	6	2.4
Total	273	100	256	100
Education				
Illiterate	152	55.7	80	31.3
Primary education	63	23.1	67	26.2
Secondary education	42	15.4	49	19.1
Above secondary education	16	5.8	60	23.4
Total	273	100	256	100

As shown in table 6, a large number of female respondents were from farmer families. According to this table, 53.5% and 53.9% mother and fathers of the respondents were farmers respectively. Of the remaining, 7.7% mothers and 31.2% fathers were government employees; and 7.3% mothers and 12.5% fathers were merchants. Furthermore, 31.5% respondents' mothers were housewives.

Regarding parental education, 55.7% of female respondents reported that their mothers were illiterate. The mothers of 23.1% female respondents have primary education and about 21.2% have secondary and above education. Concerning fathers education, 42.5% female respondents had fathers with secondary and above education. 31.3% had illiterate fathers and 26.2% had fathers' of primary education. Generally, the data shows that large proportion of parents were illiterate and at the level of primary education as responded by their female students. Therefore, it was concluded that illiteracy was one of the impeding factor on females' educational achievement.

The interview conducted with woreda education office experts indicated that “lack of education on the part of large numbers of families has a negative impact on girl’s education”. (WEB expert, March 12, 2008).

4.4. Academic Achievement of Female Students

Academic achievement of female students can be affected by a number of factors that emanate either from inside or outside of the school system.

Some writers suggested that out-of-school factors like parental support, females educational background, females lack of study time at home etc, have more influential impact on academic achievement of students than in- school factors like availability of instructional materials, teachers encouragement, availability of guidance and counseling service, girls’ motivations to learn etc. But inversely others said, in-school factors have more influence than out of school factors. Still others suggested that both in school and out-of-school factors have equal influence. Thus, according to this study it seems that both have influential factors on females educational achievement. (Appendix G)

4.4.1. School- Related Factors

There are many school related factors that affect the academic performance of female students in general secondary schools. Some of these factors that are discussed in this topic are: the availability of teaching materials, teachers’ encouragement towards female students learning, the availability of guidance and counseling services, girls’ motivation to learn and female students’ attendance of the class.

For the analysis of items from below percentages and chi-square associations are used to test whether there is a significant difference or not between the responses obtained from female students and teachers. When the critical value at 0.05 level is greater than the calculated value, the result of χ^2 is taken as not significant. The significance of the chi-square result is indicated by the symbol. ‘*’

Table 7: The Impact of Instructional Materials

Items	Responses (%)																			
	Very High				High				Average				Low				Very Low			
	Female students		Teachers		Female students		Teachers		Female students		Teachers		Low		Female students		Teachers			
No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	
Text books	21	7.4	7	15.2	36	12.8	10	21.7	25	8.9	13	28.3	17	6	9	19.6	183	64.9	7	15.2
Reference books	82	29.1	9	19.6	70	24.8	7	15.2	60	21.3	16	34.8	42	14.9	10	21.7	28	9.9	4	8.7
Library	75	26.6	6	13.1	66	23.4	10	21.7	62	21.9	18	39.1	38	13.5	9	19.6	41	14.6	3	6.5
Laboratory	113	40	12	26.1	102	36.2	10	21.7	32	11.4	11	23.9	14	4.5	3	6.6	21	7.5	10	21.7

As table 7 indicates, 40% and 36.2% of female students responded that lack of laboratory facilities have “very high” and “high” impact on their educational process respectively. About 26.6% and 23.4% of female students also responded the “very high” and “high” impact of library services in their schools. In addition, 29.1% and 24.8% of female students indicated the “very high” and “high” influence of reference materials.

Furthermore, the table also reveals that 26.1% and 21.7% of teacher respondents responded lack of laboratory as “very high” and “high” impact on teaching learning process. About 13.1% and 21.7% of teacher respondents reported that lack of library services have “very high” and “high” impact in their schools. Furthermore, 19.6% and 15.2% teacher respondents responded shortage of reference materials were “Very high” and “high” in their schools respectively. But, concerning text books, the majority of females students (64.9%) and 15.2% of teacher respondents did not report its impact on females students’ achievement in the sampled general secondary schools . Therefore, as can be seen from the table the large proportion of female student and teacher respondents responded the scarcity of school educational materials such as laboratory facilities, library services and reference books in their schools. Thus, it can be safely concluded that lack of those instructional materials were basic factors for low academic achievements of female students in sample schools.

Table 8: Teachers' encouragement of Female Students' Learning

Items	Female Respondents	
	No	%
1. Do you think that teachers encourage you to be good at your education?		
Yes	203	71.9
No	79	28.1
	282	100
2. Whom do you think usually teachers ask more questions in the classroom?		
Girls	11	3.9
Boys	139	49.3
Both	132	46.8
	282	100

According to table 8 item one, 71.9% of female student respondents responded that their teachers encourage them to be good at their education. But, 28.1% of the respondents indicated that their teachers did not encourage them for their learning.

Furthermore, according to the interview presented to High school directors in the study area, "teachers encourage both males and females equally in the class. Gender biases were not manifested in the classroom during teaching learning process". (12 March, 2008).

Regarding item 2, of table 8, 49.3% of female students responded that their teachers forwarded more questions to boys than girls in the class. But 46.8% of female respondents indicated that both boys and girls were asked questions equally in the classroom. Only 3.9% of respondents answered that girls were asked more questions in the classroom. This indicates that nearly half of girls and boys were encouraged by their teachers equally in the schools. Thus, this

finding, seems to contradict the view of Rose et al., (1997) that explained teacher encourage and pay more attention to boys than girls in class with the perception that boys are more intelligent than girls since nearly half of the female student respondents (46.8%) replied that teachers used to ask both girls and boys equally.

Table 9 The extent of Guidance and Counseling Service as an impact on Female Students' Performance

Items	Reponses %				
	Females students		Teachers		
	No	%	No	%	
1. How often do female students get guidance and counseling services in your school?					$X^2 = 15.35$
Always	13	4.6	5	10.9	
Sometimes	143	50.7	34	73.9	
Not at all	126	44.7	7	15.2	$X^2 T = 5.99$
	282	100	46	100	
2. If your response is "not at all" what do you think is the major problem?					
Lack of qualified manpower	76	60.3	4	57.1	
Lack of facilities	17	13.5	-	-	
Lack of special service for female students	33	26.2	3	42.9	
	126	100	7	100	

* Significant at $\alpha = 0.05$, $df = 2$

Table 9, reveals that lack of guidance and counseling service was a major problem for 44.7% of female students. About 15.2% of teachers also indicated the absence of guidance and counseling service for females students in their schools. Majority teachers (73.9%) and half of female students (50.7%) replied that counseling service was provided "sometimes" for female students in their

schools. In addition interview presented for school directors indicated that “the provision of guidance and counseling for females was not sufficient. ‘Sometimes’ they got guidance from teachers, school clubs, anti-aids club and from NGOs and Red Cross society” (12 March 2008).

Therefore, from this point it was concluded that temporarily activities of giving guidance and counseling service would not be enough to solve the problem of female students. Thus, lack of proper guidance and counseling service seems to be a serious problem.

The computed value of chi- square result ($\chi^2 = 15.35$ at $\alpha = 0.05$) shows that teachers and female students view are significantly related. The current result seems also to match with what was reported by UNESCO (1987), that is “poor progress” of students particularly in secondary schools is the result of lack of properly organized guidance and counseling services.

Regarding the reasons for absence of guidance and counseling, table 9 shows that 60.3% of female students and 57.1% of teacher respondents responded lack of qualified manpower in their schools. But 26.2% of female students and 42.9% of teacher respondents also responded lack of special services of guidance and counseling for female students. In addition interview made for school principals also indicated that qualified personnel for guidance and counseling service were not assigned to their schools. Nominated teachers were served as guidance and counselor in the school.

Generally, the present findings indicated that the absences of well organized and continuous provision of guidance and counseling services was among school related factors that hinder the academic performance of female students in East Wollega Zone.

Table 10: The Extent of Girls Motivation to Learn as a Factor for Low academic Performance

Items	Reponses				X ²
	Female students		Teachers		
	No	%	No	%	
1. How do you rate the motivation of girls to learn?					X ² = 35.35
Very high	132	46.8	2	4.4	
High	44	15.6	10	21.7	
Average	25	8.9	8	17.4	
Low'	58	20.5	23	50.0	X ² T= 9.49
Very low	23	8.2	3	6.5	
	282	100	46	100	
2. If your response is "low" or "very low" what is the reason?					
Irrelevance of curriculum contents	15	18.5	3	11.5	
Lack of prospects of future employment opportunities	29	35.8	7	26.9	
Mal treatment by teachers	7	8.6	3	11.6	
Lack of parents support	30	37.1	13	50.0	
	81	100	26	100	

* Significance at $\alpha= 0.05$, $df= 4$

As indicated in table 10, 46.8% of female student respondents reported that they have "very high" motivation for learning. In contrary, 20.5% and 8.2% of female students responded that they have "low" and "very low" motivation to learn respectively. Furthermore, half of the teachers (50%) responded that female students have "low" motivation to learn and 21.7% responded as female students have "high" motivation for their education. According to interview made with school principals and education bureau leaders, female students have no motivation for their education because of parental workload at home, economic conditions of their family, lack of support from home, social and

cultural influences in the society, age problem, academic subjects, and lack of study time at home. From the above item it was concluded that female students lack of motivation to learn was a basic factor for their low academic achievement in the sample schools.

The chi-square result ($\chi^2=35.35$) also indicates the agreement or association between the responses obtained from female students and teacher respondents.

Regarding item 2, 37.1% of those female student respondents who already reported the "low" or "very low" motivation of females to their education were responded that the main reasons were lack of parental support followed by lack of prospects of future employment opportunities (35.8%). Half of teacher respondents (50%) also attributed low motivation of female students to lack of parental support and lack of future employment opportunities (26.9%). Generally, from table 10, it can be concluded that girls lacked motivation in their learning in the study area. This was confirmed with UNICEF (1993), stated that girls lack motivation to learn due to a number of reasons, i.e. socio cultural factors such as sub servient wife and mother role of girls, types of jobs expected by girls, real and perceived market opportunities, low teachers' expectation, etc.

Table 11: Female Students Absenteeism from the Class

Items	Reponses				X ²
	Females		Teachers		
	No	%	No	%	
1. Do female students attend the class regularly?					X ² = 14.16
Yes	181	64.2	16	34.8	
No	101	35.8	30	65.2	X ² T= 3.84
	282	100	46	100	
2. If your answer is 'No', what is the reason for not going to school regularly?					
Household works at home	30	29.7	14	46.7	
Long distance from school to home	26	25.8	4	13.3	
Fear of sexual harassment	7	6.9	3	10.0	
In ability to complete home works on time	2	1.9	2	6.7	
Carrying responsibilities outside home	21	20.8	7	23.3	
Health problem	15	14.9	-	-	
	101	100	30	100	

* Significance at $\alpha = 0.05$, $df = 1$

Table 11, shows that 64.2% of female students responded that they attend their classes regularly. While 35.8% responded that they do not attend their classes regularly. In contrary, 65.2% of teacher respondents responded that female students did not regularly attend their classes. Only 34.8% of teacher respondents indicated regular attendance of female students.

The chi-square result ($x^2 = 14.16$) shows that there is no statistically significant difference between, ~~the~~ the responses given by female students and teachers. On the other hand, interview of school directors indicated that female student were not regularly come to schools due to household works of the family. To concluded the item, the situation seems that female student were not regularly attended their classes, which have a negative impact on their educational performance.

Regarding the reasons for absenteeism, table 11 shows that 29.7% of female students were not going to school regularly, because of the burden of household activities. Similarly, out of those teachers who indicted the absence of regular attendance the majority (46.7%) considered household activities as the reason for frequent absence of females from their school. Moreover, 25.8% and 20.8% of females reported home- school distance and carrying responsibilities outside home as reasons for not regularly attending the class respectively. About 23.3% and 13.3% of teacher respondents also indicated “inability to complete homework on time” and “long distance of school from home” respectively as reasons for female students’ absence from school.

In conclusion, as indicated by female students and teacher respondents the main reason for female students’ absenteeism from school was household work at home carrying responsibilities outside of the home, long distance from schools to home respectively. In addition, the interview made to school directors indicated that females absent from school because of household chores and activities which is related to the life condition of their families. Thus, female absenteeism from schools was a problem which implicated the low academic achievement of female student in sample schools.

4.4.2. Out-of-School Factors

This study looked also into some of the major out-of-school factors that contributed to low academic achievement of female students in East Wollega Zone Secondary schools. Some of the factors discussed in this topic are: Family economic background to support their daughters education, parents’ educational background, parents encouragement of females education, female students lack of study time at home, early marriage, the impact of sexual harassment and violence in and around schools and home-school distance on females educational performance. For the analysis of items percentage, chi-square associations and ranking order procedure are used.

Chi-square association is used to test whether there is a significant difference or not between the responses obtained from female students and teachers. When the critical value at 0.05 level is greater than the calculated value, the result of χ^2 is taken as not significant. The significance of the chi-square results is indicated by the symbol '*'.

Table 12: Parental Support of their Daughters

Items	Responses (%)			
	Female students		Teachers	
	No	%	No	%
1. Does the family give sufficient support for their daughters education?				
Yes	132	46.8	15	32.6
No	150	53.2	31	67.4
	282	100	46	100

Regarding parental support, most of female students (53.2%) responded that their parents do not give sufficient support in fulfilling the required educational materials and costs. In addition, 67.4% of teachers also confirmed this idea and indicated that families do not provide necessary support for their daughters. In conclusion, the above finding indicated that parents do not support their daughters' education. This lack of support of patents has an impact on girls' educational participation and academic performance.

Table: 13 Parents Lack of Low Level of Education

Items	Responses (%)				X ²
	Female students		Teachers		
	No	%	No	%	
1. To what extent parents' 'lack' or 'low' level of education has affected females' education?					X ² = 19.57
High	106	37.6	32	69.6	
Low	81	28.7	11	23.9	
Not at all	95	33.7	3	6.5	X ² T=5.99
	282	100	46	100	

* Significant at $\alpha = 0.05$, $df=2$

As can be seen from table 12, 37.6% of female pupil respondents indicated that parents illiteracy or low level of education is a factor for their low educational performance. But, 28.7% responded that it has low impact on their educational performance. Moreover, 69.6% of teacher respondents were also confirmed as illiteracy or low level of parental education affected the academic performance of female students.

The chi-square result ($\chi^2 = 19.57$) shows that the responses obtained from the two groups of study population are statistically dependent.

As discussed by Carron and Chan (1996), the educational background of parents is important factor in determining female students' academic progress. Similarly, Akinkagbe (1994) stated that illiterate parents tend to force their daughters to marry than to be educated. Generally according to this study, parental lack or low level of education was a serious problem in the study area for effective academic performance of female students.

Table 14: The Encouragement of Parents

Items	Female students		Teachers' responses	
	No	%	No	%
1. Do most parents in your locality encourage their daughters schooling?				
Yes	151	53.5	20	43.5
No	123	43.6	23	50.0
I am not certain	8	2.9	3	6.5
	282	100	46	100
2. If your answer is "No" what do you think is the probable reason				
Poverty	53	43.1	-	-
Parents lack of interest towards girls' education	16	13	3	13.0
Early marriage	3	2.4	-	-
Parents immediate need for girls labor at home	13	10.6	12	52.2
Parents lack of awareness of the value of girls education	38	30.9	8	34.8
	123	100	23	100

Table 14, indicates that 53.5% and 43.5% of female students and teachers respectively responded that parents encourage their daughters education, while 43.6% and 50% of female students and teachers respectively responded that parents do not encourage their daughters schooling. But 2.9 of female respondents and 6.5% of teacher respondents were not quite sure of parents encouragement of their daughters. The interview made for parents indicate that "parents encourage their daughters in providing educational materials and facilities such as uniforms, material costs, and school fees equally with their sons (12 March 2008). Here it was concluded that there was a difference among some female students and teachers, and parents concerning parental encouragement of their daughters.

Regarding item 2, 10.6% of female respondents and 52.2% of teacher respondents who already indicated the absence of encouragement for daughters schooling were responded that parents do not encourage their daughters schooling because of immediate need for girls labor at home. In addition 30.9% of those female respondents and 34.8% of teachers responded that parents lack of awareness of the value of girls education. Thirteen percents of female students and 13% of teachers were also indicated parental lack of interest towards girls education. But 43.1% of those female students reported poverty as a reasons for parents lack of encouragement of their daughters schooling. This finding was in line with Julien and Majake (2005) stated that educating girls for parents is considered as a lost investment as compared to boys.

Table 15: Female Students Lack of study Time at Home due to Household Chores as a Reason for their Low Academic Achievement

Items	Female Respondents				
	No	%			
1. Do you help your family in household chores? Yes No	282	100			
	-	-			
	282	100			
2. What is the extent of the influence of helping family on female students' study time? Very great Great Average Very little Not at all	Female Students		Teachers		X ² =13.68 X ² T=9.49
	No	%	No	%	
	114	40.4	23	50	
	39	13.8	12	26.1	
	41	14.5	8	17.4	
	48	17.1	1	2.2	
40	14.2	2	4.3		
	282	100	46	100	

* Significant at $\alpha = 0.05$, $df=4$

Table 15 item one indicates that, 100% of the female student respondents are helping their family in different household activities.

As can be observed from table 15; (item 2), 40.4% and 50% of female students and teacher respondents responded that female students helping of their family in household chores had “very great” influence on their study time. About 26.1% and 17.4% of teachers indicated that it has “great” and “average” influences on their study time respectively. Also 13.8% and 14.5% of female respondents responded that household chores have “great” and “average” influences on their study time respectively. This shows that helping parents out of school hours affect female students study time at home.

The chi-square result ($\chi^2 = 13.68$) shows that statistically there is significant association between the responses given by two groups of respondents.

Information obtained from female students’ parents interview indicated that “girls were victims of domestic workload like cooking foods, washing clothes, bringing firewood, fetch water, etc, than boys. Thus, girls have little time to study at home” (Parents, 12, March, 2008).

On the other hand, this finding confirmed with Jabre (1988) stated that, female students have poor academic results because of their limited study time and frequent absence due to their responsibilities for a great number of tasks inside and outside home

Table 16: The Impact of Early Marriage

Item	Female Respondents	
	No	%
1. Do your parents push you to get married instead of pursuing your education?		
Yes	19	6.7
No	263	93.3
	282	100

Regarding early marriage, 93.3% of female students responded that their parents do not push them to marry at the expense of their education. Only 6.7% are pushed to marry instead of pursuing their education.

As can be seen from the table, early marriage was not an important factor on academic achievement of female students in the study area.

Table 17: Sexual Harassment

Items	Responses (%)				X ²
	Female students		Teachers		
	No	%	No	%	
1. Is there any violence in and around your school targeting female students to affect their education?					X ² =9.75
Yes	57	20.2	19	41.3	
No	225	79.8	27	58.7	X ² T=3.84
	282	100	46	100	
2. Who do you think are mostly engaged in school violence?					
Male students	22	38.6			
Teachers	-	-			
Any one on the street	35	61.4			
	57	100			

** significant at $\alpha = 0.05$, $df=1$

As indicated by Table 17, the majority of female students (79.8%) and teacher (58.7%) respondents responded that there was no violence in and around their schools that targeted to female students in the study area. But 20.2% of females' students and 41.3% teachers indicated that there was violence in and around their schools targeted female student. This is also confirmed by

interview made for school principals, woreda education bureau and female students' parents as there was no serious problem in the area. Therefore sexual harassment and violence was not a main reason for female students' low academic achievement in the study area.

The chi-square result ($\chi^2 = 9.75$) shows that the responses obtained from the two groups are statistically associated.

As shown in table 17 (item 2), about 61.4% of female, students those indicated the presence of violence in and around their school were responded that any one on the street were engaged in sexual violence. In addition. 38.6% of those informed the presence of violence in and around their school were indicated the involvement of male students in sexual violence either in or around the school.

To conclude that the problem created by street gangs and some male students, in and around the school was confirmed by minor respondents. Therefore, sexual violence and harassment was not a major factor for female students' low academic achievement.

Table 18: Home School Distance of Female Students

Items	Female Respondents	
	No	%
1. Is the school in which you are enrolled found in your residential area?		
Yes	90	31.9
No	192	68.1
	282	100
2. what is the distance of your school from your residential place?		
Less than 1 km	61	21.6
1km- 2kms	74	26.3
2kms-3kms	55	19.5
3kms-4kms	51	18.1
Above 4kms	41	14.5
	282	100

According to table 18 item one, 68.1% of female respondents responded that their schools are not found around their home. But 31.9% female respondents responded that their schools are found around their home. This indicates that majority of female students are coming from distant areas to their schools.

Regarding item 2, 47.9% of female respondents indicated that they travel less than 2kms to reach their schools. Furthermore, 19.5% of female respondents travel 2kms-3kms, and 18.1% respondents indicated that they travel 3kms-4kms daily. But 14.5% of female students were travel more than 4kms daily. In addition, parents responses during interview indicated that female students in rural area suffered from long distances of schools due to the location of secondary schools in only woreda towns which are far from country side. In this case, some students were forced to learn in other localities by leaving their homes and others were exposed to raping, abduction and snatching of their properties on the way to and from the school by youngsters. Thus, the school distance has a paramount impact on the academic achievement of female students.

Table 19: The Ranking of In-School and Out-of-School factors by Female Students and Teachers as a Reason for Female Students Low Academic Performance

Factors	Females' Respondents	Rank order	Teachers' Respondents	Rank order
Lack of family support	65	1	10	1
Distance of school from home	34	4	5	5
Poor school facilities	27	5	4	6
Unfair treatment of teachers in the class	11	8	1	9
Lack of guidance and counseling	46	3	6	4
Sexual harassment in and around the school	8	9	2	8
Lack of study time at home	51	2	7	3
Lack of motivation to learn	23	6	8	2
Early marriage	17	7	3	7

The spearman rank order correlation coefficient (r_s) for both in-school and out-of-school factors in table 19 shows a positive correlation ($r_s = 82$) (see appendix G).

As can be seen from table 19, sample female students reported that lack of family support, lack of study time at home, lack of guidance and counseling service, distance of school from home and poor school facilities are the first five major factors in order of seriousness for their poor academic performance. Furthermore, teacher respondents also reported lack of family support, lack of motivation to learn, lack of study time at home, lack of guidance and counseling, and distance of school from home are the first five major problems in order of seriousness for female students low academic achievement in East Wollega zone.

Generally, when we observe the rank order of all respondents from above, it seems that the joint effect of in-school and out-of-school factors were identified as much stronger than their separate influence for female students low academic achievement. Thus, female students' low academic achievement could be the combined function of both school related and out-of-school factors in general secondary schools of east Wollega zone.

Finally, the strategies recommended by teachers, school principals and wereda education bureau leaders to minimize the influence of in school and out of school factors on females' education were:

- Changing the attitude of the society by creating awareness about gender issue.
- Continuous provision of guidance and counseling services for girls in schools.
- Developing the participation of girls in different school activities and in society in general.
- Arranging tutorial or special classes for low achiever female students to promote their education.
- Developing the awareness of pupils about gender equality.
- Government, NGOs and schools should create awareness among parents to give attention to female education.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. Summary

The main purpose of this study was to investigate major factors that contribute to low academic performance of female students in secondary schools of East Wollega zone and look for relevant and applicable alternative solutions that might help in minimizing the problem understudy. To achieve the objectives, basic questions were raised addressing the areas such as major school related and out-of-school factors associated with female students low academic achievement.

The study was carried out in five sampled government general secondary schools selected by using simple random sampling technique. The study employed questionnaires, structured interview and document analysis as data gathering tools. As source of data, 300 female students of grade 9 and 10 of 2007/2008 academic year were selected by simple random sampling techniques and 50 teachers also selected from five sample schools by using simple random sampling techniques as a source of information to answer questionnaires. In addition, 5 principals, 10 female students' parents and 5 woreda education bureau leaders were used as interviewees to get supplementary information for the study. Out of the total questionnaire administered to female students and teachers, 282(94%) and 46(92%) respectively were properly filled and returned for the study.

Data, regarding EGSECE results of female students of three academic years (1997-1999 E.C) of East Wollega zone and the result of 1999 E.C sample schools were analyzed from documents.

The data obtained were organized in tables and analyzed using statistical tools such as percentages, the chi-square association and spearman's rank order correlation coefficient. Based on the analysis made, the following major findings were obtained:

1. The finding of the study indicated that female students who passed grade 10 national examination between 1997-1999 E.C in the zone and the five sample schools in 1999E.C academic year on the average were 22.9% and 22.3% respectively.
2. It has been found that lack of parental support was identified as a reason for female students' low academic achievement. As reported by female students (53.2%) and teacher respondents (67.4%) the reasons were gender bias that parent give priority to their sons than daughters in education.
3. In addition, the study revealed that parents' educational background was identified as a factor for female students' low academic achievement. As reported by female student (37.6%) and teacher (69.6%) respondents lack or low level of parental education has strong impact on females education because the majority of parents 55.7% mothers and 31.3% fathers were illiterate or had elementary education (23.1% mothers and 26.2% fathers) in the study area.
4. The study also indicated that girls' low motivation in their education was identified as a common problem for female students' low academic achievement as reported by female students (29%) and teacher (56.5%) respondents respectively.
5. Among the overall school related factors lack of guidance and counseling services shortage of school educational materials like library, laboratory and reference books, and frequent absenteeism of girls from the class were identified as major reasons for females' low academic achievement in East Wollega zone.
6. It was also found out that the out-of-school factors, girls' lack of time to study at home and home- school distance were found to be the major factors for female students low achievement in the study area.
7. For some variables, the chi- square association shows the relationship between the response of female students and their teachers except for some factors. For example: in case of girls motivation to learn, the chi-

square result shows $\chi^2=35.35$ and the table value = $\chi^2_t=9.49$. This has an association in responses because the calculated value is greater than table value.

8. The overall rank order correlation coefficient between the rankings of female students and teachers ($r_s= .82$) on major in and out-of- school factors have shown the existence of high degree correlation in rating the main factors for female students low academic achievement.

5.2. Conclusion

Based on the analysis and the major findings the following conclusions were drawn:

1. The lowest percentage of females promotion in National exam in sampled schools and east Wollega zone is emanated from gender bias which is reflected in the attitude of parents towards females' education has a negative impact on their achievement.
2. Lack of motivation and interest in education among female students can be the result of socio economic and socio cultural factors, like lack of family support, gender bias, raping, abduction, employment opportunities, etc.
3. Females' lack of adequate time for study could be resulted from parents' need of female students' labor at home.
4. Lack of appropriate guidance and counseling service due to lack of qualified expert could have strong impact on younger girls' academic performance in general secondary schools.
5. Shortage of the educational materials like library services, laboratory facilities and references books in sample schools are resulted to low academic achievement of females students.
6. The existing high rates of illiteracy among parents have a negative impact on girls' achievement in sampled general secondary schools.

7. Lack of parental support for their daughters education was the major impeding factor for females low academic achievement in the study area.
8. It also concluded that female students' home-school distance was another negative impact on females academic performance specially for rural female students.

5.3. Recommendations

On the basis of the findings and the conclusions drawn above, the following recommendations were forwarded.

1. The finding of the study disclosed that girls' promotion rate in national exam was very low in zonal and sampled general secondary schools. Thus, the regional, zonal and woreda education office should organize the provision of tutorial services to female students with poor academic performance in general secondary schools.
2. Lack of time to study at home due to household work is found to be a serious problem for low academic achievement of female students in general secondary schools of East Wollega zone. Therefore, it was recommended that more has to be done by regional, zonal, woreda education office and government to raise the awareness of the community to reduce time constraints on girls and to make them free for education
3. Female pupils' lack of guidance and counseling service at school level is found to be among the major school related factors that hinder the academic achievement of female students. Thus, the regional education bureau ought to consider hiring school guidance and counseling experts for the schools.
4. Distance of school was indicated as a major factor contributing to female students' low academic achievement. It was therefore, suggested that OREB in collaboration with WEB and the community has to give more

attention to the construction of schools at nearby areas especially at the rural areas of the zone.

5. Parental lack or low level of education was found to be the major factor for female students' low academic performance. Hence, the REB, ZEB, WEB and other stakeholders like NGOs have to create awareness raising opportunities for illiterate parents about the value of their daughters' education especially in the rural areas.
6. Girls' lack of motivation to learn was found to be the major problem for females' low academic performance in the study area. Hence, to motivate female students, the WEB has to work closely with other government institutions to overcome such problems like raping, abduction, cultural and traditional attitudes towards girls' education which hamper girls participation in education.
7. Parents' lack of support towards girls' education was an other basic problem. Therefore, the zonal education bureau and woreda education office in collaboration with government and NGOs should sensitize and aware parents more about gender equality and the value of females education.

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Appendix A

**Addis Ababa University
School of Graduate studies
College of Education**

Department of Teacher Education and Curriculum Studies

A questionnaire to be filled by General Secondary School Female Students

Dear Students:

The main purpose of this questionnaire is to gather the relevant information regarding in and out-of-school factors that affect the academic performance of female students in General Secondary Schools of East Wollega Zone. It is also aimed to identify possible intervention strategies that could promote female students in education. Therefore, you are kindly requested to fill the questionnaire in order to get necessary information on the different issues related to the study. Your experience, attitude and suggestions are worthwhile for the study and I am confidentially appreciate the efforts and cooperation you offer honestly and frankly.

Thank you!

Direction:

Please give short and brief answers for items requiring completion and put "✓" marks for items requiring selection in the space provided. You do not need to write your name.

I. Background of the Respondents

1.1. Name of your school _____

1.2. Grade level: A. 9 B. 10

1.3. Sex: M F

1.4. Age: A. Below 15 years C. 19-22 years
 B. 15-18 years D. 22 Years and above

8. Whom do you think usually teachers ask more questions in the classroom?
- A. Girls B. Boy C. Both
9. Is the school in which you are enrolled found in your residential area?
- A. Yes B. No
10. How much your school is far from your residential place?
- A. Less than 1 km D. 3kms- 4kms
B. 1km- 2kms E. More than 4kms
C. 2kms- 3kms
11. Do you regularly go to school?
- A. Yes B. No
12. If your response for question number 11 is 'No', what is your reason for not going to school regularly?
- A. Due to household works at home
B. Long distance of school from home
C. Fear of sexual harassment and violence
D. Inability to compete home works on time
E. To carry out responsibilities outside of the home
F. Health problem
13. Is there any violence around your school targeting female students to affect their education?
- A. Yes B. No
14. According to question number 13, if there is a violence around your school, who do you think are mostly engaged in school violence?
- A. Male students C. Any gang on the street
B. Teachers D. If any other, specify _____
15. Do you think that the sexual violence committed upon females can have impact on their academic performance?
- A. Yes B. No

16. To What extent has your parents' lack of education or low level of education negatively affected your education?
 A. High B. Low C. Not at all
17. Do your parents push you to get married instead of pursuing your education?
 A. Yes B. No
18. How much are you motivated to learn?
 A. Very high C. Average E. Very Low
 B. High D. Low
19. If your answer in question 18 is 'low' or 'very low' what demotivates you to learn?
 A. Irrelevance of the curriculum contents
 B. Lack of prospects of future employment opportunities
 C. Maltreatment by teachers
 D. Lack of parental support E. If other, specify _____
20. How often do you get guidance and counseling service in your school?
 A. Always B. Sometimes C. Not at all
21. If your responses for question number 20 is "not at all", what do you think is the major problems?
 A. Lack of qualified manpower
 B. Lack of facilities
 C. Lack of Special Service for female students
22. To what extent do you think the following instructional materials and school facilities have affected your educational performance? Rate each of them by putting '✓' mark in the box in front of each item.

Item	Very high	High	Average	Low	Not at all
Text books					
reference books					
library					
laboratory					
Other					

Appendix B

Addis Ababa University
School of Graduate studies
College of Education

Department of Teacher Education and Curriculum Studies

Questionnaire to be filled by General Secondary School Teachers

Dear Respondents:

The purpose of this questionnaire is to gather relevant information regarding in and out-of-school factors that affect female students academic performance in secondary schools. Therefore, you are kindly requested to fill the questionnaire in order to get the necessary information on the different issues related to the study. Thus, your suggestions are worthwhile for the study and I am appreciate the efforts and cooperation you offer honestly and frankly.

Thank you in advance!

Direction:

Please give short and brief answer for items requiring completion and put '✓' marks for items requiring selection in the space provided.

I. General background of the respondents

1. Name of your school _____
2. Sex: M F
3. Age: A. Below 25 years C. 31-40 years
B. 25-30 Years D. 41 years and above
4. Qualification: A. Diploma C. M.A/M.Sc
B. B.A/B.Sc D. Others _____
5. Service year: A. 0-5 years D. 16-20 years
B. 6-10 years E. 21 years and Above
C. 11-15 years
6. The subject you teach _____

7. Weekly load _____
8. Do most parents in your locality encourage their daughters schooling?
A. Yes B. No C. I am not certain
9. If your answer for question number 8 is 'No', what do you think is the probable reason?
A. Poverty
B. Parents lack of interest towards girls education
C. Early marriage
D. Parents immediate need for girls labor at home
E. Parental lack of awareness of the value of girls education
10. Do you think that parents give equal support for their daughters and sons and fulfill their required educational costs (tution fee, uniforms, transportation, etc)?
A. Yes B. No
11. If your response in question number 10 is 'No', to which gender parents give priority at most support?
A. Male B. Female
12. Do female students attend the class regularly?
A. Yes B. No
13. If your answer for question number 12 is 'No', what is reason for not going to school regularly?
A. Due to household works at home
B. Long distance of school from home
C. Fear of sexual harassment and violence
D. Inability to complete home works on time
E. Carrying responsibilities outside of the home
F. Health problem
14. Is there any sexual harassment and violence in and around your school targeting female students to affect their education?
A. Yes B. No

15. According to question number 14, if your answer is 'yes', who do you think are mostly engaged in school violence?
- A. Male students C. Any gang on the street
B. Teachers D. If any other, specify _____
16. Do you think that the sexual violence committed up on female students can have impact on their academic achievement?
- A. Yes B. No
17. To what extent parents' lack or low level of education has been affected females' education?
- A. High C. Not at all
B. Low
18. How do you rate the motivation of girls to learn?
- A. Very high C. Average C. Very low
B. High D. Low
19. If your response for question number 18 is 'low' or 'very low', what demotivate girls to learn?
- A. Irrelevance of curriculum contents
B. Lack of prospects of future employment opportunities
C. Maltreatment by teachers
D. Lack of parents support
E. If any other, specify _____
20. How often do female students get guidance and counseling services in your school?
- A. Always B. Sometimes C. Not at all
21. If you response for question number 20 is 'not at all', what do you think is the major problem?
- A. lack of qualified manpower
B. Lack of office
C. Lack of special service for female students

25. Please list down the possible actions that can be taken in your school to help girls achieve better in their academic performance.

1. _____

2. _____

3. _____

4. _____

5. _____

Appendix C
Addis Ababa University
School of Graduate studies
College of Education
Department of Teacher Education and Curriculum Studies

Interview Guideline prepared to School Principals

The main purpose of this interview is to get additional relevant information on the factors that affect the academic performance of female students in General Secondary Schools. Therefore, your opinion is believed to be contribute much to the study. Thus, I am confidentially appreciate the efforts and cooperation you offer honestly and frankly.

Thank you in advance!

1. Name of the School _____
2. Sex _____
3. Service year _____
4. Level of Education _____
5. In you locality, how is the view of most parents on their daughter education?
6. If female students are absent from school repeatedly, what do you think are the reasons?
7. How is the motivation of female students to learn? If low why?
8. Does your school have facilities to respond to girls need (e.g. separate toilet, enough instructional materials, seats, etc)?
9. Do female students get guidance and counseling services for their personal and academic difficulties in your school? If not why?
10. Please, state the main problems that you think female students face both in and out-of the school compound?
11. In order to tackle the problems and enhance the academic performance of female students, what kind of intervention mechanism would you suggest?

Appendix D
Addis Ababa University
School of Graduate Studies
Department of Teacher Education and Curriculum Studies
Interview Guideline Prepared to Female Students' Parents.

Dear Parents:

The main purpose of this interview is to gather additional information regarding the academic performance of female students in East Wollega zone General Secondary School. Therefore, Your suggestions are worthwhile for the study and I am confidentially appreciate the effort and cooperation you offer honestly and frankly.

Thank you in advance!

1. Name of the school _____
2. Age _____
3. Sex: M _____ F _____
4. Level of education _____
5. Occupation _____
6. Whom do you think should be given priority to go to school between sons and daughters? Why?
7. If you have a daughter (s) who attends school, how is her/their academic achievement?
8. If any, please, state the major factors that affect the academic performance of your daughter(s).
9. Whom do you think should do more domestic work at home between girls and boys? Why?
10. How do you rate the effect of heavy load of domestic work on school performance of girls?
11. What is your general comment about the present status and activities of female education in your locality?
12. What measures should be taken to improve girls' academic performance in General secondary schools?

Appendix E
Addis Ababa University
School of Graduate studies
College of Education
Department of Teacher Education and Curriculum Studies.

Interview guideline Prepared to Woreda Education Bureau Leaders

The main purpose of this interview is to get additional relevant information regarding the academic performance of female students in East Wollega Zone General Secondary Schools. Therefore, your suggestions are worthwhile for the study and I am confidentially appreciate the efforts and cooperation you offer honestly and frankly!

Thank you in advance!

1. In your locality, how is the view of most parents on their daughters' education?
2. Could you mention some major things done in your secondary schools to increase female students' academic performance?
3. Research studies indicate that, females on the average are academically low as compared to their counter parts, so, what are the reasons (factors)?
4. How could you describe the influence of the environment (socio-economic and cultural aspects) on female students' academic achievement?
5. Please, state the main problems that you think female students face both in and out-of-school compound?
6. What should be the role of parents, community, government and non-government organizations to enhance female students' academic performance?
7. To tackle the problem, what kind of intervention mechanism do you suggest?

Appendix F

Formula used for Chi-Square (X^2)

$$X^2 = \frac{\sum(O-E)^2}{E}$$

Where O is observed value and E is
Expected value

$$df = (R-1)(C-1)$$

Where, R is the number of rows and C is
the number of columns

Level of significant used was 0.05

Level of Significance

Df	0.10	0.05	0.01	0.001
1	2.71	3.84	6.64	10.83
2	4.60	5.99	9.21	13.82
3	6.225	7.81	11.34	16.27
4	7.78	9.49	13.28	18.47
5	9.24	11.07	15.09	20.52
6	10.64	12.59	16.81	22.46
7	12.02	14.07	18.48	24.32
8	13.36	15.51	20.09	26.12
9	14.68	16.92	21.67	27.88
10	15.99	18.31	23.21	29.59

Appendix G

The Ranking of in-school and Out-of -School Variables by Female Students and Teachers as a Reasons for Female students' low academic performance.

No	Variables	Female Students	Teachers respondents	R ₁ females rank	R ₂ teachers rank	R ₁ -R ₂	D ²
1	Lack of family support	65	10	1	1	0	0
2	Distance of school from home	34	5	4	5	-1	1
3	Poor school facilities	27	4	5	6	-1	1
4	Unfair treatments of teachers in the class	11	1	8	9	-1	1
5	Lack of guidance and counseling in schools	46	6	3	4	-1	1
6	Sexual harassment in and around schools	8	2	9	8	1	1
7	Lack of study time at home	51	7	2	3	-1	1
8	Lack of motivation to learn	23	8	6	2	4	16
9	Early marriage	17	3	7	7	0	0

N=9

ΣD²=22

$$P = 1 - \frac{6 \sum D^2}{N(N^2 - 1)}$$

$$= 1 - \frac{6 \times 22}{9(9^2 - 1)}$$

$$= 1 - \frac{132}{9 \times 80}$$

$$= 1 - \frac{132}{720} \quad (=0.18)$$

$$= 1 - 0.18$$

$$= \underline{0.82}$$

Declaration

This Thesis is my original work and has not been presented for a degree in any other university, and all sources of materials used for the thesis have been duly acknowledged.

Name Takele Hundie

Signature 

Date of Submission 17/07/08

Place: Addis Ababa University, Faculty of Education, Department of Curriculum and instruction

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

Name Abdulaziz Hussien

Signature _____

Date of Submission _____

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