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FACTORS AFFECTING GIRLS' ACADEMIC ACHIEVEMENT IN SECOND CYCLE PRIMARY SCHOOLS IN GURAGHE ZONE

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JUNE 2010
ADDIS ABABA

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A Thesis Submitted to the School of Graduate Studies of Addis Ababa University in Partial Fulfillment of the Requirements for the Degree of Master of Arts In Educational Research and Development

Addis Ababa University
School of Graduate Studies
Institute of Educational Research

June 2010
Addis Ababa

ACKNOWLEDGMENTS

Different individuals and organizations have cooperated and gave their assistance for the successful completion of this thesis. First and foremost, I would like to express my sincere gratitude to my advisor, **Dr Wanna Leka**, who kindly devoted his time and knowledge to keep me on the right path at all steps of the thesis, through his constructive comment and suggestions. I also gave a great place for his hospitality.

I would like to express my deepest gratitude to Guraghe Zone Education Department that made it possible for me to join the University and attend the master's degree program in the post-graduate school of Addis Ababa University. Moreover my genuine gratitude goes to my wife **W/ro Munteha Mohammed** for her priceless support since her encouragement as well as her dedication contributed a lot for the completion of postgraduate study program.

I should also express my genuine gratefulness to my mother W/ro Birknesh Haile-Michaiel, **L/Colonel Nikodimos Lemma,** Nasir Seid and the rest of my family for their material support as well as precious encouragement throughout the program. Besides, my deepest gratitude goes to Abdo Mohammed, Temam Redwan, and Zeytuna Mohammed for their material, and moral contribution.

I have to express my genuine appreciation to my frinds Wubnesh Shiferaw, Arega Mamaru, Nebyou Abesha, Ahemed Mohammed, Lubaba Husen and Kemal Jemal for their priceless support and encouragement. I would like to thank those who participated as a source of data in the sample schools. Finally I would like to express my gratitude to Guraghe zone education department staff members regarding to their encouragement.

LIST OF ACRONYMS AND ABBREVIATIONS

AGEI:	Africa Girls Education Initiative
AED:	Academy for Educational Development
CCF:	Christian Children Fund
CPD:	Continuous Professional Development
CFGD:	Center for Global Development
DFID:	Department for International Development
ECC:	Ethiopia Catholic Church
GZDA:	Guraghe Zone Development Association
GZSHDA:	Guraghe Zone Self Help Development Organization
IICBA:	International Institute for Capacity Building in Africa
NGOs:	Non Governmental Organizations
PHRD:	Policy and Human Resource Development
SEACMEQ:	Southern and Eastern Africa Consortium for Monitoring Educational Quality
SES:	Socio Economic Status
SHI:	Self Help International
SNNPRS:	South Nations, Nationalities and Peoples Regional State
UNESCO:	United Nations Educational, Scientific and Cultural Organization
UNICF:	United Nation Children Fund
USAID:	United States Agency for International Development
WEO:	Woreda Education Office
WVE	World Vision Ethiopia
ZED:	Zone Education Department
ZDFE:	Zone Department of Finance and Economics

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ABSTRACT

The main purpose of this study was to investigate the factors affecting girls' academic achievement in second cycle primary schools in Guraghe zone. To achieve this objective different basic research questions were raised. The study employed concurrent mixed methods design with both quantitative and qualitative approaches. Considering the geographical area of the zone, cluster sampling technique was used and six schools were selected randomly. Student respondents were selected based on stratified sampling considering their sex, grade level and their parental SES. Teacher respondents also selected from each department by using stratified sampling technique and parents were chosen by using availability sampling technique. To triangulate the data primary and secondary sources of data were used. The primary data sources comprised students, teachers, principals, parents of girls, and Woreda and Zone education experts. As secondary source of data statistical and factual information of the zone education department and 2002 E.C first semester girl students' examination result were analyzed and highly consulted. Depending on the research questions and the nature of respondents, a variety of data gathering tools including questionnaire, interview and observation were used. Percentage was predominantly used to indicate the extent of respondents' opinion towards the issue raised. Besides, in order to see if there is a significant difference in girl students' academic achievement as a result of their socio economic status independent sample t-test was computed. As the finding of the study indicated, the second cycle primary school repetition of girls is a serious problem throughout the zone. The study also revealed that low level of parental education, low level of parental involvement in their daughter education, household chores negatively affect girls' academic achievement. School related factors like school facility, lack of role model female teachers, teachers' attitudes also negatively affected girls academic performance. Thus based on the findings of this study, it is recommended that educational officials at various levels should promote and enhance awareness creation programs on gender issue in education to parents and other community members. Teachers and school principals should work jointly with girl students and their parents to improve girls' academic performance. Moreover the local government and educational authorities, NGOs and the community should work jointly to support girls' education by facilitating the schools with necessary inputs for girls, by updating teachers with gender issue in education. The schools themselves should create conducive environment to empower girls by assigning then as team leader and members in different school curricular activities. Female teachers should play a part in this regard.

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

Education is essential for making informed choices, for seeing beyond the immediate horizon and opportunities, and for having a voice in public decision making. Education is a counterweight to limits on social and economic mobility that are imposed by cultural biases, gender and ethnic discrimination, and history (Levine, Birdsall, Ibrahim, & Dayal, 2003). The socio-economic development of many countries has been strongly linked with education. No country has scored sound economic growth without sound development in its education. It is also the foundation for optimal utilization of resources through development of human capital (PHRD, 1996).

Education is perhaps the single most important measure that can be taken to ensure a fuller integration of women in development. The participation of females in socio-economic programs depends on their educational back ground. Educating girls and women is critical to achieve the aforementioned benefits as well as for the improvement in the areas of health, fertility, nutrition and more likely to seek health care for themselves and their children, to practice family planning, and to have increased opportunity for paid employment, that benefit the entire family (Kane 2004; & Conway and Bourque 1993; in Kassa, 2006)

Education has a profound effect on girls' and women's ability to maintain other rights and achieve status in society, such as economic independence and political representation (DFID, 2005). In addition to this, education is crucial in liberating women from male domination and enabling them to make a difference in their life career. Education is not only the most important path way to women's empowerment, but also an instrument that help women to challenge patriarchal norm, values, and behavior patterns (Heyzer et al. in Seifu, 2007)

On the other hand, educating girls is one of the most important investments that any country can make in its own future, because, it helps to build economic productivity,

higher family incomes, delayed marriages, reduced fertility rates, and improved health and survival rates for infants and children (USAID, 2008; & Summers in USAID, 2008). Moreover, it helps to make communities and societies healthier, wealthier and safer, and can also help to reduce child deaths, improve maternal health and tackle the spread of HIV and AIDS. It underpins the achievement of all the other MDGs (DFID, 2005).

Girls' education leads to increases in income, both for individuals and for a nation as a whole. It also helps to promote democracy and civic participation by women, which often results in policy changes that contribute to better health, better education and the protection of their children. On the other hand, in emergency situations, such as earthquakes, floods and armed conflict, education for girls plays a useful role in protecting against some of the worst forms of suffering and abuse (Save the Children, 2005).

In all countries even though women are increasingly impatient to widen the options for realizing their potential and to participate on equal basis with men in productive and creative achievements, as well as in the rewards' systems of their societies, many parts of the developing world give less priority to women's education (Tiker and Baramsen in Kassa, 2006). Especially in sub-Saharan Africa, education is less accessible to women than men, not only in formal schooling but also in the form of on-the-job training and vocational education (Mueller in Nyamongo, 2000). Since the participation of females in socio-economic programs depends on their educational back ground, they do not participate fully in what gets done in society due to lack of education (Kassa, 2006).

Achieving gender equality in education means that boys and girls will have equal opportunities to realize their full human rights and contribute to and benefit from economic, social, cultural, and political development (USAID, 2008). While progress has been made in providing quality basic education for an ever-increasing number of girls and in reducing the gender gap, it is clear that the world is not on track to achieving the 2015 goals (UNICEF, 2003). Sub-Saharan Africa is the region that faces the greatest challenges in reaching the universal primary education target (UPE). Around 20 million

children of school age do not go to primary school, and of all those that do, nearly a third never complete the total primary school cycle (Naschold; and Bernard *et al.* in Ndaruhutse 2008).

On the other hand, in the developing world as a whole, 85 percent of boys and 76 percent of girls complete primary school. There are bright spots in East Asia and the Pacific, where equal numbers of girls and boys attend school, and in Latin America, where primary school completion rates are actually higher for girls. But in sub-Saharan Africa, Eastern Europe and Central Asia, the Middle East and North Africa, and particularly South Asia, completion rates of girls lag behind those of boys (Save the Children, 2005). Statistical estimates for Sub-Saharan Africa imply that the effects of repetition are felt more severely on girls, rural children, and families in the lowest poverty quintile (World Bank in Ndaruhutse, 2008).

Findings indicate that many girls in sub-Saharan Africa are not enrolled in school. When girls do enroll, they drop out more frequently than boys and their academic performance compared to that of boys is poor at every level of schooling (Gobina, 2005).

In Ethiopia, the 2006 gender disaggregated data indicated that at primary level, the national repetition rate of boys and girls were 6.4 percent and 5.7 percent respectively. In 2001/2 the repetition rate for boys was 8.6 percent while for girls it was 11.7 percent. This implies that the number of repeater girls increases relative to boys from the year 2001/2 to 2006. In the year 2006, the dropout rate of boys and girls were 12.6 percent and 12.1 percent respectively (MOE, 2007).

The major barriers especially for girls are social and cultural factors. Since Ethiopia is a country with varied populations, cultures and traditions, factors like early marriage, abduction and rape are the foremost reasons for girls not going to school or for dropout as well as their low academic performance. Parental and societal attitudes towards education for girls, and traditional practices are amongst the other reasons (Yisak, Workneh and Asham, 2009).

Desai, Adams and Amaresh (2008) mentioned both school and family as a source of girls lower achievement and dropping out of schools by saying that:

> At the individual level, poor academic performance, retention, lack of teacher support and guidance, disliking school or teachers, and taking on adult responsibilities such as work and childcare have been found to contribute to lower achievement and dropping out of school. Parental educational attainment, parental involvement, household income and household wealth have informed family contributions to educational attainment. (P.3)

In relation to school related factors it is also noted that negative attitudes of both male and female teachers towards girls' abilities to perform well in different subjects (Wasanga, 2004), and the quality of teachers has a greater impact on girls' education than boys' (Kane, 2004). On the other hand, tasks like homework, tutoring, punishment, sex ratio, and class size – have slightly different effects on girls than boys (Mensch and Lloyd in USAID, 2008).

Moreover, Yisak, Workneh, and Asham (2009) added on school related factors by saying:

> A scarcity of schools, qualified teachers and conducive learning environments are contributory factors. Schools often have shortages of girl-friendly facilities, such as clean latrines and clean water. Besides, long distances to schools and insecure roads mean that parents keep their daughters at home to defend them from sexual abuse and other violence.

In the classroom, girls have lower rates of participation than boys owing to the discouragement of teachers. Most teachers seem to prefer a girl who completes homework and performs well academically, but if she is 'silent' she is considered to be more respectful to teachers (Tamene, 2007). On the other hand class size, conducive class room environments, levels of teachers qualification, continuing support for student-centered learning, ongoing professional development, teachers' working conditions, student access to languages used at school and the like play a great role on girls academic performance (UNICEF, 2000).

To be able to make efforts that improve girls' academic achievement in the upper primary schools, this study tried to identify some of the factors that affect girls' academic achievement in Guraghe Zone.

1.2. Statement of the Problem

Even though women play a significant role for the overall development of a nation, they remain under represented at all levels of educational programs, in formal or non-formal education, few receive technical and vocational training and they also account for a very small proportion of enrollment in education both in developed and developing countries (Kelly and Ellott in Kassa, 2006).

In Ethiopia like other Sub-Saharan countries, economic, social, cultural, school related and institutional factors affect girls' academic achievement. Among these, some of the socio economic and socio cultural factors like, family structure, parental occupation, and parental education, parenting styles, parental attitude, and parental support play a significant role for girls' academic achievement. On the other hand, school related factors such as lack of school facilities and conducive class room environment, the absence of qualified teachers, distance from the school, teacher attitudes and teaching practice, all affect girls' academic achievement.

In Guraghe zone of Ethiopia, the repetition rate of second cycle primary school for boys and girls in the year 2009 were on the average 10.1 and 14.4 percent respectively. In the same year 8.7 percent of boys and 7.8 percent of girls were dropout (GED, 2010) .This indicated that, even there is two years difference between the national and zonal gender disaggregated data, in upper primary school zonal repetition rate is higher than that of the national average. Like any other parts of the country the repetition rate of girls also exceed that of the boys.

A number of studies conducted in Ethiopia regarding the participation, persistence and performance of girl students both at primary and secondary schools are constrained by several interrelated social, cultural, economic and school related as well as institutional factors (Genet, 1998; Teshome, 2002; Kane, 2004; & Tilaye and Bedru, 2006). Therefore, among those factors that affect girls' academic performance, the present study tried to assess family and school related factors that affect girl students' academic achievement at second cycle primary schools on a specific focus on Guraghe Zone.

1.3. Objectives of the Study

The main purpose of the study was to investigate and explain some of the major factors that affect girl students' academic achievement in the upper primary schools of Guraghe zone. Specifically the study intends to:

1) Investigate the main family related factors affecting girls academic achievement.
2) Find out some of school related factors that affect girls' academic achievement.
3) Suggest some possible solutions that may contribute to the promotion of female education and improving girls' academic performance in the zone.

1.4. Research Questions

In order to attain the formulated objective so far, the study tried to answer the following basic questions:

1. Family related factors
   - Does parental education affect girls' academic achievement?
   - Is there a significant academic achievement difference between girls' who have educated (literate) parents and girls' who have uneducated (illiterate) parents?
   - To what extent do household chores affects girls academic achievement?
   - Does parental occupation affect girls' academic achievement?
   - Is there a significant difference between the academic achievement of girls whose parents have high level of income and girls whose parents have low level of income?
   - Does parental attitude affect girls' academic achievement?
2. School related factors
   - To what extent school facilities affect girls' academic achievement?
   - Does teachers quality and quantity affects girls' academic achievement?
   - To what extent does the presence of female teachers affects girls' academic achievement?
   - Does teachers' attitude affect girls' academic achievement?

1.5. Significance of the Study

The outcome of this study is believed to benefit:

- government and nongovernmental organization who conduct seminars and awareness creation programs on girls' education in the research area.
- policy makers, planners and practitioners in the process of curriculum revision, adjusting policy directions to tackle major problems on girls' academic performance in the local area as well as at the national level,
- the donors in order to give a great attention for girls education in the research area, the research findings may also provides available information for them and others zonal NGOs that involved in education sector particularly in girls' education.

1.6. Delimitation of the Study

In order to get comprehensive and reliable information it could have been good to collect the data from each Woreda selected second cycle primary and secondary schools of Guraghe zone since family related and school related factors affects girls' academic achievement in both primary and secondary schools. But, the study focused on only second cycle primary schools i.e. from grade five to grade eight. From this level, the data was collected from six selected upper primary schools which are found in Checha woreda, Meskan woreda, Wolkite and Butajira administrative towns.

1.7. Limitations of the Study

This large area of study needs to additional human and material resource and enough time. Hence, due to limited time and resources, the researcher has used limited data, from six selected second cycle primary schools and he didn't assess all factors affecting girls' academic achievement in upper primary school of the zone rather than it is attempting on family and school related factors affecting their academic achievement particularly in second cycle primary schools.

1.8. Organization of the Study

The study is organized in to five chapters: chapter one deals with introduction and this consists of background of the study, statement of the problem, objective of the study, research questions significance of the study, scope of the study, limitation of the study , and organization of the study. Chapter two deals with literature review. In chapter three, research design and methodology is presented. In chapter four analysis and interpretation of data is discussed. And then, summary, conclusion and recommendation are presented in chapter five.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Benefits of Girls Education

Education has an indisputably positive bearing on economic growth and poverty reduction. It is important to encourage democratic values, to enhance citizenship and to increase participation in decision making processes at the local, national, and international level (AC, 2008). Education, as an aspect of human capital formation, is recognized as being vital in increasing the productive capacity of people. In the case of women, in particular, it helps in reducing fertility preferences, increasing the opportunity cost of time and consequently encouraging more participation in labor market activities (Sackey, 2007). Women who are educated promote economic growth, reduce child mortality and malnutrition, bring improved health to themselves and those they care for, delay the age of first marriage, lower fertility and will typically have fewer children and have more opportunities to increase house hold income. Their children intern will experience lowest mortality rates, better nutrition and better overall health (Kane, 2004).

Girls' education is a key to breaking the inter-generational transmission of poverty and catalyzing progress towards a host of positive development outcomes and it is also one of the most important investments that any country can make in its own future (DFID, 2005). According to Save the Children's document, If you keep a girl in school, you help her change the course of her life, that of her future family, and an entire nation. This indicate, educating girls contributes to lowering rates of child mortality, preventing the spread of HIV, and combating poverty as well as promoting political stability (Save the Children, 2005).

Psacharopoulos in Teshome (2002) reviewed research from 61 countries and concluded that the rate of returns to the educational investment on women exceeds that of men, particularly in developing countries. According to the study, the average return for all levels of education combined was 15 percent for women as compared to 11

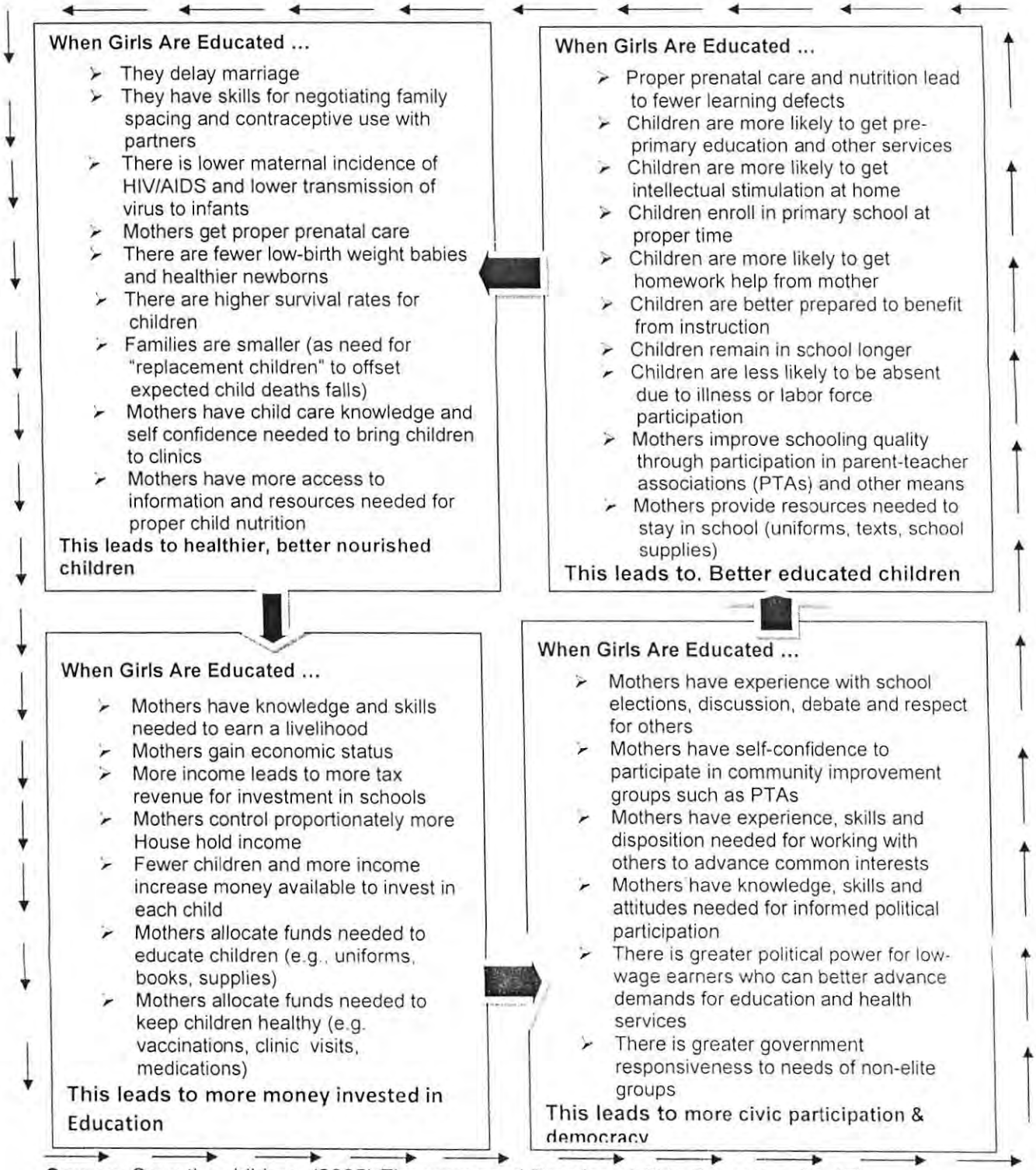
percent for men. On the other side the Departments for International Development describe the benefits of girls education as:

- Women with at least a basic education are much less likely to be poor. Providing girls with one extra year of schooling beyond the average can increase their eventual wages by 10 to 20 per cent.
- An infant born to an educated woman is much more likely to survive until adulthood. In Africa, children of mothers who receive five years of primary education are 40 per cent more likely to live beyond age five.
- An educated woman is 50 per cent more likely to have her children immunized against childhood diseases.
- If we had reached the gender parity goal by 2005, more than 1 million childhood deaths could have been averted.((DFID, 2005, p. 2)

What this means is that achieving the Millennium Development Goal of educational equality would reduce the number of births per woman by 0.6, and child mortality would also be reduced. Not only does one more year of female education have the impact of reducing child mortality by 18.1 per thousand, but increasing the ratio of female to male educational attainment by ten percentage points would reduce the under-five mortality rate by 14.2 per thousand (Kane, 2004).

Research also shows that the national economic and social costs of not educating girls and of not achieving gender parity in education are high and, in fact, are higher for Africa than for any other region. Moreover, gender inequality in education is not simply a feature but a cause of poor economic growth (Kane, 2004).

Educate Girls Today and Create Lasting Change for the Next Generation



Source: Save the children, (2005).The power and Promise of Girls Education. (P. 17)

2.2. The Status of Girls Education in Primary School

Education is both a human right and an indispensable means of realizing other human rights. It has a vital role in empowering women and girls and can lift economically and socially marginalized adults and children out of poverty and provide them with the means to participate fully in their communities (IASC, 2006). Education has a profound effect on girls' and women's ability to claim other rights and achieve status in society, such as economic independence and political representation (DFID, 2005). For too long, those affected by humanitarian emergencies especially girls and young women have been deprived of education (IASC, 2006). According to Save the Children, even though girls' education has long been recognized as a human right worldwide, 103 million children of primary school age are not in school (Save the Children, 2005).Two-thirds of these children are girls (Peace Corps, 2001)

This right to education is also denied to 58 million girls, and a further 45 million boys, even at the primary school level. More than 75 countries are likely to miss the 2005 MDG target for gender parity in primary and secondary enrolments. One-third of these countries are in sub-Saharan Africa. On current trends, more than 40 percent of all countries with data are at risk of not achieving gender parity at primary, secondary or both levels of education even by 2015 (DFID, 2005). Girls' limited access to school is of particular concern in sub-Saharan Africa. According to UNESCO (2009)

> In 2006 in sub-Saharan Africa, girls' accounted for 54 percent of primary school-age children not in school in the region and 72 percent of them have never been enrolled, compared with 55 percent for boys. Girls' access to school remains a big issue in Nigeria, where 69 percent of those not in school are unlikely to enroll, compared with 31 percent for boys. (p. 4)

Ethiopia is among the 25 nations in which over 1 million girls are out of school (Kane, 2004). In sub Saharan Africa, next to Nigeria and Burkina Faso the highest numbers of out of school girls are found in Ethiopia (UNESCO, 2009). However, Ethiopia in particular has made considerable progress over the last two years (DFID, 2009).

The GER for girls increased from 40.7% in 1999/2000 to 71.5% in 2004/05, an increase of 75.6% in five years (MOE, 2005). While the country still has a long way to go, it has made dramatic advances in improving access and tackling inequalities (UNESCO, 2009). Regarding to Ministry of Education 2006 disaggregated data, at national level, the repetition rate of primary schools boy and girl students were 6.4% and 5.7% respectively. In 2002 the repetition rate for boys 8.6 percent while for girls 11.7 percent. As a result of this and other factors the dropout rate of boys and girls were 12.6% and 12.1% respectively in 2006 (MOE, 2007). In the case of Guraghe zone, in the year 2009 on the average 10.1 and 12.5 percent of boys and girls respectively repeated at second cycle primary level. In the same year 7.29% of boys and 7.91% of girls were dropout (GED, 2010).

Evidence varies between countries as to whether repetition rates are higher for boys or for girls. Patrinos and Psacharopolous (1992) did not find significant differences in repetition rates by gender in Latin America. A 2001 World Bank study looking at sub-Saharan Africa Primary completion rates and transition rates from primary to secondary education shows no clear evidence of systematic disadvantage to African girls. Yet variations within and between countries are considerable, and higher repetition and dropout rates, as well as lower learning achievement, for girls have been found in several countries (World Bank in Ndaruhutse, 2008). Girls in sub-Saharan Africa are often less likely to repeat grades than boys. However, in several countries of the region the percentage of girls primary school repeaters was higher than for males in 2006 (UNESCO, 2009).

Girls generally do better on literacy- related tasks, while boys do better at mathematics and science, and urban children outperform rural children. Boys got significantly higher scores in mathematics at both grades 3 and 6. Boys also scored higher in social studies. A study in Malawi showed that, except for minor differences in certain years, boys did better in all subjects on primary school leaving examinations (Kane, 2004). Similarly, In the Democratic Republic of Congo (DRC), girls scored 12 points lower in

French tests than boys which, given that a reasonable command of French (World Bank in Ndaruhutse, 2008).

Studies that were conducted by, UNESCO, also revealed that among sixth graders tested in fourteen countries by the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SEACMEQ), significant male advantages in mathematics were present in Kenya, Mozambique, the United Republic of Tanzania, Zambia and Zanzibar (UNESCO, 2009). Similarly, some studies conducted in different parts of Ethiopia other than Addis Ababa in the last few years have established glaring gender differences with respect to mathematics and science achievements (Anbessu and Junge, 1988; & Assefa in Tilaye and Bedru, 2006).

2.3. Factors Affecting Girls Academic Achievement

Gender inequalities in education around the world have received a lot of research attention with different lines of research emphasizing different factors. Odaga and Heneveled (in Teshome, 2002) classifying those factors affecting girls' education in general and their academic performance in particular in to four groups, namely socio economic, socio-cultural, school related and political & institutional factors.

Girls' education in developing countries affected by several factors, World Bank for instance, categorized factors affecting particularly the academic performance of girls' in to five including poverty, low quality and relevance of education, limited access inadequate infrastructure, limited income generation opportunities and inadequate or supportive policy environment (World Bank, in Ndaruhutse, 2008). Other researcher on developing countries has tended to focus on two sets of factors in relation to girls' academic achievement i.e.: lack of access to schools since marginalized communities often live in distant locations they may lack access to schools within a reasonable commuting distance; and family factors including poverty, lack of parental motivation or labour demands on children (Cecily, Adams, and Amaresh, 2008). This home or family and school factors account for gender differences in academic participation, persistence and achievement (Gobina, 2005).

2.3.1. Family Related Factors

Family background is the key determinant factors to students' learning both inside and out sides of the school. On the other hand, some of the most important factors that influence student learning activity as well as their academic achievements are socioeconomic status, parenting practice and aspiration, maternal characteristics, family size and parental education (Majoribanks in Barry, 2006). The environment at home is a primary socialization agent and influences a child's interest in school and aspiration of the future.

Educational attainment is deeply influenced by family background in modern society. To a varying degree academic achievement has played an important role in this attainment process. Because students from an advantaged social background show better academic performance than those from disadvantaged, the influence of academic achievement on educational attainment is clear (Fumiaki & Below, 2009).

Family plays an important role in determining the academic achievement of girls and attitudes of children towards a certain subject. Researchers have identified family variables that could possibly explain how the family influences certain aspects of the child's functioning (Mashile, 2001). These factors include the social class of parents and attitudes toward formal education as it affects their cultural values, parental occupation, demand for child labor, division of labor along gender lines, parents' education and income levels have been found to have significant positive correlations with their daughters' education (Sackey, 2007). Various researches had shown that family factors that include family size, family income, parents' education, cultural aspiration and traditional beliefs contribute to girls' low academic performance (Adamu, 2004).

2.3.1.1. Parental Socioeconomic Status

A brief socioeconomic background scale requiring the subjects to give information on their parents' educational and occupational background as well as on some economic facilities available at home was constructed (Mashile, 2001). Parental educational attainment, parental involvement, household income and household wealth have

informed family contributions to educational attainment of their children especially for their daughters (Cecily, Adams, & amaresh, 2008).

Levine (2006) argues that in Nepal, girls' access to school, and girls' retention and dropout are strongly linked to girls' background such as socioeconomic, culture, area of residency i.e. rural and rural. Likewise, parents of a girl whose background is of a middle- or upper-caste are more open to send their daughters to school. On the other hand, variables like parenting styles, parental support and encouragement for their child's schooling, intellectual stimulation, etc., play a major role in the achievement of all pupils, including low socioeconomic status students (Shel, 2007).

Many studies also indicate that socioeconomic status is the single best predictor of academic achievement, with low socioeconomic status predicting low achievement. Specifically, girls' test scores are more likely to be influenced by family socioeconomic status (Mashile, 2001). Parents' education and income levels have been found to have significant positive correlations with their daughters' education (Sackey 2007).

2.3.1.1.1. Parental Education

Parental education is a decisive factor in the educational attainment of their children. Since the quantity and quality of time devoted by parents to their children is positively related to the parents' education status (Sackey, 2007). Parents' educational level could play an important role in determining a child's intellectual performance. It is believed that parents' educational level may perhaps be the main source of influence that determined a child's academic achievement (Hanafi, 2008). Educated parents are aware of the benefits of educating their children and they give more value to education and expect their children to become well educated too. When parents provide reward encouragement for the improvement of the child's daily educational activities positive effect resulted in achievement (Sewent, 1996).

This implies parents' educational level will equip parents with the ability to provide a supportive learning environment in the home. As such, it was found that both maternal and paternal education was related with children's academic achievement. Most studies

on parents' educational influence on children's academic achievement were carried out in developed countries, indicating its positive relationships with academic achievement. (Hanafi, 2008). In a cross-sectional study on Thai and Malawi children it was found that students with higher levels of achievement in 8th grade Mathematics had fathers who had more professional occupations, and mothers with higher levels of education. On the other hand, the study conducted in Ghana indicated that mother's education had a significant positive effect on both mathematics and reading test scores, while that of father had no significant effect. However, mother's and father's education both mattered for grade attainment (Sackey 2007).

Parental education, particularly mother's education has a ripple effect upon the participation of girls' in education at family, societal country and global level. Thus, mother's education is likely to increase the rate of girls participation in education in terms of enrolment, persistence and completion (Seifu, 2007).This indicates, even though fathers' educational level had shown to have a considerable impact on girls' education, mother's educational level is a more potent predictor of girls achievement than father's educational level. Because mothers' educational level were found to be significantly related to their daughter's performance in school compared to girls' whose mothers were less educated and this was also a predictor of high school juniors' achievement test score (Hanafi, 2008).

2.3.1.1.2 Parental Economic Background

Financial and human capital of parents' affects the academic performance of their children. The cost of schooling for instance, direct costs (fees) and indirect costs like uniform, transport, materials, and opportunity cost are significant to many poorer families influencing a family's decision making (Ndaruhutse, 2008). Parents who are educated (human capital) are assumed to hold stable job (financial capital) and are more inclined to be communicative with their children in terms of their children's education-social capital (Sackey, 2007).

In terms of household economic resources, the magnitude of parents' income is influential in educational choices. On the other hand, the amount of family income or

household resources allocated to children and the timing of their distribution ultimately affects the schooling attainments of children and this is also positively associated with the educational attainment of children (Sackey, 2007). Specifically Parents' occupational status was significantly related to children's intelligence, school achievement, intrinsic motivation, and social maturity.

Higher occupational status is associated with higher achievement, aspiration, and motivation in parents. And higher motivation is also significantly related to higher involvement in children' school work (Yunos and Talib, 2009). Studies have indicated that children from poor and low parental economic background, on average performed significantly less well than middle-class children. Among the three traditional indicators of socio-economic status, family income had highest correlation with children academic achievement, followed by parental occupational status and educational achievement (Yunos and Talib, 2009).

2.3.1.1.3. Working Load of Girls

Many children are engaged in either household, paid work or both. This is especially the case for children, particularly girls, in rural areas who are usually expected to help with daily chores such as carrying water and firewood, cooking, looking after younger siblings while their parents are working, or tending animals. It also occurs in urban areas, where children may be involved in begging, shop and factory work, hawking or prostitution. This work may be regular or seasonal and clearly affects school attendance, often leading to repetition or dropout especially for girls (Ndaruhutse, 2008). Similarly, Nammuddu (in Teshome, 2002) argued that In Uganda, poor performance of girls has relations with the greater demand on their time to perform household chores including fetching water and wood, cooking and the care of younger siblings. If children are spending too much of their time offering their labor at the household, it is likely that their school attendance will be poor resulting in low achievement or high repetition and eventual dropping out of school (Chimombo et al., 2000).

A study in Zambia, show that the average girl spends times for household chores are four times more than that of boys on directly productive work. And, what is even more

striking is the time girls spend on this activity boys spend in school. Moreover, poorer girls work more than wealthier girls. A study in rural Java in the early 1990s showed that poor girls work, on average, 94 hours a month, while girls from the wealthiest households work 26 hours a month (Kane, 2004). This indicated that children from economically well-to-do families, mainly those living in towns, are not engaged in heavy work. This is because rich families can employ housemaids in order to support their daughters in attending school instead of involving them in household chores. Usually girls from poor families, in both rural and urban areas, are involved in heavy activities like cooking, cleaning and looking after siblings (Poluha in Yisak, Workneh and Asham, 2009).

Bryant (in Chimombo et al., 2000) noted that many children in Malawi began working at very early ages and were not enrolled in school at all. They noted that they spent their time child minding their siblings, working on the estate farms, in family fields and with herds or on the lake. Other studies have showed that girls on average spend more time on domestic chores than boys. In the case of Ethiopia girls may work up to seven days a week, and 80 hours a week. As a result, they have little time for study, doing homework and play; some of them drop out of school because of the workload in the home of their employers (Yisak, Workneh and Asham, 2009). The division of labor at home meant that girls in rural areas had little time for studying at home.

Girls in Africa and, in fact, in almost every region of the world work more than boys, regardless of whether they are in school and of whether adult women are present and working in the household. This has implications, not only for costs, but also for dropout and repetition rates, performance and achievement (Kane, 2004). Especially, chore time or the amount of time girls spend on chores and other productive activities such as marketing reduces the time and energy they spend in schools, affecting their success and persistence (Teshome, 2002).

Most of the girls perform various chores before going to school for periods ranging from 30 minutes to 2 hours. This means that for some of the girls their school day starts very early in the morning. Activities performed by the girls before going to school included

hauling water, cleaning, preparing food and in some cases collecting firewood. Activities like hauling of water and firewood can mean travelling over fairly long distances with considerable loss of energy which might affect participation in class (Chimombo et al., 2000)

2.1.3.1.4. Family Size

Educational attainment is deeply influenced by family background in modern society To a varying degree academic achievement has played an important role in this attainment process. Students from an advantaged social background show better academic performance than those from disadvantaged (Ojima and Below, 2009). Due to the fact that parents in large families cannot interact as closely with their children as those in smaller families, children from higher family size achieved lower academically (Lewis, 2005). On the other hand, when large family face problem in educating their children, they are forced to educate boys at the expense of girls. Even those who are aware of the importance of girls' education do so, as boys are assumed to be a " bread winners" and hence need more education than girls. Moreover, in large family size, there is a great need for girls' labor at home (Adamu, 2004).

On the other side, first born girls' are more likely to learn habits of responsibilities and hard work and they are learning to care for their younger siblings. For instance, Ruth, Cynthia, Margaret, and Caren, (2008), described this fact as follows.

> "I am the first child of my parents; I have a small brother. If the first child were a son, my parents might be happy and confident, as their future is assured by having a son. But I am a daughter. I complete all the household tasks, go to school, again do the household activities in the evening, and at night only I do my school homework and I study. Despite all the activities, my parents do not give value or recognition to me. They only have praise for my brother, as he is the son."—Girl, age 15, Nepal (p. 21)

Adamu (2004) in his study also show that those girls from small families will spend more time with parents than with peers and siblings, as compared to girls. from large families. This indicates large family size affects girls' academic achievement, because girls spend much more time performing housework than do boys. Besides, even girls from

small families have time to their home work and their study, parental attitude also play a great role for their academic achievement.

2.3.1.2. Parental Attitudes and Expectation

A family plays a great role for the successful achievement of students at all levels of education. However the role of family is very essential in the case of girl students' in terms of moral and material supports (Sewent, 1995). Particularly, parental attitudes determine a child's chances of education. Parents control the initial decision of a child to attend school and often influence the nature of a child's participation in education (Chimombo et al., 2000). Similarly, parental aspirations and expectation are key factors in the overall progress of their children school performance as well as their latter life (Adamu, 2004). Genet (1998) stated that most parents treat their sons and daughters differently in regard to their future roles, expectations and education. Boys encouraged in ways that will enable them to achieve, compete and win, while girls are discouraged to develop such traits. Such encouragement helps the boys to develop the sense of competitiveness in their educational endeavors.

Several studies indicated that parental attitudes are found to be an important factors affecting girls' education in terms of enrolment, persistence and completion especially in developing countries. In many Africa society for instance, the expectation of parents for their daughters are not as high as that of their sons because they believed that education for girls is not considered as crucial as it is for boys (Seifu, 2007).

The Malawi Primary School Study (1989) found that boys received more parent-supplied exercise books than girls did. Support for children's schooling may influence persistence with school and achievement (Chimombo et al., 2000). Because educating girls' for parents in some Africa countries are considered as a lost investment as compared to boys, this indicated that parents believes that their sons' education is greater than their daughters education because of the fact that boys have better access to the world of work than their peers (Graham; Rose et al.; and Julien and Majake in Seifu, 2007). Likewise, Davison (1990) found that very few mothers in Malawi thought it was more important to educate girls than boys. The reason most cited was that girls got

married or conceived during the school cycle resulting in wastage and loss of the educational investment. In the case of Kenya, mothers preferred to invest in daughters' education because daughters were seen to be more responsible than sons by providing financial assistance to the family. None of the fathers in both Kenya and Malawi gave any preference to educating girls (Thawe and Sagaw in Chimombo et al., 2000).

2.3.2. School Related Factors

School related factors play a significant role for students' academic performance. These may ultimately lead to underachievement which results in repetition; a precursor for dropout. Arguments against repetition basically stress that repetition has potentially harmful effects on students' self esteem and attributes towards schooling and increases the likelihood of dropping out of school (Chimombo et al., 2000). Indeed, some studies have actually shown that this relationship does exist. School environments also seem to affect the two sexes differently. Others have argued that the school environment especially the teachers' attitudes, behavior and teaching practices have perhaps the most significant implications for girls' persistence and academic achievement (Odaga in Teshome, 2002). School factors like school facilities, teacher attitudes, teaching methods, the presence of female teacher, conducive classroom environment, curriculum content and text book contribute to the short coming in education of girls (Njeuma, 1993; Miriam, 1994; and Kane, 1995)

2.3.2.1. School Facilities

Facilities at the schools are divided into two categories. The first category consists of classroom facilities and the second category is school wide facilities. It has been shown in many studies that classroom effectiveness is increased significantly with increased inputs such as books, desks and learning and teaching aids (Mwamwenda in Chimombo et al., 2000). World Bank (1988) clearly stated that poor conditions of the school facilities such as lack of furniture, the absence of separate latrines for girls in the school and so forth discourage the learners themselves and parents to send their daughters to school. In tackling the issue of school environments it has also become popular to investigate the presence and conditions of such school facilities as toilets

This is especially in view of the potentially negative effects that the absence of such facilities may have on girls' persistence in schools (Tembon et al., Rose et al., & Herz in Chimombo et al., 2000).

Even though well-equipped laboratories, library, science kit and pedagogical center as well as conducive class rooms enhance the teaching and learning of science and mathematics and other subjects, most schools do not have adequate facilities and equipment for the effective teaching of science subjects (Sackey, 2007). Besides, it is obvious that the absence or shortage of instructional materials might also affect the effective teaching-learning process. The scarcity of learning materials in the school has been the serious problem to educational success for students' particularly female students in developing countries.

2.3.3.2. Teachers' Quality

Teachers' competence which have been examined for their relationship to student learning include, measurement of academic ability, years of teacher experience, measures of subject matter and teaching knowledge, certification status, and teaching behavior in the class room (Tilahun, 2007). Teacher's performances for students and the quality of instruction given as a result of these preferences also appeared to be a significant factor in explaining the relation between classroom conducted and student academic achievement.

Teachers, to be effective in their profession they need to posses the professional skill, attitude and knowledge that enable them effective in their assignment. It is surely plausible to suggest that in so a far as teacher's knowledge provides the basis for his or her effectiveness, the most relevant knowledge will be that which concerns the particular topic being taught and the relevant pedagogical strategies to the particular type of pupils to whom it will be taught (Dyrne in Tilahun, 2007). However due to lack of academic and pedagogical knowledge, teachers often use teacher-centered learning approaches such as lecture methods. The students are therefore passive learners who are expected to listen and only observe. This diminishes the interest of students in the subject because the content is too abstract, and, in many situations, has no relevance

to their daily lives. Gender bias has also been observed in the class room, especially teaching of science and mathematics. Teachers in this regard tend to use positive reinforcement more on boys (Wasanga, 2002). The result of gender inequity in instruction contributes to avoidance of certain career subject areas on the part of girls and low performance (Temechegn, 2005).

Temechegn in his study compared the spatial ability of boys and girls in both German and Ethiopian schools (grades 7-12). He found that in both cases boys out performed girls in the classroom and that although the teachers and the methods they employed were not intentional to the detriment of the girls. Of course, such gender differences are not solely the result of what happens in the classrooms. However, there are many teacher behaviors and teaching strategies that contribute to these problems (Temechegn, 2005).

For instance, a study conducted by UNESCO in 1984 concluded that: (a) teachers spent more time talking to boys and allow them to respond more than girls in classrooms; (b) girls had to wait longer for an answer or assistance; (c) teachers knew a great deal more about the boys they teach; (d) teachers prefer to introduce topics that are usually associated with boys; (e) majority of teachers prefer to teach boys, even though more stated that it was easier to teach girls (Tilaye and Bedru, 2006).

A study conducted in Ethiopia indicate that among different factors, lack of qualified teachers in the in the upper primary school are the main factors contributing to girls' low academic performance (Yisak, Workneh and Asham, 2009). A great number of teachers in Grades 5–8 do not meet the certification standard, since a diploma from a Teacher Training College is required for teachers in the second cycle of primary school (MOE, 2005b).

2.3.2.3. The availability of Role Model Female Teachers

Teachers are the most important role models for both boy and girl students in the school as well as out of the school. Especially the promotion of role model such as female teachers has been a strategy to encourage girls' education particularly young girls in

rural areas and widely accepted as a means of promoting greater gender equality (UNESCO, 2003). Studies have shown a positive impact from women teachers on girls' (and boys') achievement. A female role model can support and encourage girls to successfully complete their studies and may be even continue studying to become teachers, themselves. She can also be there to listen to any problems and provide guidance when necessary. In schools where girls are in the minority, especially, the presence of one or more female teacher may also ensure protection for girls from unwanted attention from boys or male teachers, and even from sexual abuse and exploitation (Jackie, 2008).

According to Bowman and Anderson (in Kassa, 2006) in all aspects of girls' schooling the availability of female teacher is salient as both an instrument and a product. The presence of female teachers in the teaching staff can attract girls to learn by providing a guarantee to parents to enroll their daughters. In addition, the presence of female teacher contributes to the development of a positive attitude among the rural people towards girls' education (Miriam, 1994). For instance, in some area of Afghanistan, Pakistan and Bangladesh, the placement of a woman teacher can have an immediate impact on access. Even where the presence of male teachers is not necessarily a barrier to girls' enrollment, parents may prefer women teachers over men. A study in Nepal indicates that mothers feel more comfortable talking about their children with a woman teacher (Jackie, 2008). In Botswana, a consistently positive relationship was found to exist between schools with a higher proportion of female teachers and improvements in girls' achievement levels, which was accomplished without any disadvantage to boys (Kane, 2004).

Africa has the lowest proportion of female teachers in the world (Kane 2004) and teaching is still a male-dominated profession in many low-income countries and in some societies, rural families are unwilling to hand over their daughters to a male teacher, due to shortage of female teachers as well as female civil servants in the local area, and lack of infrastructure can frustrate both parents and female students to enroll. This can affect the participation of female students in education in general (Kassa, 2006).

In Kenya, women are consistently under-represented in science and mathematics based institutions at the national level. For example, in 1998, female practicing teachers represented 42% of the total number of teachers in primary and 35% in secondary schools. The number of women, relative to men, who teach science and mathematics at the primary and secondary levels, reveals a worse situation. At the primary level, the majority of female teachers are assigned to teach lower primary classes, while at upper primary classes, science and mathematics are mostly given to male teachers (Wasanga, 2002). This situation tends to stereotype the female pupils against science and mathematics which adversely affects the performance of girls in these key subjects because they have no role models to relate to at this level.

2.3.2.4. Teachers' Attitude

Teachers' attitudes towards girls' education and their awareness of gender issues play a significance role in the success and failure of girls' education. School teachers, no matter how well educated seemed to promote traditional attitudes towards their girl students. Such differential treatments of girls from boys or low expectations of girls often lead to reduction of confidence among them, and the development of negative attitudes towards school learning (Tilaye and Bedru, 2006). This problem is rooted in societal beliefs which teachers bring into the classroom situation. This can therefore be linked to the cultural beliefs which tend to look at females as having less ability than males and hence leads to the marginalization of girls in the classroom and further de-motivates girls in their academic pursuits (Chimombo et al., 2000).

Both male and female teachers have negative attitudes towards girls' abilities to perform well in different subject. Among the reasons given by teachers for gender differences in performances in these subjects include girls' fear of the subjects, lower determination and intelligence in girls than in boys (Wasanga, 2002). Both male and female teachers have been found to have lower expectations of girls' academic ability. Boys are perceived to be intelligent, hardworking, motivated and co-operative whilst girls are perceived to be easy to control, passive, calm and submissive (Kainja and Mkandawire, 1990).

In addition, teaching practices have been observed to have negative consequences for girls' education. Boys are called more often than girls to answer questions in a class (Davison and Kanyuka, 1990). A study conducted by UNESCO (in Tilaye and Bedru, 2006) concluded that:

> (a) teachers spent more time talking to boys and allow them to respond more than girls in classrooms; (b) girls had to wait longer for an answer or assistance; (c) teachers knew a great deal more about the boys they teach; (d) teachers prefer to introduce topics that are usually associated with boys; (e) majority of teachers prefer to teach boys, even though more stated that it was easier to teach girls; and (f) teachers had different expectations for boys and girls. (p. 405)

Because teachers tend to ask more difficult questions boys than girls and also tend to give boys more time to answer questions and are more likely to openly make negative remarks about girls' abilities (Wasanga, 2002).

This indicated that teachers' attitude, low expectation and teaching practices have important implications for the success and persistence of girls in schools. Studies from several countries in Sub- Saharan Africa indicate that both female and male teachers believe that boys are academically better than girls (Anderson-Levett et al.; Brock and Cammish; Fofanah; Davison and Kanyuka in Teshome, 2002). In many countries there are indications that teachers paid more attention to boys than girls in the classrooms. Still in others there are conditions where boys are being given priority in the distribution of books and other learning materials. In Mozambique, there is little communication between pupils and teachers, and that the higher rate of failure for girls might be due to inequality of treatment (Palme, 1993)

Regarding to Ethiopia, research findings have consistently shown that class room interactions favor boys more than girls i.e. boys' greater use of verbal and non-verbal language to dominate more of the teacher's time in terms of attention and classroom control and girls are much less likely to ask questions, to respond to questions and in general to participate in the class room (Emebet in Seifu, 2007). It is no wonder that girls have been performing significantly poorer than boys in science and mathematics for a long time. Research findings have consistently shown that girls have been

performing significantly poorer than boys in science and mathematics for a long time (Wasanga, 2002).

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Design of the Study

The main intent of this study was to find out some of the factors that affect girls' academic achievement in upper primary school in Guraghe zone. Thus, in order to achieve this objective, the study employed descriptive survey methods (cross sectional approach) since the study relies on existing variations and data collection made at one point in time. Moreover, the study also used both qualitative and quantitative approaches because mixed approach as a methodology incorporates multiple approaches in all stages of research from problem identification to research questions, data collection, and data analysis (Taddlie and Tashakkori, 2003).

3.2. Source and Nature of Data

In order to address the formulated objective so far, both primary and secondary source were used. The primary sources of data were used from selected six sample second cycle primary schools in Guraghe zone. The schools were selected from two woredas and two administrative towns. In line with this, the study used both boys and girls from grade seven and eight students, upper primary school teachers, parents of girls, school principals, and educational expertise as a primary source of data.

The secondary source of data gathered from library books and on line searches about issues related to girls' academic achievement and girls' education as a whole. In addition to this, Ministry of Education, education statistics annual abstracts, Guraghe Zone Education Department statistics, and each selected schools record office were used as a secondary source of data.

3.3. Sampling Techniques and Sample Size

The selection of sampling techniques for the study was based on the representative-ness and resourceful-ness of the sample. From six selected second cycle primary schools, three schools were selected from the eastern part and the other three were

included from western part of Guraghe zone by using cluster sampling technique. Before random selections of students, target population were stratified based on their sex, grade level and their parental socio economic status (Parental SES were used to analyze first semester girl students test score). Teacher respondents also selected from each department by using stratified sampling techniques and parents were chosen by using availability sampling.

From the above selected area, the study used 516 girl students from which secondary data were collected from 244 grade 8 girl students (see Table 1A) and the rest 272 girl and 117 boy students from grade seven and eight used as a primary source of data. Besides, 46 teacher from language, Mathematics, natural and social science, departments, girls' club leader (female teacher) and six vice principals were also part of respondents. In addition to these, six vice principals, 42 parents, and 10 education experts' selected from woreda and administrative towns' education office and zone education department used as a source of information.

Table 1: Types and Number of Participants in the Research Area

		Grade 7 & 8			No of Sampled			Other Participants					
		Student			Students			Teachers	Parents	Principals	Education Expert		
Woreda	School	Boys	Girls	Total	Boys	Girls	Total	Both Sex	Both Sex	Both Sex	Woreda	Zone	Total
Meskan	Akamuja	119	147	338	10	24	34	7	7	2	2		50
	Debub Shershera	256	241	497	15	35	50	7	7	2			68
Cheha	Emdiber	376	314	700	21	49	70	9	7	2	2		88
	Dakuna	253	207	460	14	32	46	7	7	2			64
Butajira	Dubo Tito	308	283	591	18	41	59	7	7	2	2		77
Wolkite	Selam Ber	645	652	1297	39	91	130	9	7	2	2		150
	Total	1957	1844	3883	117	272	389	46	42	12	8	2	499

Besides of the above source of information, in order to analyze girls' student parental SES on their academic performance the study used grade eight girls' student 2002 E.C first semester average score. To this purpose, 244 girl students were selected from six sample school according to the following categories:

Table 1a: Number of Grade 8 Students Taken their First Semester Score for Analysis Purpose in Each School

SN	Schools' Name	Number of grade 8 girls taken their first semester score for analysis purpose				
		Educated (literate) Parents' Girl	Uneducated (illiterate) Parents' Girl	Girls from High Income Family	Girls from Low Income Family	Total
1	Akamuja	8	8	8	8	32
2	Debub Shershera	8	8	8	8	32
3	Emdiber	12	12	12	12	48
4	Dakuna	8	8	8	8	32
5	Dubo Tito	12	12	12	12	48
6	Selam Ber	13	13	13	13	52
	Total	61	61	61	61	
		122		122		244

Note: High income family refers family level of monthly income **750 birr** and above and low income family refers family level of monthly income below **500 birr**

As it can be seen in Table 1a, 244 grade eight girls student result used as a secondary source of data and the data also categorized in to four groups. The first two groups (i.e. 122 grade 8 girl students first semester result) used for analyzing the effects of parental education on girls academic achievement. And the last two groups (i.e.122 grade 8 girl students first semester result) used for to analyzing the effects of parental economy on girls academic achievement.

3.4. Instruments of Data Collection

This study employed both qualitative and quantitative research approach in order to touch important aspects of the situation. Therefore, it used multiple data collection tools such as both open and closed ended questionnaire, interview and observation which serve as a data collection instruments.

a) **Questionnaire**

Both open and closed ended questionnaires were used for students, and teachers. Even though all the instruments were developed in English language, in order to avoid language barrier, all the instruments were translated to Amharic. And the majority of the questionnaires items were prepared in rating scale or likert scale, like items based on scale from "strongly agree to strongly disagree and from very high to low"

b) **Interview**

Structured interviews guide questions were employed in order to get additional information from parents of girls', school principals and woreda and zone education expertise.

c) **Observation**

In order to evaluate how far the school environment is conducive to girls, observation used as one of the data gathering instrument. The instrument was used only to check school facilities like the availability of separate latrine, water, and library as well as school class rooms.

d) **Achievement Test**

2002 academic year girl students grade eight first semester test results were used to analyze the difference of academic achievement between girls whose parents are educated (literate) and girls' whose parents are uneducated (illiterate). And also analyze the difference of academic achievement between girls from high income family (i.e. parental or family level of monthly income 750 birr and above) and girls from low income family (i.e. parental or family level of monthly income below 500 birr).

3.5. Method of Data Analysis

In order to make the analysis procedure simpler, the collected data was carefully tallied organized and thematically tabulated according to their similarities. Data analysis and interpretation were carried out by using different descriptive statistics; however

frequency and percentage used as the main tools for summarizing the data. Graphical presentations also helped in the analysis. Besides, in order to analyze the achievement difference among grade eight girl students with different socioeconomic status backgrounds and different levels of parental education, independent sample T-test was employed. Moreover, in order to see if there is any significant relationship between girl students' academic achievement and their parental education correlation was used. In addition, correlation was also used in order to see if there is any significant relationship between girl students' academic achievement and their socioeconomic status. The obtained difference and relationship was tested at α=0.05 levels.

The qualitative data obtained through these data gathering tools were combined with the quantitative data and were analyze together in order to address the research question.

3.6. Pilot Testing

In order to make the questionnaire more reliable, the pre-test of instruments was carried out in one sample school. During piloting phase the target groups were 18 girls and 10 boys' student from grade seven and grade eight, and 7 upper primary school teachers who teach in the pilot schools. According to Cronbach's alpha reliability coefficients, the pre-test results for girls' questionnaire was 77.7 percent, and boys' questionnaire was 82.8 percent. Regarding teachers' instrument 84.5 percent of the questions were reliable. Because, the researcher was made his/her study to measure the respondent attitudes, interest, values and the like on a specific issue, the reliability result should be more than 65 percent (Yalew, 2009). Based on this level of reliability, all the testing instruments level of reliability were more than 65 percent. However, those questions which seemed to be vague and difficult to administer were improved.

CHAPTER FOUR
ANALYSIS AND INTERPRETATION OF THE DATA

The result of this study focused on factors affecting girls' academic achievement in Guraghe zone second cycle primary schools. This part of the study is therefore deals with analyzing and interpreting the collected data through questionnaire, interview and observation as well as secondary source of data which was made based on the research questions.

4.1. Characteristics of the Respondents

As stated in chapter three, in this study different group involved as a primary source of information i.e. students, teachers, school principals, parents' of girls, and education experts were involved. In order to give clear picture about the respondents involved in the study, some of their major characteristics were presented.

4.1.1 Background of Student Respondents

Out of 389 questionnaires that distributed for grade seven and eight students in the selected schools, 263 girls and 113 boys student questionnaires were filled correctly. The rest nine girls' and four boys' questionnaires were rejected, since their response is incomplete.

Table 2: Age of Student Respondents

School Name		Age of girl students (N= 263)				Age of boy students (N=113)			
		Below 13Yrs	13 & 14 Yrs	Above 14 Yrs	Total	Below 13Yrs	13 & 14 Yrs	Above 14 Yrs	Total
Akamuja		1	10	12	23	1	4	5	10
Debub Shershera		3	10	22	35	0	6	8	14
Emdiber		6	19	20	45	3	13	5	21
Dakuna		2	15	15	32	0	10	4	14
Dibotito		4	13	23	40	4	8	5	17
Selam Ber		8	39	41	88	3	16	18	37
Total	N	24	106	133	263	11	57	45	113
	%	9.1	40.3	50.6	100	9.7	50.4	39.9	100

As it can be observed in Table 2, out of 376 student respondents 263 (70%) and 113 (30%) of the respondents were boys and girls respectively. With regarding to their age, 106 (40.3%) of girls and 57 (50.4%) of boys were with appropriate age level for grade seven and eight educational levels. On the other hand 133 (50.6%) of girls and 45 (39.9%) of boys were over aged to this specific grade level. This indicates 91.4 percent of students were 13 and above Years of age.

4.1.2. Background of Teacher Respondents

The second group of respondents in this study were teachers. In this regard from the six randomly selected second cycle primary schools, 52 (100%) of teachers filled the questionnaires properly. Out of 52 teacher respondents, 61.5 percent were male and the rest 38.5 percent were female teachers.

As it can be observed from Table 3, 46.2 percent of teachers were between the range of 21 and 30 years of age and 23.1 percent of teachers were between the range of 31 and 40 years of age. The rest 25 percent and 7.7 percent of teachers' were aged between 41 and 50 and also 51 and above years respectively. This indicates that teachers respondents were from different age groups and great majority (67.3 percent) of teachers were within the active age groups.

Table 3: Teacher Respondents by their Age, Service Year and Educational Qualification

Age			Service Year			Educational Qualification		
Years	N	%	Years	N	%	Level of Qualification	N	%
21-30	23	44.2	1-10	22	42.3	Certificate	4	7.7
31-40	12	23.1	11-20	9	17.3	Diploma	47	90.4
41-50	13	25	21- 30	15	28.9	Degree	1	1.9
51 and above	4	7.7	31 and above	6	11.5	_	_	_
Total	52	100	Total	52	100	Total	52	100

Note: Out of 52 teacher respondents, six respondents were vice principals.

Concerning the service year of teacher respondents, the teaching experience of 42.3 percent of teachers were in the range of 1 to10 years, 17.3 percent of teachers had thought for 11 to 20 years. The rest 28.9 percent and 11.5 percent of teachers had thought from 21 to 30 years, and above 30 years, respectively.

Regarding to their educational qualification, 90.4 percent of teacher respondents have diploma and, 1.9 percent of teacher has their first degree and the rest 7.7 percent of the respondents graduated from Teacher Training Institute. According to the New Education and Training Policy, diploma is the minimum requirements of qualification to teach in the upper primary schools (TGE, 1994). Based on this requirement, 92.3 percent of the respondents were on the right path of the minimum requirements of Ministry of Education.

4.1.3. Backgrounds of Girls' Parents Respondents

The third group of respondents in this study were parents. From the six randomly selected second cycle primary schools, 42 (100%) of parents were interviewed. Out of 42 parents involved in interviews 27 (64.3%) were male and the rest 15 (35.7%) were female.

Table 4: Girls' parents Respondent by age, and level of education

Age of Girls' Parent			Educational Qualification		
Age Range	N	%	Level of Education	N	%
21-30	7	16.7	Illiterate	0	0
31-40	16	38.1	Primary Level	15	35.7
41-50	13	30.9	Secondary Level	17	40.5
51 and above	6	14.3	Post Secondary	10	23.8
Total	42	100	Total	42	100

Note: illiterate refers to those parents who can't read and write as well as who read and write but they couldn't attend formal education.

As it can be observed from Table 4, Out of 42 parents of girls', 16.7 percent and 38.1 percent of parents were between the range of 21 & 30 years of age and between 31 & 40 years of range respectively. The other 30.9 percent and 14.3 percent of respondents were between 41 & 50 years, and above 50 years of age. Regarding to their level of education, 40.5 percent of parents were secondary education and 23.8 percent of parents were post secondary level. The remaining 35.8 percent of parents have education of primary level, out of which 28.6 percent were above grade five and the rest 7.1 percent of parents were below grade five.

Table 5: Student Respondents with their Parents' Occupation

Items	Student Respondents (N=376)			
	Fathers		Mothers	
	N	%	N	%
Farming	186	49.5	59	15.7
Trade	67	17.8	87	23.1
Government Employee	82	21.8	47	12.5
Private Employee	30	8	16	4.3
Not employed	11	2.9	—	—
House Wife	—	—	167	44.4
Total	376	100	376	100

As it can be seen in Table 5, 49.5 percent of student fathers' and 15.7 percent of their mothers' occupation is farming. Trade is the occupation of 17.8 percent of students' fathers and 23.1 percent of their mothers. Besides, 21.8 percent and 12.5 percent of their fathers' and their mothers' respectively were government employee. Responding to item four, 8.0 percent and 4.3 percent of student respondents replied that their fathers' and their mothers respectively were employed privately. The others, 2.6 percent of students reported that their fathers were not employed, and 44.4 percent of students 'responded that their mothers were house wives.

This implies, out of the six mentioned items great majority of students' fathers were farmers. On the other hand, great majority of students' mothers were housewives. The second main activity was trade. In this regard the rate of maternal activity is higher than that of paternal rate.

4.2. Trends of Student Performance and Dropout in Guraghe Zone

4.2.1. Trends of Student Dropout Rate in Guraghe Zone

Table 6: Zonal Upper Primary School Dropout rate from 1998 to 2001E.C

Year	Grades														
	5			6			7			8			5-8		
	Boys	Girls	Average	Boys	Girls	Average	Boys	Girls	Average	Boys	Girls	Average	Boys	Girls	Average
1998	10.5	8.8	9.7	9.6	8.1	8.9	10.7	8.2	9.5	6.3	3.6	5	9.3	7.2	8.2
1999	9.9	8	9	8.5	6	7.3	11	7.4	9.2	6	5.2	5.6	8.9	6.7	7.8
2000	10.7	9.2	10	9.9	9.2	9.6	12.8	10.7	11.8	7.3	7.7	7	10.2	9	9.6
2001	8.2	7.1	7.7	7.7	6.9	7.3	8.8	8.2	8.5	10.1	8.9	9.5	8.7	7.8	8.3
Average	9.8	8.3	9.1	8.9	7.6	8.3	10.8	8.6	9.8	7.4	6.3	6.8	9.3	7.7	8.5

Source: Guraghe zone education department statistics section

Note: The date is given in Ethiopian calendar

As it can be seen in Table 6, with in the four consecutive years, the dropout rate of boys from grade 5 to 8 decreased from 9.3 percent to 8.7 percent which is by 0.6 percent. While, within the same years the dropout rate of girls increased from 7.2 percent to 7.8 percent which shows an increase of 0.6 percent. On average, 9.3 percent and 7.7 percents of boy and girl students dropping out from the above grade levels each year. This shows the dropout rate of boys exceed by 1.6 percent that of girls'. Similar to the upper primary schools at the national level (MOE, 2006/7) the number of boys dropping out in Guraghe zone is higher than that of girls.

Table 7: Percentage of Grade 8 Students Dropout Rate in Each Woreda in 2001 E.C

SN	Woreda	Registered			Dropout Rate		
		Boys	Girls	Total	Boys	Girls	Average
1	Gumer	989	1068	2057	7.6	5.9	6.75
2	Geto	836	598	1434	6.8	8.4	7.6
3	Cheha	1273	963	2236	10	9.4	9.7
4	Enemor-Ener	1709	1520	3229	11.1	10.7	10.9
5	Endegagne	432	441	873	11.1	7.9	9.5
6	Ezha	1223	1221	2444	7.6	6.5	7.1
7	Muher Aklil	816	936	1752	6.4	6	6.2
8	Abeshege	791	619	1410	13.1	14.4	13.8
9	Kebena	208	165	373	16.8	16.4	16.6
10	G.Gutazer.Wolene	343	228	571	7.9	3.1	5.5
11	Sodo	1148	935	2083	11.2	6.3	8.8
12	Meskan	1131	1109	2240	9.3	9.2	9.3
13	Mareko	448	231	679	12.1	4.3	8.2
14	Wolkite *	513	566	1079	18.1	14.1	16.1
15	Butajira *	693	895	1588	14	13	13.5
	zone	12553	11495	24048	10.1	8.9	9.5

Source: Guraghe Zone Education Department Statistics Section

Note: * indicates Administrative Towns

As it can be observed from Table 7, in 2001 E.C, at zonal level the dropout rate of grade eight students were 9.5 percent. Regarding to their sex, 10.1 percent and 8.9 percent of dropping out students were boys and girls respectively.

Among 13 woredas and two administrative towns, in Cheha, Enemor, Endegagne, Abeshege,Kebena and Mareko Woredas as well as in Wolkite and Butajira administrative towns the dropout rate of students in grade eight was higher than the zonal average (9.5 percent). On the other hand, with the exception of Abeshege woreda, the rest 12 woreda and two administrative towns, the dropout rate of boys' dropout is higher than that of girls'. This aggregated data revealed that student dropout in the upper primary school of the zone is a serious problem. This might be due to their grade repetition as it is argued by different researchers that repetition is one of the causes of

dropout. Some may counter argue that the pupils who dropout were poor learners who could not keep up with others and were thus doomed to fail irrespective of being made to repeat (CfBT, 2008).

4.2.2 Trends of Student Repetition in Guraghe Zone

In Guraghe Zone from 1998 to 2001 E.C average of 14.1 percent of boys and 20.1 percent of girls were repeaters in the upper primary school. In these four consecutive years the repetition rate was decreased from 17.4 percent to 10.1 percent by 6.9 percent for boys and from 24.8 to 14.4 percent by 10.4 percent for girls. Even though the zonal repetition rate decreased in both sex from year to year, the rate was higher than the national average repetition rate.

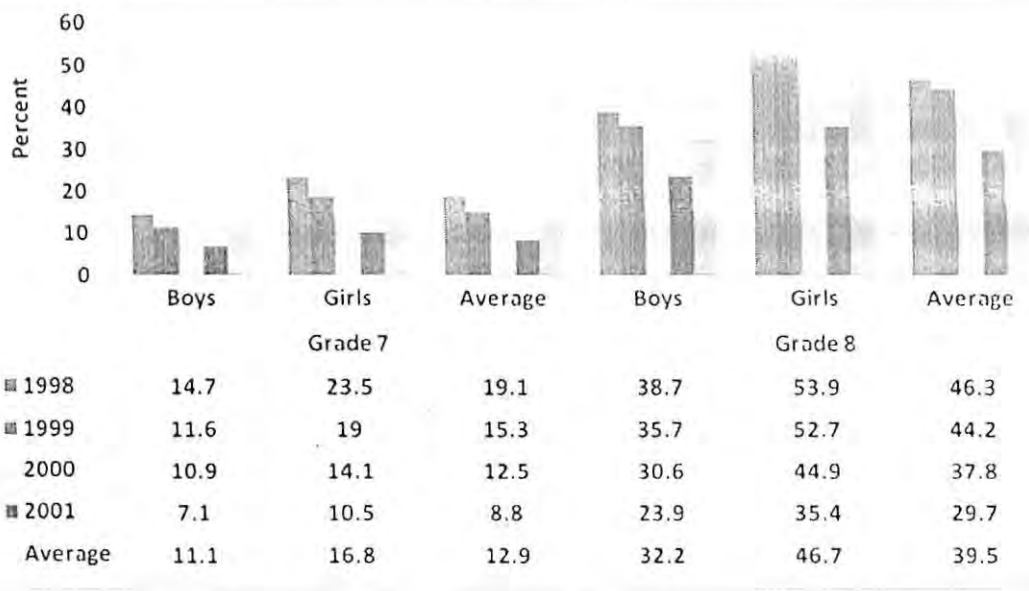
Table 8: Zonal Upper Primary School Repetition Rate from 1998 to 2001 E.C

Year	Grades														
	5			6			7			8			5-8		
	Boys	Girls	Aver age	Boys	Girls	Aver age	Boys	Girls	Aver age	Boys	Girls	Aver age	Boys	Girls	Aver age
1998	8.9	11.7	10.3	7.3	10.1	8.5	14.7	23.5	19.1	38.7	53.9	46.3	17.4	24.8	21.1
1999	8.2	9.8	9	5.6	9.5	7.6	11.6	19	15.3	35.7	52.7	44.2	15.3	22.8	19.1
2000	7.3	7.9	7.6	5.3	7.3	6.3	10.9	14.1	12.5	30.6	44.9	37.8	13.5	18.6	16.1
2001	5.5	6.8	6.2	3.8	4.8	4.3	7.1	10.5	8.8	23.9	35.4	29.7	10.1	14.4	12.3
Aver age	7.5	9.1	8.3	5.5	7.9	6.7	11.1	16.8	13.9	32.2	46.7	39.5	14.1	20.1	17.2

As it is shown on Table 8, in grade five and six the repetition rate of students was lower than that of grade seven and eight. However, in each grade level the number of girls' repeaters are higher than that of boys. When we see the 1998 E.C upper primary level student repetition rate, on the average 21.1 percent of students were repeaters. Out of this, 17.4 percent and 24.8 percent of students were boys and girls respectively. In 1998 E.C, the repetition rate exceeds by 8.95 percent of boys and 16.95 percent of girls than

that of the national repetition rate. At national level in the same year the repetition rate of boys and girls were 8.45 percent and 7.85 percent respectively (MOE, 2006/7).

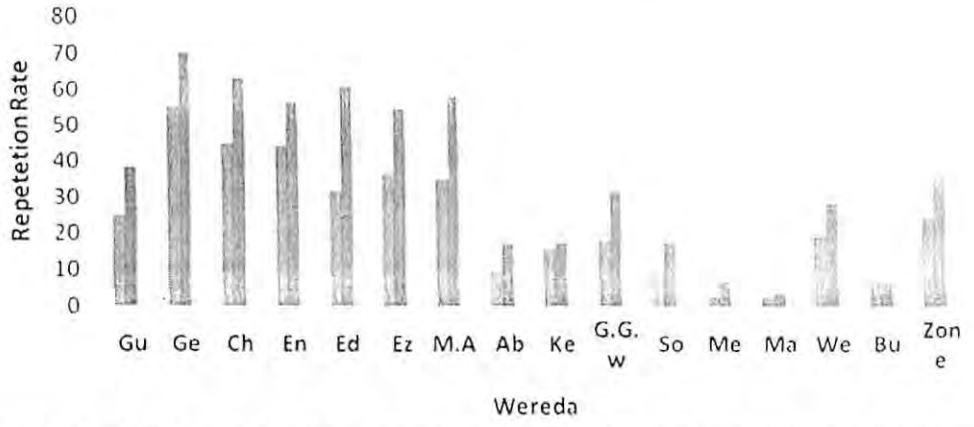
Chart 1: Grade 7 and 8 student repetition rate from 1998 to 2001 E.C



	Grade 7			Grade 8		
1998	14.7	23.5	19.1	38.7	53.9	46.3
1999	11.6	19	15.3	35.7	52.7	44.2
2000	10.9	14.1	12.5	30.6	44.9	37.8
2001	7.1	10.5	8.8	23.9	35.4	29.7
Average	11.1	16.8	12.9	32.2	46.7	39.5

The repetition rate of boys and girls in grade seven and eight is higher than that of grade five and six repetition rates (see, Table, 8). As it is observed from Chart 1, from 1998 to 2001 E.C, the average repetition rate of girls in grade seven exceeds by 5.7 percent than that of boys. In grade eight, on the average 39.5 percent of students were repeaters. In this grade level, the average repetition rate of girls' was 46.7 percent, and this rate exceed by 14.5 percent that of boys.

Chart 2: Grade Eight Student Repetition Rate at Woreda Level in 2001 E.C

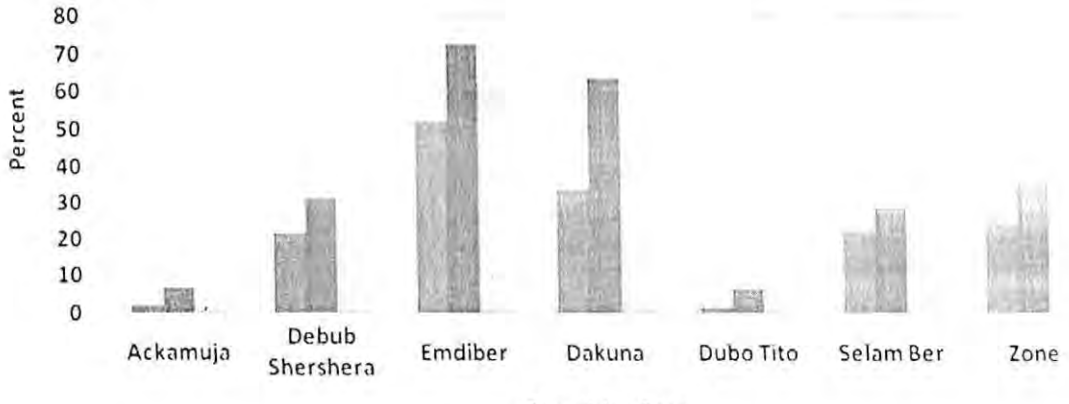


	Gu	Ge	Ch	En	Ed	Ez	M.A	Ab	Ke	G.G.w	So	Me	Ma	We	Bu	Zone
Boys' Repetition Rate	24.8	55.5	45.1	44.6	31.5	36.4	34.7	9.2	15.6	18	9.7	2.8	2.8	18.8	7.2	23.9
Girls' Repetition Rate	38.4	70.4	63.5	56.8	61.1	54.9	58.3	17	17.4	31.2	17.2	7.1	3.6	27.8	6.2	35.4
Average	32.6	62.9	54.3	50.7	46.3	45.6	46.5	13.1	16.5	24.6	13.4	5	3.2	23.3	6.7	29.7

Note: The name of each woreda mentioned accordingly in Table 7

As it is showed in Chart 2, generally, with the exception of Butajira administrative town, the repetition rate of girls in all woredas was higher than that of boys. On the other hand, when we compare the two parts of Guraghe (East and west), relatively, the repetition rate was higher in western part of Guraghe than that of eastern. The west that includes the first seven weredas had an average girls' repetition rate of 57.6 percent while the remaining eight weredas had 15.9 percent. Here, from this anybody can easily understand that, the academic achievements of girls in the western parts of Guraghe zone was lower than that of the east, specifically in grade eight national examination.

Chart 3: Grade Eight Student Repetition Rate in the Sample Second Cycle Primary Schools in 2001 E.C



	Ackamuja	Debub Shershera	Emdiber	Dakuna	Dubo Tito	Selam Ber	Zone
Boys	2.4	21.5	52.3	34.1	1.6	21.8	23.9
Girls	6.8	31.4	72.5	63.6	6.4	28.5	35.4
Average	4.6	26.4	62.4	48.9	4	23.7	29.7

In 2001 grade eight national examinations as can be portrayed from chart 3, on the average 21.8 percent of boys and 34.9 percent of girls repeated from the aforementioned six sampled schools. The other thing that can be observed from the above chart, the percentage of repeaters can be categorized in to three groups.

- The first categorized group is Ackamuja and Dubotito second cycle primary schools (from Meskan woreda and Butajira administrative town). From these schools the repetition rate of students was 4.6 percent and 4 percent respectively and the rate is very less as compared to the zonal average (29.7 percent).
- Debub Shershera and Selam Ber second cycle primary schools are the second categorized group i.e. 26.45 percent and 23.7 percent of students respectively repeated.

  Even though the repetition rate of students in these schools is lower than the zonal average (29.7 percent), this rate was very high as compared to Ackamuja and Dubo Tito second cycle primary schools, since the rate is higher than by 20.7 percent on average.

- The third categorized group is Emdiber and Dakuna second cycle primary schools (from Cheha woreda). In these schools on the average 62.4 percent and 48.9 percent of students respectively repeated. This repetition rate as compared to the zonal average (29.7 percent) is higher by 25.95 percent.

In general, Table 5, Chart 1, Chart 2, and Chart 3 revealed that in Guraghe zone the academic performance of girls varies from woreda to woreda and from one school to another. And throughout the zone, a great number of girls' repeated in each grade level. In the case of grade eight national examinations in 2001 E.C, the repetition rate of girls in the western parts of the zone is higher than that of the eastern parts of Guraghe zone. In addition to this, the study indicated that repetition is a serious problem in guraghe zone.

Many researches results indicated that grade repetition can be associated with participation of students. For instance Anbesu in his study indicated that females' participation and performance in Education in Ethiopia is at a lower level as compared to boys. In this regard, some of the crucial problems in which girls are facing presently are: more girls repeat classes than boys, and most girls perform less than boys in nearly all subject areas at every grade level (Anbesu, in Ager, 2002)

4.2.3. Family Related Factors

This section analyzes family related factors that affect girls' academic achievement negatively in the upper primary schools of the zone. In this regard, students, teachers, and parents of girls' were sources of information. In addition to this, 2002 first semester girls' test score also used as a source of information.

4.2.3.1. The Effects of Parental Education on Girls' Academic Performance.

One of the factors affecting girls' academic achievement is parental education. A lot of research studies have shown that the educational background of parents play a deceive role for their daughters successful teaching-learning process.

Table 9: Parental level of education

	Student Respondents (N=376)			
	Fathers Education		Mothers Education	
	N	%	N	%
Illiterate	187	49.7	249	66.2
Primary level	66	17.6	65	17.3
Secondary level	52	13.8	34	9
Post Secondary level	71	18.9	28	7.5
Total	376	100	376	100

As it shown in Table 9, among 376 student respondents 49.7 percent of their father and 66.2 percent of their mothers were uneducated (illiterate). 17.6 percent and 17.3 percent of girls' fathers' and mothers' respectively had primary levels of education. The rest 13.8 and 18.9 percent of students' fathers and 9 percent and 7.5 percent of students mothers' were secondary and post secondary levels of education respectively.

This indicates, 50.3 percent and 33.8 percent of students fathers' and mothers' level of education is ranging from primary to post secondary levels. This also implies, on the average 57.95 percent of students' parents were uneducated (illiterate). And uneducated (illiterate) mothers exceeds by 16.5 percent that of uneducated fathers.

In order to see, if there is a significant relationship between parental level of education and girls' academic achievement the study used the following correlation coefficient (see Table 10).

Table 10: The Relation between Parental Education and Girls Academic Achievement

Correlation Coefficient		Parental education	Girls academic achievement
Parental Education	Pearson Correlation	1.000	.189(*)
	Sig. (2-tailed)		.037
	N	122	122
Girls academic achievement	Pearson Correlation	189(*)	1
	Sig. (2-tailed)	.037	
	N	122	122

* Correlation is significant at the 0.05 level (2-tailed).

As it is shown in Table 10, there is a statistically significant relationship between parental education and girl students academic achievement ($r = 0.189$, $p > 0.05$). And there is also a positive relationship between parental education and girls academic achievement. Since the results of ($r=0.189$) ≤ 0.5, the relationship between the two variables was found to be weak. Whereas, Sacky (2007) points out that parental education is a decisive factor in the educational attainment of their children and there is a strong intergenerational correlation in education. The quantity and quality of time devoted by parents to their children is positively related to the parents' education status. As the research findings of Kassa, (2006) notes, parents' educational background can be clear determinant of female students' academic achievement.

Table11: Student Response on the Effects of Parental Education

Items	Girls (N=263)				Boys (113)			
	SA	A	DA	SD	SA	A	DA	SD
Parental education affects girls' academic achievement.	46.8	23.2	21.7	8.4	56.6	14.2	17.7	11.5
Maternal education affects girls' academic achievement.	58.2	25.1	11	5.7	55.8	20.4	12.4	11.5

Note: VH-Very High, H-High, M-Medium and L-Low

It can be observed from Table 11, out of 263 girl and 113 boy respondents 46.8 and 56.6 percent of girls and boys respectively strongly agreed that parental education

affects girls' academic achievement. Besides, 23.2 percent girls and 14.2 percent of boys also agreed that parental education have an effect on girls' academic achievement. On the other hand 30.1 percent and 29.2 percent of girls and boys respectively agreed that parental education doesn't affect girls' academic achievement.

Regarding to maternal education, on the average 58.5 percent of the students strongly agreed that maternal education affects girls' academic performance. On the average 22.8 percent of students also agreed on the statement. On the other hand, 20.3 percent of students agreed that maternal education doesn't affect girls' academic achievement. This realized that even though paternal and maternal education affects girls' academic achievement, relatively the role of educated mother towards improving their daughter academic performance is higher than that of educated fathers. And this is also supported by a great majority of girls' parent (see Table, 12).

Table 12: Parents' Response on the Effects of Maternal Education

Item	Parent response (N=42)				
	SA	A	DA	SD	
Maternal education has a positive effect on girls' academic performance.	54.8	35.7	9.5	0	100

As it is shown in Table 12, 54.8 percent of parents of girls strongly agreed that maternal education positively affects girls academic performance. Besides, 35.7 percent of girls' parents also agreed that maternal education had a positive effect on girls' academic performance.

Table 13: t-test on Academic achievements of Girls whose Parents were Educated and Girls whose Parents were Uneducated

Variable	N	Mean	SD	MD	Df	t-calculated	t-criteria	Decision	
Girls' whose Parents were Educated (literate)	61	60.3	13.3	4.9	120	2.1	1.98	S*	
Girls' whose Parents were Uneducated (illiterate).	61	56.8	12.2						

Note: SD-Standard Deviation, MD-Mean Difference, Df-Degree of freedom,
S* - Significant at 0.05 probability margin

As it can be observed from Table 13, there are two independent variables i.e. girls' whose parents were educated (literate) and girls whose parents were uneducated (illiterate). In order to analyzed or to test the aforementioned independent variables the made the following statistical hypothesis

- H_o: There is no significant difference between the academic achievement of girls whose parents are educated and girls whose parents are uneducated. Or H_o: $\mu_1 = \mu_2$

- H_1: The academic achievement of girls whose parents are educated is higher than that of girls whose parents are uneducated. Or H_1: $\mu_1 \neq \mu_2$

As it is shown in Table 13, the degree of freedom is 120 and level of significance, α=0.05 and the value of the independent sample t-test is 2.113. So that the value of t-test for two tallied test at α=0.05 level of significant and at 120 degree of freedom is 1.98. This implies the value of t-calculated i.e. |2.113| is greater than that of t-criteria i.e. 1.98 critical value of student distribution. Therefore, based on this result the researcher rejected the H_o and accepted A_1.

From this result it was concluded that there is statistically significance difference between the academic achievements of girls whose parents were educated and girls

whose parents were uneducated. On the other side the mean difference between educated parents' girls and uneducated parents' girls is 4.94.This indicated that girls whose parents were educated could achieve higher academic performance than that of girls whose parents were uneducated.

4.2.3.2 Parental Support towards Girls' Education

Parental support plays a significant role towards improving student academic performance in general and girls' academic performance in particular. In this regard different questions raised for students, parents of girls and teachers respondent. As it is shown in Table 14 below, out of 263 girls respondents 82.9 percent of them accepted that most often they get different types of support that helps for their academic performance. The rest 17.1 percent of girls' couldn't get any kinds of support from their parents.

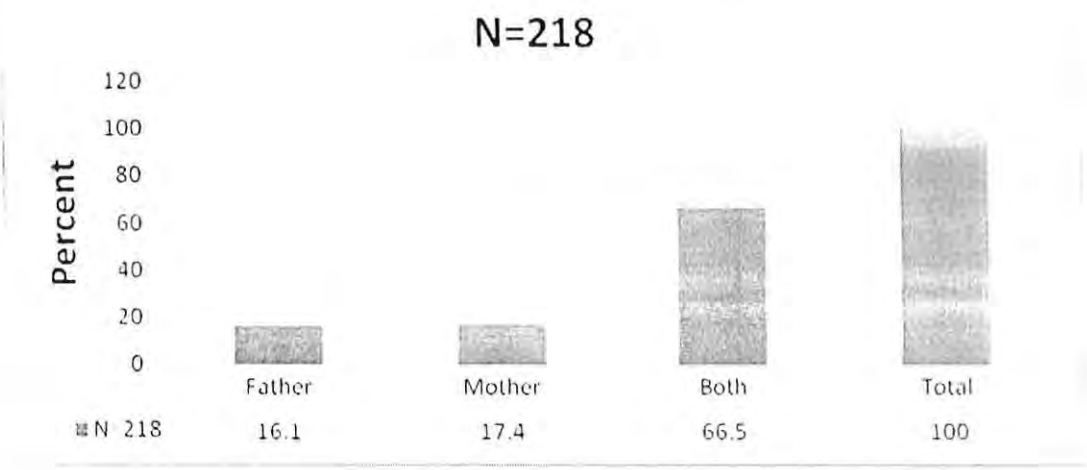
Table 14: Girls response about their parents support

Items	Response and Percentage of Girls Respondent (N=263)				
	SA	A	D	SD	Total
Most often I supported by my parents for educational materials that helps in my academic performance.	52.1	30.8	9.1	8	100

Note: SD-Strongly Agree, A-Agree, DA-Disagree, and SD-Strongly Disagree

As it is shown in Table 14, 52.1 percent of girls strongly accepted that most often they supported by their parents for educational materials that helps in their academic achievement and 30.8 percent of girls also agreed that they get different support from their parents. According to the great majority (82.9 percent) of girl respondents, it can be deduced that most of girls' parents support their daughter education. Even though the exact rate of parental involvement couldn't identify, uneducated (illiterate) parents also support their daughter's education.

Chart 4: Maternal and Paternal Support to their Daughters' Education



As it is shown from Chart 4, out of 218 girls who get support from their parents, 66.5 percent of girls have got different support from their fathers and mothers. Besides, 16.1 percent of girls' could get any kinds of support from their fathers' only and 17.4 percent of girls' were supported by their mothers' only. This indicates that a great majority of girl students could get different support from their fathers and mothers. However the rate of maternal support is higher than that of paternal support.

The environment at home can have a significant impact on the schooling of girls' either positively or negatively. The environment at home can reinforce what girls' learn at school. Besides, materials and resources found in the home can promote the learning of children at home particularly for girls. In this regard, the role of parental support towards their daughter is very significant. In the case of Guraghe zone out of 218 girls' respondent who gets support from their parents, gives their own witness to the degree of their parents support for the following items (Table 15).

Table 15: Girls Student Response on Parental Support to their Daughters' Education

SN	Items	Percentage of Girls Respondent (N=218)				
		VH	H	M	L	Total
1	They provide supportive learning material	41.3	19.3	14.7	24.7	100
2	They designed appropriate reading schedule	21.6	14.7	22.9	40.8	100
3	They arrange enough time to study at home	22	18.8	34.9	24.3	100
4	They share and/or give my house hold task for others	15.6	21.6	23.4	39.4	100
5	They encouraged me to do my school homework and to study properly	23.1	12.8	27.7	36.4	100

As it can be observed from Table 15 above, among 218 girls' who get support from their parents 41.3 percent and 19.3 percent of them get very high and high levels of supportive material respectively. 24.7 percent of girls could get low level of material support from their parents. On the other hand, even though the rate of the extents of involvement is less as compared to item one, 22 percent and 18.8 percent of the girl respondents respectively agreed that their parents support them by arranging enough time for reading purpose.

Regarding to item two, 21.6 percent and 14.7 percent of girl respondents agreed that parental extents of involvements towards planning their daughters' reading schedule is very high and high respectively. However 40.8 percent of girls agreed that parental involvement to develop their daughter reading schedule is below the required level.

In item two parental level of involvement to support their daughter education as compared to item one and three is less. Because item two needs some sorts of educational requirement. In this regard 57.95 percent of their parents are un educated and 17.45 percent of their parents are from grade one to grade eight (Primary level). Because of this, they couldn't support in developing their daughter reading schedule, except to give an orders.

In the case of item four and five parental level involvement to support their daughters' education is low. For instance, 36.4 percent of girls said that parental encouragement for their daughter to do their home work and study properly is at lower level. On the other hand, 39.4 percent of girls also agreed that their parents show low level of involvement in sharing household activity with their daughters or to give an order for others. These low levels of parental involvement especially in items two, four and five contributed for girls having low academic achievement.

Table16: Students' Response on Parental Support to Send their Daughters to Tutorial Program

Item	Girls' Respondent in% (N=263)				Boys' Respondent in% (N=113)			
	SA	A	DA	SD	SA	A	DA	SD
Parents most often were not interested to send their daughters a tutorial class that conducted out of the regular program.	48.3	28.5	12.5	10.7	38.9	21.2	24,8	15.1

As it can be seen in Table 16, 76.8 percent of girls and 61.1 percent of boys' accepted that most parents did not allow their daughter to attend a tutorial class. The other 23.2 percent of girls and 39.9 percent of boys agreed that most of the parents allowed sending their daughter to attend tutorial program. This implies that majority of girls' couldn't get a permission from their parents for attending tutorial class that conducted out of the regular program.

Table 17: Girls Parent Response on Parental Responsibility towards their Children Education

Item	Girls Parent Response in % (N=42)				
	SA	A	DA	SD	Total
Most parents in your local area didn't follow their children academic performance.	61.9	26.2	4.8	7.1	100

As it can be observed in Table 17, 61.9 percent of parents of girls' respondent strongly accepted that most parents didn't fellow their children academic performance and 26.2 percent of parents also agreed the statement that mentioned in item one. The other 11.9 percent of girls parents agreed that most parent in their local area fellow their children academic performance.

Table 18: Teachers Response on Trends of Parents to discuss their Daughters' Education

Item	Teachers' Response in % (N=52)				
	VH	H	M	L	Total
The extents of time that parents spent to visit your school to discuss their daughters academic performance and other related issues is;	1.9	9.6	23.1	65.4	100

Parent-school relationship play a significant role for parents and the schools themselves to get adequate information about the existing situation of the school and to exchange information about their children particularly their daughter educational profiles. However, most parents in the sample schools do not have any experience to visit their children school to discuss on issues related to their daughter academic status. Because as it is shown in Table 18, out of 52 teachers respondent 65.4 percent of them agreed that the extents of time that parents spent to visit your school to discuss their daughters academic performance and other related issues is at lower level.

4.2.3.3 Parental Occupation

Parental occupation has a significant role on girls' academic achievement. As many research findings show that girls that have well family structure, well educated parents and occupation have good opportunity to achieve good academic performance.

Table 19: Occupation of Respondent Parents

	Occupation	Parents' of Girls Respondents					
		Male		Female		Total	
		N	%	N	%	N	%
1	Farming	15	35.7	1	2.4	16	38.1
2	Trade	5	11.9	6	14.3	11	26.2
3	Government Employee	5	11.9	2	4.8	7	16.7
4	Private Employee	2	4.8	0	0	2	4.8
5	Not employed	0	0	0	0	0	0
6	House Wife	—	—	6	14.3	6	14.3
	Total	27	64.3	15	35.7	42	100

As it can be seen in Table 19, out of 42 parents of girls respondents 35.7 percent of male and 2.4 percent of female respondents were farmers and 11.9 percent and 14.3 percent of male and female respondents respectively were merchants. The other 16.7 percent and 4.8 percent of girls' parents respectively were government and private employee. And 14.3 percent of mother (female) respondents were house wives. This implies that out of the six mentioned occupations, great majority of parents of girls' respondent occupation are farming and trade. House wives mothers also great in number.

Table 20: Students and Parents of Girls' Response on Parental Levels of Income

Level of Incomes	Student Respondents (N=376)					Parents of Girls Respondents (N=42)	
	Girls' Parents		Boys' Parents		Total		
	N	%	N	%	%	N	%
Very High (More than 1000 birr)	39	14.8	29	25.7	20.2	6	14.3
High (751-1000 birr)	57	21.7	17	15.0	18.4	11	26.2
Medium (500-750 birr)	70	26.6	33	29.2	27.9	7	16.7
Low (below 500 birr)	97	36.9	34	30.1	33.5	18	42.8
Total	263	100	113	100	100	42	100

As it is shown in Table 20, on the average 20.2 percent and 18.4 percent of students as well as 14.3 percent and 26.2 percent of girls' parent reported that the parent had very high and high levels of income respectively. On the other hand, 33.5 percent of students' and 42.8 percent of parents of girls' have low level of income.

Table 21: The Relationship between Parental Economic Status and Girls Academic Achievement

Correlation coefficient		Parental economic status	Girls academic achievement
Parental economic status	Pearson Correlation	1.000	.148(*)
	Sig. (2-tailed)		.103
	N	122	122
Girls academic achievement	Pearson Correlation	.148(*)	1.000
	Sig. (2-tailed)	.103	
	N	122	122

* Correlation is significant at the 0.05 level (2-tailed).

As it can be seen in Table 21, the correlation coefficient reported in the table is positive (i.e. r=0.148). This indicates there is a positive relationship between parental economic status and girl students' academic achievement. On the other hand, the result also indicates there is no significant relationship between parental economic status and girls' academic achievement because the p-value of 0.103 is greater than 0.05. Mashile, (2001) also reported a low correlation between socioeconomic status and achievement in mathematics and science related subject. On the other hand Hanafi, (2008), suggested that family income contributed to children's academic achievement as well as the physical environment and learning experiences in the home.

Table 22: Students and Parents of Girls Response on Parental Occupation and its Effect on Girls' Academic Performance

Question	Student Respondents (N=376)				Parents' of Girls Respondents (N=42)			
	VH	H	M	L	VH	H	M	L
To what extent parental occupation affects girls' academic achievement?	26.1	27.4	28.4	18.1	31	42.9	16.6	9.5

Out of 376 students and 42 parents of girls' respondents, 26.1 percent students and 31 percent of parents agreed that parental occupation have very high extents of impact on girls' academic performance. 27.4 percent of students and 42.9 percent of parents agreed that parental occupation highly affects girls' academic performance The other 18.1 percent of students and 9.5 percent of parents agreed that the effect of parental occupation for girls' academic performance is low (Table, 22).

Table 23: t-test on Academic Achievement of Girls' whose parents have high level of Income and Girls' whose parents have low level of Income

Variable	N	Mean	SD	MD	Df	t-calculated	t-criteria	Decision
Girls from high level of Income family	61	58.2	13.2	3.6	120	1.64	1.98	S*
Girls from high level of Income family	61	54.6	10.8					

Note: high level of income family refers family level of monthly income 750 birr and Low level of income family refers family level of monthly income below 500 birr

S* - Significant at 0.05 probability margin

As it is shown in Table 23 above, the academic achievements of girls is dependent variable and Girls from high level of Income family and Girls from low level of Income family are the independent variables. To test these independent variables, whether creates a significant difference on the dependent variable or not, first we make the following statistical hypothesis.

H_o: There is no significant difference between the academic achievements of girl from high level of Income family and girls' from low level of Income family. Or H_0: $\mu_1 = \mu_2$

H_1: Girls from high level of Income family get higher academic performance than girls from high level of Income family. Or H_1: $\mu_1 \neq \mu$

The independent sample t-test as it shown in Table 23 is |1.64| and the critical value of student distribution (t) for two tallied test at α=0.05 level of significance and at 120 degree of freedom is 1.98. This indicates the t-test value 1.64 is lower than 1.98. In other words, the H_0 is accepted and H_1 is rejected.

The average scores of girls from high level of Income family was exceed by 3.6 from that of girls from high level of Income family. This indicated that girls whose parents have high level of income could get high academic performance than that of girls whose parents have low level of income. However, there is no statistically significant difference

between the academic achievements of girls from high level of Income family and girls from low level of Income family.

4.2.3.4. Family size

Table 24: Students and Parents response on Family Size

Family Size	Students family Size (N=376)		Parents of Girls' Family Size (N=42)	
	N	%	N	%
Less than 5	35	9.3	11	26.2
5-6	76	20.2	8	19.1
7-8	132	35.1	19	45.2
9 and above	133	35.4	4	9.5
Total	263	100	42	100

As it can be seen in Table 24, on the average 35.1 percent of students and 45.2 percent of girls parents reported that the family size were between the range of seven and eight. Besides, 35.4 percent of students and 9.5 percent of girls parents the number of their families were nine and above. If we consider five up to six number of family size as a medium level, 71.9 percent of students and 54.7 percent of parents of girls' number of their families were seven and above. This implies a great majority of students came from large families.

Table 25: Students' Response on the Relation between Family Size and Household Chore

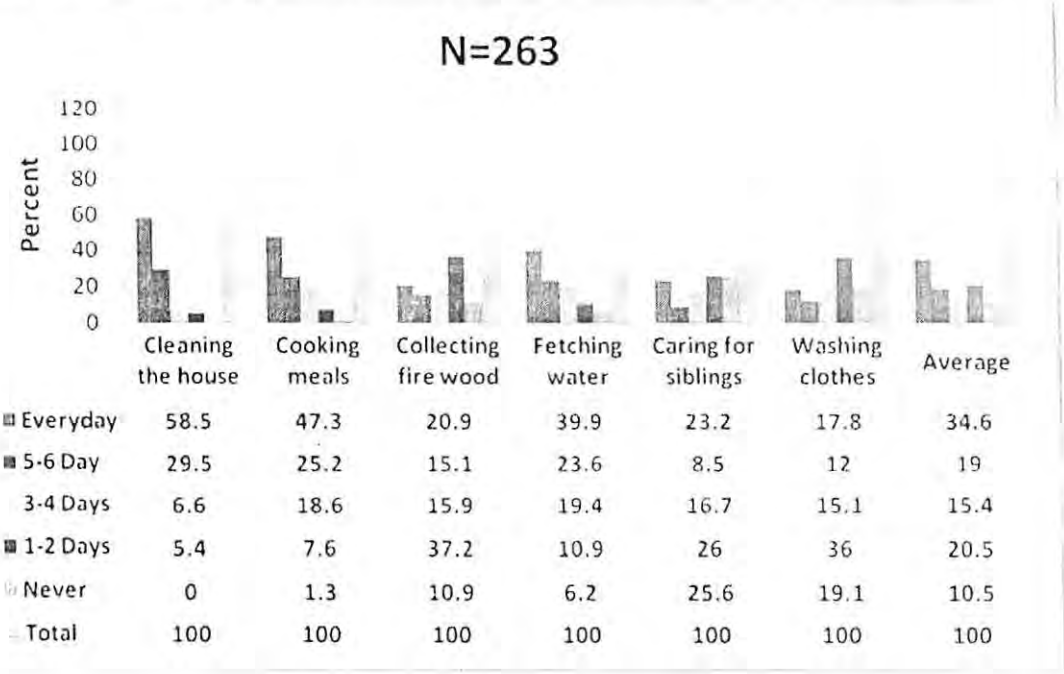
Item	**Girls Response in % (N=263)**					**Boys' Response in % (N=113)**				
	SA	A	DA	SD	Total	SA	A	DA	SD	Total
In large family size, there is a great need for girls' labor at home.	34.6	29.3	18.6	17.5	100	38.1	31	18.5	12.4	100

In Table 25, it is indicated that, 63.9 percent of girls and 69.1 percent of boys respectively agreed that high in large family creates a great need for girls' labor at home. On the other hand, 36.1 percent and 30.9 percent of girls' and boys' respectively reported that there is no relation between large family size and girls' working load. Nevertheless, based on the great majority of respondents, it can be deduced that in large family size there is a great need for girls' labor at home.

4.2.3.5. Girls Workloads and the Division of Labor at Home

The gender division of labor that exists within homes leaves the bulk of domestic chores to girls' thereby was decreasing their chances of attending school as well as their academic performance. As it shown in Chart 5 and Chart 6, even though both girls and boys engaged in different household activities, girls spent most of their time helping their family in domestic work as compared to boys.

Chart 5: Number of days Girls Spent on Household Activities within a Week



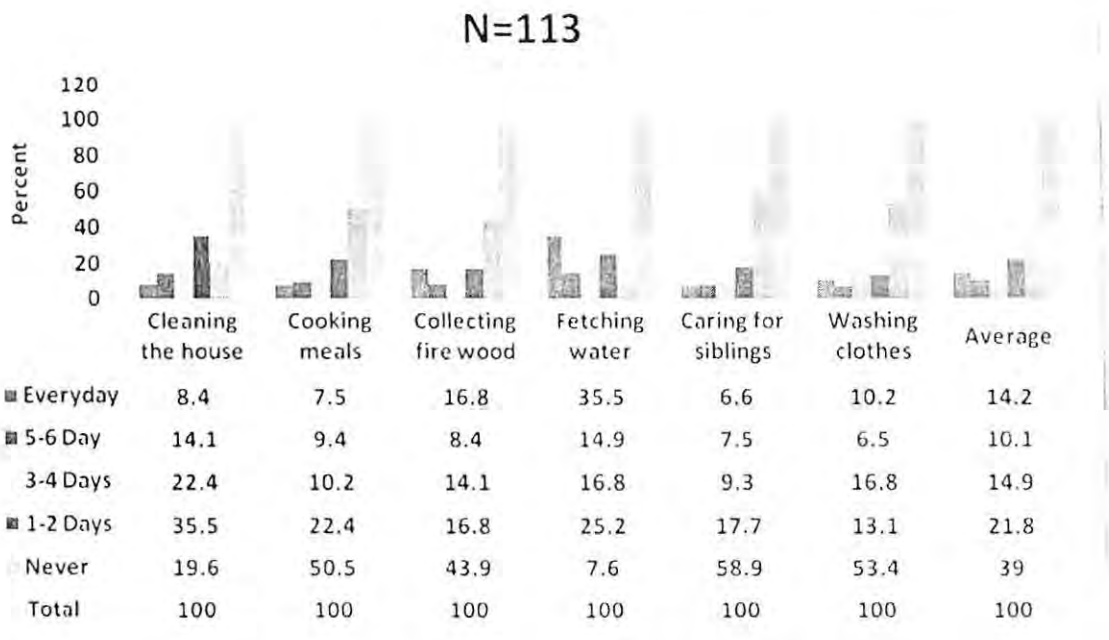
	Cleaning the house	Cooking meals	Collecting fire wood	Fetching water	Caring for siblings	Washing clothes	Average
Everyday	58.5	47.3	20.9	39.9	23.2	17.8	34.6
5-6 Day	29.5	25.2	15.1	23.6	8.5	12	19
3-4 Days	6.6	18.6	15.9	19.4	16.7	15.1	15.4
1-2 Days	5.4	7.6	37.2	10.9	26	36	20.5
Never	0	1.3	10.9	6.2	25.6	19.1	10.5
Total	100	100	100	100	100	100	100

According to Chart 5, out of 263 girl students who support their family in household activities, on the average 34.6 percent of them engage themselves every day on the

aforementioned house hold activities. 58.5, 47.3 and 39.9 percent of girls engaged in cleaning the house, cooking meal and fetching water respectively everyday and these activities are the major ones among the household activities that girls engaged in every day. 29.5, 25.2 and 23.6 percent of girls in the same way engaged in cleaning the house, cooking meal and fetching water from five to six day. These rates on those works are also higher than the time spent in other household activities. The other 15.4 percent and 20.5 percent of girls on the average engaged in different household chores from three to four days, and from one to two days respectively.

These show that a great majority (69 percent) of girls engaged in the above household activities from three to seven days. However, 34.6 percent of girls engaged in cleaning the house, cooking meal, collecting fire wood, fetching water, caring for sibling and washing clothes as their every day activity.

Chart 6: Number of days Boys Engaged on Household Activity within a Week



	Cleaning the house	Cooking meals	Collecting fire wood	Fetching water	Caring for siblings	Washing clothes	Average
Everyday	8.4	7.5	16.8	35.5	6.6	10.2	14.2
5-6 Day	14.1	9.4	8.4	14.9	7.5	6.5	10.1
3-4 Days	22.4	10.2	14.1	16.8	9.3	16.8	14.9
1-2 Days	35.5	22.4	16.8	25.2	17.7	13.1	21.8
Never	19.6	50.5	43.9	7.6	58.9	53.4	39
Total	100	100	100	100	100	100	100

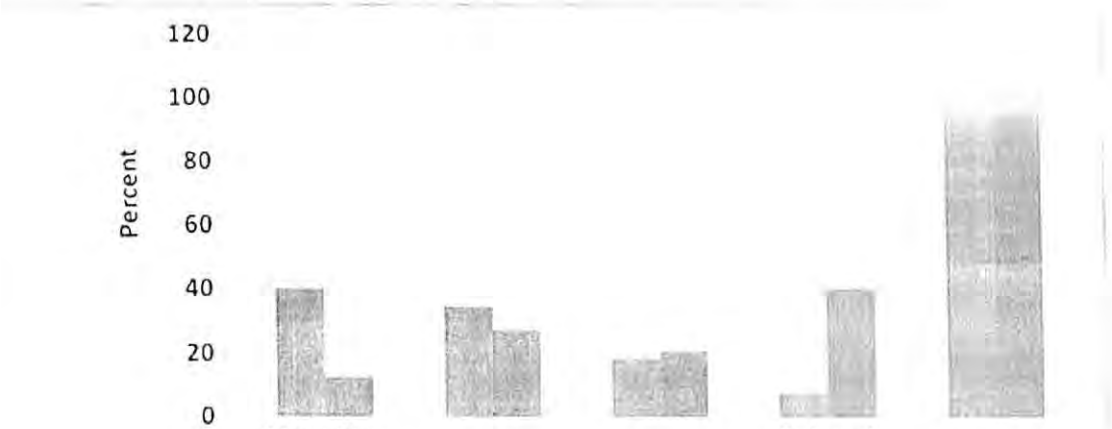
In the case of boys out of 113 respondents, fetching water and collecting fire wood were the everyday tasks for 35.5 percent and 16.8 percent of boys respectively. These rates

as compared to the average rate of days (i.e. 14.2 percent) exceeds by 21.3 percent and 2.6 percent respectively. The rate of the rest four items i.e. cleaning the house, cooking meals, caring for siblings and washing clothes were their minor activities t accomplished every day (Chart, 6).

As it is shown in Chart 6, even though boys involvement in the aforementioned household activities are good indicators for the existence of division of labor in the family, on the average 21.8 percent of boys engage in household activities from one to two days within a week and 39 percent of boys were never involved in the mentioned household activities.

As compared to the average rate of days engaged in house hold activities by girls in Chart 5 and by Boys in Chart 6 , 68.4 percent of girls and 39.2 percent of boys were work three days and above on the aforementioned household activities. This indicates a great number of girls are occupied in household chores throughout the week.

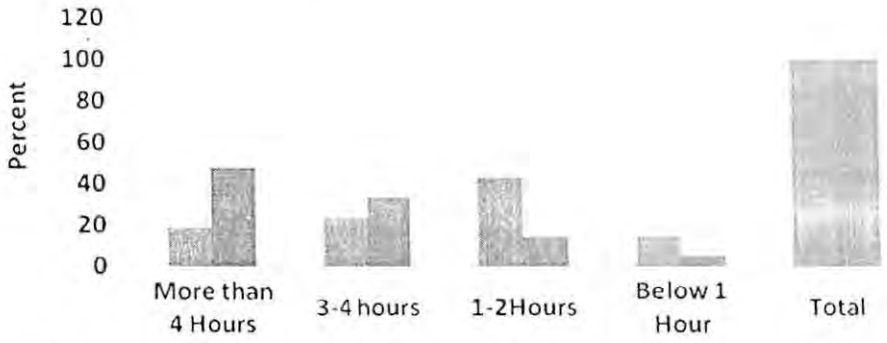
Chart 7: Student Responses on the Extent of Time they spent on Household Activity within a Day



	More than 4 Hours	3-4 Hours	1-2 Hours	Below 1 Hours	Total
Girls (N=263)	39.9	34.5	18.2	7.4	100
Boys (N=113)	12.1	27.1	20.6	40.2	100

As it can be seen in Chart 7, out of 263 girls and 113 boys, 39.9 percent of girls and 12.1 percent of boys engaged in household chores more than four hours and 34.5 percent and 27.1 percent of girls and boys respectively engaged in three to four hours. Regarding to the forth item 40.2 percent of girls and 7.4 percent of boys give their time for domestic work below one hour. This shows 74.4 percent of girls engaged for household task three and above hours where as 20.6 percent of boys engaged in household activities from one to two hours and 40.2 percent of boys work below one hour.

Chart 8: Parents Response on the Extent of Time that their Children **S**pent on Household Activities within a Day



	More than 4 Hours	3-4 hours	1-2Hours	Below 1 Hour	Total
Sons (N=42)	19	23.8	42.9	14.3	100
Daughters (N=42)	47.6	33.3	14.3	4.8	100

As can be observed in Chart 8, 47.6 percent and 33.3 percent of parents said that their daughters' engaged in household chores more than four hours and three up to four hours respectively. On the other hand, 19 and 23.8 percent of parents respectively said that their sons' engaged in household activities equally with that of their daughters'.

From students and parents of girls' response it can be deduced that in the research area a great number of girls are engaged in different household activities (see Chart 6 and 7) and for more amount of time than boys. These activities are tasks of a great number of girls every day than that of boys, since a great number of girls engaged in the aforementioned household activities more than four hours.

On the other hand, boys were more likely than girls to give enough time for their education and other related issues rather than engaging in household activities. Because, on the average 39 percent of boys were free from any types of activities that were mentioned in Chart 6. This unfair division of labor forced girls to spend more time on household chores and creates lack of reading time at home. Various researchers also argue that girls have spent most of their time in helping family with household work than boys do. Girls are mostly exposed to help their family's home activities. Due to this, they face shortage of time to study. This situation contributes to girls having poor academic participation and performance (Ager, 2002)

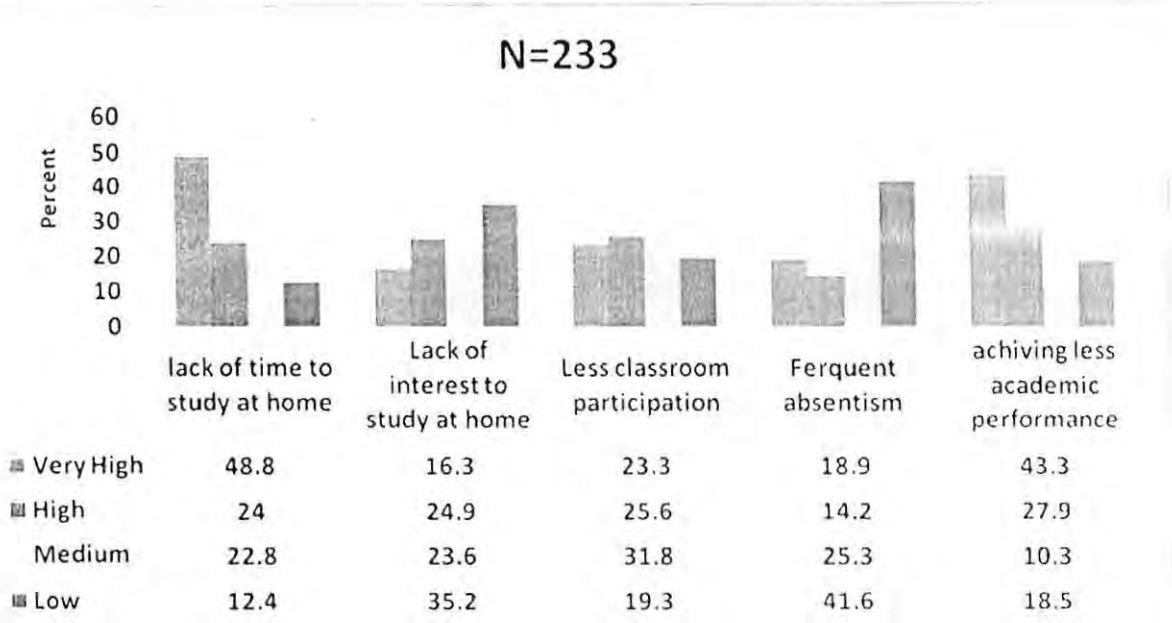
The Impacts of Household Chores on Girls Education

Table 26: Girls' Response on Household Activities and Its Effect on their Academic Performance

Item	Girls Student Respondent (N=263)			
	Yes		No	
	N	%	N	%
Do you think that girl student engagement in household activities have negative effects on their academic performance?	233	88.6	30	11.4

As it can be observed from Table 26, out of 263 girl students 88.6 percent of girls agreed that girls most of the their time spent in household activities have an effect on their academic performance. The rest 11.4 percent of respondents agreed that even though girls' most often engaged in household tasks, it doesn't have any impact on their academic performance. However based on a great majority 233 (88.6 percent) of girls' respondents it can be deduced that household chores have negative effects on their academic performance. Regarding to its extents of impact Chart 9 gives the following responses.

Chart 9: Household Activities and its Impact on Girls Academic performance



	lack of time to study at home	Lack of interest to study at home	Less classroom participation	Ferquent absentism	achiving less academic performance
Very High	48.8	16.3	23.3	18.9	43.3
High	24	24.9	25.6	14.2	27.9
Medium	22.8	23.6	31.8	25.3	10.3
Low	12.4	35.2	19.3	41.6	18.5

As it can be seen in Chart 9, out of 233 girls' respondent who agreed that house hold chores have negative impacts on girls' academic achievement, 48.8 percent and 24 percent of girls agreed that house hold chores have very high and high extents of impact on girls academic achievement as a result of lack of study time at home. In the case of the second item 41.2 percent of respondents said that when girls become tired with house hold chores, their interest to study at home became less and less, and this it have a negative impact on studying properly at home.

According to 48.9 percent of girls', during the teaching learning process the participation of girls were at lower level. Besides, 33.1 percent of girls agreed that mostly very high and high extents of absenteeism encountered as a result of more time girls' spent on house hold chores.

Regarding to the last item, 43.3 percent and 27.9 percent of girls respectively agreed that girls' engagement in household activities have very high and high extents of impact their academic performance. A great majority of girls' response indicated that with the exception of item four, house hold chores have very high and high extents of impacts on

the rest four items. On the other hand house hold chores greatly affect girls' reading time at home, create lack of interest to study at home, contributed to girls to feel as subordinate and they prefer to listen rather actively participate in the classroom teaching learning activity. And, it also greatly affects their academic success and persistence.

2.4.2.6 Girls Reading Experience at Home

Girls spend more time for different house hold activities towards support their family. These household chores negatively affects for girls having enough reading time at home and also its have a negative impacts for their academic performance. Teshome (2002) and Kane (2004) also suggested that in different part of the world girls engaged in house hold activities is more than that of boys'. The amount of time girls spends on house hold chores and other productive activities affecting their success and persistence. In this topic in order to get available information regarding to girls' and their trained of using reading time at home, different question raised for boys' and girls' student as well as for parents.

Table 27: Parent Responses about Girls' Reading Experience at Home

	Item	Parents Response in % (N=42)			
		SA	A	DA	SD
1	In your home girls' have less reading time than boys	57.1	31	4.8	7.1

The above Table 27 indicates 57.1 percent girls' parent strongly agreed on the fact that girls have less reading time than that of boys. 31 percent of parents also agreed that girls have less reading time as compared to boys reading time. Boy respondents also agreed on their parents response i.e. out of 113 respondent 72.6 percent of them agreed that most often boys used more time for reading than girls in the house. The other 27.4 percent of boys did not accept the statement that was mentioned as the first item in Table 26 below.

Table 28: Boys Responses about Girls' Reading Experience at Home

Items		Boys Respondent in % (N=113)				
		SA	A	DA	SD	Total
Most often boys' use more time than girls' for reading		40.7	31.9	17.7	9.7	100
The reason for girls to have less reading time than boys in the house is						
a	Most of their time is taken by house hold activities.	54.9	26.8	11	7.3	100
b	Lack of interest to study at home	20.7	17.1	34.2	28	100
c	Parents do not give value or recognition to girls' education	28	29.3	19.5	23.2	100
d	Due to the absence of conducive studying environment at home	35.4	25.6	18.3	20.7	100
e	Due to spending most of their time for vending after school.	20.7	25.6	29.3	24.4	100

As it is shown in Table 28, out of 82 (72.6) percent of boys strongly agreed on the fact that boys most often use more time than that of girls. 81.7 percent of boys agreed on the reason why girls have less reading time at home as most of their time is used for household activities. 61 percent of boys agreed on the fact that the absence of conducive learning environment at home is the main reason that contributed for girls having less reading time than boys. Lack of parental recognition for girls' education was also mentioned by 57.3 percent of boys as a reason for girls having less reading time than boys. The other 46.3 percent of boys agreed that most girls spend most of their school time for vending and this also leads to have less reading time at home. Lack of interest to study at home is also the fifth reason that 37.8% of boys supported.

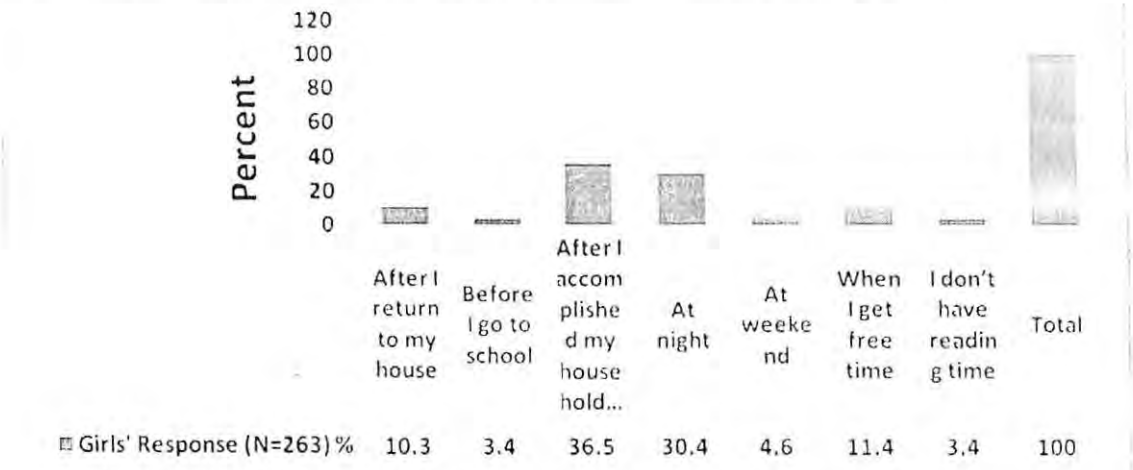
Table 29: Girls' Response on using their Reading Time at Home

Item		Girls student Response in % (N=263)			
		SA	A	DA	SD
Most often I used my reading time properly	N	73	135	33	22
	%	27.8	51.3	12.5	8.4

As indicated the above Table 29, out of 263 respondent 208 (79.1 percent) of girls most often used their reading time properly. The rest 55 (20.9 percent) of girls even though they have their own reading time but most often they couldn't use their reading time properly.

On the other hand, as it shown in Chart 10, due to spending most of their time for household activities and other domestic work, 35.5 percent of girls used to study after they accomplished their house hold chores. The second great number of girls (i.e. 30.4 percent) reported that most of the time they prefer to study at night, since most of the day time is taken by household chores.

Chart 10: Girls Response on Using Appropriate Time for Reading



As it is shown in Chart 10, 11.4 percent of girls do not have appropriate reading time at home and they are forced to read only when they get free time to study. 4.6 percent of

girls also read most of the time at weekends. The other 3.4 percent of girls do not have reading time at home. With the exception of the first two items, the other five items related with girls household chores since household chores have a negative impact on girls to get enough time to read in their house (See Chart, 9).

Because of this, a great number of girls prefer to read after they accomplished their house hold chores during the night time. The other three items even though less number of girls gives their response, it gives a good picture to what extent they became tired with household activities. This situation contributes to girls having low level of class room participation as well as poor academic performance.

4.2.3.7. Parental Attitudes towards their Daughter Education

Table 30: Girls Parents' Response on their Preference to Send their Children to School

Item	Girls Parents Response in % (N=42)			
	Son	Daughter	Both	Total
Whom do you think should be given priority to have education between your son and daughter?	31	26.2	42.8	100

As it is shown **in** Table 30, 31 percent of girls parents gives priority to send their sons rather than their daughter. Some of the reasons why they prefer to send their sons is due to our cultural problem which is when girls reached at a certain age level most of girls' parents are enforced by societal norm to give their daughter for marriage This situation can create a negative attitude for parents' mind to think educating their daughter as a loss. The other reason why they prefer to send their son to school is educated girls whether they are employed or not they became a member of another family. Whereas educated boys whether they employed or not, they serve their families. Besides, it is also believed that boys are naturally more intelligent than girls.

On the other hand even though 42.8 percent of parents prefer to send their daughter and son to school at the same time, 26.2 percent of parents prefer to send their daughter to

school. Some of the reason why they prefer to send their daughters to school is that where ever they live educated girls can support their family. The other reason is boys whether they are educated or not they can survive in one way or another. In the case of girls, if she is uneducated she may be exposed to early marriage, unwanted pregnancy, to HIV/AIDS and other transmitted diseases. One participant noted the reason for sending his daughter to school as follows.

> "*My daughter is too intelligent and she never missed to do her home work and study based on her schedule. Even though she support her mother in every day house hold task, she is always ready every day at midnight to read. Besides of this, she also checked her younger brother exercise book, and he give great respect for her and she respected him too. Until now she is a rank student and me and my family expect high score on this year's her grade eight national examination, and she will reach at higher level in her education. This is my wish. Because of her, I prefer to send my daughter to school than my son*" *Selam Ber (Wolkite)*

This indicates parents have both positive and negative attitudes towards sending their daughter to school.

Table 31: Students and Girls' Parents Response on the Attitude of Parents towards Girls Education

SN	Items	Students Response in % (N=376)					Girl Parents Response in %(N=42)				
		SA	A	DA	SD	T	SA	A	DA	SD	T
1	Parents do not want to educate their daughters	16.8	17	28.7	37.5	100	4.8	11.9	47.6	35.7	100
2	Parents do not believe that boys and girls are equally intelligent and can perform equally.	33.2	26.3	22.1	18.4	100	16.7	28.6	35.7	19.1	100
3	Expectation of parents for their daughters are not as high as that of their sons	28.7	27.4	19.2	24.7	100	28.6	23.8	23.8	23.8	100
4	Parents considered educating girls' as a wastage as compared to their sons	25.3	27.4	27.9	19.4	100	19	26.2	16.7	38.1	100
5	Parents believe that boys have better access to the world of work than girls	29.5	26.3	23.7	20.5	100	14.3	35.7	31	19	100
6	Parents do not have the knowledge of the benefits of educating their daughters.	23.7	31.1	18.1	27.1	100	19	33.3	21.4	26.2	100

In Table 31, the six mentioned statements give some sort of information on parental attitudes on their daughters' education. In these two tables, with the exception of items two and four, the responses for the rest four items have the same idea even if the rate of their response was different.

For instance in the case of the first item, 66.2 percent, 83.3 percent and 65.4 percent of students, parents and teachers respectively agreed that parents want to educate their daughter. According to the great majority of respondents, parents have positive attitude to send their daughters to schools. And parents' willingness to send their girls to schools highly contributes to girls attendance of upper primary school education. For item two, 59.5 percent of students agreed that parents believed that boys and girls are not equally intelligent and cannot also perform equally. Whereas 54.8 percent of parents agreed that parents believed that boys and girls are equally intelligent and can perform equally. This indicates students and parents' of girls' response are not similar. Teachers' response for item two as it shown in Table 30 is that 53.8 percent of teachers' response is similar to

students' response. It is also indicated that on the average 52.8 percent of students, parents and teachers agreed that parents have negative attitude towards their daughters' intelligence and their academic performance since they believed that boys and girls couldn't perform equally.

The reason is that most often girls are responsible for house hold tasks, whereas boys are only responsible for their academic matters. The other thing is girls' couldn't get permission from their parents to attend tutorial program where as boys attended the program without any problem. This statement is agreed by 56.1 percent of students, 52.4 percent parents and 63.5 percent of teachers.

Table 32: Teachers' Response on Parental Attitudes towards Girls' Education

SN	Items	Teachers Response in % (N=52)				
		SA	A	DA	SD	Total
1	Parents do not want to educate their daughters	13.5	21.1	57.7	7.7	100
2	Parents do not believe that boys and girls are equally intelligent and can perform equally.	9.6	44.2	40.4	5.8	100
3	Expectation of parents for their daughters are not as high as that of their sons	11.6	51.9	26.9	9.6	100
4	Parents considered educating girls' as a wastage as compared to their sons	9.6	36.6	32.7	21.1	100
5	Parents believe that boys have better access to the world of work than girls	23.1	38.5	26.9	11.5	100
6	Parents do not have the knowledge of the benefits of educating their daughters.	15.4	44.2	34.6	5.8	100

As it is shown in Table 31 and Table 32 above, 52.7 percent of students agreed that parents believed that educating girls is a wastage as compared to boys. On the other side, 54.8 percent of parents and 53.8 percent of teachers were on the opposite side of students' response. On the average, 52.1 percent of students, parents and teachers agreed that parents did not consider educating girls as a wastage. This indicates that parents have positive attitude concerning girls education in relation to investment.

With regard to item five 55.8 percent of students , 50 percent of parents and 61.6 percent teachers agreed that most parents believed that their sons have a better access to the world of work than their daughters. In the case of item six, 54.8 , 52.3 and 59.6 percent

of students, parents and teachers respectively agreed that parents has low levels of knowledge on the benefits of educating girls.

With the exception of items one and four, the three consecutive items clearly revealed that parents have negative attitude on their daughters' education as compared to their attitudes towards their sons' education. And item six also indicated that parental knowledge towards the importance of girls' education is very low.

Different studies indicated that the role of family is very essential in the case of girl students' in terms of moral and material supports (Sewent, 1995). Similarly parental attitude and expectation are key factors in the overall progress of their children school performance as well as their latter life (Adamu, 2004). Because, most parents treat their sons and daughters differently in regard their future roles, expectations and educations. Boys encouraged in ways that will enable them to achieve, compete and win, while girls are discouraged to develop such traits (Genet 1998). Such encouragement helps the boys to develop the sense of competitiveness in their educational endeavors.

Regarding to parental extent of impact on girls academic performance in the research area teachers and student respondents gives their witness in Table 33 below

Table 33: Parental Attitudes and its impact on Girls' Academic Achievement

Item	Students and Teachers Response in %									
	Student Response in % (N=376)					Teachers Response % (N=52)				
	VH	H	M	L	Total	VH	H	M	L	Total
To what extent parental attitudes affect girls' academic achievement?	40.1	27.7	16.5	15.7	100	51.9	23.1	7.7	17.3	100

Note: VH- Very High, H- High, M-Medium, and L- Low

As can be seen from Table 33, 40.1 percent and 27.7 percent of students agreed that parental attitude that revels in Table 31, and Table 32, have very high and high extents of impacts for girls having low academic achievement. In addition to this, 51.9 percent and 23.1 percent of teachers also agreed that parental attitudes have very high and high

extents of impacts for girls' academic achievement. 61.9 percent of parents also supports both students and teachers idea. This implies parental attitudes negatively affects for girls' academic performance.

4.2.4 School related factors

4.2.4.1 School Facilities

In order to make the teaching and learning activity more attractive, the school should be conducive to students, teachers as well as the school community. The school should available good sanitary facilities. These facilities include separate latrine for boys and girls, water, sporting field, equipment, school library, school pedagogical center, classroom furniture and the like.

Regarding to these issues, the existing situations of the sample schools seems to be the following, that is, out of the six observed schools the availability of class rooms in four schools (i.e. Dakuna, Emdiber, Akamuja, Debub Shershera and Dubo Tito) second cycle primary schools were not satisfactory as compared to total number of student section ratio. As it can be seen in Table 32, the average student section ratio in the sample schools is 71.2 and this shows there is a shortage of class rooms in each schools of the zone.

Table 34: Student Section Ratio in the Sample Schools

Woreda	School	Number of Students Grade 5-8			No of Sections	Student Class room Ratio
		Boys	Girls	Total		
Meskan	Akamuja	509	448	957	13	74
	Debub Shershera	426	368	794	11	72
Cheha	Emdiber	648	569	1217	20	61
	Dakuna	266	234	500	7	71
Butajira	Dubo Tito	511	473	984	13	76
Wolkite	Selam Ber	1121	1193	2314	31	75
Total		3481	3285	6766	95	71

Source: from each sample school record office

The provision of separate latrine for boys and girls was found to be inadequate in all of the schools investigated. For example, in Debub Shershera primary school, the old latrine that can be used for both sexes is currently damaged. Due to this problem, students obligated to use hidden place in the school compound during break time. The rest five sample schools toilet room were not constructed separately (in different place) for boys and girls. Because of this, students and teachers use toilets at the place where the gate for boys and girls is different. Besides of this, the existing latrine in each school is not adequate as compared to the whole number of first and second cycle students.

In this regard, as it can be seen in Table 35, in the sample schools out of 52 teacher respondents 28.8 percent of teachers said that the availability of separate latrine in the school was up to the desired level. 26.9 percent of teachers did not report that the availability of separate latrine in the school as satisfactory. The other 44.2 percent of teachers said that separate latrine is not available. .

Table 35: Teachers Response on the Availability of Some School Facilities and Text Books in the Schools

S N	Some of school facilities	Teachers' Response in % (N=52)			
		Sufficient	Not satisfactory	Not available	Total
1	Separate latrine for boys and girls	28.8	26.9	44.2	100
2	School library or reading room	57.7	32.7	9.6	100
3	Availability of textbooks	53.9	46.1	0	100

As can be observed in Table 33, 23.1 percent of teachers agreed that the availability of school library in their school was sufficient. On the other side 32.7 percent of teachers agreed that it is not satisfactory. The rest 9.6% of teachers said that library or reading room in the school is not available.

With the exception of one school, the rest five schools provide library service for students. Besides, Debub Shershera, Emdiber and Selam Ber schools have separate

library for girls. However, the entire libraries were not well organized. Regarding to the availability of text books, 5.8 percent of teachers said that the availability of text book for students were sufficient. On the other hand, 48.1 percent of teachers agreed that the availability of text books in the schools were not satisfactory. This indicates that there is lack of student text book in a sufficient amount in each school.

Schools Facility and provision of text book and its Extent of Impact on Girls Academic Achievement

Conducive school environment play a significant role on girls to attend their class properly. School facilities also have a positive effect to developed good conducive school environment. From this points of view, the following table shows, school facilities and its extents of impact on girls' academic achievement.

Table 36: Students' and Teachers' Response on School Facility and Provision of Text Books

SN	Items	Students' and Teachers' Response in %									
		Student Response (N=376)					Teachers' Response in (N=52)				
		VH	H	M	L	T	VH	H	M	L	T
1	shortage of classrooms	19.5	18.1	28.4	34.1	100	23.1	28.8	21.2	26.9	100
2	Lack of gender sensitive facilities (separate latrine, drinking water, etc)	36.1	24.8	18.9	20.2	100	48.1	21.2	19.2	11.5	100
3	The absence of school library	24.4	17.9	24.2	33.5	100	34.6	28.8	13.5	23.1	100
4	Lack of textbooks	26	25.4	21.9	26.8	100	44.2	19.2	30.8	5.8	100

Note: VH-Very High, H-High, M-Medium, L-Low and T-Total

As it is shown in Table 36, out of 376 student respondents, 19.5 percent and 18.1 percent of students agreed that large class size have very high and high extent of impact on girls academic performance respectively. Similarly, 23.1 percent and 28.8 percent of teachers agreed that large class size have very high and high extent of impact on girls academic achievement. On the other hand, 34.1 percent of students and 26.9 percent of teachers' agreed that inadequacy of classrooms have low level of impact on girls' academic performance.

For item two, 36.1 percent and 24.8 percent of students said that Lack of gender sensitive facilities like separate latrine, drinking water, and the like have very high and high extents of impact respectively on girls academic performance. 48.1 percent and 21.2 percent of teachers respectively also agreed that lack of gender sensitive facilities have very high and high negative effects respectively on girls' academic performance. Based on 60.9 percent students and 69.3 percent teacher respondents, it can be concluded that lack of or the absence of gender sensitive facilities have negative impact on girls' academic performance.

Regarding to item three, 42.3 percent of students and 63.4 percent of teachers agreed that inadequacy of school library have negative impact on girls' academic performance. On the other hand 33.5 percent and 23.1 percent of students and teachers respectively said that inadequacy of school library has a negative effect on girls academic performance. As it shown from Chart 5 to Chart 8, most often girls engaged in different household activities for long hours per day. Due to this constraint, they mostly they couldn't get appropriate time to read at home. In this case, school library is an appropriate place for girls to read and to do their assignment. However, most of the schools' libraries as well as girls' libraries were not well organized and not attractive to be used are with difficulty of having the appropriate amount of books. This situation affects girls to have low academic performance.

4.2.4.2. Teacher Quality and Quantity

Teachers' quality and quantity is, one of the variables associated with girls' academic achievement. Although the concept of quality teaching remains elusive, qualified teachers and their behavior in the classroom are at times considered convenient indicators of student academic achievement in general and girls academic achievement in particular.

Table 37: Number of Teachers and their Level of Qualification in the Sampled School:

Level of Qualification	Akamuja			Debub Shershera			Emdiber			Dakuna			Dubo Tito			Selamber			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
TTI	0	6	6	0	3	9	0	0	0	6	5	11	1	2	3	2	1	3	9	17	26
Diploma	10	5	15	16	5	23	21	11	32	7	2	9	13	3	16	22	15	37	89	41	130
Degree	0	0	0	0	0	0	4	0	4	0	0	0	0	0	0	2	4	6	6	4	10
Total 5-8	10	11	21	16	8	32	25	11	36	13	7	20	14	5	19	26	20	46	104	62	166

Note: M-Male, F- Female and T-Total

According to the national standard, second cycle primary school teachers are required to have at least a diploma from teachers training colleges. However, when we see the sample schools teachers' educational background, out of 104 male and 62 female teachers only 85.6 percent and 66.1 percent of them respectively meet the minimum standard of Ministry of Education. , 5.8 percent of male and 6.4% of female teachers have educational qualification more that required by Ministry of Education standard.

This indicates a great majority i.e. 140 (84.3 percent) of teachers met the required standards. On the other side, 26 (15.7 percent) of teachers were under qualified and out of this 17 (10.2 percent) of teachers were females. And 11 (6.6 percent) of under qualified teachers were from Dakuna School (Table, 37).

Table 38: Teachers' Response on the Presence of Qualified Teachers in the Schools

SN	Items	Teachers' Response in % (N=52)			
		Sufficient	Not satisfactory	Not available	Total
1	Availability of qualified teacher	92.3	7.7	0	100
2	Availability of role model (female) teacher	75	25	0	100

According to 92.3 percent of teachers respondent points of view, the availability of qualified teachers in the upper primary schools were sufficient. Whereas 7.7 percent of teachers said that the schools are facing lack of qualified teachers.

Girl Students and their Level of Class Room Participation

Table 39: Girls' Response on their Level of Class Room Participation

Item	Girls' Response in % (263)				
	SA	A	DA	SD	Total
Most often the participation of girls' is higher than that of boys In your classroom.	4.9	19.8	31.6	43.7	100

As it can be seen in Table 39, 75.3 percent of girls agreed that most often the participation of girls is lower than that of boys. The rest 24.7 percent of girl respondents said that mostly, the participation of girls is higher than that of boys. great majority of girl respondent witnessed that during the teaching learning process the participation of girls' is lower than that of boys. This is also supported by teacher respondents

Table 40: Teachers' Response on Girls Classroom Participation and their Level of Performance

SN	Item	Teachers' Response in % (52)				
		VH	H	M	L	Total
1	In your class to what extent girls participate in the teaching learning process?	0	9.6	34.6	55.8	100
2	In your class the academic performance of girls' is,	3.8	7.7	42.3	46.2	100

As it is shown in Table 40, 55.8 percent of teachers said that the classroom participation of girls during the teaching learning process is at lower level According to teacher respondents, some of the reasons for girls' low level of classroom participations are:

- Usually, girls are shy and most often they were reserved to ask any question and unwilling to answer the raised question.
- Teachers most of the time assigned boys as group leaders and allow girls to involve in each group for the sake of participation.
- Girls in most classes assume a subordinate status, which does not empower them to take control of their learning
- Teachers couldn't encouraged them to ask questions
- After school time they don't have time to discusse about their subject with their class mate. Since most of their out of school time is spent on house hold responsibility
- Most of the time girls were tired with house hold chores, because of this they came to school without doing their home work and without reading.
- Negative parental influence and lake of parental support.
- Due to lake of conducive learning environment at home.

As it can be observed in Table 40 above, 11.5 percent of teachers agreed that in their class the academic performance of girls' were higher than that of boys. This indicates that a small number of girls are at a competent level. However 46.2 percent of teachers responded that girl students most often performed lower than that of boys.

Table 41: Students' Response on Teachers Teaching Performance

SN	Item	Girls Student Response in % (N=263)					Boys Student Response in % (N=113)				
		VH	H	M	L	T	VH	H	M	L	T
1	In your class, the extent of teachers knowledge to teach their subject effectively is;	21.3	28.5	26.6	23.6	100	24.8	34.5	23.9	16.8	100
2	In your class, the extent of teachers' ability to use group work and other participatory methods of teaching Is,	18.6	13.3	29.7	38.4	100	23	16.8	32.8	27.4	100

Note: VH- Very High, H- High, M-medium, L-Low and T- total

According to the interviewed school principals response, in 2002 E.C first semester result girls achieved lower than that of boys. The main reason that was mentioned by

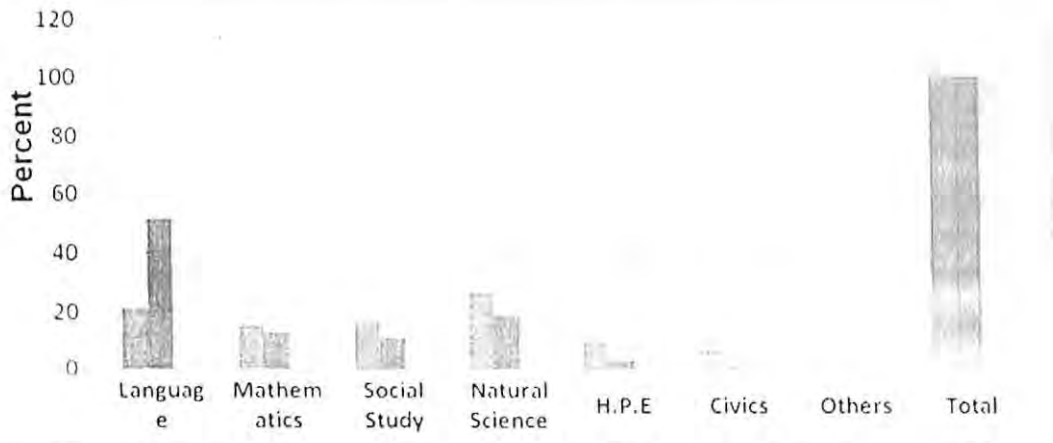
school principals are: most often girls engaged in house hold chores because of this absenteeism and lateness are their reflective behavior and these might affect their academic achievement; parental attitude towards their daughters' education is very low which is reflected in not encouraging them to study and provide permission to attend a tutorial class. None of the school principals can give school related factors as reasons for girls' low academic performance.

Out of 263 girl and 113 boy students 21.3 and 24.8 percent of boys and girls respectively said that the extent of teachers knowledge to teach their subject effectively is have very high. Besides, 28.5 percent of girls and 34.5 percent of boys agreed that most of their teachers have good knowledge to teach their subject effectively. On the other hand 25.2 percent and 20.2 percent of students agreed that the level of academic and professional knowledge of teachers to teach their subjects is at medium and at lower level respectively. Regarding to item two, on the average 35.9 percent of students said that the extents of their teachers' use of group work and other participatory methods of teaching is very high and high. The other 32.9 per cent of students agreed that teachers use different student center methods of teaching in their classroom insufficiently.

This indicates that even though 84.3 percent of upper primary school teachers acquired the minimum standard of Ministry of Education (see Table, 37) the level of their academic and professional knowledge to teach their subject is not up to the desired level. However, more than half of student response indicated that most teachers have the required knowledge to teach their subject effectively (Table, 40). Regarding to item two, students response shows that teachers' pedagogical skill towards implementing student center methods of teaching is not satisfactory

4.2.4.3. The Availability of Role Model Female Teachers

Chart 11: Teachers and their Subject to Teach in the Sample Schools



	Language	Mathematics	Social Study	Natural Science	H.P.E	Civics	Others	Total
Male (N=104)	21.2	15.4	17.3	26.9	9.6	6.7	2.9	100
Female (N=62)	51.6	12.9	11.3	19.4	3.2	1.6	0	100
Average	36.4	14.2	14.2	23.2	6.4	4.2	1.4	100

As it can be observed from Chart 11, out of 104 male teachers 26.9 percent, 21.2 percent, 17.3 percent and 15.4 percent of them were teachers of Natural science, language, social study and mathematics respectively. Whereas among 62 female teachers 51.6 percent, 19.4 percent, 12.9 and 11.3 percent of them were respectively teachers of language, natural science, mathematics and social study. This indicates that like male teachers female teachers are also assigned to teaches every subject. In addition to this, they also came to graduate in different subjects including natural science and mathematics. However, more than half female teachers' fields of study is language.

This shows that the availability of female role model teachers is improving. But this doesn't mean that female teachers exist in sufficient number in each school. As it is shown in Table 36, out of 52 teacher respondents, 34.6 percent of teachers said that there is lack of role model female teachers in each school. However, 40.4 percent and 25 percent of teachers respectively agreed that the availability of female role model

teachers were at the medium level. This indicates that like secondary and tertiary level teaching in the upper primary level also a males dominated profession

Table 42: The Effects of Female Teachers on Girls Academic Performance.

Items	Students' and Teachers' Response in %									
	Students' Response (N=376)					Teachers' Response (N=52)				
	SA	A	DA	SD	T	SA	A	DA	SD	T
Lack or the absence of qualified female teachers in the upper primary schools affects girls' academic achievement.	35.5	24.7	22.7	17.1	100	36.5	21.2	23.1	19.2	100

As it can be seen in Table 42, 60.2 and 57.7 percent of students and teachers respectively agreed that the nonexistence of female role model teachers in the upper primary schools negatively affects girls' academic performance. The other 39.8 percent of students and 42.3 percent of teachers said that the nonexistence of female role model teachers in the upper primary schools doesn't affect girls' academic performance. On the average, more than half of the respondents indicated that the presences of female role model teachers have a positive effect on girls' academic achievement.

Table 43: Teachers response on the Role of Female Teachers in the School

Item	**Teachers' Response in % (N=52)**		
	Yes	No	Total
Do female teachers play significant roles, towards improving girls' academic achievement in the school?	94.2	5.8	100

As indicated in Table 43, majority of the respondents agreed that the absence of or lack of role model female teacher in the second cycle primary level have a negative impact on girls academic achievement. Even if the rate of female teachers in the upper primary schools is lower than by 25.4 percent (see Chart, 11), 94.2 percent of teachers' respondents agreed that, female teachers who have taught in the sample schools played

a significant role towards improving girls' academic achievement. Some of their major activities that were mentioned by teachers and the interviewed school principals were as follows:

- Female teachers' arranged a tutorial program in different times. They gave counseling services to students so that they will attend their class properly and to actively participate in the teaching learning process as well as they arranged girls reading room.
- Female teachers' conducted question and answer program for girl students only.
- Through girls club, female teachers also arranged drama and other related program for girls. Some of the issues addressed through the club were:
  - The effects of early marriage on girls education
  - The difference between educated girl and uneducated girl
  - Abduction and its effect
- They invited role model women teachers, agricultural expert, health officers and other professional as a model in order to developed self confidence on girls'
- Female teachers' discussed from girl teachers as well as their parent on their academic issue and other related problems.
- They arrange a tutorial program schedule and send to girls' parents to aware them about the program.
- They arranged "girls' for girls'" supporting mechanisms through girls' club.
- They support materially and financially for those who have problems on fulfilling their text book, note book, pen, pencil and other related issues.
- They conduct an awareness creation program for students' teachers and parents about gender issues.
- They arrange an incentive program for those girls' who have got high academic performance i.e. the top three and the top ten girl students.

According to students, teachers and school principals response, it can be concluded that lack or the absence of female role model teachers have a negative impact on girls academic achievement. On the other hand, the presence of role model female teachers plays a significant role towards improving girls' academic achievement.

Studies have shown a positive impact of women teachers on girls' (and boys') academic achievement i.e. a female role model can support and encourage girls to successfully complete their studies and may be even encourage them to continue studying to become teachers themselves (Jackie, 2008)

4.2.4.4. Teachers Attitudes and Expectations

Table 44: Students and Teachers Response on Teacher Attitude and Expectation about Girls' Class Room Participation and their Academic Performance

SN	Items	Students Response in % (N=376)					Teachers Response in % (N=52)				
		SA	A	DA	SD	T	SA	A	DA	SD	T
1	Teachers spent more time talking to boys and allow them to respond more than girls in classrooms;	1	18.1	28.2	37.3	100	3.8	5.8	51.9	38.5	100
2	Majority of teachers prefer to teach boys,	15.4	18.7	21.8	44.1	100	0	7.7	50	42.3	100
3	Both male and female teachers have a negative attitude towards girls' ability	35.2	24.9	20.3	19.6	100	5.8	26.9	34.6	32.7	100
4	Most often teachers tend to ask more difficult questions for boys than girls	30.3	36.9	20.1	12.7	100	7.7	30.8	38.5	23	100
5	Male teachers express their emotion with unpleasant words both in class and out of the class	14.1	13.6	27.4	44.9	100	0	7.7	34.6	57.7	100
6	Female teachers express their emotion with unpleasant words both in class and out of the class	11.2	10.4	30.2	48.2	100	0	3.8	34.6	61.6	100

For item one as it is shown on Table 44, teachers spent more time talking to boys and allow them to respond more than girls in classrooms. This statement is one of the characteristics of teachers' during the teaching learning process. In the case of **Guraghe** zone 65.5 percent of students and 90.4 percent of teachers do not agree on this statement. This implies that teachers do not spend more time talking to boys and do not give more time to boys than girls to respond. 65.9 percent and 92.3 percent of students

and teachers respectively agreed that majority of the teachers do not prefer to teach boys. Whereas 34.1 percent of students and 7.7 percent of teachers agreed that to a certain extent teachers prefer to teach boys than girls.

In the case of item three, 60.1 percent of students agreed that both male and female teachers have a negative attitude towards girls' ability and 32.7 percents of teachers also responded similarly. This implies that even though more than half of the students agreed on the statement, a great number of teacher's response is on the contrary to the students. However, when we see students response separately, 57.4 percents of girls and 62.8 percents of boys reported that teachers have a negative attitude towards girls ability. As a result, teachers tend to ask more difficult question for boys than girls.

Regarding to item four, a great number of boys and girls i.e. 65.2 percent and 69.2 percent of girls and boys as well as 38.5 percent of teachers witnessed that during the teaching learning process teachers most often tend to ask more difficult question for boys. On the average 57.6 percent of respondents agreed that most teachers do not ask more difficult question for girls since teachers do not expects girls to give appropriate response for difficult questions like that of boys. Due to this, they tend to ask more difficult question for boys (Table 44)

Out of 376 students and 52 teachers as it shown in Table 44 above, 72.3 percent and 92.3 percent of students and teacher respectively said that male teachers do not express their emotion with unpleasant words both in classroom and out of the class. In the case of female teacher 78.2 percent of students and 96.2 percent of teachers agreed that they do not express their emotion either in the class or out of the class. This indicate that even though a small number of male and female teachers express their emotion with unpleasant words, according to a great majority of respondents teachers attitude towards item five and six were not a serious issue that greatly affect girls academic achievement.

In general from the above six mentioned teachers' attitude and expectation, item one and item two to some extent reflected behavior and the last two items were not a big deal as compared to the other four items. Whereas item four is a critical problem, since a great number of teacher either knowingly or unknowingly tend to ask more difficult question for boys. The other problem is that most teachers' think negatively towards girls' ability. With the exception of the two, the rest four items a great majority of teachers have a positive attitude towards girls' student.

Table 45: Teachers Response on their level of Understanding about Gender Issue

SN	Items	Teacher respondent In % (N=52)		
		Yes	No	Total
1	Do you get any in service training or seminar on gender issues in education?	46.2	57.8	100
2	To what level do you rate your capacity to understand gender issues in education?	Sufficient	Not satisfactory	
		90.4	9.6	100

Out of 52 teacher respondents 57.8 percents of them couldn't get any in-service training on gender related issues and the other 46.2 percent of teachers have got in-service training in relation to gender issues. This shows a great number of teachers in the sample schools didn't get any opportunity to participate on a seminar or in-service training in gender related topics or problems. However as it can be seen in the above table 57.7 percents of teachers agreed that their capacity to understand gender issue in education is efficient. The other 32.7 percents of teachers said that their level of knowledge to understand gender issue in education is at medium level.

Even though the above table that is Table 45 indicates that teachers have good knowledge on gender issues in education, during the teaching learning process most

teachers tends to ask boys more difficult question. And they also have negative attitude towards girls' ability

4.2.5. Family and Schools Related Barriers

Table 46: Students Response on Family Related Factors

SN	Items	Student Response in %								
		Girls' Response (N=263)			Boys' Response (N=113)			Total (N= 376)		
	Family Related Factors	f	%	Ranke	f	%	Ranke	f	%	Ranke
1	House hold demand of girls labor	124	47.1	1	54	47.8	1	178	47.3	1
2	Lack of time to study at home	87	31.5	3	49	43.4	4	136	36.2	3
3	Lack of interest to study at home	61	23.2	7	38	33.6	6	99	26.3	6
4	Parents low levels of education	88	33.5	2	52	46	2	140	37.2	2
5	low levels of parental attitudes and expectation for girls' education	85	32.3	4	45	39.8	5	130	34.6	5
6	Low levels of Parental support to their daughters' education	84	30.4	5	51	45.1	3	135	35.9	4
7	Parents economic problem	65	23.6	6	20	17.6	7	85	22.6	7

As it can be seen in Table 46, among the seven mentioned family related factors that affects girls' academic achievement most of students time is spent on house hold chores (178), parental low level of education (140), lack of time to study at home (136) and the forth one is low level of parental support to their daughter education (135) affect girls academic performance.

Most of girls came from poor family because of this they spend most of their time on pity trade activity and after return to their home they also engaged in house hold chores. Because of this and other related factors parents were not interested to send their daughter for attending tutorial program. Even for regular classroom time most of them came to school lately and sometimes couldn't attend the all day classes. girls themselves

were not also interested to attend tutorial class. And parents do not support their daughters as compared to their sons.

Table 47: Student response on School Related Factors

SN	Items	Student Response in %								
		Girls' Response (N=263)			Boys' Response (N=113)			Total (N= 376)		
	School Related Factors	f	%	Ranke	f	%	Ranke	f	%	Ranke
1	Lack of qualified teachers	88	36.5	4	38	33.6	4	126	33.5	4
2	Lack of role model (female) teacher	96	33.5	3	44	38.9	1	140	37.2	2
3	Low level of school facility	98	37.3	2	40	35.4	2	138	36.7	3
4	Distance from home to school	50	19	5	30	26.5	5	80	21.3	5
5	Lack of teachers' interest to support girls to conduct tutorial and others supporting program	102	38.8	1	40	35.4	2	142	37.8	1

Among the above mentioned school related factors that affects girls' academic achievement, 37.8 percent of students agreed that lack of teachers interest to conduct tutorial and other supporting program for students; and lack of role model female teachers (37.2 percent) were the main factors. 36.7 percent of students also said that low level of school facility contributed a lot for girls to achieve low academic performance. The forth one is lack of qualified teachers in the schools.

Furthermore, from the interview made with school principals, and teachers regarding school related problem repeatedly said that girl students couldn't get any support from their peers groups, their teachers as well as from their parents. Teachers were not interested to give any support for girls towards improving their academic performance. While girls give great attentions for their house hold responsibility even if they knew its effects for their academic achievement.

The other thing is that separate latrine and water is a critical problem that almost all teachers and school principals mentioned repeatedly. During the teaching learning process teachers most often tend to ask any question for boys than girls and they also assigned mostly boys as a team leader as well as class monitor and as a result girls assumed themselves as subordinate group and most often they prefer to attend the class passively. Lack of role model female teachers is also one of the problems.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Summary and Conclusion

The study was intended to investigate family and school related factors affecting girls' academic achievement in Graghe zone second cycle primary schools. In order to achieve this main objective the following basic questions were formulated

Regarding to family related factors the following research questions were raised.

- Does parental education affect girls' academic achievement?
- Is there a significant academic achievement difference between girls' who have educated (literate) parents and girls' who have uneducated (illiterate) parents?
- To what extent do household chores affect girls academic achievement?
- Does parental occupation affect girls' academic achievement?
- Is there a significant difference between the academic achievement of girls whose parents have high level of income and girls whose parents have low level of income?
- Does parental attitude affect girls' academic achievement?

In the case of school related factors the following basic questions were also written.

- To what extent do school facilities affect girls' academic achievement?
- Does teachers quality and quantity affects girls' academic achievement?
- To what extent does the presence of female teachers affect girls' academic achievement?
- Does teachers' attitude affect girls' academic achievement?

In order to achieve the aforementioned major objectives as well as the raised research questions the study employed mixed methods design with quantitative and qualitative approaches. In general, 499 respondents were selected by using cluster, stratified, random and availability sampling techniques. Students, teachers, school principals, parents of girls' and education experts were used as a source of information. And 244

grade eight girls' student first semester exam result and other secondary source of data were also used as a source of information.

In addition to these In order to get appropriate data from the research area the study put into practiced structured interview, questionnaires having both open and closed ended items, observation and teacher made achievement test results. The collected data was analyzed by using percentage, correlation and independent sample T-test. However, percentage was predominantly employed in the study. And the results of the data were presented using tables and charts. Based on this analytical procedure the following results were obtained.

- Zonal aggregated data shows that in the upper primary schools a great number of students were drooping out from each grade level. From 1998 to 2001 the average dropout rate of boys is higher than that of girls and number of boys drooping out from each grade level became less and less from year to year. Whereas the number of dropping out girls became increasing from year to year.
- In 2001 academic year 9.5 percents of students were drooping out from grade eight. More than half of zonal, woreda and administrative towns' students dropout rate was higher than the zonal average. In this grade level more boys also dropping out than girls with the exception of one woreda i.e. Abeshege woreda.
- The repetition rate of girls in the upper primary level, from 1998 to 2001 was higher than that of boys. A great number of students repeated in grade seven and eight as compared to the other two grades. In grade eight on the average 48.9 percents of girls repeated in the four consecutive years. In 2001 E.C grade eight national examination, on the average of 35.5 percent girls were repeaters. In the western part of Guraghe zone the rate was higher than that of the eastern parts. Even though the number of girl repeaters became less and less from year to year, still repetition is a very serious problem of the zone.
- As the finding of the study indicated that parental education in general and maternal education in particular affects girls' academic achievement. Even though paternal level of education exceed by 16.6 percent than that of the rate of educated mothers, more than half of students' parents were uneducated.

different form of work within a day and the extents of time were also very high. This situation negatively affects girls academic performance in the upper primary school.

- More than half of the parents send their daughter to school without any confrontation. And most of them consider educating their daughter as an investments. In this regard, parents have a positive attitude towards their daughters' education. Out of this, the other three items i.e. parents do not believe that boys and girls are equally intelligent, parents do no expected high academic performance from their daughter like their sons' result and they believed that their sons can get different job opportunity than that of their daughters'. This indicates they have a negative attitude towards their daughter education because most of them have poor knowledge about the importanace of girls' education. And this negatively affects girls academic achievement.
- Most of second cycle primary schools do not have separate latrine, there is no water in the school compound with the exception of Emdiber school. All schools library were not well organized.
- In the upper primary school a great majority of teachers (78.3) percent were qualified from teachers training college in different fields of study. This implies that most of upper primary schools teachers meet the required minimum standard of the Ministry of Education. Like any other parts of the country, in this level the number of female qualified teacher is lower than that of male teachers and a great number of female teachers (51.6) percent teach language. This indicates that even though the zone tried to minimize the shortage of qualified teachers in this level, still teaching in the zone is a male dominated profession and with the exception of language the number of female role model teachers was very low.
- Female teachersarranged a tutorial program for girls in their schools, they give guidance and counseling service for girl students in order to attend their class properly and also to actively participate in the teaching learning process, they arrangereading room for girls only and they invited role model women teachers, agricultural experts, health officers and other professionals as a model in order to developed self confidence of girls. This indicates female role model teachers

are playing a significant role towards improving girls' academic performance. lack of female role model teachers' negatively affects girls academic achievement.

- More than half (55.6) percent of students argued that teachers have good knowledge about what they teach and most of them also have a positive attitude towards girls student regarding four items that mentioned so far. On the other hand, most of male and female teachers have a negative attitude towards girls' ability, since most often they tend to ask more difficult question for boys than girls. This negative attitude leads to think girls as a subordinate in the class and girls' mostly passive enough to participate in the teaching learning process. This indicates the negative attitudes of teachers' have a great impact for girls to perform low academic performance.

5.2. Recommendations

In order to improve girls' academic performance in the upper primary schools, the following recommendations were made based on the findings of the study.

- The finding of this study indicated that parental education in general and maternal education in particular affects girls' academic achievement. Besides to this, parental occupation, large family sizes, parental attitudes as well as girls' house hold chores negatively affects girls' academic achievement. In line with this, the following recommendations were set:
  - Governmental and nongovernmental organization should work together to disseminate knowledge of importance of girls education and other gender related issues among the local communities.
- In order to minimize the number of uneducated parents, government and NGOs should give a great emphasis for non-formal education (community based skill training and functional adult literacy program).
- Teachers should conduct action research based on family related factors and they should also visit girl students and their families at home to talk about their daughter scholastic achievement, the importance of tutorial programs and other related issues

- This study indicated that, school facilities were poor in the study area and this situation negatively affected girls' scholastic achievement. In order to alleviate this problem and to enhance girls academic achievement, conducive school environment play a significant role. The study therefore recommended that: every school should have separate latrine, drink water, furniture, organized library as well as separate library for girls and other school facilities. In this regard local community, zonal NGOs and donors should participate significantly. And each school should develop its own project in relation to their school problems and should send the project to different private, governmental and nongovernmental organization.
- The study indicated that lack of role model female teachers negatively affects girls' academic achievement. The study is therefore recommended that before selecting the candidate for pre service training in teacher training collage, zone education department and woreda education offices should encouraged girls to choice natural science and mathematics as their major area of study. Plus, those unqualified female teachers should be encouraged and should have given a chance to upgrade their profession through summer or regular programs.
- To solve lack of qualified teachers in general and female teachers in particular, woreda education offices should get appropriate budget to employ new teachers, especially female teachers.
- Provision of in service training for teachers in relation with girls' education may contribute its part to solve the problem of girl students less academic performance.
- In order to improve girls classroom participation as well as their academic performance, the study is therefore recommended that teachers should ask any question for both sexes without discrimination, During group work teachers should assigned girls as a chairperson and in the case of individual work teachers should also encourage girls to present their assignment in front of the class mate, since this approach help to promote their self confidence and also leader ship ability.

- Female and other teachers should invite female role models either from the local area or out of the local area. This approach helps to exchange some sorts of idea that helps for girls as assertiveness towards improving their academic performance.
- Every school should arrange award programs at the end of the semester as well as at the end of the year for the top students in general and outstanding girls in particular. Woreda and zone education department should also arrange such award ceremony program at the end of the year with the collaboration of NGOs and women and child affair department since this approach helps to motivate girls to increase their academic performance.

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APPENDIX ONE
ADDIS ABABA UNIVERSITY
INSTITUTE OF EDUCATIONAL RESEARCH

Questionnaire for Girl Students

The purpose of this questionnaire is to collect appropriate information on " factors affecting girls' academic achievement in Guraghe zone second cycle primary school. Your school particularly second cycle (grade 5–8) is one of the selected level for data collection purpose. Even though the study focused on second cycle primary school, this instrument developed for only 7th and 8th grade girls' student, and you are among those chosen to participate in the study. Thus you are kindly requested to be considerate in answering the questions. Your cooperation in answering the questionnaire is highly appreciated.

Thank you in advance for your cooperation.

Note

a) Do not write your name on the questionnaire;
b) Any information obtained from you will be used for this research purpose only,
c) Please read each item carefully and patiently, and give the answer of each questions based on your knowledge;
d) Please, give appropriate answer to the following question by writing in space provided according to the instruction;
e) Please do not leave any question unanswered.

1. **General Background** (Fill in the spaces provided and/or tick one of the given alternatives)

1.1 Name of Your school_____ Woreda/Town _____

1.2 Grade level _____

1.3 Age _____

1.4 Religion
a) Orthodocs b) Muslim c) Protestant
d) Catholic e) If other _____

1.5 Parental educational background (tick « ✓» mark one of the given alternatives)

SN	Paternal /Father	Maternal/Mother
1	☐ Illiterate	☐ Illiterate
2	☐ Read and Write	☐ Read and Write
3	☐ Elementary level	☐ Elementary level
4	☐ Secondary level	☐ Secondary level
5	☐ More than Secondary	☐ More than Secondary

1.6 Number of family in your house_____

a) Number of brothers_____
b) Number of sisters_____
c) Other family member
   - Number of boys/men_____
   - Number of girls/women_____

1.7 Parental occupation (tick « ✓ » mark one of the given alternatives)

SN	Paternal /Father's occupation	Maternal/Mother's occupation
1	☐ Farming	☐ Farming
2	☐ Trade	☐ Trade
3	☐ Civil servant	☐ Civil servant
4	☐ Private employee	☐ Private employee
5	☐ Not employed	☐ House wife
6	☐ Other	☐ Other

1.8 Your parent monthly income on the average

a) Very high (More than 1000 Birr)
b) High (750-1000 Birr)
c) Medium (500-750 Birr)
d) Low (Below 500 Birr)

2. Most often I got any kinds of support from my parent that helps for my academic performance.

   a) Strongly agree b) Agree c) disagree d) Strongly disagree

3. If you get any support from your parent, from whom you get support most often?

   a) From my Mother's b) From my Father's c) From my mother and my fathe

4. To what extent the following kinds of support that you get from your parents? Please (tick «✓ » mark one of the given alternatives)

SN	Types of Support	Extents of Support			
		Very high	High	Medium	Low
a	Provide a supportive learning material in the home				
b	They arrange enough time to study at home				
c	They arrange appropriate reading schedule				
d	They encouraged me to do my school homework and study				
e	They minimize and to share and/ to give for others my house chores				

5. When you observe your local area and your school practical situation, to what extent parental education affects for girls academic achievement?
   a) Very high b) High c) Medium d) Low
6. To what extent maternal education affects for girls academic achievement?
   a) Very high b) High c) Medium d) Low
7. When you observe your local area and your school practical situation, to what extent parental occupation affects for girls academic achievement?
   b) Very high b) High c) Medium d) Low
8. In large family size, there is a great need for girls' labour at home. What do you think about this statement
   a) Strongly agree b) Agree c) Disagree d) Strongly disagree
9. Most often, I support my family in any type of house hold activities.
   a) Strongly agree b) Agree c) Disagree d) Strongly disagree
10. Most often, my brother supports my family in any type of house hold activities.
    a) Strongly agree b) Agree c) Disagree d) Strongly disagree
11. If your answer in the above question number 8 « agree and strongly agree», how often you are engaged in the following house hold activities? Please (tick « ✓ » mark one of the given alternatives)

SN	House hold activities	Number of days of a week engaged for house hold chores			
		Seven days	Five to Six days	Three to Four days	One to Two days
1	Cleaning the house				
2	Cooking meals				
3	Collecting fire wood				
4	Fetching water [				
5	Caring for siblings				
6	Washing clothes				

12. How many hours do you spend per day when you helping your family in house hold activity?
    a) Less than 1 hour b) 1-2 hours c) 2-3 hour d) More than 4 hours
13. In my house, most often I used my reading time properly.
    a) Strongly agree b) Agree c) Disagree d) Strongly disagree

14. Which time mostly used for reading?

a) After I return to my house
b) Before I go to school
c) After accomplishing my house hold chores
d) At night
e) At weekend
f) When I get free time in the school
g) I don't have any specific time
h) I don't have reading time.
i) If other _____

15. Do you think that girl student engagement in household activities have negative effects on their academic performance? a)Yes b) No

16. If your answer for the above question is "Yes", to what extent its affect their academic performance? Please (tick « ✓ » mark one of the given alternatives)

SN	Consequences of house hold activities	Extents of impact			
		Very high	High	Medium	Low
1	Lake of time to study at home				
2	Lake of interest to study at home				
3	Less class room participation				
4	Frequent absenteeism				
5	Achieving less academic performance				

17. Parents most often were not interesting to send their daughter for attending a tutorial class. What do you think about this statement?

a) Strongly agree b) Agree c) Disagree d) Strongly disagree

18. The following statements are expressing parents' attitude that affect girls' academic achievement. Based on your environment observation, indicate your opinion on the extent to which these attitudes play a role by making « ✓ » mark corresponding to the following statements.

SN	Attitudes of Parents towards Educating their Daughter	Strongly agree	Agree	Disagree	Strongly disagree
1	Parents do not want to educate their daughters				
2	Parents do not believe that boys and girls are equally intelligent and can perform equally.				
3	Expectation of parents for their daughters are not as high as that of their sons				
4	Parents considered educating girls' as a wastage as compared to their sons				
5	Parents believe that boys have better access to the world of work than girls				
6	Parents do not have the knowledge of the benefits of educating their daughters.				

19. To what extent the aforementioned parental attitudes affect girls' academic achievement?
    a. Very high b. High c. Medium d. Low
20. From your observation and experience on the extent to which school facilities affecting girls' academic achievement **making** « ✓ » mark corresponding to the following statements

SN	School facilities	Very High	High	Medium	Low
1	Inadequacy of classrooms				
2	Lack of gender sensitive facilities (separate latrine, drinking water, etc)				
3	Inadequacy of school library				
4	Lack of textbooks				
5	Lake of qualified teacher				
6	The absence of role model (female) teacher				

21. In your class, the extents of teachers knowledge to teach their subject effectively is a) Very
    a) high b) High c) Medium d) Low
22. Teachers' effective ways of teaching, to what extent helps to improve girls' academic achievement.
    a) Very high b) High c) Medium d) Low
23. The extent of your teachers used group work and other participatory methods of teaching
    a) Very high b) High c) Medium d) Low
24. In your class most often the participation of girls' is higher than that of boys
    a) Strongly agree b) Agree c) Disagree d) Strongly disagree
25. From your observation and experience indicate your opinion on the extent to which these attitudes play a role in your context by making « ✓ » mark corresponding to the following statements.

SN	Teachers attitudes	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Teachers spent more time talking to boys and allow them to respond more than girls in classrooms;				
2	Majority of teachers prefer to teach boys,				
3	Both male and female teachers have a negative attitude towards girls' ability				
4	Teacher tend to ask more difficult questions for boys than girls				
5	Male teachers express their emotion with unpleasant words both in class and out of the class				
6	Female teachers express their emotion with unpleasant words both in class and out of the class				

26. To what extent the above mentioned teachers attitudes affects for girls' academic achievement a) Very high b) High c) Medium d) Low

27. To what extent the availability of role model (female teachers) affects girls' academic achievement?
a) Very high b) High c) Medium d) Low

28. If your answer for the above question is «medium or low» , would you mentioned your reason please what is the reason this;

_____

_____

29. From the following factors that hinder girls' academic performance, based on your local area and your school existing situation, indicate the most serious factors in your school by ranking 1st, 2nd, 3rd, and 4th accordingly.

SN	Factors	Rank			
30.1	**Family Related Factors**	1st	2nd	3rd	4th
a	House hold demand of girls labor				
b	Lack of time to study at home				
c	Lack of interest to study at home				
d	Parents low levels of education				
e	Parents low levels of expectation				
f	Parents lack of support				
g	Parents economic problem				
30.2	**School Related Factors**	1st	2nd	3rd	4th
a	Lack of qualified teachers				
b	Lack of role model (female) teacher				
c	Poor school facility				
d	Absence of teachers' support for girls				
e	Low attitude of teachers towards girls ability				
f	Distance from home to school				
g	Teachers are not interested give tutorial class for students especially for girls'				

If other please specify;

_____

31. In your opinion, In order to improve girls' academic achievement at zonal level, what measure should be taken? Please specify some of them;

_____

_____

Thank You Very Much!

APPENDIX TWO
ADDIS ABABA UNIVERSITY
INSTITUTE OF EDUCATIONAL RESEARCH

Questionnaire for Boy Students

The purpose of this questionnaire is to collect appropriate information on " factors affecting girls' academic achievement in Guraghe zone second cycle primary school. Your school particularly second cycle (grade 5–8) is one of the selected level for data collection purpose. Even though the study focused on second cycle primary school, this instrument developed for only 7th and 8th grade boys' student, and you are among those chosen to participate in the study. Thus you are kindly requested to be considerate in answering the questions. Your cooperation in answering the questionnaire is highly appreciated

Thank you in advance for your cooperation.

Note

a) Any information obtained from you will be used for this research purpose only,
b) Please read each item carefully and record your genuine opinion on the basis of your teaching experience,
c) Do not write your name on the questionnaire,
d) Please, give appropriate answer to the following question by writing in space provided according to the instruction,
e) Please do not leave any question unanswered.

1. **General Background** (Fill in the spaces provided and/or tick one of the given alternatives)

1.1. Name of Your school_____ Woreda/Town _____

1.2 Grade level _____

1.3 Age _____

1.4 Religion

a) Orthodocs b) Muslim c) Protestant
d) Catholic e) If other _____

1.5 Parental educational background (tick « ✓» mark one of the given alternatives)

SN	Paternal /Father	Maternal/Mother
1	☐ Illiterate	☐ Illiterate
2	☐ Read and Write	☐ Read and Write
3	☐ Elementary level	☐ Elementary level
4	☐ Secondary level	☐ Secondary level
5	☐ More than Secondary	☐ More than Secondary

1.6 Number of family in your house_____

a) Number of brothers_____
b) Number of sisters_____
c) Other family member
   - Number of boys/men_____

- Number of girls/women_____

1.7 Parental occupation (tick « ✓ » mark one of the given alternatives)

SN	Paternal /Father's occupation	Maternal/Mother's occupation
1	☐ Farming	☐ Farming
2	☐ Trade	☐ Trade
3	☐ Civil servant	☐ Civil servant
4	☐ Private employee	☐ Private employee
5	☐ Not employed	☐ House wife
6	☐ Other	☐ Other

1.8 Your parent monthly income on the average

a) Very high (More than 1000 Birr)
b) High (750-1000 Birr)
c) Medium (500-750 Birr)
d) Low (Below 500 Birr)

2. Do you have sister, who currently attend at primary and/or secondary level?

a)Yes b) No

3. If your answer for the above question is "Yes", to what extent she get support from your parent as you comparing any kinds of support that you get from your parent?

a) Very High b) High c) Medium d) Low

4. When you observe your local area and/or your school existing situation, to what extent parental education (educated parent) affects girls academic achievement?

a) Very High b) High c) Medium d) Low

5. To what extent maternal education (educated mother) affects girls' academic achievement?

a) Very High b) High c) Medium d) Low

6. When you observe your local area and/or your school existing situation, to what extent parental occupation affects girls' academic achievement?

a) Very High b) High c) Medium d) Low

7. In large family size, there is a great need for girls' labour at home. What do you think about this statement?

a) Strongly agree b) Agree c) Disagree d) Strongly disagree

8. Do you help your family by participating in any type of house hold activities?

a) Yes b) No

9. If your answer in the above question agree and strongly agree, how often you are engaged in the following house hold activities? Please (tick « ✓ » mark one of the given alternatives)

SN	House hold activities	Number of days of a week engaged for house hold chores			
		Seven days	Five to Six days	Three to Four days	One to Two days
1	Cleaning the house				
2	Cooking meals				
3	Collecting fire wood				
4	Fetching water				
5	Caring for siblings				
6	Washing clothes				

10. How many hours do you spend per day when you helping your family in house hold activity?

a) Less than 1 hour b) 1-2 hours c) 2-3 hour d) More than 4 hours

11. Most often, my sister supports my family in any type of house hold activities.

a) Strongly agree b) Agree c) Disagree d) Strongly disagree

12. Girls' have enough time to study at home than boys'?

a) Strongly agree b) Agree c) Disagree d) Strongly disagree

13. If your sister reading time is less than that of your reading time, from your observation tick « ✓ » mark your opinion in each of the following reason:

	Reasons	Strongly Agree	Agree	Disagree	Strongly disagree
a	Most of her time tired with house hold activities.				
b	Lack of interest to study at home				
c	Parents do not give value or recognition to girls' education				
d	Due to the absence of conducive learning environment at home				
e	After schools they spent most of their time for trade				

If other please specify

_____

_____

14. Parents most often were not interesting to send their daughter for attending a tutorial class. What do you think about this statement?

a) Strongly agree b) Agree c) Disagree d) Strongly disagree

15. The following statements are expressing parents' attitude that affect girls' academic achievement as well as their participation in education. Indicate your opinion by making « ✓ » mark corresponding to the following statements.

SN	Attitudes of Parents towards Educating their Daughter	Strongly agree	Agree	Disagree	Strongly disagree
1	Parents do not want to educate their daughters				
2	Parents do not believe that boys and girls are equally intelligent and can perform equally.				
3	Expectation of parents for their daughters are not as high as that of their sons				
4	Parents considered educating girls' as a wastage as compared to their sons				
5	Parents believe that boys have better access to the world of work than girls				
6	Parents do not have the knowledge of the benefits of educating their daughters.				

16. From your observation and experience to what extent the following school facilities affecting girls' academic achievement? Making « ✓ » mark corresponding to each statement:

SN	School facilities	Very High	High	Medium	Low
1	Inadequacy of class rooms				
2	Lack of gender sensitive facilities like (separate latrine, drinking water, etc...)				
3	Inadequacy of school library				
4	Lack of textbooks				
5	Lake of qualified teacher				
6	The absence of role model (female) teacher				

17. In your class, the extents of teachers knowledge to teach their subject effectively is
    a) Very high b) High c) Medium d) Low
18. The extent of your teachers used group work and other participatory methods of teaching
    a) Very high b) High c) Medium d) Low

19. From your observation and experience indicate your opinion on the extent to which these attitudes play a role in your context by making « ✓ » mark corresponding to the following statements.

SN	Teachers attitudes	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Teachers spent more time talking to boys and allow them to respond more than girls in classrooms;				
2	Majority of teachers prefer to teach boys,				
3	Both male and female teachers have a negative attitude towards girls' ability				
4	Most often teachers tend to ask more difficult questions for boys than girls				
5	Male teachers express their emotion with unpleasant words both in class and out of the class				
6	Female teachers express their emotion with unpleasant words both in class and out of the class				

20. To what extent the above mentioned teachers attitudes affects for girls' academic achievement

a) Very high b) High c) On average d) Low

21. From the following factors that hinder girls' academic performance, based on your local area and your school existing situation, indicate the most serious factors in your school by ranking 1st, 2nd, 3rd, and 4th accordingly.

SN	Factors	Rank			
20.1	**Family Related Factors**	1st	2nd	3rd	4th
a	House hold demand of girls labor				
b	Lack of time to study at home				
c	Lack of interest to study at home				
d	Parents low levels of education				
e	Parents low levels of expectation				
f	Parents lack of support				
g	Parents economic problem				
20.2	**School Related Factors**	1st	2nd	3rd	4th
a	Lack of qualified teachers				
b	Lack of role model (female) teacher				
c	Poor school facility				
d	Absence of teachers' support for girls				
e	Low attitude of teachers towards girls ability				
f	Distance from home to school				
g	Lack of teachers' to give tutorial class for girls'				

23. In your opinion, In order to improve girls' academic achievement at zonal level, what measure should be taken? Please specify some of them;_____

Thank You Very Much!

APPENDIX THREE
ADDIS ABABA UNIVERSITY
INSTITUTE OF EDUCATIONAL RESEARCH

Questionnaire for Teachers and School Principals

Dear Teacher

The main purpose of this research is to identify the main problem that affects girls' academic achievement in upper primary schools of the zone. Your school particularly second cycle (grade 5–grade 8) is one of the selected level for data collection purpose. In order to make the research more reliable, you are among those chosen to participate in the study as a primary source of data. Thus you are kindly requested to be considerate in answering the questions. Your cooperation in answering the questionnaire has a great help to the success of the research.

Thank you in advance for your cooperation.

Note

a) Any information obtained from you will be used for this research purpose only,
b) Please read each item carefully and record your genuine opinion on the basis of your teaching experience,
c) Do not write your name on the questionnaire,
d) Please, give appropriate answer to the following question by writing in space provided according to the instruction,
e) Please do not leave any question unanswered.

1. **General background** (Fill in the spaces provided and/or tick «**X** »mark one of the given alternatives)

1.1 Woreda/Administrative Town_____
1.2 School's name_____
1.3 Sex a) Male _____ b) Female_____
1.3 Age _____
1.4 Educational level,
a) 12+TTI____ b) 10+TTI _____c) Diploma _____d) Degree_____
1.5 Field of Study _____
1.6 Service Year _____
1.7 Your current status
a) School Principal_____
b) Vise school Principal_____
c) Teacher_____
➢ Subject you teach _____

2. In your class to what extent girls participate in the teaching learning process?
a) Very high b) High c) Average d) Low
3. If your answer for the above question is "Low or average", what is the reason for this in your class? Please specify

_____

4. If your answer for the above question is "Very high and high", what is the reason for the high participation of girls in your class? Please specify

_____

5. In your subject, the academic performance of girls as you compared to boys:
   a) Very high b) High c) Average d) Low
6. To what extent you discuss girls' parent based on their academic performance?
   a) Very high b) High c) Average d) Low
7. To what extent parents visits your school to discuss their daughters academic performance and other related issues?
   a) Very high b) High c) Average d) Low
8. To what extent the following school environments affect girls' academic achievement in your school? **Thick** « ✓ » mark corresponding to the following statements.

SN	Some of school facilities	Level of Impact			
		Very high	High	Average	Low
1	Inadequacy of classrooms				
2	Lack of separate latrine for boys & girls and drinking water				
3	Inadequacy of school library				
4	Lack of textbooks				
5	Lake of qualified teacher				
6	The absence of role model (female) teacher				

9. From your observation on the existing situation of your school how do you evaluate the availability of school facility in the mentioned school facilities? **Thick** « ✓ » mark corresponding to the following statements,

SN	Some of school facilities	Sufficient	Mediu m	Not satisfactory	Not available
1	Availability of classrooms				
2	Availability of separate latrine for boys and girls				
3	Availability of school library or reading room				
4	Availability of textbooks				
5	Availability of qualified teacher				
6	Availability of role model (female) teacher				

10. Are female teachers play significant roles, towards improving girls' academic achievement in the school? a) Yes b) No
11. If your answer for the above question number 10 is «Yes» could you mention some of their activities? _____
12. If your answer for the above question number 10 is «No»; what is the reason for this?-

_____

_____

13. From your observation and teaching experience indicate your opinion on the extent to which the following attitudes reflects during the teaching learning activities. Please genuinely making « ✓ » mark corresponding to the following statements

SN	Teachers attitudes	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Teachers spent more time talking to boys and allow them to respond more than girls in classrooms;				
2	Majority of teachers prefer to teach boys,				
3	Both male and female teachers have a negative attitude towards girls' ability				
4	Most often teachers tend to ask more difficult questions for boys than girls				
5	Male teachers express their emotion with unpleasant words both in class and out of the class				
6	Female teachers express their emotion with unpleasant words both in class and out of the class				

14. To what extent the above mentioned teachers attitudes affects girls' academic achievement?

a) Very high b) High c) Medium d) Low

15. Based on your teaching experience and observation of your school, indicate your opinion on the extent to which these attitudes play a role in your context by making "X" mark corresponding to the following statements.

SN	**Attitudes of Parents towards Educating their Daughter**	**Strongly agree**	**Agree**	**Disagree**	**Strongly disagree**
1	Parents do not want to educate their daughters				
2	Parents do not believe that boys and girls are equally intelligent and can perform equally.				
3	Expectation of parents for their daughters are not as high as that of their sons				
4	Parents considered educating girls' as a wastage as compared to their sons				
5	Parents believe that boys have better access to the world of work than girls				
6	Parents do not have the knowledge of the benefits of educating their daughters.				

16. Do you get any in service training on gender issues in education
    a) Yes b) No
17. To what level do you rate your capacity to understand gender issues in education?
    a) Sufficient b) Average c) Not satisfactory

18. Do you think that the above mentioned activities help for improving girls' academic performance?
    a) Yes b) No
19. From observation and teaching experience, would you mention some of the main family related factors and school related factors affecting girls' academic achievement?
    a)Family related factors

    _____

    _____School related factors

    _____

20. In your opinion, In order to improve girls' academic achievement at zonal level, what measure should be taken? Please specify some of them;
21. The following information should be filled **only by school principals**

22.1 Number of Second cycle primary school teachers

Sex	Certificate	Diploma	Degree	Remark
Male				
female				

2.2 Number of diploma and degree holder teacher with their field of Study

Language		Mathematics		Natural Science		Social Study		others		Remark
Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	

22.2 Second cycle primary school student statistical information from 1998 to 2001 E.C

Grade	Registered		Dropout		Sat for exam		Promoted		Repeater	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Five										
Six										
Seven										
Eight										

APPENDIX FOUR
ADDIS ABABA UNIVERSITY
INSTITUTE OF EDUCATIONAL RESEARCH

Structured interview for Parents
Woreda _____
School _____

The main purpose of this research is to identify the main problem that affects girls' academic achievement in upper primary schools of the zone. Your school particularly second cycle (grade 5–grade 8) is one of the selected level for data collection purpose. It is also aimed at identifying possible intervention strategies that could be implemented increase girls academic performance particularly in the upper primary schools. In order to make the research more reliable, you are among those chosen to participate in the study as a primary source of data. Thus you are kindly requested to be considerate in answering the questions. Your cooperation in answering the questionnaire has a great help to the success of the research.

Thank you in advance for your cooperation.

1.General background

1.1 Woreda/Administrative Town _____ School's name_____

1.2 Sex a) Male _____

b) Female_____

1.3 Age _____

1.4 Educational level,

a) Illiterate
b) Write and Reade only
c) Primary level
d) Secondary Level
e) More than Secondary

1.5 Religion_____

1.6 Occupation _____

1.7 Average income of the family

2 How many children do you have?

a) Son/s
b) Daughter/s

3 How many of them are school age children

	Status of your Children	Number of Son/s	Number of daughter/s
1	Attend primary school at present		
2	Attend secondary school at present		
3	Attend higher education at present		
4	Drop out any level of education		
5	Do not attend		

4 Whom do you think should be given priority to send school between your son and daughter?

a) Son b) Daughter c) Both

5 On the average how many time your son engaged for house hold chores? _____

6 On the average how many time your daughter engaged for house hold chores? _____

7 To what extent your daughter engaged for the following house hold activities within a week?

SN	House hold activities	Number of days of a week engaged for house hold chores			
		Seven days	Five to Six days	Three to Four days	One to Two days
1	Cleaning the house				
2	Cooking meals				
3	Collecting fire wood				
4	Fetching water				
5	Caring for siblings				
6	Washing clothes				

8 When you observe the existing situation of your local area, girls' have less reading time than boys. What do you think about this statement?

a) Strongly agree b) Agree c) Disagree d) Strongly disagree

9 Do you follow your children academic performance?

a) Yes b) No

10 If your answer for the above question is "Yes", who achieve higher academic performance in the last year or the first semester?

a) Son b) Daughter c) Both of them d) I am not certain

11 What is the reason that your daughter and/or your son get higher academic performance? Please specify

_____

_____

_____

12 As you are the member of the community based on your knowledge of the community and experience, indicate your opinion on the extent to which these attitudes play a role in your context by making «✓ » mark corresponding to the following statements.

SN	Attitudes of Parents towards Educating their Daughter	Strongly agree	Agree	Disagree	Strongly disagree
1	Parents do not want to educate their daughters				
2	Parents do not believe that boys and girls are equally intelligent and can perform equally.				
3	Expectation of parents for their daughters are not as high as that of their sons				
4	Parents considered educating girls' as a wastage as compared to their sons				
5	Parents believe that boys have better access to the world of work than girls				
6	Parents do not have the knowledge of the benefits of educating their daughters.				

13 To what extent the above mentioned parental attitudes affects for girls' academic achievement

a) Very high b) High c) Average d) Low

14 To what extent parental education affect girls' academic achievement?

a) Very high b) High c) Average d) Low

15 To what extent parental economic status affect girls' academic achievement?

b) Very high b) High c) Average d) Low

16 Maternal education has a positive effect on girls' academic performance. What do you think about this statement based on your environment existing situation?

a) Strongly agree b) Agree c) Disagree d) Strongly disagree

17 What is the main problem that affects for girls academic achievement in your area?

a) School related problems Family related Problems

_____

18. How can we solve these problems and improve girls' academic achievement in your area?

_____

_____

Thank You Very Much!

APPENDIX FIVE

ADDIS ABABA UNIVERSITY

INSTITUTE OF EDUCATIONAL RESEARCH

Interview Guide for School Principals
_____Woreda/Town
_____ School

This structured interview is designed to request data for a research entitled " Factors affecting girls academic achievement in Guraghe zone upper primary schools" Your school particularly second cycle (grade 5–grade 8) is one of the selected level for data collection purpose. In order to make the research more reliable, you are among those chosen to participate in the study as a primary source of data. Thus you are kindly requested to be considerate in answering the questions. Your cooperation in answering the questionnaire has a great help to the success of the research.

Thank you in advance for your cooperation.

1. **General background**

1.1 Sex_____

1.2 Age_____

1.3 Service year

a) For teaching _____

b) For school principals_____

1.4 Level of Education_____

1.5 Status_____

2. How could you describe girls' student and teachers' relationship in your school?

_____

_____

3. Do you observe any problem, regarding to their relationship?

_____

_____

4. How could you describe parents and school relationship in your school?

_____

_____

5. Do you think that parents came and discuss from teachers and/or other concerning body in the school based on their daughters academic performance? How could you describe this?

6. In 2001 E.C who repeated more particularly in the second cycle? What is the reason for their repetition?

7. Based on your school practical situation, what do you think about the presence of female teachers and girls academic achievement?

8. What major activities were done towards improving girls' academic achievement in your school?

9. Could you mention some of the major problem faced in your school in improving their academic performance/or in relation to girls education?

10. What measures were used to solve those problems?

11. In your opinion, In order to improve girls' academic achievement at zonal level, what measure should be taken?

Thank You Very much!

APPENDIX SIX

ADDIS ABABA UNIVERSITY

INSTITUTE OF EDUCATIONAL RESEARCH

Interview Guide for Zone and Woreda Education Officials

Woreda _____

This structured interview is designed to request data for a research entitled "Factors affecting girls' academic achievement in Guraghe zone upper primary schools." Your woreda is one of the selected woreda for data collection purpose. In order to make the research more reliable, the selected woreda and zone education officials are among those chosen to participate in the study as a primary source of data. Thus you are kindly requested to be considerate in answering the questions. Your cooperation in answering the questionnaire has a great help to the success of the research.

Thank you in advance for your cooperation.

1. **General background**

1.1 Sex_____

1.2 Age_____

1.3 Service year_____

1.4 Level of Education_____

1.5 Current status _____

2. Could you mention some of the main activities done in your office to increase girls' academic achievement?

   _____

3. Could you mention the major problem that affects for girls towards improving their academic performance at school, woreda and at zonal level?

   _____

4. Could you explain the major activities done by NGOs to facilitate girls' education at primary school level?

   _____

5. Which NGO most often involved the above mentioned activities?

_____

6. What is your suggestion about the responsibility of government, society, as well as parents in order to improve girls' academic achievement?

   _____

APPENDIX SEVEN

Sample Independent t-test Results for Girls' whose Parents' were Educated and Girls' whose Parents' were Uneducated

School	SN	Test Score X_1	Test Score X_2	X_1 Mean	X_2 Mean	X_1 SD	X_2 SD	Df	t-Calculated	t-Criteria
	1	**74**	**48.3**							
	2	52.3	48.2							
	3	83.2	59.6							
	4	65.7	52.4							
	5	60.8	50.3							
	6	89	59.6							
	7	82	81							
Akamuja	8	66	51							
	1	94	92							
	2	60	41							
	3	78	46							
	4	71	78							
	5	84	74							
	6	82	71							
	7	71	59							
D.Shershera	8	43	89							
	1	52.8	48							
	2	49.7	46							
	3	53.4	48							
	4	67.9	46.5							
	5	65.6	58.4							
	6	56	61.2							
	7	47.3	45.4							
	8	69.6	48.9							
	9	53.2	47.3							
	10	61.4	59.9							
	11	44.8	57.8							
Emdiber	12	69.6	39.9							
	1	42.6	55.8							
	2	46	44							
	3	81.8	60.1							
	4	49	60.6							
	5	56.5	56.2							
	6	43.8	65.1							
	7	52	49.9							
Dakuna	8	45	43.8							

APPENDIX SEVEN

Sample Independent t-test Results for Girls' whose Parents' were Educated and Girls' whose Parents' Uneducated

School	SN	Test Score X_1	Test Score X_2	X_1 Mean	X_2 Mean	X_1 SD	X_2 SD	Df	t-Calculated	t-Criteria
	1	48	56.8							
	2	45.6	51.4							
	3	53.9	53.9							
	4	49	48							
	5	57.6	45							
	6	48	59.4							
	7	44.4	66							
	8	66	49.9							
	9	81	49.4							
	10	49.2	46.9							
	11	40.9	79.2							
Dobo Tito	12	54.3	79.9							
	1	67.9	46.9							
	2	58	68							
	3	73	48							
	4	69	59.3							
	5	73	67							
	6	51.4	45							
	7	72.2	49							
	8	79.8	61.6							
	9	55.6	83.2							
	10	61	49.1							
	11	58.9	55.8							
	12	64.1	52							
Selam Ber	13	77	47.8							
Total		3762.8	3461.7	61.68	56.75	13.54	12.23	120	2.113	1.98
	N	61	61							

APPENDIX EIGHT

Sample **Independent t-test Results for Girls whose Parents have high Level of Income and Girls whose parents have Low level of Income**

School	S N	Test Score X_1	Test Score X_2	X_1 Mean	X_2 Mean	X_1 SD	X_2 SD	Df	t-Calculated	t-Criteria
	1	89	66.7							
	2	82	51							
	3	66	79							
	4	94	41							
	5	60	46							
	6	78	78							
	7	71	74							
Akamuja	8	84	71							
	1	82	59							
	2	71	89							
	3	43	48							
	4	52.8	58.4							
	5	49.7	46							
	6	48	58.4							
	7	46.5	52.3							
D.Shershera	8	49	59.9							
	1	61.2	52.2							
	2	48.9	46							
	3	47.3	69.7							
	4	69.8	60.1							
	5	53.2	60.6							
	6	61.4	57.8							
	7	44.8	39.9							
	8	56.6	55.8							
	9	42.6	44							
	10	65.6	56.2							
	11	49.9	40.8							
Emdiber	12	56.5	56.3							
	1	78.6	67.1							
	2	52	54.7							
	3	65.1	57.1							
	4	53.4	55.6							
	5	48	45							
	6	45.6	49							
	7	53.9	48							
Dakuna	8	57.6	44.4							

APPENDIX EIGHT

Sample Independent t-test Results for Girls whose Parents have high Level of Income and Girls whose parents have Low level of Income

School	S N	Test Score X_1	Test Score X_2	X_1 Mean	X_2 Mean	X_1 SD	X_2 SD	Df	t-Calculated	t-Criteria
	1	66	49.5							
	2	49.2	54.3							
	3	40.9	48							
	4	67.9	48.9							
	5	48.2	45							
	6	41	49							
	7	48	51.4							
	8	59.4	53.9							
	9	49.4	48							
	10	79.2	45							
	11	79.9	66							
Dobo Tito	12	59.3	49.9							
	1	67	46.9							
	2	45	46.9							
	3	49	67							
	4	64.8	56							
	5	58	53							
	6	49	42.6							
	7	49.2	46							
	8	42.7	81.8							
	9	50	49							
	10	42.3	56.5							
	11	64	43.8							
	12	49	52							
Selam Ber	13	52	40.7							
Total		3548.4	3329.1	58.2	54.6	13.23	10.83	120	1.642	1.98
	N =	61	61							