ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

FACTORS ASSOCIATED WITH FEMALE STUDENTS' GRADE REPETITION IN THE GNERAL SECONDARY SCHOOLS OF EAST SHOA ZONE

BY: KEMER KEDIR SHEKA

JULY 2007

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ABBREVIATIONS AND ACRONYMS

AAU	Addis Ababa University
EMIS	Education Management Information System
ESAA	Education Statistics Annual Abstract
FGR	Female Grade Repeaters
NGO	Non Governmental Organization
MOE	Ministry of Education
OEB	Oromia Education Bureau
OECBB	Oromia Education and Capacity Building Bureau
T	Teachers
UN	United Nations
UNECA	United Nations Economic Commission for Africa
UNESCO	United Nations Educational, Scientific, and Cultural Organization
UNICEF	United Nations Children's Fund

ABSTRACT

The main purpose of this study was to identify some of the major factors associated with female students' grade repetition in the general secondary schools of East Shoa zone and look for relevant and applicable alternative solutions that might help in minimizing the problem under study. To this end, answers to the basic questions pertaining to the main school related factors for grade repetition of female students, the major out-of-school factors for grade repetition of female students, subjects in which most female grade repeaters failed, the relationship between the responses of the two groups of respondents and measures to be taken were sought for.

The research methodology employed in this study was descriptive survey. Accordingly, survey questionnaires and interview question items were prepared, pilot tested and administered to a sample of 253 female grade repeaters that were selected using available sampling technique and 73 teachers and 5 guidance and counselor officers selected using random sampling and purposive sampling respectively from the five sample schools. A total of 311 (95.4 percent) of the questionnaires were properly filled in and returned. In addition to this, interview and document analysis were made to collect the necessary information. Results obtained were analyzed by using descriptive methods such as percentages, chi-square tests, and spearman rank-order correlation coefficient.

The result of this study indicates that lack of guidance and counseling services for female students, difficulty of language of instruction, large class size, female students lack of motivation to learn, violence in or around the school and frequent absenteeism were major school related factors for female students grade repetition. On the other hand from out-of- school factors, lack of time to study at home, lack of parental support, parents' lack or low level of education and home-school distance were identified as major causes for female students' grade repetition in the first cycle secondary schools. It was also found that the majority of female grade repeaters were failing in mathematics, physics, English, chemistry, and Biology subject examinations.

Furthermore, it was found out that the combined effect of both in school and out-of-school factors were important in explaining female students' grade repetition in general secondary schools of the zone. It was thus indicated that female students' grade repetition as a function of variables which emanating from in school and out-of-school systems.

Thus to alleviate the above problems, recommendations were forwarded. Included were:-measures related to level of parental education, frequent absenteeism, availability of proper guidance and counseling, availability of tutorial classes ,and community sensitization.

CHAPTER ONE

1. THE PROBLEMS AND ITS APPOACH

1.1 Background of the Study

The issue of women/girls education has grabbed the attention of researchers. It is now a well-established fact that compared to boys, girls are at a disadvantage in terms of both access to and success in their education. Though the extent of disadvantage and its manifestations vary from place to place and from culture to culture, women's education is in its inferior position in sub-Saharan Africa.

Studies conducted on education of boys and girls also indicate that boys are more favored than girls in terms of access to education. Indeed, pervasive gender discriminations at the household and community levels often favor males over females and thus promote differential education opportunities and outcomes. As regards this, Hyde (1993:101) observes:

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

As Coombs (1985) put it, historically disparities in education especially between males and females existed in almost all societies primarily because of cultural reasons.

Other than naturally existing differences, various societies attach some kind of stigma to the sexes. They view 'male' and 'female' according to their own cultural Values. Globally, men were believed to be stronger than women in all aspects of activities (with the exception of house hold activities). This belief is still prevalent in third world countries. Such kind wrong but deep-rooted societal perception on females have not only made enrollment to schools extremely lesser than that of boys but have made those who get the chance so inactive in their performance.

In the 1995 report on African women, (UNECA, 1996:74) it is made clear that the African culture does not see females out of the realm of home management and child rearing. Correspondingly, Bray and others (1986) indicates that in African countries the number of female students enrolled in all levels of education is lower than that of males. Likewise, Seyoum (1986) disclosed that the cultural values which greatly limit the role of women to the level of being a

wife or mother, have exerted its serious influence to negatively affect the school enrollment and performance of female at all levels of schooling in Ethiopia.

However, it is becoming a well-recognized and accepted fact that education is an important instrument for promoting peace and prosperity in a given society. The evidence is also clear that the total benefits to education multiply when schools open their doors to both sexes equally. In particular, female education has become one of the most powerful forces that contribute to all rounded improvement in society's life (Kingdon, 2002). The authors suggested that the benefits of educating women are manifold. As would be mothers the effects of girls' education improves child's education, family health, diet and hygiene, productivity, income, and economic development on the national level to a better quality of life on the individual life, notably a healthier and better nourished population. Moreover, educating women is important for all kinds of demographic behavior, affecting mortality, health, fertility, and family planning (King and Bellew,1993). Education becomes even more significant for economic transformations of nations through technological advances and new methods of production that depend on skilled labor force. It is due to this fact that scholars protest against the discrimination and inequalities in females' education.

Thus, promoting equality of access to education for females and improving their academic performance becomes a priority subject. This is because on the one hand, it contributes to national development and on the other hand, it helps to promote the advancement of women and the elimination of all forms of discrimination against them (Jacqueline, 1974).

This being the case, many studies conducted in most developing countries (Brock and Cammish, 1994; Bray and others, 1986) show that among the afew number of female students enrolled in schools many of them are exposed to grade repetition at both primary and secondary levels of education. Odaga and Heneveld (1995) also affirm that once girls are in schools, they often experience high-grade repetition particularly in secondary schools in sub-Saharan Africa.

In Ethiopia too, with regard to female students in secondary education, studies again show that it is generally low for girls. This is expressed by their repetition rates at different grade levels as well as their success rate at national examinations especially that of grade ten. Grade repetition is higher at the secondary level for female students (MOE, 2006 and Rose and others, 1997).

Studies have shown the factors conducive to female students' educational wastage in different regions and countries. We can broadly categorize them into in school factors and out-of-school factors (Ayiga, 1997). However, the two categories used by the researchers are not mutually exclusive; in fact, many of them overlap. However, for the purpose of analysis factors that are inherently related to the school system are treated as in school factors while the rest are out-of-school factors.

Accordingly, stressing the out-of-school factors, Lockhead and Verspoor(1991) examine that the usual involvement of girls in house hold chores set the stage for school girls to repeat grades more frequently than boys in developing countries. Similarly, Zewdie and Junge's (1990) study of four peasant associations in Ethiopia indicated that women spend about 15 hours on various chores important for the household. Under this circumstance, the girls share the burden of their mothers by spending time on the chores instead of their studies.

Social and cultural pressures surrounding engagement, marriage and pregnancy can negatively affect girls' educational performance (Hyde, 1993:110). Studies in many developing countries indicate that the number of girls attending school abruptly drops when they reach the ages 15 to 19. One major reason for this phenomenon is early marriage. In most developing countries, early marriage and education are antithetical. Bach,et.al,(1985) reported that the more education women attained, the older their age at marriage.

An extensive body of research has shown that youngsters from lower socio-economic strata are less likely to succeed in school. This does not mean that poor or disadvantaged children cannot learn. However, social class and economic condition are important factors related to success and can not be ignored.

King and Hill (1993) state that parents' attitude about educating girls and their level of education was the most important factor affecting female students' achievement. It contributes to female students' poor academic performance, which can intensify their grade repetition.

Writers also explain that school environment is one of the determinant factor for grade repetition of female students. The better the condition of schools with regard to school facilities, the qualification and experience of teachers, the attitude of teachers towards girls' education, class size, academic difficulties, etc, the higher the student achievement and the greater the student survival. Assefa (1991) finds that female students repeat classes because of language problem,

absenteeism, and large class size in Ethiopian primary schools. As a result, grade repetition seems to affect the access of education for large number of girls than that of boys.

Grade repetition raise the time required to complete the educational cycle and increasing education cost. Repeaters reduce the intake capacity of the grade in which they repeat and thereby prevent other children from entering school or cause overcrowding of classrooms (UNESCO, 1972). Therefore, grade repetition is regarded as wasteful.

Deble (1980) contends that repeating grade discourages female education as parents prefer their daughters to dropout and get married rather than spending another year. Hence, grade repetition at firs cycle secondary education should be given emphasis, where female participation in the cycle is reported to be low (Dirirsa, 1993).

From available data, it is possible to see that in Ethiopia comparatively increasingly young girls join general secondary education every year. For instance, in 2004/05 academic year there were a total of 860,734 pupils at the general secondary level(Grades9-10) of which girls constitute 306,820. The participation of girls in that year was 35.6% with a rate of growth of 20% (MOE, 2005:8). The overall enrollment of female students increase gradually in number in different regions. In Oromia region, for example, in 2004/05 academic year there were 317092 pupils in which 99235 are females (Oromia Education Bureau: Education Management Information System (EMIS), 2005).

Nevertheless, numerical statistics alone, in terms of access,would not be enough. Other factors that are most highly correlated with female students' grade repetition should also be examined. Hence this study tries to find out in-school and out-of- school factors that may be associated with female students' grade repetition in general secondary schools of East Shoa zone.

1.2 Statement of the Problem

It is well known that all pupils admitted to the first grade of an educational cycle do not complete that cycle within the prescribed minimum period. Some of them dropout before the end of the cycle and some repeat one or more grades before either dropping out or completing the last grade of the cycle successfully. Many researchers (e.gHyde,1993;King and Hill,1993;Assefa,1991) indicated that the problem of grade repetition is higher among girls than boys.

In Oromia region, statistical data makes it clear that enrolment of girls are always below that of boys. The number of girl repeaters in the general secondary level has also been found to be greater than that of their counter-parts. The repetition rate in the first cycle secondary schools in the region was 9 and 9.10 percent for males and females respectively in 2005/06 academic year (OEB: EMIS, 2006). On the other hand the data obtained from East Shoa zone education office indicated that the rate of repetition in the general secondary schools of the zone was 6.70 and 10.55 percent for males and females respectively for the 2005/06 academic year. This shows females' grade repetition in the general secondary schools of East Shoa Zone to be 1.45 percent higher than the regional average. The gap between male and female grade repeaters in the general secondary schools of the Zone was 3.85 percent for 2005/06 academic year. These reveal that there is a higher rate of female students' grade repetition in the general secondary schools of East Shoa zone. It seems necessary to find out the causes for all these phenomena and adopt strategies to normalize the trend. Thus, the general objective of this study is to assess factors associated with female students' grade repetition in the first cycle secondary schools and looks for relevant and applicable alternative solutions that might help in minimizing the problem under study. The specific objectives of the study are:

- To identify the major in-school factors associated with female students' grade repetition in the general secondary schools in the zone.
- To identify the major out-of-school factors associated with female students' grade repetition in the general secondary schools in the zone
- To closely examine and search for possible solutions and approaches that might help to positively change the situation.

From this stand point the present study will mainly attempted to survey and explain factors related to female students grade repetition in the general secondary schools of East Shoa Zone. In doing so, the study will be intended to answer the following basic questions.

1. What are the main school related factors for grade repetition of female students?
2. What are the major out-of-school factors for grade repetition of female students?
3. In which subjects do most female students usually fail in the general secondary schools in East Shoa Zone?

4. Is there any significant relationship between the responses of female grade repeaters and teachers regarding the causes of the female students' grade repetition?
5. What solutions/approaches should be used to reduce grade repetition in the general secondary schools of East Shoa Zone?

1.3 Significance of the Study

In Ethiopia, a country in which female gross enrollment rate in the general secondary schools (Grades 9-10) is low i.e 19.8 percent (MOE, 2005), high magnitude of female students' grade repetition would not be tolerated. A considerable effort has to be made to minimize the problem. Therefore, the study will have the following significances:

1. The finding and the result of the study is expected to help school managers, teachers, parents, zonal and woreda education officers, and other concerned bodies to tackle the problem of female students' grade repetition in the first cycle secondary schools of East Shoa Zone.
2. The finding of the study will help female repeaters in the general secondary schools of East Shoa Zone to be aware of their own problems in order to adjust themselves to compete with the existing situation.
3. It is expected to create awareness of the problem to decision makers to improve female students' grade repetition in the general secondary schools of East Shoa Zone.
4. It may serve as a springboard for researchers who endeavor to study any related problem.

1.4 Delimitation of the Study

This study is delimited to the grade repetition of female students in the general secondary school of East Showa Zone. The study does not assess all the school at all educational levels in terms of repetition. It focuses on female students from selected general schools of the zone. Secondary school was selected because the problem of educational wastage for females due to repetition of grades seems to be more alarming at the general secondary level than at other levels of education.

Besides, the scope of the study is delimited to include only government general secondary schools. This is done for tackling the problem with some patterns of uniformity. From the general

secondary level grade 9 was considered, because it is the beginning of the general secondary education whereas grade 10, the terminal for the general secondary education was excluded, because grade repetition is not allowed.

The scope of the study is delimited to East Showa zone because the proportion of female repeaters was higher, 48.6 Percent for 2004/05 academic year.

1.5 Limitations of the Study

The parents of female grade repeaters did not participate in the study because of time and financial constraints. This made it impossible to crosscheck data from different sources. Moreover, the absence of any documented data regarding students' residence was also the limitation of the study to come up with complete results relating to the proportion of female grade repeaters in terms of residence.

The delay in the release of the fund allowed for the study by the graduate school of AAU have created time pressure to gather the necessary information and organize the study as it was planned.

1.6 Research Methodology, Procedures and Sources of Data

1.6.1 Research Methodology

A descriptive survey method was employed to describe the existing practice and situations that female students who had repeated grades were encountered in the general secondary schools in 2005/06 academic year. This method was selected because it is an appropriate method to examine the present situations of female students in the first cycle secondary schools of East Shoa Zone and describe opinion, facts and figures related to grade repetition female students encountered during schooling.

1.6.2 Samples and Sampling Techniques

The study was conducted in five first cycle secondary schools that are found in the zone. The five first cycle secondary schools were selected by purposive sampling technique. In this regard, the researcher employed purposive sampling technique for the following major reasons: first, there is less number of female students in the sample general secondary schools. Second, in the sample

general secondary schools fewer numbers of female students pass from grade to the next grade every year.

The subjects of the study were female students who had repeated grades, in 2005/06 academic year, teachers, and guidance and counseling officers. Available sampling technique was employed to select sample female students who had repeated grades from each general secondary school. Out of 422 female students who had repeated grade in the selected sample general secondary schools 253 (60%) were selected using available sampling and included in the study. Simple random sampling was employed to select sample male and female teachers. Among 105 teachers teaching in the sample schools, 73(70%) teachers were included in the study. Besides, one guidance and counseling officer was taken from each sample school by using purposive sampling method.

1.6.3 Sources of Data

The major sources of data for the study were result records/rosters in the general secondary schools, female students who had repeated grades, teachers, and guidance and counseling officers.

1.6.4 Data Gathering Instruments and Procedures

Questionnaire was used as a major instrument to collect data, not only because it is a popular means of collecting all kind of data in research but also it is an appropriate instrument to obtain information about conditions, practices, and problems for relatively large sample studies. Therefore, for this study questionnaire was used to collect relevant information from teachers and female grade repeaters in the sample general secondary schools. Interview was also employed to get the views and opinions of the guidance and counseling officers. Moreover, result records/rosters of the schools were used to get sample female students academic results for the last two years. Both closed and open-ended questionnaires were prepared and distributed to collect the necessary information from the participants. Two types of questionnaire, one for teachers and another for female grade repeater students were prepared in English and in Amharic respectively. An open-ended interview question was prepared and undertaken with guidance and counseling officers in the sample schools to elicit views, opinions, problems, and possible recommendations.

A pilot test was administered to try out data gathering instruments and then the necessary corrections were made before fully used in the actual study.

1.6.5 Data Analysis and Statistical Tools

After the data were collected, different relevant statistical tools, which are thought to be important for the purpose of analysis of the collected data, were used. Percentage was dominantly used to measure and analyze the magnitude of the respondents' opinion and assumptions against each statement. The chi-square was used to test the association or relation between the responses given by the two groups of respondents.

The spearman rank-order correlation coefficient was also used to see the degree of agreement between the rankings of female grade repeaters and that of teachers. The significance level largely used for statistical test was $\alpha = 0.05$.

1.7 Definition of Key Terms

Academic achievement: knowledge attained or skills developed in the school subjects, usually designated by test scores, or by marks assigned by teachers, or both (Good, 1973:7)

Adolescence: A span of year during which boys and girls move from childhood to adulthood mentally, socially, emotionally, and physically (Hambline, 1983:165)

Dropout: A student who leaves school before the end of the final year of an educational cycle in which he/she is enrolled (Levy, 1971).

Educational wastage: Refers to human and material resources spent or "wasted" on pupils who have to repeat a grade or who drop out of school before completing the cycle (UNESCO, 1998:47).

Failure: students who would not meet school requirements to promote from one grade to the next and who may repeat the same grade next year (UNESCO, 1998:47)

First cycle secondary school: in Ethiopian educational system the school division following primary school comprising general secondary education i.e. grades 9 and 10 (ESAA, 2002)

Gender: A cultural elaboration of differences between men and women (stormquist, 1997:14)

Region- Administrative area demarcated by regional self-government state established with authority provided by proclamation No.7/1992.

Repeater: Is a pupil who is enrolled in the same grade in the current school year as in the previous school year (UNESCO, 1998:47).

Repetition rate: Is percentage of pupils who are enrolled in the same grade in the following year as in the previous school year (UNESCO, 1998:47).

Sex: Is a biological description that refers to the genetic and physical identity of the person and is meant to signify the fact that one is either male or female (Anderson, 1988:75).

Zone: refers to administrative classification of regions according to the present classification of the country in to a Federal Democratic Republic form of government: member states of the Federal Democratic Republic of Ethiopia have been classified in to Regions, which in turn are divided in to Zones. Each Zone comprises "Woredas" and woredas are divided in to "kebeles" (Hailaselassie, 1995:345)

1.8 Organization of the Study

The research report was organized into four chapters. The first chapter deals with the problem and its approach. The second chapter covers review of the related literature.

The third chapter consists of presentation, analysis, and interpretation of data. The fourth chapter contains summary, conclusions, and recommendations of the study.

CHAPTER TWO

2. REVIEW OF THE RELATED LITERATURE

2.1 Grade Repetition and Its Consequences

As it does in other sectors, society invests in education with intent of obtaining returns, with minimum inputs. Failure to use the scarce resources efficiently indicates wastage (UNESCO, 1980; Haddad, 1979; and Brimer and Pauli, 1971). Wastage in education therefore, indicates the failure to achieve the intended goals that have been set, due to various obstacles in the educational system. UNESCO (1998) and Levy (1971) note different obstacles that make the realization of the educational objectives difficult, among which is grade repetition.

Grade repetition is referred to retaining students in the same grade previously attended or level of study where the normal expectation is either to promote or complete the course (Eisemon, 1997:15). Brimer and Pauli (1971:18) also define repeaters as "students who in a given year, remain in the same grade and doing the same work as in the previous year." More specifically, Dejnozka (1983:111) defines repetition as "retaining students in a grade previously attended for a year or more due to his/her unsatisfactory academic performance." Thus, a repeater is a pupil who detained in the same grade for a year or more due to different reasons to satisfy grade requirements for promotion to the next higher grade. From these definitions one can generalize that repetition of grade involves wastage of certain amount of resources.

Among the various reasons why grade repetition is considered as wasteful to the educational system, particularly in poor countries like Ethiopia, the main ones include the following: first, grade repetition has a negative impact on social relationship or peer relatedness (Connell and Pierson, 1992:302). When students repeat a grade, they are separated from their familiar peer group and placed in unfamiliar one. Then, grade repetition results in changes in peer groups, which in turn results in changes in status and appraisals of relationships to peers (Connel and Pierson, 1992:103).

Secondly, repetition reduces the intake capacity of a particular grade of the school (Hyde, 1993, Bustillo, 1993, UNESCO, 1984). Because repeaters stay in school longer than the normal duration, they reduce the intake capacity of the grade in which they repeat and thereby prevent

other children from entering school. To confirm this, Eisemon (1997), Tanguiance (1990), and Bray and Others (1986) assert that in poor countries where educational resources are scarce many children are deprived of the opportunity of participation due to narrowed school places because of high rate of repetition. Carron and Chau (1996) also reveal grade repetition as a key deterrent to increasing educational access in developing countries.

Thirdly, the incidence of grade repetition has an adverse effect on the students' motives and interests towards learning (UNESCO, 1998). UNESCO (1984) also argues that grade repetition is associated with failure and discourages both students and their parents towards education. Similarly, UNESCO (1980:104) notes that to stigmatize pupils as "repeater" may have negative effect on their incentive to learn as well as on their self-respect.

Fourthly, grade repetition reduces a defacto lengthening of the normal duration of the school. As a result, it causes spending additional years in the same grade and depletes the scarce resources available for education (Eisemon, 1997; El-Hassan, 1996; Adane, 1993 and Haddad, 1979). In other words, repetition delays completion of the primary and secondary education and raises the cost associated with producing a graduate (a pupil who successfully completes the final year of a given level of education).

For every single year a pupil spends in the cycle, resources are provided, teachers, classrooms, textbooks, equipment, furniture, etc. The value of these resources rises according to the number of times students repeat a grade. A child who stays two years in one grade consumes double the ideal cost (MOE, 2005). A study estimates that among 15 countries in Latin America, representing over 90% of repetition in the region the total resources needed is equivalent to $11.1 billion a year (Bruneforth, Motivans and Zhang, 2004). In Brazil the cost is equal to providing one year of school for almost 1 million secondary students or 2 million university students. The implication is that a reduction in grade repetition rate leads to reduction in absorbing a large share of the limited resources available for education in poor countries like Ethiopia.

Another problem is that grade repetition results in over crowding classes (Hyde, 1993; UNESCO, 1984). Eisemon (1997) also reviews that repeaters tend to produce a large class size that multiply the number of educational materials per students. On the other hand, researchers like Carron and Chau (1996), Torris (1995), and Derese (1990) reveal that grade repetition is caused by large

class size. Because of large class size, the teachers' efficiency is reduced and the number of grade repeaters is increased. Thus, grade repetition results in large class size, which in turn aggravates the problem of grade repetition.

Furthermore, grade repetition reduces subsequent income and work experience (Lockheed and Verspoor, 1991). Each year that a child spends repeating a grade become many more years of forgone income and work experience, partly because they enter the labor market relatively late and then would earn less than other workers in their age cohort.

Finally, repetition most of the time contributes to students' dropping out of the school (UNESCO, 1998; Rose and Others, 1997; Eisemon, 1997; El-Hassan, 1996; Levy, 1971). Similarly, Carron and Chau (1996) confirm that high repetition rates are significantly correlated with high drop out and reducing the efficiency of public investment in education in many developing countries.

Levy (1971:15) also notes that repetition is likely to be associated with high dropout rates for two reasons: first repetition raises the cost of education to the individual pupil and to repeaters' family. Second, repetition is associated with failure and discourages both repeaters and parents of repeaters, thereby leading to drop outs.

Carron and Chau (1996:72) further note that a multiple repetition leads to dropouts. This is to say the number of times of repetition plays an important role in deciding to dropout. In Ethiopia, for example, students are not allowed more than twice to repeat the same grade due to the shortage of school places (Anbesu, 1993). Thus, repetition becomes a serious problem to the educational system, because what has been invested is wasted when the child quits his/her schooling due to grade repetition. Researchers, therefore, found grade repetition as the main cause of overall wastage in education (e.g. Adane, 1993; UNESCO, 1980; and Haddad, 1979).

However, researchers disclose that temporary or intra year dropout can also cause grade repetition (UNESCO, 1980; Haddad, 1979). They assert that students who dropout of school during year and then return at the start of the next year to enroll in the previous grade are repeaters. Hence, the existence of grade repetition seems unavoidable. Regarding this, Eisemon (1997) argues that grade repetition of a certain magnitude in many school grades is inescapable. This is because, as UNESCO (1980) notes, temporary dropouts can cause grade repetition, even

though free promotion is practiced for those who attended the school throughout the academic year. All the effort should therefore, be to minimize the magnitude of the problem.

- Repetition is in fact, an issue that is highly debated among educators. Educators who favor grade repetition claim that it serves two major purposes: to remedy inadequate achievement or to allow students to catch up, while others continue at their own pace; and to aid pupils who are judged to be emotionally immature (Schiefelbein and Others, 1975). On the contrary, to promote pupil automatically is claimed to lower academic standards, to destroy pupils' incentive to learn and teachers motivation to teach and to create pedagogical problems in the class by increasing the ability range with in each grade (Jakson, 1975 in UNESCO, 1984:104).

Several studies concluded that grade repetition is not an appropriate answer to pupils' low achievement. In this view, Haddad points:

> *. . . repeating a grade did not seem to help the child mastering the academic skills of that grade level on the contrary, the anxiety about the child's academic failure, which is usually expressed by parental pressure, creates problems of social and personal adjustments. Thus, when school administrators characterize a given student as a repeater, they are directing that student out of the education system, and consequently they are adding to the educational wastage.*

Likewise, repetition of grades appeared to hold no advantage in raising achievement or progress scores of repeaters (Phillips, 1975 in Haddad, 1979:19). Similarly, Niklason (1987) reviewed earlier studies and reached the conclusion that "Grade repetition did not help the students academically or in social and emotional adjustment." In the view of these writers, grade repetition has certain negative effects on a pupil's self-concept, attitude towards learning and peer relation. Regarding this, Haddad (1979:30) concludes that promoted pupils do better than repeaters and thus, grade repetition does not improve pupils' chance of success.

The proponents of automatic promotion reject the pedagogical assumptions on which repetition policy is based. They cite studies, which conclude that schooling has little independent impact on achievement. Hence, they claim that out-of-school variables such as family background and personal pupil's characteristics are equally or possibly more, important in determining pupils' progress at school (Connell and Pierson, 1992). According to these writers, providing a slow learner with another year of the same program is not necessarily the best way of improving this

pupil's adjustment academically, socially and emotionally that influences their academic performance in the school. Therefore, findings in the literature about the benefits that pupils may gain from repeating a grade are inconsistent.

Generally, it is imperative that reducing grade repetition should be a high priority particularly in poor countries, like Ethiopia because of the substantial wastage of scarce resources involved.

2.2 Patterns of Grade Repetition Rates by Sex and Residence

Different studies have come up with varying results regarding repetition patterns by sex and residence. A brief review of these is therefore, necessary.

2.2.1 Pattern of Grade Repetition Rates by Sex

Several research reports (e.g. Eisemon, 1997; Khandker, 1996; Delamont, 1996; Hyde, 1993; King and Hill, 1993; Lockheed and Verspoor 1991, and King, 1990) show that the tendency to repeat grades is higher among girls than boys. Frequent grade repetition for females is higher than that of males in most African countries because of girls' responsibilities at home and the gender division of labour in the household economy.

Likewise, in Ethiopia, research results indicate that grade repetition is higher for girls than for boys (Rose and Others, 1997; Odaga and Heneveld; 1995; Wanna and Tsion, 1994; Adane, 1993; Anbesu, 1993; UNICEF, 1993; Assefa, 1991; Gennet, 1991). Researchers like Dereje and Derese (1997:35) point out that the percentage of girl grade repeaters is higher in all grades of education in Ethiopia. According to Rose and Others (1997), a difference in grade repetition between boys and girls is considerable at the secondary level in Ethiopia. Assefa (1991) also indicates that girls grade repetition rate at all levels were higher than boys with the variation between boys and girls increasing as the grade level increases. In addition, Anbesu (1993:30) shows that girls repeat classes more often than boys due to lack of time to study, because they share the burden of their mothers after school in household chores; due to lack of motivation to study and encouragement; and due to lack of support from their parents and others.

On the other hand, Schiefelbein and Others (1994) and Bustillo (1993) indicate that repetition rate is higher for boys than for girls in Latin American countries. Besides, Othuon and Kishor

(1994) and Stromquist (1997) have found out similar research results. Hence, research results tend to be inconsistent regarding the grade repetition rate by sex.

2.2.2 Rates of Grade Repetition by Residence

Some researchers indicate that grade repetition is more common among rural girls than among urban girls (UNESCO, 1998; Schiefelbein and Other, 1994; Bustillo, 1993; Jabre, 1988; Psacharopoulos and Woodhall, 1985; Rogers, 1980). According to Odaga and Heneveld (1995), grade repetition for female students is higher for rural girls since rural girls have to help in the household chores and farm fields. In addition, Jabre (1988: 33) reviews that rural girls are often burdened and overworked, responsible for various tasks inside and outside the home. And due to lack of facilities in rural areas, the chance of grade repetition for many rural resident girls seems to be higher as compared to urban resident girls. To authenticate this, Stromquist (1997:28) infers that rural girls experience higher rate of grade repetition as they have access to fewer resources such as books, libraries, etc and due to the practice of early marriage in rural areas.

In most cases, women's work in rural areas is arduous and time consuming to have time to do their homework or to study. Concerning this, World Bank (1998) discloses that rural women work 15-18 hours a day in Ethiopia. Hence, lack of time to study for rural resident female students is so great, and this situation makes them to repeat grade frequently than the urban resident female students.

On the contrary, Rose and Others (1997); Hyde (1993); Lockheed and Verspoor (1991) reported that repetition appears to be more common among students from urban than rural. Adane (1993) as well finds that urban girls repeated a grade more than rural girls in Bahir Dar Awraja.

2.3 Factors Associated with Female Students' Grade Repetition in Secondary Schools

Studies have been undertaken to identify the factors associated with female students' grade repetition. These factors could be grouped into two broad categories as school related and out-of school variable. For example, Rose and Others (1997), and Eisemon (1997) stated that the causes of grade repetition are found both within the school system and outside the school system. In this study, therefore, all factors directly related to the school such as difficulty of instructional

language, girls motivation to learn, teachers' expectation of female students' performance, teachers motivation and poor quality teaching, absenteeism, guidance and counseling, violence at school and lack of instructional materials and school facilities are categorized under school related factors.

On the other hand, factors such as parents' educational background, lack of time to study at home lack of family support, pregnancy and early marriage, and family structure/family breakdown are listed under out-of-school factors. Thus, it is essential to assess what had been perceived about those major factors, in school and out of school with regard to the impact exerted on grade repetition.

In fact, there are different views as to which one of these factors play important roles with regard to grade repetition. Bishop (1989),Simmons and Alexander(1978) state that the general cultural and economic conditions are more responsible for grade repetition and dropout than factors within the school. On the other hand, Haddad (1979) notes that out-of-school variables like family background, and personal pupils' characteristics are more important in determining pupils' progress at school. To the contrary, Carron and Chau (1996), Adane (1993), Fuller (1986) show that school related factors (e.g teachers' quality, textbooks, guidance and counseling services, etc.) exert a greater influence on, students performance than out-of-school factors. Thus, there is no general agreement on whether the school factors and/or out-of-school factors play a decisive role in intensifying grade repetition.

2.3.1 School Related Factors

Many researchers agree that school condition is one of the important determinant factor of grade repetition (Rose and Others, 1997; Eisemon, 1997; Hyde, 1993; Adane, 1993). Some of the school related variables are:

2.3.1.1 Difficulty of Instructional Language

Language plays great role in determining the effectiveness of and efficiency of communication network in education. Demuwoz (2000:4) cited that effective teachers not only know their subjects, but also communicate their knowledge to students. Worku (2000: 196) also comments that with out communication teachers could not make help their students learn, and pupils share knowledge.

The above idea is comprehensive that the language used in communication network of educational system should be communicated; otherwise, it could hinder the message of a given source of study. Aggrawal (1993:222) cited that the medium selected should enable students to acquire knowledge with facility to express themselves with precision and rigor.

From this point of view, the claims of mother tongue are pre-eminent. Learning through a foreign medium compels the students to concentrate on cramming instead of mastering the subject matter.

However, in developing counties teaching is generally given in a language other than the national or regional language. According to Gall and Others, (1973:72) lack of familiarity with the language of instruction is a grave obstacle for secondary school students coming from deprived backgrounds, and this difficulty is felt with particular actor for students' academic weakness.

Similarly, UNESCO, (1998); Darge (1997); Rose and Others (1997); Odaga and Heneveld (1995); Assefa (1991); Deble (1980) and Brimer and Pauli (1971) indicate that students' grade repetition is because of the problem of language of instruction.

In Ethiopian schools, also language problem is in fact the major impediment to students' educational progress, since in general secondary schools the curriculum is taught in a language that is different from the mother tongue. To substantiate this, the research result of Wanna and Tsion (1994) and Gennet (1991) show that most female students in secondary schools of the country and Addis Ababa respectively repeat grades due to the problem of language of instruction.

The study made by Golombok and Fivush (1995); Othuon and Kishor (1994); Tsigie (1991); Langer (1987) contradicts the above findings. They testified that girls are much better in language than boys and that language problem is not found to be significant factor for poor academic performance of female students. Thus, findings disagree with regard to the problem of language of instruction as a reason for female students' poor academic performance, which leads to grade repetition.

2.3.1.2 Girls' Motivation to Learn

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

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

The above writers also state that if students were given the freedom to make their own choices in the school, their autonomous academic motivation would increase, but if they felt constrained in school, their autonomous academic motivation may diminish.

Girls lack motivation to learn due to a number of reasons i.e. socio-cultural factors which are constantly present: a sub-servient wife and mother role of girls, types of jobs expected by the girls, the real and perceived lack of market opportunities, low teachers' expectation etc. (UNICEF, 1993; Rhoodie, 1989; Stipek, 1988).

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

Other scholar, Islam (1982:237) also reveals that the general belief that girls can not do better successfully as boys in education, and that girls are not viewed as potential bread winners or head of families may discourage their aspiration of success in school. Similarly, Odaga and Heneveld (1995) argue that unequal treatment of boys and girls by schoolteachers, parents and low expectation of girls can cause low motivation among schoolgirls.

Carron and Chau (1996), and Assefa (1991) also confirmed that lack of motivation was found to be the factor for grade repetition of female students in primary schools. To substantiate this, Akinkugbe (1994:122) concludes that the absence of the role of younger girls and male teachers discouraging of girls in the classroom situations, thus, are the causes of poor motivation among schoolgirls towards learning and contribute to their poor performance. Berhanu and Others (1998) also conclude that the inappropriate examination systems, the perceived irrelevance of curriculum to girls' daily life are among the factors that dampen female students' motivation to learn.

2.3.1.3 Teachers' Expectation of Female Students' Performance

Research shows that teacher expectations affect students learning. Since teachers are part and parcel of the society most of them reflect the traditional lower consideration for females during classroom teaching-learning activities. Odaga and Ward (1995:41) convey, the fact that society, parents, teachers, and students have low expectations of female students reinforces and support girls low academic performance and high dropout rates. Consequently, in classroom activity teachers spend more time in interacting with boys than girls (OECD, 1986).

Whereas, many of female students do not have close and supportive relationship with their teachers (Emebet, 1998). It has been shown that women and men teachers generally tend to have lower expectations fore female students (Gaines and Davis, 1990). Teachers' attitudes towards female students are a reflection of the broader societal biases about the role of women in society and the academic capacity of girls.

According to Stromquist (1997); and Golombock and Fivush (1995) teachers have low expectations of female students, which reinforces and supports girls' low academic performance and contributes to high level of female students' educational wastage at all levels of schooling. To confirm this, Rose and Others (1997:107) reveal that attitude of teachers and of pupils themselves towards girls' abilities meant that girls' often lack confidence in class and did not participate fully because of shyness, which affected their performance.

Moreover, Palme (1993: 43) confirms that high rate of failure for schoolgirl is found to be an effect of inequality of treatment within the classroom. Regarding this, Odaga and Heneveld (1995) and Rose and Others (1997) also concluded that grade repetition of female students is

caused by low teachers' expectation and lack of encouragement from teachers coupled with female low self-esteem about them.

2.3.1.4 Teachers' Motivation and Poor Quality Teaching

Of all inputs required to carry out an educational activity effectively, teachers are the major component in successfully accomplishing the task. Even, the quality of educational program, more than other resources, is largely depending on teachers. They occupy almost a crucial position in modern society in that they serve as bridge to link the society and the educational system (Mendeleyeiv in UNESCO, 1973:14). This is to say that the major actors who play significant role in secondary education are obviously teachers. However, teachers could play the aforementioned role, if they are qualified for each specified educational levels.

To show the importance of qualified teachers Zewdineh (1987:21) states that teachers in higher cognitive complexity are more likely to be flexible, adoptive, creative, and innovative. Moreover, as Gouald and Yoakam (1954:28-29) state that a well qualified teaching staff will render a higher quality of instruction and poorly qualified staff will result in inferior teaching.

Furthermore, the quality of education and learning achievement of students depend heavily on competence, personality, and education of teachers (Coombs, 1985:47). This shows the importance and contribution of qualified teachers in enhancing instructional process as well as attaining educational objectives effectively and efficiently.

The problem of lack of adequate number of qualified teachers at any level of educational institutions may be a point in case in any nation. However, it may be sound in developing countries where there is a high likelihood of shortage of educational resources.

Writers like Carron and Chau (1996:80) contend that poor quality teaching indirectly contribute to grade repetition of students because it leads to the discouragement and de-motivation of students. Likewise, Nyagura and Chivore (1997); and Heyneman (1980) state that the de-motivation and poor educational qualification of teachers were found to be the cause of poor quality teaching which in turn results in poor performance on the part of the students and leads them to grade repetition. Similarly, in various studies, it has been concluded that poor quality teaching and students' grade repetition have a significant relationship (Khandker, 1996)

especially with regard to female students who generally achieve lower than males for reasons often related to cultural and economic constraints.

On the other hand, lack of teachers' motivation erodes more specially the confidence of schoolgirls and makes them to perform poorly in their education (Odaga and Heneveld, 1995). In Ethiopia, too, according to UNICEF (1993:173), teachers lack motivation and as a result are unable to motivate their students to learn. Therefore, teachers' motivation and poor quality of teaching are among factors that negatively affect female students' academic performance that leads to grade repetition.

2.3.1.5 Absenteeism

Regular attendance is an essential activity of the teaching learning process and it is a key for good educational performance. In another way, irregular attendance limits the learning process and reduces the ability to good education (Garman and Brown, 1989; Ediger, 1989; Haddad, 1979). As Garman and Brown (1989:7) state that, the more children miss school, the less they learn, the lower their grades, the greater the possibility that they will be failed.

From the quotation cited above, one can understand that absence from school causes the student to be educationally backward and perform poorly and thereby leading to grade repetition. Frequent absenteeism from school is a behavior highly associated with grade repetition and dropout (Haddad, 1979:13). Similarly, a study made by Eisemon (1997) on repetition has confirmed that absenteeism has been significantly related to grade repetition.

Many researchers reveal that schoolgirls miss classes often than boys since they are more responsible for household chores. For example, Rhoodie (1989); UNESCO (1986); Rao (1985) depict that female students in most cases experience frequent school absenteeism, for they have to feed the family, fetch water and collect fire wood, clean the house, look after the younger siblings, etc. As a result, Jabre (1988) shows, a vast majority of female students have poor results because of absence from school, which often is concomitant with grade repetition.

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

2.3.1.6 Guidance and Counseling Services

Most students in secondary schools are in the age range of 15 to 21 years (UNESCO, 1987; and Hamblin, 1983). Psychologists called this period "adolescence age" as a high complex transitional period from childhood to maturity. During adolescence period students in secondary schools are subject to complex "life difficulties" the situation causes poor performance on the part of students (Garman and Brown, 1989). Cooksey (1982), in his detailed study in Cameroon found that age of puberty as a factor for female wastage in schools. To confirm this, UNESCO (1987:123) states that:

> *Secondary school deals with students at a highly complex and irresponsible age when an evolving personality is preparing for entry in to adult life . . . A stormy process of building up the personality ensues and this will require the guidance, orientation and counseling of pupils at secondary school.*

Thus, the condition calls upon trained counselors who can provide effective counseling service for secondary school students to adjust themselves to their school environment, their home, and their peers.

Different research studies have established that guidance and counseling programs in schools can positively influence students' success. Therefore, it is important to recognize the importance of the counselor's being a fertile mental and health professional and educator in the school (Brown and Steinberg, 1991). In a school with the fully implemented comprehensive guidance programs, students reported higher grades, students were more likely to report a positive school climate (i.e. defined in terms of safety, orderliness and belongingness (Lepan, et. al., 1997). UNESCO (1987:132) also confirms that "poor progress" of students can be reduced or corrected by means of properly organized guidance and counseling services in secondary schools.

Writers like Haregwoin and Yusuf (1994) and Ballantine (1993) seem to defend that guidance and counseling services in secondary schools is more important for female adolescents because of teenage pregnancy, illegal abortion, absenteeism, dropout, repetition, inferiority complex, late coming to school, etc. Guidance and counseling services should center female students' personal and educational problems in order to overcome discrimination and inequalities against girls and women prevailing in the society (Yelfign and others, 1995; Tsigie, 1991).

Moreover, female students require counseling services that provides encouragement regarding their schools participation and awareness about their future roles (Genet, 1998). Therefore, attention must be given to secondary education to the subject of guidance and counseling as a way for increasing the academic performance of female students as well as for improving the quality of secondary education.

2.3.1.7 Violence at School

Hostile aggression or violence is any form of behavior directed toward the goal of harming or injuring another living being who is motivated to avoid such treatment (Krahe, 1996). For Atkinson, Berne and Woodworth, (1987), Berkowitz (1993), it is a hostile action directed against a person or thing. It is "an intentional action aimed at doing harm or causing physical or psychological pain to another person" (Aroson, Wilson and Akert, 1994:490)

Recent research results reveal that there has been a sharp rise in violence in and around schools in recent years in the world. Most of the violent crimes have been observed in the major cities and towns. For example, in Jordan, according to Ohsako (1997) a study involving a sample of 740 students from urban Amman schools 97.7 percent of students reported the presence of violence in and around their schools.

Writers on violence disclose that the problem of violence act in and around schools is mostly targeted against schoolgirls. Hyde (1994) reported that female students are subject to verbal and psychological harassment when they show sign of good performance.

Researchers reveal that female students' grade repetition is partly due to violent attack on the way from/to schools. According to Gordon (1993), teasing, humiliation, verbal bullying, and ridicule of girls by boys were major problems of girls at school. This harassment occurs both within and outside the classroom (often on their way to/from school). Similarly, UN (1993) and Almaz (1991) confirmed that the over whelming majority of the crimes present various forms of sexual assaults such as abduction, rape, defilement and an offensive act as insulting the modesty of girls. This problem may influence the motives of girls to learn, and may lead to their class repetition or total quitting of the school.

Regular male students, street youths, dropouts, and job-less gangs engineer most school violence (Dereje and Derese, 1997; Odage and Heneveld, 1995; Almaz, 1996; Richters, 1996). According

to Dereje and Derese (1997), the most prevalent forms of school violence in Ethiopian case include intimidation (Verbal, Physical and Psychological threats), Snatching Property (money and other materials), and rape attempt. Wanna and Tsion (1994) too, confirmed that safe travel form/to school has positive relationship with the status of female students' grade repetition. In East Shoa zone such practice of violence at school upon female students seems common and may be associated with female students' grade repetition in the general secondary schools.

2.3.1.8 Teaching Materials and School Facilities

The teaching materials are the devices with instructional content or functions that use for teaching purposes. These include: textbooks, reference books, teaching aid, etc.

Textbooks

Textbooks are one of the most important instructional materials in school for effective teaching-learning process. Textbooks take a dominant place in the physical school from the first grade to the college. Textbooks are the single most important instructional materials because they deliver the curriculum. They are central to schools at all level.

The availability of textbooks in schools has a significant impact on students' achievement (Schieflbein and Farrel, 1982:48). In most research findings, it is suggested that the constraint of textbooks constrains the level of students' performance. Therefore, ensuring the students in schools whether they have got the adequate books both in terms of number and kind to implement the existing curriculum successfully is essential.

School students should not only be stuck to their textbooks if they are in a position to develop their knowledge and skill for a better advancement. In stead, they use reference materials. Reference materials are additional provisions supplied for schools to be referred by the school students. To keep the standard of the schools and the quality education provided in the schools, enabling the school students to use the appropriate and relevant reference materials is a mandatory event.

To assist students and teachers for the provision of reference books, to have a proper research in the schools, to develop a reading interest on the students, and so on, there should be an organized school library in secondary schools of Ethiopia. The school libraries should be acquainted with

the adequate and relevant books in terms of both number and varieties. Furthermore, the school libraries should be opened for a longer time to give sufficient services for both the teachers and the students (MOE, 1995:6-7).

Library

Library is the center of the school's intellectual life and the schools teaching program. A school library helps the students to find new information. It assists them to carry out assignments, home works, etc.

Laboratory

Laboratory is a room or other portion of a school building in which teachers and students may carry out experiments; commonly, a special room in the school consisting special apparatus and equipment for use in performing experiments or exercises and working out problems (Good: 1973: 334). Laboratory is useful particularly for science teaching. Laboratories learn has dual purposes. It gives the students the subject knowledge, on one hand, and it provides the students an understanding of scientific investigation, on the other hand.

Accordingly, MOE (1995:3) outlined three fundamental laboratories that should be considered as the standard in secondary schools of Ethiopia: physics laboratory, chemistry laboratory, and biology laboratory. Each laboratory section is entitled to have a preparatory, a demonstration, and storerooms. They have to be also richened with all the necessary chemicals and equipments necessary for demonstration of the subject.

2.3.2 Out-of- School Factors

In addition to school related factors, there are also many others out side the school that can affect the academic performance of female students. Some of the out-of-school factors which are suspected to be the causes of female students' grade repetition are parents educational background, lack of time to study at home, lack of family support, pregnancy and early marriage, and family structure/family breakdown.

2.3.2.1 Parents' Educational Background

Various studies have found that the educational background of parents is important factor in determining female students' academic progress (Carron and Chau, 1996; Magland, 1994; King and Hill, 1993). Educated parents may have more enlightened attitude about female education, or provide more conducive environment for education of their daughters than uneducated parents. More educated parents tend to send their children to school at an earlier age and this tends to be more pronounced for girls (Hyde, 1992). A Study of social class and academic performance in Cameroon (Brock and Cammish, 1994) suggests that girls from elite families overcome the disadvantages of their sex and have a higher pass rate at secondary school than boys from almost all other occupational background. Similarly, Akinkugbe (1994:127), Grossat and Weeks (1987:273) reviewed that illiterate parents tend to force their daughters to marry than to be educated. The implication is that, the lower the education of the parents, the more likely that the child will repeat a grade.

Hyde (1989) depicts that daughters of "illiterate" parents have less opportunity to go to school, and that even if they enrolled girls are forced to repeat classes or discontinue their schooling. Correspondingly, Wanna and Tsion (1994) in the case of Ethiopian schools, find that grade repetition for female students is higher for those whose parents are "illiterate" than "literate".

Different scholars agree on the opinion that parents' education affects female students' academic performance. However, there is no general agreement in the view that father's and mother's literacy equally affects females' academic achievement. For example, Chervichovsky and Meesook (1985) note that mother's literacy does not matter as such as the father's education, because fathers can decide whether a daughter attends school. According to these writers, father's education has greater influence than the mother's education as husbands have upper hand in all decisions concerning the family.

In the contrary, Khander (1996); Gill (1991); and World Bank (1989) assert that education of mother is more closely associated with the academic performance of daughters than the education of father. Similarly, Rose and Others (1997), and Yelfign and others (1995) also find that mothers' education increases the girls' academic performance.

On the other hand, Bustillo (1993) find that mothers' and fathers' education had the same impact (strong and positive) on daughters schooling in Peru.

2.3.2.2 Lack of Time to Study at Home

Researchers reveal that although both boys and girls are involved in activities outside of school time, girls take on more domestic responsibilities in which they are involved for longer hours than boys. The situation of heavy responsibility and workload at home put young girls at a disadvantage to pace their progress in education. Accordingly, Daniel (1995) and Rhoodie (1989) noticed that girls have very little time to study at home because they are more involved in the household economy. In fact, girls support their mothers in all tasks such as cleaning, cooking food, supplying water and firewood, grainding grains, spinning cotton, etc. As a result, Khandker (1996) conclude that female students have often poor results than boys in school due to their limited study time at home. Besides, Rose and others (1997) identified the household problem as a main reason for female students' grade repetition in Ethiopian primary schools. In one area in Ethiopia, pupils and teachers noted that the work performed by boys is not necessarily incompatible with schoolwork: they could study whilst in the fields looking after cattle: whereas girls were unable to do so while performing their household chores (Rose et. al, 1997).

Other than household tasks, women spent most of their time looking after their children. This also takes most of their time and attention, which can have a dilute impact on their educational achievement. Regarding this, Bustillo in King and Hill (1993:203), stated that married women or those who have children dropped out of school or took more years to complete their secondary education.

According to Brock and Cammish (1994), the amount of time girls spent on household chores and other productive activities such as marketing reduces the time they have to spend to study. Some times female students are compelled to trade to raise money for their school costs and to ensure household survival.

To confirm this, the study conducted by Almaz (1991) indicates that girls are more likely to be involved in marketing tasks such as making Arake, Tella and other activities. Therefore, as Jabre (1988:23) describes, female students have poor academic results because of their limited study

time and frequent absence due to their responsibility for a great number of tasks inside and outside home.

In East Shoa zone, too, parents require the help of their daughters in household activities. Therefore, it may associate with female students' grade repetition at the general secondary school.

2.3.2.3 Lack of Family Support

Many studies have found that the economic status of parents is an important factor for female students' academic performance (Rose and Others, 1997; Eisemon, 1997; Stromquist, 1997; Hyde, (1993). Family socio-economic background has been known as an important factor affecting female students' academic performance.

Although the degree of poverty in a country affects the education and the life of its citizens, this effect can be moderated on the socio-economic status a family has within the society. Poverty is a major factor in determining the parents' ability to meet direct and indirect costs such as education, tuition fees, costs of textbooks and other learning materials, transport cost, etc. Girls are primary causalities when education becomes unaffordable to families (FAWE, 1999). The study conducted in Indonesia indicates that parents prefer to provide schooling to boys than to girls whenever they could not afford school costs for all (Deghe, 1985). Similarly, a pilot survey of parents and school children in the machinga district of Malawi found that those families with both boys and girls spent significantly more on sons than daughters in terms of money for schooling (Hyde and Kadzamira, 1994). As a result, poverty has been identified as one of the major factors for female students grade repetition in primary schools (Rose and Others, 1997). Similarly, Baum and Tolbert (1985) also confirm that grade repeaters are mostly from poor families. According to these writers, materially and culturally privileged children would likely be academically better than the less privileged ones.

However, parents in developing countries hold negative attitudes towards the education of their daughters even though they are rich (King and Hill, 1993; Ballara, 1991; World Bank, 1989). This is also found true in Ethiopia (Wanna and Tsion, 1994). It is stated that parents refuse to support their daughters' education since there is no job opportunities even for those who completed their schooling.

Moreover, Stromquist (1997); Ballara (1991); Sadik (1990) reviewed that the discrimination against women in the labor market and in salaries, reinforces parents' negative attitude to the education of their daughters, which can contribute to their poor academic achievement.

As UNESCO-UNICEF(1988:23) states parents considered girls education as being much less necessary than boys, because girls are seen as additional source of household labor force of another household. The World Bank (1989) confirms that the benefit of female education is thought to accrue mainly to her future husband's family.

Family may lack interest in or hostile to the formal education of their daughters for reasons related to religious norms. Research findings indicated that Islam is usually associated with low girls' academic performance (Khan, 1993; Coombs, 1985; Kelly, 1984). Hans (1994) also indicated that the countries of Christian tradition have shown remarkable progress in girls' educational participation and performance than countries dominated by Muslim traditions.

On the contrary, Al-Marzouqi (1994:447) states that Islam encourages both men and women to get education and to work to have a good life, though Islam discourages the free intermingling of men and women. Similarly, Robertson (1986) points out; however, Islam should not be held responsible for the low participation and performance of girls' in Africa. Sudan stand as a counter example: the Muslim North has significantly higher school participation rates than the Christian South.

According to Rose and Others (1997): Wanna and Tsion (1994); Brock and Cammish (1994), grade repetition of female students and lack of parents support were positively related. This is because parents would not support their daughters with appropriate study places, learning materials, guidance, and they shouldered girls with workload at home (Gennet, 1991). To confirm this, Ballara(1991) noticed that family support both material and attitudinal is one of the most important factors affecting female students' educational performance.

2.3.2.4 Pregnancy and Early Marriage

Many writers find that pregnancy results in poor performance of girls particularly in secondary levels (Stromquist, 1997; Brock and Cammisn, 1994; and Palme, 1993). According to Stromquist (1997:23), in most African countries, the majority of secondary schools are located in urban areas. In this condition, girls become highly vulnerable to sex abuse, as they come to urban area

for schooling. The situation can cause girls' unwanted pregnancy. The experience of our country shows that some pupils are responsible for covering their educational costs when parents failed to afford them. This problem often leads young girls to practice sexual relationship with men who can help them, which can also carry the risk of unwanted pregnancy. Correspondingly, Assefa (1991) reports pregnancy as a cause of female students' grade repetition in Ethiopian schools. Furthermore, King (2001) asserts that sexual risk-taking has many nonsexual antecedents, including poor school performance.

Being pregnant while at school has important negative influence on female education. This is because during the time of pregnancy, women may suffer from some pregnancy related complications and illness. According to Meekers and Ahmed (1999) pregnancy is one of the main reasons female students are prevented from achieving their desired level of education. In addition, the study conducted by Genet (1998) explains that the main cause for female students dropping-out and poor academic performance is pregnancy followed by economic reasons and marriage.

From this, it is possible to deduce that there are some sense of incongruity between being a student and being pregnant. Moreover, female students may be forced towards lower academic performance if the two appear together.

In order to avoid the problem of unwanted pregnancy, Ethiopian parents force their daughters to marry at early age (Almaz, 1991; Gennet, 1991; Anbesu and Junge, 1988). King and Hill (1993:34) also testify that in Ethiopia, 20 percent of primary school students surveyed were already promised, married, or divorced. The evidence from Egypt indicates that young girl prepared for marriage at age 15-17 (Fatime, 1988:56). Thus, marriage has been found to be associated with female students' poor educational performance (Tsigie, 1991; Gennet, 1991; Kelly and Elliott, 1982; Jabre, 1988). Wanna and Tsion (1994) also summarized that marriage is one of the factors for female students' educational wastage at both primary and secondary schools in Ethiopia. According to these writers, once girls are married, they are occupied by child rearing and household duties that do not allow them to follow up their education.

Additionally using libraries and group discussion with friends outside home especially after class time or in the evening is culturally prohibited for female students in general. This restriction may be very serious for those married female students because of their extra family responsibilities.

So, mostly women are forced to study at home in their living, dining, or bedroom. At the same time studying in these places meant of course that they may often be disturbed by their children and husbands waiting to watch TV, eat or sleep and so on. Unlike this, even single or unmarried women perform better on their courses because they could do what they wanted to do at home with out anybody interfering in their way (Hardly, 1990).

Due to this and other related factors, women could not study or work their assignment, which contributes to their academic performance. As a result, Kelly and Elliott (1982: 19) confirm that marriage is a major factor for poor performance of schooling among girls especially at the secondary level.

2.3.2.5 Family Structure /Family Breakdown

Whether a pupil lives with both of his parents, or only with one of them or none has a considerable effect on his progress in school. It has been assumed that more intact homes facilitate children's progress in school (Lloyd, 1978). Children with live and intact parents perform better than those from separated and divorced families. Brimer and Pauli (1971) reveal that parental separation usually create serious emotional disturbance of school children in the form of tention, anxiety and instability in their life which influence the children's concentration in the classroom. Consequently, such children are likely to be exposed for the problem of grade repetition. To authenticate this, Adane (1993) reports that family separation and children grade repetition are positively related.

Poor performance of students because of family breakdown is more serious for girls than boys. Wigfield (1988) notes that schoolgirls perform worse than boys when parents are divorced. This is due to the fact that, as Grossat and Weeks (1987) put, since girls' household work is greater burden in a situation of family breakdown, it seems very difficult for female students to perform well in their schooling. According to these writers, favorable and encouraging family conditions are thus a contributing factor for the pupils' progress in school while the opposite intensify failure and retardation in education.

CHAPTER THREE

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This part of the study deals with the presentation and analysis of data gathered from documents, through questionnaires and interview. From the total copies of questionnaires distributed 9(3.56 percent) from female grade repeaters and 6(8.22 %) from teachers were not properly filled and returned. 244(96.44 percent) and 67(91.78 percent) questionnaire forms collected from female grade repeaters and teachers respectively were used. There is also data obtained from interview of guidance and counselors from three sample schools. Therefore, the analysis was made based on the responses obtained from these groups of respondents.

3.1 Characteristics of Respondents

Table: 1. Characteristics of Female Respondents (N=244)

Female grade repeaters characteristics	No	%
1. Age		
10-14 years old	15	6.15
15-19 years old	220	90.16
20 and above years old	9	3.69
2. Religion		
Christian	209	85.65
Muslim	25	10.25
Others	10	4.10
3. Marital status:		
Married	10	4.10
Unmarried	229	93.85
Divorced	5	2.05
4. Residence		
Urban	174	71.31
Rural	70	28.69

As can be seen from Table 1, 90.16 percent of female respondents were in the age range between 15-19. This age range seems to be the normal secondary school age. However, this is the age range when youngsters manifest many social and emotional problems and which is also true for girls. To confirm this stromquist (1997) states that 15-19 age ranges is when females are supposed to make themselves physically attractive, expected to exercise sexual practices, prepared to marry and used for household activities which adversely affect their academic progress. Therefore, it is the time when young girls need proper guidance and orientation to adjust themselves to their social environment.

As regarding religion, the majority of female students who had repeated grade (85.65 percent) were Christians (see Table 1) while the rests (10.25 percent) and (4.10 percent) were Muslims and other religion followers respectively. Female respondents were asked about their parents' religion, and it was found to be the same with their own (refer appendix A). Even though, there was no data concerning the religion of students in the school records, it is observed from the interview made with guidance and Councilors that most of the dwellers living in the area under study were Christians.

Regarding the marital status of female grade repeaters, as shown in Table 1, the majorities (93.85%) were unmarried. From this fact one can deduce that marriage appears to be not a particular problem for female students' grade repetition in the general secondary schools of the zone, as the majority of female grade repeaters were single. Table 1 further shows the percentages of female grade repeaters in terms of their reported residence. As shown in the table, 71.31 percent of the females repeating classes reported that they are from urban areas while 28.69 percent are rural residents. About 62.67 percent of teachers responded that the majority of female grade repeaters who often repeating grades are urban residents. However, this study did not show the proportion of female grade repeaters in terms of residence because of the absence of data showing students' residence in the sample schools.

Table: 2. Characteristics of Teacher Respondents (N =67)

Teachers characteristics	No	%
1. Sex:		
Male	59	88.06
Female	8	11.94
2. Age		
Below 22 years	2	2.98
22 - 26 years	30	44.78
27 –31 Years	12	17.91
32- 36 years	8	11.94
37- 41 years	3	4.48
Above 41 years	12	17.91
3. Academic qualification		
TTI	0	0
Diploma	27	40.30
BA/BSC/BED	36	53.73
Other	4	5.97
4. Service years		
Below 5 years	30	44.77
6-10 years	11	16.42
11-15 years	8	11.94
16 – 20 Years	7	10.45
Above 20 years	11	16.42

Table 2 revealed that the teacher respondents consist of 88.06 percent male and 11.94 percent female. This shows the parity of female teachers in the general secondary schools in East Shoa Zone compared to their male counter part. The data obtained from East Shoa Zone Education Department also reveals that general secondary school female teachers constitute 13.3 percent of

the total teachers teaching in the first cycle secondary schools of the zone where 86.67 percent are males.

Regarding age, the highest proportions were between 22-26 years old (44.78 percent) and 17.91 percent of the respondents were in the age range 27-31. This indicates that most general secondary schoolteachers in East Shoa Zone are young (see table 2).

In terms of qualification, large proportion (53.73 percent) of the teachers is BA/BSC/BED degree holders, 40.30 percent are diploma holders and some (5.97percent) are at 12+3 level. According to the Ministry of Education, the minimum requirement for secondary school teachers is a first degree. However, 46.27 percent of the total teacher respondents teaching in the general secondary schools of the Zone are under qualified while adequately trained teachers are essential to ensure quality and efficiency of education, yet teachers lacking adequate experiences inundate first cycle secondary schools in East Shoa Zone. This may explain the reasons for grade repetition in general and that of females in particular. The research reported by Gouals and yoakam (1954) also proved that a well-qualified teaching staff will render a higher quality of instruction and poorly qualified staff will result in inferior teaching. This is because unqualified teachers may lack appropriate professional training and may lack the skills needed to arouse the interests of students as well as to provide better guidance services.

Table 2, further shows that 44.77 % of teacher respondents have blow 5 years of service and 16.42 percent of teachers have 6-10 years of service. This shows that the majority of teacher respondents (61.19 percent) have below 10 years of service. This shows that the majority of teacher respondents have short teaching experience. This problem might be a reason for students' low achievement, which may lead to grade repetition.

3.2 Family Background of Female Grade Repeaters

Table 3 shows some of the family backgrounds or characteristics of female grade repeaters.

Table: 3. Family background of female Grade Repeaters (N=244)

Family background Characteristics	No	%
1. Family structure		
Parents alive:		
Yes	220	90.16
No	24	9.83
Live with both parents	130	53.28
Live with mother only	54	22.13
Live with father only	10	4.10
Live with husband	10	4.10
Live with other relatives and guardians	38	15.57
other	2	0.82
2. Parents' educational level		
Mother's Education		
Illiterate	119	48.77
Primary education	99	40.57
Secondary education	18	7.37
Certificate	6	2.46
Diploma	2	0.83
First degree and above	0	0
Father's Education		
Illiterate	85	34.84
Primary education	101	41.39
Secondary education	37	15.16
Certificate	9	3.69
Diploma	8	3.28
First degree and above	4	1.64
3. Parents' Occupation		
Government Employees	46	18.85
Merchants	62	25.41
Farmers	99	40.57
Daily laborers	31	12.70
Other	6	2.46

Table 3, reveals that the parents of 90.16 percent of female grade repeaters were alive and 53.28 percent of female grade repeaters responded that they were living with intact parents. On the other hand 22.13 percent were living with their mothers only and 4.10 percent with their fathers only.

4.10 percent lived with their husbands, 15.57 percent with other relatives or guardians. Since large proportion of female grade repeaters (53.28 percent) were living with their intact parents and females grade repeaters and their teachers rated family breakdown as a six and fourth out-of

–school factors (see table 18) the effect of parental disunity on their grade reception does not seem to be a serious problem.

Regarding parents' education, 40.57 percent of female grade repeaters reported that they have fathers with primary education. The mothers of 48.77 percent of female grade repeaters are illiterates (see table 3). Concerning fathers' education, 34.84 percent of female grade repeaters had illiterate fathers, 41.39 percent had fathers at primary level education and those of 15.16 percent have obtained secondary education. Only 1.64 percent of female grade repeaters had fathers that have first degree and above. In general the data shows that large proportion of parents' educational level was below secondary education level as reported by their daughters. This shows that a large numbers of parents have limited educational background, which is particularly true of mothers. Therefore, parents lack or low level of education might have associated with grade repetition of their daughters in the first cycle secondary schools of the zone.

Table 3 also shows that a large number of female grade repeaters were from farmer families (40.57 percent) as 25.41 percent were from merchant parents. 18.85 percent of parents were belonged to government employees (might be professional or non-professional) and 12.70 of the parents were daily laborers. This was so because of the presence of sugar factory and state farm in the area under study.

3.3. Reasons for Female Students' Grade Repetition

Female grade repetition is believed to be caused by a number of factors that can emanate either from inside or outside the school system. Thus, this section deals with discussion of some of these factors.

3.3.1 School Related Factors.

The following discussions are about some of the factors associated with female students' grade repetition. The chi- square association is used to test whether or not there is statistically significant difference between the reasons obtained from female grade repeaters and the teachers. When the calculated value is less than the critical value at $\alpha = 0.05$ confidence level, the result of

x^2 is taken as not significant. The significance of the chi- square results is indicated by the symbol " *"

Table: 4. Effects of language problem and Guidance and counseling services on female students grade repetition

Items	Respondents and Responses				X^2
	Female Grade repeater		Teachers		
	No	%	No	%	
1.Females proficiency in instructional language, English					$X^2 = 8.05$*
Very high	6	2.5	2	3	
High	20	8.2	3	4.5	
Medium	64	26.2	8	11.9	
Low	154	63.1	54	80.6	
Total	244	100	67	100	$X^2_{t(3)}= 7.81$
2. Guidance and counseling services					$X^2 = 8.53$*
Always	16	6.5	1	0.02	
Sometimes	107	43.9	20	29.9	
Not at all	121	49.6	46	68.7	
Total	244	100	67	100	$X^2_{t(2)}=5.99$

- Significant at $\alpha= 0.05$

As can be observed in Table 4, the majority of female grade repeaters (63.1 percent) strongly rated that their proficiency in instructional language is low. 80.6 percent of teacher respondents also reported that the proficiency in language of instruction of female grade repeaters is low. Similarly,the result of interview made with guidance and counselors claim that the problem of language of instruction is a grave obstacle for the general secondary school students. The chi-

square of dependence result ($x^2(_2)$ = 8.05) reveals the association of responses given by female grade repeaters and their teachers. In this way, the finding goes with what was reported by UNESCO (1998); Darge (1997); Rose and others (1997); Odaga and Heneveld (1995); and Assefa (1991) that students' grade repetition is because of the problem of language of instruction.

Table 4 also reveals that lack of guidance and counseling was a major problem for 121 (49.6 percent) female grade repeaters. 68.7 percent of teachers also indicate the existence of the problem in their schools. An interview with the guidance and counselors also proved that shyness on the part of female students to approach their male guidance and counseling are among the reasons for low provision of guidance services in their schools.

Even though, some teachers (29.9 percent) and female grade repeaters (43.9 percent) replied that counseling service was sometimes provided for female students in their schools, it would not be enough to alleviate the problem of female grade repetition. Therefore, lack of proper guidance and counseling services for female students seems to be a serious problem.

The computed value of chi- square (x^2 = 8.53) shows that teachers and female grade repeaters views are significantly related. Hence, the current result seems to support what was reported by UNESCO (1987) that "poor progress" of students particularly in secondary schools is the result of lack of properly organized guidance and counseling services.

Table: 5. Characteristics of Female Grade Repeaters:

Female Grade Repeaters' Characteristics	Respondents				X^2
	Female Grade repeaters		Teachers		
	No	%	No	%	
1. Motivation to learn					$X^2 = 17.96^*$
Very high	92	37.7	0		
High	31	12.7	16	23.9	
Low	109	44.7	43	64.2	
Very low	12	4.9	8	11.9	
Total	244	100	67	100	$X^2_{t(3)}= 7.81$
2. Shyness in the class					$X^2 = 4.46^*$
Yes	164	67.2	55	82.1	
No	80	32.8	12	17.9	
Total	244	100	67	100	$X^2_{t(2)}=3.84$
3. Females are weaker academically than males					$X^2 = 9.03^*$
yes	150	61.5	56	83.6	
No	94	38.5	11	16.4	
Total	244	100	67	100	$X^2_{t(2)}=3.84$
4. Frequent absenteeism					$X^2 = 7.96^*$
yes	130	53.3	50	74.6	
No	114	46.7	17	25.4	
Total	244	100	67	100	$X^2_{t(2)}=3.84$

*Significant at $\alpha= 0.05$

As shown in Table 5, the majority of female grade repeaters (44.7 percent) indicated that they have low motivation towards learning. This is also held among 64.2 percent of teacher respondents. 37.7 percent of female grade repeaters reported to have very high motivation to learn, which was seemed true for only 23.9 percent of the teachers.

The chi- square ($x^2 = 17.96$) also reveals that statistically there is significant association between the responses given by respondents regarding female repeaters' motivation to learn. The information obtained from guidance and counselor officers through interview suggested that lack of economic support and the presence of unemployed secondary school graduates are among the reasons that dampen female students' motivation to learn. Hence, lack of motivation to learn seems to be one of the factors for female student's class repetition in the general secondary schools.

Furthermore, Table 5 indicates that 67.2 percent of female grade repeaters saying that they are shy to ask or answer questions in class as much as boys do. The majority of teacher respondents (82.1 percent) also claim that female students are shy to participate in class. In this case students who did not participate have a wide chance of leaving class without understanding the subjects thereby ending in obtaining low grades. This may be because of female students are afraid of being teased by other students and teachers.

The chi- square ($x^2= 4.46$) also reveals that the responses given by the two groups of respondents were statistically related. So, this finding seems to support what was reported by Rose and others (1997) in that shyness has association with female students' academic failure. Indeed, educational performance could be improved when there exist interaction between students and teachers in the classroom learning.

Table 5 also indicated that a majority of both female grade repeaters (61.5 percent) and teachers (83.6 percent) believed that females are academically weaker than males. The chi- square of association result ($x^2 =9.03$ at $\alpha=0.05$) affirms the relation between responses given by female grade repeaters and teachers. The finding goes with what was documented by Rose and others (1997) that teachers and students feel male students do better than female students academically.

To confirm this, the result of the interview with guidance and counselors indicated that boys perform better than girls because they are able to study in the field while they are looking after the cattle or crops. Whereas this is not possible for girls since they are carrying out household chores.

Besides, boys benefited from using libraries and study in groups after school outside home whereas girls are not permitted to do so because of cultural influence. Lack of interaction in class and outside between male and female students is a result of societal pressure that has an adverse effect on the academic performance of girls.

Furthermore, Table 7 indicates that more than half of female grade repeaters (53.3 percent) were frequently absent from schools during the academic year and they had to repeat a grade. 74.6 percent of teachers also mentioned female students' absenteeism as a common problem in their schools. The chi – square result ($x^2 = 7.96$) indicates that statistically there is no significance difference between the responses given by the two groups of respondents.

Table: 6. Reasons for Low Motivation of Female Grade Repeaters to Learn as Reported by Female Grade Repeaters and Teachers

Reasons	Respondents and responses				X^2
	Female Grade repeaters		Teachers		
	No	%	No	%	
1. Irrelevance of the curriculum	7	6	1	0.9	$X^2 = 18.12^*$
2.Lack of prospect of future employment opportunities	22	19	17	16.8	
3.Difficulty of academic subjects	40	34.5	24	23.8	
4.Maltreatment by teachers	9	7.7	9	8.9	
5.Lack of parental support	34	29.3	35	34.7	
6. Early marriage	4	3.5	15	14.9	
Total	116	100	101	100	$X^2_{t(5)} = 11.07$

- Significant at $\alpha = 0.05$

As indicated in table 6, 34.5 percent of female grade repeaters reported that the main reason for lacking motivation to learn is difficulty of academic subjects. This is followed by lack of parental support (29.3 percent) and perceived lack of prospect of future employment opportunities (19 percent). The majority of teacher respondents (34.7 percent) also attributed low motivation of female grade repeaters to lack of parental support and difficulty of academic subjects (23.8

percent). The chi- square result (x^2 = 18.12) indicates the association between the responses obtained from the two groups of respondents.

This result seems to confirm what was reported by Odaga and Heneveld (1995), Carron and Chau (1996), who respectively identified low expectation of girls' education by parents and difficulty of academic subjects as reasons for girls' motivation to learn

Table: 7. Reasons for Female Students' Absenteeism as Reported by Female Grade Repeaters and their Teachers.

Reasons	Respondents and Responses				X^2
	Female Grade repeaters		Teachers		
	No	%	No	%	
Health problem	42	35.6	7	11.9	X^2 =
Household work	50	42.4	35	59.3	11.32*
Fear of sexual harassment	15	12.7	11	18.6	
Trading	11	9.3	6	10.2	
Total	118	100	59	100	$X^2_{t(3)}$= 7.81

*Significant at $\alpha = 0.05$

Table 7 shows that for 42.4 percent of female grade repeaters, the main reason for their absence from school is the burden of household activities. Similarly, the majority of homeroom teachers (59.3 percent) indicated that household activity to be the reason for frequent absence of females from school. So, according to the two groups of respondents, household work is the reason for female students' absence from general secondary schools in East Shoa Zone.

The finding seems to support the research result reported by Rhoodie (1989); UNESCO (1986); Rao (1985) that female students' absenteeism from the school is due to household activities like feeding the family, fetching water, collect firewood, clean the house, looking after the younger siblings and the like.

Moreover, 35.6 percent and 12.7 percent female grade repeaters reported health problem, and fear of sexual harassment respectively for their absence. Teacher respondents have also indicated that fear of sexual harassment and health problem respectively as reasons for female students' absence from schools (see table 7). The chi- square result ($x^2 = 11.32$ at $\alpha = 0.05$) shows that the responses given by female grade repeaters and teachers are statistically dependent.

Table: 8. Teachers' Characteristics in Classroom Teaching as Reported by Female Grade Repeaters and Teachers

(FGR = 244, T = 67)

Teachers Characteristics	Respondents and Responses (%)										X^2
	Strongly Agree		Agree		Undecided		Disagree		Strongly disagree		
	F G R	T	FG R	T	F G R	T	F G R	T	F G R	T	
1. Most Teachers are fair in grading	46 (18.9)	16 (23.9)	49 (20.1)	27 (40.3)	17 (7)	10 (14.9)	90 (36.9)	9 (13.4)	42 (17.2)	5 (7.5)	$X^2 = 25.66^*$ $X^2_{t(4)} = 9.49$
2. Most teachers encourage female students to ask question or give answers in classes.	88 (36.1)	8 (11.9)	78 (32)	36 (53.7)	10 (4.1)	5 (7,5)	44 (18)	16 (23.9)	2 (9.8)	2(3)	$X^2 = 21.79^*$ $X^2_{t(4)} = 9.49$
3. Most teachers have motivation to teach repeaters	40 (16.4)	-	60 (24.6)	20 (29.9)	15 (6.1)	12 (17.9)	79 [32.4]	27 (40.3)	50 (20.5)	8 (11.9)	$X^2 = 14.56^*$ $X^2_{t(4)} = 9.49$

- FGR = Female Grade repeaters

  T = Teachers

As can be seen from Table 8, 18.9 percent of female grade repeaters and 23.9 percent of teacher respondents strongly agreed, and 20.1 Percent of females and 40.3 percent teachers agreed that teachers are fair in grading. However, 36.9 Percent of female grade repeaters and 13.4 of teachers disagree, and 17.5 percent female grade repeaters and 7.5 percent of teacher respondents strongly disagree that most teachers are fair in grading. In general, the majority of female grade repeaters did not agree that most teachers are fair in grading. The chi-square result (x^2=25.66 at α=0.05) shows the relation between the responses of female grade repeaters and their teachers. Therefore, the educational wastage of female students may be due to unfair grading system of teachers.

Table 8 also reveals that 36.1 percent of female grade repeaters and 11.9 percent of teacher respondents strongly agreed that most teachers encourage female students to ask question and give answers in classes. 32 percent and 53.7 percent of female grade repeaters and teacher respondents respectively agreed that most teachers encourage female students to ask question or give answers in classes. The computed value of chi-square of dependence (x^2=21.79) indicated the relation between the responses given by the two study groups. This finding contradicts the result reported by Odage and Heneveld (1995) that teachers paid more attention to boys than to girls in classroom teaching.

Table 8 further shows that 32.4 percent and 40.3 percent of female grade repeaters and teacher respondents respectively disagreed that teachers have motivation to teach, specially, repeaters. 20.5 percent of female grade repeaters and 11.9 percent teachers also strongly disagreed that teachers have motivation to teach repeaters. In general, the majority of female grade repeaters and teacher respondents said teachers have low motivation to teach, particularly, repeaters. Thus, the present result confirmed what was observed in the country by UNICEF (1993) that teachers lack motivation to teach. Teachers' lack of motivation to teach, as Odaga and Heneveld (1995) indicated, erodes more the confidence of female students for reasons that often relate to cultural constraints, which might be concomitant with poor academic performance of female students.

The chi-square result (x^2=14.56) indicates that statistically there is a significant relation between female repeaters' and teachers' responses.

Table: 9. Effect of Violence in or Around the School on Female Students' Schooling

Items	Respondents and responses				X^2
	Female Grade Repeaters		Teachers		
	No	%	No	%	
1. Is there any violence in your school committed on female students to affect their education?					X^2=2.89*
Yes	103	42.2	20	29.8	
No	141	57.8	47	70.2	
Total	244	100	67	100	$X^2t(1)$=3.84
2. Is there any violence around your school targeting female students to affect their education?					X^2 = 10.20*
Yes	209	85.7	45	67.2	
No	35	14.3	22	32.8	
Total	244	100	67	100	$X^2_{t(1)}$= 3.84
3. In what form is school violence often manifested?					X^2 = 9.75*
Attempting rape	48	15.8	15	20	
Bullying	42	13.8	5	6.7	
Sexual Harassment	129	42.4	28	37.3	
Snatching properties	20	6.6	12	16	
Abduction	65	21.4	15	20	
Total	304	100	75	100	$X^2_{t(4)}$= 9.49

* 60 students give two responses. Significant at α= 0.05

* 8 Teachers also gave two responses

As indicated in table 9, the majority of female grade repeaters (57.8 percent) and teachers (70.2 percent) agreed in the absence of violence in their schools affecting their learning. However, the chi- square result (X^2 = 2.89 at α = 0.05) indicates a significant difference between responses given by the two groups.

Table 9, Also shows 85.7 percent of female grade repeaters and 67.16 percent of teacher respondents agreed in the presence of violence around their schools affecting their learning. The chi- square result (X^2 = 10.20) indicates statistically the association of the responses obtained from the two groups of respondents. This variable was also ranked as fourth and fifth major factor for female students' grade repletion by teachers and female grade repeaters respectively (see Table 17) The finding confirms what has been reported by Dereje and Derese (1997); and Wanna and Tsion (1994) that indicated violence in and around school as a cause for female students' grade repetition. The impact of violence by inflicting psychological pain on female students could in fact cause loss of concentration to learn which might lead them repeat classes. Among forms of violence, female grade repeaters rated sexual harassment (52.9 percent), abduction (26.6 percent) and attempting rape (19.7 percent) as major forms of violence commonly committed on female students. Teachers largely indicated sexual harassment (41.8 percent), attempting rape (22. 39 percent) and abduction (22.39 percent) are often committed on female students around their schools (see table 9). The chi – square result (X^2 = 9.75) indicates that the responses given by female grade repeaters and their teachers are statistically dependent. This finding confirms the result reported by Dereje and Derese (1997), and Ohsako (1997).

The extent to which violence is committed by teachers, male students, jobless gangs and street youths on female students is presented in Table 10 hereafter.

Table: 10. The Extent to which Violence is committed by Teachers, Male Students, Jobless Gangs and Street Youths.

	Respondents and responses (%)					
	Mostly		Sometimes		Not at all	
	Female grade repeaters	Teachers	Female grade repeaters	Teachers	Female grade repeaters	Teachers
Teachers	5(2)	1 (1.5)	91 (37.3)	27[40.3)	148(60.7)	39 (58.2]
Male students	76 (31.1)	28 (41.8)	138 (56.6)	32 (47.8)	30 (12.3)	7 (10.4)
Jobless gangs	180 (73.8)	30[44.8)	43(17.6)	26(38.8)	21 (8.6)	11(16.4)
Street Youths	100 (41)	20(29.9)	95(38.9)	32(47.8)	49 (20.1	15(22.4)

In Table 10, according to 73.8 percent of female grade repeaters and 44.8 percent teachers; jobless gangs are identified as major offenders followed by street youths and male students in the given order. These acts may negatively affect females' educational performance.

Table: 11. The Extent of Influence of Teaching Facilities and Materials in Aggravating Female Students Grade Repetition (FGR = 244 and T = 67)

Facilities	Respondents and responses (%)					
	Seriously		Moderately		Not at all	
	FGR	T	FGR	T	FGR	T
Tex books	109 (44.7)	20 (29.9)	70(28.7)	33(49.2)	65(26.6)	14(20.9)
Reference	110 (45.1)	14(20.9)	89(36.5)	39[58.2)	45(18.4)	14(20.9)
Library	105 (43)	17(25.4)	75(30.7)	35(52.2)	64(26.2)	15(22.4)
Laboratory	120 (49.2)	23(34.3)	60(24.6)	17[25.4)	64(26.2)	27(40.3)

*FGR = Female Grade repeaters

* T = Teachers

Table 11 reveals that a large proportion of female grade repeaters and teacher respondents have indicated the scarcity of school materials and facilities (SeeTable11). For example, as indicated in Table 11, 49.2 percent of female grade repeaters responded that lack of laboratory service was a factor for their grade repetition. 45.10 percent and 43 percent of female grade repeaters also responded that shortage of textbooks and inadequate library service seriously affects their school performance respectively.

As can be observed in table 11, majority of teachers also believed that the supply of textbooks and other facilities and services was a moderate problem to cause grade repetition of female students in their schools. This finding confirms what was reported by UNICEF (1993); Bustillo (1993) wanna and Tsion (1994); and Assefa (1991) that lack of teaching materials and facilities made female students to repeat classes.

3.3.2. Out – of – School Factors

In this study, besides the internal factors, an attempt was also made to investigate the causes of female students' grade repetition that emanate from outside school system.

Table: 12. Effect of Parents Education on their Daughters' Grade Repetition as Reported by Female and Teacher Respondents

	Respondents and Responses				X^2
	Female grade repeaters		Teachers		
	No	%	No	%	
The contribution of parents lack or low level of education to daughters grade repetition					$X^2 = 22.08$*
Mostly	160	65.6	34	50.7	
Sometimes	45	18.4	30	44.8	
Not at all	39	16.0	3	4.5	
Total	244	100	67	100	$X^2_{t(2)} = 5.99$

*Significant at $\alpha = 0.05$

As can be seen in table 12, 65.6 percent of female grade repeaters indicated parents' illiteracy or low level of education as a factor for their grade repetition. This was also confirmed by 50.7 percent of teacher respondents. The finding seems to confirm the result reported by Wanna and Tsion (1994), and Hyde (1993) that uneducated parents are less willing to support their daughters' schooling and that grade repetition is higher for those daughters whose parents are illiterate or not well educated. The chi- square result (X^2 =22.08) also shows that the responses obtained from the two groups of study are statistically dependent.Regarding whose education matters more; it is discussed in the table below

Table: 13. Whose Education Matters more?

Responses	Respondents				X^2
	Female grade repeaters		Teachers		
	No	%	No	%	
Mother's education	20	10.3	25	39.1	$X^2 = 30.27$*
Father's education	25	12.8	10	15.6	
Both have equal influences	150	76.9	29	45.3	
Total	195	100	64	100	$X^2_{t(2)} = 5.99$

*Significant at $\alpha = 0.05$

As can be seen in Table 13, the majority of female grade repeaters (76.9 percent) and teacher respondents (45.3 percent) indicate that both father's and mother's education equally affect females' education performance. The chi- square result (X^2 = 30.27 at $\alpha = 0.05$) confirms the responses given by the two groups of respondents to be statistically associated. The finding supports what was observed by Bustillo (1993) that education level of both parents' had a strong positive effect on the educational performance of their daughters. Therefore, providing literacy education for both parents seems to have valuable contribution in an effort to decrease female students' grade repetition.

Concerning the effect of helping parents at home and parental support on female students' grade repletion Table 14 summarizes as reported by the respondents.

Table: 14. Effects of Helping Parents at Home and Parental Support on Female Students Grade Repletion

	Respondents				X^2
	Female Grade Repeaters		Teachers		
	No	%	No	%	
1. To what extent helping parents at home has related to your grade repetition?					
Very highly	75	30.7			
Highly	70	28.7			
Medium	44	18			
Low	20	8.2			
Very low	35	14.4			
Total	244	100			
2. Do most parents encourage their daughters' education in your area?					$X^2 = 59.21^*$
Yes	112	45.9	19	28.4	
No	128	52.5	28	41.8	
I am not certain	4	1.6	20	29.8	
Total	244	100	67	100	
					$X^2_{t(2)} = 5.99$

*Significant at $\alpha = 0.05$

As can be seen in table 14, 59.4 percent of female grade repeaters cited their engagement in household activities as strongly related to their grade repetition. A large proportion of teachers (76.2 percent) also reported that helping parents after school hours affects female students' study time at home.

The information obtained from guidance and counselors through interview also suggested that females are much involved in helping the family outside school hours for they have little time to study at home and this is an important reason why girls do not perform as well boys in schools.

The chi- square result (X^2 = 16.8 at α =0.05) shows the association of responses of the two groups under study. Thus, the current finding supports what was reported by Kandker (1996); Anbesu (1993); Assefa (1991) and Lockheed and Verspoor (1991).

As can be observed from Table 14, the large proportion of female grade repeaters (52.5 percent) reported lack of support from parents as a reason for their grade repetition. The majority of teacher respondents (41.8 percent) also confirmed that parents do not encourage their daughter's education in their area. Indeed, parents are opposed to their daughter's schooling in particular, perhaps, because positive perception of education as means to a better life is impaired by the long- term potential benefit of education. Parents also thought that the benefit of female education is to accrue mainly to her future husband's family. The combined phenomena of the long term potential benefit of education as well as parents' perception of girls as additional sources of household labor force of another household may reinforce the doubt for low parental support for their daughter's education in the area under study.
The chi- square result (X^2 = 59.21) indicates the relation between the responses of two study groups.

Hence, the current finding affirms what was reported by Rose and others (1997); Wanna and Tsion (1994); Cammish and Brock (1994) and Gennet (1991) that shows lack of family support as a cause of female students' failure or grade repetition.

Table 15, reveals the responses of female grade repeaters and teachers regarding the reasons why parents do not support their daughters' education

Table: 15. Reasons Given by Female Grade Repeaters and Teachers for Parents Low Support for their Daughters' Education

Reasons	Respondents and Reponses				X^2
	Female grade Repeaters		Teachers		
	No	%	No	%	
Early marriage	10	7.6	3	10.7	$X^2 = 4.97^*$
Poverty	13	9.8	5	17.8	
Parents' lack of interest towards female education	18	13.6	6	21.4	
Parents lack of awareness about the value of female education for girls	33	25	3	10.7	
Religious orientation	7	5.3	2	7.1	
Parents' need for daughters labor at home	51	38.6	9	32.1	
Total	132	100	28	100	$X^2_{t(5)} = 11.07$

*Significant at $\alpha = 0.05$

For female grade repeaters, the most common reason is parents' demand for daughters labor at home (38.6 percent) followed by parents lack of awareness about the value of female education for girls (25 percent) and parents lack of interest towards female education (13 percent). 32.1 percent teachers also reported parents' demand for daughters' labor at home, parents lack of interest towards female education (21.4 percent) and poverty (17.8 percent) as the reason for low support of their daughters' education. In fact, these results seem to be true in East Shoa Zone, since large proportion of female grade repeaters are from merchant and farmer families (refer table 6). Furthermore, as reported by female respondents, the majority of their parents' educational level was primary education and below primary equation (see table 3) and thus lack and low level of education of parents could be a reason for the factors stated above. Therefore, parents' demand for daughters' labor at home, their low awareness about the value of females' education and their disinterest towards education of girls might be compounded by parents' lack or low level of education and perceived few benefit of education as means of better life.

Therefore, the finding seems to confirm what was reported by Befikadu (1998); King and Hill (1993); Ballara (1991) and Gennet (1991). However, the chi – square of association ($X^2 = 4.97$) indicates the independence of the responses given by female grade repeaters and their teachers.

Table: 16. Effects of Religion Early Marriage and Teenage Pregnancy on Female Students' Grade Repletion

Items	Respondents				X^2
	Female grade Repeaters		Teachers		
	No	%	No	%	
1. Do parents' religion contribute to female students grade repetitions?					$X^2 = 35.09$*
Yes	16	6.56	15	22.39	
No	170	69.67	21	31.34	
I am not certain	58	23.77	31	46.27	
Total	244	100	67	100	$X^2_{t(2)} = 5.99$
2. Does early marriage relate to female students grade repetition?					$X^2 = 0.25$*
Yes	100	41	25	37.3	
No	144	59	42	62.7	
Total	244	100	67	100	$X^2_{t(1)} = 3.84$
3. How often is pregnancy observed as a cause for female students' grade repetition?					$X^2 = 20.31$*
Always	60	24.59	3	4.48	
Sometimes	115	47.13	51	76.12	
Not at all	69	28.28	13	19.40	
Total	244	100	67	100	$X^2_{t(1)} = 5.99$

*Significant at $\alpha = 0.0$

As indicated in table 16, the majority of female grade repeaters (69.7 percent) confirmed that their parents' religion had no contribution to their grade repetition and 31.3 percent of teachers had also similar views. The chi- square result (X^2=35.09) indicates that there is no significant difference between the responses given by female grade repeaters and their teachers. This finding may contradict what was reported by Odaga and Heneveld (1995) and Assefa (1991) that religion is a determinant factor for poor performance of female students.

Regarding the contribution of early marriage to female students' grade repetition, Table 18 shows that 59 percent of female grade repeaters and 62.7 percent of teacher respondents reporting that marriage has no relation to female students' grade repetition in their schools.

41percent of female grade repeaters reported marriage as a reason for their grade repetition, and this was also the view of 37.3 percent teachers. The chi- square result (X^2 = 0.25) shows the independence of the responses given by the two study groups. Early marriage was ranked seventh out of the eight out-of-school factors by female grade repeaters and by their teachers. Now aday, early marriage shows sign of improvement as women affair offices at deferent levels, different NGOs and the Mass Medias are working against early marriage. In this case, marriage could not seem a serious problem for female students' grade repetition in the first cycle secondary schools of East Shoa Zone. This finding contradicts the research result reported by Wanna and Tsion (1994); Adane (1994); Tsigie (1991); Gennet (1991) and Jabre (1988).

As girls reach adolescence, teenage pregnancy is expected to become a cause of grade repletion. So, a large proportion of female grade repeaters (47.1 percent) responded that some times teenage pregnancy was the cause for their grade repletion. According to 76.1 percent of teacher respondents, teenage pregnancy was some times observed as a cause for grade repletion of female students in their schools.

The calculated chi- square result (X^2 = 20.31) reveals that the relation between the responses of the two study groups is statistically significant, as the observed value (X^2 = 20.31) is greater than the critical valve ($X^2_{t(2)}$ = 5.99) at α = 0.05. Hence this finding confirms what was reported by Stromquist (1997); Brock and Cammish (1994); Palme (1993) and Assefa (1991).

Below are table 19 and 20, which indicate respondents' rankings of the school related and out - of – school items according to their relation to female students' grade repetition respectively

Table: 17. Female Grade Repeaters and Teachers Rankings of School-Related Variables as Causes for Female Students' Grade Repetition.

No	Factors	Female Grade repeaters' Average rank	Rank order	Teachers' Average Rank	Rank order
1	Poor quality teaching	8.89	10	6.31	8
2	Teachers' low expectation for female students' performance	6.91	7	7.18	11
3	Problem of language of instruction	4.00	2	3.98	1
4	Lack of guidance and coursing services for female students	3.67	1	4.40	3
5	Female students lack of motivation to learn	5.53	4	5.01	5
6	Teachers' lack of motivation to teach repeaters	8.66	9	6.74	10
7	Frequent absenteeism of female students	6.70	6	5.86	6
8	Violence in or around the school	6.11	5	4.94	4
9	Female students' failure to study hard.	8.97	11	6.34	9
10	Large class size	5.20	3	4.15	2
11	Inappropriate examination system	9.22	12	8.83	12
12	Shortage of educational materials and facilities	7.47	8	6.00	7

In this study, factors with the values of lowest average ranking were those highly rated by female grade repeaters and teachers as highly associated with female students grade repetition, as opposed to factors with values of higher mean rankings, which were taken as the least preferred factors (refer Table 17). So, items with lowest average rankings were given rank 1, the next lowest rank 2, and so on. Thus, as table 17 reveals, lack of guidance and counseling services for female students, problem of language of instruction, large class size, female students lack of motivation to learn, violence in or around the school, frequent absenteeism of female students, teachers' low expectation for female students' performance and shortage of educational materials and facilities were the highly ranked school related factors for female students' grade repetition.

To measure the degree of agreement between the ranking orders of school related factors, the spearman rank order correlation coefficient (r_s) was computed. The result of the rank order correlation for in – school factors listed in Table 17 shows strong positive correlation (r_s)= 0.88 at α= 0.05, two tailed) (see appendix D). This implies that the selected school related factors are significantly associated with female students' grade repetition as rated by respondents.

Table: 18. Out of School Factors as Ranked by Female Grade Repeaters and Teachers as Reasons for Female Students' Grade Repetition

No	Factors	Female Grade repeaters Average rank	Rank order	Teachers' average rank	Rank order
1	Lack of parental support	2.89	2	3.01	3
2	Parental disunity/ family breakdown	4.67	6	4.37	4
3	Religious impact	5.67	8	6.90	8
4	Parents' lack or low level or education	3.39	3	2.70	1
5	Lack of time to study at home	2.61	1	2.85	2
6	Early marriage	5.07	7	5.50	7
7	Teenage pregnancy	4.30	5	4.98	5
8	Home - school distance	3.71	4	4.55	6

As can be seen in Table 18, Lack of time to study at home was rated by female grade repeaters as the most important factor for their grade repetition among out –of- school factors listed in the table. Their teachers who rated the variable as a second major factor for female students' grade repetition also support this. This may confirm the observable facts of females shouldering of many responsibilities at home, which takes most of their time to study after school hours as compared to their male counter parts. This result seems to substantiate the contention of Rose and others (1997); Brock and Cammish (1994) who indicated lack of time to study at home due to household problems as a major factor for female student's grade repetition.

As can be observed from Table 18, lack of parental support was identified as one of the major factors to female students' grade repetition. Female grade repeaters and their teacher respondents rated this variable as second and third important out-of–school factors respectively. Of course, if parents are not supporting their children's education either morally or economically, poor performance on the part of children is not to be avoided which eventually attracts them towards grade repetition.

Table 18 also revealed that female grade repeaters and their teachers rated parents' lack or low level of education as a third and first major out-of- school factors among those listed in the table respectively. It is possible to say that illiterate parents or parents with little education might be less able to assist their children in school, offer their children less opportunity to study and need their help out at home or in the field.

Regarding the procedures employed to put the variables listed in Table 18 in rank order, similar procedures for rankings of the in – school factors was used. The items with the value of lower averaged rankings were taken as a major out- of- school factors for female students' grade repetition. To see the degree of agreement between female grade repeaters and teachers ratings, the spearman rank order correlation coefficient was calculated. The result shows nearly strong positive correlation ($r_s = 0.83$) significant at $\alpha=0.05$ (refer appendix D). One possible reason for

the similarity in point of view between the two study groups could be the existence of knowledge gained from experience with the factors of females' educational problems.

Female grade repeaters and their teachers were also asked to indicate whether the school related variables or out- of – school variables more associated with grade repetition of female students.

Table: 19: A comparison between School Related and Out- of- school Factors as to which is more associated with Female Students' Grade Repetition.

Factors	Respondents				Chi- square ($X^{2)}$ result
	Female Grade Repeaters		Teachers		
	No	%	No	%	
School related factors	41	16.8	23	28.4	$X^2 = 10.93$*
Our – of – school factors	83	34	14	20.9	
Both have equal influences	120	49.2	30	50.7	
Total	244	100	67	100	$X^2_{t(3)} = 7.815$

*Significant at $\alpha = 0.05$

As can be observed from Table 19, 49.2 percent of female grade repeaters reported that both in-school and out-of- school factors have equal contribution to their grade repetition. Similarly, 50.7 percent of the teachers responded that both in-school and out- of-school factors have equal influences. The computed value of chi-square association ($X^2 = 10.93$) reveals that there is a relation between the responses obtained from the two study groups. The result of correlation coefficient for both in-school and out- of- school factors supports the responses obtained from respondents, because the calculated values were nearly strong positively for both factors i.e. 0.88 and 0.83 respectively. Hence, it is possible to say there is no significant difference between the school related and out-of-school factors in associating with female students' grade repetition. Therefore, the joint effect of in- school and out-of-school factors was identified as much stronger than their separate influence for female students' grade repetition. Thus, female students' grade

repletion could be the function of both school related and out-of-school factors in the first cycle secondary schools of East Showa Zone.

3.4. Subjects in which Female Grade Repeaters Failed in 2005/2006 Academic Years

An attempt was made to identify the subjects in which female grade repeaters most failed in the first cycle secondary schools of the zone in 2005/2006 academic year, and the result is presented in Table 20.

Table: 20. Subjects in which Female Grade repeaters Failed (N = 244)

No	Subjects	Female Grade repeaters	
		No	%
1	Afan Oromo	47	19.26
2	Amharic	18	7.38
3	Biology	71	29.10
4	Chemistry	121	49.60
5	Civics	28	11.47
6	English	144	59.02
7	Geography	35	14.34
8	Health& physical Education	12	4.92
9	History	66	27.05
10	Mathematics	158	64.75
11	Physics	156	63.93

As indicated in Table 20, 64.75 percent of the respondents failed in mathematics, 63.93 percent in Physics, 59.02 percent in English, 49.60 percent in Chemistry and 29.10 in Biology. Therefore, Mathematics, physics, English, Chemistry and Biology were the subjects in which most female students failed in 2005/2006 academic year. Likewise the guidance and counselors confirmed that mathematics, English and the hard sciences are the subjects in which majority of female students have difficulties within their schools.

Therefore, the finding supports earlier observations by Assefa (1991) and Tilaye (2004) that most female students failed in English, Mathematics and science subject examinations in secondary schools. Lower achievement of girls in these subjects might not be associated with low intelligence, but absence of support from teachers and parents serving them to do well in the subjects.

For the question which grade did you repeat, some of the respondents reported that they have ever repeated class when they were at primary school. From this it is possible to deduce that some of female students who had repeated grade 9 were not strong academically while they were at primary school.

3.5 Effects of Grade Repetition

Finally, female grade repeaters and Teachers were asked to mention the possible consequences of grade repetition on female students. As 56 percent of female class repeaters mentioned, they have encountered many difficulties such as lack of motivation to learn, and longer years to complete secondary education. In addition, they encountered lack of encouragement from parents, teachers as well as negative peer relationship. But few (4.2 percent) female grade repeaters believed that grade repetition improved their academic achievement.

Moreover, teachers mentioned the following possible effects of female students' grade repetition. It resulted in wastage of the scarce resources, de-motivate parents to support their daughters' education, facilitates dropout from school, early marriage and unwanted teenage pregnancy, the repeaters develop low self -steam.

In short, grade repetition may be destruction for female students' adjustment academically, psychologically, and socially, and thus harming their academic performance in the school. The finding seems to support what was documented by El- Hassen (1996); UNESCO (1980) and Haddad (1979) that grade repetition has certain negative effects on students' self–concept, attitudes towards learning, peer–relation as well as attitudes of parents of grade repeaters.

CHAPTER FOUR

4. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

4.1 Summary

The main purpose of this study was to identify some of the major factors associated with female students' grade repetition in the first cycle secondary schools of East Shoa zone and look for relevant and applicable alternative solutions that might help in minimizing the problem under study. In order to achieve the objective of this study, basic questions were raised addressing the areas such as the major school related and out-of- school factors associated with female students grade repetition, and the subjects in which most female grade repeaters failed.

The study was carried out on five general secondary schools that were selected using the purposive sampling technique. The study was conducted using questionnaires, interview, and documentary analysis as data gathering tools. 253 general secondary school female grade repeaters in 2005/06 academic year were selected by using available sampling technique to answer the questions. In addition, 73 teachers in the five sample schools were selected, using random sampling technique, as source of information. Purposely selected five guidance and counseling officers (one from each school) were used as a subject of the study. Out of the total number of questionnaires administered to female grade repeaters and teachers, 244 (96.4 percent) and 67 (91.8 percent) respectively were properly filled, returned and thus used in the analysis of data.

Data regarding female students' grade repetition and information related to teachers were gathered from documents of the sample schools and East Shoa Zone Education Department.

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

1. The majority of female grade repeaters (90.16 percent) responded that their parents are alive. Most of them revealed that they live with both biological parents. Most female grade repeaters are from farmer and merchant families whose educational level is very

low. This is particularly true of mothers. In deed, both mother's and father's education was said to have equal influences on female students' grade repetition.

2. This study shows that female students do not actively participate in classes due to shyness. It is also found that both students and teachers believe females as academically weaker than males.

3. Difficulty of academic subjects and lack of parental support were identified as reasons for female student's low motivation towards learning.

   As reported by female grade repeaters and teacher respondents, from the reasons mentioned for low parental support for their daughters' education, parents' need for daughters' labor at home, parents' lack of awareness of the value of females education and parental lack of interest towards their daughters' education are the major ones.

4. Violence in or around the school is often manifested in forms of sexual harassment, Abduction, attempting rape and bullying.

5. Among school related factors included in the study, lack of guidance and counseling services for female students, difficulty of language of instruction, large class size, female students' lack of motivation to learn, violence in or around the school, frequent absenteeism of female students, teachers' low expectation for female students' performance, and shortage of educational materials and facilities were identified as major factors for female students' grade repetition in the first cycle secondary schools of East Shoa zone.

6. Similarly, out of the eight out-of-school variables listed in Table 18, lack of time to study at home, lack of parental support, parents lack or low level of education and home-school distance are found to be major factors for female students' grade repetition in the first cycle secondary schools of East Shoa zone.

7. The finding of this study revealed that female grade repeaters had equally been affected by the selected in school and out-of- school variables (see table 19).

8. The study indicated that most females who repeated grades in the first cycle secondary schools of the zone had failed in mathematics, physics, English, chemistry, and Biology subject examinations in 2005/06 academic years as compared to other subjects offered in the cycle.

9. For all variables, the chi-square of association shows the relationship between responses given by female grade repeaters and their teachers except for factors such as existence of violence in the school, reasons for parents' low support for their daughters' education and effects of early marriage on female students' grade repetition.

10. The overall rank-order correlation coefficient between the rankings of female grade repeaters and that of teachers (r_s= 0.88 for in-school factors and r_s= 0.83 for out of school factors) have shown the existence of high degree of agreement or relationship in rating the main reasons for female students' grade repetition.

11. Finally, it was found that the problem of grade repetition has brought about serous problems to the personal lives of female students and to the society as a whole. It led to negative attitude towards learning, poor peer relationship, wastage of scant resources, dropout of school, develop low self-steam, etc.

4.2 Conclusions

Based on the analysis of the findings, it can be concluded that female grade repletion was caused by factors which emanate from both what female students have experienced in-school such as lack of guidance and counseling service for female students, teachers low expectation for female students, problem of language of instruction, female students lack of motivation to learn, frequent absenteeism of female students, violence in or around the school, large class size, and shortage of educational materials and facilities, and out of school environments such as lack of parental support, parents lack or low level of education, lack of time to study at home, and home-school distance. As reported by the majority of female grade repeaters and teacher respondents female students were equally influenced by the selected internal and external factors for their grade repetition. Hence, female grade repetition in the first cycle secondary schools of East Shoa zone was the function of both selected school related and out-of-school variables.

Furthermore, it was found that a large proportion of female grade repeaters were failed in mathematics, physics, English, chemistry, and biology subject examinations.

4.3 Recommendations

Based on the findings and the conclusion drawn, the following recommendations were put for ward.

1. Low level of parental education was found to be the major factor for female students' grade repetition. Educated people appreciate education of their daughters and encourage them to acquire at least as much education as they themselves had. Hence, interventions to "educationally empower" parents through expanding non-formal adult education programs seem important. Such strategy may reduces mother's dependence on the labor of her daughters, and can help to overcome social and traditional barriers and ~~and~~ raise parental willingness to support their daughters' education.

2. The violence in or around schools was mentioned to be one of the major factors for female students' grade repetition in the general secondary schools of East Shoa zone. It was said that sexual harassment, abduction and attempting rape were the highly committed violent acts up on female students by jobless gangs, street youth and male students. Therefore, it seems essential if East Shoa zone Women Affair Office with the woreda women Affair Offices and the schools should plan for teaching male youth (both students and non- students) to avoid unacceptable behaviors that might become obstacles to females' education. The pertinent institutions such as schools, churches, mosques, political organizations, professional associations, none governmental organizations, mass medias should exert an effort to teach the community to develop an attitude of tolerance and brotherhood to change the present hostile school environment to one that is conducive for female students learning. The police should also play a role in further mobilizing the community to bring about behavioral change and take strict control on perpetrators of violent acts on female students.

3. Lack of time to study as home due to household work is found as a serious factor for female students' grade repetition in the general secondary schools of East Shoa zone. As females spend more hours doing household activities, it could take their time that could be used for educational activities. Thus, reducing the workload of mothers, who are the main beneficiaries of assistance of their daughters, could be helpful as the time taken to perform those activities is reduced. In such condition, mothers would be willing to

accomplish the tasks themselves and let their daughters free to study at home or do home works. Therefore, East Shoa Zone Women Affair Office in cooperation with zone social affairs office and zone rural development center attempt to introduce them to time and energy saving technologies such as fuel saving stoves utility, water supply, etc, which would reduce the work load of school girls so that the time saved is spent on study.

4. The availability of proper guidance and counseling services for students in the general secondary schools is likely to be beneficial to help them in their academic and personal difficulties especially at adolescence. Therefore, guidance and counselors, teachers and school administrators should create means in which the counseling services should effectively be provided for students to minimize their grade repetition. It also seems essential if female guidance and counselors be assigned to guide, orient and encourage school girls in general secondary schools to overcome some of the problems that female students face but afraid to tell their male counselors.

5. Large class size was found to be one of the major factors for students' grade repetition. Teachers might ignore individual differences and disregard children who need special assistance when they teach large class. It seems essential if the zone education office in coordinating with woreda education offices, kebele Education and Training Boards, and Parent Teacher Associations mobilize the community to be participated in building new additional classrooms in order to abolish the problem of large class size.

6. There is a need to sensitize parents about the importance of educating girls. To do this the Zone Education Office section of women affair should organize task force, which involves politicians, school administrators, schoolteachers, religious leaders, and community leaders. However, the task force needs to pay more attention to factors associated with female students' educational wastage and to adopt solution. Make use of radios, TV, posters and dramas to change parental views and beliefs that discourage support of daughters' education is important.

7. Shortage of qualified teachers in the general secondary schools of the study area is found to be the major factor for female students' grade repetition. Thus, MOE and OEB need to widen the scope of the in-service summer training provided for secondary school teachers.

The Ministry needs to strengthen the new opened universities to produce more graduates to alleviate the problem of shortage of qualified teachers in the general secondary schools.

8. As can be seen in this study, the supply of textbooks, reference books, insufficient library services and inadequate contribution of school laboratory to instructional program was a serious problem to cause grade repetition of female students in their schools. Therefore, it is suggested that:-

    - The MOE, OEB and East Shoa zone Education Office should jointly work to produce enough copies of textbooks.
    - The Woreda Education Offices should distribute the books supplied from OEB on time to first cycle secondary schools under its supervision.
    - The Woreda Education Offices and schools need to mobilize the community and invite investors to provide those schools with reference books and instructional materials.
    - The MOE and OEB need to provide laboratory apparatuses, equipment and chemicals necessary for doing experiments.
    - The training of laboratory technicians should be resumed.

9. Providing remedial classes to improve the achievement of academically weaker students seems to have greatest importance to relieve the rate of their educational wastage due to grade repetition. Particularly, mathematics, physics, English, Chemistry, and Biology subject teachers would genuinely invest their time and energy to improve female students' performance in their subjects. As English is an instructional language in the general secondary schools and as the difficulty of English language is found to be a serious factor for female students grade repetition special attention should be given to it. Thus, English teachers should arrange tutorial classes or special language classes on a frequent basis for lower achieving students to reduce the problem. The work of those teachers who devote their time and energy to enhance the achievement of their students should be recognized as it motivates them to continue helping their students. Secondary school principals also need to organize English language clubs and monitor their progress in their respective schools.

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APPENDIX A

ADDIS ABABA UNIVERSITY

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

A. Questionnaire to be filled by first cycle secondary school (Grade 9) female grade repeaters

Dear Respondents:

This question is prepared to gather information on why you repeat grade (s) in first cycle secondary schools. In filling this questionnaire, therefore, your objective and honest information would be of a high value for the study.

General Direction

- Don't write your name
- Indicate your response by making "✓" mark
- Give short and precise responses to open ended questions

Please, follow instructions provided for each part.

Thank you for your cooperation in advance!

Name of the school _____

1. Age: A) Below 10 years ☐ B) 10-14 year ☐
   C) 15 -19 years ☐ D) 20 years and above ☐
2. Religion: A) Muslim ☐ B) Christian ☐ C) Other _____
3. Marital status: A) Married ☐ B) Unmarred ☐ C) Divorced ☐
4. Residence: A) Rural ☐ B) Urban ☐
5. Are your parents a live? A) Yes ☐ B) No ☐
6. With whom do you live?
   A) With both parents ☐ B) With my husband ☐
   C) Only with father ☐ E) With your relatives or guardians ☐
   D) Only with mother ☐

7. Your parents level of education

S. No	Level	Mother	Father
1	No schooling of any kind		
2	Primary education		
3	Secondary education		
4	Certificate		
5	Diploma		
6	First degree and above		

8. Your parents' occupation

A) Government employees ☐ B) Merchants ☐

C) Farmers ☐ D) Daily laborers ☐

E) If other (specify) _____

9. How much are you motivated to learn?

A) very high ☐ C) Low ☐

B) High ☐ D) very low ☐

10. If your answer to question No. 9 is "C" or "D", what de-motivates you to learn? More than one answer is possible.

A) Irrelevance of the curriculum ☐

B) Lack of prospects of future employment opportunity ☐

C) Difficulty of academic subjects ☐

D) Maltreatment by teachers ☐

E) Lack of parental support ☐

F) If other (specify) _____

11. For each statement which characterize your teachers there are five alternative responses whether you strongly agree, agree, undecided, disagree or strongly disagree. Please give your response by putting (✓) mark in the boxes in front of each item.

S. No	Items	Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
		1	2	3	4	5
1	Most teachers are fair in grading					
2	Most teachers encourage female students to ask question and/or give answers in classes					
3	Most teachers have motivation to teach repeaters					
	Others _____					

12. Do you think that girls are academically weaker than boys?

A) Yes ☐ B) No ☐

13. Do you think that girls are more shy to ask or answer questions in classes?

A) Yes ☐ B) No ☐

14. Were you **frequently** absent form class last year?

A) Yes ☐ B) No ☐

15. If your answer to question No. 14 is "Yes" what was your reason to be absent from school?

A) Overload of house works ☐ B) Trading ☐

C) Health problem ☐ D) Fear of sexual harassment ☐

E) If other (specify) _____

16. How often do you get guidance and counseling services in your academic difficulties?

A) Always ☐ B) Some times ☐ C) Not at all ☐

17. Is there any violence in side your school targeting female students to affect their education?

A) Yes ☐ B) No ☐

18. Is there any violence out side your school targeting female students to affect their education?

A) Yes ☐ B) No ☐

19. If your answer to question No. 17 and 18 is "Yes" in which form is school violence often manifested?

A) Attempting rape ☐ B) Bullying ☐

C) Sexual harassment ☐ D) Snatching properties ☐

E) Abduction ☐ F) If other (specify) _____

20. To what extent the following commit violence on female students to affect their education? Indicate by saying mostly, sometimes or not at all

S. No	Items	Mostly	Some times	Not at all
1	Teachers			
2	Male students			
3	Job less gangs			
4	Street youth			
5	Other _____			

21. To what extent has your parents' lack or low level of education been observed as a cause for your grade repetition?

A) Mostly ☐ B) Some times ☐ D) Not at all ☐

22. If your answer to question No. 21 is 'A' whose education do you think matters more?

A) Father's education ☐

B) Mother's education ☐

C) Both have an equal influence ☐

23. What is your parents' religion?

A) Christian ☐ B) Muslim ☐ C) Other _____

24. Has your parent's religion associated with your grade repetition?

A) Yes ☐ B) No ☐ C) I am not certain ☐

25. How is helping your parents at home associate with your grade repetition?

A) Very highly ☐ B) highly ☐

C) Low ☐ D) Very low ☐

26. If your answer to question No. 25 is either "A" or "B", in which of the following do you help your parents

A) Looking after younger siblings ☐ B) house hold work ☐

C) Trading ☐ D) Working in the farm field ☐

E) Other _____

27. Do your parents encourage you to follow your education?

A) Yes ☐ B) No ☐

28. If your answer to question No .27 is "No" what is the reason?

A) Poverty ☐ B) Parents lack of interest towards your education ☐

C) Early marriage ☐ D) Religious impact ☐

E) Parents immediate need for your labor at home ☐

F) Parents lack of awareness of the value of education for girls ☐

G) If other (specify) _____

29. Do your parents push you to get married instead of pursuing your education?

A) Yes ☐ B) No ☐

30. In your opinion, what is the average age of marriage for females in your locality?

A) Below 10 years of age ☐ B) 11-15 years of age ☐

C) 16-20 years of age ☐ D) Above 20 years of age ☐

31. Is pregnancy often observed as a cause for female students' grade repetition in your school?

A) Yes ☐ B) No ☐

32. How do you rate your proficiency in instructional language, English?

A) Very high ☐ B) High ☐ C) Medium ☐ D) low ☐

33. In what subject did you fail?

a. _____

b. _____

c. _____

d. _____

34. Which grade (s) did you repeat?

a. _____

b. _____

c. _____

35. To what extent do you think the following instructional materials and school facilities have associated with your grade repetition? Indicate by selecting any one from the given alternatives seriously, moderately or not at all by putting "X" mark in the box in front of each item.

S. No	Items	Seriously	Moderately	Not at all
1	Textbooks			
2	Reference books			
3	Library			
4	Laboratory			
5	Latrine			
6	Other (specify) _____			

36. Below are list of possible reasons for female students grade repetition in the first cycle secondary schools. Please rank the items according to their seriousness when applied on you to cause grade repetition. Indicate the most serious problem first and the least important last. Also please add your own items if you feel it is necessary.

A. School Related Factors

S.No	Items	Rank											
		1	2	3	4	5	6	7	8	9	10	11	12
1	Poor quality teaching												
2	Teachers' low expectation for female students performance												
3	Teachers lack of motivation to teach												
4	Female students lack of motivation to learn												
5	Violence in or around school												
6	Difficulty of language of instruction												
7	Lack of guidance and counseling services for female students												
8	Frequent absenteeism												
9	Female students failure to study hard												
10	In appropriate examination system												
11	Overcrowded classes												
12	Lack of instructional materials and school facilities												
	Other _____												

B. Out- of- school Factors

S.No	Items	Rank							
		1	2	3	4	5	6	7	8
1	Lack of parental support								
2	Parental disunity (family break down)								
3	Religious impact								
4	Parents lack or low level of education								
5	Lack of time to study at home								
6	Marriage								
7	Teenage pregnancy								
8	Home-school distance								
	Other _____								

37. Which of the following factors could be a major cause for your grade repetition?

A) School related factors ☐ B) Out-of-school factors ☐

C) Both have an equal influence ☐

38. Write clearly the benefits that you gained and/or problems you faced by repeating grade (s)

Benefits	**Problems**
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____

39. What measures would you suggest to be taken by school, parents and teachers to minimize the rate of female students' grade repetition in your school.

A. By school

1. _____
2. _____
3. _____
4. _____
5. _____

B. By teachers

1. _____
2. _____
3. _____
4. _____
5. _____

C. By parents

1. _____
2. _____
3. _____
4. _____
5. _____

APPENDIX B

ADDIS ABABA UNIVERSITY

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

B. Questionnaire to be filled in by first cycle secondary school teachers.

Dear Respondents;

The purpose of this questionnaire is to identify major factors associated with female students' grade repetition in the first cycle secondary schools (Grades 9-10). Since your sincere response has a great influence on the study, your cooperation in answering the questions will be highly appreciated.

Directions: give appropriate answer to the following questions by putting "X" mark in the box or by writing on the space provided.

Name of the school _____

1. Sex: A) Male ☐ B) Female ☐

2. Age A) Below 22 years ☐ B) 22-26 ☐
   C) 27-31 years ☐ D) 32-36 years ☐
   E) 37-41 years ☐ F) Above 41 years ☐

3. Academic qualification: A) TTI ☐ B) Diploma ☐
   C) BA/BSc ☐ D) MA/MSc ☐ E) ☐ Other _____

4. Service year: A) 0-5 years ☐ B) 6-10 years ☐
   C) 11-15 years ☐ D) 16-20 years ☐
   E) Above 21 years ☐

5. How much is the motivation of female grade repeaters to learn?

   A) Very high ☐ B) High ☐ C) Low ☐ D) Very low ☐

6. If your answer to question No. 5 is "C" or "D" what do you think discourages them to learn?

   A) Irrelevance of curriculum

   B) Lack of prospect of future employment opportunity ☐

C) Difficulty of academic subjects ☐

D) Maltreatment by teachers ☐

E) Lack of parental support for their education

F) Early marriage

G) If other (specify) _____

7. How do you rate the proficiency in instructional language of female students in your school.

A) Very highly ☐ B) Highly ☐

C) Medium ☐ D) Low ☐

8. For each statement which characterize teachers of your school there are five alternative responses whether you strongly agree, agree, undecided, disagree or strongly disagree. Please give your response by putting (✓) mark in the boxes in front of each item.

S. No	Items	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
		1	2	3	4	5
1	Most teachers are fair and impartial in grading					
2	Most teachers encourage female students to ask question and/or give answers in classes					
3	Most teachers have motivation to teach repeaters					
	Other_____					

9. Do you think that girls:

i) Are more shy to ask and answer questions in classes?

A) Yes ☐ B) No ☐

ii) Are weaker academically than boys

A) Yes ☐ B) No ☐

10. Do female students miss class more **frequently** than boys?

A) Yes ☐ B) No ☐

11. If your answer to question No. 10 is "Yes" which one of the following items describe the reasons for female students' absence from school?

A) Health problem ☐ B) Household work ☐

C) Fear of sexual harassment ☐ D) Trading ☐

E) If other (specify) _____

12. How often do female students get guidance and counseling services in your school for their academic difficulties?

A) Always ☐ B) Sometimes ☐ C) Not at all ☐

13. Is there any violence in your school committed on female students to affect their education?

A) Yes ☐ B) No ☐

14. If their any violence out side your school committed on female students to affect their education?

A) Yes ☐ B) No ☐

15. If your answer to question No. 13 and 14 is "A" in what form? More than one response is possible.

A) Attempting rape ☐ B) Bullying ☐

C) Sexual harassment ☐ D) Snatching properties ☐

E) Abduction ☐ F) If other (specify) _____

16. To what extent the following commit violence on female students to affect their education? Indicate by saying mostly, some times or not at all.

S. No	Items	Mostly	Some times	Not at all
1	Teachers			
2	Male students			
3	Job less gangs			
4	Street youth			
5	Other _____			

17. To what extent that parents' lack or low level of education leads to daughters' grade repetition in your school?

A) Mostly ☐ B) Some times ☐ C) Not at all ☐

18. If your response to question No.17 is "A" or "B" whose education do you think matters more?

A) Father's education ☐ B) Mother's education ☐

C) Both have equal influence ☐

19. Do you think that parents' religion has contributed to female students' grade repetition in your area?

A) Yes ☐ B) No ☐ C) Don't observed ☐

20. If your answer to question No. 18 is "Yes" daughters of which religion followers are more affected?

A) Muslim ☐ B) Christian ☐ C) Both have equal influence ☐

D) If other (specify) _____

21. To what extent do you think helping parents at home affect girls' study time?

A) Very highly ☐ B) Highly ☐

C) Medium ☐ D) Low ☐ E) Very low ☐

22. Do most parents in your locality encourage their daughters' schooling?

A) Yes ☐ B) No ☐ C) I am not certain ☐

23. If your answer to question No. 22 is "No" what do you think is the reason?

A) Early marriage ☐ B) Poverty ☐

C) Parents lack of interest towards girls education ☐

D) Parents lack of awareness of the value of education for girls ☐

E) Religious orientation ☐

F) Parents' immediate need for girls' labor at home ☐

G) If other (specify) _____

24. Have you ever noticed marriage to be a factor for female students' grade repetition in your school?

A) Yes ☐ B) No ☐

25. From your experience, at which age do most females get married in your locality?

A) 10 years old ☐ B) 11-15 years old ☐

C) 16-20 year's old ☐ D) Above 21 years old ☐

26. How often is pregnancy observed at your school as the factor for female students' grade repetition?

A) Always ☐ B) Sometimes ☐ C) Not at all ☐

27. According to your observations, the majority of female students who have repeated grades in your school were _____ residents

A) Urban ☐ B) Rural ☐ C) I didn't observe ☐

28. To what extent do you think the following instructional materials and school facilities have associated with your grade repetition? Indicate by selecting any one from the given alternatives seriously, moderately or not at all by putting "X" mark in the box in front of each item.

S. No	Items	Seriously	Moderately	Not at all
1	Textbooks			
2	Reference books			
3	Library			
4	Laboratory			
5	Latrine			
6	Other (specify) _____			

29. Below is a list of possible reasons for female students' grade repetition in first cycle secondary schools. They are grouped in to school related and out of school factors. Based on your own experience and observations rank the items according to their contribution. Indicate the most serious first and the least important one last. Also please add your own items if you feel it is essential.

A. School related Factors

Items	Rank											
	1	2	3	4	5	6	7	8	9	10	11	12
a. Low quality teaching												
b. Teachers' low expectation for female students' performance												
c. Teachers lack of motivation to teach												
d. Female students lack of motivation to learn												
e. Violence in or around school												
f. Difficulty of language of instruction												
g. Lack of guidance and counseling services for female students												
h. Frequent absenteeism of female students												
i. Female students failure to study hard												
j. In appropriate examination system												
k. Over crowded classes												
l. Lack of instructional materials and school facilities												
m. Other _____												

32. As a professional, what measures would you suggest to be taken by school, parents, and teachers to minimize the rate of grade repetition of female students?

A. By school

1. _____
2. _____
3. _____
4. _____
5. _____

B. By Parents

1. _____
2. _____
3. _____
4. _____
5. _____

C. By teachers

1. _____
2. _____
3. _____
4. _____
5. _____

APPENDIX C
ADDIS ABABA UNIVERSITY
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

C. Unstructured Questions Prepared to Interview Guidance and Counselor Officers in the first Cycle Secondary School.

Dear Respondents:

The purpose of this questionnaire is to identify major factors associated with female students' grade repetition in the first cycle secondary schools and proposing some feasible solutions accordingly. Since your sincere response has a great influence on the study, your cooperation in answering the questions will be highly appreciated.

Thanks!

1. Do you think that difficulty of language of instruction could be a factor for female students' grade repetition in your school?
2. How is the motivation of female students to learn? If low, why?
3. Do you think that girls are weaker academically than boys?
4. From your observations and experience, do female students shy to participate in classes?
5. Do female students absent from classroom frequently than boys? Why?
6. Do female students get guidance and counseling services for the academic difficulties in your school? If no why?
7. Do you think female students lack m ore time to study at home than boys?
   Please list activities female students involved in that mostly take their time?
8. In your area, how is the view of most parents in their daughters' schooling?
9. Have you observed the residence of the majority of female students who often repeated grades in your school?
10. How often violence in or around your school committed targeting female students?
11. Which subjects do you find most difficulty for girls in your school? Why?
12. To what extent teenage pregnancy is noticed in your school as a factor for female students' grade repetition?
13. What are the benefits that you think female repeaters gain and/or problems they faced by repeating grade(s)?
14. What is your suggestion to reduce female students' grade repetition in your school?

APPENDIX D

A. Calculated value of spearman rank order correlation coefficient (r_s) for school related variables.

$\overline{X_1}$	R_1	$\overline{X_2}$	R_2	$D=R_1-R_2$	D_2
8.89	10	6.31	8	2	4
6.91	7	7.18	11	-4	16
4.00	2	3.98	1	1	1
3.67	1	4.40	3	-2	4
5.53	4	5.01	5	-1	1
8.66	9	6.74	10	-1	1
6.70	6	5.86	6	0	0
6.11	5	6.34	4	1	1
8.97	11	4.94	9	2	4
5.20	3	4.15	2	1	1
9.22	12	8.83	12	0	0
7.47	8	6.00	7	1	1
					$\Sigma D^2=34$

$$r_s = 1-\frac{6\Sigma D^2}{n(n^2-1)}$$

Where D is the difference between ranks, D^2 is the sum of the squared differences between ranks and n is the number of parried ranks.

$$r_s = 1-\frac{6x34}{12(12^2-1)}$$

$$r_s = 1-\frac{204}{1716}$$

$$r_s = 1-0.12$$

$$r_s = 0.88$$

B. Computed value of spearman rank order correlation coefficient for out of school variables.

$\overline{X}$	R_1	$\overline{X_2}$	R_2	$D=R_1-R_2$	D_2
2.61	2	2.85	3	-1	1
4.67	6	4.37	4	2	4
5.67	8	6.90	8	0	0
2.89	3	2.70	1	2	4
3.39	1	3.01	2	-1	1
5.07	7	5.50	7	0	0
4.30	5	4.98	5	0	0
3.71	4	4.55	6	-2	4

$r_s = 1-\frac{6\Sigma D^2}{n(n^2-1)}$

Where D is the difference between ranks, 1 and rank 2, D^2 is the sum of the squared differences between R1 and R2 and n is the number of items.

$r_s = 1-\frac{6x14}{8(8^2-1)}$

$r_s = 1\ \frac{84}{504}$

$r_s = 1-0.17$

$r_s = 0.83$

Test of Significance of r_2

As Howell (1987) indicated when N<10, the observed valve is significant at the level indicated, when the significance of an obtained t value equals or exceeds the critical value, N=8,t_8 =0.643

t critical =0.643 at α =0.05

t obtained= 0.83

t cri. (0.643) < t obt. (0.83)

Therefore, since the obtained value is greater than the critical value, there is a positive relationship between the two rankings a signed by female grade repeaters and teacher respondents (at α =0.05 one tailed).

Testing a significance or Ys

$$t = \frac{Y_s \sqrt{N-2}}{\sqrt{1- Y_S^2}}$$

Where:-

Ys = spearman rank order correlation coefficient of school related variables

N =Number of school related items

H_0=There is no correlation between the two rankings

H_1 =there is a correlation between the two rankings

Given:

Ys= 0.88

N =12

$$t = \frac{(0.88)(\sqrt{12-2})}{\sqrt{1-0.88^2}} \qquad df= N-2 \qquad df=12-2=10$$

$$t = \frac{(0.88)(\sqrt{10})}{\sqrt{1-0.7744}}$$

$Ys = 0.88$

$$t = \frac{(0.88)(3.162)}{\sqrt{0.2256}}$$

$$t = \frac{2.783}{0.475}$$

$t = 0.86$

t calculated =5.86

t critical =0.576 at a =0.05

Therefore, there is a strong positive relationship between the rankings of female grade repeaters and teachers (at $\alpha = 0.05$, two tailed).

APPENDIX E

Formula used for Chi-Square (X^2).

$X^2 = \frac{\sum ((0 - E)\ 2)}{E}$ where, O is observed value and E is expected value.

df = (R -1) (C -1) where, R is the number of rows and C is the number of columns

Level of significance used was 0.05

Level of chi-square (X^2).

Level of significance

df	.10	.05	.01	.001
1	2.71	3.84	6.64	10.83
2	4.60	5.99	9.21	13.82
3	6.25	7.81	11.34	16.27
4	7.78	9.49	13.28	18.47
5	9.24	11.07	15.09	20.52
6	10.64	12.59	16.81	22.46
7	12.02	14.07	18.48	24.32
8	13.36	15.51	20.09	26.12
9	14.68	16.92	21.67	27.88
10	15.99	18.31	23.21	29.59
11	17.28	19.68	24.72	31.26
12	18.55	21.03	26.22	32.91
13	19.81	22.36	27.69	24.35
14	21.06	23.68	29.14	36.12
15	22.31	25.00	30.58	37.70

APPENDIX F

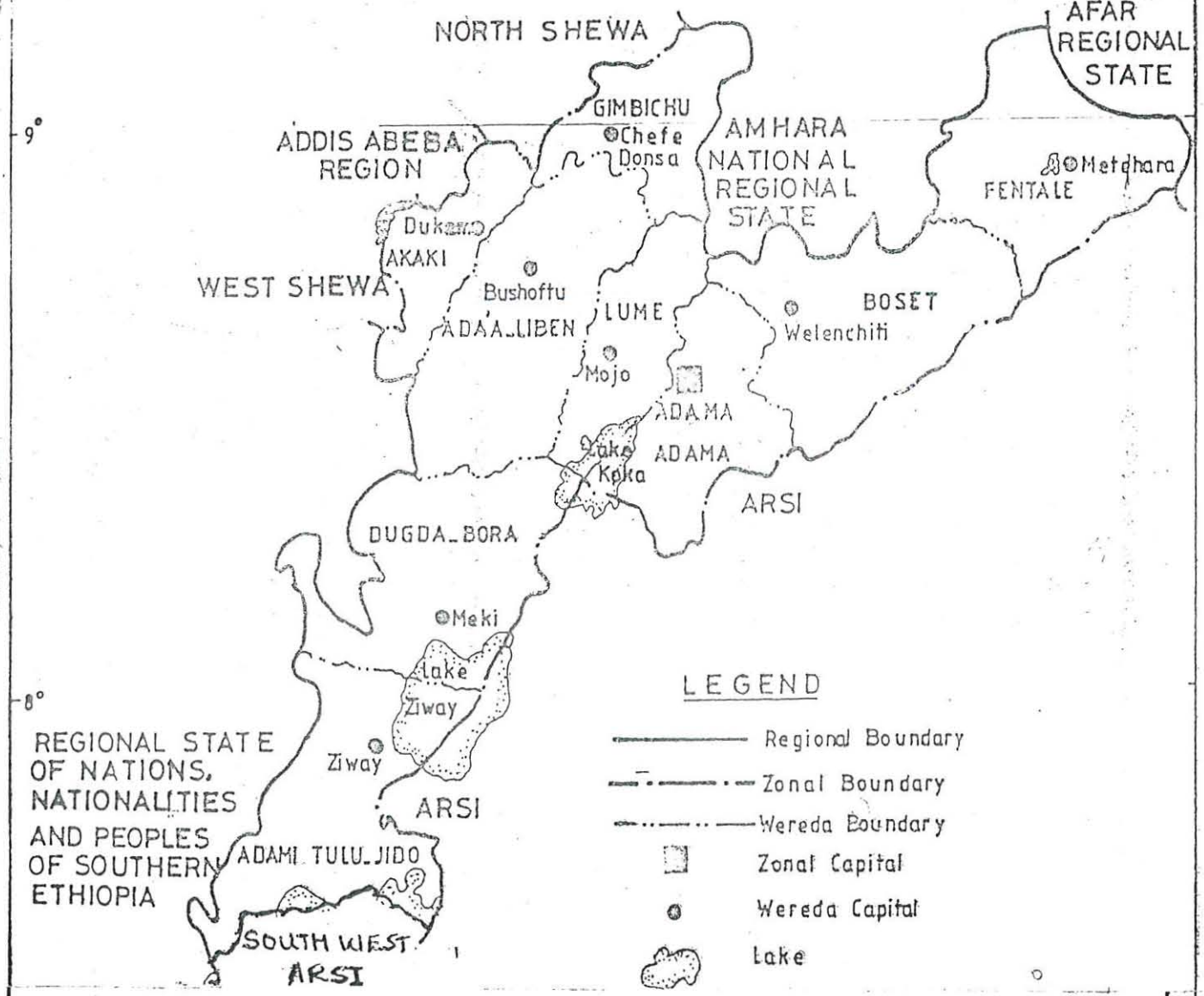
List of Secondary Schools in East Shoa zone and their Residence

No	Name	Grade level	Woreda	Town
1	Batu S.S. School	9-12	Adamitulu Jiddo Kombolcha	Zeway
2	Bora S. School	9-10	Bora	Alemtena
3	Boset S. School *	9-10	Boset	Wolenchiti
4	Dandi Bori S. School	9-10	Metahara City Administration	Metehara
5	Gimbichu S. School	9-10	Chafe Donsa	Gimbichu
6	Merti S. S. School *	9-12	Fentalle	Metehara Sugar factory
7	Mojo S. S. School *	9-12	Mojo City Administration	Mojo
8	Oda Boketa S. School *	9-10	Dugda	Meki
9	Oda Nabe S. School *	9-10	Duken City Administration	Dukem
10	Wonji S. S. School	9-12	Adama	Wonji Sugar Factory

Those indicated by "*" are the sample general secondary schools.

APPENDIX G

EAST SHEWA ADMINISTRATIVE DIVISION



SOURCE: Office of Planning and Economic Development For East Shewa Zone, 1997.

DECLARATION

I, the under signed declare that this Thesis is my original work and has not been presented for a degree in any other university, and that all sources of material used for the thesis have been duly acknowledged.

Name: Kemer Kedir Sheka

Signature : 

Date of Submission: July 20,2007

Place: AAU, Faculty of Education, Department of Educational Planning and Management

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

Name: Seyoum Teferra (Professor)

Signature : 

Date: July 2007