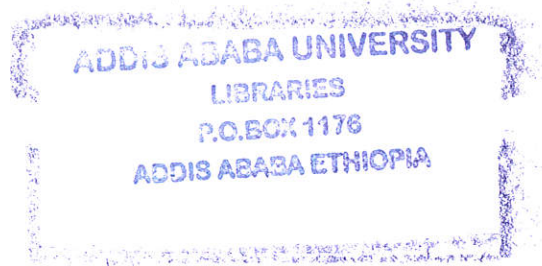
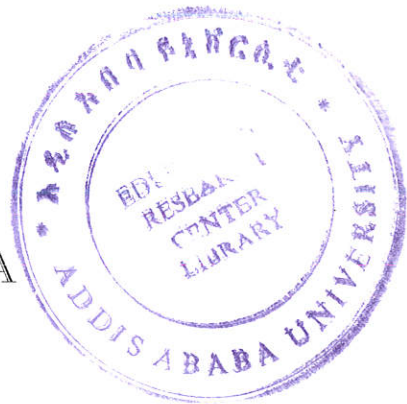


**PARTICIPATION AND PERFORMANCE OF FEMALE
PUPILS IN URBAN PRIMARY SCHOOLS: THE CASE OF
AWASSA TOWN**



BY

LISHAN KASSA



**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

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URBAN PRIMARY SCHOOLS: THE CASE OF AWASSA TOWN**

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ABSTRACT

The purpose of this study was to assess the participation and performance of female pupils in primary schools of Awassa town.

To achieve this aim, 430 primary pupils; 81 teachers; directors of all the sample schools; 79 parents and 2 women representatives were involved as research participants. The required data was secured using different instruments such as: questionnaires, guided interview, test administration, document analysis and focus group discussion. Accordingly, the data secured was analyzed by using different methods of data analysis, like: narrative approach for qualitative data and statistical approach (including percentages and t- test) for quantitative data.

The results obtained indicate that female participation (enrolment) in Awassa is encouraging.

However, the findings further indicate that not all school-age girls in the town are attending school. The major reasons indicated for not going to school were economic problem and household demand of child labor. Regarding survival in the education system, female pupils survival compared with their peer opposite sexes is high. Girls repeat grades more than boys. Besides, absenteeism is also considerable for female pupils. The test administration revealed that no significant difference in achievement is observed between the two sexes in English and mathematics. The schools under study are impoverished, they lack basic amenities like: drinking water, books, library, laboratory, --- etc. It was further identified that school- community relationship is poor. Further more, political and institutional factors are found to be conducive in promoting female education.

Implications forwarded in terms of intervention strategies include: providing economic or material incentives for poor households, improving existing facilities in schools, promoting gender sensitive training, arranging guidance and counseling services in schools, enhancing the rights and status of female pupils, increasing the number of female teachers and directors, developing appropriate record keeping system in schools, strengthening school-community relation ship and making schools conducive and friendly for girls.

CHAPTER ONE

Introduction

1.1. Back ground of the problem

The world has made remarkable progress towards expanding access to education over the past several decades. As a result, a strikingly grand achievement has been registered regarding school age population during this period. Historically, girls lagged behind boys in school enrolment; women represent two-thirds of almost one billion illiterate adults worldwide. Although school enrolment rates have increased for both sexes, in many countries girls still lack equal access to education (Population Action International, 1998).

Evidently, Education is a powerful means that significantly changes the life of an individual and empower him / her to contribute to national development (Samuel, 2002:17). Consistently, King and Hill (1993: 1) and the World Bank policy paper (1990:10), argue that education in general and primary education in particular has direct and positive effects on earnings, farm productivity, and human fertility, as well as intergenerational effect on child health, nutrition and education.

Access to education is a key to women's equal participation in every sphere of activity from family decision making to economic and political life (Tirufat, 1998: 148). Their absence from education is likely to undermine their potential contribution to the development of a country.

In this connection, Marilee (1995: 1) indicates that women are a major force behind peoples' participation in the life of society today. In her view, women's participation is so important that:

1. There is no people's participation in governance and development without the equal participation of women and men in all spheres of life.

2. Goals of development cannot be attained without women's full Participation not only in the development process but also in shaping its goals.
3. Women's participation would bring new priorities and perspectives to the Political process and the organization of society.

Over the last decades, women around the world have made significant gains in areas such as health, the work force, and education. Since the 1950s women's life expectancy has increased from 49 to 68 years. Beginning from the 1960s, women's participation in the labor force has risen from 33 to 54 percent. And again in the 1970s, literacy rates for women have gone up from 54 to 64 percent. And since the 1980s the gap between girls and boys' enrollment has narrowed down (Population Reference Bureau (PRB) (1998) in Amanuel & Mulugeta, 1999:2). This progress is due to the growing awareness of the fact that social and economic development depends on improving women's lives and on allowing them to participate fully in society.

Despite these progresses, there are many indicators which demonstrate that women throughout the world, and particularly in less developed regions, still experience significant social and economic disadvantages. For instance, though the education gap between men and women is narrowing the world over, more men than women are literate, 80 percent compared to 64 percent respectively, (ibid: 2).

Different studies (e.g., Herz et al, 1991; King & Hill, 1993; Odaga & Heneveld, 1995) indicated that in a number of developing countries the participation of females in education is characterized by the problem of low enrolment, lack of persistence and poor performance. These problems hinder countries not only from attaining international and national goals of education but also from benefiting the multidimensional effects of female education on development.

In this connection, Duncan (1984) described the inability of most third world nations to achieve their commitment to a policy of Universal Primary Education (UPE) because of the lagging behind of girl's enrolment and the resulting disparities.

Odaga and Heneveled (1995:1) further pointed out that there are wider gender gaps in enrollments in South Asia, the Middle East and North Africa, and Sub-Saharan Africa. In their view, the central problems of female education are: access to school, attainment in years of schooling, academic achievement and accomplishment after school.

Past researches on women's education in the third world (Kelly & Elliot, 1982) have demonstrated that education does not have the same social and economic outcomes for women as it has for men. Nor does schooling have the same relationship to women's work force participation and status as it has for men. Similarly, the UNDP human development report (1996) in Forum for African Women Educationalists (FAWE) (1997: 4) exposes Sub Saharan Africa as having the lowest female enrolment ratios in primary, secondary and tertiary levels in the developing world. Studies of women in Africa are consistent in showing that although there have been some gains for women such as greater educational parity with men or official declarations professing support for gender equality, African women neither have political, legal, educational nor economic opportunities compared with their male counter parts (Gordon, 1996).

In recent years, however, gender sensitive educational researches have been gaining ground. Studies conducted both in Africa and out side show that girls and boys experience education differently (Murphy & Gipps (1996) cited in Wanjama, 2000: 126).

For instance, classroom researches conducted in different parts of Africa, (e.g., Davidson & Kanyuka, 1990; Van Belle prouty, 1991; Anderson, Leavitt et al, 1995) revealed that:

- boys get more attention in class
- girls are expected to be passive and boys active

- the physical and emotional silencing of girls by their male peers and teachers is a common occurrence resulting in lower self-esteem.
- Gender stereotyping of subjects and careers takes place with boys being encouraged to take up science and mathematics and girls subjects like home science and the languages, boys are perceived to be hard working and analytical.

The content analysis of textbooks and other learning materials show similar patterns. For instance, Obura (1991:148) in her analysis of primary school textbooks in Kenya found that women and girls remain invisible in most. The few times that they are mentioned is in less prestigious positions, careers and contexts. Similarly, Gennet (1991:96-97) in a study conducted to assess the performance and participation of female students in high schools of Addis Ababa, indicated that official textbooks transmit gender-related values and attitudes. Girls are thus not only deprived of female role models to emulate but they are also made to feel that the school is not the place for them.

In Ethiopia, a number of studies such as: Wanna and Tsion (1994); Yelfign (1995, 1998, and 2001); FAWE (1997); Tirufat (1998); Befekadu (1998) and Amanuel and Mulugeta (1999) revealed low educational participation of females at all levels of education and at all locations. Many researchers indicated the antecedent factors for the disparity. For instance, Seyoum (1986:11) mentioned that the involvement of females in household activities and stereotypic beliefs are some of the main factors that contributed to the low participation of female students. On the other hand, Amanuel and Mulugeta (1999:2) suggest that: "The reasons for female's low participation are manifold, including shortage of schools, shortage of teachers and classrooms, traditional role of house-wifery and maternity and the difficulty of reconciling societies idealized notions of femininity with pursuit of qualifications and job satisfaction."

To address these problems, the federal democratic government of Ethiopia issued a number of policies and programs. Among the policy level responses the agreement

and signing of Universal Primary Education in 1990 with particular stress on reaching out to girls, and other underserved groups, and the New Education & Training policy (NETP) in 1994 whose main objective was to expand education with an ultimate aim of achieving Universal Primary Education (UPE) over a period of 20 years (i.e., in 2015). Besides, the Education Sector Development program (ESDP I) was aimed to improve access, equity, quality and relevance of education by narrowing the enrolment gaps for boys and girls, for rural & urban population. The expansion of education resulted in increasing enrolment for both boys and girls. However, the rate of increment was more rapid for boys than girls and resulted in widening the gender gap. Currently, the Education Sector Development Program II (ESDP II) developed from the technical and organizational experience gained from the implementation of ESDP I, places emphasis on goals and strategies stipulated in the government's five year education program. The strategies aim at improving gender equity through improving enrollment of girls in primary schools, primary teachers' education programs, and curriculum development. In this program, special attention is also given to improve access to education of highly marginalized and pastoral communities targeted at narrowing urban-rural gap and regional disparities. (MOE, 2002).

The Educational Statistics Annual Abstract of MOE (2001/02) indicates that the expansion of education resulted in increasing enrolment of both boys and girls. The figure shows an increase of 4.2% and 4.4% for girls and boys respectively. Regarding the gender gap, the gender parity index (GPI), which is the ratio of female to male enrolment rate, at national level is 0.7, indicates that girls' participation is lower than boys. For regions, the gap is more pronounced except Addis Ababa & Tigray. Regions like Somali, Oromia, Gambella, Benishangul-Gumuz and SNNPR have a GPI of 0.6 indicating the largest disparity between boys and girls (ibid: 9). Regarding urban-rural disparity, the abstract shows a wider-gap in enrolment. I.e., 45.4 and 38.8 percents for urban and rural girls respectively.

Like wise, the educational statistics of SNNPR (2001/02:20) indicates that the regional gender gap has been increasing since 1996/97 and reached a peak of 40.2% in 1997/98, and then started to decline with extremely slow rate since 1998/99. The table below shows the gender gap in student enrollment in SNNPR, for the years 1996/97 to 2002/03.

Table1. 1. Gender gap in student enrolment in SNNPR

Year	1996/97	1997/98	1998/99	1999/00	2000/01	2002/03
Gender Gap	39.2	40.2	37.8	35.8	34.1	33

Source; Education Statistics Annual Abstract (1996/97 – 2001/02) SNNPR, Awassa.

As it can be seen from the table, although the gender gap is decreasing, the figure is still very large. The disparity in gender gap between zones and special Woreda s has been increasing year by year. The regional dropout rate was also high as compared to the national average. Girls' repetition rate was also higher compared to boys. This generally indicates the low enrolment, low persistence and poor performance of girls in primary education in the region.

Hence, there is a need for a concerted effort to make females of the region benefit from the education system.

1.2 Statement of the Problem

The Universal Declaration of Human Rights (1948) states, "Every one has the right to Education." This fundamentally justifies the significance of education in enhancing the development of a society."

However, the issue has remained an unfulfilled promise for millions of people worldwide, especially for women living in developing countries.

The Federal Democratic Government of Ethiopia has been making a significant effort to address the problem, by designing an enabling policy environment and programs to provide quality education for all citizens. As a result it has been possible to increase the GER (Gross Enrolment Ratio) from 51% to 61.6% nation wide and when disaggregated with respect to gender 51.2% and 71.7% for girls and boys respectively (MOE, Statistical Abstract, 2001/02:4).

Despite all the efforts made to increase females' educational opportunity, girls continue to perform less in schools. Besides the gender gap in enrolment is still wider; and wastage was also higher disfavoring females as compared to male pupils.

A clear understanding of the underlying home and school factors, the extent of causes and consequences of female repeaters and dropouts would bring an improvement in participation and performance of the target group. Hence, this study is a practical step towards addressing the problem.

1.2. Aim and Objectives of the Study

The aim of this study is to assess the participation and performance of female pupils in primary schools of Awassa town. The specific objectives of the study are the following:

- To analyze the extent of participation of female students in primary schools of Awassa town.
- To assess the performance of female students in comparison with their peer opposite sexes in primary schools of Awassa town.
- To explore the main demand and supply- side obstacles those affect the participation and performance of female pupils in primary schools of Awassa town.
- To recommend possible solutions that might contribute to positively change the situation.

In order to carry out these objectives, an attempt is made to seek reliable answers to the following research questions.

1. What is female students participation like from the years 2000/01 to 2003/04 in the schools selected?
2. What is the academic achievement of female pupils (performance) like in comparison with their peer opposite sexes in the schools selected?
3. What main demand and supply-side factors affect the participation and performance of female pupils in the schools selected?
4. What strategies do the schools use to retain female students in school?

1.4 Significance of the Study

Education is an instrument used by the society to achieve its social goals. It embodies the upbringing of the individual determined by the social values and goals of society. The Education and Training policy of Ethiopia (1994) reflects the basic realities inherent in this definition. All Ethiopian children (boys and girls) are the primary beneficiaries of Education. However, the reality is not so. As confirmed by different practitioners, in the field of education, there is a clear disparity in participation between the two sexes. For instance, this disparity could be observed from the report of the Review of ESDP I (Education Sector Development Program I) (2003: 9). The enrolment ratio of girls to boys at the base year 1996/97 and final year 2001/02 is given below.

Table 1. 2: Gross enrolment ratio between 1996/97- 2001/02 in three regional states

	AFAR		AMHARA		SNNPR	
	1996/97	2001/02	1996/97	2001/02	1996/97	2001/02
Total Enrolment (1-8)	14792	30737	910714	1964101	1196954	1784410
GER Total (1-8)	8.4	12.6	28.0	58.1	44.4	67.5
GER Female (1-8)	6.8	10.8	25.7	53.7	27.7	50.9
GER Male (1-8)	10.0	13.9	30.2	62.4	60.0	83.8

Despite the fact that several Ethiopian studies have been conducted in connection to these issues, the different interventions based on the results of the study had no significant changes. Moreover, former studies made on female education in Ethiopia did not focus on urban primary education separately. Hence, this study focuses on urban primary education. Thus a survey study of the participation and performance of female students in urban primary schools of Awassa town is conducted to assess the existing state of affairs of female participation and performance and the strategies used to retain girls in schools.

In general this study is important for the following specific reasons.

1. The knowledge that will be gained from this study would be useful in designing strategies that might help to increase the enrolment and persistence of school age girls in primary schools of Awassa town.
2. The study can provide ideas to teachers and educational personnel in Awassa town to enhance female education.
3. The study can also offer information to policy makers, parents and the society at large so that they become aware of the reality of schools and the problems of students to make their own effort to alleviate the problem.
4. The study can serve as a springboard for further research in the area.

1.5. Delimitation of the Study

The scope of this study is limited to SNNPR, particularly to seven urban primary schools in Awassa town. The study was delimited to examining the participation and performance of female pupils in urban primary schools in the year's 2000/01 – 2003/04 in Awassa city Administration. The main reasons for delimiting the study to urban primary schools of Awassa are the following:

1. Since primary level is the foundation of further education, treating the problem of female participation at primary level would lay a ground for better participation and performance of females in secondary education.

2. There are no sufficient studies conducted to investigate participation and performance of female pupils in urban primary education in the region.

The conclusion to be reached will reflect the participation and performance of female pupils in urban primary schools in the years 2000/01 – 2003/04 in Awassa town.

1.5 Limitations of the study

The study focused on urban primary education. Research that is directly related to the study at hand is lacking. Therefore, Researches related to both settings (urban and rural) were used as reference materials.

School records were not documented well by either the schools or the Woreda education office that the data on enrollment, survival, and achievement for the years 2000/01 to 2003/04 was not obtained for all schools.

Hence, because of these shortcomings, the study may not claim to be comprehensive. It would rather serve as a springboard for further study of participation and performance of female pupils in urban primary schools. Interested researchers may advance further study in line with these limitations.

1.6. Operational Definitions of Terms

Access. An absence of barriers to a child's participation at any grade level (Rugh, 2000: 10).

Participation. In this study used to mean girls enrolment and indicates the persistence of female pupils in primary schools (Kane, 1995: 8).

Gross Enrolment Ratio. (GER). Is the proportion of total enrolment in primary education to the corresponding school age population (MOE, 2001/02:4)

Gender gap difference between male and female pupils enrolment ratios in a given year (MOE, 2001/02: 26)

Persistence. Implies a sense of volition or desire on the part of students to continue i.e., the length of time girls remain in school (Rugh, 2000: 10).

Performance. The academic achievement of pupils in examinations, homework class attendance and study time are used as indicators correlating with performance (MOE, 2003: 23).

Primary Education. The level in the current structure of the education system of Ethiopia, indicating the formal education from grade 1 - 8 (NETP 1994:14)

Wastage. Refers to the effects of the associated problems of repetition and dropping out i.e., the inefficient utilization of both human and economic resources by the education system (Njau & Wamahiu, 1995; Rugh, 2000: 10)

1.8. Organization of the work

This paper consists of five chapters. The first chapter is introduction, which includes: background of the study, statement of the problem, objective & significance of the study, delimitation and limitation of the study and definition of terms. The second chapter deals with the review of related literature and related research works. The third chapter contains the methodology used to collect and analyze data. The fourth chapter presents the finding, its analysis and interpretation (discussion), and the last chapter contains summary, conclusion and recommendation.

CHAPTER TWO

Review of Related Literature

In this section relevant research literature is reviewed. The section is organized as follows; girls' participation and performance in primary education, benefits of girls' education, constraints to girls education, and approaches to overcome constraints at different levels. An attempt has been made to discuss the literature from global, African, and Ethiopian perspectives.

2.1 The State of Female Participation in Primary Education: A global trend

Women comprise more than half of the world's human resources and are central to the economic as well as to the social well being of societies. Development goals cannot be fully reached without their participation. (Snyder & Mary, 1995: 1-5).

The ample evidence available suggests that educating women has a considerable social return. For instance, there is a positive correlation between primary education, enrolment rate of girls and GNP per capita. Moreover, there is an overall impact of education on the economic well being of women, their families and society (Kane, 1995:5). Hence, increasing equal access has been a major policy goal for most developing countries in the past three and four decades (King & Hill, 1993: 1). Despite all this, women's participation in education and development still lags behind in many countries. Out of nearly one thousand million adults, two thirds are women, who are unable to read and write, and some 130-million school-age children have no access to primary school education (UNESCO, 1998). The World Bank report of (1993) as cited in King & Hill (1993: 2) also indicates that low literacy rate is still prevailing among women. Out of 51 developing countries, the Bank considers 14 of the countries as having literacy rate less than 20% and even less than 10% in 5 countries including Afghan, Burkina Faso, Nepal, Somalia and the Sudan. On the other hand men's literacy rate is reported to be three to four times higher.

Although the enrolment rate in all school levels has been rising in the developing countries for both sexes, the enrolment rate of girls is much lower than boys with the widest gap in the poorest countries. Among the poor countries, both enrolment rates and gender disparities in enrolment differ regionally. Except for South Asia and sub-Saharan Africa all regions have achieved nearly universal primary education for boys. East Asia and Latin America, however, have enrolment rate for girls', which is approaching similar level with that of boys in other regions (King & Hill, 1993; Colclough, 1993).

In Latin America, gender disparities exist only in few countries. These are countries where the indigenous Indian population is not integrated to the educational system. East Asia has the fastest growth of educational development, where two thirds of the population is literate and educational gender gap is less pronounced. In East Asia Universal or nearly universal primary education for both boys and girls was achieved by 1987 (El-Sanabary, 1993:253). This achievement is the result of the dynamic and fast economic attainment of the countries in the region.

2.2 The State of Female participation in Primary Education in developing Countries: Sub-Saharan Africa

Sub-Saharan Africa, despite its cultural and economic diversity and widespread poverty, has made spectacular progress in expanding education since independence. However, fiscal crises, civil strife, political instability, drought, endemic poverty and persistently high demographic pressure on the education systems have resulted in stagnation in enrolments and decline in quality (Hyde, 1993; Odaga & Heneveld, 1995; World Bank 1988). Expanding education, especially basic education has been a major goal in developing countries for the past three decades.

As stated by King and Hill (1993:1), the reasons for these are two fold: first basic education is often considered a right, which governments have a responsibility to

guarantee for each generation. Second, the benefits of education by now are well established.

However, as it is indicated in the various studies made in developing countries, the expansion of education has not benefited females equally as males.

In their study of women's education in developing countries, King and Hill (1993:2) used several indicators including measures of literacy, enrolment, years in school as well as achievement in examinations and came to the conclusion that in all indicators the level of female education is low in the poorest countries and with few exceptions the gender gap is largest in these countries. Odaga and Heneveld (1995:4) also support this idea. They have confirmed that the enrolment rate of girls remained lower than that of boys, their dropout and absenteeism rates are higher and their achievement is poor particularly in mathematics and science.

The investigation of a number of researches regarding the state of enrolment, persistence, and achievement of females in Primary education justifies this situation. Moreover, it shows the inability of most developing countries to achieve their national goals of education, especially that of Universal Primary Education (UPE) (Duncan, 1984; UNESCO, 1998; APEID, 1995).

2.2.1 Enrolment

This is probably the most widely used indicator of access or participation in developing countries. It is the proportion of total enrolment in primary, irrespective of age, to the corresponding primary school age population (Education Statistics, MOE, 2001/02; Odaga & Heneveld, 1995).

Enrolment rates at all school levels have been rising in the developing world for both sexes. However, this expansion has not substantially diminished gender disparities. King and Hill (1993:2) after extensively analyzing the data from 1969 to

1988 for 152 developing countries (that classified by five regions: South Asia, East Asia, Latin America and the Caribbean, Sub-Saharan Africa, Middle East and North Africa), reported that the enrolment rate of girls remains much lower than that of boys, with the widest gap in the poorest countries. In line with this, Miske and Van belle - prouty (1997:2) also mentioned the seriousness of the problem in Sub-Saharan Africa in which 62% of school age girls are enrolled in primary school as compared with 75% of boys.

2.2.2 Persistence

Access to primary education is only one part of the problem for girls. Once in schools, girls often have high repetition, failure and dropout rates resulting in low primary education attainments (Odaga & Heneveld, 1995: 11).

Persistence refers to the length of time girls remain in school and the level of education to which they progress. Drop-out rates and years of schooling are some important indicators of educational progress. However, regarding the pattern of male and female dropout rates, it seems that there is no general agreement among different researchers. King and Hill (1993:6-9) reported that the trend varies from country to country and from urban to rural areas. In line with this, Odaga and Heneveld (1995) after analyzing student flow data for a selected countries, indicated that a significant number of children who enroll in the first grade do not complete primary school. Dropout rates at the primary level are high, with slightly more girls dropping-out than boys. However, they have also shown that retention is also poor amongst boys. In the same vein, Rose et al., (1997) in Teshome (2003) in their study of dropouts, In Ethiopia, reported that over half of the students who entered grade one in 1993/4 did not continue to grade two in the next academic year in their sample schools. Based on this information, they concluded that over one quarter of those students who register in grade one do not make it to grade two and although fewer girls enroll, a higher proportion of them would drop out at this stage. Hyde (1993) also supports this idea.

2.2.3 Performance

Achievement and grade repetition in examinations, homework, and study time are indicators correlating with student performance. Different writers have argued that girls do not perform as well as boys at the primary and secondary levels (e.g., Dorsey, 1989; Hyde, 1993; in Odaga & Heneveled, 1995: 11). In this regard, Makau (1994) in Odaga and Heneveld (1995: 12) in his analysis of student performance in the primary and secondary promotion national examinations, in Kenya, indicated that (except in languages) female achievement is lower than that of males.

Grade repetition, as one indicator of performance is also well analyzed in many developing countries. Though there is variation from country to country and from grade to grade the trend shows that girls perform less and repeat grades more than boys in primary school levels (Lockheed & Vers poor et al; 1991; King & Hill, 1993).

In line with this, O'Gara and Kendall (1996: 6) noted that girls begin school achieving as well as or better than boys. However, in school in most areas of the world girls achieve less and drop out more than boys. The gender discrepancy in academic performance increases at each level of education (Ibid: 6).

Study time is one important indicator of performance in schools. However, since girls are more likely to be overburdened with household tasks, they are likely to give priority to those domestic responsibilities over schoolwork. This in turn would influence the education of children, particularly girls. In line with this, Hyde (1993:124) also indicated that less time for study is likely to lower children's achievement.

Regarding educational performance (attainment) in relation to place of residence, Tilak (1993) indicated that Rural-Urban differences are marked for women. For instance, female literacy rates in China are 47% in rural areas and 74% in urban areas. As a result, urban-rural schooling differential has expanded somewhat among females.

2.3 The Trend of Female Participation in Primary Education in Ethiopia

Ethiopia has a population of about 65 million. About 44% of this population is below the age 15, with educational participation rate of 35% (Non Formal Education Report, MOE, 1999:9). The report further indicated that the majority of the Ethiopian population has little or no education. I.e., 62% of the males and 77% of the females have no education. According to the same source, less than 3% of males and 1% of the females have completed primary education. This indicates the need for a rapid transformation of education both quantitatively and qualitatively.

Ethiopia has experienced many changes and reform in its education system, currently; education occupies a central position in the country's development policy. For instance, the constitution of FDRE (1994) stipulates:

"Access to public health and education are a priority and the state has the obligation to allocate increasing resources for these services."

The new Education and Training Policy (1994); The first 5 year Educational Sector Development Program (ESDPI) (1997/98 - 2001/02); The five year National Education Development Plan (2000/01 - 05); and ESDP II (2002/03 - 2004/05) all clearly state the country's commitment to provide access to quality learning opportunities for all children. However, low enrolment, high dropout rate and low achievement in the educational sector are still prevalent (Assefa, 1991; Pauline et al, 1996; Tirufat, 1998; Yelfign, 1995,1998, &2001; Befekadu, 1998; Amanuel & Mulugeta, 1999).

Due to limited access, attrition and inefficiency of Ethiopian primary education, female children's participation is very low by international standard and even lower when compared with neighboring African countries (Women's Affairs Department (WAD) of MOE, 1999: 4). Apart from the above studies the pattern of female enrolment, persistence and performance could be observed from the education statistics of the country.

2.3.1 Enrolment Trends in Ethiopia

According to the Education Statistics 1999/00-2001/02 of the country, the GER in primary education increased from 51 % in 1999/00 to 61.6% in 2001/02. However, the rate of growth is more rapid for males than females. It was 60.9 % for males and 40.7 % for females in 1999/00 and reached 71.7% and 51.2% for male and females respectively in 2001/02, as a result the gender gap widened from 20.2 % in 1999/00 to 20.5% in 2001/02.

Table 2.1: Gross enrolment rate, gender gap of regions

Region	GER of 1999/00				GER of 2001/02			
	Both	Male	Female	G.G	Both	Male	Female	G.G
Tigray	63.5	65.8	61.2	4.6	77.6	79.1	76.0	3.1
Afar	9.1	10.2	7.7	2.5	12.6	13.9	10.8	3.1
Amhara	46.8	50.3	43.2	7.1	58.1	62.4	53.7	8.7
Oromia	51.6	66.9	36.1	30.8	62.3	78.1	46.5	31.6
Somalia	8.3	10.6	5.6	5.0	13.1	16.1	9.5	6.6
B.Gumuz	81.8	105.5	57.2	48.3	89.1	111.0	66.1	44.9
SNNPR	59.8	77.4	41.9	35.5	67.5	83.3	50.9	33.0
Gambella	93.7	114.9	71.3	43.6	102.7	126.9	77.0	49.9
Harari	96.2	110.6	81.2	29.4	107.5	123.6	90.5	33.2
Addis. A	91.4	91.6	91.2	0.4	128.4	126.0	130.5	-4.5
Diredawa	62.4	69.1	55.5	13.6	80.2	89.3	70.8	18.6
Total	51.0	60.9	40.7	20.2	61.6	71.7	51.2	20.5

Source: Education Statistics Annual Abstract (1999/00-2001/02), MOE; Addis Ababa: EMIS

Note: G.P - Gender Gap (The difference between male and female enrollment Ratios)

Hence, the data shows the persistence of the gender gap. Furthermore, the educational statistics of SNNPR indicates, the GER in primary education increased from 60.3% in 1999/00 to 71.5% in 20002/03. However, the rate of growth is more

rapid for males than females. It was 78.1% for males and 42.3% for females in 1999/00 and reached 87.8% and 54.9% for males and females respectively in 2002/03. This evidence therefore indicates the low rate of female enrolment in the region.

Regarding urban/rural disparity in the region, though not figuratively indicated, the Regional Educational Statistical Abstract (REB, 2001/02:10) shows that the proportion of girls enrolled in rural areas is lower than that of urban areas. The abstract further shows that there is disparity between urban females and urban boys. A number of studies cited in Hyde (1993: 116) have suggested that area of residence is predictive of enrollment and attainment at all levels of education.

2.3.2 Persistence

Dropout and the number of years girls stay in school are some indicators of the persistence (survival rate) of girls in schools. According to the Education Statistical Abstract of the country (MOE, 2001/02: 17) the survival rate is used to estimate the percentage of students who will complete the first cycle of primary education, since the completion of at least 4 years of schooling is commonly considered as a prerequisite for sustainable level of literacy.

A study, in Ethiopia, by Aregash and others (1991) in Hyde (1993: 117-118) observes that urban girls enrolled in school are more likely to persist than rural girls. According to them, female persistence, measured as the ratio of enrolment in grade four to enrolment in grade one for each school included, is higher in urban schools (0.61) than in rural schools (0.42). Moreover, the gender parity index, measured as the ratio of female to male enrolments, is significantly higher in urban schools (0.84) than in rural schools (0.49).

2.3.3 Performance

Achievement and repetition in examinations, study time and homework are factors that correlate with performance. Regarding achievement in national examinations,

TGE/UNICEF in Odaga & Heneveld (1995:12) revealed that, in Ethiopia, girls performance in all the three national examinations, grades (6,8,12), in 1989 were poorer than that of boys, and generally more girls repeat and dropout than boys. For instance, in the first grade of primary school in 1987, 20.5% of girls repeated and 30% dropped out compared with 17.5% and 28.5% of boys respectively.

Repetition is one of the indicators of the performance of a student. In this regard, the statistical abstract of MOE (2001/02:15) shows that the repetition rate tends to decrease in the years 1996/97 to 2001/02. However, there are fluctuations in the trend. (See table below)

Table 2.2 Repetition rate for the years 1996/97 to 2000/01

Repetition	Year				
	1996/97	1997/98	1998/99	1999/00	2000/01
Rate	11%	12%	8.2%	9.1%	9.7%

Source: Education statistics annual abstract (200/02; 15) MOE: EMIS.

In all the years girls repeat grades more than boys. From the entire grade the lowest repetition rates observed are at grade six and the highest at grade 8. For the year 2001/02 the repetition rate for girls at grade 1 is 11.9% and this is a little higher compared to the previous year 2000/01, which was 11.6% and the repetition rate for both sexes at grade one is 11.1% (pp.15). The statistical abstract of SNNPR also confirms this situation, that girls repeat grades more than boys (REB, 2001/02:16)

Thus, the data clearly shows that the low enrolment rate, the problem of dropout (although slightly lower than boys) and the low performance of female students and the resulting gender gap are still critical problems of the primary education system of the country and as well as the region.

2.4 The Benefits of Female Education

The benefits of educating girls are enormous to individual girls both when they are young and later as adult women within their families and communities. Education enables women to achieve greater self-fulfillment and to contribute more fully to the social and economic development of their societies. According to FAWE's news letter (1997: 4) " Education promotes gender equity, it is as good an investment as educating boys- indeed, in most cases, better; it is the highest return investment in the developing world." To this end, Kane (1995: 5) indicated that investing in educating females is probably the single most cost effective investment to improve standards of living in developing countries, particularly among the poorest populations.

In line with this, Hyde (1989:9) argues, " Female education is being viewed as critical; not only for its contribution to literacy but also for its contribution to health, nutrition, family planning and economic growth." Consistently, FAWE's news letter (1997) indicates that, education has multiplier effects; empowers women to bring other necessary changes like smaller family size, increased income and non-market productivity, investing more in family welfare, especially the education of girls. Like wise, Rugh (2000:vii) argued that the benefits of schooling girls are substantial, the benefits increase with each level of education and this happens independent of the quality or content of academic programs.

More over, O' Gara and Kendall (1996: 10) pointed out that there are also ethical and practical reasons that necessitate the education of girls. The reasons are based on the premise that all human beings are entitled to Basic Education.

Accordingly,

- Most practitioners in the field of education agree that education enhances the quality of people's lives. In so far as this is true, girls have an equal right with boys to a better quality of life.

- Women must earn income to support their family and themselves and therefore it would be unjust to withhold from girls the education they may need to support themselves and their families.

Education empowers girls with a basic knowledge of their rights as individuals and citizens of their nation and the world. This in turn would help women to place themselves on a more equal footing with their male counter parts (Schultz, 1993:51-73). Overall, Education improves the productive capacity and brings about attitudinal change, which facilitates development of the national economy and well being of the individual households.

Women's education is part of this development process. The impact could be seen from economic (Market return) and social (non - market return) perspectives (Tirufat, 1998).

2.4.1 Economic benefit

The high returns to investing in the education of women are indisputable. Educating women increases household production and national output bringing self-sufficiency at the household and national level. Women's education leads to an increase in the productivity of half segment of the labor force.

A number of studies, such as: King and Hill, (1993); Floro and Wolf (1990); Subbarao and Raney (1992) in Kane (1995) have well documented the economic advantages of increased participation of girls in primary education in developing countries.

The benefits include:

- a positive correlation between girls' primary enrolment rates & GNP
- faster GNP growth
- higher rates of return on girls versus boys' education
- higher family incomes

- improved participation in wage employment and in home and non-market production
- higher productivity, a more skilled labor force, better employment opportunities
- the possibility of improved participation in capital-intensive areas of self improvement.(pp.4)

A wealth of research over the last few decades has established that the benefits of female education are substantial. Psacharopoulos (1985) in Teshome (2003: 4) reviewed research from 61 countries and concluded that the rates of return to the educational investment on women exceed that of men, particularly in developing countries. According to the study, the average return for all levels of education combined was 15% for women as compared to 11% for men.

Different studies (e.g., Schultz, 1989; Nakamura & Nakamura, 1988; Chiswick, 1976 in Shultz (1993:61) indicated that the selection -corrected returns to schooling for women often exceed those for men, especially at secondary schools.

In Thailand, for instance, Shultz (1989) in Schultz (1993), the corrected return for secondary education is about 25.7% for women and 9% for men. In Peru, the returns to female education increase nation - wide when corrected for the selection bias, and corrected returns are higher for women than men at both secondary and higher education (Teshome, 2003).

2.4.2 Social benefits

Women education is also associated with quantifiable increase in home - out put in the form of better health and nutrition, decreased fertility, decreased child mortality and improved child education. To this end, King and Hill (1993:14-21) have asserted that increased participation of females in primary education has some social benefits, and outlined the benefits as:

- lower fertility rates

- lower infant mortality rates
- improved nutrition
- increased life expectancy
- better opportunities for their children in the next generation.

The level of education attained by women is strongly associated with lower child mortality. Research over the past few decades has shown that an added year of maternal education tends to be associated with a fairly constant percentage decline in child mortality rates. In many low-income countries, the reduction in child mortality is associated with an additional year of mothers' schooling. (Mensch, Lentzner and Preston in Schultz 1993:69).

Studies elsewhere have shown that after controlling for changes in socio-economic status, the mother's education was found to have a substantial effect on child mortality rates (Farah & Preston in Shultz, 1993:70). Moreover, fertility surveys, conducted in Sub-Saharan African countries, by Eelens and Donne (1985) in Schultz (1993: 76) have shown that better educated women marry in their late age and have lower fertility with in marriage. In general, researches on non-market returns have shown that there is a strong link between a mothers' education and her fertility (Schultz, 1993: 74).

2.5 Constraints on Enrolment, Persistence and Performance of Girls in Primary Education

2.5.1 Sub - Saharan Africa

Conditions that influence the improvement of girls' education are many and complex and they differ across and within countries. They have been studied and discussed in a number of ways, with particular reference to Sub-Saharan Africa. Odaga and Heneveld (1995:4) discussed factors affecting female education under three categories: socio economic and socio cultural, factors related to school environment, and political and institutional factors.

The Women's Affairs Department (WAD) of MOE (1999: 7) has presented the main obstacles affecting female education in to two categories, demand related and supply related factors. The demand related factors include socio economic and socio cultural factors and supply related factors include school, the political and institutional factors. Similarly, Teshome (2003: 5) discussed factors that influence the improvement of girl's education under four categories: Economic, Cultural, School, and societal factors. In line with this, in this review the literature is summarized under the categories: economic, cultural, school and societal factors.

Economic Constraints

Sending girls to school entails direct and opportunity costs which are prohibitive to families, particularly poor and rural families (Odaga & Heneveld, 1995; Amanuel and Mulugeta, 1998).

Conditions that influence girls' education have links with socio-economic factors. According to studies made in Africa and other developing countries, Odaga and Heneveld (1995) have shown that socio economic factors include direct and opportunity cost of schooling, limited employment opportunities, socio economic status, parental investment behaviors and the economic value of girls, area of residence, and the level of parental education.

Direct cost of schooling

Direct cost of schooling has been found to be the major reason parents offer for not sending their daughters to school (Amanuel& Mulugeta (1999:21) The increasing prohibitive cost of schooling is due to poverty and the fiscal crises which force families to cover short falls, which intern, have a devastating impact on house holds and the education system, as far as girls education is concerned. Kinyanjui (1993) and Nammudu (1994) in Odaga & Heneveld (1995:15) link the severity of direct costs with the shift of educational costs to parents in the name of cost sharing. In general several studies suggest that direct cost or financial constraints

hold back more girls than boys from schooling (Odaga&Heneveld, 1995; Bellew& King, 1993).

The opportunity cost of schooling

According to Odaga and Heneveld (1995: 17) child labor is indispensable to the survival of many rural households in Sub-Saharan Africa. Parents usually associate the resources, that is, services lost due to sending the child to school, with schooling. Agricultural work, domestic work (Cooking, collecting firewood, fetching water & childcare) and marketing tasks are required from children. When it comes to child - care girls are more likely to be involved than boys (Bellew & King, 1993; Njau & Wamahiu, 1995).

Some research studies in Odaga and Heneveld (1995) also show that rural young girls are sent to urban areas to become domestic servants for kin and non-kin families, this in turn seriously hampers girls' education. To this end, Dorsey in Odaga and Heneveld (1995:18) cited a Zimbabwean proverb, "He is poor who has no daughters", which shows the priority given to the economic value of girls over education. In many African countries the continuing importance of bride price, polygamy, adultery fines and value accorded to marriage and mother hood depress the demand for female education (ibid).

The prospect of low economic return makes girls hopeless and reinforces them to dropout. Historically, formal education has been linked to employment, particularly in the civil service sector in the region. When families learn that women earn less than men or excluded from the labor market they would be enforced to keep girls at home and send boys to school (Teshome, 2003)

Social class

According to El- Sanabary (1993: 153) a family's socio economic status influences a daughter's education directly through financial and moral support for schooling

and indirectly through a set of variables that includes the daughter's physical, cognitive, and psychological development as well as her own motivation, aspirations and expectations.

In this regard, Teshome (2003: 6) has pointed out that girls from better-off homes, who live in urban areas, and whose parents are better educated are more likely to enroll and remain in school longer than those from poor homes and rural areas. In general, girls who came from socio-economically advantaged families are much more likely to enter and remain in school than from disadvantaged families. Assie (1983) in Hyde (1993:112) has shown that, in a research conducted at Coted'Ivoire, a girl with a university educated father was more than 35 times as likely to enter an academic secondary school as was the daughter of an educated man. Similarly Weis (1981) in Hyde (1993:112) found out that female students at the secondary level in Ghana were disproportionately drawn from educated families compared with male secondary school students.

Parental perception or investment behavior on girls' education

Children's educational outcomes are a direct result of how much resources and priority parents and families attach to each child. Parental & familial attitudes have a strong influence on the decision to invest in girls' education. The existing wealth of literature highlights that in most African families there is ambivalence towards investment in female education because of the belief that boys are intelligent and the prevalence of Patrilineal inheritance systems, where boys are prime beneficiaries (Odaga & Heneveld, 1995; King & Hill, 1993; Rugh, 2000). In the same vein, El-Sanabary (1993:153) pointed out that parents' demand and the support they provide for their daughters' education is determined not only by their attitude and values but also by their assessment of the cost and the outcome of educational choices. Some communities and families hold a negative view of educated girls. For example, in Chad, some parents believe that schools push girls to prostitution, make them unfaithful to their husbands. Similarly, in Cameroon,

educated girls are perceived as being independent and demanding to challenge the traditional rule expected of them in marriage. (Cammis & Bruk, 1994 in Odaga & Heneveld (1995:20).

Moreover, the view that non-formal educational agencies are more efficient than formal educational systems at preparing girls for life is another factor for keeping girls from school. Apprenticeships in sewing or trading are still popular among parents who seek for their daughters to acquire some skills before marriage (Teshome, 2003:7). Tied up with these tendencies, parents often give lack of resources as a reason for not sending their daughters to school (ibid)

Cultural Constraints

Socio-cultural beliefs, customs and practices, pregnancy, girls' expectation and other traditions play a significant role in decisions to keep or send girls to school. Initiation ceremonies still mark the transition from childhood to adult hood among communities in Sub-Saharan Africa. Evidence indicates that initiation creates a lot of confusion and dilemmas for girls, affecting their school attendance and even leading to dropout (Odaga & Heneveld, 1995:22).

Circumcision is another ritual that creates similar dilemmas to those who pass through initiation ceremonies. Circumcised girls not only perceive themselves as adults, but also develop hatred to their un-circumcised peers.

Security and the need for physical safety are traditions that often demand concern for girls' privacy and social reputation. (Herz et al, 1991; Njau & Wamahaiu, 1995) In cultures where female seclusion is practiced, the impact on girls' enrolment after puberty is substantial. For instance, Palme (1993) in Odaga & Heneveld (1995) indicated that, in some rural areas of Mozambique, families keep their daughters out of school after their first menstruation and initiation rituals.

A study carried out in Sudan (Maglad, 1994: 24) has shown that families in rural areas of Sudan are reluctant to send their daughters to school beyond the primary school level, especially if they have to travel out side their communities, because parents worry about sending their children to secondary schools in other towns.

Religion

Religion is usually associated with low female participation in schools (Odaga & Heneveld, 1995:24) The reasons have to do with fear of parents on the assumption that western education promotes values and behavior which is contrary to cultural norms. In some Christian and Islam communities, they withdraw their daughters from school, especially after puberty, because they fear that formal schooling would bring non-traditional customs to girls, particularly, the possibility of pregnancy and the economic responsibility grand children would induce. Soumare, in Odaga and Heneveld (1995:26), in his study of analysis of factors constraining girls' schooling, concluded that religion as measured by the intensity of parents' religious belief and its impact on their decisions does not appear to be a fundamental factor in shaping parents' decisions to send their daughters to school.

Chore time

The amount of time girls spent on chores and other productive activities such as marketing reduces the time and energy they spend in schools affecting their success and persistence. Nammuddu (1991) in Teshome (2003: 9) argued that in Uganda, poor performance of girls has relations with demand on their time to perform household chores including fetching water and wood, cooking, and care for younger siblings.

School constraints

The school also affects the survival of girls and perpetuates the gender gap in education. The working environment, distance to school, teacher attitudes &

teaching practice, gender bias in curriculum and class room culture all affect female attainment and persistence in schools (Hyde, 1993)

Learning environments

Learning environments have been well recognized to be inadequate in Sub Saharan Africa due to low level of economic development & poverty (Lock heed & Verspoor et al, 1991; Odaga & Heneveld, 1995).

Most learning institutions are short of supply of facilities and learning materials. Even those facilities that are available are inadequate and outdated, often lacking basic amenities such as water and electricity. In many sub - Saharan Africa countries teachers are paid relatively low salaries compared to other sectors or they are not paid regularly (Teshome, 2003) the result is de motivation and attrition. In line with this, Hyde (1993: 119) indicated that schools of poor quality inhibit the educational attainment of girls and affect the choices they make about what to study. Moreover, Wamahiu's (1995:66) literature review of the learning environment in the classroom reveals that girls lack of involvement in class and lack of gender sensitive and culturally appropriate facilities further marginalizes them in the class room in SSA (Sub Saharan Africa).

Distance

Distance from school has been a deterrent in many SSA countries Odaga and Heneveld (1995: 30) by referring to a large number of studies in the region reported that, the long distance girls have to travel has two major problems. One relates the length of time and energy children have to spend to cover the distance, often on an empty stomach, the other relates the concerns parents have for the sexual safety of their daughters. The problem of distance has implications for the motivation of girls to stay in school. For instance, in Guinea, studies show that the close proximity of schools has a positive motivating impact on girls' participation in school (ibid: 30).

Teacher attitudes and teaching practices

Teacher attitudes and teaching practices have important implications on the success of girls in primary education. Studies from several African countries reveal that both female and male teachers believe that boys are academically better than girls. (e.g., Rose et al; 1997; Anderson - Leavitt et al, 1994; Davison & Kan Yuka, 1992). Palme (1993) in Teshome (2003:10) reports that, in Mozambique, there is little communication between pupils and teachers, and the higher rate of failure for girls might be due to inequality of treatment. In line with this, in Guatemala, Nunez (1995) in Odaga and Heneveld (1995) found out that male teachers initiated interactions more frequently with boys, and boys initiated interaction more often with their male teachers.

School factors

Gender sensitive and culturally appropriate school facilities have a great impact on school persistence of girls. Studies show that parents are unlikely to retain girls in school if they lack private lavatories, particularly after puberty (Herz et al; 1991). Njau and Wamahu (1995:66) argue that, it is rather embarrassing for adolescent girls not only to share toilets with boys but also to have no provision in those toilets for disposal of used sanitary napkins.

Curricula, textbooks and learning materials

The quality of the courses offered, and the message about sex roles conveyed in educational materials are important determinants of whether girls enter and remain in school. To this end, Gennet (1991) has reported that textbooks, through which students gain indirect experience about the world, make their contributions to the low performance of girls in education by transmitting sex stereotyped images. According to Odaga and Heneveld (1995:33), a review of textbooks in Gambia shows that despite efforts to remove gender bias in books, the tendency to portray

women in nurturing, passive roles in relation to men persists. The gender biases in the negative and in accurate presentation of female images in textbooks are push factors for girls to remain out of schools.

Political Constraints

In many Sub Saharan countries, the capacity to finance and manage the education sector is increasingly under threat. One explanation has been the increasing number of students that outstrips the supply of school places. When it comes to girl's education, African governments have not intentionally inhibited girl's education, nevertheless, the lack of political will in promoting it is apparent. Studies indicate that there is a linkage between government commitments to universal primary education and female education. Low enrolment ratios and wider gender gaps are the characteristics of poorer countries that are less committed to financing universal primary education in their countries (Odaga & Heneveld, 1995:45-46).

The limited participation of women in development activities has been documented as having a negative impact on girls' education. Although improvements have been observed in the establishment of several agencies with common issues, their effect, however, is marginal; still these are issues of gender equity in education, political representation, the civil service sector and political parties.

Several documents indicate the existence of discriminatory laws and regulations that govern marriage, inheritance, women's access to and ownership of land, access to credit and the labor market (Yelfign et al., 1995; Tirufat, 1998 & 2001). Palme (1993) in Odaga and Heneveld (1995) indicated that political instability such as wars, civil strife, conflicts of several kinds are known to have affected the education of children in Africa. In the Sudan, Angola and Liberia civil wars disrupted the social and institutional structure of education and force millions to leave their homes. For instance, in Mozambique, the movement of families and children because of war and political instability, declines in the natural resources

base, divorce, and death of parents have led to disruptions in children's schooling. (Ibid).

2.5.2 Ethiopian Context

In Ethiopia, right from the out set, the system of education had never been encouraging for women due to the influences of religion and culture. Policies of education were highly influenced by religious, cultural and other values, which discourage participation in education. Although formal education started as far back as 1908, girls' school participation rate remained very low except in recent years since the introduction of some changes by the government to ameliorate the situation. This includes drafting and implementation of favorable policies, creating awareness in the general public and identifying major issues regarding the problem. However, the gender gap in school participation is still significant. Many factors affect girls' enrolment, persistence and performance. Some of the basic ones are discussed below.

Family size

Family size, as a significant variable, has an impact on children's chance of enrolment persistence and performance (Amanuel & Mulugeta, 1999:20). The smaller the family, the greater the chance that daughters will enter school and remain there. Small families even those of modest means may not have to choose whether to educate a daughter or a son.

A study of parent's aspirations (El- sanabary, 1993:157) for their children found that larger families with children under thirteen years of age had lower aspirations for their children, especially for their daughter's. In this connection, Amanuel and Mulugeta (1999) indicate that, if a family's ability to send its children to school is limited, it is likely that daughters are to be disfavored.

Parents' educational background

Parents' educational background is likely to shape children's attitude towards education. Because educated parents know the benefits of education, they frequently send their children to school. However, uneducated parents usually do not send their children to school, even if they do, they frequently insist on their children to dropout. To this end, Tesfaye (1997:25-41), in his study, The impact of maternal status and success striving of female college students, has shown that mothers' education is significantly associated with females' success striving and gender - role attitude. Yelfign et al (1995:64) have also confirmed that mothers' education increases the likelihood of girls' education

Distance

Distance between home and school as a functional variable also plays a part in whether children especially rural girls enroll, stay in school and perform satisfactorily. Distance is an obstacle especially for female students in so far as it means expending much needed time and a consequent exhaustion, impinging on actual school time expenditure. Fatigue may mean reduced academic effectiveness because of travel exertion and a compensatory need for relaxation. Psychologically, especially for puberty rural girls, distance means perceived or actual threats of highway rapists, a factor in itself contributing to divided attention ending persistence and decreasing performance (Amanuel & Mulugeta, 1999; Yelfign, 2001).

Economic status

The economic status of families is a strong de-motivating factor that incapacitates parents not to send their daughters to school. On the average, an Ethiopian household is poor. Even if tuition is free, the direct costs of schooling are a burden to the household. The average yearly income may not be enough to sustain the households' life let alone to help cover school expenses. To this end, Pauline & others (1996) have shown that the most important reason for not attending school

was lack of money to pay for school fees. In line with this, Mulugeta (1998a, 1998b) in Amanuel & Mulugeta (1999:21) demonstrated that the low economic status of households is the main reason for households not to send their children to school.

Household chore

Female students' poor performance at school can be related to their life style. Most of them do house work: cooking, taking care of their younger brothers or sisters. The presence of domestic work would appear to constrain girls' access to schooling and their ability to concentrate on their studies (Mensch, B.S et al., 1998; and Herz et al, 1991). Zewdie and Barbara (1990), in their study of women's work load and time use in four peasant associations, found that women spent almost 15 hrs a day on activities such as working on the farms, fetching fire wood and water and preparing meals which are essential for family up-keep but mainly a burden left to the women.

2.6 Approaches to Overcome Constraints at Different Levels

A review of promising approaches to let girls learn has been given by Floro and Wolf (1990); Herz et al (1991); Bellew and King (1993); Odaga and Heneveld (1995); and Teshome (2003). The Women's Affairs Department (WAD) of MOE (1999:9-10) summarized these solutions with special reference to Ethiopia, at school, community and national levels. A summary of these promising interventions is given below.

Table2.3: Obstacles affecting retention, especially of girls, and possible interventions with special reference to Ethiopia.

Demand side obstacles	Possible intervention
<p>Economic obstacles</p> <p>High direct cost of schooling</p> <p><i>High opportunity cost of schooling</i></p> <ul style="list-style-type: none"> ▪ School distance from home ▪ School competes with home duties ▪ Low private returns to girls education 	<ul style="list-style-type: none"> ▪ Lower the cost of school materials ▪ Provide uniforms ▪ Introduce bursary & Scholarships ▪ Reduce the distance between school and home ▪ Adjust the school calendar to accommodate household child labor requirements ▪ Flexibility of instruction ▪ Provide child care and pre-school facilities ▪ Promoting labor saving technologies ▪ Improve legal and regulatory systems to enhance women's status ▪ Make curricula more responsive and relevant to livelihood and market demand
<p>Socio Cultural Obstacles</p> <p>Chastity and sexual safety</p> <p>Initiation and early marriage</p> <p>Low demand for female education</p> <p>Religious inhibitions</p> <p>Poor health</p>	<ul style="list-style-type: none"> ▪ Single sex schools ▪ Lower the enrolment age ▪ Increase community participation ▪ Promote adult literacy programs ▪ Introduce school lunches ▪ Introduce medical & health support

Supply side obstacle	Possible interventions
<p align="center">School level obstacles</p> <p>Girls not accepted</p> <p>Schools impose excessively high standards for promotion.</p> <p>Learning environment is not attractive.</p> <p>Irrelevance of curricula and textbooks.</p> <p>Teachers are biased against girls, low achievers.</p> <p>Lack of female role models.</p> <p>Schools are not attractive to girls and their parents.</p>	<ul style="list-style-type: none"> ▪ Introduce quotas ▪ Provide incentives to schools that achieve gender equity ▪ Increase number of schools ▪ Provide Kindergartens ▪ Institute tutoring and mentoring programs ▪ Institute automatic promotion ▪ Review learning materials for gender bias ▪ Increase availability of text books ▪ Make education curricula more responsive & relevant to livelihood & market demand ▪ Promote gender sensitivity program ▪ Local recruitment of female teachers ▪ Invest in the necessary structures: schools, facilities for girls, to its dormitories.
<p>Political & Institutional factors</p> <p>In appropriate priorities in education</p> <p>Low commitment to girls' education</p> <p>Low status of women</p>	<p>Shift greater proportion of resources to basic education.</p> <p>Adopt poverty alleviating strategies.</p> <p>Create favorable environment to support women & the poor.</p> <p>Enhance the status of women through regulatory process.</p> <p>Improve women's access to the formal labor market</p>

Source: WAD (1999), improving retention with a special focus on girls, PP 10.

CHAPTER THREE

Theoretical Framework and Methodology of the study

3.1 Conceptual framework of the study

As implied in the review of literature girls' education is constrained by several related factors at the home, school, community and government levels. In addressing a study, which attempts to seek the participation and performance of female students, the most promising approach is one, which addresses supply and demand-side strategies simultaneously (Odaga & Heneveld, 1995; Herz et al., 1991). Consistently, Befekadu (2001:8-11) suggested that girls' participation in education is the result of two major variables; parental demand of their daughters' education and public or private sectors supply of services. Supply-side strategies, according to King (1991:88) include supply of schools, facilities, teachers, learning materials and policy level strategies. These strategies are necessary conditions to increase girls' enrolment in schools. However, they are not sufficient (Bellew and King, 1993:287)

The demand for girls education on the other hand is a direct reflection of house hold decisions that are affected by cultural, social and economic circumstances, traditions and practices, such as: gender bias, division of house hold labor, parents education and family income. Befekadu (2001) further indicated that demand is a function of supply in that it becomes explicit when direct and indirect costs are reduced or when girls schooling is seen as affordable by the family. Supply and demand factors, at the macro level, are influenced by broad societal conditions such as: natural wealth, level of industrialization, level of development and degree of urbanization (ibid)

The nature of supply-side services and how responsive they are to the expectations and demands of parents and communities will determine the increase in girls' participation and the narrowing of the gender gap. Supply and demand-side factors influencing female schooling are interrelated and should be

viewed as a unitary concern. Their interactions jointly determine the level of girls' participation in schools (Tietjen & Parther in Odaga & Heneveld, 1995:52). Moreover, Bellew and King (1991) in Odaga and Heneveld (1995:52) assert that efforts to promote girls' education must improve supply by increasing the number of school places for girls, and demand by increasing the benefits and reducing the costs of schooling for girls families.

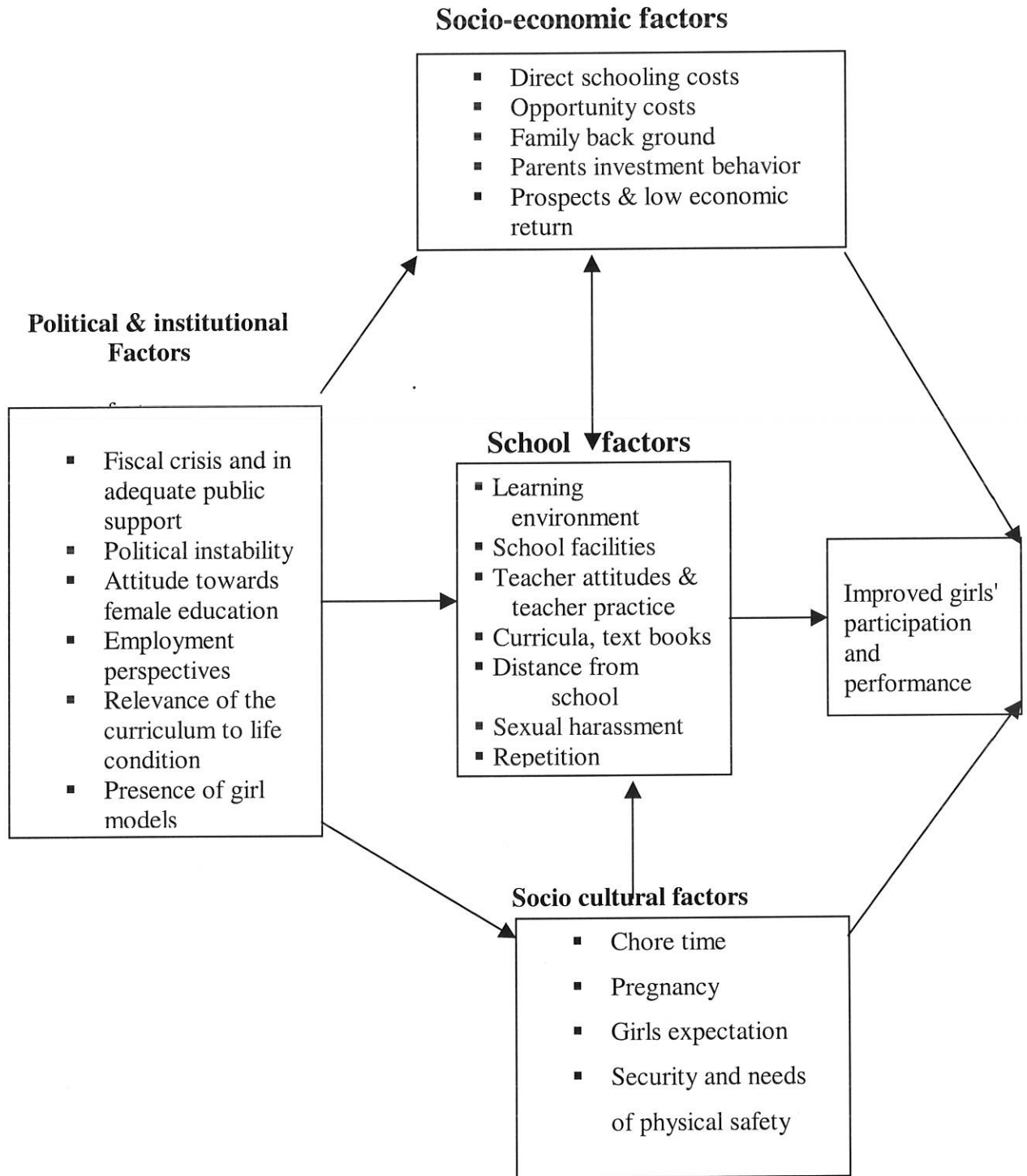
The framework below indicates that there are two-way interactions or mutual influences among economic, cultural, school factors and Institutional and political factors as well as girls' participation and performance.

Note: Socio-economic factors and Socio cultural factors refer to Demand-side factors.

School factors and political and institutional factors indicate Supply-side factors.

The diagram below shows the main units of analysis and observation as it implicitly guides the study.

Figure 1: conceptual frame work of the study



3.2 Methodology

3.2.1 Design

As mentioned earlier, the aim of this research was to survey and explain the participation and performance of female students in urban primary education. To secure this information, multiple methods (qualitative and quantitative) were employed. That is, a survey within a case study was adopted. Yin (2003) has shown that in situations where two strategies might be considered attractive, it is possible to use multiple strategies in a given study. That is, a survey within a case study or a case study within a survey. Cohen et al (2000: 92-104) have described a survey strategy as; the collection of small amount of data in standardized form from a relatively large number of individuals and the selection of samples of individuals from known populations.

3.3 Data Collection

3.3.1 Instruments of data collection

To obtain adequate information for the study, five types of data collection tools were employed. These were; Questionnaires, Guided interviews, Document analysis, Test administration and focus group discussion.

Questionnaire

The questionnaires were set for three types of respondents; schoolteachers and principals, students, and parents. The questionnaire for school principals and teachers include about teachers background, attitude and belief towards female education, items concerning school facilities, school enrollment, dropout and repetition.... etc.

The parent questionnaire included information about direct and opportunity cost, attitude towards girls' education, level of education and place of residence. The

pupils' questionnaire included items on sex, age, parental education, occupation of parents, and perceived self-esteem of girls.

The draft questionnaires were tried on teachers and students similar to those to be included in the study of two primary schools in Awassa for try out. After the necessary modification and adjustment regarding omissions and ambiguities is made, items which were found to be unrelated to the issue at hand were cancelled from the questionnaire; and then it was administered to the actual respondents directly by the investigator and two trained assistants. The items were adapted from the questionnaire set by Odaga and Heneveld (1995:83-91) for assessing gender issues in education and partly from the questionnaire used by Teshome (2003: 62-72) in collecting data about female dropouts.

Focus group discussion

Focus group discussion was held with female pupils. Besides, guided interview was also held with School principals, Women representatives and Parents. The focus group discussion and the interview focused on parents' attitude towards girl's education, major problems that contribute to the low participation and performance of female pupils in primary schools, employment prospect of girls and measures that should be taken to improve female's status in the region, and in Awassa in particular.

The interview and the focus group discussion enabled the investigator to cross check information from various sources and to obtain information not revealed by one or the other instrument.

Document analysis

Documents at different levels; Woreda education bureau and schools were analyzed to generate information about participation of female pupils in primary schools.

Test administration

A test in core curriculum subjects (English & Mathematics) was administered to 160 randomly selected eighth grade students of equal number of boys and girls, to see the academic performance of female pupils in both subjects in comparison with their peer opposite sexes. The test items were also pre tested on 40 pupils (20 male & 20 female pupils) in two primary schools selected for the pilot study. Table of specification was constructed to check the validity (content sampling) of the test. Internal consistency reliability index was calculated, by using Kuder Richardson 21, Fraas (1983), to check the reliability of the test. The calculated indices for both English and Mathematics tests were 0.7 and 0.67 respectively.

3.4 Selection of samples

The selection of research settings included seven out of nine primary (1-8) schools in Awassa, the rest two were left for the pilot study. The research population included school principals, female and male pupils, teachers, women groups and parents. A total of 100(male and female) teachers were selected randomly to fill in the questionnaire. As far as primary school pupils were concerned, a total of 240 pupils, out of which; 120 boys and 120 girls are randomly selected (from grades seven and eight) by the investigator to fill in the questionnaire. Out of 240 parents, whose children are selected to fill in the questionnaire, 100 parents (male and female) were selected purposively (those who can read and write) to fill in the questionnaire. An in-depth interview was also conducted with 30 randomly selected parents, directors of all the seven-sample schools and 2 women representatives. The table below shows the details the participants of the study.

Table 3.1: Research settings and participants of the study

Type of participants in the study	Research instruments used	Research settings and number of participants							Total
		Tab	A.H.	G.D	B.K	M.O	Adv	E.T	
Female pupils	Questionnaire	-	20	20	20	20	20	20	120
	F.G discussion	-	-	-	-	30	-	-	30
	Examination	20	-	-	-	20	20	20	80
Male pupils	Questionnaire	-	20	20	20	20	20	20	120
	Examination	20	-	-	-	20	20	20	80
Teachers	Questionnaire	20	15	15	20	20	5	5	100
Directors	Interview	1	1	1	1	1	1	1	7
Parents	Questionnaire	-	15	15	15	15	15	25	100
	Interview	3	5	5	4	5	3	5	30
Women's groups	Interview	-	-	-	-	-	-	-	2
Grand total		64	76	76	80	136	104	131	669

3.5 Data organization and analysis

The study was approached both quantitatively and qualitatively. It attempted to catch information by using different instruments from different sources. The raw data obtained was organized in to different files. Accordingly, the information obtained from the different sources were coded and entered in to the SPSS computer program. Information obtained from questionnaires and document analyses were analyzed by using averages and percentages as the main tool of summarizing the data. Regarding information from the test administration; to see the difference in performance between male and female pupils in both subjects (English& Mathematics) T-test was used, since the assumption underlying t-test were fulfilled. As far as data from interviews and focus group discussions were concerned narrative approach including quotations from respondents were used.

CHAPTER FOUR

Findings and Analysis of the Study

4.1 Sampled schools profile and Respondents background information

4.1.1 Sample Schools Profile

The target groups of the study were seven primary schools from Awassa town. The 2004 first semester sample schools enrolment, dropouts and number of teachers by sex are presented in table (see appendix 1)

As it is indicated in appendix I, Out of the total number of students (24159) in the seven schools, 10210 (42.3%) were boys as compared with 13947 (57.7%) girls. The table also shows that there are 246 (56.9%) male teachers and 186 (43.1%) female teachers in the sample schools. Thus, in the number of students, female pupils are dominant. While in the number of teachers, male teachers are dominant. That is, female teachers are under represented in the sample schools.

The average pupil teacher ratio of the sample schools is 58:1, which is slightly greater than the standard set by MOE. That is, in Ethiopia the pupil teacher ratio is 50 and 40 for the primary and secondary respectively (Educational statistics. MOE, 2001-02:13). Pupil teacher ratio is one of the common education indicators of efficiency and quality. That is, the lower the pupil teacher ratio (PTR) the higher the opportunity of contact between teacher and pupils to support them in any way they want. However, Low or high PTR alone may not be enough to explain the quality of education, because quality of education may also depend on different factors like: the curriculum, qualification of the teacher, mode of delivery, commitment, availability of educational inputs, etc.

Regarding the qualification of teachers, 217 (50.2%) were graduates of teacher training institute (TTI), out of whom 106 (24.5%) were male teachers and 111 (25.7%) were female teachers. Similarly 215 (49.8%), of the teachers were diploma holders, out of whom 140 (32.4%) were male and 75 (17.4%) were female teachers.

Hence the standard set by the Ministry of Education, the first cycle (1-4) primary education requires teachers with a minimum qualification of TTI certificate and teacher

training college's diploma is required for the second cycle (5-8) teachers (MOE 2001/02:11) is satisfied.

The other important point that we observe from the data is the dropout. A total of 1091 (4.5%) pupils: out of which 502 (2.1%) female pupils and 589 (2.4%) male pupils dropped-out. Thus, the information obtained discloses the relative sustenance of female pupils than male pupils.

The gender parity index (GPI), which is the ratio of female to male pupils, is 1.37. This value shows that there is an imbalance in enrolment in favor of girls. This finding is in line with the finding of Tirufat's (1998); which shows that in the major urban centers of Ethiopia female enrollment at the primary level is higher than that of males.

The other point that could be observed from the data secured is that, the number of dropouts for two of the sample schools Adventist and Mount Olive (private schools) was quite in significant. That is, 2 male pupils and 4 female pupils dropped from Mount Olive School and no dropout was observed from Adventist school. This leads to the question why students do not drop from these two schools. From an interview made with directors of both schools, it has been possible to realize that both schools (private schools) employ qualified teachers, most of whom are diploma holders, and also provide different reading materials and facilities for students. Moreover, the directors told the investigator that they frequently make contact with parents and discuss about the performance, Home work, absenteeism.. etc of students. The other point explained by one of the school directors:

When families send their children to our school, the school fee; registration fee and uniform fee, etc are damn expensive in relation to the capacity of most families. Once families pay this fee, and send their children to our school they don't try to pull them out....

4.1.2 Respondent Pupils back ground

Almost an equal number of males and females attending 8th grade were included in the sample. The intended number of student respondents was 240, out of which 224 filled in the questionnaire and duly returned the papers. The table below shows Sex and Age of pupil respondents.

Table 4.2: Sex and Age of Pupil Respondents

Sex	Age					
	13 - 15		16 - 20		Total	
	N	%	N	%	N	%
M	78	35.6	30	13.7	108	49.3
F	86	39.3	25	11.4	111	50.7
T	164	74.9	55	25.1	219	100

The sample male and female pupils who participated as respondents to the questionnaires were 108 (49.3%) males and 111 (50.7%) female pupils respectively. 5 (6.2%) pupils did not respond properly to the items requesting age and sex. It is interesting to note that the majority of the respondents, 164 (74.9%), are from 13 to 15 years. Thus, most of the respondents are within the appropriate age range set by the Ministry of Education (MOE) (Education Statistics Abstract, MOE, 2001 / 02:4) which states that, normally, the age of students in grades 1-8 has to be in the range of 7-14 and the starting age at grade one is seven. The rest 55 (25.1%) were aged from 16 to 20 years. Thus, 25.1% of the respondents were late entries to schools. The other background question was the item that requires the respondent pupils family address, accordingly the information obtained is summarized below.

Table 4.3: Family Residence of pupil Respondents

Sex	Residence					
	Urban		Rural		Total	
	N	%	N	%	N	%
M	90	41.1	18	8.2	108	49.3
F	102	46.6	9	4.1	111	50.7
T	192	87.7	27	12.3	219	100

The majority, 192 (87.7%), of the respondent pupils families are living in town, while 27 (12.3%) of the respondent families dwell in the nearby rural areas. From a discussion held with some pupils whose parents are living in rural areas it is realized that, those pupils whose families are living in rural areas have to go back to their families once in two weeks or a month to collect money for their living in the town. This in turn would have an effect on the students study time in particular and the students' education in general.

4.1.3 Teacher Respondents' Background

The intended number of teacher respondents was 100. However, only 81 filled in the questionnaire and duly returned the papers. All the directors of the seven schools were men. Besides, the majority, 44 (54.3%) of the teachers were men and 37 (45.7%) were women.

Moreover, as it is indicated in the sample schools profile, the number of female teachers is by far less than the number of male teachers in the sample schools; 246 male teachers against 186 female teachers. Thus, the finding affirms that women teachers were under represented in the sample schools. The second background question addressed to directors and teachers dealt with their qualification. The majority, 47 (58.0%), of the teachers had diploma, while 32 (39.5%) of the teachers were TTI graduates and 1 (1.2%) teacher was a degree graduate. This is in line with the criterion set by the Ministry of education, regarding the qualification of teachers who teach in the first and Second cycle of primary education.

The other background question was regarding years of service of the respondent teachers. The information obtained is summarized below.

Table 4.4: Service Year of Teacher Respondents.

Sex	Service Year														Total	
	1-5		6-10		11-15		16-20		21-25		26-30		31-35			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
M	5	6.9	2	2.7	4	5.6	3	4.2	11	15.3	13	18.1	3	4.2	41	56.9
F	1	1.4	3	4.2	7	9.7	1	1.4	10	13.9	7	9.7	2	2.8	31	43.1
T	6	8.3	5	6.9	11	5.3	4	5.6	21	29.2	20	27.8	5	6.0	72	100

Out of 81 teacher respondents 9 (11.1%) did not respond to this item. From those who indicated their service year, 22 (30.5%) of the respondents have less than 16 years of service. Where as, majority, 50 (69.4%) of the respondent teachers have service years of 16 up to 35 years. This indicates that most of the respondent teachers have sufficient experience, which would be essential for the teaching learning process.

4.1.3 Parent Respondents back ground

The intended number of parent respondents was 100. However, the actual number of respondents, who filled in the questionnaire, was 79. The background of the parents' questionnaire consists of questions, which seeks age, sex and socio economic characteristics of parents. The information obtained is summarized below.

Table 4.5: Sex and Age of parent Respondents

Sex	Age								Total	
	28 - 40		41 - 53		54 - 66		67-79		N	%
	N	%	N	%	N	%	N	%		
M	15	59.5	29	37.7	10	13	2	2.6	56	72.7
F	15	19.5	6	7.8	-	-	-	-	21	27.3
T	30	39	35	45.5	10	13	2	2.6	77	100

As it is portrayed in table 5, majority of the parents, 65 (84.5%), are from 28 to 53 years, the rest 12 (15.6%) were from 54 to 79 years. From the respondent parents 56 (72.7%) of them were male and the rest 21 (27.3%) were female. Most of the respondent male parents, 44 (57.2%), are within the age range of 28 to 53 years. The age of the father, as Amanuel and Mulugeta (1999:15) pointed out, is an important determinant of enrollment for female pupils in urban areas. That is, the younger the father the more he strives for the education of Children, particularly his daughters. Hence, the age of most of the respondent parents is in line with this finding. The table below shows Socio economic characteristics of respondent parents.

Table 4.6: Socio economic characteristics of parent respondents

Occupation	Sex				Total	
	Male		Female			
	N	%	N	%	N	%
Government Employee	28	36.4	11	14.3	39	50.7
Farmer	7	9.1	1	1.3	8	10.4
Trader	8	10.4	4	5.2	12	15.6
House wife	-	-	4	5.2	4	5.2
Other	11	14.3	3	3.9	14	18.2
Parents education						
Illiterate	3	3.8	2	2.5	5	6.3
Reading and writing	4	5.1	4	5.1	8	10.2
Primary	10	12.7	4	5.1	14	17.8
Secondary	7	8.9	3	3.8	10	12.7
College or University	26	32.9	9	11.4	35	44.3

As it is depicted in table 6, the occupation of 39 (50.7%) of the parents is predominantly government employees. In terms of sex, 28 (36.4%) of the respondent male parents and 11 (14.3%) of the female parents were government employees.

Regarding the education of parents, the majority, 67 (93.1%), of the parents were literate, ranging from reading and writing to graduate of college or university level. Only 5 (6.3%) parents were illiterate. As earlier studies indicate, enrollment of female pupils in urban areas is mainly determined by education of the spouse, father's education, occupation of the head and spouse and age of the person (Amanual & Mulugeta, 1999:1). In this connection, Hill and King (1993) argued that, in Egypt, if income is held constant, parent's education has the most influence on the educational aspirations of children in both rural and urban areas.

4.2 Educational access

The major areas of investigation under this topic were enrolment, dropout, academic achievement and absenteeism.

4.2.1 Enrollment

Efforts were made to study the trend of enrolment in the seven sample schools. However, securing the required information was rather difficult, because of the poor record keeping system of the Woreda education bureau and some of the sample schools. The investigator strived to secure the required information from the sample schools and obtained from four of the seven sample schools. The data is used to analyze the trend of enrolment, dropout and repetition for the years 1992 - 1995 E.C. The information is summarized and presented below.

Table 4.7: Enrollment in three sample schools by Sex (1992 - 1995 E.C.)

Year	Enrollment					Average School size
	M	F	T	%F	%M	
1992/93	6822	6987	13809	50.6	49.4	3452
1993/94	7001	7178	14179	50.6	49.4	3544
1994/95	7639	7445	15084	49.4	50.6	3771
1995/96	7175	7349	14524	50.6	49.4	3631

Note: the years are given in Ethiopian calendar.

As it is shown in table 7, the enrolments of pupils show a fluctuating trend i.e., it increased up to 1994/95 and decreased in 1995/96. In each year except in 1994/95 female pupils enrollment exceed male pupils. This finding is in line with Tirufat's (1998:149) findings; that in the major urban areas of Ethiopia female enrolment at primary level is slightly higher than that of males. Rose et al (1996) also supports this idea.

The gender parity index, (GPI), for each year was 1.04, 1.03, 0.98 and 1.03 respectively, which shows parity between the two sexes. The average school size in the past three years has been less than 4000. Schools appear to be over crowded. In the different questionnaires set for the different respondents (parents, teachers & pupils) there was an item which requests the respondents to indicate whether or not all school-age children in their kebele get the opportunity of attending school. The information secured is summarized below.

Table 4.8: Response to wards Girls opportunity of Education by Teachers, parents and pupils

Respondents	Response						Total	
	Yes		No		I don't Know			
	N	%	N	%	N	%	N	%
Teachers	25	6.5	49	12.8	7	1.8	81	21.2
Parents	26	6.8	33	8.6	18	4.7	77	20.2
Pupils	109	28.5	100	26.2	15	3.9	224	58.6
Total	160	41.9	182	47.6	40	10.5	382	100

Out of 382, 160 (41.9%) teachers, parents, and pupils responded that all school age girls in their locality have got the opportunity to attend school. However, 182 (47.6%) of the total respondents argued that not all school age girls had the chance to attend school and this leads to the question why some children particularly girls are not attending school. The answer given to this question is given below.

Table 4.9: Parents response to factors that deter girls from going to school

Statements	Parental Ratings					
	High		Medium		Low	
	N	%	N	%	N	%
Economic Problem	20	25.6	11	14.1	5	6.4
Demand for Child labor	12	15.4	12	15.4	8	10.3
Fear of pregnancy	3	3.8	2	2.6	20	25.6
Risk of abduction	4	5.1	7	9.0	13	16.7
Early marriage	9	11.5	6	7.7	11	14.1

As it is Portrayed in table 9, respondent parents indicated; Economic problem, Lack of educational materials and Demand for child labor in their order as the most deterrent factors that preclude girls not to go school. These findings are in line with the findings of Tirufat (1998), which states that direct cost of schooling is the major constraint for primary school age children in the major urban centers of Ethiopia. More over, Wanna and Tsion's findings (1994), which shows economic problem and household demand for child labor as the main constraints of primary school age children, particularly girls, is also in line with this finding.

Teachers were also asked to indicate factors that deter girls from going to school. The response obtained is summarized below.

Table 4.10: Teachers' perception to factors that deter girls from going to School

Statements	Teachers Ratings					
	High		Medium		Low	
	N	%	N	%	N	%
Economic Problem	35	43.2	5	6.2	5	6.2
House hold demand of child labor	35	43.2	10	12.3	2	2.5
Fear of pregnancy	4	4.9	10	12.3	22	27.2
Risk of abduction	9	11.1	9	11.1	22	27.2
Early marriage	7	8.6	9	11.1	22	27.2
Lack of interest on the part of parents to send their children to school	6	7.4	14	17.3	18	22.2

As it is mirrored in table 10, respondent teachers indicated economic problem, and household demand of child labor as the two most important deterring factors that prevent girls from school. This finding is in line with finding obtained from parent respondents.

4.2.2 Parental attitude

Parental attitude as an indicator of socio cultural condition has been indirectly measured by asking parents about their preference (Male or female) in sending their children to school, their attitude towards the education of their children, their views of employment prospect of girls after schooling, and whom parents call for assistance. The information obtained is summarized and presented below.

Table 4.11: Preference of parents in sending their children to School

Preference of parents	N	%
Son	8	10
Daughter	5	6
Both	64	81
No response	2	3
Total	79	100

The absolute majority, 64 (81%), of the parents indicated that they make no difference between the two sexes in sending to school. This finding appears to be in line with the response of the interview made with directors and parents. Moreover, a quotation from a parent interviewee supports the above finding;

The community does not discriminate between boys and girls. If the family has the capacity (economic strength) it does not keep its daughters at home...

4.2.2.1 Parents attitude towards the education of their children

Respondent parents were asked to rate four statements about the education of females on scales ranging from agree (1) not sure (2) to disagree (3). The statements were the following.

- Girls have to be granted as much resources as boys for their education
- Boys and girls are equally intelligent and can perform equally.
- Girls education guarantees more secure family and old age support
- Education makes girls more under standing and self-confident.

Table 4.12: Parental attitudes towards education of their children

Statement of attitude	Degree of agreement expressed by parents		
	Agree	Not Sure	<u>Disagree</u>
Provision of equal resources	73	1	5
Equal intelligence and performance	69	3	5
Guarantees secure family and support	73	3	3
Makes girls more under standing and self confident	74	2	2
Total	72	2	4

Results in table 12 clearly depicts that, the attitude of parents towards their daughters education is positive

4.2.2.2 Views on employment prospect of girls after schooling.

Parents were asked about what they think of the employment opportunity of girls to find jobs after completing their education. Results are summarized below.

Table 4.13: Views on Employment prospect of Girls.

Statement of attitude	Degree of agreement					
	Agree		Not Sure		Disagree	
	N	%	N	%	N	%
Job opportunity is encouraging	60	80	13	17.3	2	2.7

The result in table 13 portrays that, 60 (80%) of the parents believe that their daughters have encouraging prospect for employment. Although questionnaire respondent parents pretend that there is an encouraging job opportunity, from an interview made with parents, it is realized that most parents feel hopeless about their daughters' prospect for employment given the large number of unemployed youths in their area. This is also confirmed by the interview made with women representatives.

A quotation from one of the woman interviewee:

To promote girls' education, different interventions have been made in the country. Policy environment and commitment of the government has been very positive towards the promotion of girls' education. However, the commitment is not an end by itself. A lot has to be done to empower women in the economic and the education sectors, which in turn would increase the job opportunity....

Female labor participation is a function of the number of years of schooling received (Elzaga, 1974). Thus, unless they are educated or trained, females cannot become meaningfully employable. Jacqueline (1970) also argues that as the level of women's education increases, their chances of employment also increases.

In Summary, although parents are ambitious about employment prospect of their daughters a lot need to be done to improve the situation, especially the education of girls need to be given priority and attention.

4.2.2.3 Pupils response about the attitude parents' towards their education

One of the items in the pupils' questionnaire was the item that requests whether or not parents support their children's education in what ever way it demands. The responses to this question were, 200 (89.3%) pupils indicated that their parents support them in their education. Whereas, 21 (9.4%) pupils argued their parents do not extend help to them.

Over all, what can be realized from this response is that, parent's awareness about the importance of educating their children, particularly girls, is evident. More over, this positive attitude could be attributed to the fact that most female parents of the respondent pupils are literate.

4.2.2.4 Who parents call for assistance

Parents were asked whether or not girls work outside school hours and to rate the time spent on four types of work in order to understand the nature and extent of parental needs of child labor. Responses to the first question indicate that the majority, 53 (67.1%), of parents confirmed that girls work outside school hours. While, 15 (19.0%) parents indicated that girls do not work out side school hours. The type of work in which girls spent their time out of school is given below.

Table 4.14: Parental ratings of the Extent of Time spent on work out side school Hours in percent

Types of work out side school	Extent of time spent on work out side school		
	All week	Some days of the week	Few days of the week
House hold chore	8.9	25.3	24.1
Marketing	----	11.4	24.1
Child caring	2.5	2.5	15.2

As it is depicted in table 14, twenty (25.3%) parents indicated that girls participate in house hold work for some days of the week and 19 (24.1%) parents pointed out that girls spent their time out of school on marketing for few days. From an interview made with parents, it is observed that in poor house holds, women work hard in the informal sector to win their daily bread, and girls have to take the responsibility of house hold activities. Some children from poor families are also engaged in small trade activities; like shoe shining, selling chewing gum, Kolo, etc. on the streets of urban areas. This finding is in line with Tirufat's (1998) findings; which shows that child labor is an important source of income for urban households, due to the low level of income and intensified poverty in the country.

4.2.2. Distance of sample schools

Parent respondents were also asked about the distance of the nearest school from their home, to see whether or not distance has an impact on urban children's learning. Accordingly, 45 (57.7%) of the parents indicated that the nearest school to their home is at a distance of less than 1 km. This shows that most homes of the student respondents are located with in 10-20 minutes walking distance. Similarly homes of 20 (25.6%) of the parents are located at a distance of less than 3 kms, where as 10 (12.8%) of the parents' home is located with in a distance of up to 5 kms. In summary, most homes of the respondent student parents are located within a walking distance to schools, which implies that distance is not a deterring factor for children in Awassa.

4.3. Survival in the Education system

4.3.1 Drop out

Data on the number of drop outs was also collected and analyzed from three of the seven sample schools (Ethiopia Tikdem, Awassa Tabor, Awassa Haike and Gebeya Dar) The available data aggregated by sex is given below.

Table 4.15: Dropout in three sample schools by Sex (1992 - 1995 E.C.).

Year	Dropout				Total	
	M		F			
	N	%	N	%	N	%
1992/93	578	8.4	561	8.0	1139	8.2
1993/94	627	9.0	594	8.3	1221	8.6
1994/95	600	7.8	356	4.8	956	6.3
1995/96	653	9.1	521	7.0	1174	8.1
Total	2458	34.3	2032	28.1	9490	62.4

Percentage calculation is based on the enrolment figures of the same year.

As it is depicted in table 15, the proportion of pupils who leave the school for various reasons varies between boys and girls. The percentage of drop out boys in the years 1992/93 - 1995/96 was 34.3 and that of dropping females is 28.1%. Comparatively boys drop out rate is higher than girls. This is also confirmed by the information obtained from the school profile of the sample schools.

Although the percentage of dropping girls is smaller than boys the figure 28.1% leads us to question why children are dropping out of school. Accordingly parents and teachers were asked to indicate the factors that deter girls to drop out. The answer given by different respondents is discussed below.

Table 4.16: Parents Response as to why girls drop out in percent

Parent's rating	Some Factors that deter girls to drop out				
	Economic problem	Household demand of child labor	Fear or pregnancy	Risk of abduction	Health problem
High	46.8	35.4	12	8	5
Medium	25.3	22.8	8	10	7
Low	19.0	12.7	3.8	44.3	48.1

As it is mirrored in table 16, parents rated economic problem as the main deterring factor that lead children to drop out of school. Similarly, household demand of child labor is rated as the second deterring factor that leads children to drop out. Overall, economic problem and opportunity cost of child labor are rated as the two most important deterrent factors that lead urban children to drop out. This finding confirms the finding of Teshome (2003), which states that direct school costs have a strong influence on female dropouts from schooling.

Whereas fear of pregnancy, risk of abduction and health problem were rated as low in deterring urban children to dropout.

Teachers were also asked to indicate factors that deter children, in particular girls, to drop out. The information obtained is summarized below.

Table4.17: Teachers ratings of factors that deter girls to dropout in Percent

Deterring factors	Teacher's Rating		
	High	Medium	Low
Economic problem	46.9	6.2	6.2
House hold demand of child labor	16.0	19.8	18.5
Fear of pregnancy	1.2	14.8	28.4
Risk of abduction	2.5	14.8	24.7
Lack of separate facilities in schools	4.9	12.3	24.7
Discouragement due to frequent repetition	6.2	18.5	21.0
Difficulty in the language of instruction	7.4	19.8	17.3
Early marriage	4.9	12.3	22.2
Inconveniency of school time	6.2	12.3	23.5
Dislike of the curriculum	3.7	14.8	24.7

Teachers' ratings of factors that compel children to dropout are similar with that of parent ratings. Accordingly, economic problem (46.9%) and house hold demands of child labor (16.0%) are rated as the main deterring factors that enforce children to dropout. This finding is in line with Parental responses and previous studies.

4.3.2 Repetition

This indicator measures the proportion of students who have remained in the same grade over one year, and have used more resource for that grade. Repetition implies wastage for both the public and parent resources. Past experience shows that repetition often leads to dropout. For investigating the magnitude and trend of grade repetition, number of repeaters over a period of four years was collected and analyzed.

Table 4.18: *Distribution of Repeaters by sex*

Year	Repeaters				Total	
	M		F			
	N	%	N	%	N	%
1992/93	1314	19.3	1566	22.4	2880	20.9
1993/94	1055	15.1	1212	16.9	2267	16.0
1994/95	1095	14.3	1346	18.1	2441	16.2
1995/96	987	13.8	1149	15.6	2136	14.7

- *Percentage calculation is based on the enrollment figures of the same year*
- *The data excludes repeaters of grade 8*

Generally, grade repetition has been decreasing over the past four years. However, the percentage of female repeaters is higher than boys. This finding confirms with the findings of Assefa (1991), which shows that girls repeat more than boys in primary schools. Similarly, the Education Statistics Abstract of MOE (2001/ 02:15) and the Education Statistics Abstract of SNNP REB (2001/02: 5-10) confirm this situation. Hence, this leads us to question why girls repeat more. To this end, a previous study by Tirusew (2001:394) confirms that, the low participation, high repetition as well as high dropout rate of female students could be ascribed to their immense role in the household chore. Moreover, an interview made with directors of schools has disclosed that, female pupils are over burdened with an additional house hold responsibility, this lends them less time to study,

which leads them to class repetition. One interviewed director mentioned some of the factors that decrease female pupils performance and lead to repetition.

The factors include:

- **house hold demand of child labor**
- **peer group influence**
- **lower self esteem of girls**

Hence many factors are responsible for female repetition in class.

4.3.3. Academic achievement (Performance)

In an effort to study whether or not there is a significant difference in academic achievement between boys and girls, a test in core curriculum subjects (English and Maths) was administered to 160, 80 female and 80 male pupils of 8th grade. Findings pertaining test results are summarized and discussed below.

Table 4.19: Comparison of means and t test for scores of English between Boys and girls

Variable	Male		Female		df	t	p
	Mean	S. d	Mean	S.d			
Test scores (English)	18.8250	6.4940	18.1500	7.2078	158	-.622	0.535

As it is depicted in table 19, no significant difference is observed between male and female pupils achievement regarding their score of English test at $t = (\alpha/2, 158) = -.622$, $P > 0.535$

Table 4.20: T- test for test scores of Mathematics between boys and girls

Variable	Male		Female		df	t	
	Mean	S. d	Mean	S.d			
Test scores (Math)	15.3250	6.6385	14.8625	6.5289	158	-.444	0.657

As it is portrayed in table 20, no significant difference is observed between male and female pupils achievement regarding their score of math test at $t = (\alpha/2, 158) = -.444, P > 0.657$.

Moreover, comparison of means was also conducted for both sexes separately between their English and Math scores, to see whether or not there is a performance difference in both subjects for each sex. Thus, the information is given below.

Table 4.21: T- test for Females and Males between their scores for English and Mathematics

Variable	English		Maths		df	t	p
	Mean	S. d	Mean	S.d			
Female	18.1500	7.2078	14.8625	6.5289	158	3.024	.003
Male	18.8250	6.4940	15.3250	6.6385	158	3.371	.001

Table 21, Shows that there is a significant difference for females between their test scores of English and Mathematics. At $t = (\alpha/2, 158) = 3.024$ for $P < .003$.

This finding indicates that females perform well in language than in mathematics. However, no significant difference is observed between their test scores of English and Mathematics for males at $t = (\alpha/2, 158) = 3.371, p > 0.001$.

This finding is in line with Eccles (1984). Eccles argues that, many authors consistently mention two areas in which males and females vary. These differences are on verbal and quantitative tasks.

That is, "Girls typically perform better than boys on verbal tasks where as boys perform better than girls on quantitative tasks; these differences however, are quite small" pp 26.

Consistently, Matlin (1996) also holds the same idea and further elaborates the cause of such small variations on verbal, quantitative and other tasks between males and females. But her argument seems to diminish the 'low' variation proposed by other authors. According to her, there is no gender difference in general intelligence as it is indicated in total IQ test scores.

Nowadays some test items that negatively affect female test-scores tend to be eliminated from the test during standardization processes so that gender differences are unlikely to occur in general intelligence. Matlin also pointed out that males and females show no difference in learning and memory; however, the nature of task or material to be learnt or remembered can make a difference. Matlin also insisted on the small gender differences in verbal ability by providing different research evidences.

According to her, the verbal position of SAT (Scholastic Aptitude Test) in the earlier time favors females because it consists of items regarding humanities. But later as the test-designing corporation started to include items from science and business, males started to surpass females by 11 points. Matlin's argument is that, it is the nature of the content from which the test is drawn, not the true inherent ability of males and females that brought this difference (Matlin, 1999: 176).

Regarding mathematics ability, Matlin disagrees with media report that advertises higher gender difference favoring males in mathematics achievement. On this issue she wrote the following:

Media reports might lead you to expect large gender difference favoring males in mathematics skills. Instead, there are gender similarities in much of the mathematics research. Females receive higher grades in mathematics courses, and substantial gender difference favoring males occur only on the mathematics section of SAT (Matlin, 1996:185)

Respondent pupils were asked to indicate whether or not he/she can perform as good as his/ her peer opposite sex in academic matters. Accordingly, 187 (83.5%) respondent pupils said yes. Where as, 32 (14.3%) said no. The implication is that

there are some pupils who believe that they are not as good as their peer opposite sexes in academic matters. This could be attributed to the socialization process in which boys and girls are brought up. Boys are encouraged in ways that will enable them to achieve, to compete and to win; girls are discouraged to develop these traits.

4.3.4 Absenteeism

One important variable in relation to girls' education is absenteeism. It was thus deemed necessary to study the extent of pupils' absenteeism. Consequently teachers were asked to indicate the number of pupils absent in the two weeks after data collection. The information secured is presented below.

Table 4.22: *Number of Boys and Girls who were absent from classes during the last two weeks after data collection for grades 5-8 of each sample school*

Response	First Week		Second week	
	Average n ^o of Boys absent per class	Average n ^o of Girls absent per class	Average n ^o of Boys absent per class	Average n ^o of Girls absent per class
Monday	5	6	3	5
Tuesday	6	5	4	6
Wednesday	7	6	5	7
Thursday	4	5	6	5
Friday	3	5	5	6
Total	25	27	23	29

In each week homeroom teachers registered that eight to thirteen students on the average are absent from each class every day. The reasons for boy's absence from school indicated by teachers during a discussion, was helping parents to win their daily bread in the informal sector by doing different activities. Household demand for child labor in different forms is reported to be the cause for the absence of girls from school.

4.4 School factors

School characteristics and the school environment could enhance or retard female performance and attainment. These characteristics include, teaching methodology and approach and school physical facilities. In the teacher's questionnaire there

was an item that requests school directors about school facilities. The information obtained is summarized in table (See appendix, 2)

As it is depicted in appendix 2, the schools under study are impoverished. Good-quality and well-furnished schools generally increase the performance and sustenance of children, particularly girls. In this regard, kilo (1994) in Odaga and Heneveld (1995:28) indicated, in Cameroon, girls in good quality schools generally came from better off families than boys, and also performed academically better than their male classmates in both science and language.

In order to cross check the information obtained from directors, respondent pupils were also asked whether or not there is a separate latrine for boys and girls, if not, to see their feeling towards using a common latrine. Responses to the first question indicate that the majority, 150 (67.0%), of pupils replied that there is a separate latrine for both sexes; which contradicts the director's responses. However, 71 (31.7%) pupils indicated no separate latrine. The table below shows the feeling of pupils in using a common latrine.

Table 4.23: Pupils attitude towards using a common latrine

Statement of attitude	N	%
I feel ashamed	23	10.3
I feel nothing and use it	15	6.7
I don't use it	42	18.8

As it is disclosed in table 23, most of the respondent pupils, 42 (18.8%), indicated that they don't want to use the available latrine and 23 (10.3%) pupils responded they feel ashamed in using a common latrine. Although students claim that there is a separate Latrine, the interview made with directors of schools confirmed that schools are not well furnished to smoothly run the teaching learning process.

4.5 Teacher factors

Respondent teachers were asked different questions related to the teaching learning process. The first question in this regard was to indicate whom they would prefer to teach, if they were asked to do so. The table below summarizes the result.

Table4.24: Teacher Preferences of sex in teaching

Teacher's Preference	N ^o	%
Boys	5	6.2
Girls	9	11.1
No difference	66	81.5

Most respondent teachers, 66 (81.5%), claimed that they make no difference between the sexes. This is also justified from the interview with directors. One of the interviewed directors said:

There was an over all evaluation of teachers a year ago. During that evaluation, most of the teachers confessed that they did not do what is expected of them (like helping, encouraging girls, etc) and promised that they would do every thing they could. Since then things that are happening in and around the school are changed; the care and help teachers extend to female pupils is encouraging...

4.5.1 Teacher's Awareness of gender issues

Teachers were asked to rate the level of their understanding about gender issues in education. They were given three alternatives; sufficient, average, not sufficient. Results indicate that majority of them claim they had sufficient understanding of gender issues. Table 25 summarizes the results.

Table 4.25: Teachers' understanding of Gender Issues

Teacher's Understanding of gender Issues	N ^o	%
Sufficient	48	59.3
Average	22	27.2
Not sufficient	9	11.1

As it is mirrored in table 25, 48 (59.3%) teachers indicated they had sufficient understanding about gender issues in education. However, 22 (27.2%) had average understanding and 9 (11.1%) had no sufficient understanding about gender issues in education.

With all the change processes the country is under taking to promote gender in education, the economy, and the labor force; teachers as part of this change processes should have known a lot about gender issues in education. However, this is not so. Hence, the finding indicates that, more is required on the part of the Regional, zonal and Woreda education bureaus, Women's organizations and other concerned bodies to improve teacher's awareness of gender issues in education. Unless teachers' awareness about gender issues is improved it would be difficult to properly address the deep-rooted Social, Psychological, Economic and Political problems faced by girls and ultimately improve it in practical terms.

4.5.2. Class room situations and other issues as perceived by teachers

In the teacher's questionnaire, there was an item, which requires the response of teachers towards the activities of girls and boys in class, in order to elicit information about the behavior of female pupils in class. The information obtained is given below.

Table 4.26: Teachers opinion of the Activities of boys and Girls in class

Statement	Teacher's opinion					
	M		F		Both	
	N	%	N	%	N	%
Attend class regularly	42	51.9	21	25.9	15	18.5
Do home work and assignment	49	60.5	16	19.8	11	13.6
Ask questions in class	59	72.8	4	4.9	15	18.5
Feel more independent in class	64	79.0	8	9.9	7	8.6
answer questions in class	46	56.8	15	18.5	17	21.0

As it is disclosed in table 26, 46 (56.2%) teachers indicated that male pupils attend class regularly and do their home work and assignment frequently. Moreover, 54 (75.9%) teachers indicated that male pupils are more independent and ask questions in class. While, 46 (56.8%) teachers pointed out male pupils misbehave more in class. This finding depicts that female pupils, have less time for study and homework; because of the household demand of child labor; do not ask questions in class, because of the culturally imposed opinion that males are courageous and able to ask questions etc. Hence, a concerted effort on the part of school directors, teachers, parents and other concerned bodies is required; to encourage female pupils to come to school and in schools to develop the feeling that they can achieve as equal as their peer opposite sexes. Over all, the situation calls for guidance and counseling services in schools.

4.6. School Community relationship

In an attempt to know the school-community relationship, there was an item in the parent's questionnaire that seeks whether or not parents participate in school activities. The responses to this question indicate, 29 (37.2%) parents participate in school activities; where as, 49 (62.8%) parents do not participate in school activities. This finding indicates that there is a loose school-community relationship. Hence, there is a firm need to create awareness among parents about the importance of school community relationship, which in turn would create favorable conditions for improving parent's awareness of the importance of female education; and to ameliorate the enrolment, persistence and performance of female pupils.

Parents were also asked to suggest ways of encouraging parents to send their children to school. Accordingly, the interviewed parents indicated that it is the hope that their children get employment opportunity that encourages them to send their children to school. Other factors that encourage parents, according to the respondents, include: awareness creation, provision of learning materials and increased government in put to improve the impoverished condition of schools. The interview has further shown that parents have developed good will to work closely with schools.

4.7 Institutional and political factors

In order to promote girls education, different efforts have been made in the country. Policy environment and commitment of the government has been positive toward the promotion of girls' education. From an interview made with directors of schools, it has been possible to realize that different efforts are being made at school level, with an aim of:

- Promoting girls education
- Improving parents awareness about the importance of girls education
- Improving parents and female pupils awareness about harmful traditional practices and beliefs and also about the pandemic 'Aids'.

Among the interventions at school level to promote girls education include:

- Administering tutorial classes during weekends.
- Establishing an advisory committee composed of male and female teachers at school level to provide, Counseling services for students about gender in education, female empowerment, traditional harmful practices, the pandemic 'Aids', and other timely issues.
- Increasing parents' participation in school activities so as to promote the smooth running of the school and to bring back students who leave school or drop out of school.
- Encouraging girls to participate in different activities and providing incentives to those who perform better.
- Exerting maximum effort to work closely with the community

Hence, it is possible to conclude from the above findings that the institutional and political environment is quite conducive for girls' education. However, at an action level, more needs to be done by the government and other concerned bodies to change the existing picture of female education.

CHAPTER FIVE

Summary, Conclusion and Recommendations

This chapter deals with the summary, the conclusions drawn from the major findings of the study, and the recommendation made on the basis of these findings.

5.1 Summary

The main objective of the study was to assess the participation and performance of female students in urban primary schools. The study was also intended to explore the main demand and supply-side obstacles that affect participation and performance of female pupils. An attempt was also made to suggest possible solutions to the problems identified.

In order to achieve the objective, related literature on the topics girls' participation and performance in primary education, benefits of girls' education, constraints to girls' education and approaches to overcome constraints at different levels were discussed. The possible areas for investigation to understand the explanatory conditions revolve around socio economic, socio cultural, school factors and political and institutional factors.

In order to carry out the study, a survey design with qualitative and quantitative approaches was adopted. To gather the required information different instruments of data collection including; questionnaires, guided interview, test administration, focus group discussion and document analysis were used. The sample population included female pupils, teachers, parents, women's groups and principals.

The data secured from questionnaires document analysis and test administration was handled by using statistics such as percentages and T-test. Data secured from guided interview and focus group discussion were described by using narrative approach including quotations from respondents. Finally the study has come up with the following findings.

Main findings of the study

Sample schools profile

The gender parity index, which is the ratio of female to male enrollment, for the year 2004, first semester, is 1.37; which indicates that female enrollment exceeds male enrollment. The pupil teacher ratio (PTR) for the sample schools is 58:1, which is slightly greater than the standard (50:1) set by the Ministry of Education (MOE). In the observed sample schools, except in one (Betekihnet), no female teacher is seen authorized. All directors of the seven schools were men. Regarding teacher's qualification 217 (50.2%) of them are TTI graduates and 215 (49.8%) are diploma holders. The minimum requirement set by MOE, the first cycle (1-4) requires teachers with qualification of certificate from TTI and teacher-training diploma is required for the second cycle, is satisfied.

Back ground of Respondents (pupils, parents and Teachers)

Majority of the respondent pupils aged from 13-15 years. A quarter of the respondent pupils were more than 15 years old. Most responding teachers (69.4%) have service year of 16-35 years, which indicates that they have sufficient experience. Majority, 65 (84.5%), of the respondent parents aged from 28-53 years. Most of them are literate, ranging from reading and writing to graduate of College or University.

Access

The trend of enrollment in the sample schools from 1992/93 to 1995/96 had a fluctuating trend. That is, it increased up to 1994/95 and decreased in 1995/96. The GPI, which is female-to-male enrolment ratio, is 1 indicating a perfect parity in enrollment between boys and girls. Respondents (pupils, teachers and parents) indicated that not all school-age girls are attending school. The reasons for not going to school, as indicated by parents and teachers are Economic problem and

household demand of child labor. Fear of pregnancy, risk of abduction and early marriage are rated as low in deterring female pupils not to go to school.

Parental attitude as an indicator of Socio cultural condition has been indirectly measured and has shown that:

- Parents' attitude towards the education of girls is positive.
- Most interviewed parents indicated that job opportunity of their daughters is not encouraging
- Regarding household demand of child labor most interviewed and Questionnaire respondent parents confirmed that girls work outside school hours
- Distance has no deterring impact on urban children's learning.

Survival in the education system

In the years 1992/93 to 1995/96 more boys dropped than girls, i.e., (35.9%) males against 28.1% females. Economic problem is indicated as the main factor that compels children to drop out. Household demand of child labor is rated as the second detracting factor by parents. However, teachers rated it as low.

Grade repetition, although fluctuating, has been decreasing over the past four years (1992/93-1995/96E.C). Female repeaters outweighed male repeaters in the years 1992/93 through 1995/96.

Academic achievement

No significant difference was observed between male and female pupils' achievement regarding their test score of English and Mathematics. A significant difference for females was observed between their test score of English and Mathematics.

School factors

Regarding school facilities, all the visited sample schools are impoverished; most facilities are not sufficiently available. 38.3% of the respondent teachers reported that they had no sufficient understanding about gender issues. Most respondent teachers indicated that, male pupils feel more independent in class and ask questions.

School community relationship is reported to be poor. However, parents indicated that they have good will to work closely with schools. Political and institutional factors are conducive in promoting female education. At action level, however, much needs to be done.

5.2 Conclusions

Based on the findings of the study it can be concluded that, female's participation in primary education in Awassa city is encouraging. The GPI, female to male enrollment ration, is 1; indicating a perfect parity between the two sexes. Hence enrolment is not a problem of urban primary education in Awassa town. However, school age girls in the area under study as indicated by the different respondents are not all attending School. Economic problem and house hold demands of child labor were rated as the main deterrent factors affecting girls not to go to school.

Regarding age of respondent pupils, 25.1% of them were more than 15 years. Female pupils survival in primary education compared with their peer opposite sexes is high. However, the percentage of female dropouts is still large. Girls repeat grades more than boys; difficulty in the language of instruction and health problem are rated as the main problems that lead girls to repeat in class.

From the test administration, it has been possible to realize that no significant difference in achievement is observed between the two sexes in both subjects

(English and Mathematics). However, a significant difference is observed for females between their test scores of English and Mathematics.

A significant number of teachers reported that they lack sufficient understanding about gender issues. However, there is an improvement as far as teachers' attitude and practices are concerned.

Most parents reported that they do not participate in school activities. However, they have indicated that, they have the willing to work closely with schools. They have also demonstrated a positive attitude towards the education of their daughters. Political and institutional factors are conducive in promoting female education. However, doubts exist as to the employment prospect of female pupils.

5.3 Recommendations

5.3.1 Providing Economic or Material Incentives

Adopting a poverty -alleviation strategy, particularly, for poorhouse holds with large families. This is essential for parents, especially, who cannot afford educational expenses. It can encourage them to send their daughters to school. In this regard, government and non-governmental organizations could have some in put, especially by introducing micro financing institutions in town centers.

5.3.2 Improving Existing Facilities

The study has shown that schools are impoverished. Some of the existing facilities are in adequate, particularly in governmental schools. These schools should, therefore, be facilitated. Increasing government and the public's in put in different forms would be necessary to invest in school structures including classrooms, libraries, water supply, textbooks, separate male-female latrine and other gender sensitive materials.

5.3.3 Promoting Gender Sensitive Training

For creating gender awareness among teachers in addition to on job training or workshop, providing training in institutes or colleges will have an impact in strengthening teachers' knowledge about gender issues in education. Hence, teacher training institutes and colleges need to design a program to offer gender awareness training for trainees.

5.3.4. Sensitization

Information campaign and permanent efforts to improve girls' education have to be carried out. Workshops, seminars, conferences and panel discussions should be conducted so as to develop gender awareness the community, parents and female pupils themselves. Moreover, as over age enrolment and absenteeism are considerable, Parents should also be sensitized:

- , About the importance of sending children, particularly girls at an earlier age to school.
- To relieve girls of tedious house hold labor and send them to school on time.

5.3.5. Guidance and counseling services

Arranging and applying special support service for female students; morally, academically, and technically would be very important to encourage female pupils and promote their self-confidence. In this regard, forming a counseling committee would help to provide counseling services on timely issues like; sex education, female empowerment, harmful traditional practices, the pandemic 'Aids'etc.

5.3.6 Improving achievement

Persuading female pupils that girls are able to do better in Maths and science, if they work hard. Advising parents to render academic support and reduce the work

burden of children at home: providing such a support would give time for girls to study and this will raise their performance.

5.3.7 Staffing

Increasing the number of female teachers and directors by recruiting more females in to the profession by the regional government education bureau will bring role models very close to girls. Female teachers, if adequately trained, can identify girls at risk of dropping out and provide special care and encouragement needed to keep girls in school and pursue their lessons.

5.3.8 Developing record keeping system

Schools have problems of keeping records and following up developments. Hence, school directors should be given a kind of training through a workshop or seminar on how to keep information regarding students, teachers, and parent participation in school activities...etc.

5.3.9 Strengthening School-community relationship

Strengthening school-community relationship would enable to promote the smooth running of the school and to bring back drop out pupils to school. In this regard, schools should work hard to establish this relationship.

5.3.10 Making schools conducive and friendly for girls

Providing gender sensitive materials and encouraging girls to participate in different activities in school by providing incentives to those who perform better would make schools attractive and friendly. In this regard, schools could have some input.

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Table: Sample Schools Profile (2004) Appendix 1

School	Grade	Enrolment of Students			Dropout first semester 2004			Those who sat for first semester examination			Total N ^o of Teachers		
		M	F	T	M	F	T	M	F	T	M	F	T
ETHIOPIA	1-4	616	768	1384	33	15	48	660	730	1390	8	19	27
TIKDEM	5-8	590	664	1254	38	50	88	947	1011	1958	15	8	23
AWASSA	1-4	932	1105	2037	47	46	93	885	1059	1944	22	26	48
TABOR	5-8	2007	1713	3720	218	141	359	1789	1572	3361	41	22	63
BETE	1-4	501	665	1166	56	60	116	445	605	1050	13	20	33
KIHNET	5-8	711	937	1648	37	47	84	674	890	1564	15	12	27
GEBEYA	1-4	803	889	1692	51	49	100	752	840	1592	23	16	39
DAR	5-8	907	939	1846	36	25	61	871	914	1785	13	17	30
AWASSA	1-4	693	760	1453	33	15	48	663	745	1408	12	20	32
HAIKE	5-8	986	1062	2048	38	50	88	948	1012	1960	15	11	26
ADV	1-4	559	595	1154	-	-	-	559	595	1154	20	5	25
	5-8	572	560	1132	-	-	-	572	560	1132	11	1	12
M. OLIVE	1-4	96	88	184	2	3	5	94	85	179	14	9	23
	5-8	239	202	441	-	1	1	239	201	440	24	-	24
TOTAL	1-4	4200	6870	11070	222	188	410	458	4659	8717	107	112	219
	5-8	6012	7077	13089	367	314	681	6040	6160	12200	143	75	218
G. T		10210	13947	24159	589	502	1091	10098	10819	20917	246	186	432

Appendix 2

Table: School Facilities in the sample schools

Facilities	Sample School						
	Adventist	Tabor	Gebeya Dar	Awassa Haike	Bete Kihnet	Mount Olive	Ethiopia Tikdem
Safe water							
Suff available	*		*				
Partly available		*		*	*	*	*
Not at all							
Electric							
Suff available	*	*	*	*	*	*	*
Partly available							
Not at all							
Library							
Suff available							
Partly available	*	*				*	*
Not at all			*	*	*		
Clinic							
Suff available							
Partly available							
Not at all	*	*	*	*	*	*	*
Separate latrine							
Suff available	*					*	
Partly available		*	*	*	*		*
Not at all							
Text Books							
Suff available						*	
Partly available	*	*	*	*	*		*
Not at all							
Class Rooms							
Suff available						*	
Partly available	*	*	*	*	*		*
Not at all							

English Exam for Grade 8 (February, 2004)

Time allowed: 60 Minutes

Name _____ Grade _____ Sec _____ No. _____

Part I

Read the following passage carefully and answer the questions that follow it.

The term natural vegetation is used to describe the kind of plant life, which grows naturally in a place, which is best, suited in the physical conditions, which occur there.

In most part of Africa however, the vegetation can no longer be said to be truly natural because man has interfered it in some way or other. In some areas man has cut down trees for firewood while in other he has cleared the land to grow crops. The vegetation has also been affected by the habits of man's animals. The natural vegetation of a place depends mainly upon its climate, as different kinds of plants need different amount of heat and moisture. In Africa the amount and seasonal distribution of rainfall is of particular importance in influencing vegetation. In the higher mountain areas the reduction of temperature with altitude is also important.

Broadly speaking, in areas where the rainfall is heavy and well distributed, the natural vegetation is likely to be forest. In areas where the rainfall is moderate or light, and is highly seasonal in nature, the savanna vegetation is common. In areas where the rainfall is very low, there is likely to be semi desert vegetation.

- _____ 1. Natural vegetation refers to
- A. All plants in a place
 - B. The physical condition of a place
 - C. Natural plants in a place
 - D. Crops of different types

- _____ 2. A vegetation can not be said natural
- A. When there is interference with it
 - B. When there is no interference with it
 - C. When it grown naturally
 - D. When it is not cleared
- _____ 3. When can a vegetation be said to be natural?
- A. When it is cleared and replaced by crops
 - B. When it is cut down for use
 - C. When it grows naturally
 - D. When there is some kind of interference
- _____ 4. What does the type of vegetation is a place depend on?
- A. The people living around the place
 - B. When it is cut down for use
 - C. When it grows naturally
 - D. When there is some kind of interference
- _____ 5. According to the passage, what is particularly important in influencing the vegetation of Africa?
- A. The amount and distribution of rain fall
 - B. The reduction of temperature
 - C. The different amount of heat
 - D. The higher mountain areas
- _____ 6. Different kinds of plants need different amounts of heat and
- A. Climate
 - B. Reduction of temperature
 - C. Higher mountain areas
 - D. Moisture
- _____ 7. What are essential for forest to appear?
- A. Heavy and un balanced rainfall
 - B. Light and equally distributed rainfall
 - C. Reduced rainfall and temperature
 - D. Heavy and well distributed rainfall

- _____ 8. The savanna vegetation is caused by
- A. Highly seasonal heavy rainfall
 - B. Less seasonal heavy rainfall
 - C. Highly seasonal moderated rainfall
 - D. High temperature with no moisture
- _____ 9. Semi desert vegetation is caused by
- A. Heavy rainfall
 - B. Moderate rainfall
 - C. Climate with no rainfall
 - D. Low rainfall
- _____ 10. The best title for the passage is
- A. Desert vegetation
 - B. Natural vegetation
 - C. Savanna vegetation
 - D. High mountain vegetation

Direction: For item 11-39, Choose the alternative that best complete each item.

- _____ 11. Bethlehem: I hate all forms of racial discrimination Eyerusalem: _____
- A) I don't either
 - B) So do I
 - C) Neither do I
 - D) Nor do I
- _____ 12. A Smoker is a person _____ often has a bad cough and _____ clothes small of smoke.
- A. Which /who
 - B. Who/which
 - C. Who/whose
 - D. Whom/which
- _____ 13. You _____ drive carefully. The roads are wet and bumpy.
- A. ha better
 - B. would rather
 - C) prefer
 - D) would better
- _____ 14. He is _____ intelligent as his brother
- A) less
 - B) less than
 - C) not so
 - D) not

_____ 33. I asked two people the way to the commercial bank but _____ of them know

- A) none
- B) either
- C) both
- D) neither

_____ 34. Between you and _____, she is worried about _____

- A) I/him
- B) me/he
- C) me/him
- D) I/he

_____ 35. The film we saw last night was very boring I wish I _____ it

- A) didn't see
- B) wouldn't have been
- C) hadn't
- D) saw

_____ 36. He is living _____ in Awassa. I don't know his exact address.

- A) everywhere
- B) somewhere
- C) anywhere
- D) nowhere

_____ 37. He's cut his finger, _____ he?

- A) isn't
- B) wasn't
- C) is
- D) hasn't

_____ 38. Ketema to Bekele: "Abebe went to Wondo yesterday. "

Fekede to mesfin: Ketema said that _____

- A) Abebe has went to Wondo yesterday
- B) Abebe went to Wondo yesterday
- C) Abebe goes to Wondo yesterday
- D) Abebe had gone to Wondo yesterday

_____ 39. Teacher to Hinit, "Do you know the capital city of Nigeria?"

Hirut's friend to Hirut: What did he say?

Hirut to her friend: He asked me if _____

- A) She know the capital city of Nigeria.
- B) I knew the capital city of Nigeria.
- C) They knew the capital city of Ethiopian.
- D) You knew the capital city of Ethiopia.

Direction: For item 40-41, read the five Jumbled sentences. The sentences are not in the right order. If they are already, they can make a coherent paragraph: choose the best arranged of the sentence to make a coherent paragraph.

- _____ 40. a. Jhon and Merry met at a party one Saturday night in June
b. They were very angry
c. They fell in love and got married the following month
d. Merry rang her parents and told them that she was married
e. And decided not to see her again
- (A) a b c d e
(B) a c d b e
(C) a d c b e
(D) a c b d e

- _____ 41. a. He dislikes the idea of always being available .
b. They want him to keep it on all the time.
c. Alemu's company has bought him a mobile phone.
d. He hates the way some people talk loudly on their mobile.
e. He usually is impatient with them.
- (A) c b a d e
(B) a b c d e
(C) b c a d e
(D) a c d b e

Part IV

Punctuation-

Δ **Direction: For item 42-45 , find the sentence that is correctly in written.**

- _____ 42. (A) where were you, yesterday Alemu?
(B) where were you yesterday Alemu?
(C) where , were you yesterday Alemu?
(D) where were you yesterday, Alemu?
- _____ 43. (A). " Belete, where do you like?» asked the teacher.
(B). " Belete, where do you like? " asked the teacher.
(C). " Belete, where do you like “? asked the teacher.
(D). " Belete, where do you like? " asked the teacher.
- _____ 44. (A). Tiglu stented late, how ever , he will finish.
(B). Tiglu started late, however he will finish.
(C). Tiglu started late however he will finish.
(D). Tiglu started late, how ever, he will finish.
- _____ 45. (A) He asked when I came her?
(B) He asked, when I came here
(C) He asked when I came here?
(D) He asked, when I came here?

8th Grade Mathematics Test

EACH QUESTION HAS FOUR CHOICES READ EACH QUESTION
AND THE CHOICES CAREFULLY AND SELECT THE BEST ANSWER

Time allowed 1:30 hrs

- _____ 1. If the length of a rectangle is 7 less than twice the width, then, the formula relating perimeter p and width w is
- A) $P=2W-7L$ C) $P=6W-42$
B) $P = 3W-7L$ D) $P =6W +14$
- _____ 2. Abebe can paint a house in x days and Bekele can paint the same house in y days. What is the formula for the part of the job finished in a day if they work together?
- A. $x.y$ C. $\frac{1}{x} + \frac{1}{y}$
B. $\frac{xy}{x+y}$ D. $x+y$
- _____ 3. What is the solution set of the inequality $\frac{1}{2}(2x+3) < 3x - \frac{5}{2}$, if the domain is W ?
- A. $\{ \quad \}$ C. $\{ 2, 3, 4, \dots \}$
B. $\{ 0, 1 \}$ D. $\{ 3, 4, 5, \dots \}$
- _____ 4. If $a=2$ and $b = a-5$, then the value of $\frac{1}{2}ab - \frac{1}{3}a^2b$ is
- A. 1 C. -5
B. -1 D. -7
- _____ 5. What is the simplified form of $(6x^3y^2 - 4x^3y^2) \div 2xy$?
- A. $3x-4x^2y$ C. $3xy-4x^2y$
B. $3xy-2x^2y^2$ D. $3x-2x^2y$ E. none

_____ 6. Which if the following equations is NOT equivalent with

$$\frac{1}{2x} - 4 = 3?$$

- A. $x-8=6$ C. $x+2=16$
B. $\frac{1}{2}x = 7$ D. $2x-16=6$

_____ 7. Years ago a person was x years old, what will be his age after z years?

- A. $x+y+z$ C. $x-y-z$
B. $x+y-z$ D. $x-y+z$

_____ 8. For any rational numbers, a , b , and c , which of the following is NOT true?

- A. $a+(b+c)=(a+b)+c$
B. $(axb) \times c = ax(b \times c)$
C. $a(b+c) = ab+ac$
D. $a-(b-c) = (a-b)-c$

_____ 9. When the expression $3x-5[(2x+1)-(4-x)]$ is simplified, it gives

- A. $15-2x$ C. $15-12x$
B. $25-12x$ D. $25-10x$ E. None of the above

_____ 10. If $(n+3)$ is odd, which of the following is even?

- A. $n+1$ C. $n+7$
B. $n-1$ D. $n-2$

_____ 11. Let $U = \{ 1, 2, 3, \dots, 9 \}$, $A = \{ 1, 2, 3, 4, 5, 6 \}$ and

- B. $\{ 1, 2, 3 \}$ then what is $(A/B)'$?
A. $\{ 1, 2, 3 \}$ C. $\{ 1, 2, 3, 7, 8, 9 \}$
B. $\{ 1, 2, 3, 4, 5, 6 \}$ D. $\{ 7, 8, 9 \}$

_____ 12. Which of the following is the possible value of b if $R = \{ (x, y): y < x-1 \}$ such that $(2, b) \in R$?

- A. 0 C. 2
B. 1 D. 3

20. When one third of the sum of three consecutive integers is decreased by 5. The result is 21. The largest of the three integers is

- A. 25
- B. 26
- C. 27
- D. 28

21. If $A = \frac{1}{2}(b_1 + b_2)h$, then which of the following expression is equivalent to b_2 ?

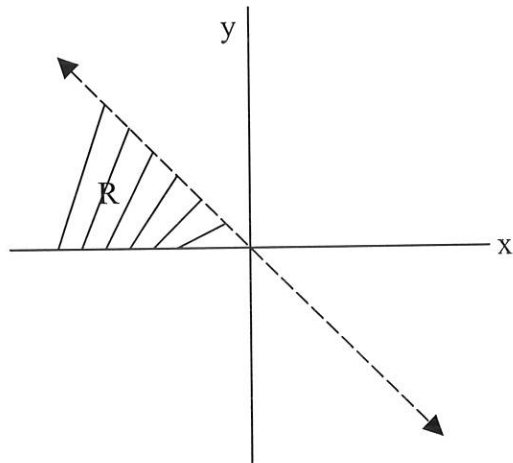
- A. $\frac{2A}{h} + b_1$
- B. $\frac{2A}{h} - b_1$
- C. $b_1 - \frac{2A}{h}$
- D. $\frac{2A}{b_1} - h$

22. Let $(4.32)^2 = 18.66$, then $(43.2)^2$ is equal to

- A. 186.6
- B. 18660
- C. 1.866
- D. 1866

23. Which of the following is true about the relation whose graph is given below?

- A. $R = \{(x, y) / 2y + x - 1 < 0 \text{ and } y \geq 0\}$
- B. Domain of $R = \{x : x \leq 2\}$
- C. Range of $R = \{y : y > 0\}$
- D. $(4, -4) \in R$



24. Which of the following is NOT true about the line passing through the point with coordinates $(-1, 2)$ and $(0, 3)$?

- A. The line passes through $(-2, 1)$
- B. The slope of the line is 1
- C. The x intercept of the graph is the line $y = -3$
- D. The y intercept of the graph is the line $x = 3$

_____ 25. Which of the following numbers is an irrational number?

- A. 1.101101110..... C. 1.001001....
B. 0.3 D. 1.4142

_____ 26. Which of the following statements is true?

- A. $\sqrt{12} + \sqrt{27} = \sqrt{75}$ C. $2\sqrt{5} > \sqrt{21}$
B. $\sqrt{50} \div \sqrt{2} > 5$ D. $\sqrt{0.9} = 0.3$

_____ 27. What is the equation of the line parallel to $y + 2x - 1 = 0$ and passing through $(1, 2)$?

- A. $2y + 2x - 4 = 0$ C. $y + 4x - 2 = 0$
B. $y + 2x - 4 = 0$ D. $2y + 4x + 4 = 0$

_____ 28. Which of the following statements is correct?

- A. $8 < \sqrt{63} < 9$ C. $8 < \sqrt{85} < 9$
B. $49 < \sqrt{55} < 64$ D. $6 < \sqrt{40} < 7$

_____ 29. Let $f(x) = \frac{1}{2}x + 3$, then what is the value of k such that $f(k) = 1$?

- A. -2 C. -4
B. -3 D. -5

_____ 30. The set $\{0, 1\}$ is NOT a subset of one of the following sets

- A. $\{0, 1\}$ C. $\{\{0\}, 1\}$
B. $\{\{0\}, 0, 1\}$ D. $\{0, \{\phi\}, 1\}$

_____ 31. If $\frac{1}{2x} + \frac{3}{x} = 5$, then $x + \frac{3}{10}$ is equal to

- A. $\frac{14}{10}$ C. 2
B. $\frac{1}{10}$ D. $\frac{10}{10}$

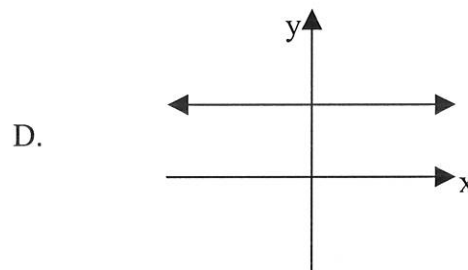
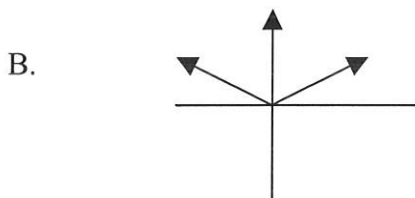
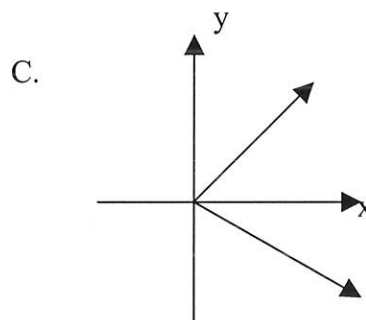
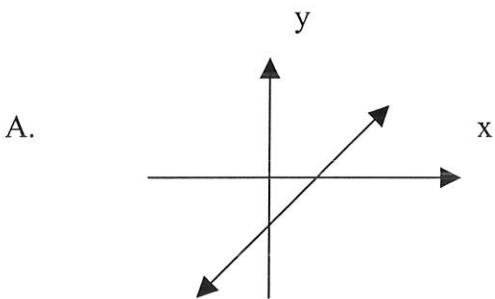
_____ 32. Let $f = \{(1, 3), (-2, 0), (0, 1)\}$ then the value of $f(1)+f(0)$ is equal to

- A. 3
- B. 4
- C. 1
- D. 2

_____ 33. What is the value of k so that the slope of the line passing through the points $(2, k)$ & $(5,4)$ is 1?

- A. 0
- B. -1
- C. -3
- D. -2

_____ 34. Which of the following graphs of relations is NOT a graph of a function.



_____ 35. What is the equation of a line with a slope -2 and y intercept 2?

- A. $2x+y=2$
- B. $2x-y-2=0$
- C. $2x-y+2=0$
- D. $2x+y+2=0$

_____ 36. For what value of k does the graph of the equation $x+2y=k$ pass through $(-1,3)$?

- A. 0
- B. 1
- C. 5
- D. 6

37. Five times a number decreased by 18, equals three times the number increased by 6, then what is the number?

A. 6

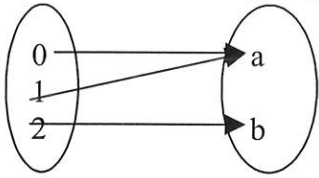
C. 10

B. 9

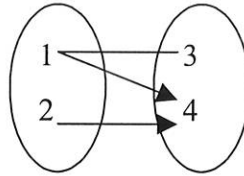
D. 12

38. Which of the following mapping is a function?

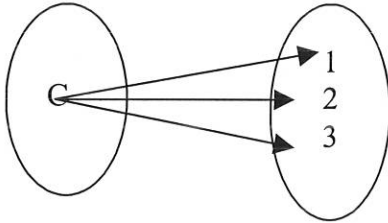
A.



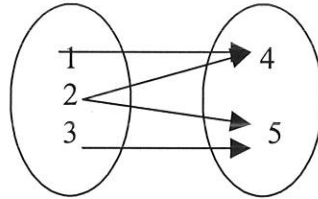
C.



B.



D.



39. Which of the following tables represent quantities that are directly proportional?

x	y
2	1
4	2
6	3
8	6

x	y
2	8
1	16
3/2	24
2	32

x	y
2	8/5
5	4
10	8
15	12

x	y
2	6
3	4
1	12
10	2

40. What is the proportionality constant of $y = \frac{1}{2}x$

A. 12

B. 16

C. $\frac{5}{4}$

D. $\frac{1}{2}$

Addis Ababa University
Faculty of Education
Department of Curriculum & Instruction

Questionnaire to be filled by Awassa city Administration Primary School teachers and directors.

This questionnaire is designed for the purpose of a Research. The main purpose of this study is to get genuine information on the underlying demand- & supply-side factors that facilitate or hinder educational access (enrolment), persistence, and performance of girls compared to their peer boys at primary school level in SNNPR. I appreciate your willingness to support my effort, and look forward to receiving your earnest reply. All information obtained from you will be used only for the purpose of this research. You need not write your name.

Thank you for your cooperation.

I. Back ground (Fill in the spaces provided or tick one of the given alternatives)

- 1.1 School name _____
Region _____ Town _____
- 1.2 Your sex Male Female
- 1.3 Teaching experience in years _____
- 1.4 Your qualification
 12th complete TTI Diploma
▪ If any other specify _____
- 1.5 What grade (s) do you teach? _____
- 1.6 What subject (s) do you teach? _____
- 1.7 What is your weekly load? _____

II. School related information

2.1. If you were asked to choose between males and females for teaching, whom do you think you will prefer?

Males females Makes no dif

2.2. How high do girls generally score compared to boys in the subject you teach?

Very high High Average Low

2.2.1 If your response is "low" or "very low" what do you think are the major reasons?

- Girls do not have enough time to study
- Girls seem less intelligent
- Girls do not ask questions when they do not understand
- Girls do not pay attention during class lesson
- Girls dislike the subject
- Girls have difficulty in understanding the language of instruction

2.3. Do you think that all school age girls in your kebele attend school?

Yes No I don't know

2.3.1 If your answer is ' No ', rate the extent to which the following factors hinder girls not to attend school. (please rank in their order)

Factors	High	Average	Low
Economic problem			
House hold demand of child labor			
Fear of pregnancy			
Risk of abduction			
Engagement & early marriage			

2.3. How do you rate the academic achievement of girls and boys in your school in the following subjects at present?

Subject	Girls			Boys		
	High	Average	Low	High	Average	Low
Language						
Maths						
Science						
Social Science						

2.4. Rate the following activities of girls and boys in class

	Activities	Girls			Boys		
		High	Average	Low	High	Average	Low
1	Attend class regularly						
2	Do home work and assignment						
3	Ask questions during class						
4	Pay more attention during class						
5	Feel more independent in class						
6	Misbehave more in class						

2.5. To what level do you rate your capacity to understand gender issues in education

Sufficient Average insufficient

2.6. To what extent do teachers or other learning materials reflect bias against females through their language and presentation.

High Average Low

2.7. **For Home Room Teachers Only**

2.7.1. What is the total n^o of pupils in your class?

Condition		Female	Male
1	Registered at the beginning of the year	-	-
2	Available in class at present	-	-
3	Dropped out	-	-

2.8 Number of pupils who were absent during the last two weeks before data collection

Day	Week 1		Week 2	
	Average no of boys	Average no of girls	Average no of boys	Average no of girls
Mon				
Tue				
Wed				
Thu				
Fri				

2.9 If there are dropouts, rate the extent to which the following factors affected girls to dropout

Factors	High	Average	Low
Economic problem			
Household demand of child labor			
Fear of pregnancy			
Risk of abduction			
Lack of separate facilities in school			
Dislike of curriculum			
Discouragement due to frequent repetition			
Frequent (too much) absenteeism			
Difficulty in the language of instruction			
Engagement & early marriage			
Health problem			

2.10 Fill in the blank spaces with the required information (only for school heads)

- Date of construction of your school _____
- School type Urban _____ Rural

- Total n^o of teachers Male _____ Female

- Teacher's qualification
Diploma _____ Certificate _____ Other

2.11 What does the availability of the following facilities look like in your school?

	Available	Partly available	Not available
Class rooms	_____	_____	_____
Water	_____	_____	_____
Electricity	_____	_____	_____
Sport facilities	_____	_____	_____
Library	_____	_____	_____
Clinic	_____	_____	_____
Reading rooms	_____	_____	_____
Latrine	_____	_____	_____
Text books	_____	_____	_____

Addis Ababa University
Faculty of Education
Department of Curriculum and Instruction

Questionnaire to be filled by Awassa City Administration primary school pupils.

This questionnaire is designed for the purpose of Research. The main purpose of this study is to get genuine information on the underlying demand- & supply- side factors that facilitate or hinder educational access (enrolment) persistence, and performance of girls compared to their peer boys at primary school level in SNNPR. I appreciate your willingness to support my effort, and look forward to receiving your earnest reply. All information obtained from you will be used only for the purpose of this research. You need not write your name.

Thank you for your cooperation.

1. Background information (fill in the space provided or tick one of the given cater natives)

- 1.1. Name of your school _____ Region _____
- 1.2. Grade level _____
- 1.3. Sex Male Female
- 1.4. Age _____
- 1.5. Religion _____
- 1.6. Your first language _____
- 1.7. Your parents' address
 Town Country side
- 1.8. Your parents' livelihood (profession)
. Mother (female guardian) _____
. Father (Male guardian) _____

1.9. Your parents' level of education

No	Level	Mother	Father
1	No schooling of any kind		
2	Read & write		
3	Primary (1-8)		
4	Secondary (9 - 12)		
5	Certificate, diploma or above		
6	I don't know		

1.10. How many school aged sisters & brothers do you have?

. Number of sisters _____

. Number of brothers _____

1.11. How many of your school aged sisters & brothers.---

No	Condition of schooling	Sisters	Brothers
1	are attending school		
2	have dropped		
3	are not attending at all		

1.12. Do you believe that all school age girls in your kebele have the opportunity to go to school?

Yes

No

I don't know

II. Information related to the education of the respondent (Fill in the space provided or tick one of the alternatives.

2.1. What is the general attitude of your parent towards your education?

No	Attitude	Mother	Father
1	Supports my education		
2	Does not support my education		
3	Is indifferent		

2.2. Do you think that you should be equally educated as your opposite sex peers?

Yes

No

2.3 Do you think that teachers treat you in class equally with your opposite sex peers?

Yes

No

2.4 Who do you think teachers ask in class frequently?

Only girls

Only boys

Both boys and girls

No response

2.5 How do you rate the academic ability of boys and girls in the following subjects?

Please, indicate your rating in the table provided below

Subject	Girls			Boys		
	High	Average	Low	High	Average	Low
Language						
Maths						
Science						
Social Science						

2.6 Do you think that you can perform as good as your opposite sex peers in academic matters?

2.7 Who usually helps you in your studies in the family? (Make a "tick" mark)

Mother

Father

Brother

Sister

None

2.8 When you have difficulty in understanding what is being taught in class what would you do?

- Ask the teacher questions during class
- Ask the teacher privately.
- Read textbooks or note book
- Ask classmates
- I don't try.

2.9 What was your class rank last year

. First semester _____ out of _____ students

. Second semester _____ out of _____ students.

2.9.1. What do you think are the factors that contributed for having the class rank you indicated above (please rank them in order)

- Dislike of the curriculum
- Lack of qualified teachers
- Difficulty in the language of instruction
- Distance of school from home.
- Frequent discouragement from teachers
- Lack of study time.

Other- specify -----

2.10 Do you frequently complete your homework?

Yes No

2.10.1. If your response to question 2.8 is 'No' what problem do you have not to do your home work frequently

- I don't have books
- No one in my family helps me in my study.
- I don't usually understand the lessons given in class.
- I don't have time for homework.

Other- specify -----

2.11 Do you frequently go to school?

Yes

No

2.11.1. If your response to question 2.11 is ' No' what is your reason for not going to school frequently?

I am busy with household work at home.

Distance of school from home is too far.

I dislike school experience, such as homework, tests etc.

Other-specify-----

2.12 Have you ever been a repeater in any grade level?

Yes

No

2.12.1 If your response to question 2.12 is 'yes' what do you think were the reasons.

Dislike of curriculum

Difficulty in the language of instruction

Frequent discouragement from teachers

Health problem

Other- specify-----

2.13. Have you ever been a dropout in any grade level?

Yes

No

2.13.1. If your response to question 2.13 is ' yes' what were the causes? (Please rank in their order)

Crowded classrooms

Lack of adequate learning materials

Parental demand of labor

School distance

- Risk of sexual assault or abduction
 - Economic problem
 - Fear of academic failure
 - Peer group influence
 - Health problem
 - Parental disunity
- Other-specify-----

2.14. Are there separate latrine for female & male students in the school?

- Yes No

2.14.1. If your response is 'No' what is your feeling in using a common latrine with your opposite sex?

- I hesitate to use
- I feel nothing & use freely
- I don't use completely

2.15 In the last two weeks for how many days were you not able to come to school?

- None
- For two days
- For three days
- For more than three days

2.16 What were the reasons that made you absent from school?

- Sickness
- Household responsibilities
- Carrying for younger siblings
- Parents have forbidden me.

Other-specify-----

2.5 If you have a daughter (s) who attend school, how is her/ their academic achievement?

High Average Low

2.5.1 If your response is average or low, rate the extent to which the following factors affect the academic achievement of your daughter (s)

Factors	High	Average	Low
Dislike of curriculum			
Lack of professionally qualified teachers			
Difficulty in the language of instruction			
Lack of attention from teachers regarding academic problems			
Inadequate supply of educational materials			
Child's labor demand at home			

2.6 Does your daughter work outside school hours?

Yes _____ No _____

2.6.1. If ' Yes' rate the amount of time your daughter spend in the week on the following types of work.

Types of work	all week	some days
few days		
Household chore	_____	_____
Marketing	_____	_____
Child caring	_____	_____

2.7 To what extent do you agree with the following statements?

a) Girls have to be accorded as much resources as boys for their education

_____ _____ _____
 Agree not sure disagree

b) Boys and girls are equally intelligent and can perform equally

_____ _____ _____
 Agree not sure disagree

c) Girls education guarantees more secure family and old age support

_____ _____ _____
 Agree not sure disagree

d) Education makes girls more understanding and self confident

_____ _____ _____
 Agree not sure disagree

e) What do you think of your daughter's chances for employment?

_____ _____ _____
 Encouraging not sure discouraging

2.8 Are there school age girls in your kebele who do not attend school at present?

2.6.1 If ' Yes ' rate the extent to which the following factors affect girls not to attend school?

Factors	High	Average	Low
Economic problem			
Demand for child's labor			
Fear of pregnancy			
Risk of abduction			
Lack of facilities in school			

2.9 Do you participate in school activities?

Yes

No

No response

2.10 What measures do you think should be taken by the regional government to encourage

Parents to send their children to school?

Awareness creation.

Improving employment opportunities.

Provision of learning materials.

Increased government input.

No response

በአዲስ አበባ የኒቨርስቲ

የትምህርት ፋኩሲቲ

የካርኩስምና ኢንስቲትዩትስ ትምህርት ክፍል

በአዋሃ ከተማ መስተዳድር በአንደኛ ደረጃ ት/ቤቶች በሚያስተምሩ መምህራንና ርዕሳነ መምህራን የሚሞላ መጠይቅ ፣

ይህ መጠይቅ የተዘጋጀው ለሪሶርሶች አገልግሎት ብቻ ነው። የመጠይቁ ዓላማ በአዋሃ ከተማ መስተዳድር በአንደኛ ደረጃ ት/ቤቶች ውስጥ የሚገኙ ሴት ተማሪዎች ከወንድ ተማሪ አቻዎቻቸው አንጻር ስላላቸው የትምህርት ክንዋኔ፣ በት/ቤት ውስጥ ስለሚኖራቸው ቆይታ፣ ትምህርታቸውን ለማጠናከር ስለሚደረገው እንቅስቃሴና ትምህርታቸውን በአግባቡ እንዳይጨርሱ እንቅፋት ሊሆኑ ስለሚችሉ ነገሮች ለማወቅ ለሚደረገው ጥናት አጋዥ መረጃ ለማግኘት ነው። እርስዎም ይህንኑ እውነታ በመገንዘብ ትክክለኛና በእውነት ላይ የተመሠረተ መረጃ ይሰጡኝ ዘንድ በአክብሮት እየጠየቅሁ ይህ መረጃ የሚውለው በቀጥታ ለጥናቱ ሥራ ብቻ መሆኑን ሳረጋግጥ ውድ ጊዜዎን መስዋዕት በማድረግ ስለምትሰጡኝ መረጃ በቅድሚያ አመሰግናለሁ።

ስም መጻፍ አያስፈልግም።

I. አጠቃላይ መረጃ / በባዶ ቦታዎች በመሙላት ያመልክቱ ወይም በሳጥኖቹ ውስጥ የ ምልክት ያድርጉ ።

- 1.1. የት/ቤቱ ስም _____ ክልል _____ ከተማ _____
- 1.2. ያታ ወንድ ሴት
- 1.3 የማስተማር ልምድዎ በዓመት ሲገለፅ _____
- 1.4 የትምህርት ደረጃዎ
 - 12ኛ ዲፕሎማ ቲቲ አይ
 - ሌላ ካለ ይግለጹ _____
- 1.5 የትኞቹን ክፍሎች ነው የሚያስተምሩት _____
- 1.6 የሚያስተምሩት የትምህርት ዓይነት _____
- 1.7 በሳምንት የሚያስተምሩት ክፍለ ጊዜ ብዛት _____

II. ከት/ቤቱ መማር ማስተማር ጋር የተያያዘ መረጃ

2.1 በት/ቤት ውስጥ ሲያስተምሩ ከሴቶችና ከወንዶች ማንን ማስተማር ይመርጣሉ ?

ወንዶችን ሴቶችን ምንም ለውጥ የለውም

2.2 እርስዎ በሚያስተምሩት የትምህርት ዓይነት የሴት ተማሪዎች ውጤት ከወንዶች ጋር ሲነፃፀር ምን ይመስላል ?

በጣም ከፍተኛ ዝቅተኛ መካከለኛ ከፍተኛ
 በጣም ዝቅተኛ

2.2.1. ምላሽዎ «ዝቅተኛ» ወይም «በጣም ዝቅተኛ» ከሆነ ምክንያቱ ምን ይመስልዎታል?

✓ / ምልክት በማድረግ ያመልክቱ :: (ከአንድ በላይ መልስ በቅደም ተከተል በደረጃ ማስቀመጥ ይቻላል)

- ሴቶች ተማሪዎች የማጥኛ ጊዜ ስለሌላቸው ነው::
- ሴቶች ተማሪዎች ብልህና አስተዋይ ስላልሆኑ ነው::
- ሴቶች ተማሪዎች በሚማሩበት ወቅት ትምህርቱ ካልገባቸው ስለማይጠይቁ ::
- ሴቶች ተማሪዎች በትምህርት ወቅት በአንክሮ ስለማይከታተሉ ::

ሌላ ካለ _____

2. 3 . በአሁኑ ወቅት እርስዎ በሚያስተምሩበት ት/ቤት ውስጥ ያሉ ሴቶች ወንዶች ተማሪዎች የትምህርት ክንዋኔያቸው ምን ይመስላል ?

በሚከተሉት የትምህርት ዓይነቶች የሁለቱን ያታዎች የትምህርት ክንዋኔ ልዩነት ያነፃፅሩ ::

የት/ዓይነት	ሴቶች			ወንዶች		
	ከፍተኛ	መካከለኛ	ዝቅተኛ	ከፍተኛ	መካከለኛ	ዝቅተኛ
ቋንቋ						
ሂሳብ						
ሳይንስ						
ሶሻል ሳይንስ						

2.4 በሚከተሉት እንቅስቃሴዎች ውስጥ ጉልህ ተሳትፎ ያለው ማነው ?

ተቁ	እንቅስቃሴ	ወንዶች	ሴቶች
1	ትምርት ቤት አዘውትሮ የሚገኘው		
2	የቤት ሥራና ለሎች መልመጃዎችን በአግባቡ የሚሠራው		
3	በክፍል ውስጥ ትምህርቱን በአግባቡ የሚከታተለው		
4	በክፍል ውስጥ ጥያቄ የሚጠይቀው		
5	በክፍል ውስጥ ጥገኝነት የሚይስማውና በራሱ ሀሳብ የሚሠራው		
6	የሚረብሸው		

2.5 ስለ ያታ እኩልነት ያለዎት ግንዛቤ ምን ያህል ነው ብለው ይገምታሉ ?

በቂ ነው መካከለኛ ነው በቂ አይደለም

2.6 የማስተማሪያ መፃሕፍት በውስጣቸው ባሉት ገፅ ባህሪያትና ስዕሎች እንዲሁም መምህራን በክፍል ውስጥ የትምህርት አቀራረባቸው ምን ያህል ሁለቱንም ያታዎች ያመጣጠነ ነው?

ከፍተኛ ነው መካከለኛ ነው ዝቅተኛ ነው

2.7 መምህራን በክፍል ውስጥ ሲያስተምሩ ሁለቱንም ያታዎች በእኩል ሁኔታ ነው የሚያስተናግዱት ብለው ያስባሉ::

አዎ አይደለም መልስ የለኝም

2.8 እርስዎ በሚኖሩበት አካባቢ የሚኖሩ ሴቶች ሙሉ በሙሉ የመማር ዕድል አግኝተዋል ብለው ያስባሉ?

አዎን አላውቅም አላገኙም

2.8.1 መልሶ «አላገኙም» ከሆነ የሚከተሉት ሁኔታዎች ምን ያህል ሴት ልጆች ወደ ት/ቤት እንዳይሄዱ እንደሚከለከሉ (እንቅፋት እንደሚሆኑ) የ '✓' በማድረግ አመልክቱ::

ሁኔታዎች	ከፍተኛ	መካከለኛ	ዝቅተኛ
የኢኮኖሚ ችግር			
የሴቶች ልጆች በቤት ውስጥ በሥራ መጠመድ			
እርግዝናን በመፍራት			
ጠለፋና አስገደዶ መድፈረን በመፍራት			
ያለ ዕድሜ ጋብቻ			
ወላጆች ልጆቻቸውን ወደ ት/ቤት ለመላክ አለመፈለግ			

2.9 ለስም ጠሪ መምህራን

2.9.1 በክፍልዎ ውስጥ ያሉት ጠቅላላ የተማሪዎች ብዛት ስንት ነው?

ተ.ቁ	የምዝገባ ሁኔታ	ወንድ	ሴት	ጠቅላላ
1	በዓመቱ መጀመሪያ የተመዘገቡ			
2	በአሁኑ ሰዓት በክፍል ውስጥ ያሉ			
3	ያቋረጡ			

2.9.1 ያቋረጡ ተማሪዎች ካሉ ለማቋረጣቸው ምክንያተ ምን ይመስልሻል/ሀል ?

የሚከተሉትን ነጥቦች ምን ያህል ተማሪዎች እንዲያቋርጡ አስተዋጽኦ እንደሚያደርጉ በቅደም ተከተል በደረጃ ያስቀምጡልኝ ::

ነባራዊ ሁኔታ	ከፍተኛ	ዝቅተኛ	መካከለኛ
የኢኮኖሚ ችግር			
የቤተሰብ የልጆች ጉልበት ፍላጎት ከፍተኛ መሆን			
እርግዝናን በመፍራት			
ጠለፋና አስገደዶ መድፈርን በፍራት			
ለሴቶች የተለየ አገልግሎት በት/ቤት ውስጥ የለመኖር			
የሚሰጠው ትምህርት ከቤተሰብ ፍላጎት ጋር የሚጣጣም ስላልሆነ።			
ከክፍል አዘውትረው ስለሚቀሩ ከት/ቤት በኩል በሚገጥማቸው ተቃውሞ የተነሳ			
ከክፍል በተደጋጋሚ በመውደቅ			
ትምህርቱ የሚሰጥበት ቋንቋ ስለማይገባቸው			
የትምህርት ሰዓት አለመመቻት			
መምህራን ከት/ቤት ስለሚቀሩ			
ሴት ተማሪዎች በልጅነታቸው ስለሚታጩና ስለሚያገቡ			

2.10 ለርዕዣ መምህራን ብቻ ፣

ት/ቤቱ የተቋቋመበት ዓመት _____

የት/ቤቱ ዓይነት የከተማ _____ የገጠር _____

የመምህራን ብዛት _____

ሴ _____ ወ _____ ጠቅላላ _____

የመምህራን የትምህርት ደረጃ

ሠርተፍኬት _____ ዲግሎማ _____ ሌላ _____

2 11 በት/ቤታችሁ ውስጥ ከዚህ በታች የተጠቀሱት ለመማር ማስተማሩ ሥራ የሚያስፈልጉ ቁሳቁሶች ምን ያህል ተሟልተዋል ?

አስፈላጊ ቁሳቁሶች	አለ	የተሟላ ባይሆንም አለ	የለም
ክፍሎች			
ውኃ			
ኢሌክትሪክ			
ላይብራሪ			
ክሊኒክ			
የማንበቢያ ክፍል			
መፀዳጃ			
መማሪያ መጻሕፍት			

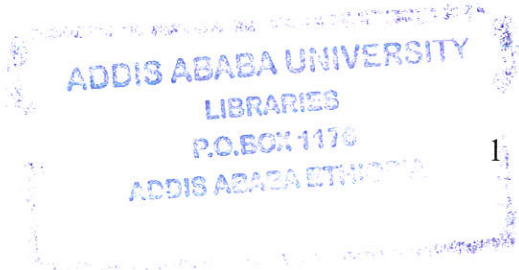
**በአዲስ አበባ የኒቨርስቲ
የትምህርት ፍኩሰት
የካሪኩለምና ስነ-ምግባር ትምህርት ክፍል**

**በአዋሳ ከተማ መስተዳድር የአንደኛ ደረጃ ት/ቤት ተማሪዎች
የሚሞላ መጠይቅ ፣**

ይህ መጠይቅ የተዘጋጀው ለሪፖርት አገልግሎት ብቻ ነው። የመጠይቁ ዓላማ በአዋሳ ከተማ መስተዳድር በአንደኛ ደረጃ ት/ቤቶች ውስጥ ያሉ ቤት ተማሪዎች ከወንድ ተማሪ አቻዎቻቸው ጋር ሲነፃፀር ስላላቸው የትምህርት ዕድል፣ የትምህርት ክንዋኔና የትምህርት ቤት ቆይታቸውን ሊያጠናክሩ ወይም ሊያዳክሙ ስለሚችሉ ሁኔታዎች ለመገምገም ነው። መረጃው የሚያገለግለው በቀጥታ ለጥናቱ ሥራ ብቻ መሆኑን እያረጋገጥኩ ውድ ጊዜያችሁን መስዋዕት በማድረግ ስለምትሰጡኝ መረጃ በቅድሚያ አመሰግናለሁ። ስም መጻፍ ስያስፈልግም።

I. አጠቃላይ መረጃ በተሰጡት ክፍት ቦታዎች ላይ አስፈላጊውን መረጃ ሙሉ/ይ ወይም በሣጥኖቹ ውስጥ የ ምልክት በማድረግ አሳይ / ዩ

- 1.1 የትምህርት ቤቱ ስም _____
- 1.2 የትምህርት ደረጃሽ /ህ _____
- 1.3 የታ _____ ወ _____ ሴ _____
- 1.4 ዕድሜ _____
- 1.5 ሃይማኖት _____
 ሙስሊም ክርስቲያን ሌላ
- 1.6 የመጀመሪያ የአፍ መፍቻ ቋንቋ _____
- 1.7 የቤተሰብ አድራሻ
 ከተማ ገጠር
- 1.8 የወላጅ ቤተሰብ ሥራ /መተዳደሪያ/
 እናት _____
 አባት _____



1.9 የወላጅ ቤተሰብ የትምህርት ደረጃ

ተ.ቁ	የትምህርት ደረጃ	እናት	አባት
1	ምንም ዓይነት ትምህርት የላቸውም		
2	መፃፍና ማንበብ		
3	አንደኛ ደረጃ (1-8)		
4	ሁለተኛ ደረጃ (9-12)		
5	ሠርቴፊኬት፣ ዲፕሎም፣ ዲግሪ		
6	እኔ አላውቅም		

1.10 ለትምህርት የደረሱ ወንድምና እህቶች ብዛት፤

እህት _____

ወንድም _____

የለኝም _____

1.11 ለትምህርት ከደረሱት ወንድምና እህቶች መካከል

- ስንቶቹ ይማራሉ _____
- ስንቶቹ አቋርጠዋል _____
- ስንቶቹ ትምህርታቸውን አይከታተሉም _____
- የለኝም _____

1.12 በምትኖረበት /ርበት አካባቢ ያሉ ለትምህርት የደረሱ ሴት ተማሪዎች ሁሉም ትምህርት ቤት የመሄድ ዕድል አግኝተዋል ብለህ/ሽ ታስቢያለሽ/ ባለህ

አዎ አይመስለኝም አላውቅም

II. አጠቃላይ የትምህርት መረጃ ፣

2.1 ወላጆችሽ/ህ ስለትምህርትሽ/ህ ያላቸው አመለካከት ምን ይመስላል

- ለትምህርቴ ድጋፍ ያደርጉልኛል
- ምንም ድጋፍ አያደርጉልኝም
- ደንታ የላቸውም

2.2 ከተቃራኒዬ የታ እኩል ትምህርት ማግኘት ይኖርብኛል ብለሽ/ህ ታስቢያለሽ/ባለህ

አዎን አላስብም

2.3 ስለወንዶችና ሴቶች ተማሪዎች በተለያዩ የትምህርት ዓይነቶች ስለሚኖራቸው የትምህርት ችሎታ እንዴት ታወዳድሪያለሽ /ራህ

የትምህርት ዓይነት	ሴቶች			ወንዶች		
	ከፍተኛ	መካከለኛ	ዝቅተኛ	ከፍተኛ	መካከለኛ	ዝቅተኛ
ቋንቋ (አማርኛ , እንግሊዘኛ)						
ሂሳብ						
ሃይንስ						
ማህበራዊ ሃይንስ						

2.4 በአካዳሚክ ትምህርቶች ከተቃራኒዬ ያታ እኩል እሠራለሁ ብለሽ/ህ ትገምቺያለሽ/ታለህ

አዎ አልገምትም

2.5 ብዙውን ጊዜ በትምህርትሽ/ህ ቤት ውስጥ የሚረዳሽ/ህ ማነው

አባቴ እናቴ ወንድሜ

እሁቴ ማንም የለኝም

2.6 በክፍል ውስጥ የምትማሪው/ረው ካልገባሽ/ህ ምን ታደርጊያለሽ/ጋለህ

በክፍል ውስጥ መምህሩን መጠየቅ

መምህሩን በግል መጠየቅ

ደብተር ወይም መጽሐፍ ማንበብ

ጓደኛዬን መጠየቅ

ምንም አላደርግም

2.7 ያለፈውን ዓመት የክፍል ደረጃሽን/ህን ልትነግራኝ/ረኝ ትችያለሽ/ላለህ

በመጀመሪያ ሴሚስተር _____ ከ_____ ተማሪዎች

በሁለተኛ ሴሚስተር _____ ከ_____ ተማሪዎች

2.8 ከላይ የተጠቀሰውን የትምህርት ደረጃ ለማግኘት ያስቻሉ-ሽ/ህ ነገሮች ምንድናቸው (ከአንድ በላይ ምክንያት መስጠት ይቻላል)። (በቅደም ተከተል በደረጃ ብታስቀምጧቸው)

- ትምህርት ስለምወድና ስለማጠና
- ትምህርት ስለምጠላ
- መምህራኖቼ የሚያስተምሩኝ ስለማይገባኝ
- ትምህርቱ የሚሰጥበት ቋንቋ ስለማይገባኝ
- ትምህርት ቤቴ ከመኖሪያ ቤቴ ያለው ርቀት
- መምህራኖቼ ስለማያበረታቱኝ
- የማጥኛ ጊዜ ስለሚያንሰኝ

2.9 በዚህ በፊት በክፍል ውስጥ ደግመሽ/ህ ታውቂያለሽ/ቃለህ አዎ አላውቅም

2.9.1 ደግመሽ/ህ ከሆነ ምክንያቶቹ ምንድናቸው?

- ትምህርቱን ስለምጠላ
- ቋንቋው (ትምህርቱ የሚሰጥበት) ስለማይገባኝ
- መምህራኖቼ ስለማያበረታቱኝ
- የጤንነት ችግር ስለነበረብኝ

2.10 ትምህርት አቋርጠሽ/ህ ታውቂያለሽ/ቃለህ አዎ አላውቅም

2.10.1 አቋርጠሽ/ህ ከሆነ ምክንያቶቹ (ከአንድ በላይ መልስ መስጠት ይቻላል እባክህ/ሽ ምክንያቶቹን በቅደም ተከተል በደረጃ ብታስቀምጡልኝ)

- የክፍል ጥበት መኖሩ
-

ንደኞቹ በሚያደርጉብኝ ተፅዕኖ

በመንገድ ላይ ሊያጋጥሙ የሚችሉ የተለያዩ አደጋዎችን በመፍራት

2.11 የቤት ሥራ አዘውትረሽ/ህ ትሠራያለሽ/ህ

አዎ አልሠራም አንዳንድ ጊዜ እሠራለሁ

2.11.1 አልሠራም ወይም አንዳንድ ጊዜ ነው የምሠራው የምትይ/ል ከሆነ ምክንያቱ ምንድነው

መፃሕፍት ስለሌለኝ

በቤተሰቤ ውስጥ የሚያስጠናኝ ስለሌለ

ትምህርቱ ስለማይገባኝ

በቤት ውስጥ ሥራ ስለሚበዛብኝ

2.12 ትምህርት ቤት አዘውትረሽ/ህ ትሠራያለሽ/ህ

አዎ አንዳንዴ ነው የምሄደው አንዳንዴ አረፍዳለሁ

2.13 በትምህርት ቤቱ ግቢ ውስጥ ያለው መፀዳጃ የተሠራው ለሴትና ለወንድ ለየብቻ ነው ? አዎ አይደለም

2.13.1 መልስሽ/ህ አይደለም ከሆነ የጋራ መፀዳጃ በመጠቀምሽ/ህ ምን ይሰማሻል/ሃል አፍራለሁ ምንም አይሰማኝም በጭራሽ አልጠቀምም

2.14 በትምህርት ቤታችሁ ውስጥ ከዚህ በታች የተጠቀሱት ነገሮች ምን ያህል ይገኛሉ በቂ ነው በቂ አይደለም የለም

- መፃሕፍት
- ላይብረሪ
- ላቦራቶሪ
- ኤሌክትሪክ
- የስፖርት ሜዳ
- ሽንት ቤት
- ውኃ

2.8 ከላይ የተጠቀሰውን የትምህርት ደረጃ ለማግኘት ያስቻሉ-ሽ/ህ ነገሮች ምንድናቸው (ከአንድ በላይ ምክንያት መስጠት ይቻላል)። (በቅደም ተከተል በደረጃ ብታስቀምጧቸው)

- ትምህርት ስለምወድና ስለማጠና
- ትምህርት ስለምጠላ
- መምህራኖቼ የሚያስተምሩኝ ስለማይገባኝ
- ትምህርቱ የሚሰጥበት ቋንቋ ስለማይገባኝ
- ትምህርት ቤቱ ከመኖሪያ ቤቱ ያለው ርቀት
- መምህራኖቼ ስለማያበረታቱኝ
- የማጥኛ ጊዜ ስለሚያንሰኝ

2.9 በዚህ በፊት በክፍል ውስጥ ደግመሽ/ህ ታውቂያለሽ/ቃለህ
አዎ አላውቅም

2.9.1 ደግመሽ/ህ ከሆነ ምክንያቶቹ ምንድናቸው?

- ትምህርቱን ስለምጠላ
- ቋንቋው (ትምህርቱ የሚሰጥበት) ስለማይገባኝ
- መምህራኖቼ ስለማያበረታቱኝ
- የጤንነት ችግር ስለነበረብኝ

2.10 ትምህርት አቋርጠሽ/ህ ታውቂያለሽ/ቃለህ
አዎ አላውቅም

2.10.1 አቋርጠሽ/ህ ከሆነ ምክንያቶቹ (ከአንድ በላይ መልስ መስጠት ይቻላል እባክህ/ሽ ምክንያቶቹን በቅደም ተከተል በደረጃ ብታስቀምጡልኝ)

- የክፍል ጥበት መኖሩ
- በቂ የማስተማሪያ መሣሪያ ያለመኖሩ
- በቤት ውስጥ እንደሠራ ወላጆቹ ስለሚፈልጉ
- የት/ቤቱ ርቀት ስላስቸገረኝ
- የት/ቤት ወጪ ለምሳሌ የዩኒፎርም፣ የደብተር፣ የመጽሐፍ፣

2.8 ከላይ የተጠቀሰውን የትምህርት ደረጃ ለማግኘት ያስቻሉ/ህ ነገሮች ምንድናቸው (ከአንድ በላይ ምክንያት መስጠት ይቻላል)። (በቅደም ተከተል በደረጃ ብታስቀምጧቸው)

- ትምህርት ስለምወድና ስለማጠና
- ትምህርት ስለምጠላ
- መምህራኖቼ የሚያስተምሩኝ ስለማይገባኝ
- ትምህርቱ የሚሰጥበት ቋንቋ ስለማይገባኝ
- ትምህርት ቤቴ ከመኖሪያ ቤቴ ያለው ርቀት
- መምህራኖቼ ስለማያበረታቱኝ
- የማጥኛ ጊዜ ስለሚያንሰኝ

2.9 በዚህ በፊት በክፍል ውስጥ ደግመሽ/ህ ታውቂያለሽ/ቃለህ አዎ አላውቅም

2.9.1 ደግመሽ/ህ ከሆነ ምክንያቶቹ ምንድናቸው?

- ትምህርቱን ስለምጠላ
- ቋንቋው (ትምህርቱ የሚሰጥበት) ስለማይገባኝ
- መምህራኖቼ ስለማያበረታቱኝ
- የጤንነት ችግር ስለነበረብኝ

2.10 ትምህርት አቋርጠሽ/ህ ታውቂያለሽ/ቃለህ

አዎ አላውቅም

2.10.1 አቋርጠሽ/ህ ከሆነ ምክንያቶቹ (ከአንድ በላይ መልስ መስጠት ይቻላል እባክህ/ሽ ምክንያቶቹን በቅደም ተከተል በደረጃ ብታስቀምጡልኝ)

- የክፍል ጥበት መኖሩ
- በቂ የማስተማሪያ መሣሪያ ያለመኖሩ
- በቤት ውስጥ እንደሠራ ወላጆቹ ስለሚፈልጉ
- የት/ቤቱ ርቀት ስላስቸገረኝ
- የት/ቤት ወጪ ለምሳሌ የዩኒፎርም፣ የደብተር፣ የመጽሐፍ፣

ንደኞቼ በሚያደርጉብኝ ተዕዕኖ

በመንገድ ላይ ሊያጋጥሙ የሚችሉ የተለያዩ አደጋዎችን በመፍራት

2.11 የቤት ሥራ አዘውትረሽ/ህ ትሠራያለሽ/ህ

አዎ አልሠራም አንዳንድ ጊዜ እሠራለሁ

2.11.1 አልሠራም ወይም አንዳንድ ጊዜ ነው የምሠራው የምትይ/ል ከሆነ ምክንያቱ ምንድነው

መፃሕፍት ስለሌለኝ

በቤተሰቤ ውስጥ የሚያስጠናኝ ስለሌለ

ትምህርቱ ስለማይገባኝ

በቤት ውስጥ ሥራ ስለሚበዛብኝ

2.12 ትምህርት ቤት አዘውትረሽ/ህ ትሄጁያለሽ/ዳለህ

አዎ አንዳንዴ ነው የምሄደው አንዳንዴ አረፍዳለሁ

2.13 በትምህርት ቤቱ ግቢ ውስጥ ያለው መፀዳጃ የተሠራው ለሴትና ለወንድ ለየብቻ ነው ? አዎ አይደለም

2.13.1 መልስሽ/ህ አይደለም ከሆነ የጋራ መፀዳጃ በመጠቀምሽ/ህ ምን ይሰማሻል/ሃል አፍራለሁ ምንም አይሰማኝም በጭራሽ አልጠቀምም

2.14 በትምህርት ቤታችሁ ውስጥ ከዚህ በታች የተጠቀሱት ነገሮች ምን ያህል ይገኛሉ
በቂ ነው በቂ አይደለም የለም

- መፃሕፍት
- ላይብረሪ
- ላቦራቶሪ
- ኤሌክትሪክ
- የስፖርት ሜዳ
- ሽንት ቤት
- ውኃ

በአዲስ አበባ ዩኒቨርሲቲ
የትምህርት ፍትህ
የካህናትና ስነ-ምግባር ትምህርት ክፍል

በአዋሳ ከተማ መስተዳድር የአንደኛ ደረጃ ት/ቤት ተማሪዎች
ወላጆች የሚሞላ መጠይቅ ፣

ይህ መጠይቅ የተዘጋጀው ለሪፖርት አገልግሎት ብቻ ነው። የመጠይቁ ዓላማ በአዋሳ ከተማ መስተዳድር በአንደኛ ደረጃ ት/ቤቶች ውስጥ ያሉ ሴት ተማሪዎች ከወንድ ተማሪ አቻዎቻቸው ጋር ሲነፃፀሩ ስላላቸው የትምህርት ዕድል የትምህርት ክንዋኔና የትምህርት ቤት ቆይታቸውን ለማጠናከር ስለሚደረገው እንቅስቃሴና ትምህርታቸውን በአግባቡ እንዳይጨርሱ እንቅፋት ሊሆኑ ስለሚችሉ ሁኔታዎች ለመገምገም ነው። መረጃው የሚያገለግለው በቀጥታ ለጥናቱ ሥራ ብቻ መሆኑን እያረጋገጥኩ ውድ ጊዜያችሁን መስዋዕት በማድረግ ስለምትሰጡኝ መረጃ በቅድሚያ አመሰግናለሁ።

ስም መጻፍ አይገባም።

I. አጠቃላይ መረጃ (በተሰጡት ክፍት ቦታዎች ላይ አስፈላጊውን መረጃ ይሙሉ) ወይንም በሃጥኖቹ ውስጥ የ ምልክት ያድርጉ

- 1.1 የትምህርት ቤቱ ስም _____
ክልል _____ ከተማ _____
- 1.2 ዕድሜ _____
- 1.3 ፆታ ወ ሴ
- 1.4 ሃይማኖት
ክርስቲያን እስላም ሌላ _____
- 1.5 ስንት ልጆች አለዎት
ወንድ _____
ሴት _____

1.6 የትምህርት ደረጃዎ

- ምንም ትምህርት የለኝም
- ማንበብና መጻፍ ነው
- አንደኛ ደረጃ ጨርሼአለሁ
- ሁለተኛ ደረጃ ጨርሼአለሁ
- ሠርቲፊኬት ወይም ዲፕሎማ አለኝ
- ሌላ _____

1.7 መተዳደሪያ ሥራዎ ምንድነው _____

II. አጠቃላይ ስለ ልጆች ትምህርት መረጃ

2.1 ለትምህርት ከደረሱት ልጆችዎ

የትምህርት ሁኔታ	ወንድ	ሴት
ስንቶቹ ይማራሉ		
ስንቶቹ አቋርጠዋል		
ስንቶቹ አይማሩም		

2.1.1 መልስዎ አይማሩም ወይም አቋርጠዋል ከሆነ ከዚህ በታች የተቀመጡት ሁኔታዎች ልጆችዎን ወደ ት/ቤት እንዳይላኩ ምን ያህል እንቅፋት ሆኖብዎታል ወይም ተፅዕኖ አሳድሮብዎታል ?

ሁኔታዎች	ከፍተኛ	መካከለኛ	ዝቅተኛ	ምንም ተፅዕኖ የለውም
የኢኮኖሚ ችግር				
የልጆች በቤት ውስጥ በሥራ መጠመድ				
ልጆች ያለዕድሜ የማርገዝ ሁኔታ እንዳይጋጥማቸው በመፍራት				
ጠለፋና አስገድዶ መድፈርን በመፍራት				
ከትምህርት የሚገኘው ጠቀሜታ የሴራ እድል አናሳ ስለሆነ				
በትምህርት ቤት ውስጥ የሚሰጠው ትምህርት ስራ ፈጣሪ ስለማያደርግ				

2.2 ለእርስዎ ቤት በጣም ቅርብ ት/ቤት ስንት ኪ.ሜ ይርቃል
 ከ1 ኪ.ሜ ያንሳል እስከ 3 ኪ.ሜ እ ኪ.ሜ

2.3 ትምህርት ቤት የምትማር ወይንም የሚማሩ ሴት ልጆች ካለዎት የትምህርት ክንፍኔያቸው ምን ይመስላል
 ከፍተኛ ነው መካከለኛ ነው ዝቅተኛ ነው

2.3.1 መልስዎ መካከለኛ ወይንም ዝቅተኛ ከሆነ የልጆችዎን የትምህርት ክንፍኔ በመቀነስ ረገድ የሚከተሉት ሁኔታዎች (ነገሮች) ምን ያህል ሚና እንዳላቸው ምልክት በማድረግ ያሳዩ።

ነባራዊ ሁኔታዎች	ከፍተኛ	መካከለኛ	ዝቅተኛ
የሚሰጠውን የትምህርት ዓይነት ጥላቻ			
የሠለጠኑ መምህራን ያለመሟላት			
ትምህርቱ የሚሰጥበት ቋንቋ ለልጆቹ ስለማይገባቸው			
መምህራን ለልጆቹ የሚሰጡት ትኩረት አናሳ መሆን። በተለይ በትምህርቱ ላይ የሚያጋጥሟቸውን ችግሮች ለመፍታት ያለመሞከር			
የትምህርት መማሪያ ማቴሪያሎች ያለመሟላት			
ልጆች በቤት ውስጥ በስራ ስለሚጠመዱ በቂ የማጥኛ ጊዜ ስለሌላቸው			

2.4 ሴት ልጅዎ ከት/ቤት ውጪ በቤት ውስጥ ሥራ ትሠራለች
 አዎ አትሠራም

2.4.1 መልስዎ « አዎን » ከሆነ ልጅዎ በሳምንት ውስጥ ከዚህ በታች በተመለከቱት የሥራ ዓይነቶች ምን ያህል ሰዓታት ታሳልፋለች ብለው ይገምታሉ

የሥራው ዓይነት	ሳምንቱን በሙሉ	የተወሰኑ ቀናት	ጥቂት ቀናት
በቤት ውስጥ ሥራ መጠመድ			
ገበያ መሄድ			
ሕፃን መንከባከብ			
በሌሎች ስራዎች			

2.7 እርስዎ በትምህርት ቤቷ ውስጥ በሚደረግ የስራ እንቅስቃሴ ለይ በተለያዩ ኮሚቴዎች ውስጥ ተሳትፈው ያውቃሉ?

አዎ አልሰተፍም

2.8 ውላጆች ልጆቻቸውን ወደ ትምህርት ቤቷ እንዲልኩ ለማድረግ የክልሉ መንግስት ምን ማድረግ ይኖርበታል ብለው ያስበሉ? እባክዎን በቅደም ተከተል ወይም በደረጃ ያስቀምጧቸው

- በውላጆች ዘንድ ስለ ትምህርት ጠቀሜታ ግንዛቤ መፍጠር
- የስራ እድልን በክልሉ ውስጥ ማሻሻል
- የትምህርት መግሪያ ቁሳቁሶችን አቅርቦት ማጠናከር
- ትምህርትን በማጠናከር ረገድ የመንግስትን ተሳትፎ ማሳደግ

- ሁሉም መደረግ አለበት ብዬ አስባለሁ

2.9 የሴቶች ትምህርት አጠቃላይ ሁኔታ በክልላችን በተለይም በአዋሳና አካባቢዎ ምን ይመስላል ? ምን አስተያየት አለዎት?

Declaration

This thesis is my original work; it has not been presented for degree in any other University and that all sources of material used for this thesis have been duly acknowledged.

Name

Lishan Kassa

Signature

A handwritten signature in black ink, appearing to read 'Lishan Kassa', written over a horizontal dashed line.

Place

Addis Ababa University

Date

June 2004.

Addis Ababa University
School of Graduate Studies

This thesis has been submitted for examination with my approval as
a university advisor.

Name

Teshome Nekatibeb (Dr)

Signature

Teshome Nekatibeb

Date of submission

June 10, 2004

