

**FACTORS AFFECTING FEMALE TRAINEES' ACADEMIC
ACHIEVEMENT IN SELECTED TEACHER TRAINING
INSTITUTES IN ETHIOPIA**



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**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

**JUNE 2004
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A THESIS PRESENTED TO THE SCHOOL OF GRADUATE STUDIES IN
PARTIAL FULFILLMENT OF THE DEGREE OF MASTERS OF EDUCATION
IN EDUCATIONAL PLANNING AND MANAGEMENT

BY
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ACKNOWLEDGEMENTS

I would like to express my deepest gratitude to Professor Seyoum Teferra, my thesis advisor, for his constructive comments and encouragements throughout the study. It would have been impossible to complete this study without his unreserved support and comments.

Secondly, my heart felt thanks goes to all staff members and management of Bonga, Debre Brhane and Metu Teacher Training Institutes and Region Education Bureau officials for their support in filling out the distributed questionnaires in time and for their good office in providing the necessary record documents. I would like to express my collegial thanks to Ato Daniel Okubit and Ato Begashaw Abera for their material support and encouragement throughout the study. My gratitude also goes to Ato Berhanu Beyene, Ato Getnet Asabu and Ato Bogale Haile for their concern and devotion in typing and proof reading the manuscript.

Finally, my thanks goes to my wife w/ro Genet Bekele and my brother Ato Teshome Zemedkun and his family for their moral and financial support.

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Abbreviations

The following Abbreviations appear in the text.

AAU - Addis Ababa University

IER - Institute of Educational Research

ILO - International Labor Organization

MOE - Ministry of Education

TTI- Teacher Training Institution

TTC - Teacher Training College

SNNPR - Southern Nations Nationalities and People Region

VSO - Volunteers Service overseas

REB - Region Education Bureau

CGPA- Cumulative Grade Point Average

ABSTRACT

The study was undertaken to examine factors that affect the academic achievement of female trainees in teacher training institutes of Ethiopia. In order to examine the prevailed factors that have contributed for low academic achievement of female trainees, their enrollment trends and academic achievements for the last two years were presented and compared. Then, factors which were believed to affect academic achievement of female trainees such as institutional and structural factors, socio-cultural, psychological and personality factors were stated and treated in view of the objectives of the study.

The subject of the study were 185 male and 158 female trainees , 39 male and 6 female teachers , 3 principal and 3 REB officials. Data relevant to the study were collected through questionnaire, interview and document analysis. The collected data were analyzed by using percentage, mean and standard deviation. Moreover, the chi-square, z and t-tests were employed to see the degree of conformity between male and female respondents to the prevalent of the problem raised.

The study revealed that there has been an equal enrollment between male and female trainees and there was a significant academic achievement difference as measured by CGPA between male and female trainees, in favor of males, for the years 2001/ 02 and 2002/03. As the study disclosed, institutional and structural factors such as lack of effective gender committee and guidance and counseling service, lack of adequate textbooks were the major factors evidenced to contribute to low academic achievement of female trainees.

On top of this, language difficulty, low self-esteem, lack of achievement motivation and being dependent in the teaching-learning process were also evidenced as detrimental factors for the low academic achievement of female trainees. However, socio-cultural factors such as gender differentiation and stereotype in the teaching-learning process were not indicated as influential variables.

Therefore, suggestions such as refining the recruitment and selection criteria and procedure and strengthening the performance of female student at primary and secondary level through possible interventions such as providing supplementary materials, tutorial program, incentives and guidance and counseling were forwarded as long range solutions. On top of this, special tutorial classes at the beginning of the training program, continuous guidance and counseling services and additional learning material like handout should be organized and available in the institutes. At the time of admission, institutes should also prepare massive induction program and assertiveness and gender training to all trainees.

CHAPTER ONE

THE PROBLEM AND ITS APPROACH

1. 1. Background of the Study

Teachers are the key agents for educational development and the most critical and essential inputs into education. The improvement of teachers' academic and professional skills is a prerequisite for quality education provision. With this regard, Musaazi (1987:190) noted that

Education system depends heavily on teachers for the successful implementation of its program. Thus, teachers are considered as the most indispensable component in the education system.

The study report of the National Commission on education in Botswana (1993) reaffirmed the previously mentioned idea by saying that one of the key factors towards improving the quality of education is the effectiveness of teachers. The commission suggested that in order to make an impact on the quality of teaching at the primary level, teachers related problems should be first to be addressed: committed and interested trainees should be admitted, training period should be raised and all primary school teachers needs to be trained at a diploma level.

Teaching profession is dominantly occupied by males as compared to females and these problems are aggravated at higher institution level. Female inequalities in every aspect are documented in both developed

and developing countries. The participation of female students in primary and secondary education has been increasing and the gender gap has been reduced. However, female participation at a tertiary level is minimal (Fantaw, 2001:49-50) and the percentages of female primary school (1-4) teachers were 31% (MOE, 2001\02:30).

Teacher Education System Overhaul committee organized in the Ministry of Education reported that one of the most challenging problems within the Ethiopian education system is its failure to ensure that girls and women take up their educational rights. To alleviate such challenges, the committee suggested the following strategies:

1. Provide affirmative action for females in teacher education and make gender issue a central issue in teacher training institute.
2. Address gender issues in all courses of teacher education.
3. Encourage female teachers to develop confidence in the training program.
4. Ban practice, which discriminate against women such as pregnancy test used as a criterion for admission or qualification; ensure that medical support is readily available for female students and take immediate and serious action against teaching staff who practice any form of sexual harassment (Livingston, Woods and Leu,2000).

The issue of gender equality is a global issue and has been raised by international conventions, for example, in the Nairobi Conference (1985) and in the Beijing conference (1995) on women. Furthermore, the United Nations general assembly adopted a convention on the elimination of all forms of discriminations against women.

Having taken this declaration, most developing countries take measures in eliminating gender discrimination practice. In this respect the Ethiopia government incorporates the issue of gender in its policy statement in the area of education to abandon the practice of gender discrimination. In case of teacher education the new education and training policy of 1994 indicated that "special attention will be given to the participation of women in the recruitment, training and assignment of teacher (MOE, 1994:22)." Despite the effort made by the government, however, the participation of female in the teaching profession remains low, 35% at primary (1-8) and 7. 5% at secondary (9-12) level of education (MOE, 2001\02).

A number of studies (Lee, 1973; Ballere, 1991; VSO, 2000;) have shown that women's education has a positive effect in both social and economic development of a nation. Socially, women's education: -

- Enable a better use of family planning and results a fall in birth rate and small number of families in a household.

- Plays an important role in childcare in relation to infant mortality level.
- Has a positive effect on school enrollment and attendance.

Moreover, women's education has its own contribution to economic development. It increases productivity and self-employment in the economic sector. Thus, in order to make them participant and effective in the development process, measures have to be sought to increase their participation and performance in the education system (Ballare, 1991:13-14).

While answering for the question "why is the vast majority of elementary school teachers are women in America?" Lee (1973:82) identified the following reasons

- Women understood and managed better than men do
- Since women spent so much time with young children, it followed that they would better prepared to introduce them to the first rigors of formal education.

Now days in Ethiopia teacher education got due attention and teacher training institutes are opened in all regions and the existing teacher training institutes are upgraded to a college level. Besides, the participation of females in teacher training has been increasing for the last few years and reached to about 50% in teacher training institution in 1995 EC. Despite their equal participation with their male

counterparts through cotta system or affirmative action, however, the academic achievements of female trainees are low as compared to male trainees (Fantaw, 2001; Mammo, 2002; Abebayehu, 1989).

There are many factors that affect academic performance of students in their studies. In a study made at Bole Senior Secondary High School by Mathewos Tamiru (2000:40), gender, number of days absenteeism from school, parents income, age and length of study time have been identified as major factors that affect academic achievement of students. The research finding revealed that the proportion of female students in low achiever group is high because females spend most of the time helping parents at home than doing assignment and homework.

1.2. Statement of the Problem

A study report produced by Livingston, Woods and Leo (2002) suggest a recommendation and an indicative action plan with regard to quality and effectiveness of teacher education in Ethiopia. The report revealed that to improve the quality of teacher, interested and committed candidate should be recruited and admitted and set quotas for the admission of female trainees in the teacher-training program. Moreover, to make females effective in the training program, a national campaign accompanied by affirmative action is required to recruit and support females in the teaching profession. Some of the

services indicated in the report are: Co-curricular activities, recreational programs, sport activities, peer tutorial programs, counseling and health services and a variety of services to support female trainees including female student council, club for female students and assertiveness training.

At a higher institution level, participation of females in Ethiopia has been increased due to the affirmative action program to a certain level as compared to the previous time. But their participation (13%) in 1996\97 is still minimal as compared to male counterparts (Abebayehu, 1998) and drop out and attrition rate has been a serious problem in higher institution due to academic and non-academic reason (Fantaw, 2001; Mammo, 2002; Abebayehu, 1998). In a study made on admission type and student academic success at AAU on social science students by Fantaw (2001:50) revealed that about 41% of the admitted female students' dropout at the freshman year due to academic failure. He further indicated by coating different authors that the reason for high drop out of female students are related to their background characteristics (socio, economic and geographical), high school achievement, lack of support in the institution and inadequate academic preparation of students in order to master the courses. Similarly, Mammo (2002) contend that, after examining factors that affect the academic performance of female students in comparison to

male students in Alemaya University, female students were found inferior to male students in academic achievement.

The document prepared by Livingston and his associates further forwards an increment of female trainees toward 50 per cent or more and based on this suggestion teacher training institutes are admitting almost equal number of female and male trainees. However, evidence from the training institutions indicated that the academic performances of female trainees were lower as compared to male trainees. In addition, dropout and attrition rate of female trainees are high in TTIS. For example, in Bonga TTI in 2000\01 45 % of female trainees scored below 2:00 cumulative average as compared to 7% of males. In 2001\02 academic year the participation of female trainees in the institute was about 50 %, of which about 50 % scored below average (i.e. 2:00 cumulative average). In the same year 10 female trainees were dismissed in the first semester academically, 20 passed to second semester taking re-examination and finally 13 students forced to take courses in the summer program.

All these evidence indicates that, despite the effort to maximize female participation in teacher training, there are problems in their academic achievement. Thus the purposes of this study were: -

- a. To examine the academic achievement of trainees in general and female trainees in particular;

- b. To reveal the conditions and problems in which trainees in the institutes are encountered during the training period;
- c. To identify the major factors that affects the academic achievement of female trainees and suggests policy interventions to alleviate those problems challenged by female trainees.

Having these objectives as a base, the study focused to answer the following basic research questions.

1. What is the trend of enrollment of female trainees in TTIs?
2. Is there any significant difference between female and male trainees academic achievement?
3. What are the institutional and structural factors that affect academic achievement of female trainees?
4. What are the major teacher related factors that affect female trainees' academic achievement?
5. What are the personal and psychological factors that affect female trainees' academic achievement?
6. What are the socio- cultural factors affecting the academic achievement of female trainees?

1.3. Significance of the Study

The study will have the following significances:

1. The finding and the result of the study is expected to create awareness of the problem to decision makers to promote female trainees academic achievement and lessen attrition rate in the training program.
2. It is also found significant for the management of the training institutes to draw practical institutional decision and future planning and management to find solution for problems prevailed in the training program.
3. It may also serve as a spring board for researchers who endeavor to study any problem related to this.
4. The study is also expected to provide information and possible intervention for Government and Non- Government organization to undertake educational investments.

1.4. Delimitation of the Study

It is impractical and unmanageable in size to deal with the problem in all regions and all TTIs in Ethiopia. Therefore, the study is delimited to some selected TTIs in Ethiopia. In Ethiopia 1st -cycle primary school teachers are trained in three forms: Pre-service, In-service and Extension program. The study focused on the pre-service program.

The pre-service program was selected to be the focus of the study because one, the other two forms of deliveries are not given consistently without interruptions and secondly, the training time of the extension and in- service program is not convenient for the study.

For the study, TTIs that are found in Amhara, Oromia, and SNPP regional States were included in the study. These three regions were selected because they are relatively the largest regions of the country and where most of the TTIs are found.

Bonga and Metu TTIs were selected because they were giving training for those zones that are relatively remote areas and started training lately in 1992 EC and 1994EC respectively. Debre Berehan TTC was selected because of its long years experience in training primary school teachers in the country .The decision to include these three regions and the institutes with a general belief that the practice and experience of the training program in the selected institute would represent the rest of the institutes in Ethiopia as a whole.

In terms of time dimension, the study was delimited to examine the academic achievement of trainees and enrollment trends in the years 2000\01 to 2002\03.

1.5. Limitation of the Study

For this study it was intended to see the academic achievement of trainees at least the first term CGPA of the year 2003/2004 for comparison purpose. However, TTIs were not in a position to finalize the roster and transcript of trainees on time and the academic achievement of trainees for first term of this year are not included in the analysis for comparison purpose. Due to this problem the student researcher was not in a position to confirm more substantially the opinion of teachers. Nevertheless, attempt has been made to see the academic achievement of trainees for the last two years as a way to see authenticity of the opinion of teachers regarding evaluation of their trainees.

1.6. Research Methodology, Procedures and Sources of Data

1.6.1. Research Methodology

A descriptive survey method was employed to depict the existing practice and situations that were encountered by female trainees in the institutes. This method was selected because it is an appropriate method to examine the present situations of the training program and describe opinion, facts and figures related to problems female trainees are encountered in the training program.

1.6.2. Samples and Sampling Techniques

The study was conducted in two TTIs and one TTC that are found in three regions. These three regions and three institutes from each region were selected by purposive sampling technique.

The distribution and the selected TTIs from each region are depicted in the following table

Region	Amhara	Oromia	SNNPR
TTIs	1. DebrebrehanTTC* 2. Dessi TTC 3. DebremarkosTTC 4. Gondar TTC	1. MetuTTI* 2. AsselaTTI	1. ArbaminchTTI 2. Bonga TTI*

* The selected Institute included in the study

- TTCs are giving both certificate and diploma program parallel

The subjects of the study were trainees, teachers and principals of the institutes and region education bureau officials. Simple random sampling technique was employed to select sample male and female trainees from each institute. A total of 300 (21%), 148 male and 152 female trainees were participated in the study. Since the number of teachers in the selected institute was relatively small and manageable, 39 (50%) of male teachers and all female teachers were participated for the study. Besides, principal of the three institutes and responsible official from REB were participated as a source of information. To this end, purposive

sampling method was employed to select female teachers, principal and officials and simple random sampling for male teachers. Thus, a total of 349 participants were included for the study.

1.6.3. Sources of Data

The major sources of data for the study was result records in the institutes, trainees, teachers and principals in the selected Institutes and regions education bureau officials. Besides, books, journals and unpublished documents related to the problem were reviewed to have background information about the problem.

1.6.4. Data Gathering Instruments and Procedures

For this study questionnaire was used to collect relevant information from teachers, trainees in the TTIs. Interview was also employed to get the views and opinions of principals and regional education officials. Moreover, result records of the institute were used to get sample trainees CGPA for the last two years. Questionnaire was used as a major instrument to collect data, not only because it is a popular means of collecting all kind of data in research but also it is an appropriate instrument to obtain information about conditions, practices and problems for relatively large sample studies. Most of the questions in the questionnaire are Likert - type opinion scales ranging from strongly agree (5) to strongly disagree (1). Both closed and open-ended questionnaires were prepared and distributed to collect

the necessary information from the participants. Two type of questionnaire, one for teachers and another for trainees, were prepared in English and Amharic respectively.

An open-ended interview question was prepared and undertaken with official so as to elicit views, opinions, problems and possible recommendations from officials in the regions. The student researcher made the interview with principals and REB officials.

A pilot test was administered in Bonga TTI to tryout data gathering instruments so as to make the instruments dependable and complete by making the necessary corrections before fully used in the actual study. Thus, all the necessary correction had been made before the final copy of the instruments were distributed.

1.6.5. Data Analyses and Statistical Tools

After the data were collected, different relevant statistical tools, which were thought to be important for the collected data, were used for the purpose of analysis of the data.

- a) Percentage was dominantly used to measure and analyze the magnitude of respondents' opinion and assumptions against each statement.

- b) Besides, descriptive statistics like mean and standard deviation were also used for the purpose of further analysis and comparison of respondents' opinion.
- c) Depending on the nature of the data collected, chi-square , Z - test (for large samples) and t-test (for small samples) were used with the aim of investigating the degree of consistency between groups of respondents' opinion and assumptions about the prevalent factors affecting female trainees in the training program.

1.7. Definitions of Operational Terms

Academic achievement: - It refers to a successful accomplishment or performance in particular subjects, areas, or courses, usually by reasons of skill, hard work and interest. Typically summarized in various types of grades, marks, scores or descriptive commentary (Hawes and Hawes, 1982:5-6).

Affirmative action: - An intervention measure usually has undergone to relieve the sustained gender educational inequality at tertiary level. (Good, 1973).

Primary School:-A school having a curriculum offering work in any combination of grade 1-8(Good, 1973:209). In Ethiopian context, it is an educational level from grades 1- 8 sub divided into two cycles: First

cycle primary (1-4) and second cycle primary (5-8) levels (MOE, 1994:14). The focus of this study is first cycle primary (1-4) level.

Primary School teacher: - In Ethiopian context, a teacher certified and appointed to teach in first cycle primary (1-4) schools.

Female Trainees: - Those female students who are trained for one year in TTIs as would be 1st-cycle primary school teachers in Ethiopia.

1.8. Organization of the study

This study has four chapters. The first chapter deals with the problem and its approach. The review of related literature is presented under chapter two. Chapter three comprises presentation and analysis of the data. And finally, the last chapter treats the summary, conclusions and recommendations part of the study.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

2.1. Women, Education and Development: An Overview.

Investment in human capital is a key factor in all development sectors including education (Wanjam, 1998: 124) and women constituting almost half of the world population has equal contribution to the economic, social and political development of nation .In spite of this, however, women, nearly all over the world with varying emphasis, are deprived of access to education due to various reasons (William, 1994:5-7). This author further indicated that the various aspects of gender discrimination has been in the area of work, sharing resources and benefits, and in relation to human right, religion and culture.

The traditional views and attitudes of the role of women as mother and homemakers have resulted in women's life different from men. As a result of this, in many countries, people tend to say that " it is considered as a waste of money to educate girls over a certain age and consequently resulted to have them low job opportunity" (VSO Ethiopia, 2000:8). However, women make a significant contribution to the development of a nation in every aspect. It is obvious that education contribute to economic, social and political development of a country and this is possible only when a nation makes effort to assure equal educational opportunity for all without discriminating based on

sex, race, geographical location, religion. Education and training is a crucial factor for women to enhance their participation in the development sector in general and in the professional and managerial position equally to their counter part men (Linda 2001). World bank (1996) findings in Sub-Sahara African countries indicated that educating women has a significant contribution in economic and social sectors in terms of reducing fertility, reduced infant and maternal mortality, enhanced family health and welfare improved children's education and increased agricultural productivity, earnings, and overall economic productivity for women and the larger economy.

In relation to work, all people irrespective of sex have crucial role in the production of goods and services from the lower level to the government level. However, research findings and reports revealed that the role of childcare, ensuring basic needs of the family, and home management is considered as a sole responsibility of women. These duties and responsibilities are often under valued and their productive work is considered as an extension of their reproductive duties (William, 1994:7).

And even in their productive work there are gender differentiations. In worldwide study on gender and job, Anker (1998) explained the common stereotypes which affect occupational segregation by sex in the areas of occupation. The author identified three stereotypes as positive, negative and other stereotype. The positive five stereotypes are caring nature; physical

dexterity; skill and experience at house hold related work; greater manual dexterity, greater honesty and physical appearance. Due to this positive stereotype, women are qualified in the following occupations: nurse, doctor, social worker, teacher, maid, house keeper, cleaner, cook, waiter, launderer, hairdresser, spinner, weaver, knitter, tailor/dressmaker, midwife, sewer, typist, cashier, and book keeper, sales person accountant, receptionist and shop assistant.

The negative stereotype, on the other hand, are their discrimination to supervise others, less physical strength, less ability to do math and science, less willingness to face physical danger and use physical force. These characteristics negatively affect women acceptability for various works. These negative stereotypes would disqualify for the following jobs: Manager, Supervisor, government executive officer/administrator, legislative officials, construction workers, architect engineer, mathematician, statistician, etc (Anker, 1998).

The stereotype classification is also observed in the educational institution .As described by Seyoum (1991) the number of female graduates in technology, law and agriculture from higher institutions was insignificant and they are categorized in what the author called "female prone occupations" such as primary school teaching, nursing and typing.

These stereotypes in female segregations in occupation and education make clear that female occupations are the extension of household activities. Such segregation in the world of work would be a drawback for females' full participation in the economic and political development of nations.

In emphasizing the role of women for development and under valuation of their contribution, William restated the often quoted of UN statistics as:

Women perform 2/3 of the world's work

Women earn 1/10 of the world income

Women are 2/3 of the world illiterate

Women own less than 1/100 of the world property (William, 1994)

The above UN quotation underline that there has been a significant inequalities between men and women in access to resources and benefits, education and job opportunities.

2.2. Legislations in Combating Gender Discrimination

The struggle for women's right began in the 18th century when political philosophers in Europe began to question traditional ideas that based the rights of citizens on their wealth and social status. These philosophers argued, "All individuals were born with natural right that made them free and equal. The inequalities existed among individuals were the result of inadequate education system and an imperfect social environment". Consequently in the 19th and 20th centuries in United States of America women led legislative effort have been made to ensure their voting, employment and reproductive

The document that addresses the issue of “right of women” was the constitution of the federal democratic republic of Ethiopia that was to be effective as of the 21st day of august 1995. Article 35 is concerned about the right of women and sub article 3 reads as:

*The historical legacy of inequality and discrimination
Suffered by women in Ethiopia is taken in to account.
Women, in order to remedy this legacy, are entitled to
affirmative measures. The purpose of such measures shall
be to provide special attention to women so as to enable
them compete and participate on the bases of equality with
men in political ,social and economic life as well as public
and private institutions (p,93).*

The above constitutional right of women is a reflection of international and national effort to narrow the gap in gender discrimination in different sectors of development. The 1994 education and training policy of Ethiopia, as a reflection of the constitution adopt and formulate strategy to empower and facilitate girls and women in the education system.

2.3. Factors that Attribute to the Academic Achievement of Students

Education and training opportunity is a major factor which contribute to women’s growing participation in professional and managerial work and make them effective participants in the development sector in their countries.

Research result makes clear that now days in many countries, based on standardized tests, girls perform as equal as or better than do boys. UNESCO studies indicate that in 1994-1995 women obtained 20% or more of post graduate degrees in mathematics and computer science. Fifty per cent in Italy, Poland and Slovenia awarded post graduate degree and, in the United states 47 % bachelor degree, 34% masters degree and 24% of doctoral degree in the field of management and business. Such development is a result of evaluating social values, organized by the women movement and expressed in the promotion of gender equality in government policies and programs, with particular emphasis to remove sex stereotyping from school curricula, fundamental change in the family reflecting the importance of women earnings in house hold income (Wirth, 2001:243).

In educational institutions, in most of the cases, male tend to perform better academically and in their retention and graduation rate as compared to females due to a number of factors that are related to institutional, personal (psychological), environmental and other variables (Daniel, 1994: 84; Hadija, 2002: 10-11; Tamiru, 1995: 4)

Academic achievement of students is measured by the scores students achieve in the examination. Academic achievement can be measured in a variety of ways and the most commonly used indicator is the rate of schools completion based on statistics available on grades and standard test scores. Psacharopououlos and Woodhall (1995) considered academic achievement in

educational institution expressed by the knowledge, skill and attitude developed and measured by tests and examinations and other mechanisms. The academic achievement of students in the educational institution are affected or determined by various factors. The most important variables that affect student success are school variables, the families and the individual, social incentives and socio- economic status (Wisconsin Education Association council). These factors are generally considered as an input to the educational institution including in fact the students themselves.

The following are often cited variables that influence the academic achievement of learners in educational institution.

2.3.1 Institutional Factors

School inputs that have primary importance in policy decisions are allocation of resources in terms of teachers quality, student –teachers ratio, school size, availability of boarding accommodation and facilities like libraries and other instructional materials (Simmons and Alexander, 1980:80).

According to Reed and Bargeman (1995) an education institution is effective when: a) There is a positive ethos - where student and teachers are expected to achieve and are told they can; standards for achievement are related to individual differences; lines of communication among administrators, teachers, students, parents and community are kept open; students from various backgrounds and cultures study and socialize together; teachers and administrators are role models for developing honesty. b) there is a

Classroom climate conducive for learning c) There is a clearly understood goal where students, parents and administrators agree on goals for academic achievement. d) There are effective teachers e) There is a clear and effective leadership. f) Good communication, active student involvement, positive incentive and reward.

In a study made to examine the causes of student attrition in Bahir Dar University, Yalew Endale (2003:32) has identified the crucial factors as personal variables: motivation, interest, attitude, cognitive styles, learning strategies and environmental variables: the availability of learning materials and facilities, the administrative nature of the institution. //

In relation to the importance of school variables that determine effectiveness of educational institution, the following quotation is worth mentioning. "one school property that education researcher has found to be consistently related to school achievement is the academic emphasis of a school-a general perspective of the importance of academics in a school held by administrators, teachers, and students themselves". Therefore, the major challenges who study school and school administration are to learn how organizations contribute to student's academic success. For a school to be effective in student's success there should be strong principal leadership, high teachers' expectation for student achievement, an emphasis on basic skills and orderly environment and frequent, systematic evaluation of students

(Goddard, Sweetland and Hoy, 2000:685; Scheerens and Creamers (1989) in Jimenez and Pinzon, 1999).

Research findings showed that teachers' expectations affect student learning and students who are expected to learn are more likely to achieve in school. Research revealed that teachers generally tend to have low expectations for minority children and children from low social background (Wisconsin Education Association council). School factors do affect academic performance of students and regarding the importance of school effectiveness for learning and better performance Murphy and Louis, 1999 and Roman, 1995 in Goddard, Sweetland and Hoy (2000:683) have this to say

A Major challenge for those who study schools and School administration is to learn how organizations Contribute to students'success. Where as teachers are directly responsible for teaching in the class room school administrators are charged with development of organizations that facilitate teaching and learning.

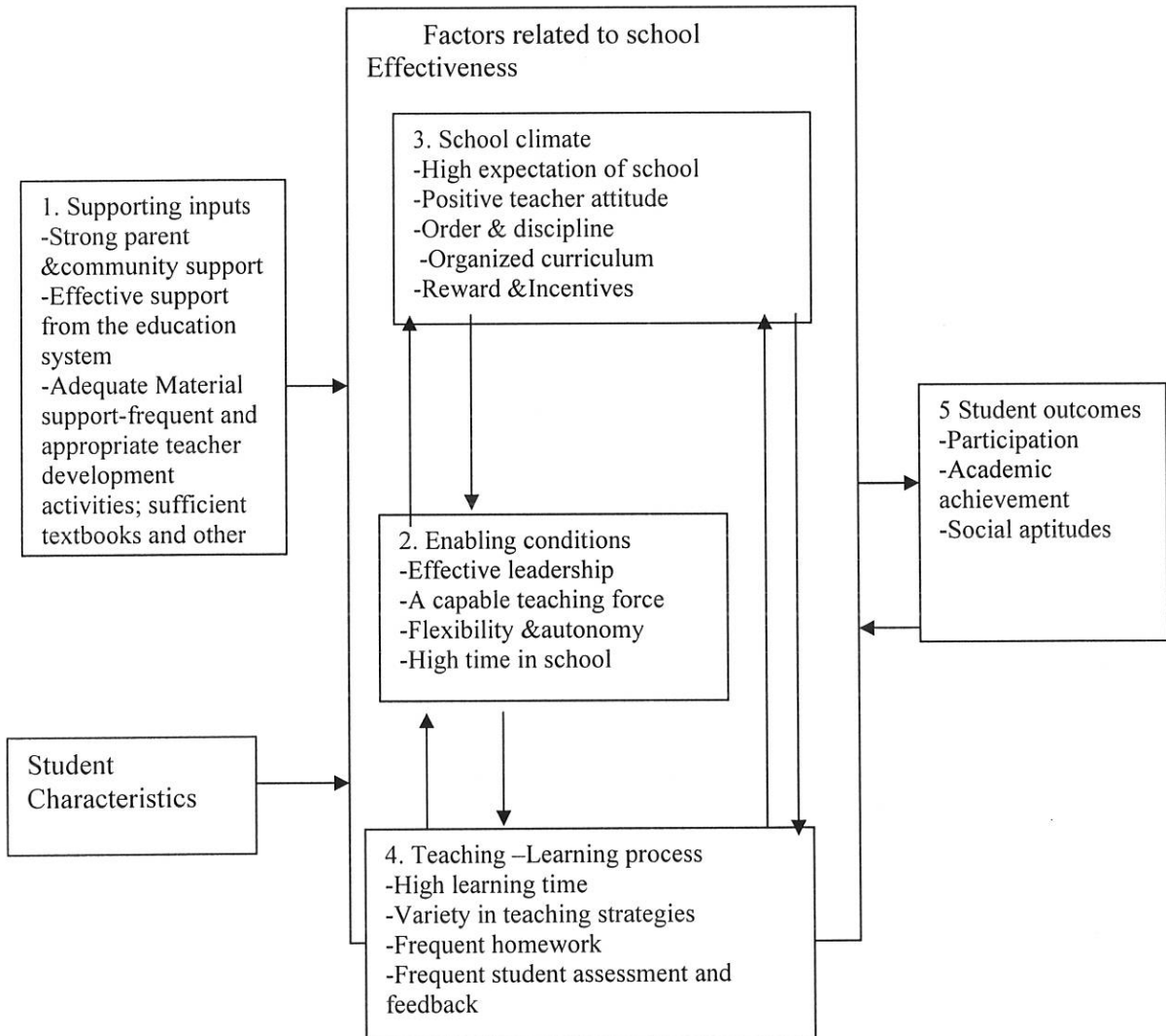
On top of this, students themselves are the most important inputs to the education process. It can be expressed in terms of learners' prior knowledge, motivation and interest towards learning. Students' success or failure in school is a matter of personal responsibility .The time spent for doing homework and activities and the effort exerted by students towards learning have influenced students' academic performance in schools. Moreover, motivation is an important factor that influences the performance of students

in school. Achievement motivation, the intrinsic one in particular, as an inherent motivation for students to follow assigned assignments and activities and this effort leads to students' academic success. Children with higher intrinsic motivation could read more and with more breadth than the students with lower motivation (Rezabeek in Waymer, 2002: 37). Prior academic achievement as measured by high school GPA has a significant predictor of student success or failure in higher education (Jonassen and Grabowski, 1993 in Waymer, 2002:36)

Result studies by Heneveld and Craig, 1996 in Jimenz and Pinzon, and 1996:7) summarized the common school factors that affect academic performance of students as: School supplies (text books, teachers' guides, Libraries); Curriculum with appropriate school and sequence content relevance to students' experience ; Learning time (number of duration of school days); Learning methods ; Involvement of community and parents ; Professionalization of teaching (principal's leadership, commitment and level of education and supervision); and School decentralization

The over all discussion about the different variables that have direct impact on school effectiveness can be presented by the following diagram.

School effectiveness factors



Source: Henevald and Craig (1995) in Jimenz and Pinzon(1999:10)

The above figure presents the theoretical framework in the study of school effectiveness and their relationship to school outcome in terms of students' participation, academic achievement, and social attitude development and economic success. It shows that the students become the subject of educational process and the teacher is one variable that determine school

climate as well as factors that enhance learning and teaching in the schools (Jimenez and Pinzon 1999:10).

2.3.2. The Effect of Teachers in Student Achievement

Teachers are the most important inputs in school and indispensable actor in the teaching learning process. Therefore, the quality of teacher a school has a direct impact on the academic achievement of students in a school. In relation to this, Psacharopoulos and Woodhall (1995:218) reported, after examining thirty-two studies that "trained teachers do make a difference and in particular that teacher qualification, experience and amount of education and knowledge are positively related to student achievement".

A Research study in Colombia by Loera and McGuinn (1995) and National System of Evaluation of Education (1995) contend that seniority of the teacher, teachers motivation, teachers educational level, gender of teacher (female) have a positive relation to student academic achievement (Jimenez and Pinzon, 1999:11-14). With regard to quality of teachers, MOE (1995:5) explain teachers to be effective in their profession, they need to possess the professional skills, knowledge and attitude that enable them effective in their assignments.

The strength of an educational system most often is determined by the quality and quantity of teachers assigned and student achievement and success is partly the reflection of teachers in the school.

As far as the influence of teachers' quality in student achievement, Darling-Hammond stated that "states interested in improving student achievement may be well advised, at least in part, to the preparation and qualification of teacher they hire and retain in the profession". It is evidenced that student learning would be enhanced by the effort of teacher, who are more knowledgeable in their field and are skillful at teaching it to others. The long years experience showed that a change in curriculum, testing or textbooks makes little difference if teachers do not know how to use these materials. Thus, much of the educational outcomes of students depend on teachers' pedagogical skills, subject matter knowledge, and perception of the job, certification and training. On top of this, teachers' belief, expectation and attitude about their students have a tremendous impact on students learning and achievement (Altenbaugh, 1998 in Dimmit, 2003).

2.3.3. Socio - Economic and Cultural Factors

Socio economic status (SES) in relation to student's school achievement refers to parents and family, SES as explained by their achievements in education (level of education), employment, and occupational status. Most studies revealed that, particularly at primary level, children from low SES families are more likely: a) have low level of literacy, numeracy and comprehension b) Have lower retention rates c) Have lower education participation rates (children from low SES families are less likely to attend university) d) Are more likely to have difficulties with their studies and

display negative attitude to schools e) have less successful school to labor market transition (Considane and Zappala,2002:92).

With regard to the importance of family SES, a study made in the United States suggest that family SES are more important for students achievement than school variables such as teachers qualification or expenditure on books, although, its influence decrease as the level of education increase (particularly at tertiary level). Ekstrom, et al as quoted by Kawkami (1994:1-2) found that high school student dropouts are directly related to the SES and race /ethnicity. Young female students were highly influenced by their mother's education level and male students by their father's level of education. On the other hand, the student in a number of developing countries and based on the evaluation of world bank education project, schiefelbin and Simmons (1978) in pasacharoupolos and Woodhall (1995) confirmed that students from high SES do not outperform in achievement and SES of parents has less effect on achievement. Moreover, Fuller in Kawkami (1994:2) suggested "school as an institution exerts a great influence on achievement within developing countries compared to industrialized Nations, after accounting for the effect of pupil's background". The school factors identified were school expenditure, specific material inputs, and teacher quality, teaching practices, classroom organization and school management.

2.4. Gender Differences in Academic Achievements

Gender is one aspect that shows academic achievement differences in educational institution. In general perspective female are low in academic achievement as compared to male counter parts (Amare, 2001; Abebayehu, 1989; Asmaru, 1989; Yalew, 2003). Although there were variation by subject areas, a case study in Alemaya University in two faculties indicated that female students obtained lower cumulative GPA in the faculty of health and education. About 41% of the incoming female students in Addis Ababa University got dismissal at first year mostly due to academic dismissal (Abebayehu, 1989). According to Abebayehu, the academic performance of female students in higher institutes in Ethiopia was lower than their counter parts male. The reason for their high attrition rate and low academic performance was ascribed to lack of achievement oriented behavior among females and low self-esteem, that is , a tendency to weaken their achievement even when they perform better or equal to their male counter parts males.

Similarly, in a study made by Amare (2001:1) to see the effect of students` academic competence, self-determination and motivation on academic achievement in Tana Haiq Secondary High School, revealed that there exist a significant difference in academic achievement in favor of males. Asmaru (1989) has also noted that absenteeism; attitude of pupils

(low self esteem); teachers' attitude and motivation were the major causes of high repetition rate for girls in primary schools.

A survey study undertaken by the American Association of Women University (1990) to study the interaction of self-esteem and education and career aspiration in adolescent girls produced the following findings

- Young women and men experience a loss of self esteem, as they grow older and older; however adolescent women show a dramatically greater loss more strongly affects girls than boys.
- Family and schools have the greatest impact on adolescent self esteem and aspiration

As to the cause and effect of high attrition and low academic performance of female students, Yalew (2003) contend that high attrition and low academic achievement of students implies not only wastage of recourses, but also has a negative effect on the quality of graduates from educational institution.

2.5. Research Review on Policy Intervention and Suggestion to promote Female Education

Research findings revealed that factors that constrain female education are many and interwoven and in general many researchers categorize them as school and out of school factors and other classify as demand and supply side factor. The World Bank (1996) considers the socio- economic and

cultural factor as demand side constraints to the participation and performance of female students while school or institutional factors a supply side factors for promoting females education. Women's access and performance of education got due attention from researchers and research findings suggest a recommendation and policy intervention to alleviate the problem.

To this end, the world bank recommends: building more schools, improve the school environment, training more female teachers, and removing gender bias in the text books as a supply side interventions and launching information campaigns to promote the benefits of female education and providing stipends and scholarships as incentives to parents. As a concluding remarks, World Bank finding in planning effective interventions and doing towards addressing the problem comments as " the gap between how the issues affecting girls education and how little is being done about these must be closed". The following table by Odaga and Heneveld (1995) summarizes the possible interventions to promote female educations

The Promising Interventions to Female Education

Demand side factors	Possible Interventions
1. Household & Community Factors 1.1. High direct cost of schooling 1.2. High opportunity cost of schooling 1.3. Low private economic returns to girls education 1.4. Chastity and Sexual safety 1.3. Low demand for education	. Lower the cost of schools . Introduce bursary, scholarship and free waiver programs, school lunches, medical and health support. . Adjust the school calendar to accommodate household child labor requirement . Reduce the distance between school and home . Improve the legal and regulatory systems to enhance women's status . Make education curricula more responsive and relevant to livelihood and market demand . Increase community participation in schools . Construct culturally appropriate facilities . Promote more female teachers . Launch information campaigns that engage community, religious and civic leaders
2. School Level factors Enrollment and promotion policy management: Calendar and safety, curricular materials and methods	. Increase enrollment by lowering the enrollment age . Reduce dropout rates: Review repetition and expulsion policies . Institute flexible hours . Improve achievement: review learning materials for gender bias, improve science and math teaching . Promote female teachers in the sciences . Institute tutoring and mentoring program . Promote gender sensitive training in all pre and in-service training courses and for educational leaders
3. Political & Institutional Factors Policy on schoolgirls pregnancy. Promotion of female educators, training of staff, attitude and commitment to empowering women and the poor legal status of women	. Create a favorable environment to support women and the poor through policy review . Invest in the necessary structure: schools, facilities for girls toilets. Dormitories, . Launch information campaigns . Enhance the status of women through the regulatory process . Adopt poverty alleviating strategies that release women and girls from the tasks of water and fuel collection for more productive activities . Improve women's access to the formal labor market

Local studies also provide possible recommendations to promote the performance of female students in higher education. For example, Abebayehu (1989) has suggested the following:-

1. Increased representation of female role models
2. Provision of orientation and assertiveness training
3. Provision of tutorial classes
4. Financial assistance
5. Gender awareness training for instructors
6. Allowing females to enroll (select) their area of interest

2.6. Affirmative Action

Affirmative action is a policy component used first in the United State in the 1960s to increase opportunities for minorities by favoring them in hiring, promotion and college admission. Affirmative action has been used by government, business, or educational for making remedy to effect the past discrimination. President John F. Kennedy first used the term affirmative action in 1961 to ensure that applicants are employed, and employees are treated during the employment, with out regard to race creed, color, or national origin (Frinkleman, 2000: 1).

Affirmative action is an extension of the notion of equality of opportunity and non-discrimination. Therefore the purpose of affirmative action is to " overcome the effects of a past discrimination by enabling the person or

groups discriminated against either on level terms with the favored group, more controversially to achieve equality outright ("equal result"). Affirmative action program has end to promote equal opportunity among citizens to eliminate the existing discriminatory conditions (Wirth, 2001:441)

In the discussion about positive discrimination in education, Wang (1983:194) has outlined the reasons for positive discrimination as: first, when the group or groups in question have suffered significant negative discrimination in the past and society must therefore make restriction for this injustice; and second when the groups have special rights in the society by virtue of certain historical position or constitutional provision. The author further mentioned different form of positive discrimination in education, these are, one by developing different qualifying standard for admission in to selective institution; two quotas (affirmative action), which enable policy makers to define at the outset the proportion of different groups of students to be represented in a given level of schooling.

Thus affirmative action program in college and university needs to contain a set of objectives, result-oriented procedures so as to commit itself and applies a good effort to achieve equal opportunity. For example, the office of affirmative action in the university of Bridgewater State College (2003) has the following goals: -

- a. To build an environment where equity and diversity are truly valued beyond the verbal commitment and mere tolerance.
- b. To create a campus climate where the principles of affirmative action, equal opportunity and diversity an integral part of campus life.
- c. To develop learning, working environment for students, employees and other members of the college community that values the diverse backgrounds of all people.
- d. To educate the college community of affirmative actions of principle.

Moreover, the following strategies were developed by the college to make effective those goals outlined above:

- a. Seek to eliminate all discrimination within the college community,
- b. Develop and coordinate affirmative actions policies and procedures,
- c. Promote equity with in the college.
- d. Handle complaints of discrimination and harassment involving faculty, staff and students.
- e. Provide training in affirmative action including sexual harassment diversity and equity issues.

2.5.1. Controversies and Challenges in Affirmative Action

The idea of affirmative action faced controversies in its application from its beginning in the United States when preferential treatment to people on their membership in a group was considered as a violation of principal that all

individuals are equal under law. The opponents of affirmative action regard preferential treatment as a form of reverse discrimination (Frinkelman, 2000:1). Moreover, the rival of affirmative action argues basically on the basis of competition and meritocracy. The other argument is that when students are admitted with low academic background, they would perform low in the educational institution admitted through quota or affirmative action policy. Moreover, they develop low self-esteem and frustration that will also contribute for the future performance (Ray and Poonowassie in Degarege, 1998: 27). In connection with the negative effect of the affirmative action, Wang (1983:195) has noted the following:

When students with very different achievements levels are admitted and the levels and quality of instruction in the admitting institution are not adjusted downward so as to accommodate the needs of students with poorer preparation and/or abilities, the groups that are supposed to benefit from the positive discrimination will not benefit at all as their students most likely will fail or dropout.

High dropout and repetition in educational system has a direct implication in the capacity of the institution in terms of efficient utilization of scarce resource. If more students, for example females, are admitted to an educational institution through an affirmative action or quota system and if these students are expected to achieve equally in academic achievements without especial support to male students admitted based on competition, it becomes a mere wish of policy makers and management of the institution to make effective action program as a whole.

The other critics of affirmative action and its implementation in the area of employment according to Aeberhard (2001:442) is that " such measures start out as temporary and narrowly tailored to the goal to be achieved but end up permanent and broad and that within the favored group the benefit of the measure group disproportionately to those already at the top of the group in employment status". The writer goes on discussing the argument against affirmative action in that in most of the cases there is no adequate data that shows real success and failure of affirmative action program and result distortions and inefficient in achievement.

The supporter of affirmative action contained that affirmative action policies are the only way to ensure an integrated society in which all segments of the population have an equal opportunity to share in jobs, education and other benefits. Despite its advantage, however, it remains a controversial issue in its justification and application (Finkelman, 2000:5).

In Ethiopia positive discrimination has been used as one of its way of increasing the number of women progressing to tertiary education. Consequently, female students are admitted with lower grade as compared to male students. However, once they are admitted little or not attempt is made to address the possible differences in the capability of some of the female students (VSO Ethiopia, 2002). Hence, one of the critics is that the preferential admission policies harm academic standards (Ababayehu, 1989).

2.6. The Importance of Guidance and Counseling program in Educational Institutes

Counseling in schools is a facet of guidance program in educational institution and it is defined as a "process by which persons with emotional problems are helped to solve them" (Haregewoin and Yusuf, 1994:5). Research studies have established that guidance and counseling programs in schools can positively influence children's. Therefore, it is important to recognize the importance of the counselor being a frontline mental and health professional and educator in the school (Brown, 1999:1). In a school with the fully implemented comprehensive guidance programs, students reported higher grades, students were more likely to indicate that their school was preparing them for later life, students were more likely to report that career and college information was readily available to them and students were more likely to report a positive school climate (defined in terms of perceptions of safety, orderliness and belongingness (Lapan, Gysbers and Sun, 1997).

Students' academic achievement and their overall development in school depend on how students behave in school, how children feel about themselves, how children function socially and how children use their senses and their mental images. From this perspective, the primary goal of school counseling is fostering self-concept because it is evident that there is a clear relationship between how one tends to view one self and how effectively one functions in life (Gelers, Stafford and Hill in Brow, 1999:6).

In this respect, guidance and counseling service is more important in a situation where affirmative action has been taken to increase the participation of females in education.

In Ethiopia, modern guidance and counseling program in the educational system is a recent history. The establishment of guidance and counseling program in the education system was the reflection of the development of the society. The new generation at school requires the necessary information and professional help to adjust their career aspiration in the educational preparation. Moreover, guidance and counseling service has great contribution in the development of students in schools and the society as a whole.

In light of this conviction, Yusuf (1982) in Haregewoin and Yusuf (1994:6) pinpointed the following goal of counseling.

1. To identify the ability of the individual
2. To maximize individual potentiality
3. To utilize available resources effectively
4. To maximize production for the benefit of the individual and the society.

To this end, Lapan, Gysbers and Sun, (1997) have noted that implementing a comprehensive guidance program will result in "Educational benefit including increased student achievement, more equitable services to students, broader impact on students' development and career decision making, student satisfaction with the relevance of their education and the development of a safe and orderly school climate".

CHAPTER THREE

PRESENTATION AND ANALYSIS OF DATA

This chapter deals with presentation, analysis and interpretation of the data collected from documents in each institute record offices, through questionnaire from teachers and trainees and from interviews done with principals of the institute and officials in REBs.

Questionnaire and interview were the major instruments used to collect relevant data for the study. Besides, record documents were used as a source of data. The subjects of the study were trainees, teachers and principals in the selected institutes and officials from education bureau of the regions.

For this study a total of 363 questionnaires were distributed, of which 320 were for trainees and 47 were for teachers in the selected institutes. Moreover, interview was made with principals of the institutes and officials in the education bureau. From the total questionnaire distributed 300 (93.75%) from trainees and 45 (95.74 %) from teachers were filled and returned.

Respondent Characteristics

Table I- Educational Background and Career Rank of Teachers

Sex of Respondents	Total	Educational background								Career rank											
		MA/MSc		BA/BSc		Diploma		Certificate		Beginner teacher		Junior Teacher		Teacher		Higher teacher		Ass. Lead Teacher		Lead Teacher	
		No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
M	39	3	8	25	64	6	15	5	13	3	8	5	13	9	23	11	28	11	28	-	-
F	6	-	-	5	83	1	17	-	-	-	-	3	50	2	33	1	17	-	-	-	-
Total	45	3	7	30	67	7	15	5	11	3	7	8	18	11	24	12	27	11	24	-	-

As can be seen from table I, with regard to the educational background of teacher respondents, the majority (65 percent) of teachers have bachelor degree while five percent and eight percent of the respondents were college and Teacher training Institute graduates respectively. Although the number is so small, 3% of the respondents have second degree. Accordingly, therefore, both sexes seem to have better qualification compared to the minimum requirement of MOE.

As to the respondents career structure is concerned, of the total 45 respondents 56 (%) were senior teachers with career rank above teachers while (44%) were junior teachers. The majority of the respondents were teachers with long years of experience in the teaching learning process. With regard to age, work load and teaching experience of teachers, the mean age

was 33.49 year; the average work load was about 17 periods per week (50 minutes per period) and an average about 13 years of teaching experience.

As to the age of trainees, the majority (66%) was found to be in the age rang of 19 to 21 years and 24% and 10% were in the age range 15 to 18 and 23 years and above respectively.

Since the majority of teacher respondents possess the qualification to be teacher trainer and with long years of experience , first , relatively reliable and relevant information could be drawn from the teacher respondents pertinent to the problem under study and secondly, since the majority of teacher respondents' qualification were found to be to the minimum requirement of MOE, would have a positive influence in strengthening the training program in general and promote the academic achievement of trainees in particular. Besides, the ages of most of trainees are above 18 years which would enable them to provide relevant data to the study.

Table-II. Enrollment trends of trainees in the selected institutes in the years2001/02 to 2003/04

Institute	Years	Registered (total)			Drop out / Dismissal			Graduated		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Bonga TTI	2001/02	376	221(37.01)	597	1	8	9	375	113	588
	2002/03	296	294(49.83)	590	4	30	34*	292	264	556
	2003/04	241	28 (54.35)	528						
Metu TTI	2001/02	288	261(47.54)	549	3	7	10	285	254	539
	2002/03	307	249(45.27)	550	1	4	5	306	245	551
	2003/04	282	280(50.90)	562						
Debre Berhan	2001/02	271	352(56.50)	623	1	3	4	270	349	619
	2002/03	186	214(53.50)	400	2	1	3	184	213	397
	2003/04	140	198(58.58)	338						

Source:-Record offices of Bonga, Metu and Debre Berhan TTIs.

* 23 of them readmitted in the summer program

The data in the table above revealed the enrollment trends of trainees in the selected institutes for the years 2001/02 to 2003/04. The purpose of analyzing enrollment trends of trainees in the institutes was to see the proportion of females in the training program as compared to males. Thus, in the year 2001/02 the proportion of female trainees was 37%, 47.54% and 56.50% in Bonga, Metu and Debre Berhan respectively. It indicates that female participation in the training program was almost on equal basis as male except in Bonga TTI. This was because in SNNPR 50 % for female applicants has been given since 2002/03. In 2002/03 and 2003/04, females' enrollment was almost proportional to males' enrollment, and even greater in Debre Berhan and Bonga. In the period enrollment of female trainees showed an increasing trend and reached 50% participation. This indicates that the

participation of females in teacher education, particularly for 1st - cycle primary school teachers, is getting more attention from the government through affirmative action. This is evidenced when the participation of females in TTIs is compared with the participation of females in other level of the education system, i.e. 45.2% , 39.3 % and 26.4 % in primary (1-8) , secondary (9-12) and higher institution in all programs , degree to post graduate level, respectively (MOE,2002). Thus, there was relatively much greater participation of females in TTIs as compared to the other level of the education system.

The above table also disclosed the dichotomy by sex in dropout and dismissal rate. Although the number of dropouts and dismissals are low, female trainees, as compared to male trainees, were victims of academic dismissal and dropout. According to principals of the institutes the major causes for females' dropout were found to be pregnancy and health problem.

The interview that have been made with education bureau officials and principals revealed that the focus of the government to increase females in teacher training, particularly for 1st -cycle primary school teachers, is due to a number of justifications. In the first place, as explained by interviewees, there was strong intention by REB in increasing female teachers in primary school. First, females were more admitted to teacher training program because they are more appropriate for children to teach in primary school because of their caring and nurturing nature. Secondly, increasing the number of female

teachers in primary school would initiate parents to send their daughters to school. On top of this, parents particularly in rural area develop a sense of security to send their daughter when they see female teachers in the schools. With a number of reasons mentioned above region education bureaus have been giving 50% chance for female at the recruitment and selection time.

Table-III. Significance of the Difference between Mean scores of CGPA of Male and Female Trainees in the Three Institute in the Years 2001\02 and 2002/03.

Institutes	Years	N=60 Male trainees			N=60 Female trainees			Standard error of mean difference	t**
		Mean	SD	Standard error of mean	Mean	SD	Standard error of mean		
Bonga	2001/02	2.66	0.47	0.0037	2.25	0.43	0.0031	0.064	6.41
	2002/03	2.67	0.48	0.0038	2.08	0.35	0.0020	0.064	9.22
Metu	2001/02	2.86	0.46	0.0035	2.26	0.46	0.0035	0.063	9.52
	2002/03	3.05	0.43	0.0031	2.34	0.33	0.0018	0.057	12.46
Debre	2001/02	2.75	0.32	0.0053	2.49	0.41	0.0028	0.076	3.42
Berehan	2002/03	2.72	0.30	0.0015	2.47	0.37	0.0023	0.041	6.10
All three*	2001/02	2.75	0.43	0.0010	2.34	0.40	0.0022	0.034	12.06
	2002/03	2.81	0.47	0.0012	2.30	0.39	0.0008	.029	17.57

* N=180

**statistically significant at $\alpha=0.05$, df =118 and 178

A close look at the above table showed the academic achievement trend of female trainees in the three institutes as compared to male trainees for the last two years (2001\02 and 2002/03). Despite the effort that have been made to increase the participation of females in the training program through affirmative action program, there has been a significant achievement

difference between male and female trainees . As it can be observed from the table, male trainees out perform female trainees with a statistically significant achievement mean difference in the three institutes. The computed t value for each year and for each institute in the table were above the critical t value at $t=0.05$, $df =118$ showing a statistically significant achievement difference as measured by their CGPA. Moreover, the computed t -value, 12.06 and 17.57, taking into consideration the three institutes as a whole, for the academic year 2001/03 and 2002/03 were far above the critical t value $t=0.05$, $df=178$ confirmed that there was statistically significant academic achievement difference between male and female trainees.

Moreover, the data make clear that there was difference in mean academic achievements of trainees between institutes. The mean achievement of female trainees in Debre Berhan (i.e. 2.49) in the year 2001/02 is greater than the mean achievement of female trainees in Bonga (2.25) and Metu (2.26). Female trainees in Debre Berhan achieved a bit above the total average (2.34) while the other two institutes were below the total average. In the year 2002/03, however, females in Metu and Debre Berhan scored above average while in Bonga it was below the average mean.

The difference in achievement between institutes could be attributed, first to the regional and Zonal difference in socio-economic development because most trainees admitted to Bonga TTI were from relatively backward Zones Of the regions like Bench Maji, Kafa, Sheka, and South Omo Zones and secondly,

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most probably the most important reason, attributed to the language difference that has been used in the institutes. TTIs in southern region are using English as a medium of instruction for professional courses (pedagogy and psychology) where as TTIs in Oromiya and Amhara regions are using mother tongue language as medium of instruction for all courses except the language itself.

Table- IV. Teachers' Attitude towards Affirmative Action Program for Females in the Institute.

No	Item	Sex of resp.	Response					
			Yes		No		Total	χ^2
			No	%	No	%		
1	Do you support the admission of females on affirmative action program in the institute?	M	32	82.05	7	17.95	39	0.77
		F	4	66.66	2	33.34	6	
		T	36	80	9	20	45	

χ^2 = significant at $\alpha = 0.05$, $DF=1$

The intention of organizing table III was to examine teachers' attitude towards affirmative action program, which has been meant to increase female participation in teacher education program. Thus, the majority of respondents (80%) were responding positively to affirmative action in the teacher training program for 1st - cycle school. Surprisingly enough, however, though the number is insignificant, two of female respondent opposed the program.

Chi-square was computed with the aim of analyzing the degree of conformity between male and female respondents. The chi-square computed ($\chi^2 = 0.77$)

which is far less below the critical chi-square value ($\chi^2 =$ at $\alpha = 0.05$, $df = 1$) indicating that there is no statistically significant difference in attitude between male and female respondents toward affirmative action program. It implies that significant number of male and female teachers in teacher training institutes supports affirmative action program.

The respondents were further asked to provide their justification in the open-ended questions in either cases of the response. Accordingly, therefore, the responses of most teachers are summarized as follows:- It is because females are more appropriate for primary school children to teach than males; others said that affirmative action has been used as an appropriate strategy to narrow the prevailing disparity between male and female in educational opportunity; and still others replied affirmative action program should be used as a means to increase participation of females in the socio-economic development of the country and some others accepted (with preconditions) for some time until they are competent with their counter parts male.

On the contrary, however, those who opposed justified their stand by saying affirmative action policy is another form of discrimination and it is implemented against the right of males. In addition to this, affirmative action program affects the quality of education since females are being admitted with lower academic background.

The summary of responses and arguments of teachers for the open- ended question for both cases were consistent with controversies raised and discussed about affirmative action policy all over the world.

Table- V. Teachers' Evaluation of the Academic Achievement of Female Trainees as Compared to Male Trainees.

No	Item	Sex of	Responses							
			Male		Female		Both equally		Total	χ ²
			No	%	No	%	No	%		
1	Who scored better, on average, in the academic achievement of trainees?	M	34	87	2	5	3	8	39	0.87
		F	6	100	0	0	0	0	6	
		T	40	89	2	4	3	7	45	

χ^2 = significant at $\alpha=0.05$, $df = 2$

The above table is presented with the intent of examining teachers' evaluation of the academic achievement of female trainees as compared to male trainees. Out of the total 45 respondents, quite the majority (about 89 %) confirmed that male trainees perform better on average as compared to female trainees. While 3 male respondents replied both perform equally and the other 2 male respondents replied male trainees, none of female respondents replied that females perform equally as males.

As far as the degree of conformity between male and female respondents to their evaluation, the chi- square computed ($\chi^2 =0.87$) was below the critical value of chi- square at $\alpha = 0.05$, $df =2$ indicating lack of statistically significant difference between male and female respondents evaluation. Thus, both sexes of teacher respondents confirmed the prevalence of achievement

difference between male and female trainees, in favor of males, in the training program and their evaluation has become consistent with the research findings of (Fantaw, 2001; Mammo, 2002; Abebayehu, 1998) and with the analysis in table III above .

The data gathered through questionnaire was substantiated by the interview made with principals and REB officials. All the respondents verify the prevalence of achievement difference between the two sexes of trainees in the institutes.

Table-VI. Teachers' Support to Female Trainees in the Institute

No	Item		Responses					
			Yes		No		T	χ^2
			No	%	No	%		
1	Do you support female trainees to increase their academic achievement?	M	36	80	3	20	39	0.53
		F	5	83	1	17	6	
		T	42	93	3	7	45	
2	In what ways do you give support for female trainees?							
	a. Appointing them as chair person in group discussion	M	30	83	6	17	37	
		F	3	50	3	50	6	
		T	33	79	9	21	42	
	b. Encouraging them to ask questions in class	M	33	92	3	8	36	
		F	5	83	1	17	6	
		T	38	90	4	10	42	
	c. Encouraging them to answer question in class	M	35	97	1	3	36	
		F	5	83	1	17	6	
		T	40	95	2	5	42	
	d. Giving praise in trying to ask and to answer questions in class	M	28	78	8	22	36	
		F	4	67	2	33	6	
		T	32	76	10	24	42	
	e. Giving guidance and counseling in how to learn and study	M	15	42	21	58	36	
		F	3	50	3	50	6	
		T	18	43	24	57	42	
	f. Giving additional support (tutorial class)	M	17	67	19	33	36	
		F	2	33	4	67	6	
		T	19	45	23	55	42	

The above table organized with the intention of finding out whether teachers in the institutes gave special support to female trainees to promote their academic achievement. The overwhelming majority of respondents of both

sexes (93 %) indicated that they have been supporting female trainees in one way or the other in the training, cognizant of the low achievement of female trainees.

The computed chi-square ($\chi^2 = 0.53$) is below the critical chi square value at $\alpha_{0.05}$, $df = 1$ showing lack of statistically significant difference between the two sex of respondents. Therefore, it is found out that no significant mean difference regarding teachers support between the two groups of respondents.

Further observation of the above table depicts the kind of support teachers have been giving to female trainees in particular. Accordingly, the majority of respondents confirmed that they were giving support for female trainees by appointing them as chair person in group discussion (79%), encouraging them to ask and answer questions in the class room (90% and 95 % respectively), giving praise and encouragement in their attempt to answer and ask questions in class (76%).

On the contrary, 24 (57%) replied that they were not giving guidance and counseling in how to learn and study for trainees as a special support for female trainees. Besides, the majority of teacher respondents (55%) aware of the non existence of teachers initiated tutorial class for female trainees.

The above analysis pointed out that teachers were supporting female trainees more when they are in class room than giving them tutorial class and guidance and counseling as a whole in the training program.

Factors That Affect Academic Achievement of Female Trainees in TTIs

Academic failure and difficulties, i.e. receiving lower grade in educational institutions, is a result of complex and interrelated factors. Researchers in psychology, education and sociology have identified multiple student, classroom, teacher, school, family, community and cultural factors that have been influential to academic achievement of students (Deschenss and others in Dimmitt, 2003:3). Therefore, the major purpose of this study and the analysis that follows is to describe the prevalence of those factors the affects academic achievement of female trainees in the Institutes.

Table. VII. Institutional and Structural Factors that Affect Academic Achievement of Female Trainees.

No	Items	Sex of resp.	Opinion of teachers and trainees									
			Agree		Undecided		Disagree		Total	Mean	SD	Z
			No	%	No	%	No	%				
1	Lack of effective Gender committee in the institute responsible for female trainees	M	92	50	22	12	71	38	185	3.22	1.36	2.46
		F	97	62	13	8	48	30	158	3.59	1.46	
		T	189	55	35	10	119	35	343			
2	Lack of guidance and counseling services in the institute	M	101	55	18	10	66	36	185	3.22	1.35	0.73
		F	89	56	7	4	62	39	158	3.33	1.42	
		T	190	56	25	7	128	37	343			
3	Lack of induction program from the institute about the over all environment of the institute.	M	40	21	33	18	112	61	185	2.44	1.28	0.36
		F	37	23	27	17	94	60	158	2.49	1.33	
		T	77	22	60	17	206	60	343			
4	Lack of over all support from the management in supporting female trainees in the institute	M	76	41	25	14	84	45	185	2.83	1.34	3.20
		F	81	51	13	8	64	41	158	3.31	1.43	
		T	157	46	38	11	148	43	343			
5	Lack of adequate reference books in the library	M	70	38	13	7	102	55	185	2.77	1.47	0.06
		F	56	36	13	8	89	56	158	2.78	1.44	
		T	126	37	26	8	191	55	343			
6	Lack of adequate text books for each subjects	M	102	55	16	9	67	36	185	3.37	1.42	0.20
		F	87	55	20	13	51	32	158	3.40	1.44	
		T	189	55	36	10	118	35	343			

Table VII presents the opinion of respondents to the prevalence of institutional and structural factors to academic achievement of female trainees. Six areas of services and facilities that were classified and presented to the respondents to express their views to the extent the prevalence of these factors persisted and contributed to female low academic achievement in the training program.

With regard to the first items, the data revealed that 189 (55 %) of respondent expressed their agreement to the influence of lack of effective gender committee in the institute to low academic achievement of female trainees. On the other hand, 35% of the respondent maintained opposite opinion to the prevalence of the factor identified. The computed Z value 2.46 (significant at α 0.05), which is beyond the critical Z value ± 1.96 revealed lack of conformity between the two sexes of respondents. Thus, male respondent expressed strong agreement to the prevalence of the problem as compared to male respondent.

As to the second item, out of 343 respondents 56 % maintained their agreement to the negative effect of lack of adequate guidance and counseling service in the institute for low academic achievement of female trainees. The data portrayed that guidance and counseling service has not been adequate to guide and support female trainees in developing self-confidence and self-esteem and make more efforts to improve academic achievement, enable them to be competent to their counter parts, male trainees, and finally to

produce an effective primary school teachers. However, 39% of the respondents do not agree with this view and maintained lack of guidance and counseling has not been the major factors that significantly contribute to the low academic achievement of female trainees.

With regard to the degree of conformity between male and female respondents, Z test has been made and the computed z value 0.73 is below the critical value of $Z = 1.96$ at $\alpha = 0.005$. This shows that there was no statistically significant difference between the opinion of male and female respondents. Thus, both sexes of respondents substantiated that lack of adequate guidance and counseling service in the institutes contributed to the low achievement of female trainees.

Besides, the majority (60%) of respondent expressed their disagreement on the third item, that is, the persistence of lack of induction program from the institutes about the overall environment of the institutes at the time of admission. While lack of special support for female trainees organized and sponsored by the institutes were judged as institutional related factors by the majority (46%) of female and male respondents.

On top of this, the computed z value for item three and four, 0.36 and 3.20 respectively, confirmed that there was no significant means score difference between female and male respondents whilst significant difference was observed between male and female respondents on the fourth item. This implies that both male and female respondents showed their disagreement to

the prevalence of lack of induction program in the institutes and its impact to the academic achievement of female trainees. Whereas male respondents maintained their disagreement and female respondent confirmed their agreement to the effect of lack of special support from the management to low academic achievement of female trainees.

With regard to the last two items, out of the total 343 respondents, the majority of respondents (55%) expressed their disagreement to the influence of the availability of inadequate reference books in the library as a cause for low achievement of female trainees. Fifty five percent of the total respondents expressed their agreement to the negative effect of lack of adequate text books for trainees that would affect female trainees who were admitted with low prior academic achievement (as measured by ESLCE and High school score).

The computed Z value for item five and six (0.06 and 0.20 respectively) is within Z critical value ± 1.96 at $\alpha_{0.005}$ indicating lack of statistically significant opinion difference between male and female respondents.

On top of this, the interviewees revealed that time constraints, language difficulties and shortage of teachers held back the effort that has been made in the institutes to support trainees in general and female trainees in particular.

Table- VIII. Teachers Related Factors Affecting Female Trainees Academic Achievement in the Institutes.

No	Items	Sex of resp.	Opinion of teachers and trainees									
			Agree		Undecided		Disagree		Total	Mean	SD	Z
			No	%	No	%	No	%				
1	Lack of additional support (tutorial class) for female trainees	M	99	54	17	9	69	37	185	3.20	1.34	1.00
		F	89	56	10	6	59	38	158	3.35	1.41	
		T	188	55	27	7	128	38	343			
2	Lack of guidance and counseling services from teachers in strengthening and developing self-confidence of females in their effort and achievement.	M	106	57	15	8	64	35	185	3.38	1.41	0.07
		F	86	54	22	14	50	32	158	3.39	1.44	
		T	192	56	37	11	114	33	343			
3	Negative attitude and expectation of teachers about females' trainees in their effort and academic achievement/success.	M	80	43	22	12	83	45	185	3.00	1.37	3.87
		F	94	59	15	10	49	31	158	3.58	1.45	
		T	174	51	37	11	132	38	343			

Teachers are the most important input in educational institutes in improving educational outcomes of students. With this fact in mind, the aim of organizing the above table was to examine the prevalence of teachers' related factors in the institute and its impact to low academic achievement of female trainees.

As far as the first item is concerned, from the total 343 respondents, the majority (55%) stated their agreement to the existence of the problem. It implies that teachers did not provide additional tutorial class for female trainees. The mean score of both male and female respondents, 3.20 and 3.35 respectively, indicate their agreement and the computed Z value 1.00, which is within the critical value of Z (± 1.96) indicating lack of statistically significant opinion difference between male and female respondents.

Concerning the second item, the majority (56%) of respondents confirmed the prevalence of lack of guidance services from teachers in strengthening and developing self-confidence in their effort and achievement of female trainees. Whereas most of female respondents (59%) agree with the persistent of negative attitude and expectation of teachers about female trainees' effort and achievement, male respondent showed neutral position on the issue. The neutral position of female respondents might be attributed to their socio-cultural orientation of males towards female in general.

For further analysis of the data, to see the degree of conformity between the two sexes of respondents, Z value was computed. The computed Z value for the second item (0.07), which is below the critical Z value at $\alpha_{0.05}$ indicates that there is no opinion difference between male and female respondents. As to the third item is concerned, the computed Z value 3.87 is beyond the critical Z value (± 1.96) at $\alpha_{0.05}$ showing that there was statistically significant Opinion difference between male and female respondents. It implies that the

seriousness of the problem was sensed more by female respondents than male respondents.

Table- IX. Trainees Related Factors that Affect their Academic Achievements.

No	Items	Sex of resp.	Opinion and frequency									
			Agree		Undecided		Disagree		Total	Mean	SD	N
			No	%	No	%	No	%				
1	Low prior academic achievement of female trainees in their primary and secondary schools.	M	70	38	40	22	75	40	185	3.02	1.29	2.47
		F	50	32	16	10	92	58	158	2.65	1.48	
		T	120	35	56	16	167	49	343			
2	Lack of effort and self confidence in the teaching learning process.	M	144	78	20	11	21	11	185	4.05	1.08	7.41
		F	64	40	14	9	80	51	158	2.79	1.44	
		T	208	61	34	10	101	29	343			
3	Language difficulty in subjects given in English language.	M	110	60	30	16	45	24	185	3.53	1.24	0.43
		F	98	62	14	9	46	29	158	3.59	1.32	
		T	208	61	44	13	91	26	343			

Table IX examines the effect of trainees' related factors that obstructed their academic achievement. Out of the total 343 respondents, 167 (49%) expressed their disagreement to the prevalence of prior academic achievement as a cause for low academic achievement of female trainees in the training program. However, the mean score for female respondent was below the norm group mean score (3.00) while the mean score of male respondents was nearly equal to the norm group score implying that female

respondents disagree more than male respondents. The calculated Z value 2.47 which was beyond the significance Z Value also showed a significance opinion difference between male and female respondents. Not considering trainees' prior academic achievement as a serious factor for female trainees low academic achievement in the training program implies that variables that are considered after admission are more serious as compared to their low academic background which could be compensated by institutional intervention in the training program.

The second item in the above table treats the prevalence of trainees' lack of effort and low self-confidence to low academic achievement of female trainees. From the total 343 respondents, the majority (78%) of male respondents expressed their agreement while 51% of female respondent showed their disagreement to the contribution of trainees lack of effort and low self -confidence to females low CGPA in the institute. The mean score calculated for female respondents was 2.79 below the average mean (3.00) and for male respondents 4.05 which was above average. Besides, the mean difference has been confirmed by Z test and the obtained Z value 7.41 was far beyond the critical Z value (± 1.96 at $\alpha = 0.05$) confirming that there was a statistically significant mean difference between the responses of female and male respondents. It implies that male respondents agree while female respondents disagree to the prevalence of the problem. This difference could be the result of their social orientation and stereotypical thinking of the respondents

Concerning the third item of the above table, most of the respondents (61%) of both sexes expressed their agreement to the language (English) difficulty in the teaching learning process to female trainees' low academic achievement in the institute. As far as the level of consistency between male and female respondents to the prevalence of language difficulty, the computed Z value 0.43 is below the critical Z value ± 1.96 at $\alpha = 0.05$ signifying that there was no statistically significant difference between male and female respondents. It implies that both sexes confirmed the prevalence of language difficulty in the training program which could affect the academic achievement of female trainees.

Moreover, a separate analysis of the collected data from each institute revealed that the prevalence of the problem was more severe in Bonga TTI than the other two (Metu and Debre Berhan). This difference might be due to the fact that more courses in Bonga TTI were prepared and given in English language while all courses in the other two institutes (Metu and Debre Berhan) are prepared and given by their own mother tongue language (Afan Oromo and Amharic respectively).

Table- X. Opinion of teachers and trainees to the Influence of out of Campus residence in the Academic Achievement of Female Trainees

No	Items	Sex of resp.	Opinion and frequency									
			Agree		Undecide		Disagree		Total	Mean	SD	N
			No	%	No	%	No	%				
1	Lack of adequate services around the institute(light , water, house, etc)	M	81	67	18	15	20	18	121	3.93	1.32	2.67
		F	80	86	2	2	11	12	93	4.41	1.23	
		T	161	75	20	10	33	15	214*			
2	Shortage of time to read in library and work in pedagogical center particularly at night time	M	87	72	10	8	24	20	121	3.93	1.31	3.88
		F	82	88	4	4	7	8	93	4.55	0.99	
		T	169	79	14	7	31	14	214			
3	Shortage of time to work assignment in group and support each other	M	70	58	16	13	35	29	121	3.53	1.34	5.59
		F	80	86	2	2	11	12	93	4.48	1.09	
		T	150	70	18	8	46	22	214			

* It is because out of campus training has not yet implemented in Oromia Region

Table X presents the opinion of respondents (in Bonga and Debre Berhan) to the influence of out of campus training in the academic achievement of female trainees and revealed the degree of conformity between the opinion of male and female respondent.

As to item one of the above table is concerned, out of the total 214 respondents, the majority (75%) asserted the inadequacy of facilities around the institute where trainees are expected to reside in such as rented house, water, light and health services which have been thought of as an important

water, light and health services which have been thought of as an important preconditions in supporting the training program and facilitating trainees effort to increase their academic achievement. In order to see the degree of consistency of opinion between male and female respondents, Z test was made. It has been found out that the computed Z value 2.67 was beyond the critical Z value 1.96 at $\alpha = 0.05$. Thus, female students strongly agree with the prevalence of the problem than male respondents.

Moreover, out of the total 214 respondents, 79 % for item two and 70 % for item three confirmed their agreement that off campus training creates shortage of time to read in library and work in pedagogical center and shortage of time to work assignment in group and support each other, particularly at night time. The computed Z value for item two and three (3.88 and 5.59 respectively) indicated that there was statistically significant difference between male and female respondents. It implies that both agree with the prevalence of the problem and female respondents expressed their strong agreement than male trainees for the two last items presented in the table. In the open-ended question trainees indicated that out of campus training has become a source of fear for rape and sexual harassment. Moreover, most female trainees waste most their time in cooking food and shopping, some times not only for themselves but also for their male friends. Thus, out of campus training has been judged by trainees to be more severe for females than male trainees.

Table-XI. Psychological and personality Factors Affecting Academic Achievement of Female Trainees.

No	Item	Sex of Respondent	Opinion of Teachers									
			Agree		Undecided.		Disagree		Total	Mean	SD	t*
			No	%	No	%	No	%				
1	Females have less liking for learning than males	M	11	28	6	15	22	57	39	2.59	1.25	2.36
		F	0	-	1	17	5	83	6	1.67	0.82	
		T	11	24	7	16	27	60	45			
2	Females are less confident than male trainees in their academic achievement	M	36	92	0	-	3	8	39	3.92	0.93	0.17
		F	5	17	0	-	1	83	6	4.00	1.10	
		T	38	84	0	-	4	16	45			
3	Males are more independent than females in the teaching learning process	M	30	77	4	10	5	13	39	3.82	1.05	0.38
		F	5	83	0	-	1	17	6	4.00	1.10	
		T	35	78	4	9	6	13	45			
4	Male trainees make more effort in doing assignment than female trainees	M	33	85	3	5	3	5	39	3.90	0.97	0.15
		F	2	33	1	17	3	50	6	3.67	1.21	
		T	35	78	3	7	5	11	45			
5	In the classroom females do not ask and answer questions as frequently as males	M	36	92	2	5	1	3	39	4.10	0.82	0.22
		F	5	83	0	-	1	17	6	4.00	1.10	
		T	41	92	2	4	2	4	45			
6	In the class room , females are less interactive than male trainees	M	31	79	1	3	7	18	39	3.82	1.05	0.38
		F	5	83	0	-	1	17	6	4.00	1.10	
		T	36	80	1	2	8	18	45			

* Statistically significant at $\alpha_{0.05}$, $df = 43$

The table above shows the prevalence of psychological and personality factors attributed to the low performance of female trainees as explained by respondents of the study.

As far as the first item of table XI is concerned, out of the total 45 respondents the majority (60%) of respondents expressed their disagreement to the statement that females have less liking for learning than females. It implies that most of the teachers' respondents contend that lack of interest in the training program was not the real cause for females' low achievements. Female trainees were found to be more interested in learning because of the immediate employment opportunity they would have after graduation.

For further analysis of the data and to examine the degree of consistency between the two sexes of respondents, t-test was undertaken. The calculated t value 2.36 was above the t critical value at $\alpha_{0.05}$, $df = 43$ indicating lack of conformity between the two group of respondents. Thus, although both male and female teachers disagree with the assumption, there was a statistically significant difference in their disagreement that the calculated mean response of female respondent (1.67) is less than the mean score for male respondents, i.e. 2.59.

As far as the second and third item of the above table are concerned, most of the respondent (84% and 78% respectively) verified that lack of self confidence of female trainees as compared to male trainees and their independence in their academic performance prevailed in the training

program and consequently affected the academic achievement of female trainees. The t - value obtained (0.17 and 0.38) was below the critical t value at $\alpha_{0.05}$, $df = 43$ also confirmed lack of statistically significant difference between male and female respondents.

Similarly, the majority of respondents showed their agreement for the prevalence of lack of effort from female trainees as compared to male trainees and their low interaction in the classroom in the teaching and learning process and finally to their low CGPA. The t-value calculated for the last three items (0.15, 0.22 and 0.38 respectively) is below the critical t value at $\alpha_{0.05}$, $df = 43$ indicating lack of statistically significant difference between the two sexes of respondents.

The respondents generally confirmed that lack of confidence, lack of effort to work assignments independently, lack of active participation in the teaching - learning process were the major psychological and personality factors that have contributed to the low academic achievement of female trainees.

Table-XIII. Gender Differentiation and Stereotype that Affect Female Trainees' Academic Achievement.

No	Items	Sex of Resp.	Opinion of trainees									
			Agree		Und.		Disagre e		Total	Mean	SD	Z
			No	%	No	%	No	%				
1	The majority of teachers encourage males more than females in the teaching learning process	M	12	8	6	4	130	88	148	1.67	1.01	2.92
		F	23	15	11	7	118	78	152	2.05	1.15	
		T	35	12	15	5	248	83	300			
2	The majority of teachers assume that females do not succeed in the teaching-learning process	M	23	16	17	11	108	73	148	2.03	1.17	3.79
		F	42	28	25	16	85	56	152	2.56	1.29	
		T	65	22	42	14	193	64	300			
3	Most teachers give less chance to females than males to answer and ask questions in the teaching learning process	M	21	14	5	3	122	83	148	1.97	1.07	2.21
		F	24	16	8	5	120	79	152	2.28	1.28	
		T	45	15	13	4	242	81	300			
4	Most teachers discourage females than males when they fail to answer questions in the class room	M	20	13	7	5	121	82	148	1.92	1.13	4.50
		F	44	29	9	6	99	65	152	2.55	1.34	
		T	64	21	16	5	220	74	300			

Table VIII is organized in order to examine the prevalence of gender differentiation and stereotype by teachers in the teaching learning process. As can be seen from the table, teachers' discrimination in encouragement between the two sexes of trainees, the majority (83 %) of respondents

showed their disagreement as to the prevalence of such type of differentiation in the teaching learning-process.

With regard to the second item, out of the total 300 trainees 64 % expressed their disagreement about the assumption that the majority of teachers in the teaching learning process assume female trainees do not succeed in the training program. With the assumption that the majority of teachers give more chance for female trainees than female trainees to answer and questions in the teaching-learning process, the majority (81%) of respondents expressed their disagreement.

In order to see the level of conformity between male and female respondents, the computed Z value for all items confirmed that there was a statistically significant difference between both sexes of respondents to the prevalence of socio-cultural factors. Although both of the respondents disagree with the prevalence of gender differentiation and stereotype by teachers between the two sexes of trainees in the teaching learning process, male trainees more disagree than female respondents to the problem treated in the above table.

CHAPTER FOUR

Summary, Conclusions and Recommendations

4.1. An Overview

The general objective of this study was to examine major factors that affect academic achievement of female trainees in teacher training institutes. In so doing attempts have been made to reveal the current participation of female trainees and academic achievement difference persisted between the two sexes. In order to achieve this objective, the following basic research questions were stated and treated

1. What is the trend of females' enrollment in TTIs?
2. Is there any significant academic achievement difference between female and male trainees?
3. What are the institutional and structural factors that affect academic achievement of female trainees?
4. What are the major teacher related factors that affect female trainees' academic achievement?
5. What are the personal and psychological factors that affect female trainees' academic achievement?
6. What are the socio-cultural factors affecting the academic achievement of female trainees?

In order to answer these research questions, questionnaire, interview and document analysis were used as data collecting tools. The study was conducted in TTIs found in three regions, Bonga TTI in SNNPR, Metu TTI in Oromiya Region and Debre Berhan TTC in Amhara region. These three regions and institutes were selected by purposive sampling technique.

The subjects of study were 45(50%) teachers, 300 (21%) trainees and 3 principals of the institutes and 3 officials from each REB. Simple random sampling was employed to select sample teachers and trainees from each institute and purposive sampling technique was employed for female teachers.

Depending on the nature of the data collected different statistical tools were used. Thus, percentage analysis, mean, standard deviation, chi-square test, t-test and z-test were the major statistical tools employed through out the study.

4.2. Summary

1. With regard to the participation and academic achievement trend of females in TTIs since 2001\02 academic year:-

- a) Document analysis in the institutes indicated that females' participation in TTIs has shown an increasing trend and reached to the level of equal participation with their counter part males, even greater in Debre Berhan. It means that the proportion of females in the TTIs were more than 50 percentage which has never been achieved in other level of the education system in Ethiopia.
- b) Although females' participation has shown an increasing trend and reached more than 50 percentage proportion through affirmative action strategy, the study revealed a significant achievement difference between male and female trainees for the last two years in 2001/02 and 2002/03. In the academic year 2001/02, the mean score for female trainees was below the mean score for male trainees and the mean difference was found to be statistically significant. Similarly in the year 2002/03, the mean score for female trainees was below the mean achievement of male trainees as all measured by their CGPA.

2. In connection with attitude of teachers toward affirmative action program, teachers' evaluation of their trainees in their academic achievement and the kind of support provided for female trainees by teachers:-

- a) The majority of female and male teachers expressed their conviction that they were positive to affirmative action policy implemented in the institute to increase female participation in the training program with a number of justifications. On the contrary, however, there were some teachers of both sexes who opposed affirmative action program still with their own justification. The statistical computation indicated that there was no statistically significant opinion difference between male and female respondents.
- b) As far as teachers' evaluation of their trainees' academic achievement, the overwhelming majority of both male and female respondents confirmed that, on average, male trainees score more as compared to female trainees in the training program. There was no statistically significant opinion difference between male and female respondents.
- c) Cognizant of the academic achievement difference between male and female trainees in the institutes, the majority of respondents indicated that they were giving additional special support to female trainees. Asked about the type of support provided to female trainees, most of teachers confirmed that females were supported by ways of assigning them as chairperson in group discussion in classroom, encouraging them to ask and answer questions in classroom and giving praise more than males in trying to ask and

answer questions. However, most teachers have expressed that they did not provide guidance and counseling service and additional tutorial class to female trainees.

3. The findings related to major impediments that cause for low achievement of female trainees in the training program are presented as follows:-

3.1. Institutional and structural factors

- a) The majority of respondents expressed their agreement to the influence of lack of effective gender committee responsible for issues related to female trainees in the institute. There was conformity between male and female respondent to the prevalence of the problem.
- b) With respect to the influence of lack of guidance and counseling service on the academic achievement of female trainees, most of both male and female respondents confirmed the prevalence of the problem and the negative influence that it has in the academic achievement of female trainees.
- c) Lack of induction program from the institute about the overall environment and lack of support from the management of the institutes were not judged as a cause for females low score achievement in the training program. There was no statistically significant opinion difference between male and female respondents

for the former issue while there was statistically significant difference between male and female respondents for the later. The difference in opinion between the two sexes of respondent could be due to the different experience that has been practiced in the sample institutes.

- d) It was evidenced that the majority of respondents disagree to the prevalence of lack of reference books in the library of the institute and its influence to low academic achievement of female trainees. Quite the majority however, expressed their agreement as to the availability of inadequate text books in the institute that in turn affect the academic achievement of female trainees. Statistical analysis revealed that for both cases there was no significant opinion difference between the two groups of respondents.

3.2. Teachers related Factors

- a) The result showed that there was lack of additional support and guidance and counseling service from teachers to support female trainees. Male and female respondents without significant mean difference expressed the prevalence of the problem.
- b) Concerning the attitude of teachers towards female trainees' effort and achievement, the result showed varied results. While most of female respondents expressed their agreement to the prevalence of gender stereotype to the effort and achievement between the two

sexes of trainees, male respondents showed neutrality to the problem.

3.3. Trainees Related Factors

- a) As mean scores indicated, female respondents showed disagreement to the influence of trainees' prior academic achievement as the source for low academic performance in the training program. However, male respondents take the neutral position.
- b) Concerning females effort and self confidence, the majority of both male and female respondents agree with the prevalence of the problem and the contribution it has for low achievement of female trainees. However, there was statistically significant opinion difference between male and females respondents to the prevalence of the problem.
- c) With regard to the problems encountered by trainees due to out of campus training and the consequences it has for the deterioration of academic achievement, the majority of respondents confirmed that out of campus training created shortage of time to read in library and work in pedagogical center at night time and to work assignments in group that was coupled with lack of adequate services around the institute such as rented house, water, light and health services. Moreover, most of the respondents expressed their

view that out of campus training has become a source of anxiety and stress in fear of rape and sexual harassment.

4. Empirical evidence in the study revealed that psychological and personality factors were found to be influential for low score achievement of female trainees. Female trainees lack of self-confidence, effort, motivation and being dependent in the training were thought to be detrimental in their aspiration to increase their academic achievement. The development of low self-esteem, lack of achievement motivation and low perception of their achievement by females could be attributed to the way they had brought up at the early age and primary and secondary schools and to the persisted male dominated environment in the institutes.

5. Concerning to the prevalence of gender stereotype and differentiation, most respondents confirmed that there was no as such differentiation and prejudice in the treatment of female by teachers in the teaching-learning process. This could be associated with teachers' optimistic view towards affirmative action policy in the training program.

4.3. Conclusions

The participation of females in teacher education program for 1st - cycle primary school teachers has shown a substantial growth which has not been achieved yet in other level of the education system. However, as it was anticipated, there was a significant achievement difference between male and female trainees, where the former achieve better than the later. Obviously the low academic achievement of female trainees in the training program could be reflected in future career performance and development of female themselves and more importantly to the deterioration of quality education at primary school level.

The low academic achievement of female trainees in the training program was attributed in the first place to their low academic background that they have at the time of admission in the training institutes. In addition to this, institutional, personal, psychological, environmental and socio-cultural factors together with their academic background make their academic achievement below male trainees in the training program.

Since female trainees are admitted with low academic background through affirmative/quota policy to the institutes, it would be a futile exercise and unlikely ambition expecting female trainees to be successful equally with male trainees with out making the environment of the institute benign and provide them appropriate support, guidance and encouragement. More considerably, female trainees were not supported by providing appropriate guidance and

counseling, tutorial classes, materials like textbooks or handout that supplement the effort of female trainees so as to increase their academic achievement.

Although premature to make generalization, it is empirically supported in this study that out of campus training has been found out as a source of anxiety and stress up on females more than males in the training program. Moreover, it was found that out of campus residence for trainees in the training program implemented in Amhara and SNNP regional states shortened the study time and stay in the institute of females more considerably than males.

In the training program, language difficulty (English) has a negative impact on the academic achievement of female trainees. The prevalence of the problem seems strong in Bonga TTI as compared to other institutes. Therefore, for TTIs in SNNPR there must be some consideration in the medium of instruction of courses in line with the objectives of the training program and the strategies stated in the 1994 education and training policy of Ethiopia.

4.4. Recommendations

1. Depending on the finding of the study and the conclusions arrived at the following general and long term recommendations are suggested to solve the problem.

- a) As this study revealed females participation in TTIs has shown a dramatic growth as compared to the previous time and compared with other levels of the education system through affirmative action/quota system. It is evidenced that at the time of recruitment and selection 50 per cent of the quota was maintained for females only to compete each other and the other 50 per cent of the chance were also given for both females and males to compete each other. Since this action was found to be unfair respective of the right of male applicants, REB and the institutes should revise the recruitment and selection procedure and criteria so as to give equal chances for male applicants too.
- b) As far as the requirement for admission in TTIs, setting only ESLCE result as a minimum standard criterion for recruitment and selection was found to be inadequate to get the required candidate for the training program. REBs and institutes need to revise the recruitment and selection criteria so as to include minimum requirement of high school CGPA and entrance examination result because these criteria have a high prediction power of TTI result.

c) It is evidenced that the academic achievement of female trainees in the training program has been partly attributed to and the reflection of their prior academic background of female trainees. Since affirmative action / quota system as an intervention strategy should not be taken as long lasting strategy, government policies and strategies need to be adjusted in promoting female students academic achievement starting from primary school level so as to make them equally competent for higher education. As a suggestion female students, right from primary school level, should get additional tutorial classes and learning materials; incentives such as material awards for those who succeeded in their learning; and changing the attitude of the society through mass media about the importance of education in general and girls education in particulars to boost up their participation, effort and overall academic achievement.

2. Female trainees' academic achievement was found to be lower compared to their counter parts due to a number of factors when they are in the training program. As the government policy support females admission to TTIs through affirmative action program, an intervention strategy need to be sought to increase the academic achievement of female trainees so as to make them equally competent in their assignment after graduation and career and professional development in the future. In order to alleviate the problems encountered by female trainees in TTIs, the following suggestions are forwarded:-

- a) Females' low-self concept, lack of self-confidence, lack of effort and motivation and being dependent in the teaching learning process contributed to their low academic achievement. Therefore, institutes and REB in collaboration with NGOs should organize and provide assertiveness and gender training for trainees at the time of admission. In addition, before trainees are fully engaged in the training, orientation in how to live and cope with difficulties in and around the institutes in collaboration with government officials should be given about the environment of the institute and its surrounding and what is expected from them in the training program before the trainees are fully engaged in the training program.
- b) Besides, trainees need to have appropriate guidance and counseling service in the institute. REB should revise the structure of the institute and assign personnel preferably a graduate of psychology directly responsible for guiding and counseling trainees in how to study, cope up with stress and emotion and solve problems. This is because leaving this basic assignment and responsibility for teachers was found to be ineffective in helping trainees.
- c) On top of this, gender committee organized in the institute dominantly run by males found to be nominal and ineffective in accomplishing the role expected to play in identifying and solving problems of female trainees. First REB should encourage and give

priority to females to be teacher educators in the institute so that trainees will have role models and these female educators will takeover the responsibility of running the committee in a better way. In order to increase the number of female teachers in the institutes , female applicants should be encourage and priority should be given for females at the time of employment.

- d) In order to make the training program gender sensitive, the institutes need to provide continuous orientation and training to the staff as a whole and to teachers in particular so as to make them more gender sensitive and sense the problem of female trainees.
- e) Since female trainees' academic background was found to be low as compared to male trainees, there must be remedial class for females to make them competent and effective in the training program. Thus the institutes should organize programmed tutorial classes for females and follow and support its implementation. Moreover, there must be some incentives like giving award (for example books and other material rewards) for female trainees who are performing better in the institutes and for those teachers who are participating in tutorial program (starting from recognition letter to material or financial rewards) for their additional contribution.
- f) English language as a medium of instruction for courses has no justification in the training program of 1st - cycle primary school

teachers. Since English language problem has been mentioned by respondents from Bonga TTI in the study, SNNPR Education Bureau need to change the medium of instruction for professional courses from English to their respective mother tongue language of the trainees or to the languages that they are being taught other courses.

- g) Time constraint was also indicated as a problem in the training program. It is evidenced that the period of the training which was meant for 10 months was also started late compared to the specified admission time. Thus, REBs and the institutes should start recruitment and selection early in time so that trainees will start the training on time.

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Appendix - A

ADDIS ABABA UNIVERSITY
FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire to be filled by Instructors

Dear teacher educators,

The purpose of this questionnaire is to examine factors that affect the academic performance of female trainees in teacher training institute/colleges so as to forward some suggestion to improve the prevailing problems. Your experience, feelings, and suggestion are worthwhile for the study and I am confident that you teacher educators appreciate the effort and cooperate by offering honest and frank response.

Thank you in advance for your cooperation.

Direction

Give short and brief answer for items requiring completion and put "✓" mark for items requiring selection in the space provided. You do not need to write your name on the questionnaire paper.

I - General Information

1.1. Name of your institute/college _____

1.2. Your Sex: Male _____ Female _____

1.3. Age _____ year

1.4. Educational Qualification

a) MA/MSc _____ b) BA/BSc/BEd _____ c) College Diploma (12+2) _____

d) Certificate (12+TTI) _____ e) Other (Please Specify) _____

1.5. Teaching Experience

a) As Teacher trainer _____ years

b) As primary or high school teacher _____ years

c) Other (please Specify) _____

1.6. Your career rank a) Beginner Teacher _____

b) Junior Teacher _____ c) Teacher _____ d) Higher Teacher _____

e) Associate Lead Teacher _____ f) Lead Teacher _____

1.7. Subject(s) you teach _____

1.8. Total credit hour per week _____

II- Teachers attitude towards quota/affirmative action program, teachers' evaluation of the academic achievement of trainees, and the kind of support teachers provide for female trainees.

2.1. Do you support the admission of females on **quota/affirmative** bases so as to increase their participation? a) Yes_____ b) No_____

2.2.If so (in either cases), why? Please write your reason in the space provided below. (In Amharic or English)

- a) _____
- b) _____
- c) _____
- d) _____

2.3 In your experience as teacher educator, who do you think achieve more in the training program?

- a) Male trainees_____ c) Female trainees _____
- b) Both equally_____ d) Undecided _____

2.4 If your answer to question number 2.3 is "(a) Inferior", do you encourage (support) female trainees to participate in the teaching learning process in the classroom so as to increase their academic achievement?

- a) Yes b) No

2.5 If your answer to question number 2.4 is "yes", in what ways do you encourage/support them? Indicate your answer by putting "X" mark corresponding to your answer.

	<u>Yes</u>	<u>NO</u>
a) Appointing them as chair person in group discussion	_____	_____
b) Encouraging them to ask questions	_____	_____
c) Encouraging them to answer questions	_____	_____
d) Giving praise in trying to ask and answer questions	_____	_____
e) Giving guidance and counseling in how to learn and study	_____	_____
f) Giving additional support (tutorial classes)	_____	_____
f) Please specify any other		

III- If your evaluation of the academic achievement of female trainees is inferior as compared to male trainees in question **No.2.3**, what factors do you think contribute for their low academic achievement? Please indicate your agreement or disagreement by putting this "√" mark in the space (column) provided.

No	Factors that affect the academic achievement of female trainees in the institute/college.	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
3.1.Services and facilities in the institution	A) Lack of effective gender committee in the institute / college responsible for female trainees.					
	B) Lack of adequate guidance and counseling services					
	C) Lack of pre orientation (induction program) about the Institute / college and its environment					
	D) Lack of relevant reference material (books) in the library					
	E) Lack of text books (modules)					
	F) Lack of initiation from the management to support female trainees in particular					
	G) Lack of role models (female trainers) in the institute					
	H) Trainees living off the campus:					
	▪ Lack of adequate light, water and health service around their residence					
	▪ Shortage of time to study due to long distance to travel to and from the institute/College					
	▪ Shortage of time to read in library (at night time)					
3.2 Teachers Related factors	▪ Shortage of time to use pedagogical center					
	▪ Shortage of time to work assignment in group and support each other					
	a) Lack of additional support (tutorial) program for female trainees					
	b) Lack of guidance and counseling from teachers in strengthening and developing self-confidence in their effort and achievement.					
	c) Negative attitude and expectation of teachers (due to their social and cultural orientation) about female trainees in their effort and academic achievement/success					

	Factors	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
	d) Lack of smooth interpersonal relationship between teachers and trainees in the teaching learning process: Demoralizing and discouraging their effort					
	Insolence/ embarrassment when they fail to answers questions and do assignments					
	Sexual Violence / harassment by teachers					
3.3 Trainees related factors	A) Low prior academic achievement (at primary and secondary school level)					
	B) Lack of self confidence in their academic achievement /success					
	C) Lack of efforts in doing activities / assignments					
	D) Lack of interest/motivation in learning					
	E) Language difficulty (particularly in courses prepared in English) in the teaching learning process.					
	F) Personal affairs such as love, pregnancy, and giving birth in between the training program					
	G) Living out of campus make them busy (cooking food, shopping and cleaning) and shortened their study time					

3.4.what other factors do you think might contribute to the low academic achievement of female trainees in the institute? (You can write in English or Amharic)

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

IV. Followings are various statements regarding the overall attitude and expectation of teachers toward their students. Indicate your agreement or disagreement to the following statement by putting this "✓" mark corresponding to the alternatives given: - **Strongly Agree, Agree, undecided, disagree, and Strongly disagree.**

No	Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
4.1	Females have less liking in learning than males					
4.2	Females have less confidence than males in their academic achievement					
4.3	In the classroom, males are more interactive than females					
4.4	Academically males are more independent than females					
4.5	Academically both sex are equally independent					
4.6	Academically, on average, males achieve more than females					
4.7	In the classroom, females do not ask question as frequently as males					
4.8	In the classroom, females do not answer question as frequently as males					
4.9	Males make more effort in doing assignments as compared to females in the institute/college.					

V. As professional teacher educators what efforts have to be made in your institute to increase the academic performance of female trainees? (You can write in English or Amharic)

1. _____
2. _____
3. _____

VI. What recommendations you suggest to solve the problem under study? (You can write in English or Amharic)

1. _____
2. _____
3. _____

Appendix-B

ADDIS ABABA UNIVERSITY
FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire to be filled by Trainees

Dear trainees.

The purpose of this questionnaire is to examine factors that affect the academic performance of female trainees in teacher training institution so as to forward some suggestion to improve the prevailing problems. Your experience, attitude, and suggestion are worthwhile for the study and I am confident that you trainees appreciate the effort and cooperate by offering honest and frank response.

Thank you in advance for your cooperation.

Direction

Give short and brief answer for items requiring completion and put "✓" marks for items requiring selection in the space provided. You do not need to write your name on the questionnaire paper.

I-General Information

1.1. Name of the institute/college_____

1.1. Your Sex: a) Male_____ b) Female_____

1.2. Your age range

a) Below 15 years_____ b) 15- 18 Years_____

c) 19- 21 years_____ d) 22 and above

III- If your evaluation of the academic achievement of female trainees is inferior as compared to male trainees in question No.2.3, what factors do you think contribute for their low academic achievement? Please indicate your agreement or disagreement by putting this "X" marks in the column provided.

No	Factors that affect the academic performance of trainees in the institute/college.	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
4.1. Services and facilities in the institute	A) Lack of effective gender committee in the institute / college responsible for female trainees.					
	B) Lack of adequate guidance and counseling services					
	C) Lack of support from the management of the institute/college to support female trainees in particular					
	D) Lack of pre orientation (induction program) about the Institute / college and its environment					
	E) Lack of relevant reference material (books) in the library					
	F) Lack of text books (modules)					
	G) Lack of initiation from the management to support female trainees in particular					
	H) Trainees living off the campus:					
	▪ Lack of adequate light, water and health service around their residence					
	▪ Shortage of time to study due to long distance to travel to and from the institute/College					
4.2. Teachers Related factors	▪ Shortage of time to read in library and use pedagogical center					
	▪ Shortage of time to work assignment in group and support each other					
	a) Lack of additional support (tutorial) program for female trainees					
	b) Lack of guidance and counseling from teachers in strengthening and developing self-confidence in their effort and achievement.					

	Factors	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
	c) Negative attitude and expectation of teachers (due to their social and cultural orientation) about female trainees in their effort and academic achievement/success					
	d) Lack of smooth interpersonal relationship between teachers and trainees in the teaching learning process:					
4.3 Trainees related factors	A) Language difficulty (particularly in courses prepared in English) in the teaching learning process.					
	B) Lack of self confidence in their academic achievement /success					
	C) Lack of efforts in doing activities / assignments					
	D) Lack of interest/motivation in learning					
	E) Low prior academic achievement (at primary and secondary school level)					

4.4. What other factors do you think might contribute to the low academic achievement of female trainees in the institute/college?

1. _____

2. _____

3. _____

III - Followings are various statements expressing teachers` perception and differential treatment of male and female trainees. Indicate your level of agreement or disagreements to the statements buy putting this "X" mark corresponding to the level of your agreement or disagreement.

No	Statement	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
3.1	Most teachers help both male and female trainees equally in their subjects					
3.2	Most teachers gave equal attention for both males and females					
3.3	Most teachers discourage females more than males when they fail to provide appropriate answers					
3.4	Most teachers gave more feed back to males than to females					
3.5	Most teachers gave more praise to boys than girls					
3.6	Few teachers would like to give feedback to girls					
3.7	Most teachers encourage males more than females in the classroom					
3.8	Most teachers have low expectation of females academic achievement as compared to males					
3.9	Most teachers make effort to support females in particular.					

V. What strategies you suggest to improve the academic performance of female trainees in the institute/college?

1. _____
2. _____
3. _____

Appendix - C

በአዲስ አበባ የኒሸርስቲ በድህረ ምረቃ ፕሮግራም የትምህርት ዕቅድና አመራር ትምህርት ክፍል

ለሰልጣኝ መምህራን የተዘጋጀ መጠይቅ

ውድ ሰልጣኝ መምህራን፤

የዚህ መጠይቅ ዋና አላማ " በአንደኛ ደረጃ መምህራን ማሰልጠኛ ተቋም ገብተው የሚሰለጥኑ ሴት ዕጩ መምህራንን የትምህርት ውጤት ማነስ መንስዔው / ምክንያቶች" በሚል ርዕስ ለሚዘጋጅ ጥናት መረጃ ለማሰባሰብ ነው፡፡ በመሆኑም ውድ ዕጩ መምህራን ከእናንተ የሚገኘው መረጃ ለጥናቱ ሥራ ውጤታማነት ወሳኝ መሆኑን ተረድተው ለሁሉም ጥያቄዎች በትዕግስትና በቀናነት በመመላት በወቅቱ እንዲመልሱልን በአደራ ጭምር ትብብርዎን እንጠይቃለን፡፡ ለሚያደርጉልን ትብብር በቅድሚያ ምስጋናችንን እናቀርባለን፡፡

አጠቃላይ መመሪያ

አጭር መልስ ለሚጠይቁት ጥያቄዎች በተሰጠው ቦታ ላይ በአጭሩ በመጻፍ ይመልሱ፡፡ አማራጭ ለተሰጣቸው ጥያቄዎች ከምርጫው ፊት ለፊት ወይም በታች በተዘጋጀው ቦታ ላይ የ " X " ምልክት በማድረግ ያሳዩ፡፡ በመጠይቁ ላይ ስም መጻፍ አያስፈልግም፡፡

1. የተቋሙ /ኮሌጁ ስም _____

2. ጾታ፡

ሀ) ወንድ _____ ለ) ሴት _____

3. ዕድሜ

ሀ) 14 ዓመትና በታች _____ ለ) ከ15 - 18 ዓመት _____

ሐ) ከ19-22 ዓመት _____ መ) 23 ዓመትና በላይ _____

4. ከዚህ በታች ያሉት ዓረፍተ ነገሮች የሚያመለክቱት መምህራን ስለ ተማሪዎቻቸው ያላቸውን አጠቃላይ አስተሳሰብና ጾታን መሰረት በማድረግ የሚያደርጉትን ልዩነት ነው፡፡ በመሆኑም በመማር ማስተማሩ ሂደት ወቅት አሉ የምትሉትን ልዩነት "በጣም እስማማለሁ"፣ "እስማማለሁ"፣ "መወሰን ያስቸግራል"፣ "አልስማማም" ወይም "በጣም አልስማማም" በማለት በተሰጠው አማራጭ ውስጥ የ X ምልክት በማድረግ ያመልክቱ፡፡

ተ.ቁ	ከዚህ በታች በተጠቀሰው ዓረፍተ ነገር	በጣም እስማማለሁ	እስማማለሁ	መወሰን ያስቸግራል	አልስማማም	በጣም አልስማማም
4.1	በአብዛኛው መምህራን ሴት ሰልጣኞች በትምህርታቸው ጥሩ ውጤት አያመጡም የሚል አጠቃላይ እምነት አላቸው					
4.2	በአብዛኛው መምህራን በሚያስተምሩት ትምህርት ሁለቱንም ጾታዎች በእኩል ዓይነት ያግዛሉ					
4.3	በአብዛኛው መምህራን ለሴቶችም ለወንዶችም እኩል ትኩረት ይሰጣሉ					
4.4	በአብዛኛው መምህራን ከወንዶች ይልቅ ሴቶችን ጥያቄ መመለስ ሲያቅታቸው አያበረታቷቸውም					
4.5	በአብዛኛው መምህራን ከሴቶች ይልቅ ወንዶችን ያበረታታሉ					
4.6	ጥቂት መምህራን ብቻ ሴቶችን ከወንድ ሰልጣኞች በበለጠ ያበረታታሉ፡ ይግዛሉ					
4.7	በአብዛኛው መምህራን በመማር ማስተማሩ ሂደት ወቅት ከሴቶች ይልቅ ወንዶችን ያበረታታሉ					
4.8	በአብዛኛው መምህራን ከሴቶች ይልቅ ወንዶች በትምህርታቸው የተሻሉ ናቸው ብለው ያምናሉ					
4.9	በአብዛኛው መምህራን ለሴቶችም ለወንዶችም እኩል ትኩረትና እገዛ ያደርጋሉ					
4.10	በመማር ማስተማር ወቅት ብዙውን ጊዜ መምህራን ጥያቄ የሚጠይቁት ወንድ ሰልጣኝን ነው					
4.11	በአብዛኛው መምህራን በመማር ማስተማር ወቅት ብዙውን ጊዜ መልስ እንዲመልስ እድል የሚሰጡት ለወንድ ሰልጣኝ ነው					
4.12	በአብዛኛው መምህራን ሴቶች በትምህርታቸው ደካማ ናቸው የሚል እምነት ስላላቸው በክፍል ውስጥ ንቁ ተሳታፊ እንዲሆኑ አያደርጉም በዚህም መሰረት፡-					
	ሀ) ጥያቄ እንዲጠይቁ አያበረታቷቸውም					
	ለ) መልስ እንዲመልሱ አያበረታቷቸውም					
	ሐ) ጥያቄ መመለስም ሆነ መጠየቅ ሲሞክሩና ሲሳሳቱ ይቆጣሉ/ይሳደባሉ					

5-ጥናቶች እንደሚያመለክቱት የሴት ተማሪዎችን ውጤት ዝቅተኛ እንዲሆን ከሚያደርጉ ምክንያቶች ውስጥ ጥቂቶቹን ከዚህ በታች ለመዘርዘር ተሞክሯል፡፡ ስለሆነም አሁን ከምትሰለጥኑበት ተቋም አኳያ ከታች የተዘረዘሩት ምክንያቶች ሴት ሰልጣኞች በትምህርት ውጤታቸው ከወንድ ሰልጣኞች እኩል እንዳይሆኑ ተጽዕኖ ማድረግ አለማድረጉን ከዚህ በታች በተሰጡት አማራጮች "በጣም እስማማለሁ" ፣ "እስማማለሁ" ፣ "መወሰን ያስቸግራል" ወይም "አልስማማም" ወይም "በጣም አልስማማም" በማለት በተሰጠው ቦታ ላይ X ምልክት በማድረግ አሳዩ፡፡

ተ.ቁ	ከዚህ በታች በተጠቀሰው ዓረፍተ ነገር	በጣም እስማማለሁ	እስማማለሁ	መወሰን ያስቸግራል	አልስማማም	በጣም አልስማማም
5.1. ተቋማዊ አገልግሎቶችና እገዛዎችን በተመለከተ	ሀ) በተቋሙ/በኮሌጁ የተጠናከረ ጀንደር ኮሚቴ (ሴቶችን ወክሎ ችግሮቻቸውን አውቆ የሚረዱበትን መንገድ የሚያመቻች) አለመኖር					
	ለ) በተቋሙ / በኮሌጁ በቂ የሆነ የምክር ገልግሎት(guidance and counseling) አለመኖሩ					
	ሐ) የተቋሙ አስተዳደር ለሴት ሰልጣኞች የሚያደርገው እገዛ አለመኖር/ማነስ				?	
	መ) በተቋሙ ላይ-በራሪ በቂ የሆነና ለስልጠናው ጠቃሚ የሆኑ ማጣቀሻ መጽሀፍት አለመኖሩ					
	ሰ) የመማሪያ መጽሃፍት (text book/ modules) በበቂ ሁኔታ አለመኖር					
	ረ) ሰልጣኞች ከተቋም ውጭ እንዲኖሩ በመደረጉ በተቋሙ አካባቢ፡-					
	▪ ከተቋሙ ውጭ በመሆናቸው በቂ አገልግሎት (የሚከራይ መኖሪያ ቤት፣መብራት፣ ውሀና ጤና) አለመኖር					
	▪ ከተቋሙ ውጭ በመሆናቸው ከስልጠና ውጭ ማታ በላይ-በራሪና በማእከል ለመጠቀም የጊዜ እጥረት መኖሩ					
	▪ ከተቋሙ ውጭ በመሆናቸው ለሴቶች የመደራር ስጋት መኖሩ(ነጻ ሆነው መማር አለመቻላቸው)					
	▪ የጥናት ጊዜያቸው በምግብ ማብሰል፣ ለምግብ የሚሆን ዕቃ ግዥና ለመሳሰሉት መዋሉ					
	ሠ) በተቋሙ በኩል ሰልጣኞች በሚገቡበት ወቅት ቅድመ ትውውቅና ምን እንደሚጠበቅባቸው በቂ የሆነ የማስተዋወቂያ ስልጠና(Induction program) አለመሰጠቱ					

		በጣም እስማማለሁ	እስማማለሁ	መካከል የሚገኝ	አልስማማም	በጣም አልስማማም
5.2. ከአሰልጣኝ መምህራን በተመለከተ	ሀ) አሰልጣኝ መምህራን ለሴት ሰልጣኞች ያላቸው ዝቅተኛ አመለካከትና ለመርዳት ዝግጁ አለመሆን፤					
	ለ) ከአሰልጣኝ መምህራን ለሴቶች በተለየ የሚሰጠው እገዛ (tutorial class) አለመኖር					
	ሐ) አሰልጣኝ መምህራን በመማር መስተማር ሂደት ወቅት ሴት ሰልጣኞችን ለማበረታት ያላቸው ተነሳሽነት ዝቅተኛ መሆን					
	መ) አሰልጣኝ መምህራን በመማር ማስተማር ወቅት ከሰልጣኞች ምን እንደሚጠበቅባቸውና ለምን እንደሚማሩ በግልጽ አለማሳየት					
	ሰ) አሰልጣኝ መምህራን ሰልጣኞች ጠንክረው ከሰሩ ውጤታማ ሊሆኑ እንደሚችሉ (to have positive achievement orientation) ጥሩ ግንዛቤ እንዲኖራቸው አለማድረግ					
5.3. ሰልጣኝ ሴት እጩ መምህራን በተመለከተ	ሴቶች በተለይ ዝቅተኛ ውጤት የሚያመጡት፡-					
	ሀ) ከሰልጠና በፊት በአንደኛና በሁለተኛ ደረጃ ያላቸው የትምህርት ውጤት አናሳ መሆን ነው					
	ለ) በመማር ማስተማሩ ሂደት ጥረት አለማድረግና በራስ የመተማመን ችግር ስላለባቸው ነው					
	ሐ) የቋንቋ ችግር (በተለይም በእንግሊዝኛ በሚሰጡ ትምህርት ዓይነቶች) ስላለባቸው ነው					
	መ) በግልና በተናጠል በሚሰጡ የቤት ስራዎችና የክፍል ስራዎች ጥገኛ መሆንና ራስን ችሎ ለመስራት አለመሞከር					
	ሠ) ያልተፈለገ እርግዝና መደፈር ማጋጠሙና በዚህና በመሳሰሉት ችግሮች ስለሚጨነቁ ነው					
	ረ) የጤና መታወክ በአብዛኛው ስለሚገጥማቸው ነው (በተከታታይ መታመምና ከክፍል መቅረት፤ የቤትና የክፍል ስራ አለመስራት)					
	ሰ) በቤት ውስጥ ለሚሰሩ ስራዎች(ምግብ ማብሰል፤ ጽዳት፤ ገበያና ለመሳሰሉት) ቅድሚያ ስለሚሰጡና ትምህርቱን ለማጥናት ጊዜ ስለሚያጥራቸው ነው					

5.4 ከላይ ከተጠቀሱት በተጨማሪ አሉ የሚሏቸው ምክንያቶች ካሉ በዝርዝር ቢጠቅሱልን

1. _____
2. _____
3. _____

6. ችግረሮቹን ለማስወገድ ይሆናሉ የሚሏቸውን የመፍትሄ ሐሳቦች ከዚህ በታች በተሰጠው ቦታ ቢገልጹልን

1. _____
2. _____
3. _____

Appendix - D

Interview 1

Interview guide questions for regional education bureau officials

1. In the 10 +1(TTI) program more females are admitted in TTIs through quota/affirmative program in your region, what do you think are the reasons /justification for this policy decision?
2. Research studies and reports indicated that, females on average are academically low as compared to their counter part males, particularly when they are admitted through quota/affirmative action program. What do you think this problem in the TTI training?
3. If it is so, what are the factors that affect the academic achievement of female trainees?
4. What strategies are being used and implemented to strengthen the academic achievement of female students in the institute?
5. What solution you suggest to solve the overall academic problems related to female trainees in the institute/college?

Appendix- E

Interview 2

Interview guide questions for principals and deans of the institute

1. In your institute more females are being recruited and admitted as compared to the previous years, what reasons you might have for this policy decision?
2. In your evaluation and observation, are females equally competent academically as compared to their counter part females?
3. If yes, what are the factors that affect the academic performance of female trainees in the institute?
4. What additional services and supports are female trainees provided with to promote their academic achievement?
5. As a principal/ dean, what solutions you suggest to alleviate problems related to the academic problems of females in your institute/college?

Appendix - F

1-Bonga TTI Trainees Academic Result of 2001/ 02, 2002/ 03 by Sex.

Cumulative GPA	Mp (x)	2001/02 (1994EC) (No of sample trainees)			2002/03 (1995 EC) (No of sample trainees)		
		Male (f0)	Female (f1)	Total (ft)	Male (f0)	Female (f1)	Total (ft)
1.01 - 1.50	1.25	0	1	1	0	0	0
1.51 - 2:00	1.75	5	16	21	6	29	35
2.01 - 2. 50	2.25	17	28	45	14	23	37
2.5 1- 3. 00	2.75	23	12	35	26	8	34
3.01 - 3.50	3.2 5	14	3	17	12	0	12
3.51 - 4.00	3.75	1	0	1	2	0	2
Total		60	60	120	60	60	180
		Mean (0) =2.66 No=60 Mean (1) =2.25 N1=60 Mean (t) = 2.45 N t=120 SD (0) =0.47 SD (1) =0.43 SD (t) =0.49			Mean (0) =2.67 No=60 Mean (1) =2.08 N1=60 Mean (t) = 2.37 N t=120 SD (0) =0.48 SD (1) =0.35 SD (t) =0.52		

2-Metu TTI Trainees Academic Result of 2001/ 02, 2002/ 03 by Sex

Cumulative GPA	Mp (x)	2001/02 (1994EC) (No of sample trainees)			2002/03 (1995EC) (No of sample trainees)		
		Male (f 0)	Female (f1)	Total (f t)	Male (f0)	Female (f1)	Total (ft)
1.01 - 1.50	1.25	0	0	0	0	0	0
1.51 - 2:00	1.75	1	9	10	1	9	10
2.01 - 2. 50	2.25	13	41	44	4	31	35
2.5 1- 3. 00	2.75	22	9	31	21	20	41
3.01 - 3.50	3.2 5	20	1	21	25	0	25
3.51 - 4.00	3.75	4	0	4	9	0	9
Total		60	60	120	60	60	120
		Mean (0) =2.86 No=60 Mean (1) =2.26 N1=60 Mean (t) = 2.56 N t=120 SD (0) =0.46 SD (1) =0.30 SD (t) =0.49			Mean (0) =3.05 No=60 Mean (1) = 2.34 N1=60 Mean (t) = 2.70 N t=120 SD (0) =0.43 SD (1) =0.33 SD (t) =0.53		

3-Debre Brehane TTC Trainees Academic Result of 2002/ 03and 2003/04 by sex

Cumulative GPA	Mp (x)	2001/02 (1994EC) (No of sample trainees)			2002/03 (1995 EC) (No of sample trainees)		
		Male (f0)	Female (f1)	Total (f t)	Male (f0)	Female (ft)	Total (ft)
1.01 - 1.50	1.25	0	0	0	0	0	0
1.51 - 2:00	1.75	2	8	10	1	9	10
2.01 - 2. 50	2.25	6	20	26	4	31	35
2.5 1- 3. 00	2.75	41	27	68	21	20	41
3.01 - 3.50	3.2 5	11	5	16	25	0	25
3.51 - 4.00	3.75	0	0	0	9	0	9
Total		60	60	120	60	60	120
		Mean (0) =2.75 No=60 Mean (1) =2.49 N1=60 Mean (t) =2.63 N t=120 SD (0) =0.32 SD (1) =0.41 SD (t) =0.39			Mean (0) =2.72 No=60 Mean (1) = 2.47 N1=60 Mean (t) = 2.60 N t=120 SD (0) =0.37 SD (1) =0.37 SD (t) =0.39		

4. The Average Academic Achievement of the Three Institutes by Sex in the Years 2001/02 and 2002/03

Cumulative GPA	Mp (x)	2001/02 (1994EC) (No of sample trainees)			2002/03 (1995 EC) (No of sample trainees)		
		Male (f0)	Female (f1)	Total (f t)	Male (f0)	Female (ft)	Total (ft)
1.01 - 1.50	1.25	0	1	1	0	0	0
1.51 - 2:00	1.75	8	33	41	8	45	10
2.01 - 2. 50	2.25	36	89	125	33	75	35
2.5 1- 3. 00	2.75	86	48	134	79	58	41
3.01 - 3.50	3.2 5	45	9	54	48	2	25
3.51 - 4.00	3.75	5	0	5	12	0	9
Total		180	180	360	180	180	360
		Mean (0) =2.75 No=180 Mean (1) =2.34 N1=180 Mean (t) =2.55 N t=360 SD (0) =0.43 SD (1) =0.40 SD (t) =0.47,			Mean (0) =2.81 No=180 Mean (1) = 2.30 N1=180 Mean (t) = 2.56 N t=360 SD (0) =0.47 SD (1) =0.39 SD (t) =0.50		

N.B: 0 stands for Male, 1 stands for Female and t stands for Total

Teacher Training Institutions Enrollment, Graduates and Teachers - 1994 E.C.

Appendix G

TTI	Regular Programme				Evening Programme				Kiremt (Inservice) Programme			
	Students Registered		Graduates		Students Registered		Graduates		Students Registered		Graduates	
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Adwa	363	187	550	362	186	548	414	136	550	153	264	417
Arba Minch	379	226	605	378	222	600						
Bonga	376	221	597	376	212	588				216	73	289
Hosana	245	173	418	245	173	418						
Assela	178	149	327	175	148	323	586	95	681			
Debre Berhan	271	352	623	270	347	617						
Dessie	266	334	600	266	330	596						
Gambella	164	48	212	164	43	207						
Harar	119	68	187	119	68	187	128	244	372	128	244	372
Metu	288	261	549	285	254	539						
Nekemte	312	287	599	312	287	599	294	127	421			
Jijiga	248	17	265									
Robie	294	254	548	291	256	547	492	148	640			
Grand Total	3503	2577	6080	3243	2526	5769	1914	750	2664	369	337	706
							542	380	922	216	73	289
							308	15	323			

TTI	Regular Programme			Evening Programme			Kiremt (Inservice) Programme			Teachers											
	Students Registered		Graduates	Students Registered		Graduates	Students Registered		Graduates	Treachers											
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total									
Adwa	656	663	1319	650	647	1297				200	217	417	21	1	22						
Arba Minch	306	271	577	305	268	573	530	136	666	525	136	661	267	42	309						
Bonga	294	296	590	292	269	561	216	73	289	208	71	279									
Hosana	313	261	574	312	259	571	395	399	794												
Assela	317	321	638	317	321	638	329	338	667				111	37	148						
Debre Berhan	186	214	400	184	211	395	400	531	931	281	418	699	490	467	957						
Dessie	280	315	595	280	315	595	403	224	627	403	224	627	173	310	483						
Gambella	328	30	358	127	12	139	155	47	202	9	29	38	124	20	144						
Harar	188	83	271	181	81	262	397	437	834	396	433	829									
Metu	307	243	550	307	246	553	311	302	613												
Nekemte	154	174	328	153	174	327	337	365	702												
Jijiga	428	96	524	415	95	510															
Robie	142	136	278	142	135	277	348	73	421												
Grand Total	3899	3103	7002	3665	3033	6698	3821	2925	6746	1822	1311	3133	1415	927	2342	1041	856	1897	308	15	323

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

Name: - Seyoum Teferra (Professor)

Signature



Date of submission: June 2004.

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Declaration

The Thesis is my original work, has not been presented for degree in any other university and that all sources of material used for thesis have been duly acknowledged.

Getachew Tefera

Name of the candidate

[Signature]

Signature

