

ADDIS ABABA UNIVERSITY

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

FACTORS AFFECTING THE ACADEMIC ACHIEVEMENT OF FEMALE
STUDENTS IN HABABO GUDURU WORADA SECONDARY SCHOOL OF
HORO GUDURU WOLLEGA ZONE

BY: DEREJE DESISSA

APRIL, 2016

ADDIS ABABA, ETHIOPIA

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**Thesis Submitted to the Department of Educational Planning and
Management of Addis Ababa University for the fulfillment of Master of Arts
in School Leadership.**

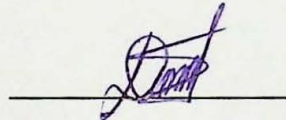
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Acknowledgements

I express my deepest appreciation to my advisor Dr. Abdulaziz Hussein for his very useful comments, guidance, and willingness to supervise my research, support and professional advice from the inception to the completion of this thesis.

I would like to express my gratitude to Ato Buzayehu Desisa for his encouragement and cooperation in provision of materials and technical support to accomplish my thesis work.

Finally, I would like to thank all my families, especially my wife W/ro Elisabeth Abay, for her love, financial support, encouragement, moral support and patience that made this work possible.

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ACRONYMS AND ABBREVIATIONS

FGD Focused group discussion

FDRE Federal Democratic Republic of Ethiopia

MOE Ministry of Education

PTA Parent teachers association

TIMSS Third International Mathematics and Science study (tests)

UNESCO United Nations Education Science and Culture Organization

WAO Women’s Affairs Office

Abstract

The main purpose of this study was to investigate factors affecting the academic achievement of female students. Based on review of the related literature, basic research questions were formulated. For data gathering, both quantitative and qualitative research methods were employed. The quantitative data were obtained through questionnaire. The final account of the questionnaire was administered for 150 grade 9 female students, 6 directors, 10 female and 20 male teachers of the school, 8 Woreda education experts at Ababo Guduru Woreda. The qualitative instrument constituted of document analysis and student records. Frequency distribution and percentage have been used for data analysis. This study was conducted with the objective of investigating the major factors affecting the academic achievement of female students' at high school. The result of this study indicated that school related factors such lack of opportunities to study and read in and outside the school, school costs negatively influenced parents' willingness to educate and enhance the academic achievement of their female students, household activities, distance of the school from their home, poverty, lack of more female teachers in school and lack of especial support teachers give to female students and absence of concerned bodies providing different supportive trainings and tutorial classes to promote the academic achievement of female students. In addition, socio-cultural factors such as female students' background area, educational background of parents, the perception towards their academic performance influencing factor and how these affect the academic achievement of female students.

Chapter One

1. Introduction

1.1. Back ground of the study

Education is the harmonious development of the physical, mental, moral (spiritual), and social faculties of individuals, for a life of dedicated service (Eshetu, 2002). It is a tool that enables citizens to make all rounded participation in the development process. The participation of females in socio-economic development programs also depends on their educational backgrounds. Educating girls and women is critical not merely to achieve personal benefits but also for the improvement in the areas of human resource development of the society (Egenti and Omoruyi, 2011). The natural environment does not distinguish males and females. However, the exposure of human beings to the natural environment occurred, both sexes started to differ in the nature and depth of their experiences. Later, the gender disparity that began in a small way, get widened by political, economic, cultural and other factors. Education is one of the social factors in which gender disparity is reflected. In the field of education, the number of educated females is very low. As the grade level in school increases, the number of female students starts to decline because of lots of factors (Mersha *et al.*, 2009).

Some girls clearly do enter tertiary institutions despite numerous obstacles, but for most girls, the battles to overcome gender impediments and obtain qualifications once they are enrolled continue unabated (Wudu & Getahun, 2009). They often encounter an institutional culture that has not been transformed and that remains hostile to their gender needs. Within this culture, they either negotiate their specific needs as discretely and unobtrusively as possible, or dropout when the environment makes trend and causes of female students' dropout. Their requirements may vary from the need for child care from parents, the need for women's residences, for safe and accessible transport to and from educational institutions at all hours, to an institutional culture which values women's intellectual capacities and skills.

In order to ensure that every girl enjoys her fundamental right to education, different strategies and intervention programs were developed and implemented by the government of Ethiopia (Wudu & Getahun, 2009). Similarly, the academic achievement of the Woreda education office where the study takes place was summarized as follow (Table 1).

Table 1: Student's (female) academic achievement of the Woreda education office (from 2004-2007E.C)

Year	Registered			Dropout			Promoted			Repeated		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
2004	575	414	989	38	44	82	484	296	780	53	74	127
2005	561	465	1,026	8	22	30	508	361	869	45	82	127
2006	511	428	939	13	61	74	455	275	730	43	92	135
2007	547	402	949	23	73	96	444	232	676	30	97	127
Total	2194	1649	3,843	82	220	302	1891	1164	3,055	171	325	496
%	57.1	42.9	100	27.2	72.8	100	61.9	38.1	100	34.5	65.5	100

From the above Table 1, in 2004 E.C from 989 total numbers of students, 414 were female students. Among the registered female students 74 students scored low achievement and repeated, compared to male low achievers (53) in numbers. In 2005 E.C the number of students registered in the secondary school was 1.026, from these 561 male and 465 female respectively. The number of repeaters and low achievers of female students, (82) was high when compared to male students of low achievers.

As can be seen from Table, 1 in 2006 E.C the number of low achievers female students was 92 from the registered and there was the gap between male low achievers (43). On the other hand, in 2007 E.C the number of low achievers students was 97. From the above data the study confirmed that from the four years relevant information low achievers female students at secondary school increased from year to year there is the great gap between male and female students.

Therefore, the current study was initiated to investigate the factors affecting female students' academic achievement at high school for the promotion of academic achievement of female students' at high school and their ability to learn.

1.2. Statement of the problem

Education contributes to socio economic development of countries by endowing individuals with the means to improve their health, skills, knowledge and capability for productive work. Many countries have planned to increase enrollments by expanding schooling opportunities for all children with special efforts to encourage parents to enroll their daughters (PHRD, 1996). Similar researches have noted the crucial need of improving the educational enrollment of females for development. There is no doubt that female involvement in development will multiply social benefits. Educated mothers have fewer children, at later age and more widely spaced, greater domestic bargaining power and knowledge and their opportunity costs are higher (Kane, 2004).

The full and complete development of any country demands for the maximum participation of females who are about half of the countries' population (MOE, 2002). Therefore their full participation in development cannot be imagined unless they have the knowledge or required level of education. It is believed that females are earlier educators of children. As a result, their education needs particular attention. Participation of females in education can result in increased total school enrollment. In this regard Kasaju and Mandhar (1985) stated that "... increment in girls' enrollment is a critical factor in attaining the high enrollment ratios described in development plans. In this context increasing female participation in education can be seen as a means of increasing school enrollment. Thus female participation in education should get considerable attention if a given target of enrollment is to be attained". The constitution of the FDRE has guaranteed women equal rights with men. Several articles of the constitution relate to gender issues and show the emphasis placed on women. Article 35 of the Constitution defines the equality of women and men, recognizes the right of affirmative measures for women and provides special attention to women so as to enable them to compete and participate on the basis of equality with men in political, social and economic life in public and private institutions (MEDaC/ WAO, 2001).

But in practice, women are far away from exercising their rights, especially in education. The Education and Training Policy of the Transitional Government of Ethiopia (MOE, 1994) has launched an educational program with major emphasis on enhancing the participation of females

in education through different means. Despite the policy, in the country, especially in the countryside of rural parts of Ethiopia and in particular, the situation of women living in rural area is humiliating (MEDaC/WAO, 2001). The fact is that females are underprivileged and underrepresented in development. This raises the issue that the role of education and female participation should be analyzed and studied.

There are many factors that affect enrollment rate of students. These factors are more likely reflected on females' education. Among the factors that are affecting females' participation and achievement in education are socio-economic condition of parents, parents demand for their daughter's labor, distance from home to school/or availability of schools, school environment related factors, political and institutional factors, religious outlook of parents, engagement of females in early marriage, levels of education of the parents and parents attitudes towards females' education affects females than males (Kane, 2004).

The Ethiopian Government has taken quite a number of series measures particularly aimed at improving quality of teaching, to enhance students' academic achievement and realizing the importance of quality education. However, as the government strives to expand education, it also faces the challenge of ensuring quality, especially for girls to increase their academic achievement will challenge the government.

Therefore, the aim of this research was to investigate factors affecting females' academic achievement in the study area. Attempts will be made to assess the causes for gender disparity in education based on their academic achievement.

1.3. Basic research questions

The main research questions of the study were:-

- Do female students receive adequate support from teachers and parents?
- What is the educational level of families of students?
- What are the major factors affecting academic achievement of secondary school female students' in the Woreda?
- What are the mechanisms used to improve academic achievement of female students' in the Woreda?

- How do school directors and teachers assess the problems of female academic achievement in the school?

1.4. Objectives of the study

The main purpose of this study was to identify the factors affecting the academic achievement and performance of female students at high school and to suggest possible solutions that might help to promote female academic performance and to come up with some recommendations to solve the identified problems in the research area.

The specific objectives of the study include:-

- To investigate the major types of support provided from their teachers and families
- To indicate some mechanisms that can help to increase females' academic achievement in the school.
- To examine the families' educational background factors that may be related to their child academic achievement
- Identify the factors affecting the academic achievement of secondary school female students in the Woreda
- Suggesting directions for future research.

1.5. Significance of the study

Being the major instrument for economic and social development, education has long been considered as the key to a better life by improving the productivity and capacity of a society. Due to several factors affecting it, the participation of women in education and hence in the socio-economic development is much lower than that of men.

This study was provided information to all concerned bodies on obstacles that hampered academic achievement of females in the Woreda and come up with the solutions for the problems. In addition, the study was aided to widen the awareness of society on factors affecting the academic achievement of females. And it was also helped to differentiate problems or hindrances for low academic achievement of females' students with their perspective participation in education in the study area. Besides, the study was helped educational actors and

stakeholders to focus their collective attention, examine the female performance and academic achievement, and create a shared academic culture dedicated to assuring the female academic achievement and improving the quality of education.

And provide a basis for future assessment to reduce achievement gaps and improve actual learning to find out the extent to which an educational system is effective as a whole. Generally, it initiate other researchers to give attention to the learning assessment since it was served as a key tool for monitoring changes in learning achievement.

1.6. Delimitation of the study

In order to have more complete information, the study was confined to three secondary schools (Dedu secondary school, Kenate Biyya secondary school and Kewo secondary school) in Hababo Guduru Woreda of Horo Guduru Wollega Zone. This study was delimited to grade nine (9) female students as grade 9 is very basic and underpinning level for the forthcoming female students' performance in the subsequent grade levels. Moreover, the study was delimited to secondary schools. This was done intentionally to assess as to why females are at disadvantage when it comes to academic achievement as we move up the ladder.

1.7. Limitation of the study

In the process of conducting my research, a number of constraints or limitations were encountered. Some of them were shortage of related literature, misconception and unwillingness of the respondents to freely give their view of information, financial problems and shortage of time. Nevertheless, the student researcher made at most effort to overcome the challenges by taking more time and convincing respondents that obtained data were meant for academic purpose and names of respondents will not be revealed to anyone.

Chapter Two

2. Review of the related literature

This chapter discusses on the academic performance (achievement) of students with focusing on girls. Accordingly, an attempt has been made to review about female education and their academic achievement by giving emphasis on factors affecting females' academic achievement. Academic achievement defines as "performance on task with measures including comprehension, quality and accuracy of answers of tests, quality and accuracy of problem solving, frequency and quantity of desired outcome, time or rate to solution, time on task, level reasoning and critical thinking, creativity, recall and retention, and transfer of tasks"(Cary *et al.*,2008). Academic achievement refers to a successful accomplishment or performance in particular subject area. It indicated as by grades, marks and scores of descriptive commentaries. Academic performance also refers to how students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers in a fixed time or academic year (Hawis & Hawes, 1982). The researcher focused on the achievement in the form of grades and marks in examinations.

Ferla *et al.*, (2009) stated that, academic self-concept referring to individuals' knowledge and perceptions about themselves in academic achievements, and convictions that they can successfully perform a given academic tasks at designated levels. They further stated that academic self concept represents a more past-oriented, aggregated and relatively stable judgment about one's self-perceived ability in a particular academic domain while academic self-efficacy represents a context specific and relatively future oriented judgment about one's confidence for successfully performing an upcoming subject-specific academic task. Good (1973) argued that, achievement encompasses actual accomplishment of the students' of potential ability.

2.1. Factors Influencing School Performance and Student Achievement

Rothstein (2000) argues that, learning is not only a product of formal schooling but also of communities, families and peers. Socio-economic and socio-cultural forces can affect learning and thus school achievement. A great deal of research on the determinants of school achievement has centered on the relative effects of home-related and school related factors.

As suggested in most research findings family background is an important determinant of school outcomes, whereas school characteristics have minimal effects (Heyneman & Loxley, 1983). Others argued that in various studies they indicated both home and school environments have a strong influence on performance of students (Griffith, 1999). The next parts deals with family characteristics, student characteristics and school characteristics distance from the school and parents demand for their daughter's labor. Thus, the researcher focus on family, student and school related determinants.

2.1.1. Family Characteristics

Robinson and Elizabeth (1993) argued that, sizable research has consistently shown that students' academic achievement has influenced by background of family characteristics such as socio-economic status of parents level of education, occupation and income. From these factors parental level of education and income has been the most significant source of disparity in female students' performance. As indicated on the Third International Mathematics and Science study (TIMSS) tests, students from economically disadvantaged families and families where parents had less level of education have systematically performed worse than other students.

Schiller *et al.*, (2002) also argued that, regardless of national context, parents who are more educated appear better able to provide their children with the academic and social support important for educational success when compared to parents with less educated. In another words, poverty, low level of parental education, parental and neighbourhood negative attitude towards schooling in general, children among from disadvantaged background have significantly poor academic achievement (Currie, 1995; Gregg and Machin, 1999) whereas children with high level of parental education have greater access to a wide variety of economic and social resources (family structure, home environment, parent-child interaction) that can be drawn upon to help their children succeed in school (Coleman, 1988, 1991, 2006; and McNeal, 1999). Higher family income is associated with higher students' achievement (Hanushek, 1992).

The writers argued that, several studies have demonstrated an increased number of children in the family lead to less favourable child outcome, it is reasonable to suppose through the mechanism of resource dilution (Blake, 1989).

Children from the larger families have been found to have less favourable home environments and lower levels of verbal facility (Parcel and Menagham, 1994) as well as highest rates of behavior problem and lower levels of education achievement (Downey, 1995).

Simmons and Alexander (1978) from their findings concluded that, the determinants of students of student achievement appear to be basically the same in both developing and developed countries. Likewise, economic development had no effect on the relationship between children's social background and their academic achievement. In contrast, as cited by Engin- Demir (2009), in developed nations cross-national research has indicated, the relative effects of home and school have relationship between a child's social background (parents' education, family structure) and his or her academic achievement is stronger than that of developing nations whereas, (Robinson, 1993; Sukon and Jawahir, 2005) school-related factors have been found to be more significant than out of school factors in explaining achievement variance in developing countries.

2.1.2. Students Characteristics

Students' characteristics refers to student well-being, perception of the school environment, motivation, involvement in scholastic and co-curricular activities and efforts of students, perception of students' on parental support and involvement, and locus of control in all areas have significant effects on a students' academic achievement (Engin-Demir2009). There are four areas of well-being dimensional phenomenon of students conceptualized as school condition, social relationships, and means for self-fulfilment and health status, which affects both their behavior and their examination results in school. In schools, students' well-being depends upon other factors including their opinions on rules and regulations of school and relations with their teachers and schoolmates. In addition, scholastic activities and individual efforts are important for academic achievements.

Regardless of intelligence, students spent more time on doing assignments; project works, home works and class works are very important activities to improve their grades (Engin-Demir, 2009).

Students' amount of time invested on homework and other related activities has also found to be strongly related to a student's motivation to achieve and their positive feelings with achievement have positive effect on actual academic achievement. In addition, school attendance has highly correlation with individual academic achievement.

Heady (2003) argued that, there is negative relationship between academic achievement and work. As Akabayashi & Psacharopoulos (1999) found that, additional working hours decrease a child's reading and computational ability, whereas with additional hours of school attendance and study the reading and computational ability increased. From their findings Ray and Lancaster (2003) concluded that, time spent at work had negative impact on education variables with marginal impact weakening at higher levels of study hours. Unbalanced demand of work and education, places of physical and mental strain on students and often leads to poor academic performance.

In relation, students' academic achievement motivation is influenced by the students' perception of parental support and involvement. If students' perception is positive on their parents support and involvement, they will achieve well (Grolnick & Slowiaczek, 1994; Wang & Wildman, 1995). Engin-Demir (2009) argued as, "Students' perceptions that their parents are involved and interested in school and encourage them to do well are positively related to academic achievement. Through their involvement, parents convey the message that school is important and provide their children with positive emotional experiences in relation to school. The student's performance was significantly worse in reading, maths and science in schools whose principals reported that learning was strongly hindered by the lack of parental support. However, some research has shown most aspects of the relationship between educational support of parents and scholastic achievement of children to be negative (Wobmann, 2003).

2.1.3. School Characteristics

Regarding the relationship between school resources and students academic achievement measurements are inconsistent. Some research has suggested that more resources do not necessarily yield performance gains for students (Hanushek, 1997; Hanushek & Luque, 2003).

Other research evidence indicated that variations in school characteristics are associated with variations in students outcomes (Card & Krueger, 1996; Greenwald *et al.*, 1996; Lockheed and Verspoor, 1991). Engin-Demir (2009) argue that, “attending a school with a better physical environment is associated with increased maths scores. A significant positive effect on schooling outcomes associated with student-teacher ratio, instructional materials, size of the library and teacher training (Parcel & Dufur, 2001).”

The importance of human and material resources in achieving better schooling outcomes, including such factors as school infrastructure, class size, teacher experience and qualifications and availability of instructional materials have emphasized largely in low-income countries (Fuller & Clarke, 1994). As evidences suggested that, the role of schools and proxy for school quality in explaining increases in student achievement level in developing countries, from the total variations in school achievement only six percent have explained that of school characteristics (Bacolod & Tobias, 2005).

Class size has been the most widely examined variable in educational policy studies among the various school characteristics, however, the effects of class size on school achievement are inconsistent. Wobmann (2003), contrary to expectation, smaller class size was significantly related to inferior student performance in maths and science, whereas, Lindahl (2005) found that, some minority and economically disadvantaged groups in Sweden benefited from smaller classes. International comparisons have failed to show any significant improvements in academic achievement as a result of smaller teacher-student ratios (Wobmann, 2003).

Teachers’ quality and commitment are the key input in educational production to perform better achievement.

An apparent implication is that it may be a better policy to devote the limited resources available for education to employing more capable teachers rather than to reducing class sizes moving more to the quality side of the quantity quality trade off in the hiring of teachers (Wobmann & West, 2006).

Wobmann and West also argued, more specifically that good teaching is more powerful than class size. Teaching emotional and social skills is very important at school, it can affect academic achievement positively not only during the year they are taught, but during the years that follow as well.

Wobmann and West stated that conventional estimates of class-size effects on academic achievement. They come across from the study of class-size, noteworthy class-size effects are observed only in countries with relatively low teacher salaries.

The central problem in estimating class-size effects is that various placement decisions obscure the causal relationship between class size and student performance. Other aspects of educational resources other than class size those may influence student performance (for example, lacking suitable instruments). That the effects of class size on student achievement and any other resource inputs with which it is associated. If smaller classes are also more likely to receive more of other resources that increase achievement, our results would overstate the effect of class size on achievement (Wobmann & West, 2006).

Teaching these skills has a long-term effect on achievement (Elias *et al.*, 1991). Hence, attention needs to be directed at more careful curriculum specification, higher quality teaching, and higher expectations that students can meet appropriate challenges. Educational research carried out in schools pointed to teachers' contribution to students' academic achievement, for example, clarity of teacher's presentation, variability of teacher's classroom activities, teachers enthusiasm, degree to which the teacher was task or achievement oriented (Tuntufye & Bernadette, 1989). The finding of this research suggested that a relationship between teacher's characteristics and academic achievement such as pupil's taught by female and long experienced teachers performed significantly better than pupils taught by male and teachers with short experience. The case was not only in the student overall performance but also in subjects such as Mathematics, English and Science and Social Studies. Saha (1983) argued that, the general overall picture is that male teachers are better at teaching Science and Mathematics whereas female teachers are good at teaching Language and related subjects.

Odaga and Heneveld (1995) suggests, those teachers' attitudes, behaviors and teaching practices have significant implications for females' persistence and academic achievement and attainment. Teachers' attitudes towards their students are a reflection of the broader societal biases about the role of women in society and the academic capacity of girls.

Similarly teachers often require pupils to perform tasks for them in school in ways that reinforce gender differentiation. Girls may be asked to clean floors and fetch water whereas boys are required to clear bushes, cut grass and carry bricks (UNESCO, 2003).

2.1.4. Parents Demand For Their Daughter's Labor

Girls in Africa and, in fact, in almost every region of the world work more than boys, regardless of whether they are in school and of whether adult women are present and working in the household (Kane, 2004). The importance of girls' labor for agricultural, domestic and marketing tasks has been well documented. When it comes to childcare, girls are more likely to be involved than boys. And children in rural areas spend more time doing physical works than that of in urban areas.

Bowman and Anderson (1982) & UNESCO (2003) proved that, the time spent by girls working in the garden, fetching water and fire wood, carrying or helping in marketing activities, or doing home processing products for sale can be especially important in poorer families where the perception of benefit from the schooling of girls are dimmer. From this point, it is possible to conclude that girls are the main sources of income for their family especially for poorest ones, and the need for their physical labor (income generating activities) is often given priority over their education than male.

2.1.5. Distance From The School

Distance is another significant factor in the reduction of both rural and urban girl's achievement. Most of the girls that live far away from school and have to walk long distance which not only discouraged them but also worried their parents as to their daughters' security on travel to and from schools. According to Kane (2004), in many countries, distance to school has a bigger impact on girls than on boys for a variety of reason, in some places young girls are not considered to be ready for travel, older girls may not be subject to harassment, and even if the trip is safe, the direct cost may be high and the time lost on traveling would be more costly to girls work than to that of boys. Similarly, David (1993) states that, the majority of parents wanted to use the nearest school for girls if possible, a criterion they also called proximity. However they also felt that there was a range of factors, including happiness and discipline, which interacted to make a nexus. So the closer the school is to their home, parents are less likely to worry about girls.

Furthermore, the World Bank (1991) in the study in Egypt found that the location of a school within 1 km of a community resulted in an enrollment rate of 94 percent for boys and 74 percent for girls. It also showed that as the distance increases to 2 km, boys' enrollment fell only slightly to 90 percent, while girls' enrollment plummeted to 64 percent. Similar study in Ghana revealed that a long distance to primary school significantly deters girls' enrollment and the closer the secondary school the more likely children are to be sent to primary school. Evidences showed that location of secondary schools (especially for girls) was more inconsistent than location of primary schools, and the catchments areas for girls of secondary schools (especially, if boarding) were typical as large as for boys but fewer for girls than boys attended from the remote areas (Bowman & Anderson 1982). Most of Ethiopian primary second cycle and secondary schools in countryside are long distance from the students' homes. The dispersed population and the topography of the land coupled with long distance have a great impact on the degree of participation and academic achievement of females in education.

2.2. Importance of Good Performance of Females in Secondary School for Future Success

Good performance (achievement) in secondary school is very important for a country's future success. A person who is successful in education that plays an important role in nation building. Education helps to increase the basic physical and material wellbeing of the people of a given society's in economic, social and cultural development aspects. It also helps to increase the people of a given society's basic physical and material wellbeing of economic, social and material developments (UNESCO, 2002).

In addition, educating girls enhance economic productivity, reduces fertility rates, lower infant and maternal mortality and improves the health and nutritional status of children. It also promotes sound management of environmental resources and is closely linked to the reduction of poverty through women's absorption in the economy as employees and in self employment. Education is an indispensable means for effective participation in the society and economy's of the twenty-first century which is influenced by globalization (King, 1990).

It has a direct and positive effect on earnings, farm productivity and human fertility, as well as intergenerational effect on child health and nutrition. Therefore, the education of females has particular significance to Ethiopia's effort to economic and social development.

Hertz and Khandker (1991) expressed their belief that economic and social returns to education for women are substantial. The relationship becomes very much stronger as level of female's education increases. Consequently (Cochrane, 1979; Schultz, 1989) based on research for different countries, suggested that on average, an additional year of schooling for women is associated with a 5 – 10% reduction in child mortality under five years of age. With this regard today girls' education is widely recognized as the most effective development investment a country can make.

For the gain from education to be realized fully, it is highly important to increase the participation of women in all sectors. It empowers them with basic knowledge of their rights, individuals and citizens of their nation and the world. This would in turn help women to place themselves on a more equal footing with their male counter parts (Schultz, 1993). Educated women raise a healthier family, apply improved hygiene and nutrition practice, and become productive both at home and work places. In addition, it initiates women to apply family planning which helps them to have relatively fewer and better educated children (King, 1990).

Chapter Three

3. Research Methodology

In this research, both qualitative and quantitative research methods were applied to clearly describe and search out factors that affect academic achievement of female students in Hababo Guduru Woreda high school in 2007 E.C academic year.

Qualitative approach was used for the purpose of using non-numeric explanation to describe and compare the respondents' opinions and constituted document analysis. Quantitative approach was also used for the purpose of using numeric explanation to describe respondents' response (female and male students' response on the questionnaires). Simple random sampling was employed to select samples from students at a class, staff members, management bodies, student and female students for interview purpose.

The study area was purposefully selected by the researcher. The following criteria were taken into consideration while purposively selecting it. First, in the Hababo Guduru Woreda the female academic achievement is relatively poor when compared to regional and national policy direction. Academic achievement variations in each of the Woreda were also taken into account.

3.1. Sample

150 female students of grade 9 were selected randomly from three government of high schools, Oromia regional state, Horro Goduru Wollega Zone, Hababo Guduru Woreda namely, Dedu, Kenate Biyya and Kewo secondary school. The total numbers of female students enrolled in the three high schools were 402. Thus, the sample of the study consists of 150 of the target population in the three high schools. The study has another information source, directors and vice directors of the schools (6), 10 female and 20 male teachers, totally (30) out of 80 teachers randomly were selected and Woreda education experts (8) out of 12. The subjects were selected using proportional allocation stratified random sampling based on sex and grade level. The research was used both primary and secondary data sources. The target population of the study was female students at the three secondary school of grade nine (9).

The key informants of the study, Woreda education experts, secondary level school directors, deputy directors, teachers, female students as it stated above. In addition documents from secondary survey were reviewed data that was collected and analyzed from the primary information and semi structured interviews were conducted with high and low achievers in sample Woreda and will be selected by relatively poor and good in the academic achievements.

3.2. Data collection instrument

For this study, questionnaires and focused group discussion were used to collect relevant information from female students, the school principals, teachers and Woreda education experts and female families. For assessing prevalence of poor academic achievement of female students in relation to male counterparts, the secondary data from entire Woreda education office and different documents from various sources were collected and analyzed by inspecting the aggregate statistics. Both closed and open ended questions were prepared and distributed to collect the necessary information from the participants.

3.3. Procedures of data gathering

For assessing prevalence of poor academic achievement of female students, first, the secondary data from Woreda and different documents from various sources were collected by inspecting the aggregate statistics. Relevant related literature was reviewed in order to get necessary information with relation to the basic question of the research.

Through the instrument the researcher attempted to understand the respondents' perceptions, opinions and views on the different social, educational background, female student's performance and their achievement and cultural values, work experience of teachers and educational managers. The questions give room to participants to comment on the issue that were raised during the questionnaires and discussions. The focused group discussion for female families schedule and question were designed in English language then the English version was transcribed into local language or Afaan Oromo.

3.4. Data analysis

The response was summarized by identifying factors affecting academic achievement of female students in Ababo Guduru Woreda from questionnaires and then analyzed qualitatively and quantitatively on the basis of the collected data and the whole study nature and employed to draw justification out of the response of the all respondents in the form of tables.

Chapter Four

4. Analysis and Interpretation of Data

This part of the paper deals with two issues. The first part presents the characteristics of the study groups while the second part deals with presentation, analysis and interpretation of data gathered through questionnaires and focused group discussion on factors affecting academic achievement of female students in Ababo Guduru Woreda.

In general, data were collected from female students, school principals, Woreda education office, teachers and focused group discussion with female student parents' are presented, interpreted analyzed.

As mentioned earlier, there are three secondary schools in Hababo Guduru Woreda. A sample of 150 female students from grade nine were randomly selected out of 402 female students in these three secondary schools. 10 female teachers, 20 male teachers, 6 school principals and 8 Woreda educational officials and 30 female student parents' were selected by availability sampling technique. A questionnaire was distributed to 194 respondents out of which 150 (77.3%) were female students, 10(5.2%) female teachers, 20 (10.3%) of male teachers, 6(3.1%) were school principals and 8(4.1%) of Woreda education office. On the other hand, 3 FGDs were held with 30 female student's parents' at three secondary schools, each FGD having about 10 members.

4.1. Characteristics of Respondents

The following Tables present data related to respondents' characteristics. Description of the characteristics contains general profile of the respondents including sex, age, marital status, level of education, service year, current responsibility, and service year in current responsibility to link the academic achievement of female students as organized in Tables 1, 2 and 3 below.

Table 2: Back ground information of school principals and teacher's respondents

No.	Item	Respondents (principals & teachers)	
		F	%
1	Schools		
	A. Dedu secondary school	12	33.3
	B. Kenate Biyya secondary school	12	33.3
	C. Kewo secondary school	12	33.3
	Total	36	100
2	Sex		
	A. Male	26	72.2
	B. Female	10	27.8
	Total	36	100
3	Educational level		
	A. Diploma	3	8.3
	B. Degree	33	91.7
	C. Masters	-	0.0
	Total	36	100
4	Work position in school		
	A. School principals	6	16.7
	B. Teachers	30	83.3
	Total	36	100

As indicated in Table 2, the number of female teachers is very few. These contradicts the view that presence of more female teachers could have been a strategy to encourage and increase females' academic achievement in education to one side from providing positive role models to young girls particularly in rural areas. As can be seen from the Table, 33(91.7%) of the teachers are first degree holders, while 3(8.3%) have diploma. Though very few teachers are not qualified to teach at the secondary level, one can safely say that the teachers in the selected schools are qualified to teach in the secondary schools as per the education and training policy.

Regarding the sex of the respondent, Table 2 shows that majority (72.2%) of the respondents were males while the remaining 27.8% were females.

Table 3: The educational levels of the parents were written as follows

Parents	Educated		Uneducated		Level of education			
	F	%	F	%	1-8		8-12	
					F	%	F	%
Father	8	40	12	60	6	75	2	25
Mother	2	20	8	80	2	20	-	-

From the above Table 3, the educational backgrounds of the parents of female students, 12(60%) were from uneducated fathers 8(40%) were from educated fathers and 8(80%) were from uneducated mothers and 2(20%) from educated mothers. Regarding fathers' educational levels, those who were from grade 1-8 were 6(75%) and 8-12 grades were 2 (25%). As to mothers' education, 1-8 grades were 2(20%) of educated mothers. From this study can realize that majority of female students' parents are uneducated. So that, parental education also one of the key factor that affect on academic achievement and good academic performance of female's students in education.

Similar studies done by Robinson (1993) and Engin-Demir (2009) argued that considerable research has consistently shown that students' academic achievement of female students' has influenced by educational background of family.

Generally, educated parents would perceive the need of females' education in a better way than those who are not educated. They might also facilitate the girls' learning at home, encourage, continuous follow up and motivate them to score better academically.

4.2. Students Characteristics

This part discusses the background information and the responses of female students' questionnaires'.

Table 4: Background Information on female student respondents

No	Item	Respondents	
1	Schools	F	%
	A. Dedu secondary school	50	33.3
	B. Kenate Biyya secondary school	50	33.3
	C. Kewo secondary school	50	33.3
	Total	150	100.0
2	Age	F	
	A. 14 and below years	10	6.7
	B. 15-16 years	80	53.3
	C. 17-18 years	48	32.0
	D. 19 and above	12	8.0
	Total	150	100.0
3	Marital status		
	A. Married	15	10.0
	B. Single	133	88.7
	C. Divorced	2	1.3
	Total	150	100.0

The female students under study were selected from grade 9. As indicated in Table 4 above, about 53.3% and 32% of selected students were in the age category of 15-16 and 17-18 years. This shows that though most of the students are at the right age to learn grade 9-10, those who are above this official age were also considerable. This age is a time when an adolescent faces a lot of emotional problem and the work load is high for female students.

This has its own negative consequences on the academic achievement of female students, such as male disturbance, they need for male friends, etc. From Table 4, the marital status of female student respondents, 133(88.66%) were single, 15(10%) were married and 2(1.33%) were divorced, and 10% female students were engaged for marriage before completing their secondary education. This practice was one of the reasons for low academic preparation female students in high school and affects academic achievement of female's students in education.

From this data, it is possible to conclude that there are several factors that affect academic achievement of female students' in education in Hababo Guduru Woreda. The following tables show some of the major factors affecting academic achievement of female students' in education.

A2. Factors Affecting Female Students Achievement

The following Tables summarize teachers' responses for question that asks about the opportunities female students have to study their lessons.

Table 5: The opportunities female students have to study their lesson

No	Items	Responses	F	%
1	Do boys and girls have equal opportunity to study at your residential place?	A. Yes	35	23.4
		B. No	115	76.7
		Total	150	100
2	If your response to question number 2 is "No" who gets more chance?	A. Boys	115	76.7
		B. Girls	-	-
		Total	115	76.7

As shown in the above Table 5, most of the respondents have said that there is no equal chance for boys and girls to study their lesson to achieve high results in the school. About 115(76.66%) of the respondents have responded that boys have more opportunities to study and read in and outside the school.

It is obvious that the comparative advantages of boys and girls in achieving good results in schools heavily determined by parents support and involvement in the education of the respective group.

Concerning this, during focus group discussion with parents more of female students' parents affirmed that they give first chance of education for their male students than female students. According to their responses, parents want their daughters' to do household chores and get ready for marriage than for education while boys were not as such obstructed from their education. This may have a direct impact on females who are expected to compete with their male counterparts on mathematics achievement. These differences in providing opportunities might be due to lack of parents' awareness about the values of educating females and lack of perception about academic achievement of the females. During the FGD, parents made clear that the economic problem they have forced them to deny some opportunities for their females. They noted that, by and large, they use their daughter's labor for household activities. This implies that poverty is one factor, which negatively affects the academic achievement of female students in education.

Table 6: The influence of school cost on parents' willingness to promote the academic achievement of female students

No	Items	Responses	F	%
1	Do you think that school costs influence parents' interests to educate their daughters?	A. Yes	98	65.3
		B. No	52	34.7
		Total	150	100
2	If your response to question number '4 is "yes", which of the following cost are reasonable costs for girls who come from poor families?	A. House fee and food supply cost	114	76
		B. Textbooks fee	-	-
		C. Stationery and reference material cost	36	24
		D. Schooling fees	-	-
		Total	150	100

As indicated in Table 6, for the first item majority of the respondents (65.3%) replied that school costs negatively influenced parents' willingness to educate and enhance the academic achievement of their female students. Particularly, living costs including food supply cost, stationery as well as reference material costs are the major reasons that made parents not help their children to school to increase the academic achievement of female students. This conforms to Robinson (1993) & Engin-Demir's (2009) findings which show that that students' academic achievement has influenced by background of family characteristics such as socio-economic status of parents, occupation and income. From these factors parental level of education and income has been the most significant source of disparities in female students' academic achievement. Additionally, 52(34.7%) of the first item replied, school costs don't affect the academic achievement of female students at secondary school.

With respect to the second item in Table 6, 114(76%) of the respondents replied that living house rent and food supply cost, among others, highly affect the academic achievement of females' students at secondary school. This is because most female students in this Woreda live outside their families to learn their secondary education. Thus, they spend money for house rent and food supply. Similarly, 36(24%) argued that, other costs like stationery or material cost, reference cost also influence the academic achievement and schooling text book fees have less influence of female students.

Finally regarding financial constraints, girls are more likely affected than boys to be held back or be achieving less result in the school. Literature suggests that girls from better off homes, who live in urban areas, are more likely to achieve than those from poorer homes and rural areas. In this study, costs of schooling are one of the main causes for failure and early dropout of female students from school. On the other hand, school costs such as house rent, food supply cost, stationery or material cost are the major factors that influence parent's willingness and interest to motivate their daughters to their achievement in the school. These are also some of the major reasons for low academic achievement of female student (Table 6).

Table 7: The effect of household activities on academic achievement of females' students

Items	Responses	F	%
From your past experience, who were engaged more in house hold tasks?	A. Males	5	3.3
	B. Females	145	96.7
	Total	150	100

As indicated in Table 7, responses to the above item by 145(96.7%) of the female students responded and FGD revealed that females are more engaged in household activities than their male counterparts. This shows that females are important for domestic or household work and by doing this they reduce the families' expense that can be paid for the maidservants. This has implications, not only for costs but also negatively impact female students to dropout and per from poorly or repeat grades. This is the main factor affecting the academic achievement of females' students in secondary education.

In relation to the above item, respondents were asked the kind of work females are usually engaged in. For this open ended question, majority of the respondents replied that females are engaged in work like cooking food, collecting firewood, washing clothes, fetching water which causes mental strain on female students and often leads to poor academic achievement.

Table 8: The effects of long distance between home and school on the academic achievement of females' students

Items	Responses	F	%
If your response to question number 8 is "No", what are the effects of long distance between home and school on the academic achievements of female students in education?	A. Because of their parents poverty they face shortage of money to pay for food and house rent	60	40
	B. Because of loss of time during travel	40	26.7
	C. Because parents are unwilling to give time to study their lesson after and before the school	15	10
	D. Lack of enough transport to the school	35	23.3
	Total	150	100

As indicated in Table 8, the respondents were asked, the factors that affect the academic achievement of female students. Accordingly, 60 (40%) respondents responded that parents' poverty is the first reason. 40(26.7%) indicated that parents' because of loss of time during travel to the school, only15 (10%) considered because of parents are unwilling to give time to daughters to study their lesson after and before the school. And 35(23.3%) respondents responded lack of transport also one of the factors associated with the academic achievement of female students.

Table 9: The absence of more female teachers in school on the academic achievement of females' students

Items	Responses	F	%
Do you think that the presence of female teachers in schools has positive effect on academic achievement female student in your school?	A. Yes	112	74.7
	B. No	29	19.3
	C. I am not certain	9	6
	Total	150	100

As can be seen from the Table 9, above, 112(74.7%) of the respondents replied that the presence of more female teachers in school has a positive effect on academic achievement of female student in education. On the other hand, 29(19.3%) replied that the presence of more female teachers does not have a positive effect on their achievement. The rest 9 (6%) replied that uncertain the presence of more female teachers does not have a positive effect. From this, one can realize that the presence of female teacher encourages and motivate female students to achieve high score in their education

Table 10: Educational level of most female's students can complete

Items	Responses	F	%
Which level of education do most females complete in your locality?	A. 1- 4 grades	20	14
	B. 5- 8 grades	55	36.7
	C. 9-10 grades	35	23.3
	D. 11-12 grades	30	20
	Total	150	100

From the above Table 10, indicated that the majority of females students dropout from school and complete their school from 5- 8 grades, 55(36.7%), and 9-10 grades, 35(23.3%) and join the next level respectively. As was indicated in Table 10, less female's promotion and low persistent rate of female in education levels can result in low female participation in preparatory and higher education.

Most literature suggest that teachers' attitudes, behavior and teaching practices and special supports have perhaps the most significant implications for females' persistence, achievement, and participation in education.

Table 11: Teachers' level of support provision for female students

Items	Responses	F	%
How do you rate special support teachers give to female students?	A. High	11	7.3
	B. Medium	59	39.3
	C. Low	80	53.3
	Total	150	100

As indicated in Table 11, when asked how much especial support teachers give to female students 80 (53.34%) of the respondents indicated that teachers give low support to female students and 59(39.3%) respondents affirmed that teachers give medium support to female students to enhance their academic achievements in education. Only 11(7.3%) indicated that teachers give high support to female students. From this data, teachers provided low and medium support for female students to increase their academic achievement. This may go similar with the result obtained by Odaga & Heneveld (1995), and UNESCO (2003), teachers give medium and low support to female students contributed to low achievement of female students.

Table 12: Time spent studying by female students

Items	Responses	F	%
Do you think that female's students spend more time in their studying?	A. Yes	-	-
	B.No	150	100
	Total	150	100

From Table 12,150 (100%) of respondents concluded female students didn't get study time and confirmed time spent at work had negative impact their academic achievement and weakening at higher levels of study hours results poor academic achievement of female students.

To correlate this study with the findings done by Akabayashi & Psacharopoulos (1999) found that additional working hours decrease a child's reading and computational ability, whereas with additional hours of school attendance and study the reading and computational ability increased.

Table 13: Guidance and counseling service for female students

Items	Responses	F	%
Does your school provide guidance and counseling service for female students?	A. Yes	47	31.3
	B. No	103	68.7
	Total	150	100

As indicated in Table 13, when asked does the school provide guidance and counseling service for female students, 103(68.7%) of respondents indicated that school hadn't gave guidance and counseling service for female students to promote their academic achievements in the school. Additionally, 47(31.3%) of respondents argued on school provide support and counseling students.

Table 14: Factors mostly affect the academic achievements of female students at secondary level

Items	Responses	F	%
What factors mostly affect the academic achievements of female students at secondary level in your locality?	A. Institutional/school related factors	35	23.3
	B. Student related factors	32	21.3
	C. Teachers related factors	60	40
	D. Parent/home related factors	23	15.3
	Total	150	100

As it observed from Table 14, the majority of respondents 60 (40%) and 35 (23.3%) argued that teachers related and institutional or school related factors are the most and popular factors affecting the academic achievement of female students respectively. On the other hand,

32(21.3%) and 23(15.3%) replied that students and parent or home related factors also hamper the academic achievement of female students in education.

Table 15: The effort of political and administrative bodies especially woman's affairs office to increase academic achievement of female students in education?

Items	Responses	F	%
How do you rate the effort of political and administrative bodies especially woman's affairs office efforts to increase academic achievement of female students in education?	A. High	5	3.3
	B. Medium	35	23.3
	C. Low	110	73.3
	Total	150	100

As indicated in Table 15, the majority, 110 (73.3%) female students replied that the effort of political and administrative bodies, especially women affairs, to increase the academic achievement of female's students in education is low. The government bodies did not take actions on the academic achievement of students especially female students. This shows that political, administration and women's affair's contribution in females' participation in education is near to the ground. So political will and recognition of the importance of education for all females, remains a key factor in enhance female academic achievement

Table 16: Early marriage of female student's hampers academic achievement in the school

Items	Responses	F	%
Does early marriage slow down female student's academic achievement in your school?	A. Yes	150	100
	B. No	-	-
	C. I am not certain	-	-
	Total	150	100

As can be seen from Table 16, 150(100 %) of the respondents affirmed that early marriage reduces the academic achievement of females' students in education. This confirms the finding

that early marriage slow the academic achievement female in education (UNESCO 2003; Bowman & Anderson 1982).

When most girl children get married, is the time when girls are supposed to be enrolled secondary schools. In such circumstance there is no doubt that the academic achievement and participation of females would be lower at these levels of education. This results low pass rate, high dropout rate and they think about the household and family rather than thinking about schooling for academic success

Table 17: Mechanism of improving academic achievement of female students' in secondary schools

Items	Responses	F	%
What do you think should be done to improve female students' academic achievement in secondary schools?	A. Giving more study time for females than males	-	-
	B. More tutorial classes than what being provided for females and practical activities	69	46
	C. Constructing living house and sponsor their food supply cost for those who come from long distant place.	11	7.3
	D. Expanding schools at an average distance	12	8
	E. Increasing number of female teachers in school.	25	16.7
	F. Making parents aware of the importance of females' education and achievement	33	22
	Total	150	100

According to Table 17, there are various methods to promote the academic achievement of female students at secondary school. From the above table, 69(46%) of respondents replied

academic achievement of female students can improved by giving special tutorial classes and other additional practical activities.

And 33(22%) respondents argued that increasing parent's awareness toward their daughter students also plays significant roles in female students' academic achievement.

Beside to the above data, others responded, constructing living house and sponsor their food supply cost for those who come from long distant place 11(7.3%), increasing number of female teachers in school, 25(16.7%), ways associated to enhancing female academic achievement and female students will be encourage to learn. With regards to literatures, Engin-Demir (2009), confirmed that, in relation, students' academic achievement influenced by perception of parental support and involvement, if students' perception is positive on their parents support, school involvement, they will achieve well and encourage them to do well are positively related to academic achievement.

Table 18: Parents' attitude towards females' academic achievement

No	Item	Agree		Uncertain		Disagree		Total	
		F	%	F	%	F	%	F	%
1.	After marriage educated females give more attention to the families of husband sides	115	76.7	24	16	11	7.3	150	100
2.	Parents are worried that their daughters may get to unwanted pregnancy before completing schooling.	129	89	-	-	21	11	150	100
3.	Families believe that women's natural duty is getting married and bearing children	87	87	16	10.7	47	31.3	150	100
4.	Families demand for daughters labor	133	88.7	5	3.3	12	8	150	100
5.	Poor educational back ground of parents' to promote female schooling and achievement	143	95.3	3	2	4	2.7	150	100

As shown in Table 18, for item 1, 115 (76.7%) of respondents agreed that parents do not want to educate and motivate their daughters to increase their academic achievement, because, due to marriage, educated females become part of another family and they should be stayed in the home. These ideas go with Canway & Boesqu (1993), & Alemtshaie (1987), that the major barrier for females' education to decrease their academic achievement was traditional views, which reflects that girls have to be placed in the home. On the other hand, 24(16%) of the respondents uncertain and 11 (7.3%) percent were disagreed about for not educating their female students to encourage their academic achievement. For item 2, 129 (89%) of the respondents agreed that, parents do not want to educate daughters and achieve high score, because parents worry that their daughters may get in to unwanted pregnancy before completing their long term schooling and unwanted pregnancy. This statement was rated as "disagree" with only 21(11%) of the respondents. This result seems to corroborate with the fact that fear of pregnancy is another reason why parents remove their daughters and low achievement in education as they approach or reach puberty (Odaga & Heneveld 1995).

As indicated in Table, 18 for item 3, 87(87%)of the respondents agreed that parents do not want to educate and motivate to increases the academic achievement of their female students, because they believe that women's natural duty is getting married and give birth rather than completing their secondary school. Marriage is one of the reasons for girls to leave schools and low achievement. This goes with the argument that the only acceptable role of females is to be wives and mothers (Assefa 1991 & Boya 1996). However, 16 (10.7) percent were uncertain to the parents' attitude and 47(31.33) of the respondents disagreed.

According to this, in Table 18, item 4, 133(88.7%) of the respondents agreed that parents do not want increase the academic achievement of their female students, because of their demand for daughters' labor. In the focus group discussion female students' parents affirmed that their demand for female' labor is higher than for males' labor. The females perform house hold activities such as preparing food, collecting fire wood, fetching water, boiling coffee, after and before school. This goes in accordance with the result obtained by (World Bank 1991, UNISCO 2003), and other researchers who have the opinion those low-income parents want their female' labor more than high-income parents.

Hence, few female students from poor families had low achievement in education. In general the labor demand of parents can affect the academic achievement females in education. In the same Table 18, 12(8%) of the respondents disagreed and 5 (3.3%) were uncertain about the attitude.

From the above Table 18 item 5, 143 (95.3%) respondents replied parents' poor educational background the major factors affecting the academic achievement of female students. To relate this study with the research done by Currie (1995); Gregg & Machin, (1999) low level of parental education affect the academic achievement female students in education and neighbourhood negative attitude towards schooling in general, children among from disadvantaged background have significantly poor academic achievement (whereas children with high level of parental education have greater access to a wide variety of economic and social resources (family structure, home environment, parent-child interaction) that can be drawn upon to help their children succeed in school (Coleman, 2006 & McNeal, 1999).

4.3. School managers and Teachers

Teachers and school managers respondents' pointed out that the factors that affect the academic achievement of female students in secondary level was due to different factors such as, high demand for domestic work, heavy household workload as well as taking responsibility at home written in the following tables.

Table 19: Teacher's encouragement of female students when they teach at secondary level to achieve better results in academic performance

Items	Responses	F	%
When you teach at secondary level, do you encourage female students to achieve better results in academic performance?	A. Yes	14	38.89
	B. No	22	61.11
	Total	36	100

From the above Table 19, 22(61.1%) of respondents replied that attitude of teachers towards female students education, motivation and commitment to support female students to improve academic achievement was very low. In other hands, 14(38.9%) of teacher respondents' pointed out that when they teach their students, especially females they had encourage and motivates to

achieve more by using special tutorial classes, give advice them to ward academic success, by motivation to do equal with male students and giving opportunity to participate in the class, to invest their time on homework, organize themselves to attend the class regularly to be belong to a student motivation to achieve and their positive feelings with achievement have positive effect on actual academic achievement. In addition, school attendance has highly correlation with individual academic achievement.

Similarly, the finding of this research done by Tuntufye & Bernadette, (1989) suggested that a relationship between teacher's characteristics, motivation and encouragement provided by teachers significantly promote the academic achievement female students in the school.

Table 20: The encouragement from female teachers to serve as role model for female students to score high result

Items	Responses	F	%
How do you rate encouragement from female teachers to serve as role model for female students to score high result?	A. Very high	-	-
	B. High	-	-
	C. Medium	12	33.3
	D. Low	24	66.7
	E. Very low	-	-
	Total	36	100

As can be seen from the Table 20 above, 24(66.7%) of the respondents replied that the encouragement and motivation provided by female teachers and as role model for female students to promote their academic achievement is low. Additionally, 12(33.3) of respondents argued that, female teachers in the school serve as role model for female students to increase their academic is medium. Other finding of the research suggested that an academic achievement such as pupil's taught by female and long experienced teachers performed significantly better than pupils taught by male and teachers with short experience which positively affect the academic achievement of female students (Tuntufye & Bernadette, 1989).

Table 21: Efforts of female students in doing assignments, asking and answering questions

Items	Responses	F	%
How do you see the effort of female students in doing assignments, asking and answering questions?	A. High	7	19.4
	B. Low	29	80.6
	C. undecided	-	-
	Total	36	100

According to the above Table 21, 29(80.7) respondents stated that, the effort of female students in doing assignments, asking and answering question was low. In other case, 7(19.4%) of respondents replied that the effort of most students in doing different activities were high. Similarly, the research done by Konu & Rimplela (2002) cited in Engin-Demir (2009), in addition, educational activities and individual efforts of female students are important for academic achievements. Regardless of intelligence, students spent more time on doing assignments; project works, home works and class works are very important activities to improve their grades.

Table 22: Female student's absenteeism in the school

Items	Responses	F	%
Do female students' experience absenteeism more than males in your school?	A. Yes	22	61.11
	B. No	14	38.89
	Total	36	100

As it observed from the above Table 22, 22(61.1%) replied that a number of female students abstained from the school and one of the main problem that affects the academic achievement of female students. On other hand, 14(38.9%) responded absenteeism in not only in the case of female students and also male students. Respondents stress on the case of absenteeism. Absenteeism is one of the major factors affecting students' academic achievement.

The student has an opportunity to acquire new knowledge and day to day activities of the curriculum; this significantly influences the students' academic achievement. To associate this study with Fuller *et.al*, (1999), to be successful, students should attend schools consistently because high chance to obtain new insights from the classroom activities and the daily lesson acquiring knowledge. Due to heavy domestic work and the support they give to their parents, school female experiences absenteeism.

Table 23: Mechanisms to improve the academic achievement of female students

Items	Responses	F	%
What do you think should be done to improve female students' academic achievement?	A. Giving special tutorial	11	30.56
	B. Support stationery and material cost	3	8.33
	C. Increase family awareness	7	19.44
	D. By guidance and counseling And additional training	15	41.67
	Total	36	100

From the above Table 23, 15(41.7%) of respondents confirmed that, the academic achievement of female students will be increased by providing guidance and counseling as well as additional training to support female students to promote their motivation and academic achievement. Additionally, 11(30.6%) responded giving special tutorial for female students and also enhance their achievement. Moreover, 7(19.4%) and 3(8.3%) respondents realized that, supporting stationery and material cost and increase family awareness have a positive effects on the academic achievement of female students in the school respectively. To make known to other study students' characteristics refers to student well-being, perception of the school environment, motivation, involvement in scholastic and co-curricular activities and efforts of students, perception of students' on parental support and involvement, and center of control in all areas have significant effects on a students' academic achievement (Engin-Demir2009).

Table 24: Parent's income status

Items	Responses	F	%
How do you rate parents' income status?	A. High	-	-
	B. Medium	13	36.11
	C. Low	23	63.89
	Total	36	100

From the above data, Table 24, 23(63.89%) consistently shown that the income status of parents is low. Whereas, 13(36.11%) argued that the income status of parents is medium. So, the academic achievement of female students has influenced by background of family characteristics such as socio-economic status of, occupation and income. As substantial research has indicated from these factors parental level of income has been the most significant source of disparities in female students' academic achievement. As indicated on the Third International Mathematics and Science study (TIMSS) tests, students from economically and low income parents disadvantaged families and had less level of education have systematically performed worse than other students (Robinson, 1993 & Engin-Demir, 2009).

Table 25: Activities of teachers to use relevant teaching aids during teaching and learning process

Items	Responses	F	%
Do teachers use relevant teaching aids during the teaching learning processes?	A. Yes	15	41.7
	B. No	21	58.3
	Total	36	100

From the above Table 25, 21(58.3%) of respondents replied that the majority of teachers during teaching and learning process, they hadn't use relevant teaching aids to support and promote the academic achievement of students in the school. In other case, 15(41.7%) of respondents argued teachers use relevant teaching aids during the teaching learning processes.

4.4. Woreda Education office

Concerning the academic achievement of female students, all concerned bodies of Ababo Guduru Woreda education office agreed on sharing the point that factors affecting the academic achievement of female students had records of reduced examination achievement compared to male students. The Woreda declared that variations or inconsistencies in academic achievements of female students are not good and explained according to the following tables.

Table 26: Effect of presence of more female teachers in school on female student's academic achievement

Items	Responses	F	%
Do you think that the presence of female teachers in schools has positive effect on female student achievement?	A. Yes	5	62.5
	B. No	3	37.5
	C. I am not certain	-	-
	Total	8	100

As can be seen from the Table 26 above, 5(62.5%) of the respondents replied that the presence of more female teachers in school has a positive effect on female student academic achievement the secondary school. On the other hand, 3(37.5%) replied that the presence of female teachers in the school does not have positive effect of on the academic achievement of female students' in the school. From this, one can deduce that the presence of female teacher encourages the increase the academic achievement of female students in education. Similar study done by Barbara, Harz k *et al.*, (1991) stated that, the presence of female teachers in the teaching staff can attract girls to learn by providing a guarantee to parents to enroll their daughters, motivate and score good results.

Table 27: Academic achievement of female students in Woreda compared to male students

Items	Responses	F	%
Do you think that academic achievement of female students is lower than that of male students according to your Woreda?	A. Yes	8	100
	B. No	-	-
	Total	8	100

As can be seen from the Table 27 above 8(100%) of the respondents argued that the academic achievement of female students in Woreda is lower than male students (Table27). And respondents were asked the reasons that affect the academic achievement of female students includes, direct and indirect costs of schooling, female students thinking to cover the cost of schooling rather thinking for academic success, parents perception educating female were low. Also the respondents indicated that the high demand of females for domestic chores; lack of study time, economic problem to afford themselves such as house rent, school uniform, and stationary may restrain girls' academic performance and achievement.

Similarly, according to the World Bank (1991), throughout most of sub-Saharan Africa and south Asia, the heavy work burden of rural women may force them to keep their daughters at home to help with care of younger siblings, time consuming tasks on the farm, and such household chores as cleaning, cooking and collecting fuel even if girls work at home it interferes with the academic achievements of the girls who have already acquired access to education since it requires an extra time, which would be devoted for studying (Alemtsehai, 1985). In general, the daughters' labor demand of parents for household work can affect females' participation and their academic achievement in education.

Table 28: Community attitude towards girls schooling and their academic achievement

Items	Responses	F	%
What do you comment about community attitude towards girls schooling and their academic achievement?	A. High	-	-
	B. Medium	2	25
	C. Low	6	75
	Total	8	100

According to the above Table 28, 6(75%) of the Woreda administrative office responded that, the community attitude towards girls schooling and their academic achievement was low. In other case 2(25%) replied that most of community had medium perception about their female achievement. And family and the community towards girls' schooling were negative. It has an impact on female students' academic achievements.

Similarly, Bowman & Anderson (1982) noted that a few of the females attend school in areas where traditional attitudes such as protection of daughters from foreign influences were strong. Concerning the parental and family attitudes to females' participation in education. To link this study with, Hyde (1993) stated that the wish to protect daughters from undesirable influences appears strongest in areas that are still very traditional.

Additionally, the enrollments and achievement of females was lower in communities where social expectation of the roles and obligations of women has traditional bias, Alemtsehai (1985) found that the major barrier for females' education in Ethiopia was traditional views, which reflects that girls have a place in the home and hence sending them to Bouga (1996).

Table 29: Suitability of school environment for teaching and learning process

Items	Responses	F	%
What do you think the suitability of school environment for teaching and learning process?	A. Very good	-	-
	B. Good	1	12.5
	C. Not good	7	87.5
	Total	8	100

From the above Table 29, 7(87.5) the respondents replied that, the suitability of the school environment for teaching learning process not good for students especially, for female students and one of the main factors affecting the academic achievement of female students. In other case, 1(12.5) responded that the school environment is good to support students. The study done by Fuller & Clarke, (1994) and Heyneman & Loxley, (1983), stated that the importance of human and material resources that maintain the school environment well in achieving better schooling achievement, including such factors as school infrastructure, class size, teacher experience and qualifications and availability of instructional materials have largely effects on student achievement.

Table 30: Woreda education office provided training for teachers

Items	Responses	F	%
Do the Woreda education office provided training for teachers to increase the academic achievement of female student's?	A. Yes	-	-
	B. No	8	100
	Total	8	100

According to the above Table 30, 8 (100%) the Woreda education offices expertise argued that the Woreda education office hadn't provided training for teachers to increase the academic achievement of student's especially female students. From the above data, different trainings from different concerned bodies' also plays significant roles in female students' academic performance.

Table 31: Economic problem and puberty as factors affecting the academic achievement of students

Items	Responses	F	%
Do you thing that economic problem and poverty are some of the factors that affect female students' academic achievement?	A. Yes	8	100
	B. No	-	-
	Total	8	100

As indicated in the above Table 31, 8(100%) of replied the economic problem and poverty are some of the factors that affect the academic achievement of female students. In poor families decision to send a girl to school relies on parents' commitment and their willingness. Poorer parents prefer their daughters stay at home to help them in domestic work. Most of the research reports underline that resources, work and various opportunities are not equally allocated among family members.

Parent, to get additional income for their household subsistence and to secure daily demanding basic need, women spend more time on income generating activities and domestic chores. The most clearly noticeable gender inequalities are visible in the societies where women are confined to the home. Poverty affects girls schooling and their academic achievement. Parents' income is the most influential in respect of supporting their daughters in schooling (UNESCO, 2003)

Table 32: The negative influence of parents' poor education background on female student's academic achievement

Items	Responses	F	%
How do you rate the negative influence of parents' poor education background on female student's academic achievement in your locality?	A) Very high	3	37.5
	B) High	2	25
	C) Medium	2	25
	D) Low	1	12.5
	E) Very low	-	-
	Total	8	100

From the above data Table 32, 3(37.5%) the respondents argued that, poor educational background of families to influence highly the academic achievement of female students is very high. Additionally, 2(25%) replied poor educational background of families affects the academic achievement of female students is high and medium respectively. In other hands, 12.5% of respondents replied that poor family educational back ground as a factor to affect the academic achievement of female students is low. Some studies conducted by Schiller *et al.*, (2002) also argued that regardless of national context, parents who have more educated appear better able to provide their children with the academic and social support important for educational success when compared to parents with less educated.

Chapter Five

5. Summary, Conclusion and Recommendation

5.1. Summary

The study was anticipated to examine factors that affect the academic achievement of female students' in secondary schools of Hababo Guduru Woreda, Horo Guduru Wollega Zone. In order to realize the purpose of this study, basic questions were raised regarding the factors affecting the academic achievement of female student's in education. Questions were also raised as to what the major factors for low achievement of female students.

For gathering important information and data, both quantitative and qualitative research methods were used. The quantitative data were obtained through questionnaire. The final account of the questionnaire was administered for 150 grade 9 female students, 6 directors, 10 female and 20 male teachers of the school, 8 Woreda education experts at Ababo Guduru Woreda grade nine students. The qualitative instrument constituted of document analysis and student records to gather information on factors contributing to low academic achievement of female students in education. Frequency distribution and percentage have been used for data analysis.

Thus the analysis made announce the following major findings and conclusions:

- The study confirmed that time spent at work in home had negative impact on their academic achievement and weakening at higher levels of study hours results poor academic achievement of female students
- The school costs negatively influence parents' willingness to educate and enhance the academic achievement of their female students.
- Female's students are more engaged in household activities. This shows that females are important for domestic or household work and by doing this they reduce the families' expense that can be paid for the maidservants
- The distance between the school and home have the bigger impact on academic achievement of female than on boys for a variety of reason, such as the direct cost may be high and the time lost on traveling would be more costly to female students.

- The especial support teachers give to female students indicated that, teachers give low support to female students to enhance their academic achievements in education
- Lack of guidance and counseling to support female students, in the school to promote the academic achievements of female students in the school is poor.
- School related and students, parent or home related factors also hamper the academic achievement of female students in education.
- The effort and commitment of political and administrative bodies, especially women affairs, to increase the academic achievement of female's students in education is low.
- The interest of parents do not want to educate and motivate their daughters to increase their academic achievement, because, due to marriage, educated females become part of another family and they should be stayed in the home.
- The effort of female students in doing assignments, asking and answering question was low and absenteeism from the school and one of the main problems that affects the academic achievement of female students.
- The academic achievement of female students has influenced by background of family characteristics such as socio-economic status of, occupation and income.
- During teaching and learning process, teachers hadn't use relevant teaching aids to support and promote the academic achievement of students in the school.
- The academic achievement of female students varied from year to year, low achievement academically in the school.
- The community attitude towards girls schooling and their academic achievement was low.
- The Woreda education office hadn't provided training for teachers to increase the academic achievement of student's especially female students
- Poor educational background of families to influence highly the academic achievement of female students is very high.
- Lack of role model female teachers: Female role model teachers have high psychological impact on female students. Whereas, in the Woreda, there is a low proportion of role model female teachers' in secondary schools

Generally, there are various factors affecting the academic achievement of female students at Dedu secondary school such as school infrastructure, class size, teacher experience, qualification, teachers' contribution to students' academic achievement, low level of school attendance of female students, unfavorable school environment, lack of access to training and lack of motivation and effort of female students, parents living standard, level of education of parents.

5.2. Conclusion

The research has tried to identify and analyze different factors. Namely, lack of opportunities to study and read in and outside the school, lack of parents' awareness about the values of educating females and perception about academic achievement of the females, living costs of female students, including food supply cost, stationery as well as reference material costs are the major reasons that made parents not help their children to school to increase the academic achievement of female students, domestic or household work, , the long distance girls often have to travel to get school is also a limit to their achievement in school, particularly in rural areas. Additionally, parents' poverty, lack of the presence of more female teachers in school, low support teachers to female students, absence of school guidance and counseling service for female students to promote their academic achievements in the school. Besides to the above factors early marriage, lack of motivation toward female students, attitude of teachers and commitment to support female students to improve academic achievement, absenteeism, teacher's qualification and experience as well as educational background of parents are the major factors of the research area.

5.3. Recommendations

Based on the major findings and conclusions the following recommendations are forwarded. Much attention is required to improve academic achievement of female students, the quality and relevance of secondary schools in the Woreda in relation to empowering female students in education.

- It is advisable for the WAOs and respective schools to provide supportive educational environment to female students.
- It seems essential to arrange tutorial programmes by the schools for females' students as to fill gaps and make females competitive.
- It is important for the WAO along with other stakeholders to raise the awareness of the local community on the values of girl's education and on how to mitigate those factors like early marriage, harassment of girls and abduction that push girls from schools.
- It seems important for the secondary schools in the Woreda to provide the necessary supports in the form of counseling and work on how to increase girl's attendance through open discussions with parents.
- The Woreda should prepare different training for both new and experienced teachers on how to increase the academic achievement of female students.
- Increasing supply of secondary schools for girls and enhancing their achievement' may require establishing schools closer to their homes to reduce absenteeism or providing commonly-managed boarding facilities for girls safely.
- It seems also important to have female model teachers and to increase the number of qualified teachers and improve the administrative system who could contribute to the improvement of female students' performance in Ababo Guduru Woreda.
- Finally, it seems important to recruit more female teachers and give more in-service training opportunities so as to positively influence girl's education.

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APPENDIXS

APPENDIX 1

ADDIS ABABA UNIVERSITY

POST GRADUATE STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire for secondary school female students of Ababo Guduru Woreda

The main objective of this questionnaire is to gather information on factors affecting academic achievement of female students in secondary schools (in case of grade nine students) of Ababo Guduru Woreda in Horo Guduru Zone. Thus, you are kindly requested to be considerate in answering the questions. Your cooperation in answering the questions is highly appreciated and kindly please spare some of your valuable time to all the items.

Note:

- Any of the information or suggestions you provide will be kept confidential and used for research purpose only.
- Do not write your name on the questionnaire

Give appropriate answer to the following questions. Please put "x" mark in the space given or circle on one of the given choices. Where necessary you can also write you answers for some of the questions on the blank spaces given.

BACK GRAUND OF FEMALE STUDENTS INFORMATION

1. Name of your school _____

2. Age:

a. 14 Years and below

b. 15_16 years c, 17_18 years

d. 19 years and above

3. Education level _____

4. Marital status: married single divorced

Questions related to female students education

1. At the place where you live, do boys and girls have equal chance to study in your locality? A) Yes B) No
2. If your response to question number 1 is "No" who gets more chance? A) Boys B) Girls
3. Do you think that school costs influence parents' interests to educate their daughters?
A) Yes B) No
4. If your response to question number 3 is "yes", which of the following cost are not reasonable costs for girls who come from poor families?
 - A. House rent and food supply cost
 - B. Books fee
 - C. Stationery and material cost
 - D. Schooling fees
5. Different from your past experience, who was engaged more in house hold tasks?
A. Males B. Females
6. If your response for question number 5 is "females", what kind of work/chores make females busy to properly attend their education?
 - A. _____
 - B. _____
 - C. _____
 - D. _____
7. Do you think that the schools, especially grades 9-10 secondary schools in your area are located at reasonable distance from all students home?
 - A. Yes
 - B. No
 - C. I am not certain
8. If your response to question number 7 is "No", what are the effects of long distance between home and school on the academic achievements of female students in education?
 - A. Because of their parents poverty they face shortage of money to pay for food and house rent
 - B. Because of fear of parent missing their daughters

- C. Because parents are unwilling to send their daughters to distant schools
 - D. Lack of enough transport to the school
9. Do you think that the presence of female teachers in schools has positive effect on female student enrollment and achievement in your locality?
- D. Yes
 - E. No
 - F. I am not certain
10. Which level of education do most females complete in your locality?
- E. 1- 4 grades
 - F. 5- 8 grades
 - G. 9-10 grades
 - H. 11-12 grades
11. How do you rate special support teachers give to female students?
- A. High
 - B. Medium
 - C. Low
12. Do you think that female's students spend more time in their studying?
- A. Yes
 - B. No
13. Does your school provide guidance and counseling service for female students?
- A. Yes
 - B. No
14. What factors mostly affect the academic achievements of female students at secondary level in your locality?
- A. Institutional/school related factors
 - B. Student related factors
 - C. Teachers related factors
 - D. Parent/home related factors
 - E. Please specify, if any other -----

- 15) How do you rate the effort of political and administrative bodies especially woman's affairs office efforts to increase academic achievement of female students in education?
A. High B, Medium C. Low
- 16) Does early marriage hamper female student's academic achievement in your school?
A. Yes
B. No
C. I am not certain
- 17) Do teachers in your school provide support for female students?
A. Yes
B. No
C. I am not certain
18. If your response to the above questions is 'yes', how do the teachers provide the supports?
(Making more than one choice is possible)
A. By providing additional regular tutorial classes
B. By providing relevant teaching aids to support female academic achievement
C. Providing additional tasks just before exams
D. Please, specify if any
- 19) What do you think should be done to improve female students' academic achievement in secondary schools? (Making more than one choice is possible)
A. Giving more study time for females than males and
B. More tutorial classes than what being provided for females and practical activities
C. Constructing living house and subsidizing their food supply cost for those who come from long distant place.
D. Expanding schools at an average distance
E. Increasing number of female teachers in school.
F. Making parents aware of the importance of females' education
Please, specify if any _____

20. The following statements are some the possible reasons as to why some parents don't send and promote their daughter academic achievement of secondary education. Please indicate the extent to which each of the following factors became barrier for female students' academic success by making "X" in the appropriate box corresponding to each statement.

No.	Why parents do not want to educate and promote their daughters academic achievement? Because:	SA	A	UD	D	SD
6.	After marriage educated females give more attention to the families of husband sides					
7.	Parents are worried that their daughters may get to unwanted pregnancy before completing their schooling.					
8.	Families believe that women's natural duty is getting married and bearing children					
9.	Families demand for daughters labor					
10.	Unwillingness to send their daughters far away from them					
11.	Most parents have low awareness of the role of educating their daughters					
12.	parents' educational poor back ground to promote daughters schooling					

APPENDIX 2

ADDIS ABABA UNIVERSITY, POST GRADUATE STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire for secondary school teachers and school directors of Ababo Guduru Woreda

Dear Respondent,

The main objective of this questionnaire is to gather information on factors affecting academic achievement of female students in secondary schools (focusing on grade nine students) of Ababo Guduru Woreda in Horo Guduru Zone. Thus, you are kindly requested to be considerate in answering the questions. Your cooperation in answering the questions is highly appreciated and kindly please spare some of your valuable time to all the items.

Note:

- Any of the information or suggestions you provide will be kept confidential and used for research purpose only.
- Do not write your name on the questionnaire
- Give appropriate answer to the following questions. Please put “x” mark in the space given or circle on one of the given choices. Where necessary you can also write you answers for some of the questions on the blank spaces given.

1. General information on the for school teachers and directors

- 1.1 Name _____
- 1.2 Zone/*Woreda* _____
- 1.3 Age _____
- 1.4 Sex _____
- 1.5 Marital status _____
- 1.6 Place of resident _____
- 1.7 Year of work experience _____
- 1.8 Current job: _____

- 1.9 Highest educational Qualification _____

2. Factors affecting and its handling mechanism of academic achievement of female students

2.1. From your experience of teaching at secondary school level, who do you think achieve academically better results in their study?

A) Female

B) Male

2.2. Please give some reasons why either of the group is better than the other.

2.3. When you teach at secondary level, do you encourage female students to achieve better results in academic performance?

A) Yes

B) No

2.4. If your response to question number 2.3 is "A" what mechanisms did you use?

2.5. How do you rate encouragement from female teachers to serve as role model for female students to score high result?

A. Very high

B. High

C. Medium

D. Low

E. Very low

2.6. How do you see the effort of female students in doing assignments, asking and answering questions? A, High B, Low C, undecided

2.7. Do female students' experience absenteeism more than males in your school?

A, Yes B, No

2.8. Do you think that academic achievement of female students is lower than that of male students? A, Yes B, No

2.9. What could be the reason for their lower academic achievement?

2.9.1 What do you think should be done to improve female students' academic achievement?

A, Giving special tutorial

B, Support Stationery and material cost

C, Increase family awareness

D, by guidance and counseling

2.9.2. How do you rate you parents' income status?

A, High B, Medium C, Low

2.9.3. Do you assume that male students spend more time in studying than females?

A, Yes B, No

2.9.4 Do teachers use relevant teaching aids during the teaching learning processes?

A, Yes B, No

2.9.5. In general, what do you say about the academic achievement of female students and what do you think should be done to overcome factors that affect female students' academic achievement?

APPENDIX 3

ADDIS ABABA UNIVERSITY POST GRADUATE STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire for Ababo Guduru Woreda Education office

Dear Respondent,

The main objective of this questionnaire is to gather information on factors affecting academic achievement of female students in secondary schools (focusing on grade nine students) of Ababo Guduru Woreda in Horo Guduru Zone. Thus, you are kindly requested to be considerate in answering the questions. Your cooperation in answering the questions is highly appreciated and kindly please spare some of your valuable time to all the items.

Note:

- Any of the information or suggestions you provide will be kept confidential and used for research purpose only.
- Do not write your name on the questionnaire
- Give appropriate answer to the following questions. Please put “x” mark in the space given or circle on one of the given choices. Where necessary you can also write you answers for some of the questions on the blank spaces given.

1. General information of Woreda education office

- 1.1 Name _____
- 1.2 Zone/ Woreda _____
- 1.3 Age _____
- 1.4 Sex _____
- 1.5 Marital status _____
- 1.6 Place of occupier _____
- 1.7 Number of service years _____
- 1.8 Current position _____
- 1.9 Highest educational level achieved _____

2. Factors affecting and its handling mechanism of academic achievement of female students

2.1 Is the failure of female students highly varying from year to year in Woreda?

- A) Yes B) No

2.2 Do you think that the presence of female teachers in schools has positive effect on female student enrollment and achievement?

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

2.3 How do you rate the effort of political and administrative bodies especially woman's affairs office efforts to increase academic achievement of female students in education?

- A) High B) Medium C) Low

2.4 Do you believe that female students need more help than male students at this level?

- A) Yes B) No

2.5 If you answer is "Yes", what methods you use to assist female students?

2.6 Do you think that academic achievement of female students is lower than that of male students according to your Woreda? If yes, what are the reasons for their lower academic achievement?

2.7 What do you comment about community attitude towards girls schooling and their academic achievement?

- A) High B) Medium C) Low

2.8 What do you thing the suitability of school environment for teaching and learning process?

- A) Very good B) Good C) Not good

2.9 Do the Woreda education office provided training for teachers on how to increase to increase female student's academic performance?

- A) Yes B) No

2.9.1. Do you think that economic problem and puberty are some of the factors that affect female students' academic achievement?

- A) Yes B) No

2.9.2. How do you rate the negative influence of parents' poor education background on female student's academic achievement in your locality?

- A) Very high
B) High
C) Medium
D) Low
E) Very low

DECLARATION

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

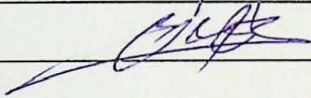
Name: Dereje Oesissa

Signature: 

Date of Submission: 20-6-2016

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

Name: Abdulaqiz Hussein

Signature: 

Date: _____