

MAJOR PSYCHOSOCIAL FACTORS TO FEMALE STUDENTS
GRADE REPETITION AS PERCEIVED BY STUDENTS,
TEACHERS AND PARENTS: THE CASE OF SECOND
CYCLE PRIMARY SCHOOLS IN JIMMA TOWN

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ACRONYMS

AAU	Addis Ababa University
AIDS	Acquired Immune Deficiency Syndrome
ECA	Economic Commission for Africa
EFA	Education for All
ESDP	Education Sector Development Program
EWLA	Ethiopian Women Lawyers Association
FAWE	Forum for African Women Educationalists
GER	Gross Enrollment Ratio
HIV	Human Immune Virus
ICCLE	International Center on Child Labour and Education
ILO	International Labour Organization
MDG	Millennium Development Goal
MFED	Ministry of Finance and Economic Development
MOE	Ministry of Education
NER	Net Enrollment Ratio
NGO	Non-Government Organization
PTA	Parent, Teacher Association
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organizations
UNICEF	United Nations International Children Emergency Fund
UPE	Universal Primary Education
USAID	United States Agency for International Development

ABSTRACT

The main purpose of this study was to investigate some of the major factors that contribute to female students' grade repetition in government senior primary schools of Jimma Town. It attempted to identify the major factors as it was perceived by teachers, parents and female students themselves so as to present different areas of interventions. In order to attain the objective of the study, a descriptive method was employed. The study was carried out in six primary schools that were selected using random sampling technique. The study also involved 282 female grade repeaters that were selected using random sampling technique, and 60 teachers and 6 principals purposely selected from the six sample schools

Both quantitative and qualitative data-collection methods were employed to conduct the study. Questionnaires, interview and focus group discussion were the instruments used for data collection. The quantitative data gathered were analyzed using percentages and frequencies as the main tools for summarizing the data. Besides, qualitative data gathered from interviews and focus group discussion were supplemented using narration and summary of respondent words in order to cross check and explain the quantitative data. The findings of this study identified female grade repetition as the combined effect of both social and psychological factors related to school and family environment in Jimma town. More, specifically most respondents in the study perceived, house hold responsibilities, poverty, lack of school facilities, fear of sexual harassment and abduction, lack of employment prospects and insufficient school based supportive service as the main reasons for high rate of female's class repetition

Accordingly, the improvement of these factors may make a considerable change in female students' class repetition at these grade levels. Therefore, it was recommended that measures related to teachers training, availability of counseling and school supportive service, the creation of safe school environment as well as financial supports to poor female students and their families, community sensitization in awareness rising can be taken to reduce the prevailing scope of female students' grades repetition in government senior primary schools of Jimma town

CHAPTER ONE

1 Introduction

This Part deals with the introductory section of the study. It covers the background of the study, statement of the problem, research questions and objectives, significance of the study, delimitation of the study, definition of terms, and limitation of the study.

1.1 Background of the Study

The development of human resources is basic to the nation building. There is a broad common consensus that education is a basic and an important foundation for economic, culture, and social development of a nation. Education is essential for raising individual productivity as it provides the skills and basic intellectual tools necessary for further learning which can later be transformed from job to job (UNESCO, 1993). Likewise, there is a firm belief that education has a vital role to play in Ethiopia's development (Ministry of Education, 1999). To this end, the Ethiopian education and training policy which was implemented in 1994 has a guide line for the development of education sector in its totality throughout the country; with particular reference to women, the policy recognizes one of the problems of Ethiopian education is the inequality of educational opportunities for girls particularly in rural areas.

The Ethiopian government translated its educational policy in to an action plan through what is known as Education Sector Development Program (ESDP). The ESDP indicates that one of its priorities is to provide eight years of primary schooling for all. Within this frame work, it shows that female education will be strongly promoted by sensitizing community to the benefits of educating girls and delaying their marriage (Ministry of Education, 1999)

Nevertheless, according Akunga (2006), a lot still needs to be done for countries to achieve universal primary education for all and further attain gender parity- a goal that still farfetched due to persistent barriers facing girls in accessing quality education.

Though, education of girls plays a significant role in the full dimension of development of a country, study conducted on the education of boys and girls indicate that boys are more favored than girls in terms of access and success in education. Indeed, pervasive gender ideologies at the house hold and community levels often favors males over females and thus promote differential education opportunities and outcomes. As regards this, Hyde (1993:101) observes

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

Correspondingly, Cammish (1993) indicates that in most developing countries the oldest idea of giving education to boys other than girls result in few girls' success in education. Likewise, Seyoum (1986) maintains that the cultural and social values which greatly limit the role of women to the level of being a wife or mother, have contributed to the low levels of girls schooling in Ethiopia. On top of this, United Nations Children's Fund Report (2006), indicated in Eastern Africa, various factors come in to play to keep majority of girls out of school and militate against the quality of education available. These include insecurity in the region, poverty, socio cultural factors, insensitive school environment and HIV/AIDS among others.

Studies conducted by Lockheed and Verspoor (1991) examine different factors that relate to female students educational wastage in different regions and countries. These factors can be categorized in a number of ways. Some of these factors are related to institutional practices and others are associated with society's customs, beliefs and attitudes about girl's education. Similarly, Stromquist (1997:2) reviews that the prevailing sexual division of labor, which assigns women domestic tasks and responsibilities, results in obstacle to schooling for girls that boys do not face. To substantiate this, Rose (1997:107) noted that girls work requirement for the family is heavier than boys; and girls would often be required to work from an early age in the house hold. The house hold chores obviously, occupy most of their time and in due course girls do not have time to study at home. On top of this Hyde (1993:110) pointed out, as girls

approached puberty, still other factors come to the fore. Social, cultural and psychological pressure surrounding engagement, marriage and pregnancy combined with religious outlook, economic opportunities and pressure can negatively affect girl's educational performance.

Today, although the enrollment and participation of female students has increased and the gender gap has been reduced to some extent, a number of studies have shown that in most developing countries including Ethiopia, females receive less schooling than males (Rose, et al., 1997; Yelfign, 1999; & Emebet, 2003). Hence, the importance of focusing on gender in any development effort is not questionable. Thus, widening the access of female students to quality education, eliminating major barriers to and making them successful in education should be one of the main points in modern society development strategy.

To substantiate this, Teshome (2002) indicated that education of girls plays a significant role in the full dimensions of development of a country. Indeed social returns to female education are high and exceed the returns to male education. That is, educating females improves children's health, reduces the number of unwanted births, and causes women to maintain a small number of family sizes. Likewise, Moulton (1997) explains, the benefits of education for girls and society by the effect it has on empowering girls. Empowered girls acquire and use new personal, social, and economic behaviors that in turn affect societal change; it provides an opportunity and a space for girls to engage in the world outside their home. This engagement of young girls may provide an impetus to greater civil society development through the creation of women's organizations and community development

There are, however, different studies which indicate millions of Ethiopian children, especially; girls are still living in difficult circumstances. The wide spread of domestic labor exploitation and abuse among girls are indicative of the worst condition of children in the country that adversely affect their education. For instance, a study conducted by Alem (2001) found the existence of numerous child prostitutes between the ages of thirteen to sixteen in Addis Ababa. These were often sexually abused and never allowed to go to school. Beside, Habtamu (2008) indicated, though the situations of females in Ethiopia has improved in the past decades, yet, women continue to have fewer rights, lower education and health status, less income, and less

access to resources and decision making than men. Prejudice, stereotypes, discrimination and inequality still persists. For instance, according to this author, fifty percent of the Ethiopian population is female, but the proportion of resources controlled by females is very small. Only about 20% political and leadership posts are occupied by females, the ratio of female students and teachers in higher education institutes are about 25% and 10% respectively (Habtamu, 2008)

Likewise in Jimma town, many girls are found in a very serious risks of domestic responsibilities and harassments, denied many of their basic childhood rights and quality education (Temsgen, 2008). Other studies, Lockheed and Verspoor (1991) and Stromquest (1997), have shown the usual involvement of girls in house hold chores that set the stage for school girls to repeat grades more frequently than boys in developing countries. The prevailing sexual division of labour, which assigns women domestic tasks and responsibilities, results in obstacles to schooling for girls than boys do not face. ©

Thus, enabling females to complete their education successfully is to invest in the future progress and better standards of life with multiplier effects. To be able to make efforts that improve wastage due to repetition requires a clear understanding of the, causes, consequences, and policy responses made to the problem of female grade repetition (Teshome, 2002). This understanding will be used as bench marks from which to start new actions

However, though grade repetition for female students in primary schools of our country seems to be high, most research on the subject have focused on secondary or first cycle primary levels. The causes of female students' grade repetition in second cycle primary level, therefore, remain yet not well documented. It is believed that different localities might have different, social, cultural and psychological causes for high grade repetition of female students. With this general frame work, this research was intended to identify major psychosocial factors that contribute to female students' grade repetition in second- cycle primary schools of Jimma town. Where there is no research study is so far conducted on the subject at this level.

1.2 Statement of the Problem

Today, the importance of education as a poverty reduction strategy and thereby as enabling development is widely recognized among national and international donor agencies, NGO's and among national governments. Particularly, the education of women and girls and achieving gender equality are important elements of promoting development and advancement in people's life quality as well as a means to empowering women themselves (UNESCO, 2006). But Sub-Saharan African and South Asia rank lowest in the gender related development index and this inequality is also found in the area of education with the wide spread girls grade repetition, drop out and low participation in education (MOE, 2000).

Although, the Ethiopian Constitution (1995) has provided special rights for children to be protected from harm and exploitation that hinders their education and development; and the education and training policy of Ethiopia (1994), considers education as a basic rights and guarantees free primary school education for all school aged children and targeted at reduction of gender gap at every educational level,⁴ Ethiopia is still one of the developing countries with the lowest girls enrollment rates and drop out compared to other developing countries (Befekadu, et al, 2001). For instance, in primary education of Ethiopia, the gender gap persist at the level of 20% in gross enrollment ratio (GER) at the national level in the year 2001 – 2003, even if the target of ESDP II is to reduce the gender gap to 16 % by 2005 (Lasonen, et al, 2005). In the same way, Ayalew (2005) also indicated that, the net enrollment ratio (NER) for girls at the primary level is 51.8 % that is by far less than that of boys 62.9 %. That means more girls did not yet join or drop out of the educational system of Ethiopia

Different studies in Ethiopia indicates major factors responsible for low participation and low success in education of female students as family related and school related factors such as: economic constraints, marriage by abduction, load of household chores, culture, school distance, sexual harassment, pregnancy and residence area as the main factors (MFED, 2002; Tesfaye, 2002; Habtamu, 2002; Emebet, 2003; EWLA, 2003). Thus, though, a lot of studies have been underway, girls education is still in jeopardy in the country.

Likewise, in Jimma town, child domestic exploitation, child abuse, neglect and trafficking are widely observed and continuous at alarming rate, often exposing girls to various risks including low achievement in formal education (Temesgen, 2008). therefore, the researcher believes there should be some other psychosocial causes that is not yet addressed properly and continue to influence girls success in their education in the town., Unless these problems are studied and its peculiar nature is identified and solved gender equality in schooling continues to be a challenge that threatens the achievement of national and international millennium development goals: “achieve universal primary education” and “achieve gender equality by 2015” that is agreed by the Ethiopian government (MOE,1999)

Therefore, considering low educational attainment of girls and inequalities between males and females, the researcher of this study attempts to investigate major psychosocial causes that hinders girls success in education in Jimma town government primary schools

1.3 Research Questions

The main purpose of this study was to assess major psychosocial factors that lead to female students’ grade repetition in Jimma town primary schools. In doing so, the study intended to answer the following basic questions:

1. What are the major psychological factors for grade repetition of female students in Jimma town?
2. What are the major social factors for grade repetition of female students in Jimma town?
3. What are the main school related factors for grade repetition of female students as it is Perceived by female grade repeaters and their teachers?
4. To what extent primary schools provided school based supportive service to assist girls’ other than classroom instruction?

1.4 Objective of the Study

General objective: - The study is intended to assess major factors that lead to female students' grade repetition in Jimma town primary schools

Specific objectives: - The specific objectives of the study are:

- To identify the major psychological factors that influence female students' success in education in Jimma town
- To describe the major social factors that contribute to female students' grade repetition in Jimma town
- To identify major school-related factors that hinder female students' academic achievement in Jimma town
- To explore the extent to which primary schools have provided school-based supportive services to assist girls' success in their education

1.5 Significance of the Study

Ethiopia is considered to have made a lot of considerable gains in girls' education in the past decade. Different statistics, however, suggested that the country still has a long way to go. Thus, studying the current status of females' education and achievement; and identifying their peculiar problem in Jimma town would contribute to reveal the particular nature of girls' problem in attaining quality education and eliminating major barriers that affect female students' success in education. Besides, girls are identified as a priority group due to urgent action required to promote girls' education and narrow the gender gap in academic achievement in government schools.

In general, the researcher of this paper believes that the findings of this study will have the following significance

- Help policy makers and concerned individuals at regional and town level to come up with a better solution that would boost female students educational success and enrollment in the primary schools
- The findings may provide clear pictures and complete information about girls education and the reason why girls do lower than boys in academic achievement; so that the local government, city administration, Non-Government Organization and the community could provide essential supports for vulnerable girls
- The study may help to raise the awareness and change on the attitude of the community towards girls' education by bringing attention to the norms and behaviors that perpetuate inequalities in girls' education
- The study may also initiate researchers who have an interest to make further study on the issue

1.6 Delimitation of the Study

This study has some delimitation concerned with the area of coverage and sample of the population. The study is conducted only in Jimma town six primary schools conducting second cycle and evening programs. The study does not assess all the schools at all educational level, in terms of repetition, enrollment, and achievement. It focuses only on girl students, because the researcher believes that the problem of educational wastage is more acute among girl students in primary schools. In so doing the study is delimited to find out the rationale behind girl students educational wastage, the extent to which their legal and educational right is protected at home and school; and the level of the community and school based supportive service available to them.

1.7 Limitation of the Study

The major causes for girls' educational wastage could be identified well if non-government schools were involved in the study. This was however beyond the reach of the researcher to access students in private schools due to time and financial constraints. This made it impossible to cross check data from different angles. The limitation might have also affected the reliability of responses that could be different if female students and their teachers from non government schools involved. Moreover the long time taken by the graduate school of AAU, and the minimum amount of financial support allowed for the study have created uneasy pressure to gather the necessary information and organize the study as it was planned.

CHAPTER TWO

2 Review of the Related Literature

Under this section, the critical review of the relevant international and national literatures were described and summarized on the issue of psychosocial factors that contribute to female students grade repetition

2.1 Theoretical Perspective

Over the years several major theories have been proposed to explain gender difference in human development. The theories differ on several important dimensions. One dimension concerns the relative emphasis placed on psychological, biological, and socio-structural determinants. According Bandura (1999), psychologically-oriented theories tend to emphasize intra-psyche factors governing gender difference in development, In contrast, sociological theories focus on socio-structural determinants of gender-role development and functioning.

However, social-cognitive theory of gender role development and functioning integrates psychological and socio-structural determinants with in unified conceptual frame work. In this perspective, gender conception and role behavior is the product of a broad net work of social influence operating both familial and in the many societal systems encountered in daily life (Bandura, 1999)

According to this theory, human development and functioning are highly socially interdependent, richly contextualize and conditionally manifested. In everyday life these different subsystem source of influence operate interdependently rather than in isolation. The multi causality and reciprocity of influences adds greatly to the complexity of disentangling functional dependencies and their changing dynamics over the course of development. However, people are not simply the product of social forces acting up on them, but contribute to their self-development and social change through their actions within the interrelated systems of influence. Hence, in this study, the researcher tried to asses major factors that cause female students grade repetition on the basis of this general theoretical frame work

2.2 General Overview of Female Education

Education is universally acknowledged to benefit individuals and promote national development. Education expands the opportunities and the choices for both boys and girls, According to USAID report (2007) worldwide 60 million girls remain out of school; hence governments need to work to close the gap between boys and girls by assessing the degree of educational disadvantage girls' face, identifying gender related obstacles and implementing remedies to remove and overcome them.

As pointed out by UNESCO report (2005), the effective strategy for educating girls' needs to include attention to access and success as well as narrowing gender gap in education . Girls in developing countries often come up against teaching practices, text books and other learning materials in schools that promote gender stereotypes that are detrimental to their academic achievement. To confirm this Kasente (2000) stated, despite the progress in raising educational enrollment rates for both males and females across all African countries, in the past decades, growth in educational success at all level for girls' lags behind that of boys. The low educational levels' among females' results from two basic factors; these are inadequate provision of educational materials and continued gender discrimination faced by girls and women (Thomas & Baden, 1993).

Several researchers indicated that, systematic barriers to girls' equal participation were numerous (Amy, 2001). In Eastern Africa various factors come in to play to keep majority of the girls out of school and militate against the quality education available. These include insecurity in the region poverty, socio-cultural factors insensitive school environment and HIV/AIDS among others (Ashimolom, A., & Akinbilea, A., 2007).

Thus, one of the most serious problems that Africa is facing is how to redress the existing gender imbalance in all walks of life, particularly in educational participation and success (Kasente, 2003). Although, the degrees and types vary from country to country, findings of different studies in Africa including Ethiopia, noted that the existence of gender parity in education and the need to identify and eliminate factors that hinders girls full participation and

success in schooling (Rose, et al., 1997; Yelfign, 1999; Emebet, 2003). In this respect King and Hill (1994) pointed out, girls in much of developing world continue to lag behind males in measures of educational attainments, including literacy, length of schooling, and educational achievement and identified, social, psychological and cultural values embedded in religious, political, economic, and familial systems, which value female youth less than their male counter parts and keep more female youth out of African education system than male

Though, some countries report increased Gross Enrollment Ratios (GER) and Net Enrolment Ratios (NER) for boys and girls. For example, in Ethiopia, the total enrollment has increased by 107% in the past 5 years; doubled in Eritrea between 1991/2001 from 24.8% to 46%, while in Tanzania NER increased from 79.3% to 86.7% between 2002 and 2003 (Shirley and Miske, 2006). In Burundi, on the other hand, GER increased from 39% in 1996 to 67.3% in 2002 and in Somalia from 17% in 2003 to 19.9% in 2004. However, the figures for girls' enrollment and completion rates lag behind those of boys and are still much lower than those of boys. Uganda is one country in which gender parity is almost not an issue. Girls' enrollment increased by 50%, and the country has nearly achieved gender parity in education. However, it still faces challenges in completion and achievement (Shirley and Miske, 2006).

Though, gender equality as a guiding principle in any national and international development plan and strategy was recognized as vital for sustainable development and peace; women and children in developing countries are still subjected to various forms of harmful traditional practices that affect their education and development (Jancloes, 2002). Thus, an effort to address the human right of girls' for full participation in education requires in depth analysis and understanding of barriers affecting girls' success in education, These barriers include, psychological, social, and cultural influences, related to home and school environment (UNESCO, 2004)

2.3 Benefits of Female Education

Girls' education has been recognized as an investment with the largest returns for economic and social development. Research has shown that educating girls and women gives those skills and knowledge that contribute positively to their-well being and that of their families and

further enables them to contribute to issues of social and economic development (UNICEF 2000). Additionally, they gain greater control of their lives and are better placed and able to lead healthier lives. Furthermore, Birdcall, Levine and Ibrahim (2005) point out maternal education is a key determinant of children's attainment' as mothers with basic education are substantially more likely to reeducate their children, especially daughters. This implies that support to women's literacy programmers should be considered an important compliment to intervention in increasing accesses and retention at the primary school level

Girls' education has been identified as a key component in improving economic and social well- being. It is well documented that investment in the education of girls' contribute to increased productivity and labour force participation, decreased fertility and infant mortality, and increased child health (Florio and Wolf, 1990; King and Hill, 1993; Schultz, 1998; Suummers, 1992). Private rates of return, measured as proportionate increase in wages associated with an additional years of schooling tend to be similar for men and women. However, it has been shown that where there is a systematic difference between estimates of private rates of return, the difference generally favors women (Schultz, 1998). This is especially true in countries where women receive significantly less education than men

The benefits of education for girls' and society can also be explained by the effect that education has on empowering girls. Empowered girls' acquire and use new personal, social and economic behaviors that in turn affect societal change; it provide an opportunity and space for girls to engage in the world outside their home. This engagement of young girls may provide an impetus to greater civil society development through the creation of women's organizations and community development (Moulton, 1997)

Despite the well-documented evidence for the economic and social benefits of female education to a country, multiple social, economic, and cultural factors contribute to girls' not succeeding in completing primary education. Government fiscal and management capability, as well as educational systems that reinforce stereo types about female roles and low academic performance or provide uncomfortable physical and social environments for girls' have been identified as a supply side constraints. Poverty and the related factors of direct and opportunity

costs of families together with house hold and community perceptions about the limited relevance of schooling for girls, are seen as depressing demand (USAID, 2001)

2.4 Meaning and Nature of Grade Repetition

Grade repetition is referred to retaining students in the same grade previously attended or level of study where the normal expectation is either to promote or complete the course (Eisemon, 1997:15). Brimer and Pouli (1971:18) also define repeaters as “students who in a given year, remain in the same grade and doing the same work as in the previous year.” More specifically, Dejnozka (1983:111) defines repetition as “retaining students in a grade previously attended for a year or more due to (in most cases) his/her unsatisfactory academic performance.” In this case, as Haddad cited in Merga (1999) states, academic failure could not be the only reason for grade repetition; as students who leave school to work in the harvest, or because of illness, are also considered as repeaters when they return the following year to the same grade. Thus, a repeater is a student who is identified in the same grade for a year or more due to different reasons to satisfy grade requirements for promotion to the next grade

From the definition given above, one can deduce that repetition of grade involves wastage of certain amount of resources. In relation to this, Elisemon (1997:30) reviews that repetition denotes wastage of individual, familial, instructional and public resources. Children who retained suffer more from academic achievement, personal adjustment, self concept, and attitude toward learning. Furthermore, he observed, that grade repetition most of the time contributes to students drop out of school and the relationship between dropout and grade repetition is often direct and positive

However, repetition is an issue that is highly debated among educators. Educators who favor grade repetition claim that it serves two major purposes: to remedy inadequate achievement or to allow students to catch up, while others continue at their own pace; and to aid pupils who are judged to be emotionally immature (Schiefelbein, et al., cited in Marga, 1999). Conversely, to promote pupils automatically is claimed to lower academic standards, to destroy pupils’

incentive to learn and teachers' motivation to teach and to create pedagogical problems in the class by increasing the ability range within each grade (Susy, 2008)

Generally, it is imperative that reducing grade repetition should be a high priority particularly in poor countries, like Ethiopia because of the substantial wastage of scarce resources involved. Therefore, improving measurement of repetition first and foremost requires a better understanding of its causes

2.5 Major Causes for Female Students Grade Repetition

In order to identify the factors affecting grade repetition of female students, studies have been undertaken in different areas. For example, Lockheed, Verspoor and Associates (1991) conclude that the causes of females repetition can be broadly categorized under three main headings; family related factors, student personal characteristics and school related factors

On the same way Kasente (2000) described factors that influence female student school achievement as, socio cultural beliefs and practices, opportunity costs, relevance of education, school environments (safety and security and teaching and learning activity). On top of this Hyde (2001) asserted, girls continue to face many obstacles that impeded their path to learning. Factors including discrimination on the bases of sex, unequal rates of investment by government, political conflict, inadequate national infrastructure, familial / social traditions and economic hard ship are all recognized barriers to girls' academic attainment.

In fact, there are different views as to which one of these factors plays a decisive role with regard to repetition and drop-out. As Bishop (1989), Simmons and Alexander (1978) and Befeqadu (1998) indicate the general cultural and economic conditions are more responsible for grade repetition and drop out than factors within the school system. Bishop (1989) further argues that the root problem of educational wastage lies in socio-economic conditions of the pupils concerned. By the same token, Haddad (1979); Lueck and McGinn (1975); Hanusek (1979); Summers and Wolf (1977) conclude that out of school variables like family background and personal pupils' characteristic are more important in determining pupils' progress at school

Several other studies in Ethiopia (Levey, 1991; Emebet, 2003; Yelfign, 1999) also indicate that low employment opportunities for educated females, excessive involvement in domestic chores, and parental reluctance to afford daughters educational expenses were the main reasons for low females' educational performance together with cultural impediments to girls' education such as early marriage and abduction.

In general different authorities have come up with different findings showing that internal or external factors could causes female students grade repetition and drop out For instance, Rose and others (1997) and Eisemon (1997) write that the causes for repetition or drop out are found both within the school system and out-side-of school system. In addition, Tadesse (1975) and Brimer and Pauli (1971) thoroughly summarized various causes of repetition and drop out as "internal" and "external" factors.

Thus, for the sake of convenience in this study factors contributing to female students grade repetitions are dealt under sub headings of 1. psychological factors such as: family attitude toward female education, female student's motivation to learn and fear of school related harassment; and 2. Social factors such as: lack of parental support, parent educational background, Parents disunity and death, domestic labour and HIV/AIDS

2.6 Psychosocial and Cultural Factors

The psychosocial attitudes and cultural beliefs and practices are some of the major factors that influence the gender disparities in education in most Sub- Saharan countries. Several studies indicated a number of psychological, social and cultural related factors tend to limit the success of female students in education. These factors include, family related factors such as, lack of family support, family attitude towards girls education, early marriage, fear of abduction; attitude of girls' themselves, religion, violence, trafficking, domestic labour, among others (UNICEF, 2002)

2.6.1 Parents Attitude toward Females Education

The family plays an influential role in children's success in school; parent's sense of efficacy to promote their children development and aspirations they hold for them affect their children's belief in the efficacy, their academic aspiration, perceived occupational capabilities and scholastic achievement (Bandura, 1999). For example, in longitudinal study, Eccles (1989) found out that parents generally subscribe to the cultural stereo type that boys are more naturally endowed than girls for quantitative activities, despite equivalent achievement in mathematics, the more parents stereotype mathematics as a naturally male domain, the more they underestimate their daughters math ability and over estimate the difficulty of the subjects for them. Thus girls are more likely to get depressed over beliefs about academic inefficiency even though they suppress their male counter parts in their academic work

Many parents in Sub-Saharan African countries generally have low academic expectations for girls. Some parents' perceptions of adult roles for girls' marital and maternal obligations for their families make them believe that girls do not require much formal education as these roles do not require going to school. Odga and Heneveld (1995) indicated that the education investment behavior or decision of most African families is based on gender-differentiation, birth order, and number of siblings. According to them parents often consider that boys are a better investment than girls and that they are also better at school. Girls schooling is constrained when the real or perceived rates of returns to female education are limited (Oxaal, 1997)

2.6.2 Fear of Unwanted Pregnancy and of Abduction

Many studies point out pregnancy marks poor performance of girls' education particularly at the secondary level (Stromquist, 1997; Brock and Camish, 1994). According to these writers, in most African countries, the majority of the secondary schools are located in urban areas and girls' become highly vulnerable to sexual abuse, as they come to urban areas for schooling. The situation can cause girls' unwanted pregnancy, which affects their health as well as their educational progress

The experience of our country also revealed that some students are responsible for covering their educational costs when parents failed to afford them. In case of young girls, the problem often leads to practice sexual relationship with men who can support them. Such relationship can also carry the risk of unwanted pregnancy. In this regard, Aseffa (1991) reports pregnancy as a cause of female students' grade repetition in Ethiopian schools. Ediger (1988) also confirmed the teenage pregnancy of unmarried girls as a major factor for grade repetition and drop out among females of secondary education.

In order to avoid the problem of unwanted pregnancy, mentioned above, girls in Ethiopia are often married at an early age (Genet, 1991). King and Hill (1993: 43) also studied that in Ethiopia, 20 % of primary school students surveyed were already, promised, married or divorced. In another study, Teshome (2002) in his study indicated that, 80% of female students in Amhara region and 51% of female students in Oromia region dropped out of school due to early marriage. The research made by Wanna and Tsion (1994) also found that marriage is one of the factors for female students' educational wastage at both primary and secondary education in Ethiopia. ECA (1997:30) states the implication of marriage on academic performance of female students as:

...marriage is associated with child rearing and care of children for which the responsibility is of hers alone... a girl's opportunity to perform well is severely limited if she becomes a wife and mother at an early age

In view of this statement, such marriage brings forward not only the time of females' mother hood but also hinders their academic progress in countries where it is a common practice. Regarding this, Adane (1993) concluded that in Bahir Dar Awraja, early marriage is positively related to grade repetition for female students in primary education. Similarly, Kelly and Elliot (1982) confirmed that marriage is a major factor for poor performance of schooling among girls especially at secondary level.

2.6.3 Girls' Motivation to Learn

According to different writers achievement differences among students can be explained by motivation and expectations. Regarding this, Fox and others (1994) concluded that girls have lower confidence than boys do at puberty. They further state that lack of confidence has been cited as a reason inhibiting the persistence of many females in education. Of course, a number of girls succeed in school but the writer is concerned with identifying problem rather than wondering at triumph of some of schoolgirls over this adversity

Girls' lack motivation to learn due to a number of reasons i.e. psychological factors which are constantly present: a sub servant wife and mother role of girls, types of jobs expected by the girls, low teachers' expectations, lack of sufficient role model, etc (UNICEF, 2000). Bahiru and others (1998) also conclude that the inappropriate examination systems, the perceived irrelevance of curriculum to girl's daily life are among the factors that dampen female students' motivation to learn

Further, difficulties of academic subjects were also reported as the causes that affect female students' motivation towards learning (Carron, 1996). Regarding this fact, researchers revealed that the lower achievement of female students in some subjects could adversely affect the motivation in school. For instance, FEMED (1996) claim that 80 and 90 percent of the girls in East African countries failed in mathematics, physics, biology and chemistry examination in secondary schools in each of the years 1990 to 1995. Assefa (1991) also reported that female student's scores were lower in mathematics and language in Ethiopian primary schools. However, Kilo (1994) in Odga and Heneveld (1995) revealed that in Cameroon girls performed academically better than their male classmates in both science and language. Thus, research results show controversial issues on which difficulty of academic subjects could more affect female students' motivation to learn

Odaga and Heneveld (1995) argue that differential treatment of girls from boys by school teachers and parents and low expectation of girls can cause low motivation among school girls. Nyagura and Chivore (1997) and Haddad (1979) said that the unmotivated children are low

achievers. Carron and Chau (1996) and Asseffa (1991) also confirmed the lack of motivation was found to be the factor for grade repetition of female students in Ethiopia primary schools. To substantiate this, Akinkugbe (1994) concludes that the absence of the role for younger girls and male teachers discouraging of girls in the classroom situations, thus, are the causes of poor motivation among school girls towards learning and contribute to their poor performance

2.6.4 Lack of Family Support

Many studies have found out that the economic status of parents is a significant factor for female students' poor academic performance (UN, 1989; Rose, et, al., 1997; Eisemon, 1997, Stromquist, 1997; Levy, 1997). This is because parents' favor sons whenever conditions force a choice for whose schooling they should pay

Similarly, according UNESCO (2004), poverty is one of the major factors affecting girls in education, needless to point out that access and completion rates are lowest for children from poor households with girls with in such households registering very low levels of completion. In situation of lack of adequate resources at house hold levels, experience from East African countries indicate that parents favor boys' education to the girls', who are often withdrawn from school to give the boys the opportunity for schooling. This is based on strong belief that sons' should be educated because they will need to support aging parents and establish a house hold, while a daughter on the other hand , will eventually marry and serve another family (UNESCO, 2004)

Furthermore, Birdsall, Levine & Ibrahim (2005) observed, when a poor family considers how much a girl can help in domestic chores and the little opportunities she has of getting a paying job after education, the returns rarely justify the experience for poor parents. While, focuses on accessing primary education has been on removal of direct tuition fees, there are other costs that constrain accesses. This includes costs like school uniform and books. These have locked children out of school, particularly the girl child. Again, in most cases, when these fees are not affordable, it is the girl child who is withdrawn from school in favor of the boys.

Other studies shows, some parents in less developed countries, hold negative attitudes vis-à-vis the education of their daughters even though they are “rich” (King and Hill, 1993; Ballara, 1991; Word Bank, 1989). This is also found true in Ethiopia, as Befiqadu (1998); Wanna and Tsion, (1994) further stated that parents opposed to support their daughters schooling because there is no job opportunities even for those who completed their schooling. In addition, Stromqist (1997), and Ballara (1991) reviewed that the discrimination against women in the labour market and in salaries, reinforces parents’ negative attitude to the education of their daughters, which can contribute to their poor achievement, Thus lack of parental support could also be an important factor for female students grade repetition and drop out in Jimma town where educated unemployment problem seems high

2.6.5 Parents’ Educational Background

A number of studies have found that the educational background of parents is an important determinant factor of female students’ academic progress (Possi, 1999; Carron and Chau, 1996; Magland, 1994; King and Hill, 1993). Parents who are themselves educated may have a more enlightened attitude about female education, or provide a more stimulating environment for education of their daughters than uneducated parents. Similarly, Akunkugbe (1994:127) Grossat and Weeks (1987:273), And Qasim (1983:228) review that illiterate parents or parents with little education tend to pressurize their daughters to marry than to be educated, as a result, the lower the education of the parents, the more likely that the child will repeat or drop out of school

Furthermore, parental level of education and nature of occupation, according King and Hill, (1994) has an impact on the girl child’s education and professional development. Bahrman and Wolf (1983) cited in Emebet, (2003) described the level of parental education often affects the enrollment and success rate of female students; educated mothers are more likely to send their children to school and acknowledge the importance of educating their girls. Once again, the evidence showed that the educational back ground of parents could also influence girls’ schooling

Even though, many scholars agree on the opinion that parents' literacy affect females' academic performance, there is difference in the view that fathers and mothers' literacy equally affects females' academic achievement. According Chervichovsky and Meesook cited in Merga (1999) for instance, mothers' literacy does not matter as such as the fathers' education, because father can decide whether or not a daughter attends school. According to these writers, fathers' education has greater influence than the mothers' education since husbands have upper hand in all decisions concerning the family

The research findings by Khandker, (1996) and Gill, (1991) contradict the above results. They depict that education of Mother is more closely associated with the academic achievement of daughters than the education of fathers. Khandker (1996:21) clearly shows that mothers' education is strongly associated with the performance of female students. Furthermore, Birdsán, Levine and Ibrahim (2005) point out that maternal education is a key determinant of children's attainment, as mothers with basic education are substantially more likely to educate their children, especially daughters. This implies that support to women's literacy programs should be considered as an important compliment to intervention in increasing access and retention at the primary school level. The Kenya Demography and Health Survey (2003) also indicates that educated women are better able to provide for their families, take their children to school and have more access to information on HIV/AIDS Researchers in our country also find that mothers' education increases the girls' academic performance (Rose and others, 1997 and Yelfign and others, 1995)

2.6.6 Family Breakdown and HIV/AIDS

According to Brimer and Pauli (1971), disunity in the family due to death or divorce is one of the contributory factors to children's educational wastage (repetition and dropout). They, reveal that parental separation usually create serious emotional disturbance of school children in the form of tension and instability in their life which become obstacles to the children's concentration in the class. As a result, such children are likely to be exposed to the problem of grade repetition. To substantiate this, Adane (1993) reports that family disunity and children's grade repetition are significantly related. Similarly, Kurdek and Sinclair (1998) affirmed that

children from divorced families, in comparison with intact parent families, experience deficits in academic performance and more frequently repeat classes

It is also fairly documented that poor performance of students due to family break is more critical for girls than boys (Stew and Selfe, 1989). Wigfield (1988) confirms that school girls perform worse than boys when parents are divorced. This is due to the fact that, as Grossat and Weeks (1987) put, since girls' house hold work is greater burden in a situation of family break, it seems very remote for female students to perform well in their schooling. To support this, Allison and Furstenberg (1989) find that girls' are more negatively affected when they are living with their stepmother or stepfather than boys. To these authors, favorable and encouraging family conditions are a contributing factor for the females' progress in school, while the opposite contributes to academic failure and retardation in education

HIV/AIDS is also affecting girls' education adversely as girls are the first to be withdrawn from school to help caring for the ailing parents. And once the parents die, the girls take up the roles of their mothers and the likelihood of them attending school is low. The girls take up the house hold responsibilities undertaking all the domestic chores and at the same time working to provide for the family. Research has shown that most of the children out of school are orphans and other children made vulnerable by HIV/AIDS (UNICEF, 2005).

A study conducted in Kenya on the situation of AIDS orphans and vulnerable children in Kenya further showed that girls more often than boys drop out of school after their parents die to help care for their siblings. Findings further showed that after parents die, relatives support boys' education because they feel that they will grow to carry their family name and care for their families, while girls in most cases are taken in by relatives as house helps or find work for themselves (UNICEF, 2001)

According UNAIDS (2002) report; the effect of HIV/AIDS pandemic is undermining recent positive gains in education. In most countries, girls are the most disadvantaged when it comes to school. There are over 10 million young people (ages, 15-24) living with HIV/AIDS, and among those living in developing countries, 61percent are female.HIV/AIDS infection is four

to seven times higher among girls age 15-19 than boys in some of the worst affected countries in Southern Africa and Caribbean (Human Rights Watch, 2001). The growing prevalence of HIV/AIDS among young girls has caused a decline in enrollment in secondary education options for girls. In a study conducted in 38 African countries with low and higher prevalence of HIV/AIDS infections, the researchers found that girls' GER (Gross Enrollment Rate) appear to decrease when infection rates rise and girls also tend to be absent more than boys in order to care to ill family member

2.6.7 Violence at School

The environment in which the girls learn is sensitive and key to girls' attendance, performance, and completion of education. The environment should, therefore, be safe and secure so as to enhance quality learning of girls. Where schools do not provide safe environments, address the gender specific needs of girls and do not address behavior patterns that contribute to gender disparity, there is the risk that many girls will leave school (Kelly, 2000)

According the above author, in many instances, school is the place where girls first experience sexual harassment and abuse, either from fellow students or teachers. However, violence against girls in and around school remains hidden and silenced and its impact on girls' education more often than understated. This jeopardizes the girls' right to education. Research has shown that girls suffer violence on their way to school, in the classroom or in the school compound. The girls' are subject to teasing, threatened with violence, sexual harassment, sexual violence and rape.

In study by UNICEF (2003) in Kenya, Uganda, Tanzania, and Rwanda on gendered and sexual identities and HIV/AIDS, the results clearly indicate that harassment is common in schools. It affects girls' education and goes unnoticed. This affects girls emotionally as they experience lose of self – esteem, depression, anger and fear of victimization. In most cases, they fear reporting these cases to their parents because they are usually blamed for that and as such, most girls choose to keep quiet about the situation. In developing countries, the problem is particularly sever because the violence is, at times, extreme and takes place in conjunction with

an increased risk of HIV infection in place where HIV rates are high. This study clearly asserted sexual harassment results in poor performance and further increases the rate of teen age pregnancies, early marriages and more disturbingly, expose the girls to HIV/AIDS

2.6.8 Sexual Violence

In an educational setting in Ecuador, 22 percent of the adolescent girls reported being victims of sexual abuse (World Bank, 2002). A qualitative study in Addis Ababa, found that bullying and attempt rape were factors in low female enrolment rates in, and high dropout rates from, secondary schools (Terefe and Mengistu, 1997). There was public awareness and concern about this, but many families and schools felt helpless to bring about change. Both male and female respondents in this study identified girls' "dress" and their general behavior as a cause of the sexual violence. Derege and Deresse (1997: 51) find that more than 40 percent of female students in Addis Ababa reported that they had repeated classes due to violence; and, the most prevalent forms of school violence, according to these authors, includes intimidation (verbal, physical, and psychological threats), snatching (property, money, and other materials), beat, and rape attempt

In another study conducted by the African Child Policy Forum, out of 485 young women's questioned in the survey, 332 said they had been sexually abused in one form or the other when they were children. According to the study the age group who are vulnerable to most of sexual violence are in between 14-17. This shows the girls of this age interacts more with possible perpetrators in their school and community (African Child Policy Forum, 2006)

On top of this, several other reports emphasize that regulations on gender- based violence and sexual harassment need to be developed, enforced, and widely disseminated to be effective and accessible (Fleischman, 2003; Human Right Watch, 2001; Leach, et al., 2000). They concluded that schools need to have in place a means of reporting and recording incidences of violent behavior in school and to hire counselors to respond to report of violence.

On the contrary, Yelfign and others (1995) have come up with a finding that safety of girls is not a major problem in school and on the way from home to school and vice-versa. In fact, the social environment can be considered in this case. However, in Jimma town such practice of violence at school up on female students seems common and may partly contribute its own share for female students' grade repetition and drop out (Tamesgen, 2008)

2.7 Child Labour and Girls' Education

The term child work covers tasks and activities that are undertaken by children to assist their parents (Amma,et al., 2000). It is children's participations in various types of light works with in a family for a few hours, after school or during holidays. It aims at activities which are geared towards the socialization process (Sakurai, 2006).It therefore, taken and viewed as part of child up bringing process

On the contrary, child labour refers to work carried out to the detriment and endangerment of the child mentally, physically, socially or morally. It is work performed under minimum working age and is likely to impede the child's education and full development. The problem is how to determine the borderline between these two concepts: when unacceptable labour is viewed as an acceptable work (Tungesvik, 2006). Those light works which do not necessarily deny children's basic rights for education or harm their personality or interfere with their schooling can be positive (Amma, 2000). It provides the skills and experience to be productive members of the society during their adult life.

On the other hand, child labour emphasizes work that is dangerous and harmful to children's personality development. Thus, UNICEF (2000) outlined, the child labour is exploitive if it involves:

- Full time work at too early an age
- Too many hours spent working
- Work that exerts physical, social or psychological stress
- Inadequate pay

- Too much responsibility
- Work that hampers access to education
- Work that undermines children's dignity and self esteem
- Work that is detrimental to full social and psychological development

Looking at child labour through a gender perspective, emerging statistics indicates that more girls under 14 ages are working in domestic service than any other category of child labour. Millions of school age girls worldwide are working in domestic services, which is among the most invisible of female dominated occupations (Guercello, 2005).

Studies conducted by UNICEF in the early 2000's in developing countries, revealed that domestic service (in third-party households) is the single large employer of worst labour of girls' worldwide. Accordingly, nearly 700,000 in Indonesia, 500,000 in Brazil, 300,000 in Bangladesh, 250,000 in Philippines, 100,000 in Kenya, Peru and Sri Lanka girls work in domestic service in other people's house. The study also made clear that a huge proportions are younger than 15 and entered domestic service at a very young age most around 12-14 and some areas young as 5-7 years old.

In general several international studies expressed girls' domestic labour exploitation continues to constitute a major obstacle to accelerating progress towards achieving gender equity and quality in primary education by 2015

On top of this, studies shows developing regions correspond to areas in which child domestic labour is serious problem (ICCLE, 2006). Almost all (94%), out of school children of primary school age are found pre dominantly in Sub-Saharan Africa 40% and Southeast Asia 35% (Rossi, 2001). Majority of them are child domestic labourers who basically work from economic need (Post, 2001). Parents expect some immediate financial contributions from children. This leads girls more likely to work on full time basis in domestic labour (Denes, 2003). If children have to work on full time basis, then they are less likely to attend formal primary school education (Deb & Rosati, 2002; Dar, Blunch, Kim & Sasaki 2002).

In addition, research outcomes revealed the adverse impact of child domestic labour on school attendance. In the world, about 150 million children (100 million of them are girls) who are enrolled in school will leave before completing primary school in developing countries (Grimsrud, 2003). Although entry rates in primary school are high, partly due to child domestic labour survival rates at the end of the cycle are low. When the families are poor and unable to cover school costs, children often find themselves to drop-out in favor of work in order to supplement family income or to support themselves (Lawuo, 1978). In some communities, girls are discouraged from staying at school beyond puberty either to work or for an early marriage (Suriyasarn, 2006). Thus, drop-out is one of the underlying problems of primary schools in developing nations. Child domestic labour often results in this children late-coming, absenteeism and dropping-out-of school that pave a way to enter in to full time employment (UNICEF, 2000).

Similar study conducted by Deb (2002) explored the effects of child domestic labour on school attendance in Egypt. They found that child domestic labour on school attendance in Egypt. They found that child domestic labour is a prime factor for girls not being in school. In the same way Guarcello (2005), explored the impact of child domestic labour on school attendance and found that hours labour had increased the probability of girls dropping-out of school. Further Akabayashi (1999), also indicated the child work and need earning. It is almost certainly a Key factor for not accessing to school. In general, existing studies have found a negative effect of child domestic labour on children's school attendance

In addition to school attendance, school performance is also affected by child domestic labour. A study that compared Panamanian child aged 15-17 who combined working and schooling with schooling –only children, found that grade repetition rates were much higher for children who engaged in both working and schooling (Suriyasarn, 2006). Similar results were obtained in the study of Sedlacek (2003), who also analyzed the effects of child domestic labour on grade repetition. Utilizing the results of house hold survey of 16 Latin American countries covering 10- 16 years old children, their regression analysis led them to conclude that after controlling of many characteristics and other variables, working children were significantly less likely to be in the appropriate grade than non-working children. They further found that

reducing the probability of domestic work by 10 percent would decrease the lag at school by 12.3 percent

In the same way Rosati and Rossi (2003), found that additional hour worked significantly increases the probability of grade repetition, and even an hour of work per day increases the probability of failing at school. Psacharopoulos (1997) and Sedlacek, (2003), reported that child domestic labour has been linked to greater grade retardation and lower returns to schooling and a greater incidence of poverty as an adult. Mill (1998) discovered that child domestic labour lowered study time and years of school completed.

Further, a study from Ghana by Heady (2003), and post (2001), Gunnarson (2005), in Chili, Mexico and Peru revealed a significant negative effect of child domestic labour on academic achievement of primary school children. Their study revealed that child domestic labour significantly reduced school achievement holding parental and school input fixed. They explored the effect of child labour on mathematics and language achievement test scored in the 3rd and 4th grades at primary schools in Latin America. From their study, they concluded that child domestic labour is associated with deteriorating performance on language and mathematics tests.

In our cause, a study made on domestic labour in Addis Ababa by ILO (2003), estimated that many girls below fourteen years of age were employed in domestic work earning on average US \$ 1.20 per month. They lived under “invisible” labour exploitation; most of them were as young as eight years and denied the right to schooling. Over all, many studies have revealed a negative impact of child domestic labour on girls’ educational attainment. Nevertheless, many girls are still found saddled with heavy domestic responsibility and child labour , denied many of their basic child hood rights, thus, the writer of this study believed its effect on girls’ education could be of paramount magnitude that worth deep investigation.

2.8 Girls School Based Supportive Service

To offset the barriers of girls' success in education, the school plays a key role. Glewwe (2002) pointed out making school more 'girls-friendly' is the first step to increase their success in education. Reduction or removal of tuition fees and other costs related to formal or non-formal primary school education is possible to promote the education of the disadvantages girls (Heady, 2003). The school can also plan and provide co-curricular experiences, arrange remedial or catch-up classes for girls to enrich their academic difficulties (Suriyasarn, 2006)

Besides, individual teacher can play an important role to promote girls' education. In the classroom, teacher's positive attitude encourage girls' active participation (Psacharopoulos, 1997). A teacher can also provide advisory services when girls have been absent from school. He/she can discuss their problems with parents and identify underlying causes related to their educational matters to seek appropriate solutions (Mill, 1998). Particularly, female teachers have indispensable role to act as a positive role models and can best provide psychosocial guidance services for girls' working in domestic service (Tungesvic, 2006)

Smith and Shepard (1989) further point out that interventions like tutoring, summer schools, individualized instruction and encouraging parental involvement in the school through regular meeting are more effective and less costly than making children repeat the grade. they concludes, a coordinated system of comprehensive support services aimed at addressing the academic ,socio-emotional, behavioral and psychological needs of the child will help promote healthy adjustment and achievement among children at risk for grade repetition

CHAPTER THREE

3 Methodology and Research Design

The methodology of a research study emerges out of the nature of the problem and the purpose of the study. As it was earlier mentioned in chapter one the main purpose of this study was to look in to the major psychosocial factors that contribute to female students' grade repetition in Jimma town second cycle, (grade 7-8) primary school. To achieve this purpose, a descriptive survey method is employed on the assumption that it could help to obtain reliable and relevant information for a variety of groups on the actual practice of the issue under study. In line with this, Selltiz and Deutsch (2007) stated that descriptive method helps to have general understanding of the problem by studying the current status, nature of the prevailing conditions, practices and trends through relevant and precise information. Moreover, Gay and Airasian (2000) wrote the descriptive survey is concerned with the assessment of attitudes, opinions, preferences, demographics, practices and procedures. Hence, on the basis of these arguments it was found to be convincing to employ this method on the assumption that it is best describe specific group of people and help to exhibit the current state of the problem. Moreover, the researcher intended to choose a representative sample of people and generalize the finding to the larger population which is best achieved through descriptive survey method.

3.1 Participants

The target population of this study included female students who had repeated at grade 7-8 in Jimma town government primary schools during 2008/2009 academic year, while teachers, school principals, parents, women affair and educational officials were selected as key informants based on their knowledge, experience and involvements in female education. Senior second cycle primary school female students are selected to be studied because, the writer believed the problem of girls' education at this grade level is an issue to be resolved. Because, the data obtained from Jimma town education office record shows the repetition rate of female students in 2008/2009 academic year is 17.2 % and 15.7 % for grade 7 and 8 respectively (refer to Table 3), which is greater than the country average. According to Education Statistics

Annual Abstract of Ethiopia the national repetition rate of female students is 8.7 and 10.5 for grade 7 and 8 respectively (MOE, 2008). Moreover, the age of the highest proportion of female grade repeaters at this grade level is between 14-18 which is associated with the onset of puberty, sexual maturity, and various psychosocial factors in the child development, which might influence girls' success in education (Dacey and Travers, 2004).

3.2 Sample and Sampling Techniques

The study employs simple random, stratified and purposive sampling technique. Simple random will be used for selecting the sample primary schools. Thus, out of ten government primary schools in the town that includes second cycle; six of them are selected randomly to be sampled as shown in table 1 below

Table 1: Government Primary Schools with the Number of Female Grade Repeaters

No	School Name	Female Grade Repeaters		
		Grade 7	Grade 8	Total
1	Dil-fre	22	19	41
2	Ginjo *	29	21	50
3	Hamle-19 *	24	41	65
4	Hermata *	41	26	67
5	Hibret *	35	24	59
6	Jimma primary	23	14	37
7	Jiren No. 1	11	16	27
8	Jiren No. 2 *	18	23	41
9	Kitto	20	10	30
10	Mandara *	50	31	81
	Total	274	224	498

Source: Jimma Town Education Bureau Statistic Annual Report * = Sample schools

Accordingly, Ginjo, Hamle-19, Hermata, Hibret, Jiren No.2, and Mandara Primary schools were selected randomly. Stratified sampling is used to obtain the required samples of girls in each school and grade level. This will be done by categorizing girls in to their respective school and grade level and determining the sample by proportional allocation method. According to the data obtained from sample schools, there were 363 female students who had repeated at grade 7 and 8 in the six sample schools in 2008/2009 academic year. During the data collection, the researcher collected the names of female grade repeaters from 2008/2009 academic year rosters and checked their name from 2009/2010 academic year students list. However, the researcher found only 282 females among those who had repeated grades in 2008/2009 academic year and were attending their education in 2009/2010 academic year in all sample schools. The others 81 (22.3 percent of the total population) were not found in the sample schools, and might have dropped out or transferred to other schools. Thus, all available female students who had repeated grade 7 and 8 in 2008/2009 while attending their education in the six sample schools in 2009/2010 academic year were used as respondents. Hence, 35 grade repeaters from Ginjo, 51 from Hamle-19, 57 from Hermata, 39 from Hibret, 41 from Jiren No.2 and 59 from Mandara primary schools were obtained to fill in the questionnaire.

Though female students who had repeated in grade 7 & 8 in Jimma town were the target of the study, the opinions of teachers of the sample schools was gathered to verify responses from different directions. Accordingly, 60 teachers (ten teacher respondents from each sample school) were used to fill in the questionnaire. The return rate for teachers respondents were hundred percent. In addition, six principals from the sample schools, one official from education office, one official from women affair and six parents were purposely invited for the interview on the recommendations of teachers and school principals. Moreover focus group discussion was conducted among four member of PTA (Parent Teacher Association) and four purposely selected parents to triangulate the data collected and counter check responses from different directions.

Table 2: Frequency Distribution of Participants Involved in the Study

Types of Participants in the Study	Research Settings and participants			
	Respondents to the questionnaire	Respondents to the interview	Focus group discussion	Total
Female grade repeaters	282	-		282
Teachers	60	-		60
principals	-	6		6
Parents	-	6	4	10
Women affaire	-	1		1
Education department	-	1		1
PTA members			4	4
Total	342	14	8	364

3.3 Data Collection Instruments

In the process of data collection four basic procedures were used

1. Data regarding grade repetition were collected from documents available in Jimma town Education Department and the sample schools through direct access to the records. The data were collected from 2007/2008- 2008/2009 academic years
2. Two questionnaires were prepared to procure the required information. Questionnaire (A) to be filled in by female grade repeaters and questionnaire (B) to be filled in by teachers
3. Guided interviews were prepared for parents, school principals, women's affair and education department officials to substantiate the responses acquired from the questionnaire
4. Focus group discussion was taken place among members of PTA and selected parents of female grade repeaters

3.3.1 Questionnaire

The questionnaires were for two types of respondents: female grade repeaters and teachers. Questionnaires were designed based on the reviewed related literatures and the findings of different previous studies that are relevant with the research problem of this study. To collect the required information from female students and teachers, two sets of questionnaires consisting 32 items for female students and 25 items for teachers were distributed. Besides the questionnaires were prepared in English, and had translation in Amharic Languages with the help of English and Amharic Language teachers in Jimma Teachers' Collage to make it easier for students understanding. The female students' questionnaire included items on age, religion, parental occupation, parental education, attitudes of female students towards education, harassments, and domestic labour, etc. It was intended to elicit information about female students' personal and family backgrounds and the reasons they ascribe to their grade repetition

The questionnaires were pre-tested on a pilot study carried out on 30 available female grade repeaters and 10 purposely selected teachers at Dil-fre Senior Primary School in Jimma town. The feedback obtained from the pilot test helped a lot to refine the questionnaire items, incorporating new ones and deleting others. Therefore an attempt was made to improve the quality of the instruments for the final study

Finally, female grade repeaters questionnaire was administered to the respondents in each sample school during their regular school time by the researcher and one assistant researcher. Female grade repeaters were taken from each section of the grade level by the help of directors and unit leaders and the questionnaire was administered in separate classes of each sample schools. Besides, the researcher was personally available in each sample school and made all the necessary efforts to clarify the purpose of the questionnaire as well as to avoid mistakes and minimize possible misunderstandings

The teacher questionnaire was about teachers' background, attitudes and beliefs in female education, school related stressors to female education and female students characteristics, etc.

The teachers' questionnaire was administered in English. They were also provided with list of possible reasons for female students' grade repetition in senior primary schools. Teachers were asked to rank the items, as they perceive, contributed, to female students' grade repetition in their schools. Open-ended questions were also forwarded demanding the respondents to write what they think should be included

3.3.2 Interview and Focus Group Discussion

The main purposes of the interview and the focus group discussion were to cross check information from various sources and to obtain data or information that was not revealed by one or another instrument for data collection. Guided interview were prepared and administered in Amharic with school principals, parents, and women's affair and education department officials. It was conducted with the prior permission granted from the concerned individuals in the form of interview schedules. It is intended to elicit information about the reasons that would be ascribed to female students' educational problem in second cycle primary schools in Jimma town and possible interventions to promote female students education. Focus group discussion was conducted among four members PTA (Parent and Teachers Association) and four purposely selected parents of female grade repeaters on the bases of their interest and prior consent for permission. Thus after a suitable place and time for discussion were selected and agreed up on among discussant, a group of eight conducted discussion on selected topics that was distributed by the researcher. The focus discussion lasted approximately 1:30 minutes. Finally, the results of the discussion were recorded manually by the researcher

3.3.3 Data Management and Analysis

This study attempted to catch required information by using different techniques of data collection from different sources. Accordingly, quantitative data collected through closed-ended items were first edited, categorized, tabulated for each case and analyzed using percentage and frequencies as the main tools for summarizing the data. Besides, qualitative

data, interviews from directors, parents and officials as well as summary of focus group discussion, were first organized in to meaningful information and it was described both as expressed by interviewees and as understood by the researcher using narration and summary of respondents' words so as to counter check, supplement, and explain quantitative data. Since the aim of the study was to create an in-depth understanding by reaching across multiple data categories and through description, it was deemed appropriate to use this technique. As far as data from interviews were concerned narrative approaches were used, including quotations from respondents

3.3.4 The Issue of Validity and Reliability

Before developing the questionnaire an in depth and critical review of related literature was thoroughly examined, selected and revised. Based on information obtained from literature and considering the locality of the study two sets of questionnaires for female grade repeaters and for teachers were designed and discussed with my thesis Adviser in Addis Ababa University. Besides, three types of instruments: questionnaire, interview and focus group discussion, were employed to achieve validity

In addition a pre-test of instruments was carried out in one senior secondary school in Jimma town, which was excluded from the sample schools. During the pilot study 30 female grade repeaters (17 from grade 7 and 13 from grade 8) were used based on the availability sampling, In addition 10 regular teachers who teach at these grade levels were purposely selected to complete in teachers' questionnaire. Three days after the collection of the questionnaire an informal discussion was held with some of the teachers and student respondents to comment on the questionnaire. Their genuine and direct comments were helpful .Based on the pre-test results, the following modifications were made

- Though the items were translated in to Amharic language and students were made to complete the questionnaire with the help of teachers, the researcher observed that some students at both grades were confused, in using instructions, in understanding some terminologies, on which part to complete and on which part not to complete. Hence for

the main study it was planned that students have to complete the questionnaire in the presence of the researcher himself for instructional briefing and further help

- Besides some questionnaire items were modified, two items was deleted and two new items were incorporated. For example:
 1. Item No 15. “Were you frequently absent from school last year” changed to ”How often did you miss regular class last year
 2. Item No18. “How much are you motivated to learn is ”changed to “Do you actively participated in class room activities”
 3. Item No 8 from teachers questionnaire and item No.29 from student questionnaire are cancelled
 4. One more item that asks “ the relations of direct costs of schooling with female students grade repetition” was incorporated in both students and teachers questionnaire

Therefore an attempt was made to improve the quality of the instruments for the final study

CHAPTER FOUR

4 Presentation and Analysis of Data

This part of the thesis deals with the presentation and analysis of data gathered from questionnaire, interview, and documents. The total copies of questionnaires distributed were 282 copies for female grade repeaters and 60 copies for teachers' respondents. From the total copies of questionnaire distributed 12 copies (4.25 percent) from female grade repeaters were not properly filled and returned. This means the analysis was based on 270 copies (95.7 percent) from female grade repeaters and 60 copies (100 percent) of questionnaires from teacher respondents respectively

There is also data obtained from interview of directors from each sample school and 6 parents of female grade repeaters, official from women's affair and education department of the town. In addition to this a focus group discussion is conducted among the members of PTA (Parents and Teachers Association) and four selected parents of female grade repeaters. Therefore, the analysis was made based on the responses obtained from these groups of respondents supplemented by the data collected from the town education office and the sample school records

4.1 Percentage of Students Promotion and Detention at Grade 7 and 8 in Jimma Town

The rates of students' promotion, repetition and dropout were computed in terms of percentage. The percentages were calculated from the total enrolment in each corresponding grade for 2007/2008 and 2008/ 2009 academic years for which the researcher got evidences from the recorders of Jimma town education department. The results are presented in table 3.

Table 3: Percentages of Students' Promotion, Repetition and Dropout

Grade	Status	2007/2008				2008/2009			
		Male		Female		Male		Female	
		No	%	No	%	No	%	No	%
7 th	P	958	82.6	1152	78.6	988	84.2	1189	80.2
	R	172	14.5	271	18.5	152	12.9	254	17.2
	D	29	2.5	42	2.8	34	2.8	39	2.6
	T	1159	100	1465	100	1174	100	1482	100
8 th	P	1109	84.9	1125	79.9	1101	88.2	1162	81.2
	R	172	13.2	247	17.5	119	9.5	224	15.7
	D	24	1.8	36	2.5	29	2.3	44	3.1
	T	1305	100	1408	100	1249	100	1430	100

P = Promoted **R** = Repeated **D** = Dropout **T** = Total

Source: Jimma Town Education Bureau Statistic Annual Report (2010)

The data in Table 3 revealed that the percentages of promoters were greater for males in both grades. Table 3 further revealed that the percentages of repeaters were higher among females in both grades for the academic years considered. When percentages are taken as a measure of comparison, the findings of this study confirms what was reported by Dereje And Derese (1997) that the percentage of girls class repeaters are higher than boys in all grades of secondary schools in Ethiopia. The reasons ascribed by the researchers are that girls repeat grades more often than boys due to lack of time to study at home, girls helping their mothers after school in household chores, lack of motivation to study and lack of support from their parents and teachers, etc. In general, the possible explanation for more frequently female students' grade repetition than their male counter parts might be similar to the problems emanating from the school and psychosocial environment.

Therefore, although different polices, strategies, and programs are in place to promote female education and narrow the gender gap, as described by Ministry of Education (1999), the

magnitude of female students' grade repetition still exceeds that of boys in Jimma town second cycle government primary schools

However, there is a sign of decreased percentages of female grade repetition for 2008/ 2009 in contrast to previous year (see table 3) for which data has been available. This seems to support what has been documented by Ministry of Education (MOE, 2008) about such general trends of improvement as regards to gender inequity in education. One of the explanations for this trend may be the strategies followed by the education authorities in the town. An opinion from the town education official during the interview clearly reflects this point.

Our focus concerning female education in this town is not only to provide eight years of primary schooling for all but also to narrow down the prevailing gender gap between males and females in academic success mainly by sensitizing communities and schools to provide safe environment for the successful school completion of female students. For this purpose all educational stakeholders in the town are working together in promotion, follow up and support of female education

4.2 Demographic Characteristics of Female Grade Repeaters

Female grade repeaters are asked to fill their ages, religion, their residence and whom they are living with. The responses of the respondents are shown in Table 4

Table 4: Demographic Characteristics of Female Students

Female Grade Repeaters Characteristics NO =270	No	%
1. Age		
14 – 15 years	102	37.8
16 – 17 years	136	50.4
18 years and above	32	11.8
2. Religion		
Christian	123	45.5
Muslim	147	54.4
3. Residence		
Urban	228	84.4
Rural	42	15.5
4. Parents Alive		
Yes	212	78.5
No	58	21.5
5. Living Arrangements		
With Father and Mother	198	73.3
With Father only	25	9.2
With Mother Only	29	10.7
With Relative	11	4.0
With Others	7	2.6

As indicated in Table 4 above, 37.8 percent of female grade repeaters were between the ages of 14-15, while 50.4 percent of them were between the ages of 16-17. These ages range was

higher than the age limits for primary education. The upper age limit for primary schooling at these grade levels is between the ages of 13-14 (MOE, 2008). In addition, these age range coincides with the onset of puberty and increased demand for the labour of the older children that adversely affect their education. The finding of this study goes in line with the study reported by Teshome (2002) that the age range of highest proportion of female grade repeaters at primary schools in Oromia and Amhara Region is higher than the age limits for primary schooling and coincides with the onset of puberty and increased demand for labour of older children by parents. Further Dacey and Travers (2004) describe these age range is when youngsters manifest many social and emotional problems, when youngsters thought becomes more abstract, academic achievement begins to shape the future, the search for identity continues unabated. Therefore, it is the time when young girls and boys need proper guidance and orientation.

As regards religion, 54.4 percent of female grade repeaters were Muslims, while the remainders 45.5 percent were Christians (see Table-4). Though, the number of Muslim female grade repeaters appeared to be higher than that of Christian female grade repeaters, the observed difference might be due disproportional representation for which the researcher couldn't find data in the school files. Therefore this is remaining an area that required more in-depth investigation than was possible through a brief survey.

Table 4 further shows the percentages of female grade repeaters in terms of their reported residence. As shown in table 4, 84.4 percent of female class repeaters are from urban areas, while, 15.5 percent are from rural residents. The above figure showed the majority of female grade repeaters to be urban dweller. This is partly because of the research setting which is confined in Jimma town. However most school directors in the interview conceived that female grade repeaters are mostly from urban residents. Though, this study did not show the proportion of female repeaters in terms of residence because of the absence of data showing students residence in the sample schools, the finding goes with the research result reported by Merga (1999), Rose and others (1997), Adane (1993), which stated that rural girls are more likely to drop out than repeat classes

As far as the living arrangements of the female grade repeaters are concerned, 78.5 percent of them have their parents alive and a large proportion (73.3%), of them were living with both parents (Father and Mother), some of the respondents (19.9%) were either living only with their mother or fathers. The remaining (6.8%) were either living with their relatives, or others. Therefore, the finding revealed that female grade repetition is not very much related to living arrangements in Jimma town, as the majority of grade repeaters, in this study, came from environments where both parents live together.

Table 5: Demographic Characteristics of Teacher Respondents

Teachers' Characteristics (N=60)	No	%
1. Sex		
Male	22	36.7
Female	38	63.3
2. Age		
Below 25 years	2	3.3
25-30 years	6	10.0
31-35 years	12	20.0
36-40 years	18	30.0
Above 41 years	22	36.7
3. Academic Qualification		
TTI	8	13.0
Diploma	49	81.7
BA/BSC	3	5.0
4. Service year		
Below 5 years	2	3.3
6-10 years	5	8.3
11-15 years	8	13.3
16-20 years	20	33.3
Above 20 years	25	41.6

According to the personal details shown in Table 5, 63.3 percent of teacher respondents are females, while 36.7 percent of males. This shows the majority of teachers in Jimma town at this level are females compared to their male counterpart. The data obtained from Jimma town education department also revealed that the primary school female teachers constitute 55.5% of the total teachers teaching in the town while 44.5% of them are male.

Regarding age, the highest proportions are above 36 years of age (66.7 %), while (33.3%) fall below 36 years of age (See table 5). Table 5 further shows that 33.3 percent of teachers have 16-20 years of service and about 41.6 percent of teachers have served more than 20 years. This indicate that the majority of teachers have long years of experience in the profession

In qualification, large proportions 71.7 percent of the teachers are diploma holders, 23 percent TTI certificate holders and some 5% have B.A/BSC degree. According to the regulation of the Ministry of Education, the minimum requirement for senior primary school teachers is diploma (MOE, 2008). The data obtained from jimma town education office also showed that 27 percent of the total teachers teaching in second cycle secondary schools are TTI certificate holders. While adequately trained teachers are essential to ensure quality and efficiency of education, yet some teachers with lesser qualifications are teaching in Jimma town at grade 7 and 8 levels. This may implicate grade repetition in general and that of females in particular

The research result reported by McGinn (1992) also proved that properly trained teachers are more prone to get promotion than unqualified, especially with regard to female students who generally achieve lower than males for reasons related to cultural and economic problems (cited in Marga1999).

4.3 Family Background of Female Grade Repeaters

The following Table shows some of the family backgrounds or characteristics of female grade repeaters

Table-6: Family Background of Female Grade Repeaters

Family Background Characteristics (N=270)	No.	%
1. Parents' Education		
1.1. Fathers' Education		
Illiterate	48	17.8
Primary Education	126	46.7
Secondary Education	42	15.5
Certificate	23	8.5
Diploma and above	31	11.5
1.2. Mothers Education		
Illiterate	74	27.4
Primary Education	142	52.6
Secondary Education	35	13.0
Certificate	11	4.1
Diploma and above	8	2.9
2. Parents' occupation		
Farmers	38	14.1
Merchants	91	33.7
Government Employees	54	20.0
Daily Laborers	87	32.2
3. Parents Religion		
Christian	123	45.5
Muslims	147	54.5

As shown in table 6 above 28.5 Percent of female class repeaters reported to have fathers with secondary and above education, and 46.7 percent of female class repeaters have fathers with

9/10
30

primary education, while 17.8 percent of the fathers are illiterates (See Table 6). With reference to mothers' education, the majority (52.6 percent) of female class repeaters had mothers at primary level education. While, 27.4 percent of the mothers are illiterates, only 20 percent of female class repeaters had mothers with secondary and above education. In general, the data shows that large proportion of parents' educational level was below primary level as reported by their daughters. This implies that a large number of parents were with limited educational background, which is particularly true of mothers. Therefore, parents lack or low level of education might have contributed to grade repetition of their daughters in senior primary school of Jimma town. This finding is actually consistent with what Leka and Dessie (1994) reported. They indicate that many students who drop out or repeats classes in Ethiopia come from illiterate parents. And that the proportion of such families could be as high as 65.78% in rural areas and 45- 65% in urban centers

Table 6 also shows that 14.1 percent of female class repeaters were from farmer families, while and 33.7 percent were from merchant and 32.2 percent of parents were daily laborers. Only 20 percent of parents were government employees (might be professional or non professional) families. To substantiate this, the parents of female class repeaters were also asked in the interview, what they were doing for their living. Most respondents confirmed that they are engaged in occupations that lead to small incomes, such as: small businesses, making and selling local drinks, unemployed daily laborers, and employed with a lower salary (guards, janitors, etc.). One of the parents in the interview expressed his grief in the following way:

Now days my wife and daughter are the economic pillars of my family. Since I am a daily laborer whose income is not sustainable, my families basic needs are mostly covered by what my wife and daughter do at home. My wife spent most of her time preparing and selling 'Tella', ; while my daughter spent most of her time, after school, serving customers in selling local drinks and 'kolo'. My daughter does not have enough time to sleep let alone to study.

4.4 Reasons for Female Students' Grade Repetition

Female grade repetitions are believed to be caused by a number of factors that can emanate either from outside or inside the school system. Thus, this section deals with discussions of some of this factors as perceived by respondents

4.4.1 Domestic Labour and Girls Grade Repetition

In this section, pertinent issues related to girls domestic labour, such as: the magnitude of females' labour needed at home, the average time spent on domestic labour and the common types of services rendered at home by female and grade repetitions are discussed

Female grade repeaters were asked to rate to what extent helping their parents at home contributed to their grade repetition and the nature of services they mostly engaged at home

Table 7: Nature and Extent of Parental Needs of Female Domestic Labour (N=270)

To what extent helping your parents at home contributed to your grade repetition	Very much		Moderately		Little		Not at all	
	No	%	No	%	No	%	No	%
	136	50.4	122	45.2	12	4.4	-	-

As could be observed from Table 7, The majority of female grade repeaters (50.4%) perceived domestic work contributed greatly to their grade repetition, while 45.5.% of them thought domestic labour somehow contributed to their grade repetition .However, only 4.4 percent of female grade repeaters thought helping their parents at home have little contribution to their grade repetition

Table 8: Female Grade Repeaters Perception of Time Spend on Domestic Work

Types of work after school	Extent of time spend on work out side school							
	Whole week		Some days of the week		Few days of the week		Not at all	
	No	%	No	%	No	%	No	%
Household activities	167	61.9	54	20.0	49	18.1	0	0
Trading/Marketing	128	47.4	111	41.1	31	11.5	0	0
Child care	113	41.9	56	20.7	52	19.3	49	18.1
Farm work	5	1.8	21	7.8	16	5.9	228	84.5
Employed for domestic work	0	0	32	11.9	20	7.4	218	80.7

From Table 8, it is clear that the highest proportion of female grade repeaters participate in house work activities (61.9%), marketing (47.4%) and child care (41.9%) the whole week. When activities are ranked from the girls perspective, house hold activities ,marketing and child cares are the one that occupy most of the time available for female students after school. The finding supported a study result reported by Teshome (2002) that indicated domestic work as the most important activity that dominates female students' time throughout the week and outlined, caring for siblings, fetching water and cooking meals as important time consuming activities for girls in Oromia region

At another point, female grade repeaters were asked to rate how often they attend regular classroom and the reasons they ascribed for their absenteeism. In addition teachers were asked to indicate what they believe to be the main reasons for female students' absenteeism

Table 9: Female Grade Repeaters Classroom Attendance

	Responses	
	No	%
1. How often did you miss regular class room last year		
Always	12	4.4
Sometimes	204	75.5
Rarely	54	20.0
Not at all	0	0
2. Reasons to be absent as responded by students		
Health problem	41	15.2
Overload of house work	118	43.7
Marketing	68	25.2
Fear of Violence	37	13.7
Others	6	2.2
3. Reasons for female Students absenteeism as perceived by teachers		
Health problem	14	23.3
Overload of house work	32	53.3
Marketing	8	13.3
Fear of violence	6	10.0
Others	-	-

As shown in table 9 above the great majority of female grade repeaters (75.5 %) admitted that they were sometimes absent from class; while the remaining, 20 percent of them indicated that they were rarely absent from class. However, the data showed no female grade repeater was never absent from class. Besides, the participants of focus group discussion argued that female grade repeaters class absenteeism is a widely observed phenomenon which they couldn't help to stop. A member of PTA expresses his view in the discussion in the following way:

We tried to contact parents when students are reported frequently absent from their class. But most of the parents of grade repeaters refuse to come to school, because it is themselves who sometimes forced their children, especially female to stay at home

One of the parents in the focus group had also confirmed that high responsibility at home coupled with the parents' lack of sufficient support (economic) to their daughter as the main reason for their daughters' absenteeism. Therefore, this view of focus group discussant

ascertains what had been argued by Herz et al. (1991) cited in Teshome (2000) that in deciding, whether to send a child to school, parents weigh the advantages of keeping a child at home against the advantages of whatever schooling is available

Table 9 further showed that the majority of female grade repeaters (43.7 %) had been absent from school because of the burden of house hold activities, similarly, the majority of teachers (53.3%) indicated that the house hold activities to be the reason for female students frequent absenteeism from school. So according to the majority of female grade repeaters and their teachers', house hold activity is the main reason for female students' absence from the school in Jimma town. This research finding supports the research result reported by Teshome (2002), Merga (1999) and Rhodie (1989) that female students' absenteeism from school is mostly due to house hold activities like cooking, fetching water and fire wood, cleaning the house, looking after younger children and the like

Moreover, 25.2 percent, 15.2 percent and 13.8.percent of female grade repeaters reported marketing, health problems and fear of harassment as reasons for their absence, respectively. Teacher respondents have also reported health problems, marketing and fear of violence as reasons for female students' absence from schools (see Table-9)

4.4.2 Female Grade Repeaters Attitudes and Motivation to Learn

Female grade repeaters were asked to reflect on their attitudes and motivation to learn. They were given three alternatives ranging from 'agree' to 'disagree'. The following table summarizes the result

Table 10: Attitudes of Females Grade Repeaters towards Education

Attitude statements	Responses (N=270)					
	Agree		Disagree		Not sure	
	No	%	No	%	No	%
1. In education, girls could perform or achieve as boys	162	60.1	76	28.1	32	11.8
2. Educated girls are as important as educated boys	156	57.8	92	34.1	22	8.1
3. Girls have the intellectual capacity to effectively use their education in life	198	73.3	24	8.9	48	17.8

As noticed from Table 10, the majority of female grade repeaters (60.1percent), believed that in education girls could achieve as boys. Moreover, 57.8 percent of the girls believed educated girls are as important as educated boys and the great majority of female grade repeaters (73.3 percent) firmly believed that girls have the intellectual capacity to effectively use their education in life. Generally, table 10 revealed that highest proportion of female grade repeaters showed positive attitude towards education. This suggests that factors other than girls' attitudes towards education should be the main explanations for the grade repetitions of girls in Jimma town

Table 11: Female Grade Repeaters Motivation to Learn

Female Grade Repeaters Motivation to Learn	Respondents and Response			
	Female respondents N=270		Teacher respondents N=60	
	No	%	No	%
1.Motivation to learn				
Very high	24	9.2	-	-
High	56	21.5	5	8.3
Low	183	70.4	48	80
Not Motivated at All	7	2.7	7	11.7
2.Time spent on academic work				
More than 4 hours	0	0	-	-
3-4 hours	14	5.2	-	-
1-2 hours	54	20	-	-
Less than 1 hour	202	74.8	-	-

As shown in table 11 the great majority of female grade repeaters (70.4 percent) perceived that they had low level of motivation to learn, in the same way 80 percent of teacher respondents perceived female grade repeaters have shown low level of motivation for learning. Table 11 also showed that the great majority of female grade repeaters (74.8 percent) had spent less than one hour on academic activities outside of school. Though less time for academic activities could be caused by cumulative effect of multiple house hold chores, it appeared that, it is likely to attribute the class repetition of female students to low level of motivation they had for learning. This finding goes with the results reported by Merga (1998), Chivore (1997) and Asseffa (1991) that revealed lack of motivation as a cause for female students' grade repetition in primary school

25
30.3
16.6
61.9

Table 12: Reasons for Low Motivation of Female Grade Repeaters

Reasons for Low Motivation	Respondents and responses			
	Female Repeaters (N=270)		Teacher Respondents (N=60)	
	No	%	No	%
1.Irrelevance of the Curriculum	38	14.0	2	3.3
2.Lack of Future Employment Opportunities	76	28.1	21	35.0
3.Difficulty of Academic Subjects	52	19.3	18	30.0
4.Maltreatment by Teachers	13	4.8	0	0
5.Lack of Parental Support	81	30.0	14	23.3
6.Fear of Harassment or stress	10	3.7	5	8.3

Table-12 shows that for 30 percent of female grade repeaters, the main reason for lacking motivation to learn is lack of parental support for their education. This is followed by lack of prospect of future employment opportunities (28.1 percent), difficulty of academic subjects and perceived irrelevance of the curriculum (14 percent). The majority of teachers (35 percent) also attributed low motivation of female repeaters to lack of future prospect of employment opportunities, difficulty of academic subjects and to lack of parental support (see table-12). Therefore, the combined effect of difficulty of academic subjects, lack of prospect for future opportunities, irrelevance of academic subjects and lack of parental interest towards their daughters' education, could affect the value of successful schooling for female students, which may discourage their motivation towards learning. This result seems to confirm what was reported by Merga (1999), Teshome (2002) and Carron and Chau (1996) who respectively identified low expectations of girls' education by parents, difficulty of academic subjects, and lack of girls' employment opportunities in labour market as a reason for girls' low motivation to learn

A similar expression was forwarded from focus group discussants attributing the feeling of hopelessness for female grade repeaters as source of grade repetition

A lack of employment opportunities or the situation of educated unemployment for adolescent girls who complete secondary education reflects back as de motivating agent for girls' active participation in learning. Girls and their families perceive secondary education as least rewarding when there are a few economic opportunities, or when a young women's only role is to be married or run out of a country to seek a better chance of employment

4.4.3 Teachers Attitude towards Female Education

School teachers were asked to choose whom they prefer to teach, if they were personally asked to do so. They were given three alternatives: “boys”, “girls” and “I make no difference”. Results indicate that the absolute majority of them claim to make no difference between the opposite sexes. Table 13 below summarizes the results

Table 13: Gender Perception from Teachers Perspective

Teachers Teaching Preference	Respondents (N=60)	
	No	%
1. Boys	7	11.7
2. Girls	5	8.3
3. Make no Difference	48	70.0
Different Educational Expectation for girls and boys		
1. Yes	7	11.7
2. No	53	88.3
Teachers Awareness of Gender Issues in Education		
1. Sufficient	22	36.7
2. Average	34	56.7
3. Insufficient	4	6.7

As Shown in Table 13, the great majority of teachers officially claim that they respect the equality of educational opportunity when it comes to gender. In fact female class repeaters

have also confirmed the teachers' claims since they raised teacher practices to show low differentiation between boys and girls in the class room (see table-12). However, the majority of teachers in this study (56.7 percent) responded to have an average knowledge about gender issues in education, While a few of them (6.7 percent) said to have insufficient awareness about gender issues in education. The findings of this study goes with the study result reported by Teshome (2002) that reported more is required to improve understanding of gender issues in the education system. Unless teachers understand the need and problem faced by girls in the education system, it is difficult to expect the situation of girls to improve in practical terms

4.4.4 Parental Level of Education and Females Grade Repetition

Table 14: The Effect of Parental Educational Level on Girls' Education

1.The contribution of Parents level of education to daughters grade repetition	Respondents and responses			
	Female Repeaters (N=270)		Teacher Respondents (N=60)	
	No	%	No	%
Very strong	154	57.0	41	68.3
Average	78	28.9	16	26.7
Little	29	10.7	3	5.0
Not at all	9	3.3	0	0
3.Whose Education Do you think Matters Most				
Mothers Education	76	28.1	11	18.3
Fathers Education	38	14.0	17	28.3
Both have equal influences	156	57.8	32	53.3

Table 14 showed 57 percent of female grade repeaters perceive their parents' low level of education had a very strong contribution for their grade repetition. This was also supported by 68 percent of teacher respondents. The finding seems to substantiate the result reported by

Wanna and Tsion (1994) and Marga (1998) that uneducated parents are less willing to support their daughters' schooling and that grade repetition is higher for those daughters whose parents are illiterate or not well educated.

Regarding whose education matters most, Table 14 indicated that both fathers' and mothers' education have equal importance. The majority of female grade repeaters (57.8 percent) and teachers (53.3 percent) said that both fathers and mothers education equally affects female grade repetition. The finding supports what was documented by Wanna and Tsion (1994) that educational level of both parents' had a strong positive-effect on the educational attainment of their daughters. In view of this, providing literacy education for both parents, therefore, seems to have valuable contribution in an effort to decrease female students' grade repetition

4.5 School Factors that Contribute to Female Students Grade Repetition

Table 15: School Factors Influencing Female Students' Grade Repetition

Factors	Respondents											
	Female Students (N=270)						Teacher Respondents (N=60)					
	High		Medium		Low		High		Medium		Low	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Lack of school facilities	174	64.5	72	26.7	24	8.9	38	63.4	14	23.3	8	13.3
Lack of supportive service	205	76.0	48	17.8	17	6.3	41	68.3	12	20.0	7	11.7
Differential attention to girls and boys	131	48.2	88	32.6	51	18.9	17	28.3	29	48.3	14	23.3
School distance	93	34.6	61	22.6	116	42.9	11	18.3	28	46.7	21	35.0
Teachers absenteeism	111	41.1	124	45.9	35	12.9	7	11.7	12	20.0	41	68.3
Gender bias in curriculum	86	32.0	126	46.7	58	21.5	14	23.3	17	28.3	29	48.3
Difficulty in language of instruction	141	52.4	96	35.5	33	12.2	31	51.7	20	33.3	9	15.0

As noted from Table-15, the most important factors that were rated by female grade repeaters to influence their grade repetitions were, lack of supportive service (76.0 %), lack of school

facilities(64.5%), difficulty in language of instruction (52.4%), differential attention to boys and girls (48.2%), teacher absenteeism (41.1%), gender bias in curriculum (32 %). Same way, school related factors that were rated by teachers were lack of supportive service (68.3%), lack of school facilities (63.4%), difficulty of language of instruction (51.7%), differential attention to girls and boys (28.3%), gender bias in curriculum (23.3%), and teachers absenteeism (11.7%). From this finding, it is possible to observe that, lack of supportive service, lack of school facilities and difficulty in language of instruction as the main school related factors that contributed to female students' grade repetition

Table 16: Effects of School Based Factors on Female Students' Education

No	Factors	Respondents			
		Female Repeaters (N=270)		Teacher Respondents (N=60)	
		No.	%	No	%
1	Violence committed in and around School				
	Yes	257	95.2	52	86.7
	No	13	4.8	8	13.3
2	Forms of violence				
	Attempting rape	24	8.9	5	8.3
	Bulling	173	64.1	12	20
	Sexual harassment	47	17.4	18	30
	Snatching properties	26	9.6	25	41.7
3	Observed adolescence pregnancy				
	Always	5	1.9	0	0
	Sometimes	231	85.6	48	80.0
	Not at all	34	12.6	12	20.0
4	Perpetuators of the violence				
	Teachers	2	0.7	0	0
	Male students	119	44.1	37	61.7
	Jobless gangs	149	55.2	23	38.3

As indicated in table 16, the majority of female grade repeaters (95.2percent) and teachers (86.7 percent) agreed on the presence of violence in and around their schools affecting

learning. The finding confirmed what has been reported by Dereje and Derese (1997) and Wanna and Tsion (1994) that revealed violence at school as a cause for female students' grade repetition. The impact of violence by inflicting psychological pain on female students could in fact cause loss of concentration to learn which might lead them repeat classes

With regard to the safety of girls in and around the school, parents in the discussion group outlined the following Point:

Our concern for the safety of girls as they travel to/ or around the schools is not without a vain .We knew there are a lot of reported incidences related to school violence including boys and teachers harassment and abuse that seriously threaten female students from attending and participating actively in school. The constant presence of such a threat creates a hostile atmosphere, exposing girls to a high level of stress, that sometimes we (parents) may be forced to choose between her personal safety and her education.

Among the forms of violence, female grade repeaters rated, bullying (64.1 percent), sexual harassment (17.4percent) and snatching* property (9.6 percent) as major forms of violence commonly committed on female students. However, teachers largely indicated snatching property (41.7percent), sexual harassment (30 percent) and bullying (20 percent) that are often committed on female students in and around their schools (see table 16).Thus according to 55.2 percent of females and 61.7 percent of teacher respondents, jobless gangs and male students respectively are identified as major offenders of the crime. These acts inevitably have a devastating effect on females and may negatively affect their educational performance

As girls reach adolescence, teen age pregnancy is expected to become one of the causes for grade repetitions. However, as indicated in table 16, 85.6 percent of female grade repeaters and 80 Percent of teachers' respondents responded that adolescence pregnancy was not the major cause for grade repetition of female students in their schools. Hence, this finding does not confirm what was documented by Stromquist (1997), Brock and Cammish (1994) and Asseffa (1991) showing pregnancy as a cause for female students poor performance

4.5.1 Girls' School Based Supportive Service

Another vital issue related to girls' success in education was the school based supportive services. Hence, respondents were asked to indicate the presence of support at school level other than regular classroom instruction. Accordingly, the results are summarized in table 17 below.

Table 17: Girls and Teachers View on School Based Supportive Service

Do you get additional school based support other than regular class room instructions	Female Respondents		Teacher respondents	
	No	%	No	%
1.Always	12	4.4	-	-
2.Sometime	54	20.1	34	56.7
3.Not at all	204	75.5	26	43.3

As depicted in table 17 above, the majority of female grade repeaters (75.5percent) indicated the absence of any school based supportive service other than classroom instruction, while 20.1 percent of them indicated sometimes school based supportive services are available to them. However, more than half (56.7 percent) of teacher respondents indicate school based supportive services are sometimes available to female students, While 43.3 percent of teacher respondents indicate that there is no school based supportive service available for female students other than classroom instructions

Though quite disagreements are observed among the respondents on the availability of school based supportive services, the participants of focus group discussion, clearly confirmed the absence of support in terms of school fee reduction, tutorial provision, advisory and guidance services and make up with the missed work

Besides, school directors were interviewed regarding what school had done to support girls' success in their education and what they did to help girls with their missed work. According to their opinions, many schools had attempted to organize tutorial program, make up to

compensate the missed work and conduct co-curricular activities on Saturday and Sunday, when they believe is conducive for both students and teachers. Unfortunately, most of female grade repeaters are from poor families who prefer to spend their free time in some kinds of domestic work to support themselves and their families, while some others are from neighboring rural areas that their labour are very much needed at home (Refer to table 8). As a result, the planned supportive service that was organized by the school might not reach female grade repeaters who needed it the most

4.5.2 The Effect of School Costs on Females' Grade Repetition

Table 18: The Effect of School Costs on Females Education

Categories	Respondents											
	Female Grade Repeaters (N=270)						Teacher Respondents (N=60)					
	High		Average		Low		High		Average		Low	
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
1. Rating of school costs and grade repetition	143	53	84	31	43	16	27	45	20	33	13	21.7
2. Ratings to the impact of specific school costs on Female Grade Repetitions												
School payment	41	15	52	19	177	66	6	10	11	18	43	71
Costs of text books	13	5	24	9	232	86	14	23	9	15	37	62
Costs for school uniform	65	24	86	32	119	44	22	37	10	17	28	46
Costs for school materials	122	45	89	33	59	22	32	53	13	22	15	25
Costs for transportation	35	13	62	23	173	64	8	14	6	10	46	77
Costs for accommodations	83	31	59	22	128	47	19	33	12	21	29	48

As indicated in table 18, 53 percent of female grade repeaters and 45 percent of teachers believe that there is a high relation between girls' grade repetitions and the direct costs of schooling. The fact that school costs play a significant role in the grade repetitions and drop out

of girls is consistent with the study made by Merga (1998) and Teshome. (2002), the reasons have to do with the low income of families which makes it difficult to cover these costs

Among the direct school costs considered in table 18, the cost of school material, considered to have strong influence in their grade repetition. Table 18 further reveals the cost of accommodation (31 %) and costs of school uniform (24%) were significantly emphasized from females' perspective. Fifteen percent of female grade repeaters also describe school payments of various types to have a significant influence. From teachers' perspective, the costs of school materials (53%), costs for school uniform (37 %) and costs for accommodations (33%) contribute significantly for female students' grade repetitions. To substantiate to this, a director of one of the sample schools, describe the situation in the interview, in the following way:

There are situations where some of our students fail to come with the basic learning materials and school uniform. When it happens, the school tried to help through different fund raising mechanisms. However, most of those students feel discontented and lose interest with their education, which, usually, results in poor academic achievement, class repetition or dropout at most.

On top of this, one of the parents from the focus group expressed his feelings in the following way:

With what I earn I used to cover my families expenses, in past days my main concern was to keep my children at school with all their needs. But now days with the price soaring up...my basic concern is not to meet school costs and demands, but to feed and keep them alive

Although, the new educational polices have removed some of educational costs, parents and pupils still have to pay for basic school materials. Given the low level of income and the recurrent nature of costs of educational materials, it is not surprising if the parents find it difficult to pay those costs from time to time

4.6 Relations of Cultural Practices with Female Students Grade Repetitions

Table 19: The Extent of Cultural Influence on Female Students Education

Cultural traditions and practice	Extent of Influence on Female Education (N=270)					
	High		Average		low	
	No	%	No	%	No	%
Early marriage	33	12.2	65	24.0	172	63.7
Engagement	20	7.4	48	17.9	202	74.8
Circumcision	14	5.2	19	7.0	237	87.8
Bride price	6	2.2	24	8.9	240	88.9
Home /parental service	226	83.7	32	11.9	12	4.4
Pregnancy	48	17.8	75	27.8	147	54.4
Risk of abduction	176	65.2	73	19.7	21	7.8
Harassment	210	77.8	40	14.8	20	7.4
Religious belief	56	20.7	89	33.0	125	46.3
Employment in domestic market	113	41.9	71	26.3	86	31.9
Neglect of girls health and nutrition	151	55.9	59	21.9	60	22.2

From Table 19 above, it is clear that the highest proportion of female grade repeaters in Jimma town believe that some cultural traditions and practices still have negative role to play in their educational activities. According to these grade repeaters the highest threat to female education comes from parental service (84 percent), harassment (78 percent), and risk of abduction (69 percent), neglect of females' health and nutrition (56 Percent) and employment in domestic market (52 percent). Overall results indicate, though the situation is improving, the highest proportion of female grade repeaters rate cultural traditions and practice to have high relations with grade repetition of female students

Participants in focus group discussion however revealed that they put more blame on school and economic conditions than on their own cultural practices. They describe their view in the following way:

Today we are well aware of what is good and bad for our children. The idea of early marriage and circumcision is no more an issue debated; all what we tried to do to our children is in their best interest, to help them succeed in life. However, what happened to them in and around their school and what they do to support their living is beyond our control. We couldn't help.

4.7 Effects of Grade Repetition

Finally, female grade repeaters and teachers were asked to mention the possible consequences of grade repetition on female students. Accordingly, majority of female grade repeaters clearly mentioned, they have encountered many problems such as fear of being mocked by non-repeaters, they feel sadness about being separated from friends in their peer group, lack of motivation to learn, low self esteem and longer years to promote to and complete secondary education. Besides, they encountered lack of encouragement from parents, school communities' as well as negative peer relations. But only few female grade repeaters mentioned that grade repetition improved their academic achievement

Likewise, teachers mentioned possible effects of female students 'grade repetition as wastage of the scant resources, de motivates parents to support their daughters' education, leads to bad habits like delinquency, facilitates drop out from school, early marriage and unwanted teen pregnancy, develops disinterest towards self, etc. The finding confirmed what was reported by Holmes (1989) that on average repeaters displayed poor attendance, social adjustment, attitudes toward school, more problem behavior and a higher probability of future dropout

CHAPTER FIVE

5. Summary, Conclusion and Recommendations

5.4 Summary

The major objective of this study was to identify some of the major psychosocial factors that contribute to female students' grade repetition in Jimma town second cycle primary schools. The study originates from the recognition that female class repetition rate at senior secondary school in Jimma town is greater than the national average and are still higher than boys. For this reason the study attempted to investigate the characteristics of female grade repeaters and the main explanatory conditions for the problem at grade 7 and 8 government schools where the problem is more acute. The study attempted to answer the following questions:

1. What are the major psychological factors for grade repetition of female students in Jimma town?
2. What are the major social factors for grade repetition of female students in Jimma town?
3. What are the main school related factors for grade repetition of female students as claimed by female grade repeaters and perceived by their teachers?
4. To what extent primary schools provided school based supportive services to assist girls' other than classroom instruction?

The implementation of the study was framed around six procedural steps, including the development of the research proposal, selection of research setting and population, pre-testing instruments, administering instruments and data collection, analysis and interpretation of data, and report writing. Instruments of data collection included questionnaire, guided interview and focus group discussion. The sample population included female grade repeaters, parents, teachers, school principals and officials from women affair and education office

The study was carried out on six senior primary schools in Jimma town that were selected using random sampling technique. Two hundred eighty two female grade repeaters in 2008/2009 academic year and sixty teachers were selected by using available and stratified sampling technique respectively. Out of the total number of the questionnaires dispatched to female and teacher respondents, 270 (95.7%) and 60 (100%) respectively were properly filled and returned. In addition six homeroom teachers, six parents of female grade repeaters, one official from women affair and one official from education office were purposely selected and interviewed to substantiate information. In addition focus group discussion, which included eight members from PTA and parents, were conducted to cross check information from different direction. The quantitative data were analyzed using percentages and frequencies as the main tool of statistical analysis. The qualitative data gathered from the interview and focus group discussion was described both as expressed by interviewees and as understood by the researcher using narration and summary of respondents' words

1. It was found out that the percentage of repeaters at grade 7 and grade 8 is higher for both sexes in Jimma town when comparison is made in relation to the national statistics. The study further revealed that the percentages of repeaters were higher among females than among males at both grade 7 and 8
2. The highest proportions of female grade repeaters are between 14-18 years of age. Though some of the female grade repeaters came from neighboring rural 'kebeles', the great majority of them were urban resident. Most of them also revealed they live with both biological parents. Furthermore, most of them indicated their parents are engaged in low income generating occupation and their educational level is generally very low.
3. The highest proportion of female respondents perceived domestic work is the most important activity dominated their time throughout the week and which is most needed by parents. So, they remained less motivated, less attentive and sleepy in the classroom
4. Lack of parental support, difficulties of academic subjects and lack of future employment opportunities were identified as reasons for female students' low

motivation towards learning. From the reasons ascribed for low parental support for their daughters' education parental need of child labour, poverty and lack of future employment prospects are perceived as the major ones as reported by female class repeaters and their parents

5. Among school related factors included in the study, lack of school based supportive service, difficulty of language of instruction, frequent absence from school, teachers' absenteeism and lack of gender sensitive facilities were identified as the major causative factors for female students grade repetition. Moreover direct school costs such as costs of school materials, costs of accommodations, costs of school uniform and school payment were rated to have strong influence on females' grade repetition
6. As far as the contextual factors are concerned, it was found that the attitude of female grade repeaters toward education and parental attitude toward female education were positive at least parents are willing to send their daughters to school as much as their sons. But When it comes to view on economic return of education and employment prospects both female students and their parents reflected deemed trust and perceive learning as a waste of time and resources
7. Violence in and around the school was also reported by female class repeaters and their teachers as a factor affecting female education. The violence is often manifested in forms of bullying, sexual harassment, snatching properties and attempted rape as claimed by respondents. It is also indicated that jobless gangs and male students are the major actors of the problem
8. Most cultural practices were perceived to have less relation with class repetition. Female class repeaters gave less weight to the influence of bride price, early marriage, teenage pregnancy, circumcision and religious beliefs; they gave more weight to the influence of home/parental service, risk of abduction, harassment and neglect of girls health and nutrition

5.5 Conclusion

Based on the analysis of the findings, it can be concluded that there is a problem of female grade repetition in Jimma town when compared to the National Statistics, especially at senior primary school level. There is no doubt that the existence of this problem significantly reflects not only the wastage in the educational system of the country, but also the benefit missed from educating females

One of the biological characteristics of female grade repeaters is that they reach puberty and mature to adolescence while they are still at primary school level. This in turn increases the risk of sexual harassment that may negatively influence girls' success at schooling

The fact that the majority of female grade repeaters, in this study, lives with both biological parents and almost proportionally came from both Muslim and Christian families, it seems religious affiliation and living arrangements did not show much influence in grade repetition of females in Jimma town

Findings about parental occupation, income and educational level revealed that most parents of female grade repeaters are engaged in low income generating occupation and generally have low educational level. This suggests that the grade repetition of female students is related to the underprivileged and less educated part of population. Any attempt to improve the situation of girls' education should take in to account the family at large

In addition, it was found that female grade repetition was caused by a multitude of factors which emanated from both what female students have experienced in-school and out-of-school environments. In other words, as reported by the majority of female and teacher respondents and confirmed by the focus group discussants lack of sufficient school based supportive service, lack of school facilities, lack of gender based school facilities, sexual harassment in and around school, fear of abduction, teacher absenteeism, and school distance are some of the major causes that influence female grade repetition. Likewise, house hold responsibilities, such

as cooking meals, cleaning, fetching water and fire woods and caring for younger siblings are highly related as domestic chores in which girls are engaged in. Other activities such as marketing and employment in domestic market are also reported as some of the most dominant factors that contributed to female grade repeaters frequent absenteeism from school

Moreover, This study revealed that cultural practices and institutions including engagement, early marriage, circumcision, teen age pregnancy, and religious believe are reported to have little influence in female education in Jimma town. However, other practices such as parental services, harassments, fear of abduction, employment in domestic market and neglect for female health and nutrition are reported to have significant contribution to female grade repetition in the study area

Overall, there is a positive attitude towards the education of girls as far as teachers' attitudes and practices are concerned. This is in fact not in line with Leka and dessie (1994) who reported teachers and principals' biases against female students. Irrespective of the influence of their low educational level, occupation and income, parents' demonstrated positive attitudes toward the education of their daughters. However, doubts exist as to the employment prospects of female students. Therefore, female grade repetition in second cycle primary school of Jimma town is the function of multitudes of causes related to social, psychological and cultural factors associated to school and family environments

5.6 Recommendations

On the basis of the findings and the conclusion, the following recommendations are forwarded

1. Jimma Town Education Office by initiating NGOs should organize special training for second cycle primary school teachers on female education in the form of workshops, seminars and conferences. The main purpose of this training is to raise teachers' awareness of gender issues. The assumption is that gender sensitive teachers are more inclined to assist, encourage and motivate female students to improve their academic achievement. The training manual might be prepared on approaches as to how to identify reasons and possible solutions to grade repetitions of female students, detect gender biases affecting females' class participation, motivate females to learn, make use of outstanding female students to motivate others, and the like. Gender awareness training should also be given to directors, Since they have an influence in policy implementation
2. It was observed in the study that most of female grade repeaters at grade 7 and grade 8 are found at age range of 14-18. These age range coincides with the on set of puberty and adolescent maturity which is associated with many emotional and psychological instabilities' in the development of young adolescent. Therefore, schools needs to prepare adolescents with the knowledge, skills, values and behaviors to confront the challenges and risks they, especially girls, face and to create positive change in their life. To this effect, the availability of proper guidance and counseling service for female students at these grade levels is likely to be beneficial. Therefore school directors and teachers should devise ways and means in which counseling services should effectively be provided for female students to minimize their grade repetition. In this case female teachers, particularly, can act as a role model and provide a sense of safety for female students and have an impact on girls' attendance and participation. Therefore counseling service for girls' personal and social concern as well as educational and career guidance are important intervention that is highly recommended to promote girls success in education at this grade level

3. As it can be seen in this study, frequent absenteeism was one of the major factors for female students' class repetition. To avoid repetition as a result of irregular attendance, schools will need to monitor attendance closely and keep written, accurate records for each child. It should be intervened at an early stage with schools having coherent strategy for tackling the problem based on sympathetic and informed assessment of a child's situation rather than authoritarian responses. This might include working with community members and parents who can monitor the situation. This can promote parental concerns about students' absenteeism that may help to minimize grade repetition

4. Lack of time to study at home due to house hold work and domestic service is found to be some of major factors for female students' grade repetition in Jimma town. Indeed, as females spend more domestic activities, it will take time and drain the energy that could be used for educational activities. Despite this, most female grade repeaters in the study preferred to spend their after school time in activities that could generate some income to support themselves and their families. Therefore, financial incentives provided for poor female students and their households could lower the economic pressure and help to increase regular attendance and reduce the risk of females to repeat. To this effect, scholarship programmers targeted at direct tuition costs, can be used to ease the financial burden of education for the poor female students. Moreover, strategies used to reduce indirect costs and opportunity costs which include stipends that provide income to poor girls or their family allow girls to give much attention to their education and succeed. For example, Colombia's secondary school Voucher program in which poor students receive vouchers has had a significant effect on the number of years schooling completed which is greater for girls than boys (Angrist,etal.2002 cited in UNICEF, 2004)

5. The violence in and around schools was claimed to be one of the major factors for female students' grade repetition in second cycle primary schools of Jimma town. School violence could be reduced if all members of the society stand against it. The pertinent institutions such as schools, churches, Mosques, political organizations,

professional associations should exert a concerted effort to teach the youth to develop an attitude of tolerance and brother hood to change the present hostile school environment to one that is safe for female students learning. The police should also play a role in further mobilizing the community to take strict control on perpetrators of violent acts on female students. The provision of escorts on main routes in to school is another possible way of reducing violence against female students

6. A decision to help daughters schooling could be relied on whether girls can find jobs once they are educated. If educated females fail to obtain jobs, parents may refrain from supporting their daughters by perceiving that girls are less fortunate for job opportunity. Hence, giving more job opportunity for females is another means to encourage parents' willingness to support their daughters' learning. Therefore, it seems important if Jimma town administrators attempt to look at work opportunities by initiating local and national private investors to expand small or large scale industries which could absorb a large number of educated females to be employed
7. Strengthening school based supportive service to assist weaker students and those most at the risk of repeating is highly recommended in this study. Intervention like tutoring, summer schools and individualized instructions either in the classroom or for some lessons outside classroom are more effective and less costly than making students repeat the grade. The school may also initiate peer group tutorials with in the regular school hours (during free periods). Better performing students may be assigned to conduct tutorial sessions for academically weaker students. Schools should also be encouraged; through the management decentralization polices, to offer flexibility to the needs of those at risk. for example through flexible colanders and school hours a positive effort can be made to abate the labour demand of daughters and minimize female students frequent absenteeism from school

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5. Are your parents alive? A) Yes B) No

6. If your answer for question number 5 is No, which one is not alive?

A) Father B) Mother C) Both father and mother

7. With whom do you live now?

A) With both parents B) Only with father C) Only with mother

D) With other relatives or guardian E) with people no blood relation

8. Your parents' educational level

Father _____ Mother _____

A) Illiterate

B) Primary education(1-8)

C) Secondary education(9-12)

D) TTI & other 12 + certificate training

E) Diploma and above

9. Your parents' occupation

A) Farmers B) Merchants C) Government employees

D) Daily laborers E) If others, specify _____

10. What is your parents' religion?

A) Muslim B) Christian C) Other _____

II Factors related to girls domestic labour

11. To what extent do you think that your schooling has caused shortage of labour at home?

A) High B) Average C) Low

12. To what extent helping your parents at home contributed to your grade repetition?

A) Very greatly B) Greatly C) Moderately

D) Little E) Not at all

13. If your answer to question No.12 is either "A" or "B", in which of the following do you help your parents

- A) House work B) Trading C) Child care
D) Farm work E) Others _____

14. For how long do you do domestic work per day?

- A) Less than 2 hours B) 2-4 hours C) 5-7 hours
D) 8-10 hours E) more than 10 hours

15. Were you frequently absent from school last year

- A) Yes B) No

16. If your answer for question No.15 is "yes" what was your reason to be absent from school

- A) Health Problem B) Overload of hose work
C) Fear of violence D) Trading
E) If other (specify) _____

III. Factors related to girls attitude and motivation to learn

17. How long on average do you spend on academic work at home per day?

(Doing homework studying, etc)

- A) More than 4 hours B) 3-4 hours
C) 1-2 hours D) none at all

18. How much are you motivated to learn?

- A) Very much B) Average C) Little
D) Not at all

19. If your answer to question No. 18. Is "C" or "D", what de motivates you to learn?

- A) Irrelevance of curriculum
B) Lack of prospect of future employment opportunity
C) Difficulty of academic subjects
D) Lack of parental support
E) Fear or stress
F) If other (specify) _____

20. Do you actively participate in classroom activities?

A) Yes, I work hard and participate actively

B) No, I feel tired and less participant

21. In education, do you think girls could perform or achieve as well as boys

A) Agree

B) Disagree

C) Not sure

IV. Factors related to parental attitude and level of education

22. Do your parents encourage you to pursue your education?

A) Yes

B) No

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

A) Poverty

B) Religious impacts

C) Lack of interest toward your education

D) Lack of awareness of the value of education for girls

E) Parents immediate need to your labour at home

F) If other (specify) _____

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

A) Very strongly

B) Strongly

C) Average

D) Average

E) Not at all

25. If your answer to question No.24 is "A" or "B" whose education do you think matter more?

A) Mothers' education

B) Fathers' education

B) Both have equal influence

IV. Factors related to school environment

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

A) Yes

B) No

27. If your answer to question No.26 is “A” in what form is school violence often manifested

- A) Attempted rape
- B) Bulling
- C) Sexual harassment
- D) Snatching properties
- E) If other (specify) _____

28. How often adolescent pregnancy observed as a reason for female students’ grade repetition in your school?

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

29. To what extent has difficulty in language of instruction contributed to your grade repetition?

- A) Very greatly
- B) Moderately
- C) Little
- D) No, not at all

30. How often do you get school base supportive services to help in your academic difficulties?

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

VI. Economy related factors

31. Rate the extent to which the following direct costs ply the role for grade repetition of female students in primary school (Put x mark)

	High	Average	Low
School payment	_____	_____	_____
Costs of text book	_____	_____	_____
Costs of uniform	_____	_____	_____
Costs of Inst.Materials	_____	_____	_____
Cost of transportation	_____	_____	_____
Costs of accommodation	_____	_____	_____

VII. Cultural and religious factors

32. Do you think your parents’ religious belief contributed to your grade repetition?

- A) Yes
- B) No
- C) Don’t observe

33. Write in brief the benefits that you gained and /or problem you encountered by repeating a grade

<u>Benefits</u>	<u>Problems</u>
_____	_____
_____	_____
_____	_____
_____	_____

34. To what extent do you think that the following cultural traditions and practice hinder the completion of schooling by female students (Put x mark)

	High	Average	Low
Early marriage	_____	_____	_____
Engagement	_____	_____	_____
Circumcision	_____	_____	_____
Bride price	_____	_____	_____
Home/parental service	_____	_____	_____
Pregnancy	_____	_____	_____
Risk of Abduction	_____	_____	_____
Harassment	_____	_____	_____
Religious belief	_____	_____	_____
Employment in domestic market	_____	_____	_____

APPENDIX B

ADDIS ABABA UNIVERSITY INSTITUTE OF PSYCHOLOGY

B. Questionnaire to be filled by Second Cycle Primary School Teachers

Dear Respondents!

The purpose of this questionnaire is to identify major factors that contribute to female students' grade repetition in second cycle primary schools. Since your sincere response has a great influence on the study, your cooperation in answering the questions will be highly appreciated

- I honor the confidentiality of your response

I thank you in advance!

Directions: Give appropriate answer to the following questions by Putting "x" mark in the box or by writing in the space provided

I. Background information

Name of the school _____

1. Sex : A) Male B) Female
2. Age: A) Below 25 years B) 25-30 years
 C) 31-35 Years D) 36-40 years E) Above 41 years
3. Academic qualification:
 A) TTI B) Diploma C) BA/BSC
 D) Other certificate trainings _____
4. Service Year: A) Below 5 years B) 6-10 years C) 11- 15 years
 D) 16-20 years E) Above 21 years

19. How often do female students' get school based services in your school for their academic difficulties?

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

IV Out of school factors

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

- A) Very strongly B) Average C) Little D) Not at all

21. Do you think that parents' religion has contributed to female students' grade repetition?

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

22. If your answer to question No.21 is "yes" daughters of which religion followers are more affected?

- A) Muslim B) Christian
C) Both Muslim and Christian religions have equal influence

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

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

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

- A) Very strongly B) Strongly C) Average
D) Little E) not at all

25. If your response to question No. 24 is "A" or "B" whose education do you think matters more?

- A) Mothers' education B) Fathers' education
C) Both have equal influence

26. Write in brief the benefits that you think repeaters gained and/or problems they encountered by repeating a grade

Benefits

Problems

APPENDIX C

አዲስ አበባ ዩኒቨርሲቲ የሳይኮሎጂ ትም. ክፍል

በአንደኛ ደረጃ ሁለተኛ ሳይክላ ት/ቤቶች ሴት ተማሪዎች የሚሞላ መጠይቅ

ውድ መላሾች!

ይህ መጠይቅ ለክፍል መድገማችሁ መንስኤው ምን እንደሆነ ለማወቅ የተዘጋጀ ነው። ይህ ጥናት ለክፍል መድገምና ለተዛማጅ ጉዳዮች ጥቅም ይሰጥ ዘንድ ከተፈለገ እያንዳንዱን ጥያቄ በጥልቀትና በግልጽ መመለስ አለባችሁ።

ስለሆነም

- ❖ ሁሉንም ጥያቄዎች በቅደም ተከተል መልሱ
- ❖ አብዛኞቹ ጥያቄዎች የሚመለሱት በተሰጡት ሳጥኖች ውስጥ ምልክት በማድረግ ወይም በክፍት ቦታዎች አጫጭር መልሶች መጻፍ።
- ❖ ስማችሁን አትጻፉ
- ❖ መልሳችሁ በሚስጥር እንደሚያዝ ላረጋግጥላችሁ እወዳለሁ። በቅድሚያ አመሰግናለሁ

I. የኋላ መረጃ

የት/ቤቱ ስም _____

- | | | | |
|-------------------|--------------------------------|---------------------------------|-------------|
| 1. ክፍል | ሀ. 7 | ለ. 8 | |
| 2. ዕድሜ | ሀ. ከ13 ዓመት በታች
መ. ከ16-17ዓመት | ለ. ከ14-15 ዓመት
ሠ. ከ18 ዓመት በላይ | |
| 3. ሀይማኖት | ሀ. ሙስሊም | ለ. ክርስቲያን | ሐ. ሌላ ----- |
| 4. መኖሪያ | ሀ. ከተማ | ለ. ገጠር | |
| 5. ቤተሰቦች በሕይወት አሉ | ሀ. አዎን | ለ. የሉም | |

6. ለ5ኛው ጥያቄ መልስሽ /ለ/ ከሆነ በሕይወት የሌለው ማነው

ሀ. አባት ለ. እናት ሐ. ሁለቱም

7. አሁን የምትኖረው ከማን ጋር ነው

ሀ. ከእናቴና ከአባቴ ጋር ለ. ከአባቴ ጋር ሐ. ከእናቴ ጋር

መ. ከሌላ ዘመድ ወይም አላዳጊ ጋር ረ. የደም ዝምድና ከሌለኝ ሰው ጋር

8. የወላጆችሽ የትምህርት ደረጃ /በተሰጠው ክፍት ቦታ የ ምልክት በማድረግ መልሽ

አባት እናት

ሀ. ማንበብና መጻፍ የማይችሉ ----- -----

ለ. አንደኛ ደረጃ /1-8/ ----- -----

ሐ. ሁለተኛ ደረጃ /9-12/ ----- -----

መ. መምህራን ማሰልጠኛ ተቋም /12 ሠርተፊኬት ----- -----

ረ. ዲፖሎማና ከዚያ በላይ ----- -----

9. የወላጆችሽ ሥራ

ሀ. ገበሬዎች ለ. ነጋዴዎች

ሐ. የመንግስት ሠራተኞች መ. የቀን ሠራተኞች

ረ. ሌላ ካለ ይጠቀስ

10. የወላጆችሽ ሐይማኖት

ሀ. ሙስሊም ለ. ክርስቲያን ሐ. ሌላ

II. የሴቶችን የቤት ውስጥ ሥራ በሚመለከት

11. መማርሽ የቤት ውስጥ የስራ ጊዜሽን ምን ያህላ የወሰደ ይመስልሻል

ሀ. ክፍተኛ ለ. መካከለኛ ሐ. ዝቅተኛ

12. በቤት ውስጥ ስራ ወላጆችሽን መርዳት ለክፍል መድገምሽ ምን ያህል አስተዋፅኦ ያደረገ ይመስልሻል

ሀ. እጅግ በጣም ለ. በጣም ሐ. በመጠኑ

መ. በትንሹ ሠ. ምንም

13. ለ2ኛ ጥያቄ መልስሽ ሀ ወይም ለ ከሆነ ከሚከተሉት በየቱ ነው ወላጆችሽን የምትረጁው
 ሀ. በቤት ውስጥ ሥራ ለ. በንግድ ሐ. በልጅ ማሳደግ
 መ. በርሻ ሥራ ሠ. ሌላ -----

14. የቤት ውስጥ ስራ የምትሰራው በተን ውስጥ ለስንት ሰዓት ያህል ነው
 ሀ. ከ2 ሰዓት ያነሰ ለ. ከ2-4 ሰዓት ሐ. ከ5-7 ሰዓት
 መ. ከ8-10 ሰዓት ሠ. ከ10 ሰዓት በላይ

15. አምና ደጋግመሽ ከት/ቤት ተርተሽ ነበር
 ሀ. አዎን ለ. አይደለም

16. ለ15ኛው ጥያቄ መልስሽ ሀ ከሆነ ለመቅረትሽ ምክንያቱ ምን ነበር
 ሀ. የጤና ችግር ለ. የቤት ውስጥ ሥራ ጫና
 ሐ. የጥቃት ሥጋት መ. ንግድ ሠ. ሌላ ካለ ይጠቀስ

II. ሴቶች ተማሪዎች ለትምህርት ያላቸውን አስተያየትና መነሳሳት በሚመለከት

17. በአማካይ በየቀኑ ለትምህርታዊ ስራዎች ለጥናትና ለቤት ስራ ወቅት ምን ያህል ጊዜ ትወስጃሽ
 ሀ. ከ4 ሰዓት በላይ ለ. ከ3-4ሰዓት
 ሐ. ከ1-2ሰዓት መ. ምንም

18. የትምህርት ፍላጎትሽ ምን ያህል ነው
 ሀ. ከፍተኛ ለ. መካከለኛ ሐ. ዝቅተኛ
 መ. ምንም የለኝም

19. ለ18ኛው ጥያቄ መልስሽ ሐ ወይም መ ከሆነ የትምህርት ፍላጎትሽን የቀነሰው ምንድነው
 ሀ. የሥርዓተ ትምህርቱ ከሕይወቴ ጋር አለመያያዝ
 ለ. ከትምህርት በኋላ የሥራ ዕድል አለመኖር
 ሐ. የትምህርት ክብደት
 መ. የወላጅ እርዳታ አለመኖር
 ሠ. የጥቃት ፍራቻ
 ረ. ሌላ ካለ ይጠቀስ

20. በክፍል ውስጥ ሥራዎች በንቃት ትሳተፈዋል
 ሀ. አዎን ለ. አይደለም
 ለ. አይ ድካም ስለሚሰማኝ እንደነገሩ እኩታተላለሁ
 ለ. አይ ድካም ስለሚሰማኝ እንደነገሩ እኩታተላለሁ
21. በትምህርት ሃይት ሴቶች የወንዶችን ያህል ውጤታማ ሊሆኑ የሚችሉ ይመስልኛል
 ሀ. አዎን ለ. አይመስለኝም ሐ. እርግጠኛ አይደለሁም

IV. የወላጆች የትምህርት ደረጃና ለትምህርት ስላላቸው አመለካከት

22. ወላጆችሽ በትምህርትሽ እንድትገራ ያበረታቱኛል
 ሀ. አዎን ለ. አያበረታቱም
23. ለ22ኛ ጥያቄ መልስሽ ለ ከሆነ ምክንያቱ ምን ይመስልኛል
 ሀ. የኑሮ ድነት ለ. የሐይማኖት ጫና
 ሐ. የፍላጎት አለመኖር መ. ስለሴት ልጅ ትምህርት ግንዛቤ አጥረት
 ሠ. በቤት ውስጥ ስራ የሴት ልጅ እርዳታ ስለሚፈልጉ
 ረ. ሌላ ካለ ይጠቀስ -----

24. የወላጆችሽ አለመማር ወይም ዝቅተኛ የትምህርት ደረጃ ለክፍል መድገምሽ ምን ያህል አስተዋፅኦ አድረጓል
 ሀ. በጣም ከፍተኛ ለ. ከፍተኛ ሐ. መካከለኛ መ. ምንም
25. ለ24ኛው ጥያቄ መልስሽ ሀ ወይም ለ ከሆነ የማናቸው ተፅዕኖ የሚያይል ይመስልኛል
 ሀ. የእናቴ ለ. የአባቴ ሐ. የሁለቱም አኩል ነው

V. የት/ቤት አካባቢን በሚመለከት

26. በት/ቤት ውስጥና አካባቢ ትምህርቱን የሚጎዳ በሴት ተማሪዎች ላይ የደረሰ ሁከት አለ
 ሀ. አዎን ለ. የለም
27. ለ26ኛው ጥያቄ መልስሽ ሀ ከሆነ የሁከቱ መገለጫ ምንድነው
 ሀ. የአስገደዶ መድፈር መክራ ለ. አጉል ቀልድ
 ሐ. ወሲባዊ ትንኮሳ መ. ንብረት ንጥቂያ
 ሠ. ሌላ ካለ ይጠቀስ -----

28. በት/ቤትሽ በእርግዝና ምክንያት ክፍል መድገም ምን ያህል ይታያል

ሀ. ብዙ ጊዜ ለ. አልፎ አልፎ ሐ. የለም

29. ትምህርት የሚሰጥበት ቋንቋ እስቸጋሪነት ለክፍል መድገም ምን ያህል ምክንያት ይሆናል

ሀ. በክፍተኛ ሁኔታ ለ. መካከለኛ ሐ. መጠነኛ መ. ምንም

30. የሚገጥምሽን የትምህርት አረዳድ ችግር ለማቃለል በት/ቤት ደረጃ ምን ያህል የተለየ እርዳታ ይደረግልሻል

ሀ. ሁልጊዜ ለ. አልፎ አልፎ ሐ. ምንም

31. የሚከተሉት ዋጋዎች በአንደኛ ደረጃ ት/ቤቶች ለሴት ተማሪዎች የክፍል መድገም ምን ያህል ተፅዕኖ እንደሚያደርጉ በአንጻራቸው ምልክት በማድረግ መልሽ

	ክፍተኛ	መካከለኛ	ዝቅተኛ
❖ የት/ቤት ክፍያ	-----	-----	-----
❖ የመማሪያ መጽሐፍት ዋጋ	-----	-----	-----
❖ የዩኒፎርም ዋጋ	-----	-----	-----
❖ የትምህርት መሣሪያዎች ዋጋ	-----	-----	-----
❖ የትራንስፖርት ዋጋ	-----	-----	-----
❖ የምግብና የመኝታ ዋጋ	-----	-----	-----

32. የወላጆችሽ ሐይማኖታዊ እምነት ለክፍል መድገምሽ አስተዋዕኔ ያደረገ ይመስልሻል

ሀ. አዎን ለ. አይመስለኝም ሐ. እርግጠኛ አይደለሁም

33. ክፍል በመድገምሽ ምክንያት ያገኘሽው ጥቅም ወይም ያጋጠመሽ ችግር ካለ በአጭሩ ግለጭ

ጥቅም	ጉዳት
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34. የሚከተሉት ባሕላዊና ልማዳዊ ጉዳዮች የሴት ልጅ ትምህርት አጨራረስን ምን ያህል እንደሚያንቀጡ በየአንጻራቸው ምልክት በማድረግ መልሽ

	ከፍተኛ	መካከለኛ	ዝቅተኛ
❖ ያለዕድሜ ጋብቻ	-----	-----	-----
❖ ትጭጭት	-----	-----	-----
❖ ግርዛት	-----	-----	-----
❖ የጋብቻ ስጦታ	-----	-----	-----
❖ የቤት ውስጥ ስራ	-----	-----	-----
❖ ዕርግዝና	-----	-----	-----
❖ ጠለፋ	-----	-----	-----
❖ ትንኮሳ	-----	-----	-----
❖ ሀይማኖታዊ እምነት	-----	-----	-----
❖ በሥራ መቀጠር	-----	-----	-----

APPENDIX D

ADDIS ABABA UNIVERSITY
INSTITUTE OF PSYCHOLOGY

- C. Unstructured questions prepared to interview primary school principals and Education Bureau officials in Jimma town

Dear Respondents:

The purpose of this interview is to identify major factors that contribute to female students' grade repetition in secondary schools. Since your sincere response has a great influence on the study, your cooperation in answering the questions will be highly appreciated

Thanks in Advance!

1. What major environmental (social, psychological, and cultural) problems do you think contribute to the grade repetition of female students in the school
2. In your opinion what are the major problems related to schools which may hinder girls' attainment in school
3. In your opinion what are the major home environment related problems which may hinder girls attainment in school
4. Do you think that the community in this town believes that girls require education as much as boys? If your answer is "yes" or "no" tell us the reason
5. Are girls in this town economically important to parents in the town? If your answer is yes tell us in what major ways
6. Do female students miss class more frequently than boys? Why?
7. Do you think female students lack more time to study at home than boys
8. Do female students get school based supportive services for their personal and academic difficulties in your school? If yes, in what way

9. How often violence in and around your school committed up on female students? Who commits? In what form
10. To what extent do you think that your daughters schooling has caused shortage of labour at home?
11. Tell us what has to be done to make female students to be successful in education by schools, parents, and the government
12. What could you tell us about the employment prospects of girls in this town?

APPENDIX E

ADDIS ABABA UNIVERSITY INSTITUTE OF PSYCHOLOGY

Guides for focus group discussion among selected members of PTA and parents

1. Do you think girls are successful in their education as much as boys, if not what do you think the major obstacles for the success of female students in their education?
2. What major steps were taken to promote the successful completion of schooling among female students?
3. From your experience, what are the main school related obstacles for girls not to succeed in their education
4. What are the main social and cultural practices that contribute to the grade repetition of female students in the primary school
5. In your opinion does the community believe that girls are important as much as boys? If your answer is yes, tell us in what major ways they are perceived important