



**CHALLENGES AND OPPORTUNITIES OF FEMALE
STUDENTES IN SECONDARY SCHOOLS OF GULELE**

SUB CITY, ADDIS ABABA

BY

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**CHALLENGES AND OPPORTUNITIES OF FEMALE STUDENTS
IN SECONDARY SCHOOLS OF GULELE SUB CITY, ADDIS
ABABA**

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This is to certify that this thesis entitled: *Challenges and Opportunities of Female Students in Secondary Schools of Gulele Sub city, Addis Ababa* is prepared by Rahmet Ali Shumye and submitted to the department in partial fulfillment of the requirements for the Degree of Master of Arts (Educational Leadership and Management) complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

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Declaration

I, the undersigned, declare that this thesis entitled *Challenges and Opportunities of Female Students in their Education in Secondary Schools of Gulele Sub city, Addis Ababa*; is my original work, has not been presented for a degree in any other university and that all source of material used for the thesis have been duly acknowledged.

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Acronyms and Abbreviations

DFID	Department for International Development
ETP	Education and Training Policy
ESDP	Education Sector Development Program
FDRE	Federal Democratic Republic of Ethiopia
GCE	Global Campaign for Education
GER	Growth Enrolment Rate
GPA	Grade Point Average
GPI	Gender Parity Index
MOE	Ministry of Education
MOEGE	Ministry of Education and Girls' Education
NER	Net Enrolment Rate
NGOs	Non-Governmental Organizations
SNNPR	Southern Nations, Nationalities and Peoples Region
UNDW	United Nation Declaration for Women
UNESCO	United Nations Education, Scientific and Cultural Organization
UNICEF	United Nations Children's Emergency Fund
WAD	Women's Affairs Department
WCEA	World Conference On Education for All

ABSTRACT

The major objective of this study was to assess the challenges and opportunities of female education in secondary schools of Gulele sub city in Addis Ababa. To achieve this, a descriptive survey method was used. Secondary schools (eight in number) of the sub-city were selected using suitable sampling method. Questionnaire for teachers and female students, structured interview forms for directors and vice-directors and written document review were used as data collection instruments. The study included a total of 231 female-secondary students, 170 secondary school teachers and 8 directors and 8 vice –directors. In analyzing and reporting the result, percentages were used. The major findings revealed that the challenges of female students' education such as family's educational and economic backgrounds, shortage of instructional materials for academic performances, burdens in domestic activities, lack of female oriented training etc., negatively affected the participation of female students in the secondary schools. Thus, to raise the opportunities of Gulele Sub City Secondary Schools the sub city Education Training Office should try to create awareness on how to improve the problem of work load at home on female students by using different methods, to decrease the effect of distance from home to school and other related challenges the city government should build more secondary and preparatory schools in the sub city. The school administration and teachers should set solid program to train the students so as to decrease social media' impact, etc.

CHAPTER ONE

INTRODUCTION

This chapter deals with background of the study, statement of the problem, objective of the study, significance of the study, delimitation, limitations, operational definition of the terms and organization of the study.

1.1. Background of the Study

Education is a powerful means that significantly changes the life of an individual and empowers him/her to contribute to national development (UNESCO, 2002:17). It is a fundamental human right, which is the key to sustainable development, peace and stability among countries. Education is the corner - stone for the development of a country according to Satyarth, president of Global Campaign for Education (GCE), and Joven, GCE Chairperson (2005), wrote, “education is the most powerful weapon in global fighting against poverty, disease and hunger reduction.” This idea was dot by, the former president of South Africa Mandela (2005) was said that "Education is the most powerful weapon that you can use to change the World." P (1). Accordingly, education is an indispensable means for effective participation in the society and economics of the twenty – first century, which is influenced by globalization. It has direct and positive effect on earning, farm productivity and human fertility as well as intergenerational effect on child health and nutrition. To this effect, over the past decades, the world had made a remarkable progress, towards expanding access to education and a strikingly grand achievement has been registered regarding school age population (King and Hill 1993:1).

In order to fully realize the objective of education, it is extremely important to increase female participation in the sector. It empowers them with basic knowledge of their rights, individuals and citizens of their nation and the world. This would in turn help women to place themselves on a more equal footing with their male counter parts. Article 26(1) of the Universal Declaration of Human Rights, adopted by the General Assembly of the United Nations on December 1948 asserted that “Everyone has the right to education” (Juvingly, 1963:9). Since then, schools have been urged to take in and educate all children in the same way regardless of their sex.

Educating female has a number of advantages. Educated women raise a healthier family, apply improved hygiene and nutrition practice, and become productive both at home and work places and able to get further education. In addition, education initiates females to apply family planning, which helps them to have relatively fewer and better educated children (King, 1991:1). Despite the benefits of educating females, in a number of developing countries, the participation of females in education is characterized by low enrollment and poor performance. In addition to low participation in the education, even those female students who have managed to stay in schools face different challenges, which hinder their education and specifically lower their performance.

Females do not enjoy all the educational opportunities they should have, and often do not have any at all. Nearly everywhere in the world they are given less education than men, and over vast areas of the globe, the majority of the illiterates are women (Chabaud, 1970:17).

Many scholars suggest that female enrollment is still low in almost all countries of the world (Coombs, 1985:24). For example, studies on the enrollment of students Jones, (1986) in Tunisia, Kelly, (1987) in the world, Chabaud, (1970) in all over the world, Mbilinyi, (1969) in Tanzania indicate that a few number of girls attended schools. According to Chabaud (1970:16), wrote that, out of a total of 428 million pupils enrolled in all levels of education throughout the world in 1967/68 only 186 million were females. That is out of every 100 pupils who got chance of going to school only 43 were females. After 20 years, in 1989, a publication from World Conference on Education for All (WCEA, 1990:1) noted that out of 100 million children who have no access to primary education in the world 60 million were females. In others words of 100 children who did not attend school, 60 were females. These indicate that, though females' right to education is generally recognized, they are far from exercising their right in education. Women comprise more than half of the world's human resource and are central to the economic as well as to the social well-being of societies. Development goals cannot be fully reached without their participation.

According to Kane (1995) cited in the ample evidence available suggests that educating women has a considerable social return. The proportion of girls enrolled in primary, secondary and higher education has risen considerably throughout the third world. However, there are still substantial gaps between the number of girls and the number of boys enrolled in formal education. In particular, it appears that the gap is narrowing in much of Latin America but growing in Africa and in part of Asia. In general, girls were still more likely than boys to dropout earlier from the education pipeline.

While in some countries girls make up 50% of primary-school enrolment, a small percentage continue on for secondary schooling, and even fewer pursue tertiary level, the number of students attending such institution decrease. In most developing countries all children are required to, and do, attend school. In developing countries this is not always the case even when schooling is available it is often difficult to get to and expensive to participate. Even where schooling is free, girls attend less due to other factors. Even if schooling is free there may be a cost from the loss of the children, labor in the field, home or work place. Other factors mitigate against the inclusion of girls in education in developing countries, especially for females with limited resource (Marchbank and Lether, 2007).

From what has been said above, it is clear that females have less opportunity than males to go to school in all over the world and those who go to school are facing so many challenges. Accordingly, this study is designed to assess the challenges and opportunities of female students' education in the secondary schools of Gulele Sub City.

1.2. Statement of the Problem

Females are the basis of the continuous existence of human race. Furthermore, they are central to the development process. It is also believed that full and complete development of a country requires maximum participation of females who are about half of the world's population. However, full participation of females does not take place unless they have the knowledge or the required level of participation

While females are participating in education they face so many challenges, which come from socio-economic status, socio-cultural beliefs, unfavorable school environment, discouraging political and institutional conditions, pregnancy, girls' expectations and other traditions play significant role in the education of females by affecting their school attendance and even leading to dropouts (Odaga and Heneveld, 1995:22). Known to be a keystone to the nation's accelerated socio-economic development, governments have made tremendous strides in promoting girls' education following the 1970s. However, in Ethiopia and other African countries, getting girls into school and retaining them in schools is a very serious constraint as a result of which girls' enrollment and achievement in education does not yet reach at the required level in the Sub-Saharan African countries. Studies undertaken at various times pertaining to girls' education ensure that the deep rooted misinterpretation and biased attitudes in the community, economic and education inequality related issues and far less attention are the main causes to the problems of the education

of girls. As regards, to minimize and get rid of biased attitudes on girls and factors that influence the participation of girls in education, and address the equity aspect of education services to citizens, the first, second and third education sector development programmes have been realized within the framework of the Education and Training Policy. In these programmed gender issue was a strategic direction with a special focus given to balancing the rates of enrollment and achievement of girls and boys at all levels of the education system.

In 2008/09, the GER at secondary first cycle education (Grades 9-10) has grown to 38.1% out of which the share for boys is 43.7% and that of girls is 32.4%. In Ethiopia, the overall challenge to advancing female enrolment and achievement in education are indicated as follows. The first challenge is the long-standing cultural misconception of the community and the family more specifically: early and forced marriage, verbal insult, beating up, insecurity, rape, etc. persist unresolved until now. The second challenge is economic problem related to insufficient involvement of concerned government bodies, community and parents immobilizing resources to finance, and little focus in creating sufficient opportunities to girls' education, the demand by parents on girls' labor, specially, as those parents having low income do not afford to cover costs for stationery and food; they are reluctant to send their children to school. Those parents, who are in a position to cover some of the costs, give priority school enrolment opportunity for boy child over their child girl. Girls are forced to excessive work both at home and for income generating activities to support the family. The third challenge is related to schools and education and training institutions. Inadequate numbers of schools, and other; low-level of awareness on the special support for girls, design for promoting gender equality, sexual harassment in school, on the way to and from school, housing problems at secondary level in particular etc. continue to hamper the performance of girls in education. The fourth challenge that could mention here is that though there is a strong government commitment to gender issues, implementing bodies at different levels do not pay attention due to the absence of accountability. Studies carried out recently include the following findings that support the aforesaid social, economic and institutional obstacles to the education of girls. In recognition of the various challenges girls face to pursue their education, the Ministry of Education put the affirmative action policy, which allows girls to be admitted in preparatory education with a lower GPA (by 0.2) than their male counterparts. Moreover, the legal ground for female education, the growing attitudinal changes of the society towards female participation in education and the growing number of female role models are the opportunities for female secondary school students (MOE, 2004).

Quantitative data is available both at the national and regional levels regarding, specially, the status of girls in educational participation in secondary education. Quantitative data is also available about the academic performance of girls usually expressed in terms of repeaters and passed in grade. In Gulele Sub City, Annual abstract data makes it clear that participation or enrollment of girls is always below that of boys. For instance, in 8th grades and in 10th grade of National Examination, the performance of girls is inferior to that of boys. Each year, more boys pass national examinations than girls do. The number of girls who repeat in the same grade is also relatively greater than that of boys, Gulele Sub City is the last the relative least number of achievers from all Sub city found in Addis Ababa.

Thus, the main purpose of this research is to assess female students' challenges and opportunities in secondary schools of Gulele Sub City, Addis Ababa. An attempt was made to suggest some possible solutions to those challenges and approaches to maintain those opportunities available for female students. The study tried to answer the following basic questions.

1. What are the major challenges faced by female students of Gulele Sub City?
2. What are the opportunities available for female's students in secondary schools which encourage their participation in education?
3. If there are opportunities, are the females benefited from them?

1.3. Objectives of the Study

The general objective of the study is to assess the challenges and opportunities of female students' education in Gulele Sub-city.

The specific objectives of the study are:

- To assess the challenges of female students in secondary schools of Gulele sub-city.
- To identify the opportunities available for female students to perform well in education.
- To show the ways that help female students to solve the problem in education in the study area.

1.4. Significance of the Study

The purpose of the study is to assess the challenges and opportunities of female students in secondary schools of Gulele Sub City, Addis Ababa.

Thus, the study is significant in the following ways:

1. The finding of the study is expected to create awareness on the challenges of female students to secondary school directors, teachers and students of different secondary schools
2. The study is significant to high level officials in the Ministry of Education to keep up on the affirmative action measures and future planning and management to find solutions for challenges of female students in secondary schools.
3. The study provided information to NGOs and other organizations that are working on gender related fields in general and female education in particular.
4. The study initiates or serves as spring board for other researchers who want to conduct further study in the field.

1.5. Delimitation of the Study

In Addis Ababa there are ten sub-cities. Gulele is one of the sub-cities found in Northern part of Addis Ababa. In this sub-city there are 10 Woredas. There are eight (8) secondary schools, 4 Governmental and 4 private secondary schools. These secondary schools are from grade 9-10 in the sub-city. The researcher gained data from the school administrators, teachers, and female students. However, to make the study relatively manageable, it was confined to assess the major challenges that face female students and their opportunities in education in all private and governmental secondary schools in the sub-city of Gulele.

1.6. Limitation of the Study

The extended time taken by respondents to fill in the questionnaires and conduct interviews, caring out research with routine office work and shortage of time had not been the problems; however, the researcher had to go to these subjects repeatedly and made a maximum effort to get relevant data.

1.7. Operational Definition of Key Terms

Challenges: - are difficulties or problems which hinder or affect female students in education.

Enrollment: - the total number of registered student in institution or in the education system.

Gender: - refers to socially constructed roles, behaviors, activities and attributes that a given society considers appropriate for men and women in its socio-cultural contexts.

Opportunities-are situations which are advantageous for females to Participate in education.

Secondary Schools-Grade levels which include grade 9 and 10 only in the Current Ethiopian education System.

Sub – City-is the part of big city which include several sections (woredas) within it.

1.8. Organization of the Study

The study is organized under five chapters. The first chapter deals with the introduction part which focused on the background of the study, statement of the problem, significant of the study, delimitation, limitation, definition of key terms and organization of the study .The second chapter deals with the review of literature, While the third chapter consists of the research design and methodology. The fourth chapter deals with presentation of data and analysis. Finally, the last chapter five summarizes the findings and brings the study to the conclusions and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This part of the study deals with the review of related literature. Accordingly, an attempt has been made to review the importance of females' education, the various challenges that affect their education and opportunities of females' education. The review includes both theoretical and empirical works of different authors.

2.1 Importance of Females' Education

Education has an indisputable positive bearing on economic growth and poverty reduction. It is important to encourage democratic values, to enhance citizenship and to increase participation in decision making processes at the local, national, and international level (AC,2008). Education, as an aspect of human capital formation, is recognized as being vital in increasing the productive capacity of people. In the case of women, in particular, it helps in reducing fertility preferences, increasing the opportunity cost of time and consequently encouraging more participation in labor market activities (Sackey, 2007). Women who are educated promote economic growth, reduce child mortality and malnutrition, bring improved health to themselves and those they care for, delay the age of first marriage, lower fertility and will typically have fewer children and have more opportunities to increase house hold income. Their children intern will experience lowest mortality rates, better nutrition and better overall health (Kane, 2004).

Engin-Demir (2009) stated that education is not a charity rather a fundamental human right for all people irrespective of their sex, race, economic status ,which is the key to sustainable development, peace and stability among countries. In any society, the provision of education is a fundamental and basic for human resource development. Education represents a major form of human resource development. Human resource development is determined by the availability and quality of education. Human resource development constitutes an underlying basis upon material development. It is a cornerstone for the nation's fast socio-economic development. King and Hill (1993) argued that educating females yields far-reaching benefits for girls and women themselves, their families' and their societies in which they live. The benefits of investing in human capital are especially pertinent for women in developing countries where gender equity in education is often

lagging behind. Without educating women, national endeavors can be less effective and the efforts of women are weaker. Equal opportunity of education for both sexes is equally important.

In a number of developing countries, the participation of women in education is characterized by low enrolment and poor performance (Herz, 1991; King and Hill, 1993; Odaga and Heneveld, 1995). The significant contribution of female education is expressed in terms of economic, cultural and political aspect of a country. Obanya (2005:15) stated that an educated female is likely to become: a more competent and knowledgeable mother, a more productive and better paid worker, an informed citizen, a self-confident individual and a skilled decision maker. The benefits of education relates to more or less in all aspects of development. Education empowers them to participate in the public and political life. The potential benefits of education are always present but females' education often has stronger and more significant impact than males' education (King, 1990). This does not mean education is unnecessary for males.

A research in Ethiopia efforts pointed out that girl's low level of school attainment and correspondingly low levels of literacy, political integration, and economic productivity (Seged, et al., 1991). In the Universal Declaration of Human Right 1948, Article 13(1 and 2), the development of a system of quality education at all levels shall be actively pursued, and the material conditions of the teaching staff shall be continuously improved, but girl's education is a critical development agenda since its inherent value to individual girls, and benefits for its wider society. Thus, there is much attention to make education accessible to girls.

Education is important not only because it contributes economically, culturally and politically, but also it is the human right of every citizen. In the policy area, the UN Declaration for Women (1970 – 1985) emphasized women's contribution to development. In recent years international development agencies have increasingly included women as beneficiaries in their planning. Nevertheless, gender planning, which has as its goal equality, equity and empowerment, still has not attained legitimacy. Along with the struggle to secure the recognition of women as human beings having equal rights with men, there has arisen the parallel concept of equality of contribution to public and private life, and now in the newer developing countries the idea of women's participation in the process of building up the political concept and the economic and social structure of a nation.

As indicated by the Scottish Academic Press in 1971 women's potential contribution towards their societies may be summarized under three headings: home maker, professional work and public

life. First as a homemaker, a woman can by knowledge; skill and energy enhance the level of living in her own home. She can add to the comforts and amenities of her house. As an educated mother she can better understand and contribute to the schooling which her children receive. Secondly, she can learn to fill the jobs badly needed in her country, where skills are in short supply: teaching, medicine, nursing, secretarial work, to name some but a few. Thirdly, there is a civic, contribution to be made by women. In some developing countries women have made a particularly notable contribution to public life. One has only to think of India and Ceylon (and now Israel), which have had women ambassador, women member of legislatures and some paramount chiefs. It is, of course not only at this high levels that women have a part to play, and lower down the lines must be admitted that the prejudices against them are often greater.

Apart from service on public bodies, women have a particularly important part to play in voluntary organizations for social service. This is especially true of women in towns and cities where the local ties are broken and many people are strangers to the towns and to each other. In more developed countries much of such voluntary service is given by women.

With regard to the importance of education for females, UNICEF cited in Obanya (2005:15) stated that an educated female is likely to become: a more competent mother, a knowledgeable mother, a more productive and better paid worker, an informed citizen, a skilled decision maker and a self-confident individual.

Education programs help girls and women improve their own lives, the lives of their families and the conditions in their communities. For parents and especially mothers this means creating conditions that ensure their daughters have equal access to basic education, are able to make informed decisions about their futures, and are able to protect themselves from trafficking, sexual exploitation, HIV/AIDS, for example: by improving educational opportunities for girls and women, Education helps women develop skills that allow them to make decisions and influence community change in key areas. In turn, these programs have a positive impact on some of the most profound issues of our time: population growth, HIV/AIDS, peace and security, and the widening gap between the rich and poor. The Press Release of WOM/1168 on Anti-discrimination Committee Meeting on Burkina Faso Reports also stressed the urgency and importance of female's education as the gateway to female's empowerment. Throughout the world, it appeared that poverty and illiteracy were a woman's fate. The fight against poverty would be enhanced by education. Neither education nor emancipation in its broadest sense would be able to change

anything without the full participation of women in political power and this cannot be done without educating females.

It is clear that one of the chief means whereby women can be enabled to make a fuller contribution to national development is by education. For this, we need more females to have access to education especially to secondary because it is a base for higher education and for the prejudices to their doing so being overcome.

There is a special need to attend to the education of women and girls in developing countries, not only so that they may discover themselves, but because of the increased contribution which education is enable them to make to the economic, social and political development of their countries. This means more schools and training facilities for girls and more training for adult women. This implies more women qualified to undertake the teaching involved not only in schools but in rural institutes and the community development and extension services. It should be realized that the question of the emancipation of women is inextricably linked with their education and in fact their freedom could be said to be a function of their level of participation in education. Besides as Gustav Geiger, the Swedish Sociologist remarkably put it “the position of women in a society provides an exact measure of the development of that society”. In short progress necessities that the emancipation of women in Ethiopia and elsewhere in the world is regarded as an idea whose time has come and as such the education of women can no longer be considered as a missing piece in the development puzzle.

Although females constitute half of the world’s population and produce 70% of the labor, they earn only one tenth of the world’s income and less than one hundredth of the world’s property. In terms of education, female comprise two thirds of all illiterate people. At present, it is estimated that about one third of all the households in the world are headed by female. The vast majority of these females suffer from all forms of structural injustices including lack of access to education and training. Like many African and other developing countries, female students’ education has not reached the expected level and rather found in its rudimentary stage in Ethiopia (Wondiye, 2007).

In the contemporary world, high degree of discrimination of females in various aspects including the area of education is prevalent in all developing countries, but it is not so pronounced in the developed ones (Adam, 1975) cited in Kebede (2011). Gender disparity in education in terms of enrollment, completion rate, dropout rate and the like are characteristics of many African

countries. The existence of such gender inequalities and injustice are the most persistent obstacles and blockage towards a steady development through education in developing countries.

The ample evidence available suggests that educating female has much more social return. In view of this, increasing equal access to education has been a major policy and goal for most developing countries in the past three or four decades. Despite all this, female's participation in education and development still lags behind in Ethiopia

2.2 Challenges of Female Education

In traditional Ethiopia, the Orthodox Church and the Mesjid were the major institutions that were responsible for the dissemination of education. Even though the role played by these two centers of learning in the development of the nation cannot be underestimated, the participation of women in traditional education had been negligible. According to Samuel Gobat, one of the early European observers of the Ethiopian historical scene "girls had substantially fewer ... educational opportunities than boys" a keen Georgian observer in Ethiopia, and a long term resident in the country, expressed that at the turn of the twentieth century there was probably ninety percent illiteracy in the whole country and he had written "among the women folk, the position ... was even worse, for apart from the princesses those who could read and write could be counted on the finger tips".

Even before modern education was introduced formally by the government in 1908, it is known that some Ethiopian students had pursued their education abroad. However, AlemEshete's study of foreign educated Ethiopians before 1989 does not make a single mention of a female who was educated abroad during this period.

The Orthodox Church and the Mesjid provided education mainly for promoting their respective religious doctrines. Both institutions favored boys over girls. Since the major goal of the church school was to produce priests and deacons who were to serve the church. Also in the case of Islam even though such declaration may not exist, the fact however remains that Muslim females mostly do not participate in Qura'nic education.

Modern or secular education was formally introduced in to the country by the government at the turn of the twentieth century during the reign of Emperor Menilik II. The Emperor's keen interest in education is reflected in the 1906 proclamation which explicitly stated, among other things,

which henceforth after the age of six boys and girls should attend school. Despite the above proclamation the education of females did not seem to have made significant breakthrough in subsequent years. The fact that it did not make considerable advances should not be surprising at all, for the traditional attitudes towards the education of females still persisted and had not yet lost their impact. However, one notable event that happened, long after Menilik's proclamation regarding education of females was the establishment of the first government school for girls in 1931 by Empress Menen.

Education is not compulsory in Ethiopia and all school age children are not enrolled in schools. Educational policy is not discriminatory to females. In fact article 36 of the 1995 constitution of the Federal Democratic Republic of Ethiopia stipulates:

The state shall provide women with special support, particularly in education, training and employment so that they may participate in political, economic, social and cultural affairs on an equal basis with men.

Despite the policy, however, the patterns of pupil enrollment and participation from the primary grade to the senior secondary schools show that the number of girls who continue to drop out of school or to repeat classes is higher than that of boys.

In addition to their low enrollment, female students show comparatively poor school performance. This is reflected in national examination results and in the rates of repetition and dropouts. For some of these female students, the primary level of education becomes terminal as repeating classes is mostly discouraged by their families who do not place a high premium on the value of educating their daughters.

Female students' poor performance at school can be related to their lifestyle. Most of them do housework; cooking, taking care of their younger brothers or sisters, generally helping their overburdened mothers and training for their future role as wives and mothers. This leaves them very little time for their studies.

Right from the outset, the system of education had never been encouraging for females due to the influences of religion and culture. That is, education policies were highly influenced by religious, cultural and other values, which discourage girl's participation in education. For instance, though formal education started as far back as 1908, girls' school participation rate had remained very low except in recent years where there have been some changes introduced by the government to

ameliorate the situation. This includes the drafting and implementation of favorable policies, creating awareness in the general public and identifying major issues regarding the problem. However, the sex difference in school participation is still significant.

I. Enrolment

There does not seem to be a consistent pattern between the level of enrolment growth and the degree to which the gender gap has increased or decreased. The regions are ranked from highest to lowest in the extent to which female enrolment has increased between 1997 and 2003. Addis Ababa, the capital, is ranked first in female enrolment growth, the two regions that come second and third are relatively remote regions; one of which, Gambella, has been subject to in security which is often hypothesized to reduce girls' enrolment. Between the other two urban regions, Harari and Gambella show the greatest widening of the gender gap in favor of boys. Yet both have also shown significant growth of female enrolment. Clearly, girls are being dragged along in the wake of a stampede to enroll boys in school in these regions (ESDP III, 2005).

Table 2.1 Enrolment ratio and gender gap in secondary education 20003-2008E.C

	2003 E.C	2004 E.C	2005 E.C	2006 E.C	2007 E.C	2008 E.C
Boys	37.70%	45.00%	53.72%	55.56%	53.52%	62.04%
Girls	34.80%	40.90%	40.01%	40.85%	56.38%	67.15%
Both	36.10%	42.00%	47.00%	47.27%	55.05%	64.80%

Source: Educational Statistics Annual Abstract, 2008 E.C.

Taking 2003E.C as the base year the above data reveals that the NER for both sexes have been increasing across the last five years. A modest increase was not considerable for girls except in 2008E.C where the NER surpassed those of the boys by 5.11%. Yet, the overall NER for secondary schools in Addis has improved from 36.10% in 2003 E.C to 64.80% in 2008 E.C. In of the inequitable access to secondary education for girls in the previous years, increases in overall access in recent years helped narrow the gender gap. Enlarged school operations in Addis Ababa, and benefitted the urban girl students as a whole.

Gender Parity Index (GPI)

GPI measures gender difference in education indicators. It is defined as the value of net enrollment of girls divided by net enrollment of boys.

Table 2.2 Gender Parity Index (GPI)

	2003E.C	2004E.C	2005E.C	2006E.C	2007E.C	2008E.C
GPI	0.75	1.09	0.75	0.97	1.05	1.08

Source: Educational Statistics Annual Abstract, 2008 E.C.

If the value of the GPI is equal to 1 then there is no difference between boys and girls in enrollment rate. A GPI value of less than 1 shows that NER/GER is higher for boys than girls and if otherwise greater for girls. Concomitant to these, the above data reveals that GPI was less than 1 in 2003, 2005 and 2006 E.C (0.75, 0.75 and 0.97 respectively). This explains that more boys were enrolled to secondary schools than girls in these years. On the other hand, GPI was greater than 1 in 2004, 2007 and 2008E.C (1.09, 1.05 and 1.08 respectively) showing the enrollment of more girls than boys to secondary schools in Addis Ababa in these years. Therefore, the data show that more girls are benefitting from secondary education in Addis Ababa at present.

II. Repetition

This indicator measures the proportion of who have remained in the same grade for two or more consecutive years by retaking the grade having either left the grade prematurely or returning for a second or third time. Girls' repetition is higher than boys in all grades. Still, the differences increase (to the detriment of girls) the higher the grade – with grades 7 and 8. The discrepancy manifests seven percentage points. The primary reason for this gap is lower performance (ESDP III, 2005)

Table 2.3 Repetition rate of primary school students 2003-2008 E.C

	2003 E.C	2004 E.C	2005 E.C	2006 E.C	2007 E.C	2008 E.C
Males (%)	1.7	0.63	1.2	2.68	2.06	2.55
Females (%)	1.5	1.38	2.8	3.02	1.6	1.66
Total (%)	1.6	1	2	2.85	1.83	2.1

Source: Educational Statistics Annual Abstract, 2008 E.C.

As shown above the data the primary education repetition rate fluctuates in the years considered. On the average the repetition rate of 2008 is 2.1%. Which exceeds the percent intended in ESDPV, with regard .Males repetition rate (2.55%) is higher than females (1.66%). This does not include Grade 8.

III. Retention/ Dropout

The dropout rate is a measure of the number of students leaving schools before completion (graduation) of ascertain cycle of grade level out the total number of students enrolled.

Table 2.4 Primary 1 – 8 Dropout rate (%) by grade and gender, 2002/3

	1	2	3	4	5	6	7	8	Total
Girls	28.8	16.6	13.1	13.6	13.0	6.1	14.7	11.1	16.7
Boys	28.5	15.3	13.2	12.7	14.1	5.8	17.9	6.1	17.8

Source: Educational Statistics Annual Abstract, 2002/3 E.C.

The grade specific dropout rates show a slightly different pattern with female dropout similar to male dropout up to Grade 7. It is only in last year of primary that girls' dropout is significantly greater than boys.

Table 2.5 Dropout rate of Grade 1-4

	2003 E.C	2004 E.C	2005 E.C	2006 E.C	2007 E.C	2008 E.C
Males (%)	1.87	1.12	1.34	1.26	1.7	1.35
Females (%)	3.54	2.4	2.5	1.52	1.9	1.58
Total (%)	2.78	1.8	1.92	1.39	1.8	1.47

Source: Educational Statistics Annual Abstract, 2008 E.C.

One of the focus areas of ESDPV is improving the overall internal efficiency by lowering the dropout rate to less than 1%. However, the trend of dropout rate of first cycle primary education (G1-G4) as depicted by the above data fluctuate up and down, the minimum rate (1.39%) recorded in 2006. Another point worth mentioning is the females' dropout rate in all the six consecutive years exceeded the male ones.

Table 2.6 The dropout rate of grade 5-8

	2003	2004	2005	2006	2007	2008
Males %	2.30	1.94	1.62	1.29	1.9	1.67
Female %	1.25	0.99	1.2	1.27	2.1	1.42
Total %	1.74	1.43	1.41	1.28	2	1.51

Source: Educational Statistics Annual Abstract, 2008 E.C.

In the second cycle primary education (G5-G8) contrary to the case in first cycle, the dropout rate is more than 1% males' dropout rate exceeded females through the sex consecutive years except in 2007. Similar to the first cycle primary schools the list dropout rate exhibited among the six years under consideration was the 1.28% in 2006.

IV. Performance

The results of the Grade 8 examination were published in 1996/7. In that year, boys did better than girls in all regions, with Addis Ababa and SNNPR having the smallest gender gaps. The national averages are skewed by the results from Addis Ababa and SNNPR. This later mentioned area had a higher percentage of the candidates with relatively better results from girls.

Table 2.7 Promotion rate of Grade 8 students' by sub city (2008 E.C)

	Addis ketema	Akaki	Arada	Bole	Gulele	Kirkos	kolfe	Lidta	N/silk	Yeka	City Total
Males %	75.6	76.3	81.2	76.0	72.0	72.1	71.9	77.5	81.7	76.0	75.8
Females%	72.7	69.4	74.8	65.0	64.0	64.5	64.2	68.0	70.5	61.8	66.8
Average%	74.0	72.4	77.4	69.7	67.4	67.9	67.6	72.0	75.2	67.6	70.7

Source: Educational Statistics Annual Abstract, 2008 E.C.

As shown in the above data, at city level 29.03% of the students who took Grade 8 regional exam in 2008 did not pass to grade 9. In this examination Arada sub city exhibited the highest number of achievers, 77.4% while the relative least number of achievers, 67.4% went to Gulele Sub city. Gender wise, in all sub cities female students achieved lower than male students.

The promotion rate recorded in 2003 (71.96%) decreased year after year up to 2006 (67.64%) and of the entire promotion rate recorded in the six consecutive years the 2007E.C 72.87% was the maximum. Regarding to gender, female students were low achievers compared with male students for the past six years. (Education Statistics Annual Abstract 2008 E.C (2015/16 G.C)

The promotion rate of grade 10

Percent of promoters' students in grade 10 were 65.72% in 2007E.C to 54.6% in 2008E.C shows dramatic declines. On the other hand, percent of students' in 2008 was 54.6 %.(Education Statistics Annual Abstract 2008 E.C (2015/16 G.C)

Even if education is one of the main factors that can improve women's life, women in Ethiopia face serious challenges in their education. Emebet (2003:13) had classified challenges of female's education as: economic constraints, family related and cultural barriers. In a similar way, drawing from studies conducted by different researchers several factors are suggested as possible challenges of female education. As indicated by UNICEF (2005) these challenges have four dimensions of females' education; notably enrollment, retention or dropout, performance and the quality of scholastic education.

DFID- Education (1993) identified different challenges to females' education, these are: geographical, socio-cultural, health, socio-economic, religious, legal, political/ administrative and

educational. The challenges are interrelated and in some cases mutually reinforcing. These are discussed in detail below, as already indicated, but may be briefly summarized here as follows:

I. Geographical

The considerable spatial disparity, and in some cases incompleteness, of institutional provision (even at primary level) relates directly to difficulties of physical access which adversely affect girls more than boys; there is an overall and profound urban/rural dichotomy which favors towns and cities, especially in respect of secondary school (and especially single sex) provision for girls; patterns of transportation and migration affect educational provision and take up, again normally disadvantaging females and in some cases extreme physical difficulties, such as flooding and other hazards act in the same way (www.id21.org.ed). The distance or location of schools has affected the attendance of girls and even the continuity of their education. Parents entertain the fear that their daughters would be harassed or raped on the way to school. Their fear coupled with unbalanced gender bias triggers their mind to force them to leave school. The influence of this factor can only be overcome by more sophisticated and multivariate spatial analysis of educational needs and the planning and implementation of integrated development projects as a result. Educational planning on its own would be futile.

ii. Socio-Cultural

In general, many families in Ethiopia tend to influence the upbringing of their daughters based on the values defined by cultural and religious norms. At an early age, girls are taught to be quiet, shy, and most importantly obedient. Self-expressions and assertiveness are behaviors that do not fit into the acceptable cultural norms of being a “good girl”.

A major deterrent to female take up and follow through of educational opportunities (even when these are available) is a near universal fundamental cultural bias in favor of males. The widespread operation of patriarchal systems of social organization; of customary early marriage; of the incidence of early pregnancy (in and out of marriage); of heavier domestic and subsistence duties of females (especially in rural areas); a generally lower regard for the value of female life, all combine though differentially in each case, to adversely affect the participation of girls and women in formal education. Women in many communities in Ethiopia are still judged to be less valuable than men. They cannot participate fully in economic, and in public life. They have limited access to positions of power. They don't also participate fully in education. According to Women's Affairs Office report in 1994, the education of women still lag behind that of men from primary to

university level. Inequalities in curricula and enrolment still exist. Girls continue to be offered more of the home oriented rather than employment oriented subjects. Culture wise, the patriarchal system is dominant, instituting division of labor by sex, (defining stereotyped role) limiting the female to that of a wife, a mother and a house keeper and promoting ideas and norms were reinforcing these (WOA, 1994:38).

To this list may be added problems of seclusion and security in some areas. Such long standing constraints result in a dearth of female role models that could challenge the traditional one that is clearly acquired by both sexes at a very early age. The influence of this factor can only be overcome, inter alia by a profound change of attitude on the part of influential males, and in some countries of traditionally minded powerful females in key family positions.

iii. Health

In general the effect of poverty and malnutrition on the health of school age children falls harder on girls than boys. Boys may get preferential feeding, while girls (who have a heavier domestic work load) are more likely to be undernourished. Even if they get to school, this adversely affects their performance and therefore retention rate. Health problems associated with pregnancy, especially for adolescent girls, obviously have a negative effect, as do rising trends of sexual activity in the younger generations where these occur. Problems associated with family size and family planning is widespread in relation to possible participation in education and implies the need for sex/health education at school level. It is clear that the health factor, though partly hidden and indirect in effect is a very significant one in respect of the quality of (young) female participation in education as well as the quantity of it.

iv. Economic

Together with the fundamental socio-cultural bias in favor of males, the economic factor, especially in terms of grinding poverty and hunger, is probably the most influential in adversely affecting female participation in education, especially in rural areas. In such harsh economic circumstances, both direct and hidden costs to a family of sending daughters to school are perceived by parents to be prohibitive in terms of the provision of books, paper and uniforms/clothing (important for social reasons) as well as the loss of vital help at home and on the land. Poor families find it difficult to pay fees and even when education is made free they find it difficult to pay for expenses for clothes, books or other materials (Genet, 1990:10). Bullara also stated in his book that the main reason for low schooling is poverty of most illiterate women which

oppresses them in their everyday lives and prevents them from taking an active part in educational activities (Bullara, 1992:1).

In addition to that the economic problems are related to parents' inability to send girls to school due to lack of financial capacity especially if schools are far from home. The problem is more serious in rural areas where girls are expected to provide support for their families because of the traditional division of labor. School distance and harassment, feelings of discomfort to participate equally with men are stumbling blocks for female students. In addition, dropout in high school is fuelled by the practice of early marriage and marriage by abduction. (MoE; 2010).

In most cases the contribution of females is unpaid and they may have little or no experience of the handling of money which further reduces their status and power, but increases their vulnerability. Because of the patriarchal and patrilocal predominance, investment in a girl's schooling is wasteful since it benefits the family into which a girl marries rather than her own. In the more privileged classes investment in the education of females may be an advantage in 'marrying well'. This further increases the urban/rural gap. Vocational education which might relate to employment prospects, is everywhere weak and under-valued, but especially so in respect of the interests of girls. The apparent inability of some countries to resource their schools and even to pay their teachers regularly leads to low morale, teacher absenteeism and parental disenchantment.

v. Religious

Although in general acting indirectly, the religious factor is on balance a positive one, though it is often overcome by the fundamental socio-cultural bias in favor of males. The fact that most religious practitioners and leaders are male makes for a powerful image in favor of that sex, and it would be a very helpful move if religious leaders of all faiths and denominations were to speak out strongly in support of the female cause. Christian missions have, in various areas, had a most positive effect on female education and literacy levels, though some have a legacy of harsh sanctions in respect of early pregnancy. In Islamic areas the situation is generally not so supportive but a number of positive trends were apparent. The religious significance of sons in the Hindu family, while still operative, no longer seems in itself to disadvantage daughters. Often in contrast to the state system, and especially- at secondary level, denominational schools are well organized and resourced, attracting stable, well qualified staff. This weighs heavily with parents when deciding whether or not to send their daughters to schools, especially since boarding facilities tend

to be more favorable and secure.

vi. Legal

Again this factor acts mainly indirectly. Most countries have now legislated for equal status in respect of sex, but this is usually a recent innovation and traditional sanctions often still operate unchallenged. So there are still important areas where the law could be reformed further to encourage compliance and the system of justice strengthened to ensure that this actually happens. In many rural areas long standing societal rules constraining females are still operative, as is the case with condoning early marriage. The acquisition of minimum legal knowledge and support in such areas as: gaining justice and compensation for assault; understanding letters and contracts; arguing for educational provision according to the law, and challenging disadvantageous pressures in respect of marriage, divorce and inheritance could be very helpful to the female cause. There must be concern over the legality of the employment of (young) children, particularly girls, and the dominance of males in the legal profession. The encouragement and support for more females to seek and develop careers in various areas of this profession could be a very significant development in respect of female participation in education.

vii. Political/Administrative

Although policies exist in most cases for such developments as universal primary education, equal educational opportunities in terms of gender and the eradication of gender bias from texts and other materials, the political will to carry these through seems to be weak in the face of severe economic constraint. The creation of Ministries or Bureau of Women's Affairs appears to be counterproductive, and the poor quality of local administrative/advisory staff and resources renders such government initiatives as do occur, relatively ineffective. The record of NGOs is markedly better, and those governments that enable NGOs to operate in favor of increased female participation are to be commended. In some cases where strong political dichotomies or other such disparities exist even elite females may be disadvantaged by being in the 'wrong' camp, and their potential contribution to national development and the role of females in general to that end may be lost. Language policies can adversely affect female participation in that where vernaculars have no status, and schooling is either absent or very poor, women and girls remain 'trapped'. As with the churches, political leaders are almost always male, and until considerably more women break into the most influential echelons of power, the question of low female participation in education and its implications for national development may well remain on the sidelines.

viii. Educational

This factor itself can be a deterrent to female participation in schooling. Difficulties of accessibility, lack of resources and low teacher quality and morale are widespread. In particular the lack of female primary teachers in rural areas is a real problem. Parents are, in some countries, very reluctant indeed to send daughters to school if there is no female teacher, and the facilities for the accommodation and security of such teachers are usually absent or inadequate. The organization of schooling in terms of the daily and seasonal imperatives of local economies usually renders it dysfunctional, and the curriculum is often unattractive in instrumental terms. At secondary level, in addition to the lack of (accessible) places, problems of cost, direct and hidden are acute, and there is a considerable need for more single-sex (girls) schools, some with secure boarding facilities and scholarship schemes to enable participation. Vocational education is weak and schemes open to girls in this field are particularly useful. There is still a widespread problem of gender bias in books and materials.

2.3 Opportunities for Females in Education

This part deals with the opportunities which encourage females to participate in education.

2.3.1 Legal Stand of Female Education

The right to education has got a prominent feature in international as well as regional human right instruments. Apart from this, an aspect of the right to education has been ensured in national constitutions. As of 1988, the right of education has been explicitly maintained in the constitution of some fifty-two countries. Many constitutions also specifically mention equality of opportunity in the exercise of the right.

Under article 41 of the FDRE constitution concerning economic, social and cultural rights there are two sub articles which have a bearing on the right to education. Article 41(3) states that every Ethiopian national has the right to equal access to publicly funded social services. To this domain it is possible to add education. This article, therefore, seems in line with article 1(a) of the UNESCO convention against Discrimination in Education of 1960, which prohibits unequal treatment of persons or groups of persons in access to education.

In Ethiopia the level of females' participation in education is very low. The Ethiopian government Education and Training Policy of 1994 affirms government's commitment to establish an

education system that facilitates and encourages equal participation of both boys and girls. The ETP of 1994 states:-

Special attention is given to women and those students who did not get educational opportunities in the preparation, distribution and use of educational support inputs.

2.3.2 Affirmative Action

Females' participation in education can be increased using different ways one of which is using affirmative action. Historical emergence of affirmative action in the areas of public policy has been substantially documented in various writings, publications, etc. having its locus in the constituency and associated with the civil right movement. It is initiated to rectifying fair and just society that equally shares the educational outcomes. Toward this endeavor, affirmative actions have become the educational policy reality as an intervention measure as described by Clark (1997) and Platt (1997) to address the problem of educational inequity for educationally disadvantaged group whose the suffering is not self-inflicted but through deliberately established institutional procedure of segregation; and to help them advance to better status in the large sphere of society life. This step basically involves the redistribution of public wealth and the netting of new social structure that disturb the already established societal status quo in this many forms (Chan, 1993).

According to Finkleman (2001:1), affirmative action is a policy component used first in the United States in the 1960's to increase opportunities for minorities by favoring them in hiring, promotion and college admission. It has been used by governments, business or educational institutions for making remedy to effect the past discrimination by enabling the person or groups discriminated against on level terms with the favored group.

There are two commonly used and successful forms of affirmative actions. These are: lower admission cut of points and remedial classes for females. In some countries scholarship and other tips of financial support schemes for girls are also employed as forms of affirmative action. Some countries such as Ghana, Kenya, Malawi, Uganda and Zimbabwe among others have articulated and implemented affirmative action policies. Such policies allow female candidates who have attained the minimum required marks to enter public Universities.

In Ethiopia in recognition of the various challenges girls face to pursue their education, the Ministry of Education put the affirmative action policy, which allows girls to be admitted to higher education institutions with a lower grade point than their male counterpart. In fact affirmative

action measure is also used to increase the participation of both males and females from disadvantaged regions such as Afar, Somali, BenishangulGumuz and Gambella. Although affirmative action policy has been instrumental in increasing the share of female students in public educational institutions it did not lead to a significant change.

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

Basically, as the ultimate concern of educational equity is judged against the outcome the effected female affirmative action program has to concomitantly address that end. Hence forth, female affirmative action programs have to effectively deal with the three aspect of educational process where barriers to equity are identified. This implies that effort through affirmative action program as to attack and dismantle those barriers believed to block female students not to get in to secondary school and get access to hostile institutes. In other course of educational process that block the meager number of female students in school setting. To help this, possible and viable strategies have to be collaboratively designed by the participants of school personnel and implement accordingly. Likewise, affirmative action programs have to simultaneously come up with strategies that help to expand and improve educational outcomes of female. In order to do this, then girls have to be offered with chances that are potential to redistribute social and economic outcomes enjoyed in the society.

2.3.3 Attitudinal Changes of Parent towards Females' Education

Parental and familial attitudes have a strong influence on the decision to invest in children's education. Children's education is a direct result of how much resource and priority parents and families attach to teach their children. Families tend to judge the value of education by the returns from the labor market (Odaga and Heneveld, 1995:19-21).

The decision to go to school is directly related to females' employed opportunities once they are educated. When employment is not open to women, females' education tends to be depressed, while, when employment opens up, the demand for females' education is much greater on the part of parents. Evidence from Malaysia shows females' school attendance increased when government announced an action that favored the employment of both sexes. In Chile, too, females stay in

school longer than men because education is a prerequisite to gain reasonable wage (Kelly, 1987: 100). In these years, while, females are the majority in Addis Ababa school, they are a minority in the school of other regions (UNICEF, 2005). Studies indicate that this is because of the returns from the labor market of females in Addis Ababa.

In general, this chapter describes the importance of female's education. It has an indisputable positive bearing on economic growth and poverty reeducation and it is important to encourage democratic values, to enhance citizenship and to increase participation in decision making process at the local, national and international level. The next idea is challenges that affect females' education. Education is the main factor that can improve women's life; women in Ethiopia face serious challenges in education. From studies conducted by different researches several factors are suggested as possible challenges of female education, these are geographical, socio-economic, religious, legal political and educational. At last, to encourage females' to participate in education there are opportunities. The first one is legal stands of female education, the second is affirmative action and the last attitudinal changes of parents towards females education are some the opportunities of the females student in education.

CHAPTER THREE

The Research Design and Methodology

This Chapter deals with design of the study, sources of data, sample population and sampling techniques, instruments of data collection, procedures of data collection, and data analysis.

3.1. Method

The study is designed to assess challenges and opportunities of female students in their education in the secondary schools of Gulele Sub City. The research method for this study was descriptive survey research, a method of systematic data collection.

3.2. Design of the Study

A descriptive survey design was used to this study so as to assess the challenges and opportunities of female students in the secondary schools of Gulele Sub City. The design was selected on the assumption that it is helpful to gather enough information from many people on the issue under study. The appropriateness of this design for such study was noted by many scholars. For example, Koul (1996:405) states that descriptive survey design becomes useful particularly where one needs to understand some particular information. The descriptive survey research design involves a clearly defined problem and definite objectives.

3.3. Sources of Data

In this study, both primary and secondary sources were used to gather adequate information about the challenges and opportunities of female students in their education in the secondary schools of Gulele sub city.

Primary sources were used to get first-hand information concerning their challenges and opportunities. The primary sources were students, teachers, principals and vice principals. The secondary sources were used to strengthen the primary sources. They include annual reports, manuals, documents, and journals. The internet sources were used to avoid the inadequacies of the data and to make the study reliable.

3.4 Sample and Sampling Techniques

The sample area of the study, Gulele Sub city Secondary schools, is found in Addis Ababa City government. The sub city comprises 8 secondary schools (4 government and 4 private secondary schools (9-10) .There are 277 Male and 74 Female teachers, and 2708 female students at grade 9-10), (Educational Statistics Annual Abstract (2015/2016). The sample must be of an optimum size i.e., it should neither be excessively large nor too small. This is because it should be large enough to be representative of the population and small enough to be economical in terms of time, money and complexity of analysis (Best and Khan, 1989:16).

All principals and vice principals of Gulele sub city of both government and private secondary schools were included it mainly consisted about the challenges and opportunities of females in secondary schools of Gulele sub city. The interview form comprised a total of 13 items. The items were made up of open- ended questions. The researcher is unable to employ more acceptable sampling methods. If the population size is around 500, 50% of the population should be sampled. From 351 teachers, 175 teachers were selected and from 2708 female students 10% of them that is 270 were select using simple random sampling technique.

Table 3:1 Sample

NO	School Name	No of teachers				No. of female student s
		Government		Privet		
		Male	Female	Male	Female	
1	Delber	59	14	-	-	695
2	Entotoamba	95	30	-	-	928
3	Kachanedebraselem	54	13	-	-	553
4	Meraf	35	14	-	-	414
5	Albetel Academy	-	-	5	-	12
6	EntotoWengelawit	-	-	5	1	61
7	Merwa	-	-	16	1	29
8	School of tomorrow	-	-	8	1	16
	Total	243	71	34	3	2708

3.5. Instruments of Data Collection

To gather relevant data from respondents' interview guide was prepared for principals. Questionnaires were prepared and distributed to sample female students and teachers. This is not only because it is common means of collecting data but it also helps to gather data about conditions, practices and problems from large size of respondents. Accordingly, two types of questionnaires were prepared one for female students and the other for teachers of secondary schools. In order to obtain all the necessary information from the respondents, the questionnaires included both open and close ended items.

3.5.1 Questionnaire

It is widely used and useful instrument for collecting survey information and it can be used in the absence of the researcher (Cohen et al, 2000:245). In order to collect data, questionnaire containing both close and open- ended questions were developed. The close - ended questions, were developed that allow the respondents to choose the possible responses that fits to their response and the open - ended questions were prepared that allow the participants to write their answers in their own words. The questionnaires were two types one for both female and male teachers and the second administered for female students by choice item. The questionnaire for students' includes mostly for teachers. The questionnaire for students 'used in Amharic, for teachers in English.

3.5 .2 Pilot Test

The pilot test was done at the sumeya secondary school found in Gulele sub city Wereda 9. Fifteen (15) teachers and twenty (20) students were among the participants who took part in the pilot test, 13 student and 18 teachers filled. The pre-test results for teachers 'instrument 86.7% and girls student questionnaire was 90% ,the questions were reliable. Because, the researcher was made his/her study to measure the respondent attitudes, interest, values and the like on a specific issue, the reliability result should be more than 65 percent (Yalew, 2009). Based on this level of reliability, all the testing instruments level of reliability were more than 65 percent. However, those questions which seemed to be vague and difficult to administer were improved. Based on the pilot test response the researcher made some and adjustments on few questions.

3.5.3 Interview

Open-ended interview was administered to 8 principals, 8 vice principals, both Amharic and English language used and recorded to analyze in-depth data. This tool is selected since it is helpful to obtain the opinion, beliefs, feelings and views in detail, first summary sheets were prepared and the responses were analyzed about the challenges faced and the opportunities presented for female students of these secondary schools from participants themselves.

3.5.4 Document Review

Written documents were scrutinized, assessed and analyzed to obtain secondary data. This tool was employed since it had a great importance to include empirical evidence in the study, and it also helped to weight the validity of certain information obtained from different sources.

3.6 Method of Data Analysis

After the data collection is done, the results were coded and fed in to percentage to obtain the results. Depending on the nature of the questions and the data, percentages and tables were used to interpret the findings. Based on the findings discussions were provided as well as conclusions were derived and recommendations were presented.

3.7 Ethical Considerations

The researcher addressed ethical considerations of confidentiality and privacy. I used a rigorous and conscious effort at all times to sustain this promise. A guarantee was given to the respondents that their names should not be revealed in the questionnaire and research report. Moreover, participants received a verbal and written description of the study, and informed consent was obtained before the survey. Participation in the study was voluntary, and all participant responses were confidential. Finally, a copy of the final report could be given to the schools involved in the study.

CHAPTER FOUR

Presentation, Analysis and Interpretation of Data

This chapter deals with the presentation, analysis and interpretation of the data collected from the respondents through questionnaires and interview.

4.1 Characteristics of the Respondents

Among two hundred seventy (270) copies of questionnaires distributed to sample female students and one hundred seventy five (175) sample teachers, 231 (85.5%) of the students and 170(97.1%) of the teachers were filled in. Interview has also been employed to the Directors and Vice directors of Secondary Schools.

Table 4. 1- Characteristics of the Respondents

No	Item	Respondents			
		Students		Teachers	
		No	%	No	%
1	Sex				
	Male	-	-	139	81.8
	Female	231	100	31	18.2
	Total	231	100	170	100
2	Age				
	15-21	230	99.6	-	-
	22-27	1	0.4	47	27.7
	28-32	-	-	60	35.3
	33-38	-	-	41	24.1
	>39	-	-	22	12.9
	Total	231	100	170	100
3	Grade				
	9	113	48.9	-	-
	10	118	51.1	-	-
	Total	231	100	-	-
4	Marital status				
	Single	214	92.6	74	43.53
	Married	17	7.4	91	53.53
	Widowed	-	-	-	-
	Divorced	-	-	5	2.94
	Total	231	100	170	100
5	Level of education				
	M.A/ M.Sc	-	-	17	10
	B.A/B.Sc	-	-	147	86.5
	Diploma	-	-	6	3.5
	Total	-	-	170	100

Item 1 of table 4.1 shows the sex of respondents. Among teachers the majority that is 139 (81.8%) were male and 31 (18.2%) were females. This shows that most of the teachers were males. This strengthened the idea that number of teaching staff which can be role models for female students are very limited. Regarding the age of respondents, 230(99.6%) of students were in between 15 – 21. Among teachers 22(12.9%) were in the age range of 39 and above, 60(35.3%) of them were in between the age range of 28 – 32, 47(27.7%) of them were in between 22 – 27 and under and the rest 41(24.1%) of them were between the age range of 33 – 38.

Regarding the educational level of female students, 113(48.9%) were grade nine students, 118(51.1%) were grade ten. Among teachers, 6(3.5%) were Diploma, 147 (86.5%) were B.A/B.Sc holders while 17(10%) were M.A degree holders.

As indicated in item 4 of table 1, 17(7.4%) of female students were married, 214 (92.6%) were single. Among teachers, the majority 91(53.53%) were married, 74(43.53%) of them were single, 5(2.94%) were divorced.

4.2 Data Analysis and Interpretation

Table 4.2- Geographical Challenges of Female Students

No	Item	Respondents			
		Students		Teachers	
		No	%	No	%
1	The effect of distance from home to school is				
	A. Very high	105	45.4	75	44.1
	B. High	54	23.4	69	40.6
	C. Medium	45	19.5	3	1.8
	D. Low	27	11.7	23	13.5
	E. Very low	-	-	-	-
	Total	231	100	170	100
2	Do female students face problems on the way to school?				
	A. Yes	138	59.7	135	79.4
	B. No	93	40.3	35	20.6
	Total	231	100	170	100
3	If "Yes", what kind of problem is it?				
	A. Insult	18	19.4	62	46.6
	B. Sexual harassment	75	80.6	57	42.9
	C. Abduction	-	-	2	1.5
	D. Rape	-	-	4	3.0
	E. Beating	-	-	2	1.5
	F. Others	-	-	6	4.5
	Total	93	100	135	100

Table 4.2 significantly indicates the geographical challenges of female students in their education. Concerning item 1 majority of the respondents that is 105(45.4%) of students and 75(44.1%) of teachers and 54(23.4%) of students and 69(40.6%) of teachers reported that the effect of distance from home to school for female students is very high and high respectively. However, 45(19.5%) of students and 3(1.8%) of teachers and 27(11.7%) of students and 23(13.5%) of teachers

responded the school distance as medium and low respectively. The above responses clearly indicate the effect of distance on female students.

The second item in the table is meant to identify whether female students face problems on the way to and from school. Accordingly, students and teachers which account 138(59.7%) and 135(79.4%) respectively asserted that female students face problems on the way to and from the school.

When we consider the kind of problem which most female students face, 75(80.6%) of the students and 62(46.6%) of teachers revealed that most female students face the problem of sexual harassment, 18(19.4%) of students and 57(42.9%) of teachers replied that female students face insult on the way to and from school. The other problems face female students, 2(1.5%) teacher replied abduction, 4(3%) were rape, 2 (1.5%) beating and 6(4.5%) were transportation problem. Thus, sexual harassment and insult are the major problems of female students faced on the way to and from school.

Table 4.3 - Socio -Cultural Challenges of Female Students

No	Item	Respondents			
		Students		Teachers	
		No	%	No	%
1	To whom priority for education is given	19	8.2	67	39.4
	A. for boys	30	13	16	9.4
	B. for girls	182	78.8	87	51.2
	C. for both				
	Total	231	100	170	100
2	Do parents believe in the importance of female education?				
	A. Yes	210	90.9	82	48.2
	B. No	21	9.1	54	31.8
	C. Not sure	-	-	34	20
	Total	231	100	170	100
3	Does marriage affect female education?				
	A. Yes	186	80.5	136	80
	B. No	45	19.5	34	20
	Total	231	100	170	100
4	Does parents' education influence females' education?				
	A. Yes	77	33.3	150	88.24
	B. No	154	66.7	20	11.76
	Total	231	100	170	100
5	If "Yes", whose education?				
	A. Mothers'	9	11.7	35	23.3
	B. Fathers'	12	15.6	42	28
	C. Both	56	72.7	73	48.7
	Total	77	100	150	100
6	What is the attitude of females towards their education?				
	A. Very high	94	40.7	15	8.82
	B. High	61	26.4	70	41.2
	C. Medium	65	28.1	78	45.88
	D. Low	11	4.8	7	4.1
	Total	231	100	170	100
7	Who have more work load at home?				
	A. Boys	11	4.8	-	-
	B. Girls	220	95.2	-	-
	Total	231	100	-	-
8	If your answer is "B", does it affect your education?				
	A. Yes	158	68.4	-	-
	B. No	73	31.6	-	-
	Total	231	100	-	-

Table 4.3 above shows the socio-cultural challenges of female students. As indicated in item 1 in the table, 182(78.8%) of students and 87(51.2%) of teachers reported that priority for education is given for both boys and girls. With regard to the belief of parents on the importance of education for females, all female students and teachers reported that parents do really believe in educating females. From the above responses, one can conclude that there has been a tremendous attitudinal change towards educating females.

Regarding item 3 of table 4.3, 186(80.5%) students and 136(80%) teachers replied that marriage affects female students in their education.

In item 4 in table 4.3, the response of 154(66.7%) students and 150(88.24%) teachers confirmed that the parents' level of education have a great positive influence on female education.

Concerning the fifth item, which is pertinent to the issue of whose education influences more, 56(72.7%) students and 73(42.4%) teachers reported that both mothers' and fathers' education influences more. While 9(11.7%) students replied mothers and 12(15.6%) students responded fathers' education is important in influencing positively females' education. From this information one can understand that parents' level of education greatly influences female education. In most cases both parents' education is important.

In item 6 of table 4.3 students were asked about the attitude of female students towards their education, where 94(40.7%) of students and 15(8.82%) of teachers and 61(26.4%) of the students and 70(41.2%) of teachers replied that females have very good and good attitudes towards their education respectively. On the other hand, 65(28.1%) of students and 78(45.88%) of teachers and 11(4.8%) of the students and 7(4.1%) of teachers reported that females have medium and low attitudes towards their education. This response shows great attitudinal changes of females towards their education, which might be attributed to the change in the status of females in the society.

In item 7 of table 4.3, 220(95.2%) female students asserted that heavier domestic and subsistence duties at home are given to females. With regard to the effect of work load at home, 158(68.4%) of the students assured that it negatively affected them highly not to study and work hard on their education.

Table 4.4- School Related Challenges of Female Students

The table below depicts the challenges which female students face around the school.

No	Item	Respondent	
		Teachers	
		No	%
1	Do females perform well as compared to males?		
	A. Yes	151	88.8
	B. No	19	11.2
	Total	170	100
2	If “yes”, what proportion on last year EGSEC?		
	A. Very good	45	29
	B. Good	88	56.8
	C. Medium	18	11.6
	D. Low	4	2.6
	E. Very low	-	-
	Total	170	100
3	Have you received female oriented training?		
	A. Yes	30	17.6
	B. No	140	82.4
	Total	170	100

As it is shown in item 1, table 4.4, regarding female students performance, 151(88.8%) the teachers responded that female student perform well as compared to their male counterparts.

As indicated in item 2 of the same table regarding what proportion on the last year EGLCE, 88(56.8%) and 45(29%) of teachers reported that last year proportion of female students on EGLCE was high and very high respectively. This shows that female students’ academic performance has been improved. In the same item only 4(2.6%) of the teachers reported females result as low. Those who responded as being low were asked what could be the possible reason for low female achievement.

In item 3, of table 4.4, the teachers were 140(82.4%) teachers reported that they have never taken gender oriented training, 30(17.6%) taken training. This implies most of the teachers needed gender oriented training.

Table 4.5- Religion Related Challenges of Female Students

No	Item	Respondents			
		Students		Teachers	
		No	%	No	%
1	Does parents' religion influence females' education?				
	A. Yes	44	19.1	56	32.9
	B. No	187	80.9	114	67.1
	Total	231	100	170	100
2	If "Yes", which religion do they follow?				
	A. Islam	17	38.64	30	65.21
	B. Orthodox	10	22.72	7	15.21
	C. Catholic	3	6.82	2	4.34
	D. Protestant	14	31.82	2	4.34
	E. Others	-	-	5	10.9
	Total	44	100	46	100

As indicated in item 1 of table 4.5, the majority of respondents, i.e. 187(80.9%) of the students and 114(67.1%) of the teachers revealed that parents religion do not influence female students in their education. 44(19.1%) of students and 56(32.9%) of the teachers responded that it has influence on female education. Those who responded "yes" were also asked which religion followers and all of the students as well as teachers replied that those who follow the religion of Islam prohibit their daughters not from going to school. Students were asked on item number 18 of the questionnaire what could be the possible reason for this and all of them replied that it might be because of head cover (Hijab). The other respondents 10(22.7%) of students and 7(15.2%) of teachers were orthodox, 3(6.82%) were Catholic, 14(31.82%) were Protestant to some extent influence female students' in education.

Table 4.6- Economic Related Challenges of Female Students

No	Item	Respondents			
		Students		Teachers	
		No	%	No	%
1	Does the cost of educational materials affect female students in their education?				
	A. Yes	-	-	118	69.41
	B. No	-	-	34	20
	C. Not sure	-	-	18	10.59
	Total	-	-	170	100
2	Does the lowness of family income affect female students?				
	A. Yes	176	76.2	143	84.1
	B. No	55	23.8	27	15.9
	Total	231	100	170	100

In table 4.6 item 1 above the respondents were asked whether the cost of educational materials affect female students in their education. Consequently, 118(69.41%) of the teachers reported that it affect female education, 34(71%) of teachers replied that does not affect female education.

In item 2 of the same table, 176(76.2%) of the students and 143(84.1%) of the teachers replied that the low family income affects female students in their education because most of the female students from poor family have extra jobs after school to support their family economically.

Table 4.7- Opportunities of Female Students

No	Item	Respondents			
		Students		Teachers	
		No	%	No	%
1	Number of female students is				
	A. Very high	116	50.2	28	16.5
	B. High	99	42.9	103	60.6
	C. Medium	14	6.0	32	18.8
	D. Low	2	0.9	7	4.1
	Total	231	100	170	100
2	Parents attitude towards female education is				
	A. Very high	21	9.1	14	8.2
	B. High	210	90.9	76	44.7
	C. Medium	-	-	54	31.8
	D. Low	-	-	26	15.3
	Total	231	100	170	100
3	Is there support for female students at school?				
	A. Yes	140	60.6	120	70.58
	B. No	91	39.4	40	23.52
	Total	231	100	170	100
4	If is yes how many of them benefited?				
	A. Very high	48	34.3	-	-
	B. High	30	21.4	-	-
	C. Medium	37	26.4	-	-
	D. Low	25	17.9	-	-
	Total	140	100	-	-

Table 4.7 above shows the opportunities of female students in their education.

Regarding item 1, 103(60.6%) and 28(16.5%) of the teachers replied that the number of female students is high and very high, while 32(18.8%) of teachers replied as medium. This may imply that females are using their right to education which is stated in article 41(3) of FDRE constitution i.e. every Ethiopian national has the right to equal access to publicly funded social services which include education.

Item 2 of table 4.7 treats the magnitude of parents' attitude towards female education. To this end, 210(90.9%) of the students and 76(44.7%) of the teachers reported high, 21(9.1%) of students and 14(8.2%) of teachers responded as very high.

In item 3 of the same table, 140(60.6%) and 120(70.6%)of the students and teachers confirmed that special support is provided for female students in school in the form of tutorial classes, while 91(39.4%) and40(23.52%)of the students' and teachers replied that there is no special support of female students.

4.3 Analysis of the Interview

The Directors and vice directors of all secondary schools found in Gulele were participated in the interview. Seven male and 1 female directors, 12 male 4 female vice directors found at the age range of 39 and above. All directors masters and vice directors 3 MSC and 13 first degree in different subjects, they served as teacher before they became vice director for several years and all were married.

The first question raised to the respondents was, whether they think female students face more challenges than male students. All respondents reported that female students face more challenges than males. They added that the challenges they now face are not serious as compared to the previous years.

The second question was, raised to both the directors and vice directors, what were the major challenges faced by female students in their respective schools. Both of them mentioned the major challenges as follows:

- Peer influence: - as reported by them most female students are influenced by their friends and the vision some students' was diverted by friends.
- Male influence: - male students and rich men outside the school take these young female students from the school to other places for sexual desire by deceiving them with money and other benefits. In some cases, as reported by director, there are brokers who work as a bridge to contact the female students with the rich men, but is not usual case. There are also gangsters around the school who harass and force female students to have contact with them. The above situation was experienced by secondary school female students as reported by the director.
- The expansion and consumption of “Chat”, Pool and bar houses: - In these days in Addis Ababa especially around Gulele, Chat, pool and bars have been spreading. Some female students are easily attracted to these kinds of houses and they spend their time in these houses at the expense of school time. The directors reported one case which occurred last year. There were four friends, all of them were females and three of them were from rich

families who can get enough money to spend and the other one was from poor family. These students have taxi driver and 'weyala' boy friends. They always came to school and stay at the cafeteria and sometimes in pool house which are found in front of the school and they stay there up to lunch. At lunch time their boyfriends pick them up and take them to 'Chat' house where they chew chat and smoke cigarette, drug and 'shisha'. Then they got back to their homes at 5pm. Finally, said Ato Surafel, one day morning I saw them in front of the school in café drinking 'Makiato' while other students were hurrying to school and then I told them to get inside the school but they refused and I took them by force to school. He continued, when we check their files they were absent for about twenty days. According to the rule of the school we call their parents and informed about their daughters and we expelled four of them from the school before they spread this mental disease.

- There are also some problems like work load at home, missing class in the afternoon.
- Besides these one respondent said that another challenges of female students as follows:
 - ❖ Unnecessary School celebration days like color day, waterway, oldies day, mad day all these are challenges of female students in education because, in terms of un known sources of money income, unnecessary relation with male students.
 - ❖ The other challenges are social media, for that matter social media one of the challenges because of it takes time, sometimes they communicate unnecessary social media like: Face book, Viber, Imo, etc.
 - ❖ The other challenge is "Kana TV" they take many times focused on showing on different TV programs.

Generally, the aforementioned challenges are the main ones in these days. As learned from the interview made, however, it should be noted that only few students were involved in the above second and third challenges, but their effect is increasing.

In the third question the researcher tried to grasp information on the things which has been done to solve or reduce the above mentioned challenges of female students in all secondary schools. The directors also listed some solutions to reduce the effect of these challenges. In all secondary schools the first thing done was that at the main gate of the school at least three polices have been assigned to stop the influence of rich men, brokers and gangsters. In addition to this, undercover police officers were also assigned. Female students were also prohibited not to put on any jewelry when they come to school. The school also gives special guidance and counseling service to female students. As regards to all secondary schools, the school strengthened girls club by

assigning female teachers and gives guidance and counseling by female teachers. All schools especially private schools also give tutorial services to support female students who do not have the time to study at home.

The directors of the schools were asked about what the government is doing in applying affirmative action measures, and they responded that the government is using the two commonly used forms of affirmative actions. These are: lower admission cut off points and remedial classes, i.e. tutorial classes for female students. As reported by the directors of the schools females are benefited from the opportunities offered by the government, but some schools they do not have this tutorial program.

To increase the number of female teachers, all secondary school is encouraging and giving priority for females in selecting of streams at secondary level.

The directors also confirmed that since the attitude of parents towards female education was positive, they did not try to create awareness regarding the importance of female education.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary, conclusions drawn from the findings and recommendations given based on the conclusions.

5.1 Summary

The major purpose of the study was to assess female students' challenges and opportunities in their education. This study tried to answer the following basic questions:

1. What are the major challenges that are faced by female students of Gulele sub city?
2. Are there opportunities available for female students in their school?
3. If there are opportunities, are the females benefited from them?

The outcome of the study is hoped that it were contribute to future works of teachers, directors, educational officers, researchers, etc...

The scope of the study is delimited to the all secondary schools of Gulele sub city. Descriptive research method was employed in order to obtain maximum possible solutions to the basic questions of the study. In order to get representative information concerning the total population of the study random sampling technique was used for student and teacher respondents and purposive sampling was used to select the directors of the Schools. The subjects of this study were 8 directors and vice directors, 170 teachers, and 231 students. Bits of information were obtained from these sample respondents through two types of questionnaires and structured interview. The data obtained were analyzed using relevant statistics tools such as percentage. Based on the results of the data analysis, the major findings of the study are presented as follows:

- ❖ 105(45.4%) students and 75(44.1%) teachers agreed that the distance from home to school has effect on female students.
- ❖ 138(59.7%) students and 135(79.4%) teachers reported that female students face problems on the way to and from the school particularly in the form of sexual harassment and insult.
- ❖ As 182(78.8%) students and 87(51.2%) teachers reported both males and females have equal opportunity to education. Like before parents do not give priority to education for males.

- ❖ Even though, most of the female students at these all secondary schools level are not married, 186(80.5%) students and 136(80%) teachers confirmed that marriage affects females' education.
- ❖ 56(72.7%) students and 73(47.4%) teachers asserted that both parents educational level have influence on female education.
- ❖ 94(40.7%) and 61(26.4%) female students personal attitude towards their education is very good and good respectively.
- ❖ According to 220(95.2%) students, work load at home is still a great challenge of female students which make them not to perform well.
- ❖ As indicated by 151(88.8%) of teachers, female students performance is well as to compare to male students. The high number of female students both at high school level testifies this fact.
- ❖ 118(69.41%) teachers reported that cost of educational materials affect female students.
- ❖ The majority that is 176(76.2%) students and 143(84.1%) of teachers reported that low family income have great influence on female students.
- ❖ As confirmed by the majority that is 187(80.9%) of the students and 114(67.1%) of the teachers, religion of parents does not a challenge for female students.
- ❖ The majority that is 103(60.6%) teachers reported that number of female students is high which show that females are using their right to education.
- ❖ As reported by the directors and academic vice directors' to some extent tutorial classes and lower admission point cut off have been offered to support female students.
- ❖ As gathered from directors there are new forms of challenges such as spread of 'Chat', pool, night club and bars, male influence and peer influence are becoming more challenges to female students in Gulele sub city than those which are mentioned in the review of literature.

5.2 Conclusions

Depending on the major findings of the study the following main conclusions were drawn.

As a result of this study revealed, female students in Gulele sub city secondary schools are facing different challenges such geographical, socio-cultural, economic and school related. Some problems which were assumed to be challenges like negative attitude of the society towards the

importance of female education, personal attitude of female students, parents' religion were not challenges to female students Gulele sub city secondary schools.

There are good opportunities in these secondary schools. Like males, females have equal opportunities to education even in some cases they are given priority than males for example in department choosing from preparatory level. Tutorial services and lower admission point cut off by 0.2 are also other opportunities for females. The other opportunity is that the society have positive attitude towards female education.

There are implications which show that females are using the above opportunities. These are:

- High number of female students in all Secondary Schools.
- Female students are performing well.
- They have good attitude towards their education which is the reflection of females' status change in the society.

5.3 Recommendations

On the basis of the findings obtained and the conclusions arrived at, the following strategies are forwarded to improve the challenges that are faced by Gulele sub city secondary students.

- ❖ As the findings of this study revealed, secondary school female students face problems on the way to and from the school. Therefore, to decrease the effect of distance from home to school and other related challenges the government should built more secondary and preparatory schools in the sub city.
- ❖ The rich men, brokers and gangsters were also the major impediment to female's education; the Gulele Police Department with the help of the community should take serious measures on those males, who are harassing; try to have sexual relations by force and deceiving by money or other benefits, female students in and outside the school.
- ❖ The heavier domestic and subsistence duties of female students are major barriers of females not to perform well. Therefore, Gulele sub city Secondary schools with the help of sub city education training office should try to create awareness on how to improve the problem of work load at home on female students by using different methods such as school newspapers (magazine), annual parents' day, "idir" meeting, etc.
- ❖ The government should enact and enforce new laws regarding 'Chat', pool, night club and bar houses to restrict the users.
- ❖ The school administration and teachers set solid program to train the students to decrease social Media's impact.

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Appendix-I

Addis Ababa University

School of Graduate Studies

Department of educational planning and management

Questionnaire Prepared For Teachers

Dear teacher: I am doing research on Challenges and Opportunities of female students in their education. Therefore, you are kindly requested to fill out this questionnaire because your cooperation is of great help to my research. Thank you in advance for your cooperation.

Note:- Do not write your name

1. Sex: Male Female
2. Age
 A. 22 – 27 B. 28 - 32 C. 33- 38 D. >39
3. Marital status
 A. Single C. Widowed
 B. Married D. Divorced
4. Educational level
 A. M.A/ M.Sc B. B.A/B.Sc C. Diploma
5. What subject (s) do you teach currently? _____
6. The effect of distance from home to school on female students' participation in education is.
 A. Very high B. High C. Medium D. Low
7. Do female students face problems on the way to and from school?
 A. Yes B. No
8. If your answer for question 7 is yes, what kind of problem is it?
 A. Insult C. abduction E. beating
 B. harassment D. rape F. others _____
9. To whom do parents give priority to education?
 A. for boys B. for girls C. For both
10. Do parents believe in the importance of female education?
 A. Yes B. No C. I am not sure
11. If your answer to question number 10 is “No”, why?
 A. Low awareness of parents on the importance of education.

- B. Lack of female role models in various areas of responsibility
- C. If any other reason, please mention it _____
12. What is the attitude of females towards their education?
 A. very high B. high C. medium D. low
13. Does low parents' income affect female students?
 A. Yes B. No
14. Do you think parents religion influence females education?
 A. Yes B. No
15. If your answer is yes for question number 14, which religion followers are mostly do not participate in education?
 A. Muslim C. Catholic E. Other _____
 B. Orthodox D. Protestant
16. Does marriage hinder female education?
 A. Yes B. No
17. Does parents' educational level influence female's education?
 A. Yes B. No
18. If your answer is "Yes", for question number 17 whose education influences most?
 A. Mother's B. Father's C. Both
19. Does the cost of educational materials influence parents not to send females to schools?
 A. Yes B. No C. I don't know
20. From the following problems which one more hinders or affects females from coming to school or not to study and work hard?
 A. Cost of educational materials
 B. Work load at home
 C. Giving priority to males than females
 D. If there is other reasons please specify _____
-
21. Do female students in your school perform well as compared to their male counterparts?
 A. Yes B. No
22. If "yes", how proportion on last year EGSEC?
 A. very high B. high C. medium D. low

23. If percentage of female students who passed the exam is less, what do you think were the main possible reasons?

- A. Work load at home
- B. Marriage
- C. Parents' education level
- D. Sexual harassment
- E. Others _____

24. What is being done to support low achiever female students in your school?

25. As compared to male students, participation of female students is:

- A. very high
- B. high
- C. medium
- D. low

26. Parents' attitude towards female education is

- A. very high
- B. high
- C. medium
- D. low

27. Have you received any gender oriented training?

- A. Yes
- B. No

28. Which of the following problems has more negative effect on females education? (You can give more than one answer)

- A. Parents' educational background
- B. Low Parents' awareness on the importance of female's education
- C. Early marriage
- D. Expensiveness of education related costs
- E. Unemployment of female graduates
- F. Distance of schools
- G. If there is any other reasons please mention it _____

THANK YOU AGAIN FOR YOUR COOPERATION

Appendix-II
Addis Ababa University
School of Graduate Studies

Department of educational planning and management

Interview Guide Prepared For Principals and Education Officers

Dear respondents: I am doing research on Challenges and Opportunities of female students in their education. Therefore, you are kindly requested to be interviewed because your cooperation is of great help to my research. Thank you

1. Sex: male female
2. Age
- A. 22 – 27and under B. 28 - 32 C. 33- 38 D. >39
3. Marital status
- A. single C. separated E. widowed
- B. married D. divorced

4. The level of education you completed _____

5. Do you think female students face more challenges than boys?

6. What are the main challenges so far in your school that females face?

7. What is being done to solve or reduce these challenges?

8. What is the government doing in affirmative action measures?

9. Is there any provision of tutorial services to reduce female attrition rate through improved academic performance?

10. What is being done to increase female teachers and promote women’s leadership, who are role models for female students?

11. Have you observed attitudinal change on parent's towards female education? What been done to create awareness on the importance of female education in the society particularly to parents?

13. Do female students benefit from affirmative action measures?

THANK YOU AGAIN FOR YOUR COOPERATION

Appendix III

አዲስ አበባ ዩኒቨርሲቲ

የትምህርት ዕቅድና አመራር ትምህርት ክፍል

በሴት ተማሪዎች የሚሞላ መጠይቅ

የዚህ መጠይቅ አላማ በጉለሌ ክፍለ ከተማ ሁለተኛ ደረጃ ት/ቤቶች ውስጥ የሚማሩ ሴት ተማሪዎች የሚያጋጥማቸውን ችግሮች ለይቶ ለማውጣትና እንዲሁም ለእነሱ ያሉ እድሎችን ለመለየትና ለችግሮቹ የመፍትሔ ሃሳብ ለመጠቀም ነው። የጥናቱ ውጤት በምትሰጩት ሚዛናዊና ትክክለኛ መልስ ላይ የተሞረኩ ነው። መልስ በመሙላት ላይ ለሚገኙት ትብብር በቅድሚያ ከልብ አመሰግናለሁ።

ማሳሰቢያ፡- በዚህ መጠየቅ ላይ ስም መፃፍ አያስፈልግም

ክፍል አንድ

- እድሜ ሀ. 15 - 21 ለ. >22 ዓመትና ከዚያ በላይ
- የስንተኛ ክፍል ተማሪ ነሽ?
 - ሀ. 9
 - ለ. 10
- የጋብቻ ሁኔታ
 - ሀ. ያገባች
 - ለ. ያላገባች
 - ሐ. የተፋታች
- ለ3ኛው ጥያቄ መልስሽ «ሀ» ከሆነ ያገባሽው
 - ሀ. በፍላጎት
 - ለ. በቤተሰብ ግዴታ
 - ሐ. በጓደኛ ግፊት
 - መ. በሌላ ከሆነ ይጠቀስ -----

ክፍል ሁለት

- ከቤት እስከ ትምህርት ቤት ያለው ርቀት በሴት ተማሪዎች ላይ ያለው ተፅዕኖ
 - ሀ. በጣም ከፍተኛ
 - ለ. ከፍተኛ
 - ሐ. መካከለኛ
 - መ. ዝቅተኛ
- ወደ ት/ቤት ስትሄጁ በመጓጓዣ የሚያጋጥምሽ ችግር
 - ሀ. አለ
 - ለ. የለም
- ለተራ ቁጥር «6» መልስሽ «አለ» ከሆነ ችግሩ /ችግሮቹ/ ምን ዓይነት ነው/ናቸው?
 - ሀ. ስድብ
 - ለ. ለከፋ
 - ሐ. ጠለፋ
 - ሠ. መደብደብ
 - መ. አስገደድዶ መድፈር
 - ረ. ሌላ ካለ ይጠቀስ -----
- ቤተሰብሽ የትምህርት ቅድሚያ ለማን ይሰጣሉ?
 - ሀ. ለወንድ
 - ለ. ለሴት
 - ሐ. ለሁለቱም ጾታዎች
- ቤተሠቦችሽ ትምህርት ለሴት ልጆች ያለውን ጠቀሜ ያምናሉ?

ሀ. ያምናሉ ለ. አያምኑም

10. ለጥያቄ ተራ ቁጥር «9» መልስሽ «አያምኑም» ከሆነ በምን ምክንያት?

ሀ. አባትና ናት የዘመናዊ ትምህርት ጠቃሚነት አለማወቅ

ለ. ለሴት ዝቅተኛ ግምት ስለሚሰጥ

ሐ. የተማሩ ሴቶች በተለያዩ ሥራና ሃላፊነት አለመኖር

መ. ሌላ ካለ ይጠቀስ -----

11. ለትምህርትሽ ያለሽ አመለካከት/ ግምት

ሀ. በጣም ከፍተኛ ሐ. መካከለኛ

ለ. ከፍተኛ መ. ዝቅተኛ

12. የቤተሰብሽ ገቢ አነስተኛ መሆን ትምህርትሽን በሚገባ እንዳትከታተይ አስተዋፅኦ ያደርጋል?

ሀ. ያደርጋል ለ. አያደርግም

13. ባንቺ ደረጃ ያሉ ሴት ተማሪዎች ትዳር መያዝ ትምህርታቸውን ያስተጓጉላል?

ሀ. ያስተጓጉላል ለ. አያስተጓጉልም

14. የሴት ውስጥ የስራ ጫና ማን ላይ ይበዛል?

ሀ. ሴት ለ. ወንድ

15. ለጥያቄ ተራ ቁጥር 14 መልስሽ «ሀ» ከሆነ የስራ መብዛቱ ሴቶች ትምህርታቸውን

ንዳይከታተሉ ያደርጋል?

ሀ. አዎ ለ. አያደርግም

16. የአባትና የእናት ሃይማኖት ሴቶች ትምህርታቸውን ንዳይከታተሉ አስተዋፅኦ ያደርጋል?

ሀ. አዎ ለ. አያደርግም

17. ለ16ተኛው ጥያቄ መልስሽ «አዎ» ከሆነ የየትኛው ሃይማኖት ተከታይ የሆኑ ሴት ተማሪዎች

ትምህርታቸውን ለመከታተል ይቸገራሉ?

ሀ. እስልምና ሐ. ካቶሊክ መ. ሌላ ካለ ይጠቀስ -----

ለ. ኦርቶዶክስ መ. ፕሮቴስታንት

18. በምን ምክንያት _____

19. የአባትሽና የታናትሽ የዘመናዊ ትምህርት ደረጃ ባንቺ ትምህርት ላይ ተፅእኖ አለው?

ሀ. አለው ለ. የለውም

20. ለተራ ቁጥር «19» መልስሽ «ሀ» ከሆነ የማን የበለጠ ተፅዕኖ ያደርጋል?

ሀ. የአባት ለ. የእናት ሐ. የሁለቱም

21. በምትማሪበት ት/ቤት የሴት ተማሪዎች ውጤት ከወንዶች ጋር ሲነፃፀር

ሀ. ጥሩ ነው ለ. ጥሩ አይደለም ሐ. እርግጠኛ አይደለሁም

22. በት/ቤታችሁ ውስጥ የሴት ተማሪዎች ቁጥር ----- ነው።

ሀ. በጣም ከፍተኛ ሐ. መካከለኛ
 ለ. ከፍተኛ መ. ዝቅተኛ

23. ሴት ተማሪዎች በትምህርታቸው ጠንካራ እንዲሆኑ በት/ቤት ውስጥ የሚደረግ ድጋፍ አለ?

ሀ. አለ ለ. የለም

24. ለተራ ቁጥር 20 መልስሽ «ሀ» ከሆነ የሴት ተማሪዎች ተጠቃሚነት ምን ያህል ነው?

ሀ. በጣም ከፍተኛ ሐ. መካከለኛ
 ለ. ከፍተኛ መ. ዝቅተኛ

25. ከዚህ በታች የተዘረዘሩትን ሀሳቦች በሴት ተማሪዎች የትምህርት ተሳትፎ ላይ የሚያደርሱት ጫና ካለ መጠኑን በሚወክሉት ቁጥሮች ስር ባለው ክፍት ቦታ የ"X" ምልክት በማድረግ ግለጭ።

- በጣም ከፍተኛ → 4
- ከፍተኛ → 3
- መካከለኛ → 2
- ዝቅተኛ → 1

ተ.ቁ	የተፅዕኖ ዓይነት	የተፅዕኖ መጠን			
		4	3	2	1
1	ያልተፈለገ እርግዝና				
2	ተገዶ መደፈር				
3	የትምህርት ዕድልን ለወንድ ልጆች ማስቀደም				
4	የቤተሰብ የገቢ መጠን አነስተኛነት				
5	ያለዕድሜ ጋብቻ				
6	በከተማው የጭፈራ ቤቶች መብዛት				
7	የሴት ውስጥ የስራ ጫና መብዛት				

ለትብብርሽ በድጋሚ ከልብ አመሰግናለሁ