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**Investigating the Rural Girls' Successful Completion of
Lower Secondary School Education in Dendi Woreda
of Oromia Region**

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Declaration

I hereby declare that the dissertation entitled "**Investigating the Rural Girls' Successful Completion of Lower Secondary School Education in Dendi Woreda of Oromia Region**", submitted by me for the partial fulfillment of the MA degree in Rural Development to Indira Gandhi National Open University (IGNOU), New Delhi, is my own original work and has not been submitted earlier either to IGNOU or any other institutions for the fulfillment of any course of study. I also declare that no chapter of this manuscript in whole or part is lifted and incorporated in the Thesis from any earlier work done by me or others.

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Certificate

This is to certify that Ms. Beza Nardos, Student of Master of Art in Rural Development from Indira Gandhi National Open University (IGNOU), New Delhi, has been working under my supervision and guidance for this project work. Her project work entitled "**Investigating the Rural Girls' Successful Completion of Lower Secondary School Education in Dendi Woreda of Oromia Region**" which she is submitting, is genuine and original work.

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Acronyms

ARH:	Adolescent Reproductive Health
EFA:	Education for All
EGSECE:	Ethiopian General Secondary Education Certificate Examination
EMIS:	Education Management Information System
ESDP:	Education Sector Development Program
FGD:	Focus Group Discussion
GBV:	Gender-Based Violence
GEAC:	Females' Education Advisory Committee
GER:	Gross Enrolment Ratio
GPA:	Grade Point Average
GPI:	Gender Parity Index
NER:	Net Enrolment Ratio
PFC:	Primary First Cycle
PTA:	Parent Teacher Association
PSC:	Primary Second Cycle
RH:	Reproductive Health
RSEB:	Regional State Education Bureau
SFC:	Secondary First Cycle
SIP:	School Improvement Plan
SSC:	Secondary Second Cycle
STDS:	Sexually Transmitted Diseases
TDP:	Teacher Development Program
WEO:	Woreda Education Office

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Abstract

This thesis investigates the rural female successful completion of lower secondary school education in Dendi Woreda of Oromia Region as well as challenges and prospects that these students are facing. Methodologically, both primary sources such as interviews, observations and secondary sources like books, articles in journals, magazines, and newspapers were employed to collect data. Primary data were collected from 68 students and 32 teachers selected from two schools. With regard to the analysis of the research, it adopts both analytical and descriptive approaches. The study reveals that there are a number of challenges that female students face in secondary school education. The study endeavored to identify school teacher's contribution, male students influence, family member's support and socio-economic impacts to rural female students in lower secondary school in Dendi Woreda. The supply and demand side of female education is also discussed.

There are the demand-side factors such as household and community factors, high opportunity cost of schooling, low private economic return and low demand for female education. On the supply-side, factors include school level factors, political and institutional factor. The researcher finally suggested the following feasible recommendations which could be implemented by the Education Bureau in Oromia Region and different stakeholders on female education. The Bureau shall organize awareness creation campaigns among the community so that the importance of girls education can be shared among the community.

The school community including teachers, students and education leaders shall be given basic trainings about gender inclusive education. Female teachers can better understand interest of girls at school and will be considered as role model for girls. Hence, attention must be given to female teachers.

CHAPTER ONE: Introduction

1.1 Background and Rationale

As noted by Rajika and Smith (2007) since the first United Nations (UN) Conference on Women and Development in 1975, female education has been a priority of international development agencies including the World Bank and the United Nations agencies. Unfortunately, progress toward the goal of female literacy has been disappointing, particularly in rural areas where rural women constitute a majority of the female population in most developing countries.

Progress towards universal education is on the march around the world, although on the current trends, the goal will not be reached by the 2015 target date set by over 160 countries as one of the Millennium Development Goals (MDG) at the Millennium Summit in September 2000 (Cynthia, 2005). Cynthia explained that the goal to improve adult literacy rates remains elusive: although literacy is central to achieving all the 'Education for All' (EFA) goals, over 800 million adults, of which almost two-third women are illiterates.

As also noted by King and Hill (1999) education has been used as a vehicle for national economic development as well as for individual advancement. The evidence from third world countries shows a close link between women's education and social and economic development, and between the sizes of the gender gap in education and national development.

Education can affect people's lives through several channels. According to Shireen (1995), education affects access to knowledge, information, and new ideas. It enhances overall efficiency, market opportunities, and social status. The author further explained that education changes attitudes and behaviors, among other things, bringing about openness to new ideas and experiences, an increasing independence from traditional authority, and a questioning of passivity and fatalism. These effects apply to both sexes. However, men are exposed to new ideas through their wide contacts with the world outside home and local community, as well as through formal schooling. In contrast, many women in developing world have few contacts with the outside world; and for them, formal schooling remains perhaps the primary channel for the transmission of new ideas.

Despite the tremendous gains made by African governments over the past thirty years in increasing access to education, greater challenges lie ahead if the goal of Education For All is to be achieved. Fiscal crises, civil strife, political instability, drought, endemic poverty and persistently high demographic pressures on the education systems have resulted in stagnation in enrollments and a decline in quality. Other pressing educational concerns include poor student participation, high drop-out and repetition levels, low academic achievement and low teacher morale and attendance. Perhaps the most daunting challenge is that of promoting female education. This must be a central concern in efforts to improve learning achievements, school effectiveness, teacher motivation, education management, and issues of resource mobilization and reallocation of expenditure (World Bank, 1988)

As indicated by Herz *et al* (1991) female education is one of the most important development efforts to fighting poverty and help a country ensure the establishment of a strong foundation for accessing and provision of quality education to citizens as a

whole. There are many compelling benefits associated with females' education including: the reduction of child and maternal mortality; improvement of child nutrition and health; lower fertility rates; enhancement of women's domestic role and their political participation; improvement of economic productivity and growth; and protection of females from HIV/AIDS, abuse and exploitation. Investment in females' education yields some of the highest returns of all development investments by generating both private and social benefits that accrue to individuals, families and society at large.

On the other hand, according to the Ethiopia Education Statistics Annual Abstract(2010), in Ethiopia, secondary education is divided into two cycles, each with its own specific goals. Grades 9-10 (secondary first cycle) provide general secondary education and, upon completion, students are streamed either into grades 11-12 (secondary second cycle) as preparation for university or into technical and vocational education and training (TVET) based on performance in the secondary education completion certificate examination.

However, the achievement in increased females' enrolment over the years in the Ethiopian education system is challenged by low enrolment as students move up the ladder of education from the first cycle of primary education. This is particularly so at secondary education level. For example in the academic year (2009/10), the gross enrolment rate was 93.4% for females' primary education level while it was only 22.6 % for the secondary level (**Ministry of Education**, 2010: 21). The **Gross Enrollment Ratio(GER)** in grades 9-10 (lower secondary levels) was 34.7% for females while the GER in grades 11-12 (upper secondary level) was 5.0% respectively (**Ministry of Education**, 2010:22) manifesting the disadvantaged position of females' in access to secondary education.

This study will focus on Grades 9-10 (secondary first cycle) in Oromia Region in Dendi Woreda. One of the most important features of Ethiopia education over the last decade has been the decentralization of its administration. This policy is in response to the cultural diversity of the nation and the need to satisfy internal public pressures for self-determination. In practice the policy has resulted in the establishment of regional states based on a common cultural identity. It has also resulted in the planning and implantation of lower secondary education at the regional levels (ESDP IV, 2010/2011 – 2014/2015: 10).

A special emphasis need to be placed in secondary level and beyond if Oromia Region is to actively and consistently play the lead role in matters of female education. Positioning females at the center of interventions designed to address their education problems needs to be employed as a lead strategy and taking measures that are expected to contribute to this outcome. Considering the importance of female's education in Ethiopia, it is best to closely study their challenges in lower secondary education 9-10 grade in the rural Ethiopia (Meseret, 2011). The study is designed to investigate the rural female successful completion of lower secondary school in Dendi Woreda in Oromia Region.

1.2 Statement of the Problem

Universal primary completion is still to be achieved; however, increasing number of children completing primary school will result in pressure for more places at the secondary level. Even though sufficient researches were not conducted in this woreda, high level records at the woreda indicated that the number of lower secondary schools is not sufficient for the population in Dendi woreda. The lower secondary schools in Dendi Woreda are not suitable for female students; the majority of the students in

Dendi woreda are male. The output from female education is considered a priority at the country level; however, the policy on female education is not well implemented due to economical constraint and the socio economic factors.

Secondary education has been over -shadowed for more than two decades as primary education has been supported and promoted as a basic human right and as a cost efficient investment for development. However, where universal primary completion is still to be achieved, increasing numbers of children completing primary school will result in pressure for more places at the secondary level (Herz and Sperling, 2005). This fact is also evident in Dendi woreda where there are 59 primary schools and only two lower secondary schools (9-10). The numbers of female students who pass from primary secondary level to lower secondary level are also reduced by half.

Female in the first cycle of secondary education are adolescents and as females reach adolescent age the challenges appear to increase on them from various angles. The new challenges they face, added to existing and carried over problems from the primary level exert continued pressure on them subjecting them to difficulties, low performance, dropping out and reducing their aspiration to go to higher education (Berhanu, 2011).

In order to solve the challenges for female lower secondary education in Dendi Woreda, it is vital to have a clear understanding of the current status of female education. In view of this, possible interventions will be suggested based on the findings of the study.

1.3 Objectives of the study

The general objective of the study is to identify and analyze the major factors that affect rural female successful completion of lower secondary school in Dendi Woreda in the region of Oromia.

Specific Objectives include to:

- Identify school teacher's contribution towards supporting rural female students in lower secondary school;
- Analyze male students' influence towards rural female students in school;
- Analyze the support of family members for rural female in school; and
- Analyze the socio-cultural and economic problems faced by rural female students in school.

1.4 Research Questions

In light of achieving the objectives stated above, the research intended to answer the following questions:

- How do teachers treat and support rural female students in lower secondary school of the study area?
- Do male students positively or negatively influence the participation of female students at school?
- How do family members affect the participation of female students' education at lower secondary schools?
- Are there any socio- cultural and economic factors that hinder the participation of rural female students?

1.5 Scope of the Study

The study has focused on identifying and describing the main factors that would affect the participation of rural female students at lower secondary school. In Ethiopia Education system, the lower secondary stream grade 9 and grade 10 are covered in the study in relation to participation of rural female students. The participation of female students at the lower secondary school was investigated in relation to the challenges posed by the school community such as teachers and male students, as well as family and community members in the study area.

1.6 Organization of the Study

The study is organized and reported in five chapters. The first chapter gives introduction about statement of the problem, objectives and scope of the study. The second chapter deals with relevant literatures. This chapter reviews important literatures on female education in rural context and the level of efforts that Ethiopia has put in place in education sector. Under chapter three, the research design and methodology employed for this particular research are discussed. The analysis and summary of major findings are dealt in chapter four. The final chapter deals with the conclusion and recommendations part of the study.

CHAPTER 2: Literature review

2.1 Lower Secondary Education

Countries use different classification of education. Most commonly, the classification takes into account levels and fields of education. According to UNESCO (1997), the notion of ‘levels’ of education is taken to be broadly related to gradations of learning experiences and the competences which the contents of an educational programme require of participants if they are to have a reasonable expectation of acquiring the knowledge, skills and capabilities that the programme is designed to impart. In its International Standard Classification of Education, UNESCO further noted that the notion of ‘levels’ of education is essentially a construct based on the assumption that educational programmes can be grouped, both nationally and cross-nationally, into an ordered series of categories broadly corresponding to the overall knowledge, skills and capabilities required of participants if they are to have a reasonable expectation of successfully completing the programmes in these categories. These categories represent broad steps of educational progression from very elementary to more complex experiences with the more complex the programme, the higher the level of education.

Accordingly, UNESCO categorizes levels of education into Pre-primary education, primary education, lower secondary education, (upper) secondary education, Post-secondary non tertiary education, first stage of tertiary education, and second stage of tertiary education. In addition, UNESCO mentioned that lower secondary education is generally known with the following features.

- entry is after some 6 years of primary education (see paragraph 35);
- the end of this level is after some 9 years of schooling since the beginning of primary education (see paragraph 35);

- the end of this level often coincides with the end of compulsory education in countries where this exists; and
- often, at the beginning of this level, several teachers start to conduct classes in their field of specialization.

On the other hand, according to the Ethiopia Education Statistics Annual Abstract (2010), in Ethiopia, secondary education is divided into two cycles, each with its own specific goals. Grades 9-10 (secondary first cycle) provide general secondary education and, upon completion, students are streamed either into grades 11-12 (secondary second cycle) as preparation for university, or into technical and vocational education and training (TVET), based on performance in the secondary education completion certificate examination.

Hence, from this we can conclude that the programmes at this level are usually on a more subject-oriented pattern using more specialized teachers and more often several teachers conducting classes in their field of specialization. The full implementation of basic skills occurs at this level. The end of this level often coincides with the end of compulsory education where it exists.

2.2 Female Education and Development: Overview

UNESCO in its annual Global Education Digest statistical bulletin (2011) reported that disparity between young men and women in access to secondary education remains a challenge between 1999 and 2009, the female GER increased from 69% to 79% in lower secondary and from 43% to 56% in upper secondary education worldwide. The report stated that Arab States and Sub-Saharan Africa still have serious gender disparity at the lower secondary level. Even in countries that have reached gender parity at the aggregate level, data for sub-groups of the population often reveal that gender

disparities in school attendance persist, for example among children from rural or poorer households.

On the other hand, UNAIDS (2011) reported that schooling can reduce the risk of HIV infection in various ways. It can help empower young women to assert their sexual and reproductive rights. Curriculum-based interventions also provide essential knowledge on HIV and AIDS, which is critical for young people before they become sexually active. HIV prevalence remains high in some parts of the world. Yet HIV related knowledge remains low. The report further cited that 119 countries that provided information, only 24% of young women and 36% of young men aged 15 to 24 were able to identify ways of preventing the sexual transmission of HIV and to reject major misconceptions about HIV transmission.

Another study report of de Walque (2009)) explained that young people who have stayed in school longer tend to be more aware of HIV and AIDS, and more inclined to take protective measures such as using condoms, seeking counseling and testing, and discussing AIDS with their partners, according to data from Demographic and Health Surveys in five sub-Saharan African countries. Educated women are more likely to know that HIV cannot be transmitted by supernatural means and that using condoms can reduce the risk of transmission. They are also more likely to seek HIV testing during pregnancy, to know that HIV can be transmitted to an infant by breastfeeding and to know that this risk can be reduced by taking anti-retroviral drugs during pregnancy (UNESCO, 2011).

2.3 Female Secondary Education in Africa

2.3.1 The benefits of female secondary education in Africa

Recent work has begun to quantify the potential that human development investments in females have on GDP growth rates. Hanushek and Woessmann (2007), using cross-sectional regressions for 50 countries, estimate that each additional year of schooling boosts long-run growth by 0.58 percentage points per year. A World Bank study in 1999 demonstrates through data simulation for a selection of 100 countries, that increasing the secondary education of females by 1% results in annual income increase of 0.3% per capita. Such an increase is substantial for many developing countries. The study concludes that societies that have a preference for not investing in females pay a price for it in terms of slower growth and reduced income (Dollar and Gatti 1999).

Secondary school for African females is an elusive dream for good reason. Females often become more vulnerable when they are adolescents and approaching secondary school. Sexual maturity can cause parents to be more anxious about their daughters' safety at school and females' risk of pregnancy and HIV greater. Long distances to school are a cause for concern. Perhaps the most extreme example of security as a barrier to access is in Ethiopia, where abduction of young brides deters some adolescent females from attending school (Gibson, 2004:8).

Going beyond private benefits of increased productivity and private nonmarket effects, economists look at, for example, the externalities created by schooling, such as the impact of spillovers, the rate of innovation in a society, and the range of community benefits. A useful concept in this regard is the social rate of return to schooling. To estimate social returns, one needs access to social costs and social benefits. The costs are easy to assemble, based as they are on public spending on schooling. The social benefits include all private benefits, as the individual is part of society, but also benefits that accrue to others in society. Thus social benefits are much more difficult to

assemble than social costs. Theory would suggest that social benefits are higher than just the private benefits of schooling. In the empirical literature, given the usual absence of estimates of social benefits, estimates of social returns are lower than private returns. This is because most researchers have accurate information on costs, but only a vague idea of the social benefits, and they usually are not able to aggregate private and social estimates of the benefits of schooling. The few attempts to estimate social returns to education have produced interesting and useful insights. When analyzing the effect of investment in education on private wages, the social returns are higher than private returns (Acemoglu and Angrist, 2000)

The social benefits of women's schooling are significant, especially in developing countries (Herz and Sperling 2004; Watson 2005). For example, a year of schooling for females reduces infant mortality by 5 to 10 percent (Schultz, 1993). Children of mothers with five years of primary education are 40 percent more likely to live beyond age 5 (Summers 1994). When the proportion of women with secondary schooling doubles, the fertility rate is reduced from 5.3 to 3.9 children (Schultz 2002)

2.3.2 Constraints of female education in Africa

Ensuring equitable access to secondary education is a challenge, particularly in developing countries. While the primary school completion gap between rich and poor countries has been diminishing, it has widened among these countries for secondary school completion in the past 40 years (World Bank, 2005). Most developed countries are nearing universal secondary education, but the gross enrollment for this level. In some developing countries, particularly in Sub-Saharan Africa remains low (Global Education Digest 2011:8).

Conditions that influence the improvement of females' education have been discussed in a number of ways. With particular reference to Sub-Saharan Africa, Odaga and Heneveld (1995) discuss factors affecting female education under three categories: socio-economic and socio-cultural, factors related to the school environment, and political and institutional factors. Hyde (1989) summarizes conditions for improving women's education in Sub-Saharan Africa from four perspectives: family level, societal level, school level factors and factors influencing achievement indicate that some of the critical factors that affect female education include pregnancy, psychological cost of pregnancy, direct cost of schooling, societal perceptions, the labour market, opportunity costs, family poverty, irrelevant curriculum, insecurity, structural attributes and classroom culture.

For the sake of convenience this review will summarize the literature under the following categories: economic, cultural, school and societal factors.

A. Economic Constraints

There is a strong positive relationship between family socio-economic status and students' performance at school (Fuller, 1987). Especially, the economic status of parents plays a great role in educating children in general, and that of females in particular. The finding of gender researchers indicates that females from lower income families tend to have irregular attendance, poor performance and fewer qualifications. Parents who are economically better are able to provide their females with the necessary learning facilities and therefore females can attend classes regularly and perform better in their education score a better result during their examinations (Anderson, 1992).

Females from poor economic families on the other hand encounter such problem as inability to pay school fees, inability to buy learning facilities, and chronic starvation so that females may perform badly in school work. Regarding educated parents are more likely to send their daughters to schools and keep them there longer. The effects of economic constraints towards females' educations are explained as follows.

- **Direct Schooling Costs:** Direct schooling costs of education are deterrents to sending females to schools. When education is non-mandatory, parents who incur schooling costs which may be as much as 5-20% of the family income, choose to keep their children out of school. Poor parents often find it difficult to make a projection of the pay off of their children's education and cannot capture all the benefits of schooling, since these accrue across a child's lifetime and are difficult to assess in the immediate or short term. Evidence also shows that given the choice between sending a boy or a female to school, families will prefer to send the boy to school for various reasons (opportunity costs, safety, and early marriage, cultural and social values). Females are withheld from school to tend to younger siblings, to earn wages, to do household chores or farm work. These costs may be as important as or more important than the enrollment fees. In effect, it appears in some cases that it is not what the child must pay that is the problem; it is what they give up in the time involved in schooling (Herz and Sperling 2005).
- **The opportunity cost of keeping females in school:** The opportunity cost of keeping females in school rises as their value as a bride grows, and as the value of their labour at home or in the marketplace increases. These realities suggest that community sensitization, appropriate policies and financial incentives for attracting and keeping females in secondary school all have a significant role to play. Need-

based scholarships are an option in some countries, but can be expensive to administer and limited in scope (Garbrah, 1985).

- **The Prospects of low economic return for females:** The prospects of low economic return for females where resources are scarce and choices have to be made, boys are more likely to be sent to school. Socio cultural factors are a major deterrent to schooling for females. Some parents hold very strong negative views or are ambivalent about females' schooling and see little relevance in formal education for females. The persistence of certain institutions and cultural practices, notably early marriage and the institution of bride price, further limits the opportunities for females to attend and complete their schooling. Income from females' labour is appreciable from an early age and further limits their educational opportunities. (Odaga & Heneveld, 1995).
- **Females from better-off homes:** Bledsoe (1991) argued that females from better – off homes levels of secondary enrolment are associated with the levels of national wealth: low middle and high income countries report enrolment rates which are above 90%. The author further noted that Eritrea, Malawi, Yemen and Zambia have secondary enrolment ratios three to five times higher than that of Burundi and Niger, despite similar or lower levels of GDP per capita. Not only are secondary school enrollments related to national wealth but they appear to be also related to location and relative wealth of the family. In the case of Benin, females may still not automatically benefit from secondary education even where they come from wealthy backgrounds and this raises the need to examine the socio-cultural factors in rural settings for example affecting the participation of females in secondary education (Bledsoe, 1991).

- **Parental perception or investment behavior:** Parental perceptions or investment behavior overall, for both boys and females, the 2009 UNESCO EFA Report stated that the average net enrollment ratio (NER) in Sub-Saharan Africa was 25% in 2006, in which 78 million children were not enrolled in secondary school. Gender disparities intensify in secondary education, as cultural attitudes reinforce the norm that females do not need further education after primary school. According to the UN Beijing+10 Review and Appraisal, only one in five females in Sub-Saharan Africa are enrolled in secondary school (UNESCO, 2009). If the financial expenses of education force parents to choose whether to send their son or daughter to school, they will choose the son because sons are seen as a higher economic investment for the future of the family. As of 2005, in Sub-Saharan Africa, the transition rate from primary to secondary school was 66 per cent boys versus 57% females.

B. Cultural Constraints

Sociocultural expectations of females and the priority given to their future roles as mothers and wives have a strong negative bearing on their formal educational opportunities. Sociocultural customs and beliefs influence decisions to enroll females in school, decisions to withdraw them from school, their own decisions to drop-out of school, their academic performance, and their grade level attainment (Lee and Made, 1994). The possible cultural influences on the rural female education are discussed as follows.

- **Initiation:** In recent years (Serpell 1993) research has explored the influence of these ceremonies on schooling outcomes for females. Evidence from Malawi showed that initiation brings several dilemmas for females, affecting their school attendance and academic performance and even leading to drop-out. The scheduling of initiation ceremonies conflicts with the school calendar, leading to absenteeism from

school. Although initiation marks the passage from childhood to adulthood, school authorities continue to treat initiated females who return to school as children. They expect them to participate in certain activities and punish them in a manner which is considered inappropriate for adults. Initiated females also find it difficult to return to formal school or concentrate on their studies because their continue schooling after passage to adult hood as the next step is expected to be marriage (Serpell 1993).

- **Circumcision:** Circumcision Security and the needs for physical safety or protection Females often become more vulnerable when they are adolescents and approaching secondary school. Sexual maturity can cause parents to be more anxious about their daughters' safety at school and females' risk of pregnancy and HIV greater. Long distances to school are a cause for concern. Perhaps the most extreme example of security as a barrier to access is in Ethiopia, where abduction of young brides deters some adolescent females from attending school. Menstruation in the absence of appropriate facilities and supplies can contribute to significant absenteeism study conducted with females in Zimbabwe and Uganda showed missing an average of 60 days per year for this reason (Prouty 1991).

Again, females may be late starters if schools are too far away from communities. As late starters, females are therefore less likely to complete primary level before they leave to work or marry. Research in lowland Eritrea showed that boys and females often started school at eight or nine years old because of dangers on the long trip to school. However, females were taken out of school at ten or eleven because they were considered to be of marriageable age and had to be secluded from men and boys and taught the domestic skills they would soon need to contribute to their new households (Kane, 2004).

- **Schooling Pregnancy:** School female pregnancy “The great problem is school pregnancy. We struggle to raise school fees for them (daughters) but they disappoint us. This influences us to give priority to the boys” A parent in rural Zimbabwe (Graham–Browne 1991:195). As females become adolescents, pregnancy becomes a major factor in school drop–outs. Indeed, pregnancy emerges as a major cause of adolescent schoolfemales leaving school. Fear of pregnancy is another reason why parents remove their daughters from school as they approach or reach puberty (Anderson–Levitt *et al*, 1994); Brock and Cammish 1991).

The females became pregnant by schoolboys; teachers or other civil servants who did not follow the customary rules on marriage and families and did not marry the females. These men viewed such marriages as an obstacle to their careers. The obligation to work in the father–in–law's field was not compatible with their own education–based ambitions. Therefore, pregnant females are expelled from school and parents of the females who expected financial support from sons–in–law are now economically responsible for their adult daughters as well as their grandchildren. The author suggests that these experiences may explain a trend among Christian parents to marry off their daughters at puberty even if they have not finished primary school (Holtedahl 1993: 291).

- **Female participation in the formal labour force:** Females’ expectations of their school performance and career one of the greatest disincentives to female education is the low level of female participation in the formal labour force. The International Labour Organization estimates that in 1990 the female labour force in Sub–Saharan Africa was 73 million, 38 percent of the total labour force, a decrease from 40 percent of the total labour force in 1970. Although women are actively engaged in the agricultural labour force, their numbers have declined from 84 percent in 1970 to

76 percent in 1990. Women are well represented in the informal sector where their level of participation has registered an annual growth rate of 6 percent. In the modern sector where women who have gone through formal education aspire to work, there was rapid growth in female participation, from 1.9 percent in 1970 to 6 percent in 1985, and then a decline to 5% in 1990 (Palmer 1991).

- **Chore Time:** The amount of time females spend on chores and other productive activities such as marketing reduces the time and energy they spend in schools, affecting their success and persistence. The assistance of females in household chores is indispensable to the survival of some households, and schooling represents a high opportunity cost to those sending children to school. When it comes to child care, females are more likely to be involved than boys, and females in the rural areas spend more time working than those in urban areas. Consequently there are fewer rural females in schools than their urban peers (Asomaning, *etal*1994).

C. School Constraints

Factors related to the School Environment Research on the impact of school–level factors on female education provide some interesting insights into the way schools perpetuate the gender gap in education. The school environment, teacher attitudes and pedagogy, and the gender bias in learning materials, all affect education in secondary school education (Brock and Cammish, 1991)

Lack of affordability of sanitary materials ensured that females were absent from school for significant periods during the academic year. In addition, the absence of toilet facilities where females could change their sanitary pads in privacy has been identified as a major factor for absenteeism among females. This has led to the construction of

separate toilets for females in mixed institutions in Ghana and Uganda affected performance and attainment in schools (World Bank, 1988)

- **The Learning Environment:** Fleuret *et al*(1992) reported that the poverty of African states is evident in the physical state of institutions of learning. The poverty of schools is apparent in the lack of classrooms, equipment and learning materials. Those facilities that are available are inadequate and dilapidated, often lacking basic amenities such as water and electricity. In several countries, governments are unable to pay teachers' salaries regularly, and funds for running schools are disbursed intermittently. The result is teacher absenteeism and lack of motivation. Schools and teachers are both forced to look for alternative sources of income. Consequently there is a greater demand for financial support from parents (Grant Lewis *et al*1990) and for the use of student labour to generate income. The situation has a negative impact on the quantity and quality of time spent teaching and degrades student performance and attainment. Some parents are increasingly discouraged from sending their children to school (Hyde 1993).
- **Type of School:** Access to education is lower for females than boys at all educational levels. There is much commentary on the educational outcomes related to the type of institutions females have access to, particularly at the post–primary level: single–sex or coeducational, private, government or community–funded. In Cameroon, females in good–quality coeducational schools generally came from better socio–economic backgrounds than boys, and also performed academically better than their male classmates in both science and language (Kilo 1994). The consensus in the literature is that females in single–sex schools tend to perform better in national examinations than those in continue coeducational schools, particularly in science subjects and mathematics⁶ (Lee and Lockheed 1990).

- **Distance to School:** According to the report made by Brock and Cammish (1991) distance to school in Ethiopia, Gambia, Guinea, Kenya, Mali, Sierra Leone, Tanzania and Zimbabwe, the long distance females often have to travel to get to school is also a deterrent to their participation and achievement in school, particularly in rural areas (. There are two dimensions to this concern: one relates to the length of distance and the energy children have to expend to cover the distance, often with an empty stomach. The other relates to the concern and apprehension parents have for the sexual safety of their daughters. In Ethiopia about 20% of first grade students travel more than ten kilometers daily to attend school (UNICEF, 1993)
- **Teacher attitudes and Teaching Practices:** Much of school design and curriculum, as well as treatment within the classroom, favor the education and development of boys over females. Curriculum reinforces traditional gender stereotypes, which means that females and young women cannot envision themselves transcending these traditional cultural roles. With female teachers generally only at the lower primary levels, females do not have strong women role models to whom they can reach out and receive moral and emotional support. This male-dominated atmosphere breeds instances of sexual harassment; male teachers and classmates are ensured of impunity for their actions, and females are afraid and unable to speak about their experiences, particularly in the power relationship of teacher-student (Sam Gibson;2004: 100)

The dramatic disappearance of females from the education system between primary and secondary school is alarming, and has profound effects on gender equity at many levels. Females without secondary school education cannot become teachers or other

community leaders and professionals who will in turn become role models for the next generation of females in school. A recent review of published research suggests that it is secondary education – not primary – that plays the critical role in increasing wages, improving health outcomes, reducing child mortality, and empowering women in decision making and participation in public life. One solution to gender disparities constantly lauded for its influence on females' achievement is that of increasing the number of female teachers (Malhotra *et al*, 2003).

- **Teacher's Salaries:** Teacher's salaries is often more than 90% of recurrent education budgets, leaving almost nothing for badly-needed learning materials such as books and chalk. Yet they are too paltry in that they do not generate a professional and motivated teaching force. Most teachers in Anglophone countries are very poorly paid – a recent Oxfam review of education in Zambia found that teacher salaries did not even cover the cost of a modest monthly food basket to feed a the average family. Teachers on low salaries are unmotivated, prone to absenteeism, and turn to supplementing their income through private tutoring, farming, and other means which diminish the quality of their teaching in the classroom. However, raising teacher salaries often means a commensurate increase in the number of pupils per teacher. A recent study of nine African countries concludes that planners should aim for a 'middle ground' for both salaries and pupils per classroom: pupil-class ratios of around 40-45, and salaries about four times as large as per capita incomes(UNESCO/UNICEF 1993).
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- **Sexual harassment:**Sexual harassment and violence by male students make the learning environment extremely hostile and uncomfortable to female's students and this is also a reflection of society's negative views of women. These acts have a profound and devastating effect on the females, inevitably affecting their

educational attainment and performance. A study in Tanzania implicates sexual harassment in the poor levels of performance by female students and suggests that the issue of sexual harassment of schoolfemales by fellow students requires more investigation and action (Mbilinyi and Mbughuni 1991).

D. Political Constraints

The limited effect of women in development initiatives has been documented as having a negative impact on females' education. After the United Nations International Women's Decade which drew attention to the potential contribution of women to development, women's ministries, bureaus and offices were established in almost all African countries. Many of these units are understaffed and underfunded and their effectiveness in lobbying for women's issues at the national level and in improving the status of women has remained marginal. The proliferation of women's projects has distracted governments from focusing on the need to promote gender equity as a precondition for sustainable development. Although ongoing structural adjustment policies provide an opportunity to enhance the situation of women for increased efficiency and sustainable growth, unfortunately this option is not being engaged (Palmer 1991).

There are few women managers in the civil service and the representation of women in central government and in political parties remains weak. Consequently women are not visible in decision-making and they exert minimal pressure on their governments to make policy decisions and investments that will enhance the situation and contribution of women. For schoolfemales, this means a paucity of role models, particularly in the rural areas (Beoku-Betts and Logan 1993, ILO/JASPA 1991, Leigh-Doyle 1991, Namuddu 1991).

With regard to women in development, several documents identify the need to improve the overall status of women in the region. These call for a review and revision of discriminatory laws and regulations that govern marriage, inheritance, women's access to and ownership of land, access to credit and to the labour market. It is argued that the facilitation of such an empowering context is a necessary precondition for gender equity in education and other sectors of civil society (Namuddu 1991, Wyatt 1991).

- **Political instability:** Political instability such as civil strife and war have destabilized several communities in the region, and have severely affected children's education. For example, in Sudan, the costs of war, drought and the displacement of about 3.5 million people have disrupted the social and institutional structures of education. In areas where the civil war of the 1980s was most intense. For instance, in provinces such as Darfur and Kordofan, low enrollments reflect the drought which forced millions to leave their homes (Graham–Browne 1991).
- **Approaches to overcome constrains at different levels:**It is essential to design a package of demand and supply interventions to boost post primary education for females. The presence of a secondary school in a locality increases the chances that rural females will make the transition from primary to secondary education. In cases where secondary schools are far from home, the provision of residential facilities for females or the provision of safe and affordable transportation facilities, together with a package of other interventions, have worked to improve post primary education for females in a number of countries. For example, the World Bank-funded Mozambique Capacity-Building Human Development Project (1992–2001) specifically sought to increase female enrollment in secondary schools by providing incentives in the form of scholarships for females, particularly those from rural areas (King and Hill 1991).

- A range of other interventions were undertaken at the same time, including community-awareness programs, construction of dormitories for females, and the provision of teacher training to increase females' participation in classrooms. As a result of these programs, female enrollments ended up being four times higher than the original project targets (World Bank, 2003).

2.4. Factors that Affect female low secondary education school in rural Ethiopia

A research was conducted by UNESCO in Improving Females' Learning and Successful Completion of Secondary Schools in different rural areas in Ethiopia in January 2011. The followings were stated as major factors and intervention that affect female education in rural Ethiopia.

The problem of access, equity, dropping out and repetition are comparatively less at the primary level. However, it is very pronounced at the secondary level. Studies, education abstracts and observations show that at the secondary levels the survival, performance and success rate for females is low. As females reach adolescent age the challenges appear to increase on them from various angles. The new challenges they face, added to existing and carried over problems from the primary level exert continued pressure on them subjecting them to difficulties, low performance, dropping out and reducing their aspiration to go to higher education.

Various forms of interventions are being made by different stakeholders to address the problem of females' education. There are also encouraging developments. However, they appear to be inadequate, not sustained and could not reach out to many females that need substantial and life-changing support that make them successful.

Some of the inhibiting factors are

- **Community-based factors:** Community based factors are those factors that emanate from community attitudes and practices that pressures or forces females to drop out of secondary schools. Of the several factors the most prominent are the following.

- **Perception towards Female Education:** Among rural communities the perception towards female education, especially as they complete upper primary is still predominantly unsupportive. Female students, teachers, woreda education office experts clearly stated that the general perception of the community about females' education at the secondary level is not favorable. The respondents stated that parents clearly support the education of boys at the secondary level and beyond;
 - Parents are of the opinion that females will not succeed in their secondary education even if they are allowed.
 - Females will pass the marriage age while they are still in school if they join Secondary education.
 - Sending females to secondary education after she reached puberty age will expose her to different dangers such as engaging in sex before marriage and having children.
 - Females reached lower secondary school when they reach puberty and they will change their behavior and get spoiled.

- **Early married, exchange marriage and modified abduction:** It is quite recognizable that secondary education is a time when females began to reach the puberty age. This is therefore the time parents want the females to prepare for marriage. Once females are married they often cannot continue their education. Even if they continue learning their

performance would gradually diminish as they have to take more responsibilities as a wife and also to eventually take care of children at home.

- **Household dynamics:** Household views and practices which are shaped by both cultural and economic factors are most detrimental to the fate of female education. There are several household/family factors that force females to drop out of secondary education. In this connection, seeking the economic benefit of keeping females away from school is the most prevalent reason.
- **The opportunity cost of parents for sending females to school is high:** Parents either save cost through the labor of females or make money when females engage in income generating activities or resources they get when their daughters are married. The demand of females' labor by the community or parents is the most widespread hindrance to female lower secondary school education. For many families, females work for themselves, parents and close relatives. These force them to be frequently absent from school and give them no time to study. They eventually develop a feeling of fear of being unsuccessful in their academic results.
- **Unfavorable school environment:** There are several school-based factors that discourage females from staying in school to pursue secondary education among which the most noticeable are the following.
- **Lack/shortage of gender responsiveness of school facilities:** An attractive school environment that provides basic facilities for females is a factor that could encourage them to remain in school and work towards academic success. However, this is not the case with a number of secondary schools in rural Ethiopia. As the schools are places where females spend longer hours next to their homes, the suitability of school environment with the availability of at least the most basic facilities is an important

factor in attracting them to continue their education as much as the absence of such facilities discourage female secondary education.

In several of the schools, most facilities are either lacking or not responsive to females' needs. Latrines in many schools are not safe or dysfunctional. There are no separate latrines for boys and females in most rural lower secondary schools and water is in short supply or the school has no water. During school times, females sometimes go out to get water from the nearby stream or elsewhere while looking for water. As the majority of rural schools in Ethiopia are overcrowded, classroom situations are hard for females. In some schools due to shortage of chairs and desks, students are forced to sit four or more on a single desk. This is particularly a challenge to female students during menstruation period as there will be suffocations and overheating of the classrooms. At such times, several of the females opt not to go to school to avoid such situations. This problem, added to the other challenges, discourage females from attending classes regularly. As a result, their academic performance is adversely affected and finally females develop feelings of being unable to compete with boys eventually being inclined towards quitting their education.

- **Absence of support systems for poor and working Females:** It was reported that in many instances females have to help themselves to cover their personal and education expenses. Parents support boys economically and expect females to be sources of income rather than supporting them to go to school. There are females that have to work hard to support themselves and their families. Some of the females are very poor and unable to cover education and living cost. In order to cover their cost, females are forced to work as daily laborers. They spend much time on work. Due to this, if they come to school, they often come to school very late which puts them into trouble with

school regulations. Schools often focus only on those who came to school and those who get adequate support from their families.

Those who support themselves or those who lack assistance do not get much attention. Schools do not take initiative to inform themselves about the situation of females that affect their education and try to be proactive. Often the problems of females are taken to be external to the schools though they affect the academic performance of females and lead them towards dropping out. There are limited assistances to females in the forms of scholarship .These supports however are limited and reach a small number of secondary school females.

- **Gender-based violence (GBV) and distance from school:** Although on the decrease, in some rural areas women, children and youth affairs offices respondents, GBV is still prevalent in different forms. Large numbers of females walk long distances to and from school. That is often when they are exposed to sexual, physical, psychological or other forms of violence. Therefore schools particularly secondary schools are often located in woreda towns which are distant from homes of many students. On their way to school covering long distances, if the females do not comply with request of men or boys and especially when they have no protection along their way, they are prone to the danger of GBV. Fear of such dangers among females affects their concentration on their lesson. Each day, the journey to and from school is worrisome for those who travel through unsafe places. Under such circumstance, several females drop out of school either due to fear of GBV which often takes the form of rape, or due to a sexual violence that has already happened and might happen again frustrating them and affecting their education and life.
- **Fear of repetition, loss of hope in succeeding and surrendering to peer pressure**

Low academic performance of female students is often not a sudden phenomenon. Mostly it is the result of a combination of factors or a result of a persistent problem that has not been solved through time. For example, repeated absence from class due to inability to manage menstruation, workload and fear of GBV along the way to school. A continuous low academic performance of females that has not improved overtime in the absence of targeted and effective supports from schools frustrates female students. Females who score low marks start getting concerned about repeating classes and drop out even before they repeat.

When females come to secondary schools, they don't get orientation. What they know is that secondary school is difficult. The females then start thinking that they may not make it. Some female students perhaps pressed by immediate problems and lack of encouragement start losing hope in education.

- **The Intervention Strategies to completion successful female Lower Secondary Education in Rural Ethiopia:** There are several experiences and efforts at different levels in supporting females to survive in secondary schools and continue their education. The regional education bureau, woreda education offices, women, children and youth offices, local and international NGOs and other organizations have worked with schools to contribute towards enhancing females' education. Moreover, the schools as the main responsible institutions have through the assistance of other organizations and their own have implemented different programs.

While there are significant results so far, the results are not at the desired level and have not created substantial impact on the retention academic success of females. There is no substantial breakthrough increasing the academic performance of females and enhancing their motivation and aspiration to continue towards higher education. The

reason for this is not only the inadequacy of the supports given to females' education in secondary schools but it is also lack of properly targeting the interventions, sustaining them and institutionalizing them.

- **Tutorial for female students:** Schools are required to organize tutorial sessions to females and other students as well. Teachers are expected to give tutorial classes as part of their professional responsibilities. However, teachers take the tutorial classes as extra burden since they have to do them outside of their regular working hours. Therefore, there is lack of enthusiasm and commitment which means they often do the tutorial mainly for the purpose of meeting school evaluation needs.

The timing of the tutorial is also not often suitable to them. Sometimes the females are required to come on Saturday morning. Females are often not allowed by parents to come to school on weekends. In other cases, the females have to come before the start of school time for tutorial for females in secondary school. While one of the problems of females' is coming late to school because of household chores, in this case they are required even to come an hour earlier. Tutorial sessions are not well organized and systematically structured with internal evaluation and feedback system in several schools.

- **Prescribed interventions that do not make females important players:** Tutorial classes in most of the schools do not particularly respond to their needs. They are either a repetition of what is learned in class or continuation of what was being learned in the regular class. Again the teachers do not consult with the females in terms of what to focus or what aspect the lesson to cover in the tutorials. They decide on their own and prepare what they assume is good for females.

- **Uncoordinated interventions:**It is quite encouraging to see several organizations that show willingness to involve in some activities or initiatives that support females' education in secondary schools. However, supports come sporadically and in isolation from different directions. At times they come with similar assistance because of lack of coordination while many complementary supports could have been designed together. According to school principals, there is duplication of efforts by sector government agencies as they mostly focus on community awareness rising. The principals argue that the awareness raising approaches are often similar and lack creative approaches. The awareness raising efforts are not followed by community action plans with follow-up that involves schools.

Organizations that have so far been involved in supporting females' education have not established common ground in order to share responsibilities, experiences and also continue supports in the event that one organization discontinues or completes its project assistances. Such scattered practices have created gaps and have denied schools the opportunity to take advantage of the presence of diverse organizations.

- **Lack of capacity by Woreda Education Offices:** Several organizations and groups are involved in promoting and supporting female education in secondary schools that include WEOs, PTAs/boards and female teachers. All these institutions and groups are doing their best to assist females. There are positive developments which are results of their efforts. The achievements so far however are not adequate. One major factor for the limited success according to respondents is lack of capacity of these actors to deal with the complex issue and challenges females are facing in staying and succeeding in secondary schools.

CHAPTER THREE: METHODOLOGY

3.1 Description of the Study Area: Dendi woreda

Dendi woreda is a rural area in Oromia region, which is just 80 kilometer far from the capital city Addis Ababa. According the data obtained from CSA (2007), Dendi Woreda has relatively higher population density. Agriculture is the main source of livelihood for the majority of the people. The main agricultural crops grown in the woreda include maize, teff, wheat, barley, peas, bean and various types of seeds. Based on figures published by the Central Statistical Agency (CSA) in 2007, this woreda has an estimated total population of 255,896, of whom 129,226 are men and 126,670 are women. The same source indicated that 29,602 (11.57%) of its population are urban dwellers, which is less than the Zone average of 12.3%. With an estimated area of 1,549.07 square kilometers, Dendi has an estimated population density of 165.2 people per square kilometer, which is greater than the Zone average of 152.8.

3.2 Sampling Design

The selection of research settings for this study purposefully tackled a rural area as the issue of female education is a challenge in Dendi Woreda. There are fifty nine (59) primary schools in Dendi Woreda in which 18,743.00 male and 15,888.00 female students are attending their education. However, there are only two (2) lower secondary schools known as Ginchi lower secondary school and Wolenkome lower secondary school. The total number of students is 4,357.00 and out of which 2,536.00 were male and 1,821.00 female students. Ginchi lower secondary school has a total number of students 3,338.00 with 1,875.00 male students and 1,463.00 female students. Wolenkome lower secondary school has a total of 1,019.00 numbers of students with 661 male students and 358 female students. 50% of the participants were used as sources of information from two secondary schools for qualitative and quantitative

studies. The research population included female students, male students, and teachers including school principals.

Sample size

To this end, data were collected from sample (n=100), through both questionnaires and interview. Out of 100 questionnaires distributed for 68 students' and 32 teachers' including the two schools, 100 questionnaires were collected back. This reveals that, there was 100% return rate.

3.4 Data types and sources

In order to attain the intended objective of the study, the researcher collected both primary and secondary data from relevant sources. Quantitative data collection was primarily administered from student respondents. Qualitative data was collected from teachers, school directors, selected female students and functionaries of different offices. The purpose of gathering qualitative data was for triangulation of the quantitative data and to capture detailed information, which will be obtained through quantitative data.

3.5 Data collection tools

Questionnaire, guided interviews and focus group discussions provided the required information. The questionnaires are for four types of respondents, principals, teachers and male & female students. The principal questionnaires included items concerning drop –out rates, perceived self-esteem of females, school facilities, tradition of school success, females' pregnancy and benefits of employment. The student questionnaires included age, religion, parental education, estimates of parental income, distance from school, opinion of the treatment of females by teachers, attitudes, investment behaviors, expectations from teachers and sexual harassment. The teacher questionnaires required information about teachers' background, attitudes and beliefs in female education.

Guided interviews were held with school principals, policy makers and implementers' focus group discussion were held with women's group, females and parents.

3.6 Data Analysis Techniques

In the process of analyzing the data, the key variables for analysis were identified. The quantitative data were then scrutinized, summarized, verified, edited and arranged using SPSS version 17.0. The data are summarized on the data summary sheet followed by data editing, coding, verification, and encoding into the computer.

The data were analyzed with the appropriate statistical tools based on the level of measurement of the variables involved. The statistical tools used to analyze the data include simple descriptive statistics such as frequency, mean, and percentages.

Data management

This study attempted to catch required information by using different techniques of data collection from different sources. Female students' questionnaires was coded and entered into the computer program. Questionnaires were used directly without manipulation. Interviews and focus group discussions were properly categorized for further analysis. Data analysis for the questionnaires was performed using computer data and statistical analysis program, with frequencies and percentages as the main tools for summarizing the data.

Data analysis strategies

Data was collected from student respondents and analyzed mainly using descriptive statistics such as means, standard deviations, frequencies and percentages. To identify the factors affecting academic performance of female students, Analysis of Variance was used. Qualitative data analyzed, interpreted and the inferences and will be included

in this report. Secondary data was also analyzed and interpreted. The available documents of the Ministry of Education, Education Statistics and strategic plan documents were used for analysis.

CHAPTER FOUR: RESULTS AND DISCUSSIONS

This chapter mainly deals with analysis and interpretation of data collected from different sources. As indicated in chapter one, the purpose of the research was to investigate the successful completion of rural females lowers secondary schools in the Dedi Woreda of Oromia region. Accordingly, the collected data were presented, analyzed and interpreted in relation to the basic objectives and the analyses were enriched with literature reviews and interview results.

4.1 Socio-Demographic background of the respondents

Based on the data obtained from the respondents bio-demographic characteristics was examined in terms of their gender, age, current marital status and school sample as indicated in Table 1.

Table 1: Bio- Demographic characteristic of student respondents

No	Items			Respondents		Total	
				F	%	N	%
1.	Gender	Male		38	55.9	68	100
		Female		30	44.1		
2.	Age group	14 -16 years old		35	51.5	68	100
		17-20 years old		33	48.5		
3.	Current marital status	Married		5	7.4	68	100
		Engaged		18	26.5		
		Single		45	66.2		
4.	By School name	Ginchi	Male students	31	45.6	68	100
			Female students				
		wolenkomi	22	15	37		

As indicated in the Table (1), the respondents 38(55.9%) were male students and the remaining 30 (44.1%) were female students. This indicates that the majority of the students in Ginchi and Olankomi secondary schools are male students,

Regarding the age of the respondents, most are within the age group of 14-16 which accounts for 51.5% of the total respondents, whereas 33 (48.5) of them were at age range of 17-20 years. This implies that, almost more than half of the students in the sample area of lower secondary school were 14-16 years old children for both schools who were not matured.

On the other hand, the collected data shows that the majority (66%) of the respondents are single, while insignificant number of the respondents 7 (7.4%) are married and living with their partners. Hence, almost or more than half of the respondents in the sample area are not married and living with their mother house hold or with their both biological parents, whereas insignificant number of them had a partners and living with them.

The fourth item presents respondents by school sample. For this particular study 31(45.6%) of the respondents were taken from Ginchi Lower secondary school, whereas 37(54.4) of the respondents were from Olankomi lower secondary school. The number of students was higher at Olengomis because the total number of students enrolled was greater than that of Ginchi.

As mentioned earlier, the survey also included a total of 32 teachers teaching at two schools selected for this particular study. The general profile of the teachers is summarized in the table below.

Table 2: Profile of teachers- respondents

No.	Items			Respondents		total		
				F	%	N	%	
1.	Sex	M		28	87.5	32	100	
		F		4	12.5			
2.	Age group	21-25 years old		14	43.8	32	100	
		26-30 years old		11	34.3			
		30 and above		7	21.9			
3.	By school	Ginchi	Male teacher	Female teacher	13	59	32	100
			12	1				
		Olankomi	16	3	19	41		

As shown in Table (2), 28(87.5%) of the respondents were male teachers for both Ginchi and Olankomi secondary schools and insignificant number 4(12.5%) are female. This indicates that majority of teachers are male. The second item indicates the age of the school teachers. Accordingly, the proportion of the respondents 14(43.8 %) are between 21-25 years of age while 11 (34.3%) are between 26-30 years of age and only 7(21.9%) are at the age of 30. Thus, it is possible to conclude that the majority of teacher respondents are between 21-25 years of age for this particular sample area. The fourth item presents teacher respondents sample statistics by their school. In line to this, 41% of teachers respondents are from Ginchi lower secondary school and 59% of them were selected from Olankomi lower secondary school. The selection was made based on total number of teachers in the two schools.

4.2 Economic factors affecting rural female education participation

- **Cost of schooling and completion of lower secondary education**

Cost of schooling in the form of covering learning materials and tuition fee is supposed to have its own influence for attending and completing lower secondary education. In this regard, students were asked the effect of direct cost of schooling towards their successful completion of secondary school education. The student survey instrument indicated in Table 3 was designed in such a way that students' rating to indicate their observation as low, average or high.

Table 3: Students response on the effect of cost of schooling towards completion of lower secondary education

The item	Response options					
	Low		In average		Highly	
	F	%	F	%	F	%
The pressure of direct cost of schooling towards successful completion of secondary school	17	25	18	26.5	33	48.5

As it is indicated on Table 3, 25% of the respondents perceived that school related factor have low contribution regarding female secondary education, whereas 26.5% and 48.5% of the total respondents reported that direct cost of schooling has average and high contribution, respectively. This implies that almost all of the participants perceived that direct cost of schooling is the major challenge for rural females' secondary education.

Students were further asked to share their perception about the cost elements in their schooling that affect their education. Based on the survey result depicted in Table (4), it

appears that among the listed constraints forwarded for enquiry as a possible causes of direct cost of schooling as a push and pulling factors of rural female students in secondary school 74.4%, 70.6% and 57.3% of respondents identified and reported, costs of uniform, costs of transportation and costs of accommodation respectively as in average and high factor among all other direct cost of schooling in general.

Table 4: Students’ responses for each direct cost of schooling

No	Items	Degree of extents						% of applicability	Rank
		Low		Average		High			
		F	%	F	%	F	%		
1.	School payment	47	69.1	15	22.1	6	8.8	30.9	6
2.	Costs of textbooks	39	57.4	12	17.6	17	25.0	42.6	5
3.	Costs of uniform	16	23.5	16	23.5	36	52.9	76.4	1
4.	Costs of instructional materials	37	54.4	18	26.5	13	19.1	45.6	4
5.	Costs of transportation	20	29.4	18	26.5	30	44.1	70.6	2
6.	Costs of accommodation	29	42.6	19	27.9	20	29.4	57.3	3

Remark:

1. The score given to the responses were: 1 low contribution among economic factor, 2 for average and 3 for high contributing factor. Response values were multiplied by the number of respondents in the Table to get the total scores.
2. Percent of applicability refers to the sum of percentage of student responses that reports the factor to be high and in average.

4.3 Female education and the influence of parents

This specific item indicates the demand of domestic labour imposed on female students at home by their parents. It also assists to analysis the negative effect on female students working condition of female students out the school work and how do affect their school hour.

Table 5: Female education and their role at home

The item	Response options					
	Yes		No		Total	
	F	%	F	%	N	%
Parental need of labour at home imposed on female students	54	79.4	14	20.6	68	100

The result indicates that 14(20.6%) of the participants said “no” but majority of the respondents 54(79.4%) said “yes”.In this case, only insignificant number of respondents 14(20.6%) disagree because of some male participant who included in the study. However, the overall result of data revealed that female students are busy with domestic activities which directly or indirectly affect their secondary education. Based on this result, one can simply concluded that almost all female students spendsubstantial amount of time on domestic affairs rather than focusing on school works.

Student was also asked about the kinds of works that female students are required to do at home. The result on Table 6 shows list of domestic activities such as fetching water, marketing in agriculture and caring for sibling is the major time consuming domestic responsibility of female students throughout the week.

Table 6: The amount of time female students spent for home related activities

No.	Items	Extents of working outside school per week								Rank
		All week		Some times		Few days		Total		
		F	%	F	%	F	%	N	%	
1	Fetching water	33	48.5	28	41.2	7	10.3	68	100	1
2	Fetching wood	21	30.9	30	44.1	1	25	68	100	3

3	Cooking meals	21	30.9	19	27.9	2	41.2	68	100	4
4	Caring for siblings	37	54.4	23	33.8	8	11.8	68	100	2
5	Marketing agriculture	29	42.6	31	45.6	8	11.8	68	100	2
6.	Employment in domestic work	13	19.1	31	45.6	2 4	35.3	68	100	5

The response revealed that 89.7%, 88.2% and 88.2% of respondents cited fetching water, marketing in agriculture and caring for sibling respectively as major time consuming domestic activities. Hence, one can conclude that fetching water, marketing in agriculture and caring for sibling are the major home related activities that divert the attention of female students from school related activities throughout the week. This is particularly so for the sample study area in the eyes of the student respondents.

Like other school related factors, female home related factor was also examined. The result (see the next table) indicates that 21(30.9%) of respondents indicates their response as low, 28(41.2%) rated it as average and 19(27.9%) number of respondents rated it as high contributing factor. In conclusion, based on the respondents' perception regarding this particular item, about 69% of the respondents agree as another major contributing factor under the category of school related factor. Therefore, the pressure from the high demand for labour at home is a major hindrance to rural female secondary education.

Table 7: High demand for female students' labour at home compromising their study time

The item	Response options					
	Low		average		High	
	F	%	F	%	F	%
High demand for female students labour at home compromising their study time.	21	30.9	28	41.2	19	27.9

4.4 Culture and females' education in the study area

The study also attempted to investigate the cultural influence on rural females' lower secondary education completion. The study mainly tried to investigate the effect of early marriage, religion and other related factors. Table 8 shows the extent of cultural traditions as hindering factors for rural females' successful completion of lower secondary school education. Similarly the study revealed that from all listed factors in the cultural traditions, religious beliefs, pregnancy, harassment and neglect for female health and nutrition were among the major factors.

Table 8: The effect of cultural traditions on female students' secondary education

No	Items	Rating scales for the problems								% of applicability	Rank
		High		Average		Low		Total			
		F	%	F	%	F	%	N	%		
1	Early marriage engagement	24	35.3	20	29.4	24	35.3	68	100	64.7	7
2	Circumcision	28	41.2	20	29.4	20	29.4	68	100	70.6	5
3	Bride price	18	26.5	16	23.5	34	50.0	68	100	50	8
4	Home/parental service	28	41.2	22	32.4	18	26.5	68	100	73.6	4
5	Pregnancy	38	55.9	14	20.6	16	23.5	68	100	76.5	2
6.	Risk of abduction	29	42.6	17	25	22	32.4	68	100	67.6	6
7.	Harassment	28	41.2	24	35.3	16	23.5	68	100	76.5	2
8.	Religious beliefs	37	54.4	21	30.9	10	14.7	68	100	85.3	1
9.	Employment in domestic market	23	33.8	29	42.6	16	23.5	68	100	76.4	3
10	Neglect offemale's health & nutrition	34	50.0	18	26.5	16	23.5	68	100	76.5	2

These four major listed factors respectively ranked as (1-4) religious beliefs (85.3%), pregnancy (76.5%), neglect for female health and nutrition (76.5%) and Harassment (76.5%) respectively. From this result, we can conclude that religious beliefs, pregnancy, harassment and neglect for female's health and nutrition are the major cultural or traditional factors that negatively affect rural females' education at lower secondary school.

4.5 Female education at lower secondary education and school related factor.

School related factors such as current status of class rooms, institutional materials, and school distance were investigated in relation to their possible influence on female education in particular.

Table 9: School factor and female education

No.	Items	Rating scales for the problems								% of applicability	Rank
		Low		Average		High		Total			
		F	%	F	%	F	%	N	%		
1.	Inadequacy of class rooms	26	38.2	30	44.1	12	17.6	68	100	61.7	4
2.	Shortage of instructional materials	36	52.9	23	33.8	9	13.2	68	100	47	7
3.	lack of textbooks	21	30.9	33	48.5	14	20.6	68	100	69.1	2
4.	lack of gender sensitive facility	22	32.4	31	45.6	15	22.1	68	100	67.7	3
5.	manual lab our	25	36.8	29	42.6	14	20.6	68	100	63.2	4
6.	inadequacy of school library	22	32.4	24	35.3	22	32.4	68	100	67.7	3
7.	grade repetition	29	42.6	26	38.2	13	19.1	68	100	57.3	5
8.	teacher absenteeism	32	47.1	21	30.9	15	22.1	68	100	53	7
9.	school distance	8	11.7	15	22.1	45	66.2	68	100	88.3	1
10.	Risk of sexual harassment by school boys	29	42.6	27	39.7	12	17.6	68	100	57.3	5
11.	Risk of sexual assault/rape	35	51.5	19	27.9	14	20.6	68	100	48.5	6
12.	Gender bias in curricular materials	35	51.5	24	35.3	9	13.2	68	100	48.5	6

The survey result shows that school distance, lack of textbooks, in adequacy of school library and lack of gender sensitive facility are the highest school related factors. As indicates on Table 9, out of total respondents 8(11.7%) perceived that school location or distance do have low contribution towards the success of females' successful completion of secondary school. In view of this, 15(22.1%) and 45(66.2%) respondents reported as average and high, respectively.

On other hand, lack of textbooks 21 (30.9%) respondents rated as low contribution, 33(48.5%) rated it as average and 14(20.6%) as high school related factor respectively. Similarly, in adequacy of school library 22(32.4%), 24(35.3%) and 22(32.4%) as low, in average and high school related factor, whereas for lack of gender sensitive facility 22(32.4%) rated as low, 31(45.6%) in average and 15(22.1%) as high.

This implies that, all most all of the participants perceived that School related factors can highly determine the extent of rural females school drop out before the completion of lower secondary school and amongst School distance, lack of textbooks, in adequacy of school library and lack of gender sensitive facility are major for the present sample study area.

4.6 Female education and teachers

The study has assessed the possible influence of teachers towards female low secondary education. The study specifically considered teachers perception of female students. As indicated in Table 10 below, the purpose is to examine teachers' expectation in regard to gender difference in education at lower secondary level (teachers' expectation towards boys and females in education) or if gender balanced was maintained at that grade level. And, the result show that 21(30.9%) respondents agree this and say yes, while majority of the respondents 47(69.1%) responded as no. The figure of the larger response in percent indicates that majority of student respondent disagree for this item.

From this point of view, it's possible to conclude as, even if gender balance is not maintained all in all; the degree was insignificant for the two sample study area and there is no much favor of one gender only.

Table 10: Teachers related factors and Female successful completion of lower secondary school

The item	Response options					
	Yes		No		Total	
	F	%	F	%	N	%
Do you think that teachers in your school do have different expectations for females and boys?	21	30.9	47	69.1	68	100

Moreover, the level of treatment difference over gender as perceived by students was assessed. Table 11 depicts teachers' level of treatment with respect to gender difference and their expectation towards boys and females in education. In this regard, among the possible lists, relatively high gender differences was observed concerning provision of school materials(56%), guidance and counseling(55.8%) and giving better mark regarding gender (51.5%), however the degree was not much in magnitude. Generally, the result displays that their no much gender difference with respect treatment and also the expectation that teachers do have for both male and female students in education was not much different for the sample study area as it observed from student respondents.

Table 11: Extent of difference in treatment amongst boys and females students by their teachers at school

No	Items	Rating scales for the problems								% of applicability	Rank
		Low		average		High		Total			
		F	%	F	%	F	%	N	%		
1	paying special attention between boy and females	41	60.3	18	26.5	9	13.2	68	100	39.7	6
2	giving better mark regarding gender	33	48.5	32	47.1	3	4.4	68	100	51.5	3
3	giving material incentives based on	35	51.5	13	19.1	20	29.4	68	100	48.5	4
4.	Praising	40	58.8	22	32.4	6	11.8	68	100	44.2	5
5.	provision of school materials	32	47.1	22	35.4	14	20.6	68	100	56	1
6.	guidance and counseling	30	44.1	19	27.9	19	27.9	68	100	55.8	2

The first item (Table 12) displays, the perception of respondents regarding females' performance as that of boys in school. Accordingly, 11(16.2%) of respondents disagree, 11(16.2%) were not sure on this statement and unlike to this, majority of the respondents 46(67.6%) agree on this statement. This implies that females can perform as boys and the idea supported as why not if the conditions are ok.

Similarly, item 2 of Table 12 presents females' education and it supports the inspiration of females' education is important as boys' education. In case, 9(13.2%) of the respondents rated as not as boys, 11(16.2%) were not sure, whereas more than half of the respondents 48(70.6%) were agree.

From the result we can conclude as, even if a little number of respondents not sure or disagree, females' education is very important as to the boys'. However, the reason why

a few participants were disagree regarding the statement may be as the result of boys in the sample of study. The third item is an enquiry of females' intellectual capacity to be effectively use education. In regard to this, 14 (20.6%) of respondents were disagree and says female hadn't effective intellectual capacity to use effective and 15(22.1%) of them were not sure, while almost half 39(57.4%) of the respondent were sure and agree the statement. This result gives the view that it is so difficult to measure the intellectual capacity level of females rather it is possible to say females do have an intellectual capacity as boys do have.

Table 12: Females Attitudes towards education and Female successful completion of lower secondary school

No	Items	Degree of agreement							
		Disagree		Not sure		Agree		Total	
		F	%	F	%	F	%	N	%
1	females could perform as boys	11	16.2	11	16.2	46	67.6	68	100
2	females education is important as boys	9	13.2	11	16.2	48	70.6	68	100
3	females have intellectual capacity to effectively use education	14	20.6	15	22.1	39	57.4	68	100

The effect of curriculum and other related factor were also assessed. Table 13 of (1) point out the perception of student respondents, concerning the effect of current curriculum on females career development and future competence. In this regard, 27(39.7%) of the respondents give their response as yes and 41(60.3%) were say no, respectively. This implies that, majority of were satisfied with current police and this

mean that, the police did not any much significant effect on female students career development and future competence.

The second item of Table 13 is used as an enquiry or to examine the practical successfulness females who are exemplars for females in the area of the study. Regarding to this 68 participants were examined and asked by the researcher by using item to of Table 13 and the participants were respondent in the way. In case, 61(89.7%) responds as “yes” and only 7(10.3%) of them indicates their response as “no”. This shows that there were many females who are successfully complete their education and role models for female student at the area of this study, however this is not the case for all participants due to other home related factors or any other economic factors which enforces females to withdraw their education and then searching another opportunities outside school education.

Table 13: Role of successful woman towards encouraging female students

The item	Response options					
	Yes		No		Total	
	F	%	F	%	N	%
1. Do you think that the current curriculum has limitations on females’ career development and	27	39.7	41	60.3	68	100
2. Do you know any successful educated females in your area?	61	89.7	7	10.3	68	100

Table 14 above indicates, the opportunity of females to find job after successful completion of their education and level of encouragement. The result of the Table revealed that, 11(16.2%) indicates their responses as females are discouraging but not encouraged as the result of only they are educated, whereas 19(27.9%) not sure to decide on and 38(55.9%) of the respondents replies as educated female were encouraging. Based on the balanced response by the respondents, one fairly concludes

as educated females are encouraging for job opportunity; however the equality with boys is in to a consideration. This indicates that while females out perform in education than boys what boys perform, the chance of competition with boys is so low and the opportunity to find job is also low.

Table 14: Females education and the chance of finding job opportunity

No.	Items	Degree of agreement							
		Discouraging		Not sure		Encouraging		Total	
		F	%	F	%	F	%	N	%
1	Employment opportunities or the chances to find jobs after completing your education?	11	16.2	19	27.9	38	55.9	68	100

Table 15 tells about the teachers' attitude towards boys and females in teaching-learning process and whom do teachers prefer to teach (boys or females?). Accordingly, 32 teacher participants including the school directors were indicate their perception in regarding to the item and among those participants 19(59.6%) of teachers indicate their answers as no difference, 3(9.4%) were prefer females to teach, whereas 10(31.1%) of them prefer only boys. This implies that as the result on Table 15 informs us, even though insignificant, the practice of gender preference in teaching was observed for the two sample schools. Mean that even if the degree is not much gender preference while teaching was practiced at both lower secondary schools (Ginchi and Olankomi).

Table 15: Teachers gender preference to teach and image of boys and girls education

Items	Gender preference							
	Make no differences		Females		Boys		Total	
	F	%	F	%	F	%	N	%
Which Sex do you prefer for teaching?	19	59.6	3	9.4	10	31.1	32	100

Table 16 shows teachers understanding capacity about the issue of gender difference in education. Regarding to this statement, 5(15.6%) were insufficiently understand the issue, 14(43.4%) in average and 13(40.6%) them were sufficiently understand the issue of gender difference in education the Table displays. This information implies that there is a little bit differences among teachers concerning on their level of understanding with respect to the issue of gender differences in education. Additional some teachers' understanding level on the gender differences while teaching is lo

Table 16: TeachersCapacity to understand the issue of gender difference in education as teacher perception

Items	Scales							
	Insufficient		Average		Sufficient		Total	
	F	%	F	%	F	%	N	%
To what level do you rate your capacity to understand gender issue in education?	5	15.6	14	43.4	13	40.6	32	100

Table 17 indicates, teachers' level of understanding on differences exists among boys and female students. Regarding this, 24(75%) responded as "yes" and 8(25%) gives "no" response from the two options. The result revealed that teachers' level of understanding was relatively on good status, this because majority of respondents (27(75%) of them were agree on the item, even though a quarter of them were not.

Table 17: Teachers' level of understanding and educational gap between boys and girls

The item	Response options					
	Yes		No		Total	
	F	%	F	%	N	%
Do think that teachers understand the educational difference between boys and females in your school?	24	75	8	25	32	100

As to Table 18, the extent of teachers or other learning materials reflect through their language and presentation in any bias towards female (degree of encouragement in regarding to language use and gender bias). As can be observed from Table (18), for this question 13(40.6%) of participants were rated as low, 16(50%) of the as in average and 3(9.4) of them responded as high. This indicates that it observed in average as to respondent teachers views, but not serious.

Table 18: The extent of teachers or other learning materials which reflects learners' language and females' education

Items	Scales							
	Low		average		high		Total	
	F	%	F	%	F	%	N	%
To what extent teachers or other learning materials reflect through their language and presentation in any bias towards females?	13	40.6	16	50	3	9.4	32	100

4.7 Factors affecting participation of female students as perceived by teacher

The learning environment has also its own effect toward pulling in and pushing out student including female student. Table 19 depicts, learning environmental factors

which hinders females' academic attainment at school. With respect to this, 7 environmental factors were listed and rated by teacher respondents based on their perception (Based on their degree of affecting on females educational attainment). Equipment, separate facilities and library services were observed as major environmental factors for females' academic attainment at school. Regarding to this, for equipment 6(18.8%) of the respondent rated as low environmental factor,7(21.95%) of them as averagely and 11(34.4%) of participants as high environmental factor with mean=1.91 and Sd=.89, Separate facilities 7(21.9%) as low,18(56.3%) of them as averagely and 7 (21.9%) as highly(mean=2; Sd=.67), while for library 8(25%) as low,9(28.1%) respondents as in average and 15(46.9%) as high environmental factor and mean=2.22 with Sd=.83. The mean value indicates where do the average values of the respondents' approaches to (to a low score, average or to high). Based on this, the conclusion will be taken.

Table 19: The School learning environments and their degree of influences on females' academic attainment in School as to teachers' perception

No	Items	Scales of agreement								Mean	Std	Ran k
		Low		Average		High		Total				
		F	%	F	%	F	%	N	%			
1	Class rooms	14	43.8	7	21.9	11	34.4	32	100	1.91	.89	7
2	Equipment	6	18.8	19	59.4	7	21.9	32	100	2.03	.64	1
3	Textbooks	13	40.6	11	34.4	8	25	32	100	1.84	.81	6
4	Separate facilities	7	21.9	18	56.3	7	21.9	32	100	2	.67	2
5	Learning time	11	34.4	14	43.8	7	21.9	32	100	1.87	.83	4
6.	Library	8	25	9	28.1	15	46.9	32	100	2.22	.83	3
7.	Teachers absenteeism	11	34.4	9	28.1	12	37.5	32	100	2.03	.86	5

SD =standard deviation

As Table 20 above displays, the availabilities of 6 listed facilities were examined for Ginchi lower Secondary school. As it showed on the same Table, the facilities were ranked by the school heads from (1) insufficient, (2) in average and (3) as sufficiently found. Accordingly, the observed response from school director indicates, shortage of classrooms, library and reading rooms were highly observed. The response from the respondents also point out that, shortage of class room (100 %,) with mean=1 and sd=.00, shortage of library (100%) with mean=1 and sd=.00 and the reading rooms (50%) with mean=1.5 and sd=.71 was identified. From this point view, the researchers conclude in such a way that, though different factors were additionally there, lack of sufficient class rooms, library and reading rooms were the major one at Ginchi lower secondary school when this study was conducted.

Table 20: T The availability of school facilities in school as a school heads (Ginchi)

No.	Items	Scales of agreement								Mean	Std.	Rank
		insufficient		Average		Sufficient		Total				
		F	%	F	%	F	%	N	%			
1	class rooms	2	100	0	0	0	0	2	100	1	.00	1
2	Sport facilities	0	0	2	100	0	0	2	100	2	.00	3
3	Electricity	0	0	2	100	0	0	2	100	2	.00	3
4	Library	2	100	0	0	0	0	2	100	1	.00	1
5	Pedagogical center	0	0	2	100	0	0	2	100	2	.00	3
6.	Reading rooms	1	50	1	50	0	0	2	100	1.5	.71	2

*The mean value and (sd) or Standard deviation used in order to see ,where do the value of rating score approaches to 1(insufficient),2(average) and 3(sufficient) and based on this, the conclusion will be taken accordingly.

Table 21: The availability of facilities in school as a school heads point of view (Olankomi)

No.	Items	Scales of agreement								Mea n	Std .	Ran k
		Insufficient		Average		Sufficient		Total				
		F	%	F	%	F	%	N	%			
1	class rooms	2	100	0	0	0	0	2	100	1	.00	1
2	Sport facilities	1	50	1	50	0	0	2	100	1.5	.71	2
3	Electricity	1	50	1	50	0	0	2	100	1.5	.71	2
4	Library	2	100	0	0	0	0	2	100	1	.00	1
5	Pedagogical center	1	50	1	50	0	0	2	100	1.5	.71	2
6.	Reading rooms	1	50	1	50	0	0	2	100	1.5	.71	2

Table 22: Females dropout rate within five years with respect to the two schools (Ginchi and Olankomi), respectively

No.	School	Academic years					Average Dropout rate (%)
		2000	2001	2002	2003	2004	
1.	Ginchi	-	19	22	18	27	0.2
2.	Olankomi	-	-	-	194	201	2

The result indicates by each year, the rate of drop out for female students is 2% for Ginchi and 2% for Olankomi secondary schools.

CHAPTER Five: Conclusion and Recommendation

5.1 Conclusion

- The revealed that economic factor are the major which pulls or pushes female students out of school. In this study under economic factors, school related costs were examined and the result of the finding indicates that among the direct costs of schooling, costs of uniform, costs transportation and cost of accommodation were identified as the major pushing and pulling factors of females successful completion in their education, even to attained lower secondary school. Three direct cost of schooling such costs of uniform, cost of transportation and costs of accommodation were indentified a major factors limiting female education at lower secondary school level. The finding indicates that there is strong positive relationship between family socio-economic status and students' performance at school.
- Parental need of labour at home is another hindering factor for females' successful education. This factor is not a school related factor, but home related factor which directly affect females' education. The study revealed that most females spent much of their time on home related activities than the school related activities. Daily fetching water, caring for children and marketing in agriculture were the major due to responsibility of most ladies outside school time throughout the week which affect their education and enforce them to drop out their education. Similarly research report also indicates that Parental perceptions or investment behavior for both boys and females do significant effect on gender disparity in further education above elementary. Gender

disparities intensify in secondary education, as cultural attitudes reinforce the norm that females do not need further education after primary school.

- Cultural traditions are another major changes that in forces females' students out of school. These cultural traditions are those cultural out looks rooted in society for a long and still practices within a society. From these cultural traditions in this study sample area including the two lower secondary schools, religious beliefs, pregnancy, sexual harassment and neglect for female's health and nutrition were among the major one.
- School related factors are also other hinder factors. School related factors are availability of teaching and learning materials and facilities that are available in school for the purpose of delivering the required information, plus school location (distance). In case the result of the overall data from sample study area revealed that, there were no sufficient resources that required for this purpose, as well as the difficulty for most ladies to walk long distance bare footed.
- Similar to school related factors', teacher related cause, gender based treatment for encouraging female in education and females' attitude to education are also another challenges with respect to females successful education. These teachers' related factors are; paying special attention for female students, giving better grade on the bases of gender and not performance, giving material incentives, praising and guidance and counseling services.
- Regarding females attitude towards education, many finding including the present study show that, not only as the result of external factors, but also as a

result of females' attitude towards educational attainment was also a big problem, especially in rural part of the country. This indicates that most female students' have no such moral and confidence that education has a long term benefit in their destiny or future. This finding is also similar with other research focusing on female education.

5.2 Recommendations

- **Awareness creation campaign:**

Awareness creation through involvement of schools can be conducted in the form of public awareness campaigns, seminars targeting creation of awareness among student, teachers and parents, and short training courses for schoolteachers. The public awareness campaigns can be undertaken by high schools. The campaigns shall target direct involvement of student, both female and male, in improving the participation of female in education. Seminars can be conducted for the creation of awareness among students, teachers and parents. These seminars could be in the form of orientation workshops mainly connected with the challenge faced female students at lower secondary school. Some of the seminars can be organized for students as a part of other important events such as World Wash, Women's day and related activities. Female students should also be recognized in public during the awareness creation campaign in the presence of their parents and peers.

- **Training to teacher**

Teachers shall be given basic training about gender equality in class room and about the special needs of female students. The training for teachers will put them in a better platform to encourage female students and follow up their progress in the classroom as well as in their social challenges.

- **Increased Participation of female teachers**

Effort must be done towards increasing the number of female teachers in the schools so that female students will be treated well and get encouraged from the success of female teachers. Female teachers are also easy to relate to as a role model and a mentor for adolescent girls in high school.

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6. Rate the extent to which the following direct costs play the role to pull or push female students out of school.

	High	Average	Low
School Payment			
Costs of textbooks	-----	-----	-----
Costs of uniforms	-----	-----	-----
Costs of Ins. Materials	-----	-----	-----
Costs of transportation	-----	-----	-----
Cost of accommodation	_____	_____	_____

III. Female Education and Parental Needs of Labour (Fill in the spaces provided
01 tick one of the given alternatives)

7. Do you work out side school hours'? Yes _____ No _____

8. If your answer is "yes" to the above question, rate the amount of time you spend in the week on the following types of work.

	All Week	Some days	Few days
Fetching water	_____	_____	_____
Fetching wood	_____	_____	_____
Cooking meals	_____	_____	_____
Caring for siblings	_____	_____	_____
Marketing	_____	_____	_____
Agriculture	_____	_____	_____
Employment for	_____	_____	_____
Domestic work	_____	_____	_____

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

_____	_____	_____
High	Average	Low

IV. Culture and female successful completion of lower secondary school education

(tick one of the alternatives given)

10. To what extent do you think that the following cultural traditions and practices hinder the completion of schooling by female students?

	High	Average	Low
Early marriage	_____	_____	_____
Engagement	_____	_____	_____
Circumcision	_____	_____	_____
Bride Price	_____	_____	_____
Home/parental services	_____	_____	_____
Pregnancy	_____	_____	_____
Risk of Abduction	_____	_____	_____
Harassment	_____	_____	_____
Religious beliefs	_____	_____	_____
Employment in Domestic market	_____	_____	_____
Neglect for girl's health And nutrition	_____	_____	_____

V. School and female successful completion of lower secondary school education

(tick one of the alternatives given)

11. From your experience, judge the extent to which the following school factors contribute to the dropping out of females from school.

	High	Average	Low
Inadequacy of classrooms	_____	_____	_____
Shortage of instructional materials	_____	_____	_____
Lack of textbooks	_____	_____	_____
Lack of gender sensitive facilities	_____	_____	_____

Manual labour	_____	_____	_____
Inadequacy of school library	_____	_____	_____
Grade repetition	_____	_____	_____
Teacher absenteeism	_____	_____	_____
School distance	_____	_____	_____
Risk of sexual harassment by schoolboy's	_____	_____	_____
Risk of sexual assault/rape	_____	_____	_____
Gender bias in curricular materials	_____	_____	_____

VI. Teacher factors and female successful completion of lower secondary school education (*tick one of the given alternatives*)

12. Do you think that teachers in your school do have different expectations from girls and boys? Yes _____ No _____

13. Rate the extent to which teachers demonstrate differences in the following areas between boys and girls in your classroom.

	High	Average	Low
Paying special attention	_____	_____	_____
Giving better marks	_____	_____	_____
Giving material incentives	_____	_____	_____
Praising	_____	_____	_____
Provision of school materials	_____	_____	_____
Guidance and counseling	_____	_____	_____

VII. Attitude towards education (*tick one of the given alternatives*)

14. To what degree do you agree with the following statements?

a. In education, girls could perform or achieve as well as boys.

_____	_____	_____
Agree	Not Sure	Disagree

b. Educated girls are as important as well as educated boys.

Agree Not Sure Disagree

c. Girls have the intellectual capability to effectively use their education in life.

Agree

Not Sure

Disagree

15. Do you think that the current curriculum has limitations on your career development and future competence? Yes No

16. Do you know any successful educated girl (s) in your area? Yes No

17. What do you think of your employment opportunities or the chances to find jobs after completing your education?

Encouraging

Not Sure

Discouraging

Appendix 2

Parents Questionnaire

This survey is conducted by Beza Nardos for a masters programme thesis in Rural Development. The main purpose of the study is to investigate the rural girls' successful completion of lower secondary school education in Dendi Woreda in Oromia Region .You are among those chosen to participate in the study. Thus, I kindly request you for information and it appreciates your willingness to support its efforts. Beza believes that you will find the questionnaire interesting and it looks forward to receiving your reply. All information obtained from you will be used only for the purpose of this research.

I. Background *(Fill in the spaces provided or tick one of the given alternatives)*

1. School Name Region Zone Woreda

2. Age

3. Sex: Male Female

4. Number of children: Males Females

5. Occupation

6. Highest level of education attained

None _____

Literate _____

Primary _____

Secondary _____

More than secondary _____

7. Economic status: Acres of land owned Number of cattle owned

II. Economy and Female successful completion of lower secondary school education *(Fill in the spaces provided or tick one of the given alternatives)*

14. To what extent do you agree with the following statements?

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

_____ _____ _____
Agree Not Sure Disagree

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

_____ _____ _____
Agree Not Sure Disagree

c. Girls need education even if they are married or get pregnant before they complete schooling.

_____ _____ _____
Agree Not Sure Disagree

d. Girl education guarantees more secure family and old age support.

_____ _____ _____
Agree Not Sure Disagree

e. Education makes girls more understanding and self-confident.

_____ _____ _____
Agree Not Sure Disagree

15. What do you think of your daughter's and females' chances for employment?

_____ _____ _____
Encouraging Not Sure Discouraging

16. To what extent do you agree if the education of your daughter has to be more like skills oriented than the present?

_____ _____ _____
Agree Undecided Disagree

Library	_____	_____	_____
Pedagogical center	_____	_____	_____
Reading rooms	_____	_____	_____