

**ACADEMIC PERFORMANCE IN GENDER DISPARITY: THE CASE OF
BATU TERARRA PRE-COLLEGE SCHOOL OF BALE ZONE GOBA WOREDA,
OROMIA REGION**

ETHIOPIA

**A Thesis for the Partial Fulfillment of Master of Arts in Rural
Development**

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**Submitted to Indira Gandhi National Open University, Department of Rural
Development**

April 2013

CERTIFICATE

This is to certify that Mr Yared Teshome students of M.A in Rural Development from IGNOU, New Delhi was working under my supervision and guidance for his project work for the course MRDP-001 His Project work entitled **Gender Disparity In Academic Performance: The Case of Batu Terrara Pre-College School of Oromia Region, Ethiopia**. Which he is submitting, is his genuine and original work.

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DECLARATION

I hereby declare that the thesis entitled **Gender Disparity In Academic Performance: The Case of Batu Terrara Pre-college of Oromia Region, Ethiopia**. Submitted by me for partial fulfillment of the M.A in Rural Development to Indira Gandhi National Open University, (IGNOU) New Delhi, is my own original work and has not been earlier to IGNOU or any other institutions for the fulfillment of the requirement for any course of study. I also declare that no chapter of this manuscript in whole or in part is lifted and incorporated in this report from any earlier work done by me or others.

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DEDICATION

I dedicate this manuscript thesis to my mother W/ro Mamit Tadesse, for nurturing me with affection and love and for her dedicated partnership in the success of my life. I dedicated to my adorable son Eyosiyas Yared.

AKNOWLEDGEMENT

I want to give praise, honor and glory to my heavenly father, who enabled me to complete this study through his grace, guidance, encouragement and strength. "I know that you can do all things; no plan of yours can be thwarted" (Job 42:2).

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ACRONYMS

| | |
|---------|---|
| AIDS | Acquire Immunodeficiency Virus |
| AP | Academic Performance |
| CBO | Community Based Organization |
| EFA | Education For All |
| ESDP IV | Education Sector Development Program |
| FGD | Focus Group Discussion |
| GCAP | Global Call to Action Against Poverty |
| GCE | Global Campaign for Education |
| GO | Government Organization |
| GOB | Goba |
| HIV | Human Immunodeficiency Virus |
| IATA | International Air Transport Association |
| ICAO | International Civil Aviation Organization |
| ICPD | International Conference on Population and Development |
| MDG | Millennium Development Goal |
| MoE | Ministry of Education |
| NEPAD | New Partnership for Africa's Development |
| NGO | Non-Governmental Organization |
| SPSS | Statistical Package for Social Science |
| UNESCO | United Nations Education, Scientific and Culture Organization |

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1. INTRODUCTION

1.1 Background

The social differences between females and males throughout the life cycle that are learned, and though deeply rooted in every culture, are changeable over time and have wide variations both within and between cultures (IASC, 2006)

According to Asresash (2006; cited in Endeshaw 2007), gender is an analytical term to help distinguish between the biological dimension (sex) and the cultural one (gender). Traditionally, society assumes that there are observable differences between the sexes. However, that personality, behavior or abilities are the result of differential socialization because these socially induced differences result in discriminatory reward, statuses, opportunities and roles. Gender roles in every society of the world are reflected in socio-economic levels exerting various degrees of constraints for both sexes, sharper on women's side, the majority of them found at lower status.

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 at the turn of the century. Already, the pledge to eliminate gender disparity in primary and secondary education by 2005 was missed in some 70 countries. 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 are women, are illiterate (Cynthia,2005).

Education has been used as a vehicle for national economic development as well as for individual advancement. The evidence for third world countries shows a close link between women's education and social and economic development, and between the sizes of the education gender gap and national development (King, 1990).

Education can affect people's lives through several channels. It affects access to knowledge, information, and new ideas. It enhances overall efficiency, market opportunities, and social status. It also 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 idea through their wide contacts with the world outside family and local

community, as well as through formal schooling. In contrast, many women in developing world have few contacts with the outside world; for them, formal schooling remains perhaps the primary channel for the transmission of new ideas (Shireen, 1995).

However, as Mak (1996) noted, even if women constitute proportionally a large group of the labor force in various economic sectors and economic development is unthinkable without the participation of women, the experience of several decade, has shown that education systems continue to admit and treat males and females differently.

Over the past few years, recognition of women's education has grown, both in international forums and in national agenda, with increasing commitments to investment in female education. The Program of Action adopted at the International Conference on Population and Development (ICPD), held in Cairo, Egypt, in September 1994, reaffirms everyone's right to education and gives special attention to women and the girl child. Terming the education of illiterate 'one of the prerequisites for human development', the Program of Action recognizes education as a factor in sustainable development in the empowerment of women and gives paramount importance to the elimination of illiteracy among women. One of the goals of the ICPD Program of Action is universal access to primary education before the year 2015. The Program of Action also urges countries to take steps to keep girls and adolescents in school, in order to close the gender gap in primary and secondary school education by the year 2005. Encouraging attention 'to the equality and type of education, including recognition of traditional values', the Program Action urges 'countries that have achieved the goal of universal primary education... to extend education and training to, and facilitate access to and the completion of education at, secondary school and higher levels' (Shireen, 1995).

Formal "western style" education was introduced to Ethiopia almost a century ago. At that time only a few local students predominantly boys received formal schooling (Teshome, 2003). It is clear that experiences by females in most developing countries of the world reflect on the females of Ethiopia as well. In general, women were not regarded as important as males. They were denied of opportunities for schooling. Their denial for education goes back into the old traditional schooling systems. In the earlier time, in Ethiopia, the Orthodox Church and Mosque were major institutions responsible for the discrimination of female education (Seyoum, 1988).

The factors that affect the academic performance and achievements of female students can be classified in numerous ways. Some of these factors are related to economic, socio-cultural, political and institutional, psychological, and school factors influencing female's education.

As Barbour (1997:8) stated, females learning is greatly affected by the attitudes, values, and actions emanating from home, schools, and communities, but of course the impact varies according to female's stages of development and their amount of contact with those social settings.

Sanabary (1993) also says that, a family's socio-economic status influences the daughter's education directly through financial and moral support for schooling and indirectly a set of variables that include the daughter's physical, cognitive and psychological development as well as her own motivation, aspiration, and expectations. In addition to this, he says girls and women from middle income and upper income families have more chance than those from low-income families to enter school and progress all the ways to the university level.

Also, According to MOE (2011) the achievement of girls in the Ethiopian national examination reveals a wider gender gaps in performance than others, notably mathematics, in an education system where aggregate achievement for boys is slightly higher than for girls with some regional variation. In 2010/11 only 57.8% and 73.6% girls and boys representatively passed the grade 10th examination.

1.2. Statement of the Problem

In much of the world so far, little attention has been paid to the education of girls. Huge gaps persist between girls' and boys' educational achievement. Globally, nearly 565 million women remain illiterate today, compared with about 321 million men (UNESCO, 1995). In certain parts of the world, moreover as many as three in four women are illiterate, and other have receive no more than a negligible education. This neglect has had critical consequences for women's well being for their empowerment as well as for their reproductive choice and roles (Shireen, 1995).

Gender role casting in Africa has limited the educational opportunities for women and hence their participation in the labor market. It is traditionally believed that for women to play their traditional role of mother and home manager do not require much education. Provisions for women's educational opportunities therefore have remained inadequate. Dropout rates among them are much higher than those of boys due to adolescent pregnancy, inability to pay fees, failure in exams etc. In schools, they tend to be steered to the traditional female areas that have limited employment and/or career growth opportunities. They are virtually absent in field that

require science and technology while they predominate arts, education social science etc (United Nations, 1995).

As stated by Tozer (1995:130), it was Augustinian legacy which formed the consciousness and guided the gender behavior of most colonial and nineteenth-century Americans. At their best, white Americans were concerned with educating their sons to become productive workers, effective political agents, and independent political actors. However, when they thought of education for their daughters, the concern was to prepare them as wives and mothers, not as independent, rational beings. As long as home remained the primary economic unit in society, most of the girl's education could be obtained there, emulating her mother and obeying her father.

Therefore, reducing the level of gender disparity is a current issue. Likewise, identifying the factors that create gender disparity in low academic performance of female students in the school under the study and designing the strategies to narrow down the gap is the core point to undertake this study.

Thus, this study was undertaken in Batu Terrara Pre-College School which is not only the biggest school of the area but also the only one in Bale-Goba woreda. The study assessed academic performance gender gap among female-male students; by using available data of the school; and were determined factors affecting female students' academic performance.

The results of the study will pave a way for further study and provide essential information for policy makers and planners.

1.3. Objective of the study

1.3.1. General Objective

The general objective of the study is to assess the gender disparity in academic performance in secondary level education in the study area (Batu Terrara pre-college school).

1.3.2. Specific Objective

This study has the following two specific objectives

- To assess the gender disparity in academic performance among the rural senior secondary school students (Batu Terrara);
- To determine factors affecting female students' academic performance in the rural senior secondary school (Batu Terrara).

1.4. Scope and limitations of the study

As reviewed from many studies, majority of them have been done on gender gaps of enrollment and dropout. There are very few studies that undertaken on gender disparity in academic performance. The data of this study were planned to collect from 98 male and female students. The scope of this research is to assess academic performance gap among female and male students; and has determined factors that influence or affect the academic performance of female students. Thus, for this study, based on the given list of the student, purposive random sample were applied, each selected student from grade eleven to twelve for the academic year 2012/13 were considered.

Finally, this study cannot be said as generalization of the whole country and the region as well as the Bale Zone. But recommendations and policy implications can be used to other parts of the country and within the region having similar socio-cultural, economic and other situations.

1.5. Significance of the study

Gender disparity in academic performance is a big development issue specifically for females in the study area and in the region at large. Until now, no empirical studies have been conducted on gender disparity in academic performance in the region as well as the study area. Thus, the results of this study would support planners, policy makers and expertise of both government and non-government organizations to design socio-culturally acceptable and feasible policy strategies that narrow down the gender gap of academic performance of the students.

1.6. Organization of the thesis

This thesis has five chapters including the introduction. The next parts of the report include chapter two that deals with review of literature; chapter three which focuses on research methodology; and chapter four presents result and discussion of the study. The last chapter contains summary, conclusions and recommendations of the research.

CHAPTER TWO

LITERATURE

2.1 Concepts and definitions of terms

Academic performance: - is the level at which a student performs in education to achieve or score the entry point or pass mark of each grade according to the standard set by Ministry of Education or Regional Bureau of Education. It is measured in average pass marks.

Average pass marks: refers to average marks that a student has obtained to promote from grade to grade at the end of academic year. It is calculated by summing up all the marks a student scored from all the subjects and divided the total by the number of the subjects.

Gender: - The role prescription and expectations of behavior for males and females, as attributed by the society. In less advanced societies, they are distinctly different and vary from culture to culture.

Gender disparity: This is disparity, which is originated and maintained through systems of gender discrimination. Such discrimination against women is common and nurtured at the level of tradition and social practices. The gender disparity is manifested in various spheres of human life. There is gender disparity in different sectors. The number of women who have access to resources and services is smaller than that of men. This is also true in education.

Pre-College school students: those students who are attending their education in grade 11th - 12^{ve} of the school under the study.

2.2 Historical Background

“Let's work for a culture in which there is a place for a very human gift, in which children are safe and protected, women are respected and men and women can love each other as whole human beings. Let's work for a culture in which the incisive intellect, the willing hands and the happy heart are beloved. Then our daughters will have a place where all their talents will be appreciated and they can flourish like green trees under the sun and the stars” Pipher, (1994; cited in Stephen *et al.*, 2000). This indicates that women are discriminated from those basic to

them like education.

Out of an estimated 1.2 billion poor people in the world, over two-thirds are women. They face abject poverty in want of adequate food, clean water, sanitation, and health care. They often lack access to the critical resources of credit, land and inheritance. They are denied opportunities, choices, access to information, education, and skills. Without any sense of power whatsoever, their participation in decision making is minimal, both at home and in the community (Mandakini, 2004).

Women's access to education has been recognized as a fundamental right, and increasing their access is among the goals of most developing countries. The benefit of educating women are manifold, ranging from improved productivity, income and economic development on the individual level, notably, a healthier and better nourished population and greater autonomy among women (Shireen, 1995).

The idea of women's rational inferiority to men and consequently, their need for a less rigorous education stems largely from Christian ideology which held that Eve, being more sensual and less rational than Adam, was chosen for reduction by the serpent. Because their deficiency in rational capacity and their unstable emotional nature led to original sin, women were there-after considered less fit for a rigorous, formal education (Tozer, 1995:129).

Education is a critical asset for women and a fundamental human right for all. The silent emergency that has denied so many children, the majority of them girls, this right, is scandal that can and must be ended by the action of all of us during 2005 (Anne and Elaine, 2005).

The recent G8 summit gave reason for hope-although it is also true that civil society groups were left disappointed. The commitment to cancel debt and increase aid will undoubtedly save lives- but as the Global Call to Action Against Poverty (GCAP) lamented, not as many lives. While various civil society groups have been heartened by the reference in the G8 agreement to basic education as a key area to benefit from additional aid-the Global Campaign for Education (GCE) has challenged rich countries not to wait for 2010 to put more than 100 million out of school children in schools-the majority of whom are girls. This assumes particularly relevance as the Millennium Summit in September comes to terms with our collective failure to achieve the

first of the Millennium Development Goals (MDG) and Education For All (EFA) targets-gender parity in schools by 2015. While presenting a tough challenge, this MDG target was not unrealistic to meet. Overwhelming number of girls are not in school because of poverty and other reasons. The more expensive education is the less likely families are to invest in education for girls. 'Opportunity costs' are also a real deterrent for poor households: sending girls to school may mean less food on the table at the end of every day (Maria and Almazan-Khan, 2005).

As indicated by Herz *et.al.*, (1991, cited in Oxaal, 1997), unhealthy perception of female education is based on the so called traditional constraints. These constraints include the following: The opportunity cost of girls' schooling are high for poor household in developing countries, and often exceed the opportunity cost of boys' schooling. Opportunity cost includes lost chore time and foregone earnings. Time use studies (e.g. in Burkina Faso and Nepal) show that girls are generally required to spend more time on household chores than boys'. Girls' labor is used to substitute for mothers' in work such as caring for siblings, fetching water and wood, caring for animals and pounding grain. The loss of girls' labor during school hours thus has an impact on women's ability to raise household income either through food production or wage labor.

The Education for All 2000 Assessment held in Dakar in April 2000 also proved that net enrollment ratio has grown. In the same manner, girls' enrollment ratios have grown substantially over the past decade. However, the absolute number of out-of-school girls of primary age has been raised. Different studies show that the school experience is significantly different for girls and boys. The curriculum in teaching materials, textbooks and the attitude of teachers, administrators and students themselves conveyed the message that girls are inferior to boys and should have lower aspirations. Many education systems are systematically biased against girls. For this reason, commitment has been made at global level to ensure access and improve quality of education for girls and thereby remove every obstacle that hampers their active participation MOE (2011). When 189 heads of states signed the Millennium Declaration in 2000, they recognized that educating girls is a powerful and necessary first step towards ending poverty and achieving human rights. They made gender parity in primary and secondary education the very first of all, the MDG target they set themselves, promising to get as many girls as boys into school by 2005. Yet even this preliminary step, to the shame of the world, will not be achieved on time in a majority of countries (Anne and Elaine, 2005).

The Secondary Education Commission observes 'If the various agencies-the home the school, the neighborhood, the community, the religion organizations and the state-have no common outlook and agreed ideas but pull in different directions, the school will not be able to make an abiding and coherent impression on the character of its students. After all, they spent only one-fifth part of the day in school and the rest of their time is passed on direct or indirect contact with these other agencies, which can easily undo the good work of the school-for, it is essentially the whole of the community and not merely the school that educates. This implies the establishment of the active association between parents and teachers (Aggarwal, 2004).

World leaders must not be allowed to hide their failure to meet the first of all the MDG targets behind complacent statements that 'more girls are going to primary school than ever before'. True enough, girls'- and boys'- access to education has been inching slowly up wards for the past 50 years. In the late 1990s, developing countries began to recover some of the educational ground lost in the 1980s, when enrolment stagnant or even declined in much of Africa and South Asia. But the rate of progress remain far too slow to achieve the MDGs. Without a dramatic acceleration, 40% countries will still not attain gender equality in enrolment even by 2015. Some 86 countries are not on track to achieve MDGs, which calls for universal primary education by 2015. The gap between girls and boys in secondary school has barely budgeted since 1998; in Sub-Saharan Africa only one in five girls is enrolled in secondary school, a figure that has hardly changed since 1990. At these rates of ", it will take more than 100 years before all girls in Africa go to primary school, and 100s more before they get a chance at secondary education. Is this really the kind of progress for which our governments believe they deserve congratulation (Anne and Elaine, 2005)?

The Secondary Education Commission observes that the participation of different stakeholders for school concerns should not be limited to rare and special occasions sharing of mutual complaints and grievances but should result in a better understanding between them and in reconciling their ideas and values so that, as far as possible, the same kind of motives, methods and impulses may play on the formation of the students character at home as in the school. This association should go further and draw into not only the parents of the students on the rolls but also other influential and worthy member of the community (Aggarwal, 2004).

Following the formation of the Transitional Government of Ethiopia in 1991, education and training policy was announced three years later. This policy stated that the mission of Education

in Ethiopia was to achieve present and future national economic and social development goals. The policy recognized that one of the major problems within the Ethiopian educational system was the inequality of educational opportunities for girls, particularly those living in rural areas. The policy promised that special attention would be given to females in education and that the financial support would be provided to increase the participation of female in education. The Government issued the Education sector Development program, Action Plan (ESDP) in order to translates this policy into action (Teshome, 2003).

As indicated by Badassa and Kidist, (1999; cited in Yenenesh, 2007), the declining level of the educational achievements of students in developing countries has been a matter of increasing concern for their governments in general and policy maker in particular. Especially in country like Ethiopia, with less educated manpower, very few educational institutions and limited number graduate at their level (degree and Diploma) the educational achievement of students admitted to higher educational institutions is of great concern.

The emphasis given to the reduction of the gender gap, in addition to the gross enrolment ratio has its background in the recognition that girls were underserved by the educational system when compared to boys. It was envisaged that girls' education would be strongly promised through implementation of relevant institutional actions and strategies. Reports on the proceedings and results of ESDP IV indicate that the country has made significant progress since its commencement of ESDP IV. For example, the Gross Enrolment Ratio in primary Education (Grade 1-8) was reported to have reached 85.3% in year 2010/11 from 61.6% in 2002/03. In Secondary Education, the Gross Enrolment Ratio was reported to be 38.4% from 17.1% in 2002/03 MoE (2011).

According to MOE (2011), in secondary education the situation of gender disparity even seems worse as the gap has increased from 2.6% in the base year (2002/03) to 6.9% in 2010/11. From this perspective, it is obvious that the plan to reduce the gender gap to 10% in primary education in ESDP IV was not successful as the gap has increased rather than decreased. The situation is worse for some regions when compared to others. At the secondary school level the gender gap is greater in the following regions: *SNNPR* (5.7%), *Harare* (4.2%), *Gambella* (3.1), and *Dire-Dawa* (3%).

2.3 Benefit of Education

According to Mandakini (2004), the role of education in empowering women's collective power assumes greater significance. Information dissemination, raising awareness, capacity building, and translation of skills into practice increases women's economic options, and promote their sense of worth. Basic literacy skills help them to acquire knowledge and skills required for improving and developing their tasks in all fields. Education helps to enhance organizational and social leadership skill empowers them socially and politically.

Education as a change process with many behavioral and contextual variables paves the way for a more just social order on the grounds that it instills in the young crucial humanitarian values such as equity, tolerance and peace. A country's progress in education is absolutely essential for the country's sustainable economic growth, good governance, and environmental protection, improvement in maternal and child health and political stability. Empirical evidence suggests that educational investment has been one of the most important factors contributing to economic growth in both developed and developing countries (Dejene, 2007).

2.4 Gender and development

In designing development projects, there has been a classical approach that has been referred to as "add women and stir," or women remembered as an afterthought. This method implies that women play a supplementary rather than a central role. Also, in order to avoid attracting the wrath of women's/ human rights groups or targeted international donors consider sensitive to the inclusion of women in the initiative, women are added. Such instrumental concerns are also likely to miss the importance of establishing a solid philosophical foundation and practical mechanism for gender-focused projects in which men's and women's contribution to the design, implementation, and assessment of development initiatives and expected benefits are articulated. These calculated and instrumental concerns are also likely to produce the effect of labeling and rejecting African Culture en masse as consistently detrimental to women, so as to please external critics that in the framework of equating development with westernization can find only negative factors in "indigenous cultures." It is important to criticize some tendencies that, supposedly in the name of tradition, create, perpetuate, and legitimize gender inequality. However it is equally detrimental to not learn from the cultural actors that have empowered women and helped them struggle and survive when the global system projected them to the

periphery of not only the global system, but also their societies. The latter were incorporated into this global system from the transatlantic massive enslavement to colonization and apartheid. The question to be posed in appraising the New Partnership for Africa's Development (NEPAD) is how gender is conceptualized and how African women's presence and voices are included in the process from its inception to its expected goal (N'Dri et al., 2003).

The message of the above paragraph is that, women have not fully in developmental activities though they are half of any society. And African women not only excluded from any developmental projects by foreigners but also by their own societies from the very beginning to the end. Except their names, they have not been participating mentally and physically in developmental initiatives.

The paper of Almaz (1991), on women and rural development, tradition and culture contain themes that express women's concern within the prevailing socio-cultural and economic context and shows the extent to which national policies for development permit these concerns to be incorporated. It provides excellent examples of the current debate on the issues of gender and development, the issue of women's incorporation, and their concerns and needs in the development process.

Engagement of girls in domestic chores was pointed out and girls are involved in activities such as processing grain and cooking food, fetching water and firewood, keeping the compound clean, and other household chores. Besides, girls help in agricultural activities such as weeding, harvesting and transporting crops. There are also girls who carry out transaction in the nearby markets (MOE, 2004a).

Girl students in addition to the time they give to education they fully participate and involve in developmental activities like agriculture, transaction and home related chores.

2.5. Gender in Education

Economic growth without improvement in human resource is unthinkable. In Ethiopia, women constitute about 50% of the population and contribute about 50% to subsistence population. However, the Ethiopian women are subjected to gender discrimination in every aspect of their life than any other women in any part of the world- in economy, social, cultural and legal

aspects. They do have less access to education and employment. They are subjected to harmful traditional practices such as Female Genital Mutilation, early marriage etc., which leave them to life long suffering. They travel long distance to fetch water and fire wood; they cook in poorly ventilated houses which exposes them to eye disease and blindness; lack of grinding mills in rural areas make the rural women grind grain for the family consumption, etc. The health service is also less accessible for women while their need is high as compared to their male counterparts. Women need more health care at the time of pregnancy, delivery and child upbringing. However, the level of family planning is very low even in the urban centers. Ethiopian women are also subjected to gender violence: rape, domestic violence, political violence, sexual and emotional harassment etc. Women's access to productive resource is very low and the same is true with regard to information which places them in a disadvantage position. The legal environment discriminates against women. The law confirms the early marriage practice which makes women carry the burden of child bearing and upbringing at their childhood. This significantly hampers any effort of women in pursuing their education (Trufat, 1998).

This indicates that women receive the disadvantaged side of this world. Their educational status is lower than their male counterparts in enrollment, and performance. If they are discriminated from education, knowing their right, struggle for their peace and development become difficult to them.

According to MOE (2004a), girls face hurdles before and during schooling. The first challenge for girls concerns being able to enroll in school and then after they get enrolled, the problem of dropout and repetition. Failure to accelerate the pace of learning by doing well (good performance) was also a major concern. Lack of vision, work burden, low awareness of the value of education, economic problems, cultural influences, shortage of trained teachers, lack of learning materials, lack of facilities, lack of role models, and other essential preconditions for learning are reasons for low enrollment including problem of retention as well as poor performance of girls.

2.6. Factors Influencing Gender Disparity in Educational Performance

Measures to eradicate the educational disadvantage facing poor girls cannot stop at the door of primary school. To learn and acquire real skills, girls need reasonable class sizes, adequate

hours of instruction, adequate supplies of learning materials that are gender-sensitive, and probably most important, better trained and supported teachers-including more female teachers. They need to be freed from the threat of sexual harassment and abuse, and from gender-biased assumption of what and how children should learn. They need equitable opportunities to advance up the educational ladder, to secondary even to tertiary level. School need to support girls to acquire knowledge and skills that society generally denies to women: whether means maths and science, or sexual or reproductive health instruction and life skills programs to build self confidence and negotiation skills (Anne and Elaine, 2005).

2.6.1 Family Factors

Culture influences the education of women in various ways. One is the cultural division of labor. Zewdie and Judge's (1990) study of four peasant associations in Ethiopia indicated that women spend about 15 or more hours on various chores important for the household. Under this circumstance, it is the girls who share the burden of their mothers by spending time on the chores instead of their studies.

Early marriage presented another cultural impediment to girls' education. Study in many developing countries indicate that the number of girls attending school abruptly drop when they reach the age 15 to 19. One major reason for this phenomenon is early marriage. In most developing countries, early marriage and education are antithetical. Bach, *et.al.* (1985) reported that the more education women attained, the older their age at marriage.

Family has a major influence in the upbringing of children. They are happy when a boy is born and feel sorrow when girl is born. Boys are expected to be strong, assertive and independent while the girls are expected to be weak, lacking confidence and dependent. The girl child takes the major share of the household chores; cooking, care of siblings and other details. The day-to-day routine occupies her mind. The boy on the other hand grows differently being encouraged, supported (MOE, 2004b).

The family or the home is an important agency of education and has been exercising an everlasting and immediate influence on the behavior, character, conduct and personality of its members. Education of the child is not the exclusive responsibility of the school. Parents can and should play an important role in shaping and building the career of their children.

According to Genet (1991), female students' poor performance at school can be related to their life style. Most of them do housework: cooking, taking care of their younger brothers or sisters, generally helping their over-burdened mother and training for their future role as wives and mothers. This gives them very little time for their studies. Beyond poor performance , repeating in a class discourage female education as parents prefer their daughters to drop out and get married rather than spend another year.

According to Hill and King (1993), parental education has an important influence on gender difference in education. In some countries it is the father's education that appears to make difference, in others it is the mother's. Furthermore, parents' education and occupation are particularly important to the education of daughters. Parental education generally influences female's participation in schooling positively. Well-educated parents perceive the intrinsic and monetary benefits of schooling more clearly than less-educated parents do. Parents who have themselves benefited from the link between education and earnings tend to send their children to school. Working mothers may be especially motivated to send their daughters to school.

Parent's educational background is likely to be one of the factors that affect female students' educational performance. For instance if the head of the family is highly educated his children are likely to receive some encouragement, guidance and even help in academic work. Almost all educated parents' wish and expect better performance of their daughters. Additionally parents who are educated might have a positive attitude about female education or provide more stimulating environment for education than other parents. Thus, this situation in the school is encouraging female students to have a better academic performance.

The negative perception to educational value of girls and their role in the society make parents reluctant to invest on girl's education (Hyde, 1993). The wish to protect daughter from undesirable influence becomes dominant in areas where the traditional outlook prevail.

2.6.2 Economic Factors

Overwhelming number of girls is not in school because of poverty. The more expensive education is, the less likely families are to invest in education for girls. In Kenya, for example, before school fees were abolished, girls were more than twice as likely as boys to be withdrawn from school on cost grounds. '*Opportunity costs*' are also a real deterrent for poor household:

children's labor, paid or unpaid, is often an important part of household survival. In Bangladesh and Nepal "*it is not uncommon for girls to work an average of 10 hours a day;*" and in countries hard-hit by HIV/AIDS, girls are shouldering much of the burden of caring for the sick and looking after young children (Anne and Elaine, 2005).

In discussing the effect of poverty on the education of women, Njeuma (1993) explained that much improvement has been observed in the education of women since the 1960's. However, poverty is, still, slowing down the progress. Discussing Africa, she pointed out that among the thirty poorest countries in the world, twenty are found in Africa. Under these circumstances, the major concern is the provision of education for children in general; it is difficult to give special attention to girls. She further pointed out that although many developing countries put significant amount of money and energy into education, several of them were not able to provide it for all school age children.

Overall African case studies indicate that the probability of enrolment in primary school was less influenced by direct costs than opportunity costs (e.g. child work- related), although the results showed mixed patterns. In cases where direct costs matter, the impact was found to be more significant for poor households than rich households as poorer families tend to have more children and limited budgets. Some studies also found that the direct costs of schooling were higher for girls than for boys, which may reduce the chance of schooling for girls (World Bank, 2004).

Even if parents are aware of the potential long-range benefits of education, they may be unable to afford the tuition, materials, transportation, boarding fees and other costs of sending girls to schools. Location, distance, even clothing requirements can make the effective cost of school attendance higher for girls than boys. Gender difference enter in when, for instance, parents are more reluctant to send girls to school with proper clothing, or parents' concern for the physical and moral safety of young daughters in some cultures defect requiring long travel daily or residence away from home (King, 1990).

A strong de-motivating factor that incapacitates parents not to send their daughters to school and low academic performance on those have enrolled, has been low household income or economic status. On average, an Ethiopian household is poor. Even if tuition is free, the indirect costs of schooling are a burden on the household. The average annual income may not be

enough to sustain the households' life, let alone help cover school expenses (MOE, 2004a).

2.6.3 Institutional influences

Among the political-institutional factors the commitment to the “Educational for all” policy, fiscal crises and inadequate public supports, limited effect of women in development, political instability, attitudes towards female education, employment perspectives of girls, relevance of the curriculum to life conditions and the lack of female role models (Teshome, 2003).

Another possibility why the participation of females in church and quranic schools was negligibly low might be due to the fact that church and quranic education was quite rigorous and took a long time to complete. There was a lot of hardship and the training time took years to complete church schools or quranic schools, so there were a few numbers of females who got the chance to do so (Yelfign, 1999; cited in Endeshaw, 2007).

2.6.4 Psychological Factors

Most students in secondary schools are in the age range of 15 to 21 years. Psychologists called this period “adolescence age” as a higher complex transitional period from childhood to maturity. During adolescence period student's manifest broader and sophisticated interests, many personal, social and emotional problems which arise from home, boy-girl, problems, difficulties with students etc. Since adolescents in secondary school are subjected to complex “life difficulties” the situation causes poor performance on the part of the student (UNESCO, 1987).

According to Pipher, (1994; cited in Stephen *et al.*, 2000), many young women are less whole and androgynous than they were at age ten. They are more appearance-conscious and sex-conscious. They are quieter, more fearful of holding strong opinions, more careful of what they say and are less honest. They are more likely to second-guess themselves and to be self-critical. They are bigger worries and effective people pleasers. They are less likely to play sports, love math and science and plan on being president. They hide their intelligence. Many must fight for years to regain all the territory they lost.

2.6.5 School factors

School constraints including the educational environment (availability of class-room, learning materials and facilities), distance to school, teachers attitude and teaching practices, gender bias in curricula, and classroom culture (harassment, teasing etc). These all are known to affect female attainment and persistent in school (Teshome , 2003).

Tilaye, (1999); UNESCO, (1970); Hill and King, (1993); have noticed that the geographical location of schools have a decisive impact on the chance of going to school and staying longer. Long distance from school is therefore, one of the main causes for low academic achievement of students in the high schools. In line with this, UNESCO, (1970) noted that one of the first obstacles to be overcome is sheer mileage; once again, this obstacle is greater for country girls. Secondary school for the lower cycle may sometimes be fairly near, but this for the upper cycle are to be found almost solely in towns: and one country in five has no secondary schools whatever in rural areas. Pupils are thus forced to go “out-side”, and many of them will not do so.

Peer group, as one of the school environment may impose pressure on female students' performance and career choice. Members of peer groups spent much of their time in sharing out different affairs including academic and future careers. The peer group is thus a source of influence for the students especially during adolescence and in urban areas. Such influence may help or impede his/her academic achievement and career choice depending on the value of the group (Datta, 1997).

The prevalence of sexual harassment against schoolgirls seems almost part of common culture. As they are not considered as illegal acts, different forms of harassments (such as sexual comments, non-consensual touching or kissing etc), are taken as common mechanisms of approaching girls and they are part of their lives, always happen in the walk of their lives (Mekonnen and Asresash, 2007).

Sexual harassment can take place when verbal remarks make the work or academic atmosphere offensive or stifling. Sexual remarks which are not related to the work at hand can interfere with productivity and performance. For example, female students might be forced to endure condescending, derogatory remarks of male instructor which focus on women's anatomy and on their inferior ability (Charles and Kirst-Ashman, 1997).

Teacher's attitude is one of the factors that affect female role expectations in school environment. Through a study made on secondary school teachers' opinion and value regarding female students' future careers and efficiency of education in Togo, Biraimah, (1982) was able to identify that teachers hold little regard for the ability, character or potential of their female students and they often described them in negative terms such as disruptive behavior or "lacks interest in school". In contrast they described male students as responsible hard working and scholarly. Moreover, teachers believed that boys had much more potential than girls for academic success. Finally, Biraimah pointed out that the secondary school teacher's relegated girls to low status, low paying, less skilled and nurturing occupation.

According to Stephen *et al.*, (2000), students who are able to communicate with others more effectively; they understand relationships; they can also express these relationships accurately, using appropriate language. In a sense, more effective communication is the product of the interaction of many interaction forces. Language has now become an effective tool in adaptive to the environment especially the classroom.

2.7. Conceptual Frame Work

According to Kavuma (2003), the education of children in general and female students in particular is affected by different factors such as economic, social, cultural, political and school factors that influence the educational outcomes in terms of gender disparity between boys and girls.

According to Emebet (2003), in Ethiopia, as it was studied by different researchers, the major factors responsible for the low participation and high dropout rate of children was categorized as family related, cultural and school related factors. Such factors include economic constraint, marriage by abduction, load of household chores, school distance, sexual harassment and early marriage.

According to Wier, (1999; cited in Yenenesh, 2007) the value of boys' education is perceived as higher than that of girls'. Parents may also fear for sending their girls to schools that are far from home for security reasons. Additionally, family's demands on girls to help in household work can place further obstacles in the way of gender equality in education. Furthermore, parents with low income have to make priorities whether it is profitable enough to send girls to school. Decisions

about sending children to school are made by parents often based on their perceptions of the likely return on their investment. Parents sometimes perceive that the economic return for educating daughters is lower than for educating sons.

Depending on the review of literatures that deals with education and gender disparity in academic performance, factors like family, economic, institutional, psychological and school related were considered as independent variables that influenced the dependent variable (academic performance of female students) in this study.

In this regard, educational background of a family, household work responsibilities, parents' attitude towards girls' education and number of children in the household were categorized under family factors. For economic factors, estimated household income of the family, perceived direct schooling cost and occupation of household head were included.

Furthermore, under institutional factors, support from sources other than parents and religion background; for psychological factors, aspiration level of the students, perception of students about education and students attitude towards academic performance; and under school variables, distance from home to school, peer-group interaction, sexual harassment and understandability of the language were included. Thus, in the study, the relationship and influences of independent variables on dependent variable were tried to analysis.

CHAPTER THREE

RESEARCH METHODOLOGY

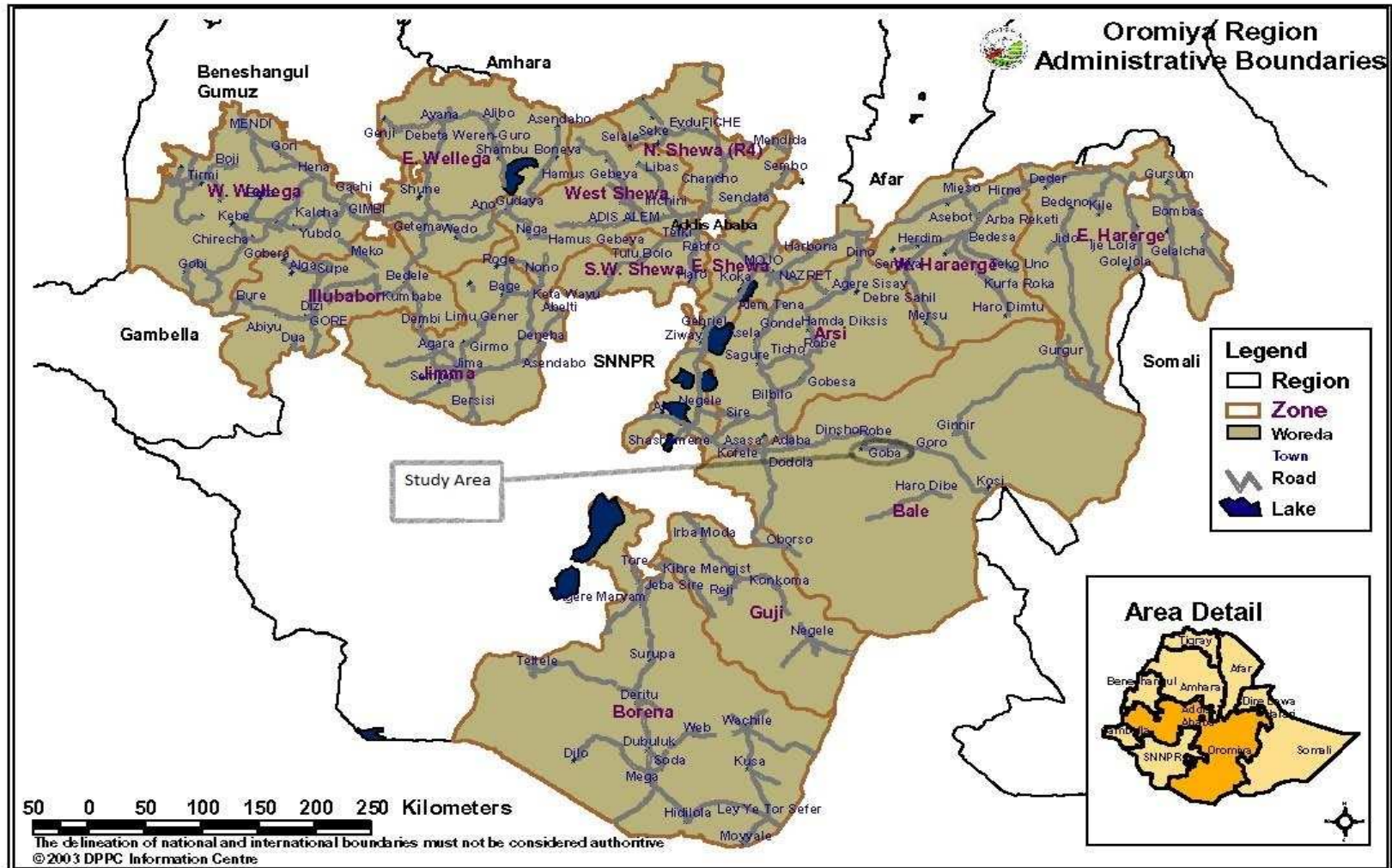
3.1. Description of the study area.

Goba is a town in south-central Ethiopia, located in the Bale Zone of the Oromia National Regional state approximately 446 km southeast of Addis Ababa. The city has a latitude and longitude of 7°0'N 39°59'E; 39.983°E; 39.983 and an elevation of 2,743 meters above sea level.

The town is known for its Wednesday market and for honey, basketry and cotton shawl making; Bale National Park is 10 km to the southwest. A few kilometers outside of Goba are the remains of an old rock church. Goba shares Robe Airport (ICAO code HAGB, IATA GOB) with neighboring Robe, from which Ethiopian Airlines operates flights to Addis Ababa.

Goba was the capital of the former Bale Province, until the province was abolished with the adoption of the new constitution in 1995. A telephone line connected Goba to Addis Ababa at least as early as 1936. During the Bale revolt, rebels attacked the capital twice between November 1965 and March 1966. In 1970 the town had the only high school in Bale Province; that year the school had 682 students, of whom 86 were Muslims in a province where Islam claimed over 90 per cent of the population. As Gebru Tareke grimly concludes, "Between February 1970, when the revolt ended, and February 1974, when the imperial regime collapsed, precious little had changed in Bale, as indeed in the rest of Ethiopia."

Figure 1: Map of Bale Goba, the study area, Goba Woreda



3.2. Research design

A multiple case study design with historical and cross-sectional perspective was adopted. According to Patton (1987) a project is a case study design when it seeks to capture rich and unique experiences as they happen in reality. Merriam (1998) indicates that historical case study is essentially descriptive and deals with developments in the past. Yin (1994) points out that a case study design is cross-sectional to the extent that it examines 'how' and 'why' questions in a contemporary set of events. To the extent that this study were attempted to reflect upon historical and cross-sectional events as reconstructed by subjects or respondents it is a survey research, and since it aims to include investigations from more than a single case it is a multiple case study design.

- Developing a research proposal and instruments for data collection,
- Creating contact with respective educational bureaus, and investigation documents
- Selecting research settings and sampling the research population or respondents,
- Pre-testing instruments,
- Administering instruments and completing data collection,
- Analyzing and interpreting data, and
- Writing the report.

3.3. Determination of Sample Size

For this research, to decide the size of the sample, different factors were taken into account that include time, human and financial resources, accessibility and other facilities. By considering all these factors, 98 respondents, from the total enrolment, both male and female students from grade 11th-12^{ve} were selected.

3.4. Sampling Technique.

The study area Goba woreda particularly Batu Terrara Pre-College school is selected purposively, because it is the only pre-college school in Goba woreda.

The study was conducted on students of grade 11th-12^{ve}. First, the list of all students of 2012/13 academic year was taken from the school and then using simple random sampling technique 44 male and 54 female students were selected.

Table 1: Distribution of sampled respondents based on their grades and sexes

| Grade | Number of student in the class based on sexes | | | | Number of students in the sample | | | |
|------------|---|--------|-------|--------|----------------------------------|--------|-------|------|
| | Male | Female | Total | %age | Male | Female | Total | %age |
| Grade 11th | 259 | 164 | 423 | 49.76% | 20 | 29 | 49 | 50% |
| Grade 12ve | 250 | 177 | 427 | 50.24% | 24 | 25 | 49 | 50% |
| Total | 509 | 341 | 850 | 100% | 44 | 54 | 98 | 100% |

3.5 Data Source and data type

The sources of the data for this study were both primary and secondary. From these, sources both quantitative and qualitative data were collected.

The sources of the primary data were male and female students, teachers, parents, key informants, and Woreda Educational Bureau related experts. Pre test was undertaken to check the questionnaire. Brief explanation was also given on the aim and purpose of the study by the researcher. This was done in addition to the specific and general guidance and direction in the questionnaires. The questionnaires prepared for students were administered in their library with the help and collaboration of teachers. Students were made to fill out the questionnaires within half day to minimize the risk of losing them. The students were told not to discuss on the items each other as the response of a student may be influenced by the other

In addition to this, focus Group Discussion was also made with parents, teachers, and Woreda Education bureau by using check list to bridge the gap of questionnaires. The data obtained from these were primary and qualitative in nature.

The secondary data were collected from the school roster, and Woreda Bureau of Education and from different related literatures. Data were collected by using questionnaires and semi structured interview schedules and questionnaires that are related to the study.

3.6. Tools of Data Collection

It is expected that questionnaires, guided interview and focus group discussion were provided the required information. The questionnaires have four types of respondents: Principal, teachers, students and parents. The principal questionnaire was included items concerning discrimination rates, perceived self-esteem of girls. School facilities, tradition of school success, girls' pregnancy, school fee, beliefs on employment, etc. the parent questionnaire to be collected were included information about direct costs, opportunity costs, attitude toward girls' education, parental perception of the relevance of girls' education, parental investment behavior, level of education, residence, estimates of income, etc. the girl discriminate questionnaire was included items on age, religion, parental education, estimates of parental income, distance from school, opinion on treatment of girls by teachers, attitudes, investment behavior, expectations from teachers, sexual harassment, gender bias in textbooks and other materials, etc.

The teachers' questionnaires require information about teachers' background, attitudes and beliefs in female education. Guided interviews were held with school principal, policy makers and implementers. Focus group discussions also were held with girls and parents. Interviews were focused on interventions to promote household and community factors to improve school factors, and political and institutional factors.

3.7. Method of Data analysis

For the analysis of the objective gender disparity in academic performance, descriptive statistics i.e. frequency, percentage of computation and cross tabulation with the help Statistical Package for Social Sciences (SPSS) was employed. The qualitative data obtained from Focus Group Discussion have been analyzed and interpreted at field level to avoid forgetting. The cumulative combination of all these methods was believed to be helpful to understand and analyzed to the socio-economic impact of gender disparity in academic performance.

4 RESULTS AND DISCUSSION

In this chapter, the results of the research are discussed to address the two objectives of the study. The chapter is classified into five sections. These sections are background information of the respondents; academic performance of the students; description of cultural, economic, institutional, psychological, school factors of the sample respondents; the relation between dependent and independent variables; and impact of independent variables on academic performance of students that is measured in marks/points that helps the students to get promoted from grade to grade.

The results are presented and discussed by using descriptive statistical tools such as frequency, mean, percentage and standard deviation. Pearson's Product-Moment Correlation Coefficient was used to measure the interaction between dependent and independent variables; Chi-square and T-test were used to evaluate the significance of the relation between variables; and the Cramer's V statistics is used to identify the strength and direction of association variables.

4.1 Background Information of the Sample Respondents

This part deals with background information of the sample respondents of pre-college school students that include age, sex, and marital status, religion of the respondents and the relation of the respondent with the household head.

Table 2: Distribution of sample respondent students according to their background information (N=97)

| Attributes | Categories | Male | | Female | |
|-----------------------------------|------------|--------|-----|--------|-----|
| | | (n=43) | % | (n=54) | % |
| Age | <16 | 1 | 2% | 2 | 4% |
| | 17-19 | 33 | 77% | 50 | 93% |
| | >20 | 9 | 21% | 2 | 4% |
| Sex | | 43 | 44% | 54 | 56% |
| Marital status | Married | 1 | 2% | 1 | 2% |
| | Engaged | 4 | 9% | 8 | 15% |
| | Single | 36 | 84% | 45 | 83% |
| | Divorce | 2 | 5% | 0 | 0% |
| Religion | Orthodox | 33 | 77% | 44 | 81% |
| | Muslim | 9 | 21% | 7 | 13% |
| | Protestant | 0 | 0% | 2 | 4% |
| | Catholic | 1 | 2% | 0 | 0% |
| | None | 0 | 0% | 1 | 2% |
| Relationship with House hold head | Father | 34 | 79% | 36 | 68% |
| | Mother | 6 | 14% | 15 | 28% |
| | Sister | 2 | 5% | 2 | 4% |
| | Brother | 1 | 2% | 0 | 0% |

Source: Computed from own survey data.

4.1.1 Age of respondent

Age of respondents ranged from 16 – 33 students; among the respondents there is 2% of male and 4% of female students whose age is less than 16 years. In addition to this 77% of male and 93% of female students are between 16-20 years of age; while 21% of male and 4% of female students are in the greater than 20 age category. From the respondents of pre-college students there is no female student whose age group is greater than 20 years old as shown in Table 2.

Average mean age for all 97 sample students is 18.22 years. This was indicated in Table 2 indicate that more than half of the students from each class age category are between 17 - 19 years old.

4.1.2 Sex of respondent

As indicated in Table 2 from total 97 respondents 43 (44.3%) of them are males while 54 (55.6%) are females. Based on their classes, from 49 and 48 sample students of grade 11 and 12; 40.8% and 59.2%, and 47.9% and 52.1% are males and females respectively.

4.1.3 Marital status

From the whole respondent; male respondents of the school 2%, 9%, 84% and 5% are married, engaged, single and divorce in their marital status. On the other hand for female respondent students 2%, 15%, and 83% of them are married, engaged, and single respectively.

From the above paragraph one can understand that more than three-fourth of the respondent students are single.

4.1.4 Religion sub sects of respondent

Religion wise from 43 male respondent students of the pre-college, 77%, 21%, and 2% are Orthodox, Muslim and catholic. From 54 female respondent students of the pre-college, 81%, 13%, 4% and 2%, of them are Orthodox, Muslim, Protestant and neither of the listed respectively. When observed totally, more than three-fourth of the respondents in the pre-college are Orthodox in religion.

4.1.5 Relation with household head

From the male respondents 79%, 14%, 5%, and 2% of the respondents' relationships with the household head are father, mother, sister and brother respectively. For the

female respondents in the pre-college 68%, 28% and 4% relationship with the household head are father, mother and sister.

4.2 Academic performance of the students

In this section of the study, the academic performance of both male and female students has been discussed in detail based on the information presented in Table 3 below.

Academic performance, the dependent variable for this research is measured in average pass mark /point that help a student to get promoted from grade to grade.

To address the first objective of the study 'the gender disparity in academic performance' the average pass mark is taken from the school annual roster. The following Tables have given some useful information on this issue.

As indicated in Table 3, the academic performance of male and female students in the study school has seen by using their average pass marks. Accordingly, their average pass mark score is divided in seven categories that range from less than 64.9 to greater than 90.

From the total of 43 male students only 2 (4.7%) and from the total of 54 female students, 4 (7.4%) had average pass mark less than 64.9. As the difference indicates 2.8% more female students had less average pass mark points than their counter part.

For the average pass mark that ranges from 65 - 69.9, 9.3% of males and 20.4% of females had this pass mark points. Here also, more female students had lower pass mark than males; the variation is very high, i.e. by 11.1%.

Table 3: Frequency distribution of the students based on their average pass mark (N=97)

| Average pass marks | Sex of the students | | | | | | | | |
|--------------------|---------------------|--|-----------|--|--------------------|-----|----|-----|----|
| | Male | | Female | | Difference (M - F) | Min | | Max | |
| | Frequency | | Frequency | | | M | F | M | F |
| <64.9 | 2 (4.7) | | 4 (7.4) | | -2.80 | 63 | 61 | 97 | 93 |
| 65 - 69.9 | 4 (9.3) | | 11 (20.4) | | -11.10 | | | | |
| 70 - 74.9 | 7 (16.3) | | 11 (20.4) | | 14.10 | | | | |
| 75 - 79.9 | 14 (32.6) | | 16 (29.6) | | 2.90 | | | | |
| 80 - 84.9 | 10 (23.3) | | 8 (14.8) | | 8.40 | | | | |
| 85 - 89.9 | 3 (7) | | 3 (5.6) | | 1.40 | | | | |
| >90 | 3 (7) | | 1 (1.9) | | 5.10 | | | | |
| Total | 43 (100) | | 54 (100) | | | | | | |

Source: Computed from the secondary data.

NB: the number in the parenthesis are percentage; M-F indicates percentage of male minus percentage of females; and Min and Max are representing minimum and maximum of average score of students.

Out of the total 54 female students 20.4% and 16.3% of male students from the total of 43 scored average mark of 70 – 74.9. Under this category, 4.1% of more girls had scored less mark than girls.

The fourth average pass mark category is 75 – 79.9. The percentage of male students that had this group pass mark is 32.6% whereas for females it is 29.6%. This reveals that 3% more male students perform better than female students do.

Furthermore, from the total sampled of male students 23.3% but from the female sample 14.8% scored average pass mark of 80 – 84.9. The average pass marks of female students lag behind by 8.5%. This indicates that boy students are by far performing well than girl students.

The last category for the average pass mark here is greater than 85. Only very few female students, 4 (7.4%) had average mark of greater than 85. On the opposite side, 6 (13.95%) male students had average pass mark greater than 85. In terms of percentage 6.5% more male students perform better than females in their education.

To conclude on the information given in Table 3 above about the academic performance of the students based on their average pass mark; as clearly shown, a lot of female students have skewed at the lower average pass marks than male students of the school under the study. Out of the total sample, 48% of female students had scored average mark less than 75 whereas, 30.2% males had scored that average mark. The difference between the two groups is by 17.8%. That means the number or percentage of male students is smaller than females at the average pass marks less than 75 on average.

Though, number of students' decreases as their average pass mark increases for both sexes, the decreasing rates of numbers of female students is faster than that of males. These evidences imply that male students perform by far better than female students in their education. On its turn, this reveals that there is a gap between male and female students in their academic performance which indicates gender disparity in academic performance in the school under the study.

As observed from Table 3, when one compares the, minimum and maximum average pass marks of the students under the study; there is a variation between the two groups. The minimum average score for males was 63 while for females it was 61. Though, female students score is less here, the difference is by two points. In addition, the maximum average score for males was 97, whereas for females it was 93. The gap at the upper level is higher than the gap at the lower, which are 4 marks on average. The variation indicates that male students are performing better than females.

In the following Table 4, mean, mean difference and T-value for male and female students are presented.

Table 4: Average pass marks of students by sex (N=97)

| Average pass mark | Male student | Female student | Mean difference | T- Value |
|-------------------|--------------|----------------|-----------------|----------|
| Mean | 77.558 | 74.296 | 3.26 | 2.315*** |
| Std. Deviation | 7.01 | 6.76 | | |

Source: Computed from the secondary data

NB. *** represent statistically significant at 1%

As presented in Table 4, the mean of average pass marks for males is 77.56 while for female students it is 74.30. The results show that majority of girl students in the school have lower average pass marks than males. Furthermore, the result indicated that the mean academic performance scores difference between the two groups is significant at 1% level.

From the information, it is possible to conclude that there is a significant difference on academic performance scores between male and female students. This reveals that there is gender disparity in academic performance.

4.3 Description of family factors characteristics of the students

This part of the report deals with the independent family variables that affect positively or negatively the academic performance of the students. These include the educational background of the family, household work responsibility, number of children in the family and parents' attitude towards girls' education. And the following Table deals with the household responsibilities that the students of the study school have in addition to their studying.

4.3.1 Household work responsibility

As shown Table 5 more than 84% of the students of the school have household work responsibilities in their families. For example, 88% and 81% male and female students have different household work responsibilities in their families.

The proportion of female students with their counter part males is different in working different activities. For example, 14% and 26% male and female students have always domestic work responsibility. This work needs lot of time on daily basis and females are more responsible for it than males. On the other hand, 26% and 31% of male and female respondent students have no domestic work at all.

Table 5: Distribution of sample respondent students according to their households work responsibility (N=97)

| Attribute | Categories | Student Category based on their sex | | | |
|---|-------------|-------------------------------------|-----|--------|-----|
| | | Male | | Female | |
| | | N=43 | % | N=54 | % |
| Household work responsibility a student has in a family other than his/her studying | Yes | 38 | 88% | 44 | 81% |
| | No | 5 | 12% | 10 | 19% |
| If yes: Domestic Work | All the day | 6 | 14% | 14 | 26% |
| | Some day | 19 | 44% | 12 | 22% |
| | Few days | 7 | 16% | 11 | 20% |
| | Not at all | 11 | 26% | 17 | 31% |
| Petty Trading | All the day | 1 | 2% | 6 | 11% |
| | Some day | 7 | 16% | 6 | 11% |
| | Few days | 6 | 14% | 8 | 15% |
| | Not at all | 29 | 67% | 34 | 63% |
| Fetching Water and Collection of fire wood | All the day | 3 | 7% | 9 | 17% |
| | Some day | 8 | 19% | 11 | 20% |
| | Few days | 8 | 19% | 7 | 13% |
| | Not at all | 24 | 56% | 27 | 50% |
| Agriculture | All the day | 6 | 14% | 1 | 2% |
| | Some day | 8 | 19% | 5 | 9% |
| | Few days | 5 | 12% | 6 | 11% |
| | Not at all | 24 | 56% | 42 | 78% |
| Daily Laborer | All the day | 3 | 7% | 4 | 7% |
| | Some day | 4 | 9% | 5 | 9% |
| | Few days | 4 | 9% | 11 | 20% |
| | Not at all | 32 | 74% | 34 | 63% |
| Selling in a shop | All the day | 3 | 7% | 1 | 2% |
| | Some day | 6 | 14% | 6 | 11% |
| | Few days | 3 | 7% | 9 | 17% |
| | Not at all | 31 | 72% | 38 | 70% |

Source: Computed from own survey data

As mentioned during group discussion at field, female students have said that as they have no right to relax and study when they want because a lot of work is waiting them at home when they go back from school. For example, male students have time to watch DSTV and relax by watching foot-ball game, but females are responsible to wash their brothers' clothes during weekends.

One interesting household work responsibility is being employed for fetching water and collection of fire wood. Under this responsibility, only 7% and 17% of male and female students were employed to perform it. There is a huge gap between male and female students on this work. These types of activities are situations where female students are vulnerable to sexual harassment and HIV/ AIDS.

On focus group discussion of female students, they have reported that these are works that help some female students to fetch money to cover expenses of their education. But they also indicated some cases where final result was having a baby, exposed to HIV/ AIDS or failure in exam due to sexual harassment and working long time every day instead of studying for their education.

These household fetching water and collection of fire wood responsibilities have a negative impact on academic performance especially to female students. The probable reason for this over workload is gender division of labor, which prescribes females to be more responsible for reproductive works at home than productive.

In the next Table some family attributes such as educational background of the family, number of children in the household and parents' attitude towards girls' education are presented

Table 6: Distribution respondent students according to their Family factors

(N=97)

| Attribute | Categories | Student Category based on their sex | | | |
|---|-----------------------------|--|-----|--------|-----|
| | | Male | | Female | |
| | | N=43 | % | N=54 | % |
| Educational background of respondent families in terms of illiterate and literate | Yes | 4 | 9% | 2 | 4% |
| | No | 39 | 91% | 52 | 96% |
| Family member of respondent students according to their highest educational status | Father | 4 | 10% | 4 | 8% |
| | Mother | 2 | 5% | 3 | 6% |
| | Brother | 11 | 28% | 9 | 17% |
| | Sister | 4 | 10% | 6 | 12% |
| | Father & Mother | 1 | 3% | 0 | 0% |
| | Father & Brother | 3 | 8% | 4 | 8% |
| | Father & Sister | 1 | 3% | 0 | 0% |
| | Father, Mother & Brother | 5 | 13% | 5 | 10% |
| | Father, Mother & Sister | 2 | 5% | 3 | 6% |
| | Father, Brother & Sister | 1 | 3% | 8 | 15% |
| | Mother & Brother | 0 | 0% | 2 | 4% |
| | Brother & Sister | 3 | 8% | 6 | 12% |
| All of them | 2 | 5% | 2 | 4% | |
| Number of children in the household other than you | 1-5 | 31 | 72% | 40 | 74% |
| | 5-10 | 11 | 26% | 13 | 24% |
| | >10 | 1 | 2% | 1 | 2% |
| Parents attitude toward girls education | High | 30 | 69% | 34 | 63% |
| | Medium | 3 | 7% | 4 | 8% |
| | Low | 10 | 24% | 16 | 29% |

Source: Computed from own survey data

4.3.2 Educational background of the family

As presented in Table 6, 91% and 96% of male and female respondent students respectively, there is at least one member of the family who could read and write. The overall educational character of the respondents' families is gender biased. There are more numbers of males (father and brother) than females (mother and sister) who are at the highest educational level among the family members. For example, for male and female respondent students, 28% and 17% of their brothers are at the highest educational level among the family members respectively; whereas, 10% and 12%, of their sisters at the highest educational level. This indicates that, there is a significant gap between educational level of males and females in the families in the study area.

Furthermore, the culture that motivate males to go to school than females has an impact on their academic performance. A student from educated family performs better than that of from non educated family. This can be through motivating them to study and providing learning materials etc.

The result of group discussion with students, teachers and parents revealed that now-a-days both educated and non educated families have awareness on the benefits of educating their children.

The reasons for these might be that educated families support their children for revising what they learned at school; following up in their children's day-to-day educational activities; leading their children by plan and program, while these are not accustomed in non educated families, as indicated by the participants of group discussion.

4.3.3 Number of children in the household

When the number of children in the household is more, money matters to the family to cover the educational expense of all the children especially at the beginning of academic year. If the students' need of materials does not fulfill, they will not perform better in their education. This burden is more for female students than males, since parents might give less preference to invest for females' education.

For more than half of the male and female respondent students of the school, there are one to five children in their families. For example, 72%, 26%, and 2% male respondent

students have one to five, six to ten and greater than ten children in their families. On the other hand 74%, 24%, and 2% of female respondent students have one to five, six to ten and greater than ten children in their families.

4.3.4 Parents' attitude towards girls' education

When parents show a positive attitude towards their daughters' education, the daughters strive more to perform better in their education.

On this aspect data, were collected from both male and female respondent students. The result of the survey in Table 6 indicated that 24%, 7% and 69% of parents of male students have low, medium and high attitude to their sons' education respectively. On the other hand, 29%, 8% and 63% of parents of female students have low, medium and high attitude to their daughters' education respectively, as perceived by student respondents.

4.4 Description of economic factors of the students

Under the economic factors like perceived direct schooling cost, estimated annual income of the family and occupation of the household head discussed and presented in the following Table 7 in brief.

Table 7: Distribution of sample respondent students based on economic factors (N=97)

| Attribute | Categories | Student Category based on their sex | | | |
|--|------------|-------------------------------------|-----|--------|-----|
| | | Male | | Female | |
| | | N=43 | % | N=53 | % |
| Perceived direct schooling cost | Low | 10 | 23% | 10 | 19% |
| | Average | 23 | 53% | 27 | 51% |
| | High | 10 | 23% | 16 | 30% |
| Estimate monthly income of respondent families | <500 | 4 | 9% | 10 | 19% |
| | 500-1000 | 12 | 28% | 4 | 8% |
| | 1001-1500 | 7 | 16% | 6 | 11% |
| | 1501-2000 | 6 | 14% | 10 | 19% |
| | >2000 | 14 | 33% | 23 | 43% |

| | | | | | |
|------------------------------|-------------|----|-----|----|-----|
| | Farmer | 15 | 35% | 14 | 26% |
| | Merchant | 9 | 21% | 9 | 17% |
| Occupation of Household Head | Employee | 8 | 19% | 16 | 30% |
| | Daily Labor | 1 | 2% | 0 | 0% |
| | Carpenter | 1 | 2% | 2 | 4% |
| | Other | 9 | 21% | 12 | 23% |

Source: Computed from own survey data

4.4.1 Perceived direct schooling cost

This includes costs like accommodation, stationeries, uniform, transport etc. More than half of the respondent students of the school, of both sexes have said perceived direct schooling cost for their education is high. As presented in Table 7 above, 23%, 53% and 23% of male students of the school have said the present perceived direct schooling cost is high, medium and low for their education. From the total 54 female respondent students, 19%, 51% and 30% of them have said the present perceived direct schooling cost is low, medium and high for their education.

From the above paragraph, more proportion of female students' response is high for perceived direct schooling costs than their counter part males. This means that more number of female students have problem to cover direct schooling costs than males, which might have a negative effect on their academic performance.

The result from group discussion during the survey indicates that, female students are participating in more risky activities for their health to cover direct schooling costs. For example working in cafeterias, bars and hotels, and selling cooked foods like sweet potatoes, 'injera', fruits like mangoes, bananas and orange at night near road sides. These are the conditions and places where they are vulnerable to sexual harassment and deadly disease HIV/AIDS.

The reasons for this might be the increasing prices of every goods and services; parents give little attention to females to cover costs of schooling than males; and females have fewer chances to participate in other income generating activities like daily laborer.

4.4.2 Estimated annual income of respondents' families

This is the income that families of the respondents earn on annual bases. It is widely distributed from less than 500 to greater than 2000 Birr annually.

For some of the respondent male and female students, their parents' estimated annual income is less than 1000 and greater than 2000 Birr. That means for some students their families income is very low and not enough for their education and some have enough expense for their education. For example, 28% and 8% of male and female respondents' families estimated annual income is less than 500 and 500-1000 Birr per annum; but for female students these figures were different, which were 19% and 9%. Whereas, for 33% and 43% of male and female respondent families' estimated annual income was greater than 2000 Birr. Some respondents are sparsely distributed for the estimated annual income of 1001-2000 Birr as shown in Table 7. This indicates that there are few middle income families than relatively low and high for the respondent students.

4.4.3 Occupation of household head

The occupation of the household head is a kind or type of work or job from which the household head earns income to feed and lead his/her family. The majority respondent students of the school, for male, their household head occupation is farming but for their counterpart women is Employee. For instance, 35% and 26%, and 19% and 30% of male and female students, occupation of the household head is farming and employee respectively. This occupation is the first most important means of living for the majority of respondent families. The second most important occupation for the household head of the respondents is farming for women and merchant for male. This, merchant, occupies 21% and 17% of families of male and female respondent students. The third occupation is other that has a share of 21% and 23% for both male and female respondents respectively.

When we look at proportion of male and female students of those who have their families' occupation is farming; the proportion of males is greater than that of females. This implies that farmers of the surrounding area of the school are sending more male students than female students. On the other hand, more proportion of female students comes from employed families than males that come from the employed families.

From this one can understand that employed families have more awareness than the farming communities on the benefits of education by sending their daughter to school. This might be because of educational level and other cultural, economic factors.

4.5 Description of institutional factors of the students

Under this institutional factor, the independent variables like support from sources other than parents and religion back ground of the student are included and the results are presented in Table 8 below.

Table 8: Distribution of sample respondent students based on some institutional factors (N=97)

| Attribute | Categories | Student Category based on their sex | | | |
|---|------------|-------------------------------------|-----|--------|-----|
| | | Male | | Female | |
| | | N=43 | % | N=54 | % |
| Support from sources other than parents for your education | Yes | 20 | 47% | 26 | 48% |
| | No | 23 | 53% | 28 | 52% |
| Religious of Household head | Orthodox | 33 | 77% | 44 | 81% |
| | Muslim | 9 | 21% | 7 | 13% |
| | Protestant | 0 | 0% | 2 | 4% |
| | Catholic | 1 | 2% | 1 | 2% |
| Whether the students have the same religious with the household head or not | Yes | 35 | 81% | 39 | 72% |
| | No | 8 | 19% | 15 | 28% |
| Whether the religious aspect affect students academic performance or not | Yes | 7 | 16% | 16 | 30% |
| | No | 36 | 84% | 38 | 70% |

Source: Computed from own survey data

4.5.1 Support from sources other than parents

As presented in Table 8, more than half of the respondent students of both sexes have no support from sources other than their parents, but some students have support from

these sources. For example, 53% and 52% of male and female respondents have not; while only 47% and 48% of male and female respondent students of the school have support from sources other than their families respectively.

As presented in Table 8, almost half of the respondents have support from sources other than their families for their education. Since this proportion is high it has significance negative influence on the academic performance of both male and female respondent students.

The probable reason for this justification is academic performance of a student is a function of so many factors among which support from sources other than parents is one.

4.5.2 Religion sub sects background of the students

Religion wise more than three-fourth of the males and female respondent students of the school are Orthodox. And more than 80% of male and 70% of female students have the same religion with the household head of the family. For example, 77% and 81% household heads of male and female respondents are Orthodox, and 81% and 72% of males and females have the same religion with the household head.

The remaining household heads for the male respondents are Muslim and Catholic in their religion but for the female respondents are Muslim, Protestant and Catholic. Hence, 21% and 13%, 0% and 4%, and 2 and 2% for both male and female respondents the religions of their household heads are Muslim, Protestant and Catholic respectively.

The respondent students were asked the question 'Do the religion aspects affect the students' academic performance? The result in Table 8 reveals that 84% and 16% of male respondents' answer were 'not at all' and 'yes', whereas, 70% and 30% of female respondents' response were 'not at all' and 'yes' respectively.

4.6 Description of psychological factors of the students

The psychological factors that considered here as independent variables for this research are aspiration level of the students, perception of students about education and

student' attitude towards academic performance. Thus, in the following Table 9 they are presented thoroughly.

Table 9: Distribution of sample respondent students based on their psychological characteristics (N=97)

| Attribute | Categories | Student Category based on their sex | | | |
|--|------------|-------------------------------------|-----|--------|-----|
| | | Male | | Female | |
| | | N=43 | % | N=54 | % |
| Aspiration level | High | 36 | 85% | 43 | 80% |
| | Medium | 3 | 7% | 5 | 9% |
| | Low | 4 | 9% | 6 | 11% |
| Perception of students about education | High | 27 | 62% | 35 | 67% |
| | Medium | 5 | 11% | 5 | 10% |
| | Low | 12 | 27% | 12 | 23% |
| Student attitude toward academic performance | High | 35 | 82% | 44 | 83% |
| | Medium | 3 | 6% | 4 | 8% |
| | Low | 5 | 12% | 4 | 8% |

Source: Computed from own survey data

4.6.1 Aspiration level of the students

The aspiration level of the student is the internal motivation of the students to perform better in their education to achieve their end goals in future life.

As presented in Table 9, 85% and 80% of male and female respondent students of the school have high aspiration level for their education. On the contrary, 9% and 11%, male and female students have low aspiration level. The rest of the students i.e. 7% and 9% of males and females have medium aspiration level towards their education.

As observed from the result, more number of female students has low aspiration level towards education than male students. Among the respondents, 3% more females have lower aspiration level towards their academic performance than their counterpart males.

On the contrary, more number of male students has high aspiration level towards academic performance than female students. To support this with evidence, 5% of more males have high aspiration level than female students.

From this it is possible to conclude that more proportion of female students might perform lower than males, but more proportion of male students perform better than female students in the average pass mark score, as motivated by their future goal in life.

4.6.2 Perception of students about education

Among the sample respondents 27% and 23% of male and female students of the school have low perception about education. Those who have medium perception from male and female respondents are 11% and 10% respectively. The remaining proportion has high perception about education, which is 62% and 67% for both males and females. Under this variable, less proportion of female students has low perception about education than male student does. The variation in percentage is 4%, which means 4% proportion of male students has lower perception than female on education. On the other hand, less proportion of male students has high perception about education than their counterpart females. This means that, 5% of more male students have high perception about education than female students do.

From this we can summarize that there is a difference between male and female students on perception about education. This implies that female students of the school have higher perception about education than male students. Nonetheless, the female student didn't get the chance to attend more time for their studies. On its turn, this has an impact on the students' academic performance. That is, male students have higher average pass mark score than female students, as seen in earlier findings.

4.6.3 Students' attitude towards academic performance

Low students' attitude towards academic performance accounts 12% and 8% of respondent male and female students respectively. High students' attitude towards academic performance has a share of 82% and 83% of male and female sample respondent students of the school. The rest of the respondents are under medium category in their attitude towards academic performance.

Here, there is an improvement at low category of students' attitude towards academic performance for male and female students. That means 4% of male students have lower attitude towards academic performance than female students do. And, females' proportion is also higher at high category of students' attitude towards academic performance than males.

4.7 Description of school factors characteristics of the students

Under school related factors estimated distance from home to school, peer-group interaction, sexual harassment and understandability of the language are included. And their frequency and percentage are presented in Table 10.

4.7.1 Distance between home and school

Distance between home and school means the distance students cover to attend their education either on daily bases or at any required frequencies between homes to school in kilometer. This distance ranges from less than one and half kilometer to greater than 18 kilometer. Relatively, high proportion of male and female students comes from distance one and half to three kilometers. This does not mean that their homesteads are at these distances, but they take houses on rent basis at the peripheries of the town and come from there. For instance, 49% and 33% of male and female respondent students of the school come from one and half to three kilometer distances. Out of the total male and female respondent students 88% and 80% of males and females come from the distance that is less than six kilometers.

Table 10: Distribution of sample respondent students based on school factors (N=97)

| School Factor | Categories | Student Category based on their sex | | | |
|---|------------|-------------------------------------|-----|--------|-----|
| | | Male | | Female | |
| | | N=43 | % | N=54 | % |
| Estimated distance in Kilometer from home to school | <1km | 12 | 28% | 14 | 26% |
| | 1.1-3km | 21 | 49% | 18 | 33% |
| | 3.1-6km | 5 | 12% | 11 | 20% |
| | 6.1-9km | 3 | 7% | 3 | 6% |
| | 9.1-12km | 1 | 2% | 5 | 9% |
| | 12.1-15km | 0 | 0% | 2 | 4% |
| | 15.1-18km | 0 | 0% | 1 | 2% |
| | >18km | 1 | 2% | 0 | 0% |
| Peer group interaction of the students in their schools | Yes | 34 | 79% | 43 | 80% |
| | No | 6 | 14% | 5 | 9% |
| | Uncertain | 3 | 7% | 6 | 11% |
| The presence of sexual harassment toward girls education | Yes | 29 | 67% | 35 | 65% |
| | No | 14 | 33% | 19 | 35% |
| Whether the students understand well the language through which they learn or not | Yes | 38 | 88% | 44 | 81% |
| | No | 5 | 12% | 10 | 19% |

Source: Computed from own survey data

As clearly indicated in Table 10, the proportion of female students who come from the distance greater than six kilometer is more than that of their counterpart males. This indicates that more percentage of male students comes from the distance which is less than six kilometer than female students.

According to the study made by MOE (2004a), in Oromiya Region 85% of the schools are more than 6 Kms away from the home of the children. While 31% of the schools are from 11-15 Km from students' home, 3 schools are between 16-20 Km. Only 15% of the schools are found within the range of one to five Kms from their home. When girls are required to go such a long distance, especially through forest and tall crops, they will be more likely to expose to rape and abduction and their academic performance is low.

Fear of the ordeal discourages parents to send their children to long distance schools. It might also be a reason for their dropout and repetition after enrollment.

4.7.1.1 Students' view on distance from home to school

In Table 11, the students' view on distance from home to school is presented. Their views include the means they cover the journey, the impact of distance on academic performance and whom it affects more.

The students were asked the ways or means they cover the distance from home to school. The results in Table 11 indicate that majority of the students travel on foot. And very few of them on bicycle, by bus, animal back and others. Accordingly, 93% and 83% of male and female students travel on foot. The rests 3% and 4%, 0% and 6%, 2% and 7% of male and female students travel on animal back, by bicycle and bus or tax respectively.

The impact of distance has on school performance depends on how far the distance to be covered. Thus, its impact ranges from has no impact to has high impact up to fail in an exam. Based on this 19%, 60%, 16% and 5% of male students have said distance has no impact, little impact, very high impact and high impact up to fail in an exam on their school performance. Whereas, 21%, 42%, 25%, and 13% of female students have said distance has no impact, little impact, very high impact and high impact up to fail in an exam on their school performance respectively. Moreover, Table 11 shows that 79% of female students were responded distance has little impact, high impact and high impact up to fail in an exam which might has a impact on their school performance.

To compare the impact of distance on male and female students; students were asked how they see the impact of distance on boys and girls. The responses of 33%, 64% and 3% of male students have said it has the same impact on boys and girls, it affects girls more and it affects boys more respectively. But this was completely different for female students hence, 45%, 41% and 14% of female students have said it has the same impact on boys and girls, it affects girls more and it affects boys more respectively.

Table 11: Distribution of sample respondent students based on the distance from home to school (N=97)

| Type of Journey and impact | Categories | Student Category based on their sex | | | |
|--|-----------------------------|-------------------------------------|-----|--------|-----|
| | | Male | | Female | |
| | | N=43 | % | N=54 | % |
| The way to cover the journey from home to school | Foot | 40 | 93% | 45 | 83% |
| | Animal back | 2 | 5% | 2 | 4% |
| | Bicycle | 0 | 0% | 3 | 6% |
| | Bus and other | 1 | 2% | 4 | 7% |
| The degree to see the impacts of distances on school performance | No impact | 8 | 19% | 11 | 21% |
| | Little impact | 26 | 60% | 22 | 42% |
| | High impact | 7 | 16% | 13 | 25% |
| | High impact up to fail exam | 2 | 5% | 7 | 13% |
| Comparison the impacts of distance on boys and girls students | The same | 6 | 15% | 14 | 29% |
| | Affect girls more | 25 | 64% | 20 | 41% |
| | Affect boys more | 1 | 3% | 7 | 14% |
| | No effect at all | 7 | 18% | 8 | 16% |

Source: Computed from own survey data

During group discussion with students from both sexes and different stack groups they were asked to elaborate the impact of distance on academic performance of males and females. The report of their response is as follows.

Distance from home to school has an impact on almost all students whether they are in town or rural areas, but its impact on rural students is higher than those of in nearby area. A group of female students said "we come from different distances according to where our homesteads are located. We travel on foot with our brothers and counter males and distance has an impact on both male and female students, but it is serious and high on females especially. We have reasons to say this: when we go and back from school we could not run equally with males we feel tired soon because the weather is too cold; we fear sexual harassment, abduction and rape on road when traveled alone; males are free from all these. When we late to reach school, we punished equally with males, but we have our own reasons to be late; we have a lot of chores at home always....."

To conclude this, it is possible to infer that distance has more impact on female students than males on their academic performance due to its direct and indirect influences.

4.7.2 Peer-group interaction

This is the interaction male and female students have with the same and different sexes of students of the school on academic matters.

Accordingly, more than 85% of male and female respondent students of the school have peer-group interaction with the same and opposite sexes of the same and different classes of students. The reason why they interact for majority of them is the concern of their education.

Topic of peer group interaction here the most frequently area of discussion when peer groups are interact is presented and Table 12 below deal with the issue.

Table 12: Distribution of sample respondent students based on peer-group interaction and their area of interaction (n=85)

| Peer group interaction | Categories | Student Category based on their sex | | | |
|--|--|-------------------------------------|-----|--------|-----|
| | | Male | | Female | |
| | | N=37 | % | N=48 | % |
| Area of discussion when the student meet with their peer group | About improve their academic performance | 19 | 51% | 22 | 46% |
| | About other student | 3 | 8% | 5 | 10% |
| | About their teachers | 4 | 11% | 11 | 23% |
| | About their parents | 2 | 5% | 5 | 10% |
| | About other people out of school | 5 | 14% | 2 | 4% |
| | About romance | 1 | 3% | 2 | 4% |
| | Other | 3 | 8% | 1 | 2% |

Source: Computed from own survey data

From the sample 37 (86%) and 48(89%) of male and female students have peer group interaction. When they interact their area of discussion is different according to their needs and aims. Thus, for 51% and 46% male and female respondent students their topic of discussion when they interact is how to improve their academic performance. This can be through asking questions each other, studying together etc. The second

area of their discussion is about the people from outside of the school and about their teachers for male and females respectively as presented in Table 12.

4.7.3 Sexual harassment

The presence of sexual harassment on female students adversely affects their academic performance due to low morale and fear of this action. From the respondent female students, 65% have responded “yes” for the question ‘Is there sexual harassment towards girl students in any occasion? This indicates that there is high rate the occurrence of sexual harassment on female students in area as indicated in Table 13.

4.7.3.1 Conditions of sexual harassment on female students

The conditions of sexual harassment on female students include where, by whom and its adverse effect on female students academic performance and Table 13, deals with these issues. Students were asked where the sexual harassment takes place. More than half of the respondents’ answer was at both places, inside and outside the school. Figure wise 78%, 14% and 8% of them have responded at both places, outside of the school and inside the school respectively.

Boy students have contributed 69% of female students’ harassment in the school compound. The remaining 31% of harassment is by teachers.

For the harassment outside of the school, 14% of it has occurred on female students by the youths of the area, whereas, 19% is by adults and 16% by their relatives almost they harassed by employers 7%. The remaining, very significantly all the groups are incorporated for the incidents by 45%.

Sexual harassment has an adverse effect on female students’ academic performance. As indicated in Table 13, 32% and 30% of female students respectively have responded that it has strong effect and very strong on their academic performance.

Table 13: Distribution of sample respondent female students based on their response on sexual harassment (n=63)

| Placement of sexual harassment | Categories | Frequency and percentage of students | |
|---|---------------------------|--------------------------------------|------|
| | | N=63 | % |
| Places where sexual harassment occurred | Inside the school | 5 | 8% |
| | Outside the school | 9 | 14% |
| | At both place | 49 | 78% |
| Total | | | 100% |
| Person who inside the school involved in sexual harassment | Boys students | 37 | 69% |
| | Teachers | 17 | 31% |
| Total | | | 100% |
| Person who outside the school involved in sexual harassment | Youth | 8 | 14% |
| | Adults | 11 | 19% |
| | Employers | 4 | 7% |
| | Relatives | 9 | 16% |
| | Youth adult and employers | 26 | 45% |
| Total | | | 100% |
| It adverse affect girls students academic performance is | Very strong | 20 | 32% |
| | Strong | 19 | 30% |
| | Undecided | 16 | 25% |
| | Weak | 6 | 10% |
| | Very weak | 2 | 3% |
| Total | | | 100% |

Source: computed from own survey data

4.7.4 Understandability of the language

This indicates that the ability to understand the language through which the teaching and learning process takes place. Here, when a student understands the language very well, the better s/he performs in education. The media of communication or the teaching and learning process is taking place by English language for all subjects except 'Amharic and Oromiffa' at high school and pre-college level in the region.

The result of this study indicates that, 12% and 67%, of respondent male and female students of the school do not understand the language well during the learning and teaching process, and even during their studying time. More numbers of female student

do not understand the language well than male students do. For instance, 55% of greater numbers of female student do not understand the language well than their counter parts.

5. SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary

Currently, in the globe there is an equal number of females and males. To bring the desired development and change in every sector of any country, education is a corner-stone. Thus educating females is not only essential but also crucial and their Human right in this regard.

Even though females are half part of any society, they have not gained the benefits they expect from different sectors. These sectors include political, economic and social. Hence, education is a high-way that takes females to this end to get the benefits equally with their counterpart males; educating them is a must. But females participation in education (enrollment, dropout and performance) is on the disadvantaged side.

This study was undertaken in the rural area of Bale zone, Goba wereda, Batu Terrara Pre-college School. The purposes of the study were to assess the gender disparity in academic performance and then to identify some of the major factors that contribute to the low academic performance of female students in the school under the study. A total of 97 students (43 males & 54 females) were selected as respondents by using purposive probability sampling from each class to fill questionnaires. In addition to this, focus group discussion was conducted with selected female and male students of different groups from both rural and urban areas. Focus Group Discussion (FGD) was also made with parents and teachers by using check list to bridge the gap of questionnaires. The data obtained from these are primary data. The secondary data were collected from the school roster, and from different related literatures. The collected data were analyzed and interpreted using different statistical tools like frequency, percentage, mean, chi-square and T-test at the end to identify the influential factors for the low academic performance of female students

The results of the study have depended on the response of 97 (43 males & 54 females). Thus, the result of the study revealed that from the total of 97 students 44% were males and 56% were females. The average pass mark scores of the students range from 64 to 90. The means of average pass mark scores were 77.56 and 74.29 for males and females

respectively with their mean difference 3.26. The T-test value was significant at 1% level of test. From the total of 43 and 54 male and female students, 30.23% and 48.15% had average pass mark score of less than 75. On the opposite hand 69.77 and 51.85% of males and females had pass mark score equals or greater than 75. That means 17.92 more females had average pass mark scores that were lower than males. This reveals that female students have been performing lower than males in their education. On its turn, this indicates gender disparity in academic performance.

In the descriptive parts of this study, family, economic, institutional, psychological and school related factors have impacts on the education of both male and female students.

Concerning the association between the average pass mark scores:- that indicate (the academic performance of the students) with the explanatory variable and the association of the average pass mark scores of female students with the independent variable.

The results of the association indicate that the association with the dependent variable academic performance (AP). These were checked by the chi-square test at different levels. These variables include household work responsibilities, parents attitude towards girls education, aspiration level of students, students attitude towards academic performance, perception of students about education, sexual harassment and understandability of the language. However, the outcome that used and the result had not serious problem.

5.2 Conclusion and Recommendation

The study has identified that household work responsibilities was the important factor that contribute for the low academic performance of female students. The others equally important factors that have been influencing the academic performance of female students are parents attitude towards girls education, understandability of the language and students attitude towards academic performance. The cumulative impact of these factors in addition to some other factors those not mentioned here create gender disparity gap in education.

Therefore, it is essential to propose possible recommendations that will narrow down the gap in academic performance between male and female students. And these bridge the gender disparity in education when they will be applied.

Thus, first and foremost important stakeholders and actors have to be addressed to fill the gap between male and female students in academic performance. These stakeholders and actors include students (both males and females), parents, teachers, educational related GOs, administrators at different levels, Community Based Organizations (CBOs), Women affair Bureaus and Offices, NGOs etc. Hence, training should be given to parents, CBOs, students through leaflets, posters, brochures, non formal literacy programs based on training need assessment in sustainable manner on gender division of labor to reduce the work load of female students at home. Cultural division of work should be altered through long-term training and males should positively participate in household works without demarcation except very few works like child breast feeding and the like. Furthermore, the Rural Technology Producing and Promotion Center that is under Regional Bureau of Agriculture and Rural Development (BoARD) should focus its attention on promotion of technologies like barrow, fuel saving stoves and others that help to minimize workload of female students at home. Then, they can get enough time to study and improve their academic performance.

Parents have low attitude towards girls' education as the study revealed. To tackle this problem awareness rising of parents is not only essential but also crucial. In this regard, to make parents to have high and favorable attitude towards girls' education, different GOs like wereda capacity building and educational offices, Zonal and Regional Educational Bureaus, related GOs, Women Affair Office, schools, Community Based Organizations should give attention on developing strategies how to make communities and parents sensitized about the benefits of girls' education. This can be done through need based training of parents that emphasize on males and females are equal in educational capacity and intelligence to change their attitude to positive on girls' education. To this end, the message of 'Educating a man is educating an individual; but educating a woman is equal to educating a family and the next generation' should be conveyed to the community through campaigns.

Unless females consider themselves as inferior in every aspects and sectors than males other thing does not matter them much. That is why they develop negative or low attitude towards academic performance. Therefore, female students should be given special attention and counseling and equipped with high motivation, aspiration and perception to make them to develop not only positive but also good attitude in academic performance. This can be done by introducing them high positioned and achiever females in politics, science and technology, administration, education and etc. Ideas and issues that can teach and lead female students to develop positive attitude on accademic performance should introduced through signpost at appropriate places like school gates, market places, highways, road junction and etc. Girls clubs should be established at schools that work with close relation with GOs and NGOs to up grade the academic performance of girls by counseling and guidance.

Moreover, unable to understand the language through which the teaching and learning process takes place is another problem among the major problems that impose influences on female students academic performance. To this end, special tutorial classes on regular basis on some days of a week have to be organized to upgrade the academic performance of female students in all subjects in general. Particularly, to solve the problems of language understandability due emphases should be given to English language. The concerned bodies have to focus attention on the skills of language like reading, writing, speaking and listening through arranging and participating female students in tutorial classes, drama literatures etc. This will even justify and support the national policy of affirmative action at tertiary levels, to enhance female participation in higher education.

Lastly, gender and education subject has to incorporated or included in every ladder of schools, colleges and universities to develop gender sensitive citizens. Thus, policy makers, planners, politicians and researchers should pave a way and be encouraged to do more studies and research in these regards.

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Annex

IGNOU, SCHOOL OF GRADUATE STUDIES RURAL DEVELOPMENT PROGRAM QUESTIONNAIR FOR ACADEMIC PERFORMANCE IN GENDER DISPARITY:

Dear Respondent,

This questionnaire is intended to assess the gender disparity in academic performance among pre-college and high school students, and to determine factors affecting female students' academic performance in pre-college and high school level.

You are one among those who are chosen to participate in the study. Therefore, the researcher requests you for information and he thanks your willingness to support his efforts.

You need not write your name or any other identification. The information given by you will be kept as confidential, and will be used only for this research. Please give very honest and sincere response!

Thank you

Section I Basic Information

N.B (Fill in the spaces provided or tick one of the given alternatives)

1. Age _____
2. Sex _____
3. Marital Status: Married----- Engaged----- -Single----- -Divorced-----
4. Religion -----
5. Relationship with household head 1= father 2= mother 3= brother 4= sister 5= other

Section II General Questionnaire

N.B (Fill in the spaces provided or tick one of the given alternatives)

FAMILY FACTORS

Educational background of the family

| Ser. No | Family Member | Age | Educational level (put tick mark at appropriate place) | | | | | |
|---------|---------------|-----|--|-------------------------|-------------|-------------|--------------|------------|
| | | | Illiterate | Functionally illiterate | Grade 1 – 4 | Grade 5 – 8 | Grade 9 – 12 | > grade 12 |
| 6 | Father | | | | | | | |
| 7 | Mother | | | | | | | |
| 8 | Brother | | | | | | | |
| | 1 | | | | | | | |
| | 2 | | | | | | | |

21. Does household work responsibility in your family other than studying has impact on your academic performance?

1. Yes 2. No

22. If yes, what kind of impact it has?

1. Positive impact; 2. Negative impact

23. If it has negative impact; do your family use alternative labor sources to reduce your burden?

1. Yes 2. No

Section IV Parents' attitude towards girls' education

***N.B** (tick one of the given alternatives) To what extent do you agree with the following statements?*

| S.No. | Statements | Strongly agree | Agree | Undecided | Disagree | Strongly disagree |
|-------|--|----------------|-------|-----------|----------|-------------------|
| 24 | Your parents have the same attitude towards girls and boys education. | | | | | |
| 25 | Intellectual boys receive more prize or gift from their parents than intellectual girls because of their good academic performance. | | | | | |
| 26 | Your parents have an attitude that girls have the intellectual capability to effectively use their education in life. | | | | | |
| 27 | Your parents have an attitude that boys and girls have equal intelligence and can perform equally in their education. | | | | | |
| 28 | Your parents have an attitude that girls need education even if they are married or get pregnant before they complete schooling | | | | | |
| 29 | Your parents have a feeling that education makes girls more understanding and self-confident. | | | | | |
| 30 | Your parents have a feeling that education changes the cultural beliefs of daughters and reduce their acceptance by their counter parts. | | | | | |
| 31 | Your parents have an attitude that sending females to school will lead them to be harassed by boys and | | | | | |

| | | | | | | |
|----|---|--|--|--|--|--|
| | teachers. | | | | | |
| 32 | Your parents have an attitude that education enables daughters to get married late and have fewer, healthy, educated children in their future life. | | | | | |

Number of Children in the Household

33. Number of children in the household attending their education in primary school (1-grade 8).

1. Males ----- 2. Females -----

34. Number of students in the household attending their education at Batu Terara pre-college and high school.

1. Males -----; 2. Females -----

ECONOMIC FACTORS

Household income

35. What is the estimated monthly income of your family? (Tick one of the given alternatives)

1. < 500 Birr; 2. 500-1000 Birr; 3. 1001-1500 Birr; 4. 1501-2000 Birr;
5. above 2000 birr.

36. Does your families income enough for your education?

1. Yes; 2. No

37. If no from what sources you supplement your expense for education?

1. Borrowing; 2. Petty trading; 3. Daily laborer; 4. Government support;
5. NGO support; 6. Others specify----- 7. Without any support.

38. Does your families' income have an impact on your academic performance?

1. Yes 2.No

39. If yes, how?

1. Better income helps in good performance; 2. Low income adversely affect academic performance;
3. It only partially affects academic performance

Section V Occupation of household head

N.B (select your choice in space provided)

40. Who is household head in your family?

1. Your father; 2. Your mother; 3. Your brother;
4. Your sister; 5. You; 6. Others specify-----

41. What is his/her occupation?

1. Farmer; 2. Merchant; 3. Employment;
4. Daily laborer; 5. Carpenter 6. Others specify-----

42. Does occupation of household head in your family has an impact on your academic performance?

1. Yes 2. No

43. Occupation of household head in your family affects your academic performance?

1. Positively 2. Negatively 3. No effect at all.

44. If it affects positively or negatively; how?

1. He/She earns enough income so that I have not financial problem for my education;
2. He/She supports me during my study;
3. He/She earns not enough income so that I have financial problem for my education;
4. I regularly absent from school to support him/her.
5. Others specify -----

Perceived direct schooling costs

45. What do you think about the existing costs of schooling?

1. Low 2. Average 3. High

46. From your own experience on yourself and others, what is the extent to which the academic performance is related to direct costs of schooling?

1. Low 2. Average 3. High

47. What will happen if direct costs of schooling rise?

1. I will perform poorly; 2. My sister/s will perform poorly; 3. My brother/s will perform poorly; 4. All of us will perform poorly; 5. It has not any impact on all of us; 6. We drop out school

Rate the extent to which the following direct schooling costs as high, average or low.

| | 3. High | 2. Average | 1. Low |
|----------------------------|---------|------------|--------|
| 48. Cost of accommodation | ----- | ----- | ----- |
| 49. Cost of stationery | ----- | ----- | ----- |
| 50. Costs of textbooks | ----- | ----- | ----- |
| 51. Cost of transportation | ----- | ----- | ----- |
| 52. Cost of uniform | ----- | ----- | ----- |
| 53. School payment | ----- | ----- | ----- |

INSTITUTIONAL FACTORS

Support from sources other than parent

- 54. Do you have support from sources other than parent for your education?
1. Yes 2. No
- 55. If your answer is yes, how much is the support from sources other than parent on yearly basis? ----- Birr.
- 56. What is the source of your support from sources other than parent for your education?
 - 1. From relatives living with in the country employed in government organizations;
 - 2. From relatives working in other private jobs like trading;
 - 3. From those working in NGOs;
 - 4. From relatives living abroad
 - 5. Others
- 57. From your experience, does support from sources other than parents for your education have influential effect on your academic performance?
1. Yes 2. No

Religious background

- 58. Religion of household head
1. Orthodox; 2. Muslim; 3. Protestant; 4. Catholic; 5. Others
- 59. Do you have the same religion with the household head?
1. Yes; 2. No
- 60. Do the religious aspects affect students' academic performance?
1. Yes; 2. Not at all
- 61. If yes, on whom it has more impact.
1. On males 2. On females 3. It has equal impact on both

If on females rate the extent to which the following religious aspects affect their academic performance.

- | | 3. High | 2. Average | 1. Low |
|---|---------|------------|--------|
| 62. Praying and going churches | ----- | ----- | ----- |
| 63. Praying and going mosques | ----- | ----- | ----- |
| 64. Spending much studying time due to annual Holy days | ----- | ----- | ----- |

PSYCHOLOGICAL FACTORS

Section VI Aspiration Level of Student

N.B (To what extent do you agree with the following statements?)

| Ser. No | Statements | Strongly agree | Agree | Undecided | Disagree | Strongly disagree |
|---------|---|----------------|-------|-----------|----------|-------------------|
| 65 | Students who have higher expectation to get good job after completion of their education perform well. | | | | | |
| 66 | You have a feeling that says if I can study double time, I can score high mark. | | | | | |
| 67 | You have a feeling that says I want to score in an exam more than other students. | | | | | |
| 68 | You have a feeling of saying I can make more effort in my study and get rid off the present difficulty. | | | | | |
| 69 | I want to have high status and position trough good performance in my education. | | | | | |

Students' attitude towards academic performance (tick one of the given alternatives)

| Ser. No | Statements | Strongly agree | Agree | Undecided | Disagree | Strongly disagree |
|---------|---|----------------|-------|-----------|----------|-------------------|
| 70 | To be successful in future education good academic performance is a prerequisite. | | | | | |
| 71 | "Good academic performance will help the future life." | | | | | |
| 72 | Studying very hard is the only way to improve the academic performance | | | | | |

| | | | | | | |
|---|--|--|--|--|--|--|
| 73 | Performing well in academic is wastage of time and energy | | | | | |
| 74 | Performing well or bad in academic has no impact on future life. | | | | | |
| Perception of students about education | | | | | | |
| 75 | Education is the only means to have better life in the modern world. | | | | | |
| 76 | Education will help to get good jobs and income. | | | | | |
| 77 | Education is necessary to have a happy family life in future. | | | | | |
| 78 | Without education, the individual will become backward in the society. | | | | | |
| 79 | Education is an opportunity to become knowledgeable to lead a good life. | | | | | |

Distance between home and school

80. What is the estimated distance of the school in terms of time required to reach the school?

- 1. Less than 1 Km 2. 1.1 – 3 Kms 3. 3.1 – 6 Kms
- 4. 6.1 – 9 Kms 5. 9.1 – 12 Kms 6. 12.1 – 15 Kms
- 7. 15.1 – 18 Kms 8. Greater than 18 kilometers

81. How do you cover the journey between home and school?

- 1. On foot; 2. On animals' back; 3. By bicycle; 4. By bus and others.

82. How do you see the impact of distance on school performance?

- 1. Has no impact; 2. Little impact; 3. Very high impact; 4. High impact up to fail in an exam

83. How do you see the impact of distance on boys and girls?

- 1. The same; 2. Affects girls more; 3. Affects boys more; 4. No effect at all.

Distance has negative impact on girls' academic performance, could you rate the following?

- 1. High 2. Average 3. Low

84. Fear of abduction ----- ----- -----

85. Fail in an exam -----
86. Sexual harassment -----
87. You get tired and can not learn and study better -----
88. Transportation cost -----
89. Extra cost of accommodation -----
90. They could get pregnant by rape on the road -----

Peer group interaction

91. Do you have peer group interaction in your school?
 1. Yes 2. No 3. Uncertain
92. If yes, how frequently you interact with the following your expected peer group for the last six months?

| Peer group | Frequency | | | | | |
|--|-----------|------------------------|---------------------|-----------------|---------------|-----------|
| | Daily (5) | 4-5 time in a Week (3) | 2-3 times in a week | Once a week (2) | Sometimes (1) | Never (0) |
| with the same sex of the same class | | | | | | |
| with the same sex of the different classes | | | | | | |
| with opposite sex of the same class | | | | | | |
| with opposite sex of different classes | | | | | | |

93. In most cases what is the topic of your discussion during your interaction? (Circle the appropriate alternative)
1. How to improve our academic performance; 2. About other students in the school;
 3. About our teachers; 4. About our parents;
 5. About other people out of school 6. Romance;
 7. Others specify-----
94. Does your peer group interaction have effect on your academic performance?
 1. Yes; 2. Partly yes; 3. Not at all
95. If yes or partly yes; its effect is:

1. Positively; 2. Partly positively; 3. Undecided; 4. Partly negatively; 5. Negatively

Sexual harassment

96. Is there sexual harassment towards girl students in any occasion?

1. Yes; 2.No

97. If your answer to question number 96 is "yes" in what form?

1. Insulting with taboo words 2. Attempting rape 3. Snatching properties
4. Committing unnecessary relation 5. Bulling 6. If others (specify) _____

98. If yes, where? (Select both if applicable)

1. Inside the school 2. Outside the school 3. At both places

99. If inside the school, from whom?

1. Boys students 2. Teachers

100. If outside school from whom?

1. Youth; 2. Adults; 3. Employers; 4. Relatives; 5. Youth, adults, employers;

101. Its adverse effect on girl students' academic performance is:

5. Very strong 4. Strong 3. Undecided 2. Weak 1. Very weak

Understandability of the language

102. What is your mother tongue language?

1. Amharic; 2. Oromiffa; 3. Tigregna; 4. Others specify-----

103. Do you understand well the language through which you learn?

1. Yes 2. No

104. If no, its effect on your academic performance is negative.

5. Strongly agree 4. Agree 3. Not Sure 2. disagree 1. Strongly disagree

105. If you agree its negative impact is stronger on:

1. Male students; 2. Female students; 3. It has equal impact; 4. Undecided

106. If your answer is female students the reason is they afraid to ask their teachers and male students to solve the problem.

5. Strongly agree 4. Agree 3. Not Sure 2. Disagree 1. Strongly disagree

107. How do you understand the language through which you learn?

1. Well 2. Moderately 3. I do not understand

108. Are you living with family (with parents).

1. Yes 2. No

109. If not, are you living away from family for the purpose of attending school?

1. Yes 2. No

110. Do you have any work to make some income, after school hours?

1. Yes 2. No

111. If yes, what type of work you have?

1. Laborer
2. House maid/ house servant
3. serving in cafeteria/restaurant
4. Evening work in bar/hotel

**IGNOU, SCHOOL OF GRADUATE STUDIES RURAL DEVELOPMENT
PROGRAM QUESTIONNAIR FOR ACADEMIC PERFORMANCE IN GENDER
DISPARITY**

2. Questions for Focus Group Discussions (English version)

*I. Check lists for students' teachers, parents, kebele and wereda administrations
focus group discussions*

1. From your experience, tell us, do students who have good aspiration towards education perform better in their education? -----
2. Does students' attitude towards academic performance has impact their academic performance? ----- If so, explain it? -----
3. What are the impacts of distance between home and school on academic performance of students? -----On whom it serious?
4. From your experience, tell us the main home related factors that contribute to the poor performance of female students. -----
5. In your opinion what are the major problems related religious background of the students which may contribute for poor performance in their education? -----
6. In your opinion what are the major problems related to students which may contribute for poor performance in their education? -----
7. From your experience what are the main school related obstacles for girls not to succeed in the education? -----
8. How do you think supports from sources other than parents on the academic performance of students of this school? -----
9. What are the main economic factors that contribute to the poor performance of students in this area? -----
10. What are the main cultural factors/practices that contribute to the poor performance of female students in particular? -----
11. In your opinion does the community believe that education is important? -----
12. How about their attitude to girls' education, do they think girls' education is important? ---
13. In your opinion do the educational of background of the family affect the academic performance of the students? -----
14. Is there difference in academic performance between male and female students in this school? ---- Who perform better in education boys or girls? ----- If there is difference tell us the main reasons -----
15. In your opinion is there sexual harassment towards girl students in this area?-----

16. Do the majority of students of this school understand the language through which the learning and teaching is undertaken? -----
17. What has to be done to increase the performance rates? -----
18. Do the solutions differ for both boys and girls? -----
19. Do you think number of children in the household has impact on academic performance of students and how? -----

**IGNOU, SCHOOL OF GRADUATE STUDIES RURAL DEVELOPMENT
PROGRAM QUESTIONNAIR FOR ACADEMIC PERFORMANCE IN GENDER
DISPARITY**

3. Questions for Focus Group Discussions Key Informants (English version)

II. Check list for key informants focus group discussions

1. Do you think students' of Batu Terara Senior Secondary School performing well? -----
2. What are the main reasons for the poor performance of students in this school? -----
3. In your opinion what are the major problems related to students which may contribute for poor performance in their education? -----
4. What major economic and cultural problems do you think contribute to the poor performance of students in schools? -----
5. Are girls important to parents in this area? If so, please tell us in what major ways. ----
6. Do you think that the community in this area believes that girls could perform as the same as boys in their education? If your answer is yes, tell the reasons. -----
7. Tell us what has to be done to make students of this school to be successful in education by school, parents and the government. -----
8. Do you think special attention should be given to girls' academic performance? If so what are they? ----
9. There are students who did not perform well while others perform well in their education with in the same family? Why is that? -----
10. What has to be done to motivate and change their attitude to perform well in their education those students? -----
11. Is it the same for both girls and boys? -----
12. If there is difference, tell us the reasons. -----
13. What could you tell us about the employment prospects of students in this area? -----
14. Do your parents are interested to equally invest in boys and girls education? -----
15. Are girls in this area economically important to parents? If your answer is yes tell us in what major ways. -----
16. What is the level of communities' participation in solving education related issues? --
17. What other issues you want to address? -----

Thank you!