

**INDIRA GANDHI NATIONAL OPEN UNIVERSITY  
SCHOOL OF CONTINUING EDUCATION  
DEPARTMENT OF RURAL DEVELOPMENT**

**FACTORS AFFECTING GIRLS' ACADEMIC ACHIEVEMENT  
IN SECOND CYCLE PRIMARY SCHOOLS IN TOKE KUTAYE  
WOREDA, ETHIOPIA**

**BY**

**DAMTEW MEKURIYA**

**IGNOU-ST. MARY'S UNIVERSITY COLLEGE**

**NOVEMBER 2015**

**ETHIOPIA**

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**SCHOOL OF CONTINUING EDUCATION**  
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## DECLARATION

I hereby declare that the dissertation entitled “**FACTORS AFFECTING GIRLS’ ACADEMIC ACHIEVEMENT IN SECOND CYCLE PRIMARY SCHOOLS IN TOKE KUTAYE WOREDA, ETHIOPIA**” submitted by me for the partial fulfillment of the M.A. in Rural Development in Indira Gandhi National Open University (IGNOU) New Delhi is my own original work and has not been submitted either to IGNOU or to any other institution 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 others or me.

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This is to certify that Mr. Damtew Mekuriya Teklu a student of M.A. (RD) from Indira Gandhi National Open University, New Delhi, was working under my supervision and guidance for his Project Work for the Course MRDP- 001. His Project Work entitled **“FACTORS AFFECTING GIRLS’ ACADEMIC ACHIEVEMENT IN SECOND CYCLE PRIMARY SCHOOLS IN TOKE KUTAYE WOREDA, ETHIOPIA”** which he is submitting is his genuine and original work.

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## ABSTRACT

*The main purpose of this study was to investigate the factors affecting girls' academic achievement in second cycle primary schools in Toke Kutaye woreda. To achieve this objective different basic research questions were raised. The study employed concurrent mixed methods design with both quantitative and qualitative approaches. Considering the geographical area of the woreda, cluster sampling technique was used and six schools were selected purposively. Student respondents were selected based on stratified sampling considering their sex and grade level. Teacher respondents also selected from each department by using stratified sampling technique and parents were chosen by using availability sampling technique. To triangulate the data primary and secondary sources of data were used. The primary data sources comprised students, teachers, principals, parents of girls, and Woreda education experts. As secondary source of data statistical and factual information of the woreda education office were analyzed and highly consulted. Depending on the research questions and the nature of respondents, a variety of data gathering tools including questionnaire, interview and observation were used. Percentage was predominantly used to indicate the extent of respondents' opinion towards the issue raised. As the finding of the study indicated, the second cycle primary school repetition of girls is a serious problem throughout the woreda. The study also revealed that low level of parental involvement in their daughter education; household chores negatively affect girls' academic achievement. School related factors like school facility, lack of role model female teachers, teachers' attitudes also negatively affected girls academic performance. Thus based on the findings of this study, it is recommended that educational officials at various levels should promote and enhance awareness creation programs on gender issue in education to parents and other community members. Teachers and school principals should work jointly with girl students and their parents to improve girls' academic performance. Moreover the local government and educational authorities, NGOs and the community should work jointly to support girls' education by facilitating the schools with necessary inputs for girls, by updating teachers with gender issue in education. The schools themselves should create conducive environment to empower girls by assigning them as team leader and members in different school curricular activities. Female teachers should play a part in this regard.*

## **Acronyms**

MOE:	Ministry of Education
MDG:	Millennium Development Goals
NGOs:	Non-Governmental Organizations
UNESCO:	United Nations Educational, Scientific and Cultural Organization
UNICEF:	United Nation Children Fund
USAID:	United States Agency for International Development
TKWEO:	Toke Kutaye Woreda Education Office
WEO:	Woreda Education Office

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# CHAPTER ONE

## 1. INTRODUCTION

This introductory chapter has six different parts. These are the background of the study, statement of the problem, objectives of the study, Scope of the study, significance of the study, organization of the study and definitions of some key terms. These sub-topics are explained in detail respectively as follows.

### 1.1. Background of the Study

There is general consensus among educators and researchers that education is the corner stone of economic and social development. Education improves the productive capacity of society and aimed at reducing poverty by mitigating its effects on population. Different organizations and concerned bodies have also disclosed the need to education from different perspectives. Regarding this relationship between education and socioeconomic development, especially, for the population living in rural areas of developing countries, the provision of appropriate rural primary education for both sexes is also instrumental to increase women's participation in development (UNICEF, 2005).

It is evident that education is an important instrument for promoting peace and prosperity in a given society. The evidence is also clear that the total benefits to education multiply when schools open their doors to both sexes equally. In particular, girls' education has become one of the most powerful forces that contribute to all rounded improvement in society's life (UNESCO, 2006). Educating women is important for all kinds of demographic behavior, affecting mortality, health, and fertility and family planning practices. Currently, there are also well documented links between girls' education and their children's readiness for learning, and between girls' education and productive self-employment. Simply stated, education of women has a substantial economic and social return to a given country (UNESCO, 2003)

The Education for All movement is, as its name implies, directed towards all people: children, youth and adults. The Convention on the Rights of the Child highlights the particular

significance of education for young people, and this document focuses primarily on the educational rights of children. But the right to education has no age limit.

Additionally, Education for All emphasizes the need to provide access to education for traditionally marginalized groups, including girls and women, indigenous populations and remote rural groups, street children, migrants and nomadic populations, people with disabilities, and linguistic and cultural minorities (UNESCO, 2006).

All efforts to increase the enrolment and attendance of girls in school need to address the deep-seated and widespread cultural norms and values that impede their access to education. Millennium Development Goal is to eliminate gender disparity in education by 2015. It will not be achieved in all regions without a multifaceted approach to removing the barriers faced by girls in exercising their right to education without discrimination (UNICEF, 2006).

Terming the education of illiterate as 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. 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 (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 girls in most developing countries of the world reflect on the girls of Ethiopia as well.

In Ethiopia, the 2006 gender disaggregated data indicated that at primary level, the national repetition rate of boys and girls were 6.4 percent and 5.7 percent respectively. In 2010 the repetition rate for boys was 8.6 percent while for girls it was 11.7 percent. This implies that the number of repeater girls increases relative to boys from the year 2006 to 2010. In the year 2006, the dropout rate of boys and girls were 12.6 percent and 12.1 percent respectively (MOE, 2007).

The major barriers especially for girls are social and cultural factors. Since Ethiopia is a country with varied populations, cultures and traditions, factors like early marriage, abduction and rape are the foremost reasons for girls not going to school or for dropout as well as their low academic performance. Parental and societal attitudes towards education for girls, and traditional practices are amongst the other reasons (Yisak, Workneh and Asham, 2009).

Desai, Adams and Amaresh (2008) mentioned both school and family as a source of girls' lower achievement and dropping out of schools by saying that:

At the individual level, poor academic performance, retention, lack of teacher support and guidance, disliking school or teachers, and taking on adult responsibilities such as work and childcare have been found to contribute to lower achievement and dropping out of school. Parental educational attainment, parental involvement, household income and household wealth have informed family contributions to educational attainment.

In relation to school related factors it is also noted that negative attitudes of both male and female teachers towards girls' abilities to perform well in different subjects (Wasanga, 2004), and the quality of teachers has a greater impact on girls' education than boys' (Kane, 2004). On the other hand, tasks like homework, tutoring, punishment, sex ratio, and class size – have slightly different effects on girls than boys (Mensch and Lloyd in USAID, 2008).

Moreover, Yisak, Workneh, and Asham (2009) added on school related factors by saying:

A scarcity of schools, qualified teachers and conducive learning environments are contributory factors. Schools often have shortages of girl-friendly facilities, such as clean latrines and clean water. Besides, long distances to schools and insecure roads mean that parents keep their daughters at home to defend them from sexual abuse and other violence.

In the classroom, girls have lower rates of participation than boys owing to the discouragement of teachers. Most teachers seem to prefer a girl who completes homework and performs well academically, but if she is silent she is considered to be more respectful to teachers (Tamene, 2007). On the other hand class size, conducive class room environments, levels of teachers qualification, continuing support for student-centered learning, ongoing professional



development, teachers' working conditions, student access to languages used at school and the like play a great role on girls academic performance (UNICEF, 2000).

That is why the researcher wants to understand and investigate the factors that affect girls' academic achievement in Toke Kutaye woreda.

## **1.2. Statement of the Problem**

Even though women play a significant role for the overall development of a nation, they remain under represented at all levels of educational programs, in formal or non-formal education, few receive technical and vocational training and they also account for a very small proportion of enrollment in education both in developed and developing countries (Kelly and Elliott in Kassa, 2006).

In Ethiopia like other Sub-Saharan countries, economic, social, cultural, school related and institutional factors affect girls' academic achievement. Among these, some of the socio economic and socio cultural factors like, family structure, parental occupation, and parental education, parenting styles, parental attitude, and parental support play a significant role for girls' academic achievement. On the other hand, school related factors such as lack of school facilities and conducive class room environment, the absence of qualified teachers, distance from the school, teacher attitudes and teaching practice, all affect girls' academic achievement.

In Toke Kutaye woreda of West Shawa Zone, the repetition rate of second cycle primary school for boys and girls in the year 2014 were on the average 8.5% and 10.8% percent respectively. In the same year 12.7% percent of boys and 13.5% percent of girls were dropout (TKWEO, 2014)

A number of studies conducted in Ethiopia regarding the participation, persistence and performance of girl students both at primary and secondary schools are constrained by several interrelated social, cultural, economic and school related as well as institutional factors (Genet, 1998; Teshome, 2002; Kane, 2004; & Tilaye and Bedru, 2006).

The problem is serious in Toke Kutaye woreda which needs urgent solution for the coming generation. The researcher has rich experience about Toke Kutaye woreda toward child

education in general and on girls' education in particular, was the researcher's big question for 8 years. The researcher was impressed to know the reasons about high dropout and high repetition of young girls of the woreda or low academic achievement in primary second cycle of Toke Kutaye woreda.

Socio-cultural and economic factors which affect girls' education negatively have talked orally in schools community as the main reason, but it is not the finding of a study. So, researcher inspired to see the reality through research conducting. Thus, the following basic research questions were an able to provide answers for the study.

### **1.3. Research Questions**

The prime purpose of this study was to assess the factors that hinder girls' academically achievement and to find some solutions for the identified problems. The study was conducted to find answers for the following basic questions.

1. What socio-cultural factors are affecting girls' education in Toke Kutaye woreda?
2. What are the economic factors which affect girls' education Toke Kutaye Woreda?
3. What domestic chores are affecting girls' education?
4. What school related factors are affecting girls' education?

### **1.4. Objective of the Study**

#### **1.4.1. General objective**

The general objective of this study was to identify the major Scio- cultural, school related and economic factors that affect girls' education in Toke Kutaye woreda.

#### **1.4.2. Specific Objectives**

To investigate the main family related factors affecting girls' academic achievement.

To find out some of school related factors that affect girls' academic achievement.

To suggest some possible solutions that may contribute to the promotion of female education and improving girls' academic performance in the woreda.

## **1.5. Significance of the Study**

The knowledge gained from this study is useful for designing strategies that might help to make some corrective measures towards improving the educational achievements of girls in school.

Therefore, the study is important to the educational decision-makers at various levels, parents, teachers, school personnel and girl students themselves. Firstly, it may enable woreda officials to understand the real causes of the problem and to seek solutions. Secondly, the policy recommendations given may serve as a starting point for school community and other concerned bodies to intervene in the problem. Thirdly, the study may add to the literature and serve as a stepping-stone for further research in the woreda.

Lastly, this study can help development agents to shape their approach for the changing of the socio-cultural role of women and girls.

## **1.6. Scope of the Research**

There are different findings studied by different researchers about the factors affecting girls' education. In this study, the researcher focused only on socio-cultural, school related and economic factors which related with and negatively affecting girls' education in the study area. The study focused only in Toke Kutaye woreda from 18 woredas of West Shewa zone. As a result, the scopes of the applicability of the findings valued with regard to the target groups viewed in the light of the economic, social and cultural conditions.

The researcher was very much interested in including all woredas in the Zone in the research and explored as many issues as possible; however, it was difficult to manage, in terms of money, energy and time. Hence, the researcher was compelled to delimit the study to Toke Kutaye woreda, in West Shewa zone of Oromia Regional State.

## **1.7. Limitation of the Study**

This large area of study needs to additional human and material resource and enough time. Hence, due to limited time and resources, the researcher: has used limited data, from six

selected second cycle primary schools and he didn't assess all factors affecting girls' academic achievement in upper primary school of the zone rather than it is attempting on family and school related factors affecting their academic achievement particularly in second cycle primary schools.

## **1.8. Organization of the thesis**

The remaining parts of the thesis are organized as follows: chapter two presents the review of literatures that are related to the study. Chapter three deals with the research methodology whereas chapter four concentrated on results and discussions. Finally, chapter five presents the summary, conclusions, and recommendations of the study.

## **1.9. Operational Definition of Key Terms**

**Child labor:** any activity which the child undertakes to help the family in its subsistence efforts for survival.

**Dropout:** students that registered in academic year and leave the school before completing the course given for the academic year.

**Economic factors:** is shortage of economic which enforces girls to leave school before the right time.

**Enrollment:** The total number of students registered in a school of an academic year.

**Equity:** - refers to the fairness or uniformity in the educational systems in terms of curricula, teaching, equipment and other facilities.

**Girl:** is the period of the ended of childhood to marriage time of young girls.

**Girls' education:** all unmarried young girls who attend school after transfer from child hood to adulthood (age 9 and above).

**Performance:** is the academic achievement of pupils in schooling considered in relation to how successful they become.

**Repeater:** is a student who doesn't pass in to the next grade level in schools.

**Second Cycle Primary school:** according to Ethiopian Education structure grade 5 and 8.

**Socio-cultural factors:** are norms, beliefs and cultures of a society that affect negatively girls' schooling.

## **CHAPTER TWO**

### **2. REVIEW OF RELATED LITERATURE**

The aim of this chapter is to review relevant literature that describes the significance of the problem and experience of different countries that could serve as background information to the study of the following subtitle. Literatures related to girl education will be reviewed. In particular, this chapter deals with how socio-cultural, school related and economic factors hinder girls' education.

#### **2.1. Girls' Education in Developing Countries**

In developing countries, including Ethiopia, economic, social and cultural factors, in complex interaction, play their part in determining access to and success in education, both for boys and girls. However, the impact of these factors is greater on girls than on boys in most contexts. A useful way to look at these different dimensions of the problem is to divide them into 'supply-side' and 'demand side' factors (UNESCO, 2007).

Many of the 600 million girls who live in the developing world do not have the opportunity to become fully functioning members of society. Approximately one-quarter of girls in developing countries are not in school (Lloyd, 2005) and one-quarter to one-half of girls in developing countries become mothers before age 18 (United Nations Population Fund, 2005). According to (UNESCO, 2007), girl's enrollment tends to go upwards in developing country. Thirty years ago, girls represented 38% of primary enrollments in low income countries and boys, 62%. Today, the gender gap has narrowed with girls representing 48% and boys 53% of primary enrollment. Gross enrollment rates of girls in some developing countries have gone from 54% to 94% over the same period. Although, gender disparities still remain in both primary enrollment and school completion rates.

Girls are much more likely than boys to miss out on educational opportunities because of poverty. Hidden costs such as books, uniforms, food, and supplies often prohibit the education of daughters. On top of these direct expenses, the indirect or opportunity costs of lost income

further decrease girls' chances of attending school. The gendered division of labor within the household results in higher opportunity costs for girls schooling. In sub-Saharan Africa, girls spend four times as much time working on productive tasks in the household than boys.

Since girls' role in housework is so much greater, parents lose more free labor by sending them to school than they do by educating boys (Nussbaum, 2004)

National poverty rates also limit the accessibility of schooling. Countries with huge amounts of debt often have to make cuts in the educational spending. As a result, school facilities are poorly maintained, teachers are underpaid, unmotivated, and unqualified, teacher-to-pupil ratios soar, books and supplies are limited, and school fees rocket. Under these circumstances, families may be apprehensive about having their daughters traveling long distances on unsafe roads and they may see little value in such under-funded schools. In developing countries with poorly developed infrastructure and institutions, there may be little employment payoffs for pursuing a higher degree in education and the cost of life years invested, fees, and lost income could outweigh the marginal benefit of higher education (Mannathoko, 2006).

Customary gender roles and traditions are another limiting factor on girls' education. Patriarchal social constructs and beliefs in male entitlement ensure that when educational opportunities are restricted, boys are given preference. Social customs concerning sibling obligations may imply that parents would ultimately benefit materially more from the education of boys than of girls, even given similar earnings. Early marriage for girls is pervasive in many cultures, and especially where it is customary for the bride to be sent to live as part of the husband's family, parents may have little economic incentive to invest in their daughter's education. Out of wedlock pregnancy is considered a disgrace in most parts of sub-Saharan Africa, and the higher risk of sexual harassment and violence as well as a scarcity of birth control and family planning education contribute to the early marriage of girls and consequently, lower educational attainment (Mabokela, 2004).

Too often, schools themselves contribute to the disproportionate ratio of girl or boy enrolment. There are few female teachers to serve as positive role models, and those that are teaching, are often unqualified and underpaid. In addition, teachers' attitudes often reflect, rather than question, the gendered attitudes prevalent in the wider society. A survey of educators in Ghana,

Malawi, Mali, Senegal, Uganda, and Zambia found that their attitudes revealed distinct gender biases. The surveys revealed that these teachers believed that boys are more intelligent than girls and also that girls are naturally better at arts subjects while boys are better at science.

Outdated textbooks can reinforce these gender stereotypes, with boys depicted as active and girls as passive. Female students are often under-encouraged in the disciplines of math, science, and technology and may not see the relevance of the learning material to future employment.

Instead, women often find themselves in traditionally feminine disciplines like nursing. This ultimately limits choice and diversification within the labor market. Countries must take measures to expand their infrastructure and economy to accommodate this level of development (Lexington 2006).

The gendered division of household chores is practiced within schools themselves reinforcing the stereotype of women as home-makers. In general, girls spend more time performing non-school activities during school hours, such as cleaning the classrooms, fetching water for the school, and performing tasks for the teachers. Such expectations result in girls being timid and less self-confident of their abilities and serve to reinforce boys' gendered perceptions. Gender sensitivity among teachers is vital for reversing the cultural norms that marginalize women into roles of domestic servitude and obedience.

The high infection rates of HIV/AIDS in sub-Saharan Africa also serve as a negative force on girls education. The AIDS virus disproportionately affects young people, especially young women. Approximately a quarter of the 40 million people suffering from AIDS are between the ages of 15 and 24, and in sub-Saharan Africa, women in this age group are three times as likely to be infected as men. Because of the entrenched gender roles in African society, women have relatively low bargaining power in negotiating relationships. In places where limited educational and economic opportunities exist for women, poverty pressures and family burdens lead women to trade sex for survival. Where women have low status, diminished financial autonomy, and are dependent upon men for support, abstaining from sex or insisting upon the use of condoms are simply not feasible options (Kalichman, 2005).

In addition, physical and sexual violence affect women's ability to protect themselves from infection. Refusing sex, inquiring about past partners, or demanding contraceptive use have all been described as triggers to sexual violence, and yet, these are all suggested as important behavioral guidelines in HIV prevention.

While short-term remedies such as wider condom distribution and increased safe sex education should be priorities, much wider interventions such as increasing the economic and social empowerment of women must be improved to reduce women's vulnerability to HIV/AIDS and sexual violence (Kalichman, 2005).

## **2.2. Girl Education in Ethiopia**

History of education in Ethiopia dates back to the time of introduction of Christianity in 330 AD. But towards the end of 19th century, the need for modern education emerged and it was initiated in 1908 with the opening of Menelik II School in Addis Ababa (Asmaru, 2010). In 1906, the first education proclamation was issued, which stated, among others, that "As of today, all six year old boys and girls should attend school. The inclusion of girls in the proclamation itself was a breakthrough traditional education, which was considered as an exclusive domain of men till. Even though, education was free, it did not attract the attention of the people, mainly due to the influence of the clergy, because parents suspected and believed that sending daughters to school would spoil them and the girls would not behave in a manner that was expected of them by their parents. Asmaru (2010) further explains that the next proclamation by Empress Zewditu was another landmark in the history of girl's education in Ethiopia, which forced parents to send their children to school, and failure to do so was to result in penalizing parents for violation of the law. Later, in 1944, a Memorandum of Education was adopted to create access to mass education, address gender equity, and promote literacy. Further, Public Announcements of 1956 and 1964 were introduced to promote basic education for all and to create access by children of 7 – 16 years of age. Later, the country witnessed the Education Sector Review (1972), which was to create access to basic education, keep up quality and relevance of education, but the focus was non-formal education. Moreover, gender was not a point of attention in education during that time.



It was the Education and Training Policy of 1994, which adequately started addressing some of the core issues in education in the country, such as access, relevance, quality and equity. This policy document clearly addresses the participation of women and girls in education at all levels.

### **2.3. Importance of Girls' Education**

Importance of educating girl is a powerful force for their empowerment, as well as for reducing poverty. Girls who are educated marry later and to have smaller better families. Education can translate in to economic opportunities for women and their families. Most work that considers girls' contribution to economic development or poverty reduction focuses on investments in girls' education and health (Lloyd and Young, 2009, Temin and Levine, 2009).

A cross country study on the effect of education on average wages (a proxy for productivity) estimates that primary education increases girls' earnings by 5 to 15 percent over their lifetimes, while boys experience a rate of return between 4 and 8 percent (Psacharopoulos and Patrinos, 2002)

Many researchers have mapped out the relationship between women's education and development. For example it increased participation of women in productive activities, reduced reproductive burdens, improved maternal and family health, and increased opportunities for the education of children, especially daughters (Guday Emirie 2005) also highlight the empowering role of education, that is, the crucial role it plays in increasing women's self-esteem and personal fulfillment through the dissemination of information, knowledge and skills.

The importance of educating girls is entering public consciousness globally. The education of entangle girl is a stimulus for societal change and human development. Studies consistently document that girls' education enhances the welfare of the population and increases the country's economic productivity. Hence, investing in girls' education provides the highest returns, both economically and socially (UNESCO, 2002). Of course, the transformative power of education, especially women's education, as a key to the desired societal development in developing countries has repeatedly been demonstrated. Despite wide acknowledgment of the

value of girl education, women and girls in developing countries, including Ethiopia, are still excluded from the educational system. Many researchers argue that efforts to promote gender equity in the educational system of developing countries are confronted by challenges including poverty, cultural beliefs and practices.

These benefits, according to Agarwal (2004), might include increased economic productivity, high family incomes, delayed marriages, reduced fertility rates, and improved health and survival rates for infants and children. The study by Nigatu (2008) indicated that considerable attention should be paid to improve access and quality at Secondary level education because there is some indication that Secondary level education may provide higher returns, especially for girls. Besides, girl schooling at Secondary level is more consistently and strongly associated with increased decision making and mobility for women. According to Glick (2008), it is also frequently found that the demand for girl's schooling is more responsive than boys' to gender neutral changes in school cost or distance as well as quality.

That is why educating women plays an important role in the socioeconomic development of a country, because it has an important effect on the family in particular and the society in general than men's education. It has been appropriately remarked, "If you educate a boy, you educate an individual; if you educate a girl, you educate the whole family".

#### **2.4. Factors Affecting Girls Academic Achievement**

Conditions that influence the enrollment, participation, continuous school attendance and performance of girls' education have been discussed in a number of ways. With particular reference to Sub-Saharan Africa, Odaga and Heneveld (1995) discussed factors affecting girl education under three categories: socio economic and socio-cultural, factors related to the school environment, and political and institutional factors. Nicola et al., (2008) indicated that some of the critical factors affecting female education include early pregnancy, psychological cost of pregnancy, direct cost of schooling, societal perceptions, the labor market, opportunity costs, family poverty, irrelevant curriculum, insecurity, structural attributes and classroom culture.

The report by MOE (2004a), after studying the issues related to gender gaps in enrolment, retention and performance in primary schools in five regions of Ethiopia, indicated that girls in primary classes are generally low in performance, more in dropouts, more in absenteeism, and less in doing home works assigned from the schools. The report further elaborates the possible reasons for these issues, and indicates that the above mentioned factors are relevant for the country as a whole. Asmaru (2010) indicated that the continuing gender gap in participation in education, as well as high attrition rate and low performance of girls are challenges in the sector to be addressed with priority.

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

#### **2.4.1. Family Related Factors**

Family background is the key determinant factors to students' learning both inside and out sides of the school. On the other hand, some of the most important factors that influence student learning activity as well as their academic achievements are socioeconomic status, parenting practice and aspiration, maternal characteristics, family size and parental education (Majoribanks in Barry, 2006). The environment at home is a primary socialization agent and influences a child's interest in school and aspiration of the future.

Educational attainment is deeply influenced by family background in modern society. To a varying degree academic achievement has played an important role in this attainment process. Because students from an advantaged social background show better academic performance than those from disadvantaged, the influence of academic achievement on educational attainment is clear (Fumiaki & Below, 2009).

Family plays an important role in determining the academic achievement of girls and attitudes of children towards a certain subject. Researchers have identified family variables that could possibly explain how the family influences certain aspects of the child's functioning (Mashile, 2001). These factors include the social class of parents and attitudes toward formal education as it affects their cultural values, parental occupation, demand for child labor, division of labor

along gender lines, parents' education and income levels have been found to have significant positive correlations with their daughters' education (Sackey, 2007).

Various researches had shown that family factors that include family size, family income, parents' education, cultural aspiration and traditional beliefs contribute to girls' low academic performance (Adamu, 2004).

#### **2.4.1.1. Parental Socioeconomic Status**

A brief socioeconomic background scale requiring the subjects to give information on their parents' educational and occupational background as well as on some economic facilities available at home was constructed (Mashile, 2001). Parental educational attainment, Parental involvement, household income and household wealth have informed family contributions to educational attainment of their children especially for their daughters (Cecily, Adams, & amaresh, 2008).

Levine (2006) argues that in Nepal, girls' access to school, and girls' retention and dropout are strongly linked to girls' background such as socioeconomic, culture, area of residency i.e. rural and rural. Likewise, parents of a girl whose background is of a middle- or upper-caste are more open to send their daughters to school. On the other hand, variables like parenting styles, parental support and encouragement for their child's schooling, intellectual stimulation, etc., play a major role in the achievement of all pupils, including low socioeconomic status students (Shel, 2007).

Many studies also indicate that socioeconomic status is the single best predictor of academic achievement, with low socioeconomic status predicting low achievement. Specifically, girls' test scores are more likely to be influenced by family socioeconomic status (Mashile, 2001). Parents' education and income levels have been found to have significant positive correlations with their daughters' education (Sackey 2007).

#### **2.4.1.1.2 Parental Economic Background**

Financial and human capital of parents' affects the academic performance of their children. The cost of schooling for instance, direct costs (fees) and indirect costs like uniform, transport, materials, and opportunity cost are significant to many poorer families influencing a family's decision making (Ndaruhutse, 2008). Parents who are educated (human capital) are assumed to hold stable job (financial capital) and are more inclined to be communicative with their children in terms of their children's education-social capital (Sackey, 2007).

In terms of household economic resources, the magnitude of parents' income is influential in educational choices.

On the other hand, the amount of family income or household resources allocated to children and the timing of their distribution ultimately affects the schooling attainments of children and this is also positively associated with the educational attainment of children (Sackey, 2007). Specifically Parents' occupational status was significantly related to children's intelligence, school achievement, intrinsic motivation, and social maturity.

Higher occupational status is associated with higher achievement, aspiration, and motivation in parents. And higher motivation is also significantly related to higher involvement in children's school work (Yunos and Talib, 2009).

Studies have indicated that children from poor and low parental economic background, on average performed significantly less well than middle-class children. Among the three traditional indicators of socio-economic status, family income had highest correlation with children academic achievement, followed by parental occupational status and educational achievement (Yunos and Talib, 2009).

#### **2.4.1.1.3. Working Load of Girls**

Many children are engaged in either household, paid work or both. This is especially the case for children, particularly girls, in rural areas who are usually expected to help with daily chores such as carrying water and firewood, cooking, looking after younger siblings while their parents are working, or tending animals. It also occurs in urban areas, where

children may be involved in begging, shop and factory work, hawking or prostitution. This work may be regular or seasonal and clearly affects school attendance, often leading to repetition or dropout especially for girls (Ndaruhutse, 2008). Similarly, Nammuddu (in Teshome, 2002) argued that In Uganda, poor performance of girls has relations with the greater demand on their time to perform household chores including fetching water and wood, cooking and the care of younger siblings. If children are spending too much of their time offering their labor at the household, it is likely that their school attendance will be poor resulting in low achievement or high repetition and eventual dropping out of school (Chimombo et al., 2000).

A study in Zambia, show that the average girl spends times for household chores are four times more than that of boys on directly productive work. And, what is even more striking is the time girls spend on this activity boys spend in school. Moreover, poorer girls work more than wealthier girls. A study in rural Java in the early 1990s showed that poor girls work, on average, 94 hours a month, while girls from the wealthiest households work 26 hours a month (Kane, 2004).

This indicated that children from economically well-to-do families, mainly those living in towns, are not engaged in heavy work. This is because rich families can employ housemaids in order to support their daughters in attending school instead of involving them in household chores. Usually girls from poor families, in both rural and urban areas, are involved in heavy activities like cooking, cleaning and looking after siblings (Poluha in Yisak, Workneh and Asham, 2009).

Bryant (in Chimombo et al., 2000) noted that many children in Malawi began working at very early ages and were not enrolled in school at all. They noted that they spent their time child minding their siblings, working on the estate farms, in family fields and with herds or on the lake. Other studies have showed that girls on average spend more time on domestic chores than boys. In the case of Ethiopia girls may work up to seven days a week, and 80 hours a week. As a result, they have little time for study, doing homework and play; some of them drop out of school because of the workload in the home of their employers (Yisak, Workneh and Asham, 2009). The division of labor at home meant that girls in rural areas had little time for studying at home.

Girls in Africa and, in fact, in almost every region of the world work more than boys, regardless of whether they are in school and of whether adult women are present and working in the household. This has implications, not only for costs, but also for dropout and repetition rates, performance and achievement (Kane, 2004). Especially, chore time or the amount of time girls spend on chores and other productive activities such as marketing reduces the time and energy they spend in schools, affecting their success and persistence (Teshome, 2002).

Most of the girls perform various chores before going to school for periods ranging from 30 minutes to 2 hours. This means that for some of the girls their school day starts very early in the morning. Activities performed by the girls before going to school included hauling water, cleaning, preparing food and in some cases collecting firewood. Activities like hauling of water and firewood can mean travelling over fairly long distances with considerable loss of energy which might affect participation in class (Chimombo et al., 2000)

#### **2.4.1.1.4. Family Size**

Educational attainment is deeply influenced by family background in modern society To a varying degree academic achievement has played an important role in this attainment process. Students from an advantaged social background show better academic performance than those from disadvantaged (Ojima and Below, 2009). Due to the fact that parents in large families cannot interact as closely with their children as those in smaller families, children from higher family size achieved lower academically (Lewis, 2005). On the other hand, when large family face problem in educating their children, they are forced to educate boys at the expense of girls. Even those who are aware of the importance of girls' education do so, as boys are assumed to be a 'bread winners' and hence need more education than girls. Moreover, in large family size, there is a great need for girls' labor at home (Adamu, 2004).

On the other side, first born girls' are more likely to learn habits of responsibilities and hard work and they are learning to care for their younger siblings. For instance, Ruth, Cynthia, Margaret, and Caren, (2008), described this fact as follows.

I am the first child of my parents; I have a small brother. If the first child were a son, my parents might be happy and confident, as their future is assured by having a son. But I am a

daughter. I complete all the household tasks, go to school, again do the household activities in the evening, and at night only I do my school homework and I study. Despite all the activities, my parents do not give value or recognition to me. They only have praise for my brother, as he is the son.||—Girl, age 15, Nepal

Adamu (2004) in his study also show that those girls from small families will spend more time with parents than with peers and siblings, as compared to girls, from large families. This indicates large family size affects girls' academic achievement, because girls spend much more time performing housework than do boys. Besides, even girls from small families have time to their homework and their study, parental attitude also play a great role for their academic achievement.

#### **2.4.1.2. Parental Attitudes and Expectation**

A family plays a great role for the successful achievement of students at all levels of education. However the role of family is very essential in the case of girl students in terms of moral and material supports (Sewent, 1995). Particularly, parental attitudes determine a child's chances of education. Parents control the initial decision of a child to attend school and often influence the nature of a child's participation in education (Chimombo et al., 2000). Similarly, parental aspirations and expectation are key factors in the overall progress of their children school performance as well as their latter life (Adamu, 2004). Genet (1998) stated that most parents treat their sons and daughters differently in regard to their future roles, expectations and education. Boys encouraged in ways that will enable them to achieve, compete and win, while girls are discouraged to develop such traits. Such encouragement helps the boys to develop the sense of competitiveness in their educational endeavors.

Several studies indicated that parental attitudes are found to be an important factors affecting girls' education in terms of enrolment, persistence and completion especially in developing countries. In many Africa society for instance, the expectation of parents for their daughters are not as high as that of their sons because they believed that education for girls is not considered as crucial as it is for boys (Seifu, 2007).



The Malawi Primary School Study (1989) found that boys received more parent-supplied exercise books than girls did. Support for children's schooling may influence persistence with school and achievement (Chimombo et al., 2000). Because educating girls' for parents in some Africa countries are considered as a lost investment as compared to boys, this indicated that parents believes that their sons' education is greater than their daughters education because of the fact that boys have better access to the world of work than their peers (Graham; Rose et al.; and Julien and Majake in Seifu, 2007). Likewise, Davison (1990) found that very few mothers in Malawi thought it was more important to educate girls than boys. The reason most cited was that girls got married or conceived during the school cycle resulting in wastage and loss of the educational investment. In the case of Kenya, mothers preferred to invest in daughters' education because daughters were seen to be more responsible than sons by providing financial assistance to the family. None of the fathers in both Kenya and Malawi gave any preference to educating girls (Thawe and Sagaw in Chimombo et al., 2000).

### **2.3.2. School Related Factors**

School related factors play a significant role for students' academic performance. These may ultimately lead to underachievement which results in repetition; a precursor for dropout. Arguments against repetition basically stress that repetition has potentially harmful effects on students' self-esteem and attributes towards schooling and increases the likelihood of dropping out of school (Chimombo et al., 2000). Indeed, some studies have actually shown that this relationship does exist. School environments also seem to affect the two sexes differently. Others have argued that the school environment especially the teachers' attitudes, behavior and teaching practices have perhaps the most significant implications for girls' persistence and academic achievement (Odaga in Teshome, 2002).

School factors like school facilities, teacher attitudes, teaching methods, the presence of female teacher, conducive classroom environment, curriculum content and text book contribute to the short coming in education of girls (Njeuma, 1993; Miriam, 1994; and Kane, 1995)

#### **2.4.2.1. School Facilities**

Facilities at the schools are divided into two categories. The first category consists of classroom facilities and the second category is school wide facilities. It has been shown in many studies that classroom effectiveness is increased significantly with increased inputs such as books, desks and learning and teaching aids (Mwamwenda in Chimombo et al., 2000). World Bank (1988) clearly stated that poor conditions of the school facilities such as lack of furniture, the absence of separate latrines for girls in the school and so forth discourage the learners themselves and parents to send their daughters to school. In tackling the issue of school environments it has also become popular to investigate the presence and conditions of such school facilities as toilets.

This is especially in view of the potentially negative effects that the absence of such facilities may have on girls' persistence in schools (Tembon et al., Rose et al., & Herz in Chimombo et al., 2000).

Even though well-equipped laboratories, library, science kit and pedagogical center as well as conducive class rooms enhance the teaching and learning of science and mathematics and other subjects, most schools do not have adequate facilities and equipment for the effective teaching of science subjects (Sackey, 2007). Besides, it is obvious that the absence or shortage of instructional materials might also affect the effective teaching-learning process. The scarcity of learning materials in the school has been the serious problem to educational success for students' particularly female students in developing countries.

#### **2.4.3.2. Teachers' Quality**

Teachers' competence which have been examined for their relationship to student learning include, measurement of academic ability, years of teacher experience, measures of subject matter and teaching knowledge, certification status, and teaching behavior in the class room (Tilahun, 2007).

Teacher's performances for students and the quality of instruction given as a result of these preferences also appeared to be a significant factor in explaining the relation between classroom conducted and student academic achievement.

Teachers, to be effective in their profession they need to possess the professional skill, attitude and knowledge that enable them effective in their assignment. It is surely plausible to suggest that in so far as teacher's knowledge provides the basis for his or her effectiveness, the most relevant knowledge will be that which concerns the particular topic being taught and the relevant pedagogical strategies to the particular type of pupils to whom it will be taught (Dyrne in Tilahun, 2007). However due to lack of academic and pedagogical knowledge, teachers often use teacher-centered learning approaches such as lecture methods. The students are therefore passive learners who are expected to listen and only observe. This diminishes the interest of students in the subject because the content is too abstract, and, in many situations, has no relevance to their daily lives. Gender bias has also been observed in the class room, especially teaching of science and mathematics. Teachers in this regard tend to use positive reinforcement more on boys (Wasanga, 2002). The result of gender inequity in instruction contributes to avoidance of certain career subject areas on the part of girls and low performance (Temechegn, 2005). Temechegn in his study compared the spatial ability of boys and girls in both German and Ethiopian schools (grades 7-12).

He found that in both cases boys out performed girls in the classroom and that although the teachers and the methods they employed were not intentional to the detriment of the girls. Of course, such gender differences are not solely the result of what happens in the classrooms. However, there are many teacher behaviors and teaching strategies that contribute to these problems (Temechegn, 2005).

For instance, a study conducted by UNESCO in 1984 concluded that: (a) teachers spent more time talking to boys and allow them to respond more than girls in classrooms; (b) girls had to wait longer for an answer or assistance; (c) teachers knew a great deal more about the boys they teach; (d) teachers prefer to introduce topics that are usually associated with boys; (e) majority of teachers prefer to teach boys, even though more stated that it was easier to teach girls (Tilaye and Bedru, 2006).

A study conducted in Ethiopia indicate that among different factors, lack of qualified teachers in the in the upper primary school are the main factors contributing to girls' low academic performance (Yisak, Workneh and Asham, 2009). A great number of teachers in Grades 5–8 do not meet the certification standard, since a diploma from a Teacher Training College is required for teachers in the second cycle of primary school (MOE, 2005b).

#### **2.4.2.3. The availability of Role Model Female Teachers**

Teachers are the most important role models for both boy and girl students in the school as well as out of the school. Especially the promotion of role model such as female teachers has been a strategy to encourage girls' education particularly young girls in rural areas and widely accepted as a means of promoting greater gender equality (UNESCO, 2003). Studies have shown a positive impact from women teachers on girls' (and boys') achievement. A female role model can support and encourage girls to successfully complete their studies and may be even continuing studying to become teachers, themselves. She can also be there to listen to any problems and provide guidance when necessary. In schools where girls are in the minority, especially, the presence of one or more female teacher may also ensure protection for girls from unwanted attention from boys or male teachers, and even from sexual abuse and exploitation (Jackie, 2008).

According to Bowman and Anderson (in Kassa, 2006) in all aspects of girls' schooling the availability of female teacher is salient as both an instrument and a product. The presence of female teachers in the teaching staff can attract girls to learn by providing a guarantee to parents to enroll their daughters. In addition, the presence of female teacher contributes to the development of a positive attitude among the rural people towards girls' education (Miriam, 1994). For instance, in some area of Afghanistan, Pakistan and Bangladesh, the placement of a woman teacher can have an immediate impact on access. Even where the presence of male teachers is not necessarily a barrier to girls' enrollment, parents may prefer women teachers over men.

A study in Nepal indicates that mothers feel more comfortable talking about their children with a woman teacher (Jackie, 2008). In Botswana, a consistently positive relationship was found to

exist between schools with a higher proportion of female teachers and improvements in girls' achievement levels, which was accomplished without any disadvantage to boys (Kane, 2004).

Africa has the lowest proportion of female teachers in the world (Kane 2004) and teaching is still a male-dominated profession in many low-income countries and in some societies, rural families are unwilling to hand over their daughters to a male teacher, due to shortage of female teachers as well as female civil servants in the local area, and lack of infrastructure can frustrate both parents and female students to enroll. This can affect the participation of female students in education in general (Kassa, 2006).

In Kenya, women are consistently under-represented in science and mathematics based institutions at the national level. For example, in 1998, female practicing teachers represented 42% of the total number of teachers in primary and 35% in secondary schools. The number of women, relative to men, who teach science and mathematics at the primary and secondary levels, reveals a worse situation. At the primary level, the majority of female teachers are assigned to teach lower primary classes, while at upper primary classes, science and mathematics are mostly given to male teachers (Wasanga, 2002). This situation tends to stereotype the female pupils against science and mathematics which adversely affects the performance of girls in these key subjects because they have no role models to relate to at this level.

#### **2.4.2.4. Teachers' Attitude**

Teachers' attitudes towards girls' education and their awareness of gender issues play a significance role in the success and failure of girls' education. School teachers, no matter how well educated seemed to promote traditional attitudes towards their girl students. Such differential treatments of girls from boys or low expectations of girls often lead to reduction of confidence among them, and the development of negative attitudes towards school learning (Tilaye and Bedru, 2006). This problem is rooted in societal beliefs which teachers bring into the classroom situation. This can therefore be linked to the cultural beliefs which tend to look at females as having less ability than males and hence leads to the marginalization of girls in

the classroom and further de-motivates girls in their academic pursuits (Chimombo et al., 2000).

Both male and female teachers have negative attitudes towards girls' abilities to perform well in different subject. Among the reasons given by teachers for gender differences in performances in these subjects include girls' fear of the subjects, lower determination and intelligence in girls than in boys (Wasanga, 2002). Both male and female teachers have been found to have lower expectations of girls' academic ability. Boys are perceived to be intelligent, hardworking, motivated and co-operative whilst girls are perceived to be easy to control, passive, calm and submissive (Kainja and Mkandawire, 1990). In addition, teaching practices have been observed to have negative consequences for girls' education. Boys are called more often than girls to answer questions in a class (Davison and Kanyuka, 1990). A study conducted by UNESCO (in Tilaye and Bedru, 2006) concluded that:

(a) teachers spent more time talking to boys and allow them to respond more than girls in classrooms; (b) girls had to wait longer for an answer or assistance; (c) teachers knew a great deal more about the boys they teach; (d) teachers prefer to introduce topics that are usually associated with boys; (e) majority of teachers prefer to teach boys, even though more stated that it was easier to teach girls; and (f) teachers had different expectations for boys and girls. (p. 405)

Because teachers tend to ask more difficult questions boys than girls and also tend to give boys more time to answer questions and are more likely to openly make negative remarks about girls' abilities (Wasanga, 2002).

This indicated that teachers' attitude, low expectation and teaching practices have important implications for the success and persistence of girls in schools.

Studies from several countries in Sub-Saharan Africa indicate that both female and male teachers believe that boys are academically better than girls (Anderson-Levett et al.; Brock and Cammish; Fofanah; Davison and Kanyuka in Teshome, 2002). In many countries there are indications that teachers paid more attention to boys than girls in the classrooms. Still in others there are conditions where boys are being given priority in the distribution of books and other

learning materials. In Mozambique, there is little communication between pupils and teachers, and that the higher rate of failure for girls might be due to inequality of treatment (Palme, 1993)

Regarding to Ethiopia, research findings have consistently shown that class room interactions favor boys more than girls i.e. boys' greater use of verbal and non-verbal language to dominate more of the teacher's time in terms of attention and classroom control and girls are much less likely to ask questions, to respond to questions and in general to participate in the class room (Emebet in Seifu, 2007).

It is no wonder that girls have been performing significantly poorer than boys in science and mathematics for a long time.

Research findings have consistently shown that girls have been performing significantly poorer than boys in science and mathematics for a long time (Wasanga, 2002).

## **CHAPTER THREE**

### **3. RESEARCH DESIGN AND METHODOLOGY**

#### **3.1. Design of the Study**

The main intent of this study was to find out some of the factors that hinder girls' academic achievement in upper primary school in Toke Kutaye woreda. Thus, in order to achieve this objective, the study employed descriptive survey methods (cross sectional approach) since the study relies on existing variations and data collection made at one point in time. Moreover, the study also used both qualitative and quantitative approaches because mixed approach as a methodology incorporates multiple approaches in all stages of research from problem identification to research questions, data collection, and data analysis (Taddlie and Tashakkori, 2003).

#### **3.2. Source and Nature of Data**

In this study both primary and secondary sources of data were used to gather the relevant information as presented below.

##### **3.2.1. Primary sources**

The primary sources of data used in the study were girl students of grade 7 and 8, teachers, school principals, students' parents and woreda education office experts.

##### **3.2.2. Secondary sources of data**

The secondary data relevant to the study included various government and non-governmental organizations documents. More specifically, written documents (published and unpublished) such as, reports, proposals, school dairies and other relevant official documents found in the schools and education offices.



### **3.3. Data Gathering Instruments**

Primary and secondary data were employed. Closed-ended questionnaire and structured and semi structured interviews were used to collect the primary data. Moreover, literature reviews, books, magazines and related researches were also used as secondary sources of data for the study.

#### **3.3.1. Interview**

Structured and semi-structured interviews were conducted with students' parents, school principals, teachers and woreda education office experts. Guiding questions were prepared and interviews were conducted in the Mother tongue (Afan Oromo).

The respondents were asked both general and specific questions, with the aim of getting information about the socio-cultural practices and economic factors and its relations to girls' education.

#### **3.3.2. Questionnaires**

Close-ended items were prepared to collect data from the teachers and girl students. The questionnaires were distributed to gather information about socio-cultural and economic factors and other influences on girls' education. The questionnaires were translated into "Afan Oromo" by the English teacher who has Bachelor of Art degree in English major and Afan Oromo minor. This was to enable them easily understand the questions.

A pilot test was conducted at Tokuma Primary school on 9 teachers and 25 grade 7 and 8 girl students. This is done by the researchers to check the reliability and validity of the questionnaire before final survey started. The overall questionnaires for each variable was tested by using Cronbach's alpha in a way that the researcher have explained for the respondents about the objective of the study and how to respond to the questionnaires (Hair et al., 2002).

The testing of the research instruments in an important step in the study in order to establish the content validity of the questionnaires. In order to analyze the validity, before data

collection, the content validity of the instruments was established by conducting extensive literature review, and then experts from academics thoroughly review the questionnaire.

Even if the reliability of the questioner was tasted in the pilot study of this research and also for accuracy analysis and interpretation, its reliability is tasted for the second time. According to Cortina (1993) when we use a likert scale data, the lower cronbach alpha coefficient must be 0.58. Thus, initially the model incorporates 24 items with cronbach alpha -0.51 that supposed to be factors of socio-cultural and economic factors affecting girls' education and by checking its reliability of the variable called students parents' equally support boys and girls to attend school, students families provide school materials on time for their children, students' parents have an attitude that boys and girls have equal intelligence and can perform equally in their education and students' parents have thinking that daughters have to become mothers in the future and work at home are removed from the model because of these variables are not consistence internally.

Thus, after removing of these nine variables from the model cronbach alpha coefficient reach to 0.967 and this value high (0.80 or higher), then this suggests that all of the items are reliable and the entire test is internally consistent.

Table 1 KMO, Bartlett's Test and Crobach's alpha result

<b>KMO, Bartlett's Test and Crobach's alpha</b>	
Kaiser-Meyer-Olkin Measure of Sampling	0.877
Adequacy.	
Bartlett's Test o	Approx. Chi-Square
	5347.744
f Sphericity	Df
	136
	Sig.
	0
Crobach's alpha	0.967

**Source: - SPSS output**

The Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy is utilized to ensure that the samples used are adequate. According to Field (2007), if the KMO values within a range of 0.8 to 0.9 are great and if the Bartlett's Test values are below 0.005 it indicates that the data are suitable for multivariate statistical analysis like exploratory factor analysis and also Cronbach's alpha coefficient above 0.8 means the items are consistent internally. Thus, the value in the table above indicates that the KMO result is great and suitable and the data reliability is also highly acceptable.

### **3.3.3. Documents**

Forms were used to collect secondary resources of records and any relevant data from the sample schools and woreda education office, regarding girls' education and their academic performances. Documentaries (officially published and unpublished) such as; attendances, annual abstracts, reports and other official documents in different offices of the study area were used together as relevant data for this research.

Besides, the data collected by administering the above instruments, other related pieces of information were collected, in a form of field notes, during the process of data gathering in the field

### **3.3.4. Observation**

In order to evaluate how far the school environment is conducive to girls, observation was used as one of the data gathering instruments. The instrument was used only to check school facilities like the availability of separate latrine, water, and library as well as school classrooms.

## **3.4. Procedures of Data collection**

The researcher adopts three steps in collecting the data for the study. First related literature was reviewed to get adequate information on the topic.

Second objective and research question were formulated to show the direction of the study. Third, data gathering tools were developed and piloted. Questionnaires were distributed and collected. Finally the interview was conducted.

### 3.5. Sampling Techniques and Sample Size

The selection of sampling techniques for the study was based on the representativeness and resourcefulness of the sample. From six selected second cycle primary schools by using purposive sampling technique.

Before random selections of students, target population were stratified based on their sex and grade level. Teacher respondents also selected from each department by using stratified sampling techniques and parents were chosen by using availability sampling.

From the above selected area, the study used 136 grade 7 and 8 girl students. Besides, 26 teacher from language, mathematics, natural and social science, departments, girls' club leader (female teacher) were also part of respondents. In addition to these, and six (6) school principals, 32 students' parents, and four (4) education experts' selected from woreda education office used as a source of information (see Table 2).

Table 2 Types and Number of Participants in the Research Area

	Grade 7 & 8 Total No Student Girls	No of Sampled	Other Participants			
			Teachers	Parents	Principals	Woreda education experts
			Both Sex	Both Sex	Both Sex	Both Sex
	147	14	4	5	1	4
<b>Gimbi Bila</b>	241	19	5	5	1	
<b>Odo Bari</b>	314	24	3	5	1	
<b>Toke Mugno</b>	207	16	5	6	1	
<b>Guntar</b>	283	20	5	6	1	
<b>Wajira</b>	652	43	4	5	1	
<b>Total</b>	<b>1844</b>	<b>136</b>	<b>26</b>	<b>32</b>	<b>6</b>	<b>4</b>

Source: Toke Kutaye woreda Education office Annual abstract of 2014/2015

### **3.5. Method of Data Analysis**

The researcher collected both quantitative and qualitative data from sample respondents. The data were obtained through questionnaires, interviews and documents. The information was grouped into themes, based on the general and specific objectives used in the study. Specific data analyzed in tabular presentation to make the findings simple and more readable.

After the completion of data collection, both the qualitative and quantitative data from the interview schedule were coded, entered into the computer, and analyzed. Quantitative data were analyzed using simple descriptive statistics (percentage, frequency) were used for both socio-cultural and economic factors data. Moreover, the qualitative data were also analyzed, using simple descriptive statistics methods (percentage). The results of data analysis were summarized and presented under next part of this paper in form of table.

## CHAPTER FOUR

### 4. ANALYSIS AND INTERPRETATION OF THE DATA

The result of this study focused on factors hindering girls' academic achievement in Toke Kutaye woreda second cycle primary schools. This part of the study is therefore deals with analyzing and interpreting the collected data through questionnaire, interview and observation as well as secondary source of data which was made based on the research questions.

#### 4.1. Characteristics of the Respondents

As stated in chapter three, in this study different group involved as a primary source of information i.e. students, teachers, school principals, parents of girls', and education experts were involved. In order to give clear picture about the respondents involved in the study, some of their major characteristics were presented.

##### 4.1.1. Background of Student Respondents

Out of 136 questionnaires that distributed for grade seven and eight girl students in the selected schools, 128 girl students' questionnaires were filled correctly. The rest eight (8) girl students' questionnaires were rejected, since their response is incomplete.

Table 3 Age of Student respondents

School Name	Age of girl students (N= 128)				
	Below 13Years	13 & 14 Years	Above 14 Years	Total	
Tokuma	1	8	12	21	
Gimbi Bila	2	10	14	26	
Odo Bari	3	5	9	17	
Toke Mugno	2	9	8	19	
Guntar	3	8	13	24	
Wajira	1	11	9	21	
Total	N	12	51	65	128
	%	9.4	39.8	50.8	100

As it can be observed in Table 3, all 128 (100%) of the respondents were girls. With regarding to their age, 51 (39.8%) of girls were with appropriate age level for grade seven and eight educational levels. On the other hand 65 (50.8%) of girls were over aged to this specific grade level. This indicates 90.6 percent of students were 13 and above Years of age.

#### 4.1.2. Background of Teacher Respondents

The second groups of respondents in this study were teachers. In this regard from the six randomly selected second cycle primary schools, 26 (100%) of teachers filled the questionnaires properly. Out of 26 teacher respondents, 53.8 percent were male and the rest 46.2 percent were female teachers.

As it can be observed from Table 4, 46.15 percent of teachers were between the range of 21 and 30 years of age and 30.77 percent of teachers were between the range of 31 and 40 years of age. The rest 15.38 percent and 7.7 percent of teachers were aged between 41 and 50 and also 51 and above years respectively. This indicates that teachers respondents were from different age groups and great majority (76.92 percent) of teachers were within the active age groups.

Table 4 Teacher Respondents by their Age, Service Year and Educational Qualification

Age			Service Year			Educational Qualification		
Years	N	%	Year	N	%	Level of Qualification	N	%
21-30	12	46.15	1-10	11	42.3	Certificate	1	3.84
31-40	8	30.77	11-20	9	34.62	Diploma	23	88.46
41-50	4	15.38	21-30	4	15.38	Degree	2	7.7
51 and above	2	7.7	31 and above	2	7.7			
Total	26	100		26	100		26	100

Concerning the service year of teacher respondents, the teaching experience of 42.3 percent of teachers were in the range of 1 to10 years, 34.62 percent of teachers had thought for 11 to

20 years. The rest 15.38 percent and 7.7 percent of teachers had thought from 21 to 30 years, and above 31 years, respectively.

Regarding to their educational qualification, 88.46 percent of teacher respondents have diploma and, 7.7 percent of teacher has their first degree and the rest 3.84 percent of the respondents graduated from Teacher Training Institute. According to the New Education and Training Policy, diploma is the minimum requirements of qualification to teach in the upper primary schools (TGE, 1994). Based on this requirement, 88.46 percent of the respondents were on the right path of the minimum requirements of Ministry of Education.

#### 4.1.3. Backgrounds of Girls' Parents Respondents

Table 5 Student Respondents with their Parents' Occupation

Items	Students Respondents (N=128)			
	Fathers		Mothers	
	N	%	N	%
Farming	108	84.38	19	14.84
Trade	15	11.72	8	6.25
Government Employee	5	3.9	3	2.34
Not Employed	0		0	0
House Wife			98	76.57
Total	128	100		100

As it can be seen in Table 4, 84.38 percent of student fathers', and 14.84 percent of their mothers' occupation is farming. Trade is the occupation of 11.72 percent of students' fathers and 6.25 percent of their mothers. Besides, 3.9 percent and 2.34 percent of their fathers' and their mothers' respectively were government employee. The others, 76.57 percent of students responded that their mothers were house wives.



This implies, out of the five mentioned items great majority of students' fathers were farmers. On the other hand, great majority of students' mothers were housewives. The second main activity was trade.

## 4.2. Trends of Student Performance and Dropout in Toke Kutaye

### 4.2.1. Trends of Student Dropout Rate in Toke Kutaye

Table 6 Toke Kutaye woreda education office Upper Primary School Dropout rate from 2012 to 2014

Year	Grades									
	5		6		7		8		5-8	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
2012	8.8	10.5	8.1	9.6	8.2	10.7	3.6	6.3	7.2	9.3
2013	8	9.9	6	8.5	7.4	11	5.2	6	6.7	8.9
2014	7.2	8.7	5.2	6.9	6.7	12.8	4.3	7.7	5.85	10.2
Average	8	10.37	6.43	9.03	7.43	11.50	4.36	6.67	6.58	9.47

Source: Toke Kutaye woreda education office statistics section

As it can be seen in Table 6, with in the three consecutive years, the dropout rate of boys from grade 5 to 8 decreased from 7.2 percent to 5.85 percent which is by 1.35 percent. While, within the same years the dropout rate of girls increased from 9.3 percent to 10.2 percent which shows an increase of 0.9 percent. On average, 6.58 percent and 9.47 percent of boy and girl students dropping out from the above grade levels each year. This shows the dropout rate of girls' exceed by 2.89 percent that of boys.

### 4.2.2 Trends of Student Repetition in Toke Kutaye woreda

In Toke Kutaye woreda from 2012 to 2014 average of 14.26 percent of boys and 20.67 percent of girls were repeaters in the upper primary school. In these three consecutive years the repetition rate was decreased from 17.4 percent to 10.1 percent by 7.3 percent for boys

and from 24.8 to 14.4 percent by 10.4 percent for girls. Even though the woreda level repetition rate decreased in both sex from year to year, the rate was higher for girl students than the boys.

Table 7 Toke Kutaye woreda Upper Primary School Repetition Rate from 2012 to 2014

Year	Grades									
	5		6		7		8		5-8	
	M	F	M	F	M	F	M	F	M	F
2012	8.9	11.7	7.3	10.1	14.7	23.5	38.7	53.9	17.4	24.8
2013	8.2	9.8	5.6	9.5	11.6	19	35.7	52.7	15.3	22.8
2014	5.5	6.8	3.8	4.8	7.1	10.5	23.9	35.4	10.1	14.4
Average	7.53	9.43	5.56	8.13	11.13	17.66	32.76	47.13	14.26	20.67

As it is shown on Table 7, in grade five and six the repetition rate of students was lower than that of grade seven and eight. However, in each grade level the number of girls' repeaters is higher than that of boys. When we see the 2012 upper primary level student repetition rate, on the average 21.1 percent of students were repeaters. Out of this, 17.4 percent and 24.8 percent of students were boys and girls respectively. In this year, the repetition rate of the girl students exceeds by 7.4 percent of boys repetition rate. This indicated that repetition of girl students is a serious problem in Toke Kutaye woreda.

Many researches results indicated that grade repetition can be associated with participation of students. For instance Anbesu in his study indicated that females' participation and performance in Education in Ethiopia is at a lower level as compared to boys. In this regard, some of the crucial problems in which girls are facing presently are: more girls repeat classes than boys, and most girls perform less than boys in nearly all subject areas at every grade level (Anbesu, in Ager, 2002)

### 4.2.3. Family Related Factors

This section analyzes family related factors that affect girls' academic achievement negatively in the upper primary schools of the woreda. In this regard, students, teachers, and parents of girls' were sources of information.

#### 4.2.3.1. Parental Support towards Girls' Education

Parental support plays a significant role towards improving student academic performance in general and girls' academic performance in particular. In this regard different questions raised for students, parents of girls and teachers respondent. As it is shown in Table 8 below, out of 128 girls' respondents 88.8 percent of them accepted that most often they get different types of educational material support that helps for their academic performance. The rest 11.2 percent of girls' couldn't get any kinds of support from their parents.

Table 8 Girls response about their parents support

Items	Response and percentage of Girls respondent (N=128)				
	SA	A	D	SD	Total
Most often I supported by parents for educational materials that helps in my academic performance.	61.2	27.6	6	5.2	100

**Note: SA-Strongly Agree, A- Agree, D-Disagree and SD- Strongly Disagree**

As it is shown in Table 8, 61.2 percent of girls strongly accepted that most often they supported by their parents for educational materials that helps in their academic achievement and 27.6 percent of girls also agreed that they get different support from their parents.

According to the great majority (88.8 percent) of girl respondents, it can be deduced that most of girls' parents support their daughters by education by educational materials.

The environment at home can have a significant impact on the schooling of girls' either positively or negatively. The environment at home can reinforce what girls' learn at school.

Besides, materials and resources found in the home can promote the learning of children at home particularly for girls. In this regard, the role of parental support towards their daughter is very significant. In the case of Toke Kutaye out of 128 girls' respondent who gets support from their parents, gives their own witness to the degree of their parents support for the following items (Table 9).

Table 9 Girls Student Response on Parental Support to their Daughters' Education

SN	Items	Percentage of girls respondent (N=128)									
		VH		H		M		L		Total	
		N	%	N	%	N	%	N	%	N	%
1	They provide supportive learning material	56	43.5	22	17.1	16	12.5	34	26.9	128	100
2	They designed appropriate reading schedule	26	20.4	20	15.9	31	23.9	51	39.8	128	100
3	The arrange enough time study at home	29	22.2	23	17.6	43	33.9	33	26.3	128	100
4	They share and/or give my house hold task for others.	21	16.3	29	22.9	27	21.3	51	39.5	128	100
5	They encouraged me to do my school homework and to study properly.	30	23.1	15	11.8	33	25.7	50	39.4	128	100

**Note: VH- Very High, H- High, M-Medium and L-Low**

As it can be observed from Table 9 above, among 128 girls' who get support from their parents 43.5 percent and 17.1 percent of them get very high and high levels of supportive material respectively. 26.9 percent of girls could get low level of material support from their parents. On the other hand, even though the rate of the extents of involvement is less as

compared to item one, 22.2 percent and 17.6 percent of the girl respondents respectively agreed that their parents support them by arranging enough time for reading purpose.

Regarding to item two, 20.4 percent and 15.9 percent of girl respondents agreed that parental extents of involvements towards planning their daughters' reading schedule is very high and high respectively. However 39.8 percent of girls agreed that parental involvement to develop their daughter reading schedule is below the required level.

In item two parental level of involvement to support their daughter education as compared to item one and three is less.

In the case of item four and five parental level involvement to support their daughters' education is low. For instance, 39.4 percent of girls said that parental encouragement for their daughter to do their homework and study properly is at lower level. On the other hand, 39.5 percent of girls also agreed that their parents show low level of involvement in sharing household activity with their daughters or to give an order for others. These low levels of parental involvement especially in items two, four and five contributed for girls having low academic achievement.

**Table 10** Students' Response on Parental Support to Send their Daughters to Tutorial

Item	Girls' Respondent in % (N=128)							
	SA		A		DA		SD	
	N	%	N	%	N	%	N	%
Parents most often were not interested to send their daughters a tutorial class that conducted out of the regular program.	62	48.3	37	29.2	15	11.7	14	10.9

As it can be seen in Table 10, 77.5 percent of girls accepted that most parents did not allow their daughter to attend a tutorial class. The other 22.6 percent of girls agreed that most of the parents allowed sending their daughter to attend tutorial program. This implies that majority

of girls couldn't get a permission from their parents for attending tutorial class that conducted out of the regular program.

Table 11 Girls Parent Response on Parental Responsibility towards their Children Education

Item	Girls' Respondent in % (N=32)									
	SA		A		DA		SD		Total	
	N	%	N	%	N	%	N	%	N	%
Most parents in your local area didn't follow their children academic performance.	20	62.9	8	25.2	1	3.8	3	8.1	32	100

As it can be observed in Table 11, 62.9 percent of parents of girls' respondent strongly accepted that most parents didn't follow their children academic performance and 25.2 percent of parents also agreed the statement that mentioned in item one. The other 11.9 percent of girls' parents agreed that most parent in their local area follow their children academic performance.

Table 12 Teachers Response on Trends of Parents to discuss their Daughters' Education

Item	Girls' Respondent in % (N=26)									
	VH		H		M		L		Total	
	N	%	N	%	N	%	N	%	N	%
The extents of time that parents spent to visit your school to discuss their daughters' academic performance and other related issues.	1	2.9	2	8.6	6	23.1	17	65.4	26	100

Parent-school relationship plays a significant role for parents and the schools themselves to get adequate information about the existing situation of the school and to exchange information about their children particularly their daughter educational profiles.

However, most parents in the sample schools do not have any experience to visit their children school to discuss on issues related to their daughter academic status. Because as it is shown in Table 12, out of 26 teachers respondent 65.4 percent of them agreed that the extents of time that parents spent to visit the school to discuss their daughters academic performance and other related issues is at lower level.

#### 4.2.3.2 Parental Occupation

Parental occupation has a significant role on girls' academic achievement. As many research findings show that girls that have well family structure, well-educated parents and occupation have good opportunity to achieve good academic performance.

Table 13 Occupation of Respondent Parents

SN	Occupation	Parents' of Girls Respondents (N=32)					
		Male		Female		Total	
		N	%	N	%	N	%
1	Farming	15	46.9	3	9.4	18	56.3
2	Trade	2	6.3	0	0	2	6.3
3	Government Employee	1	3.1	0	0	1	3.1
4	Not employed	0	0	0	0	0	0
5	House wife	0	0	11	34.3	11	34.3
Total		18	56.3	14	43.7	32	100

As it can be seen in Table 13, out of 32 parents of girls respondents 46.9 percent of male and 9.4 percent of female respondents were farmers and only 6.3 percent of male respondents were merchants. The other 3.1 percent of girls' parents were government employee. And 34.3 percent of mother (female) respondents were house wives. This implies that out of the five mentioned occupations, great majority of parents of girls' respondent occupation are farming. House wives mothers also great in number.

Table 14 Students and Parents of Girls Response on Parental Occupation and its Effect on Girls' Academic Performance

Item	Students								Parents' of Girls							
	Respondents (N=128)								Respondents (N=32)							
	VH		H		M		L		VH		H		M		L	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
To what extent parental occupation affects girls' academic achievement?	37	28.9	35	27.3	35	27.3	21	16.5	12	37.5	14	43.7	3	9.4	3	9.4

Out of 128 students and 32 parents of girls' respondents, 28.9 percent students and 37.5 percent of parents agreed that parental occupation have very high extents of impact on girls' academic performance. 27.3 percent of students and 43.7 percent of parents agreed that parental occupation highly affects girls' academic performance. The other 16.5 percent of students and 9.4 percent of parents agreed that the effect of parental occupation for girls' academic performance is low (Table, 14).

#### 4.2.3.4. Family size

Table 15 Students and Parents response on Family Size

Family Size	Students family Size		Parents of Girls' Family Size	
	Respondents ( N=128)		Respondents (N=32)	
	N	%	N	%
Less than 5	6	4.3	2	6.2
5-6	23	18.2	6	19.1
7-8	47	37.1	13	40.2
9 and above	52	40.4	11	34.5
Total	128	100	32	100



As it can be seen in Table 15, on the average 37.1 percent of students and 40.2 percent of girls parents reported that the family size were between the range of seven and eight.

Besides, 40.4 percent of students and 34.5 percent of girls parents the number of their families were nine and above. If we consider five up to six number of family size as a medium level, 77.5 percent of students and 74.7 percent of parents of girls' number of their families were seven and above. This implies a great majority of students came from large families.

Table 16 Students' Response on the Relation between Family Size and Household Chore

Item	Girls Response									
	Respondents (N=128)									
	SA		A		DA		SD		Total	
	N	%	N	%	N	%	N	%	N	%
In large family size, there is a great need for girls' labor at home.	48	37.6	38	29.3	20	15.6	22	17.5	128	100

In Table 16, it is indicated that, 66.9 percent of girls agreed that high in large family creates a great need for girls' labor at home. On the other hand, 33.1 percent of girls' responded that there is no relation between large family size and girls' working load. Nevertheless, based on the great majority of respondents, it can be deduced that in large family size there is a great need for girls' labor at home.

#### 4.2.3.4. Girls Workloads and the Division of Labor at Home

The gender division of labor that exists within homes leaves the bulk of domestic chores to girls' thereby was decreasing their chances of attending school as well as their academic performance. As it shown in table 18, girls spent most of their time helping their family in domestic work.

Table 17 Number of days Girls Spent on Household Activities within a Week

SN	Activities House hold activities												
		Seven days		Five to Six		Three to		One to Two		Never		Total	
1	Cleaning the house	75	58.5	38	29.5	8	6.6	7	5.4	0	0	128	100
2	Cooking meals	62	48.6	32	25.2	24	18.6	10	7.6	0	0	128	100
3	Collecting fire wood	27	20.9	32	25.1	44	34.6	25	19.4	0	0	128	100
4	Fetching water	59	45.9	30	23.8	25	19.4	14	10.9	0	0	128	100
5	Caring for sibilings	49	38.2	24	18.5	22	17.3	33	26	0	0	128	100
6	Washing clothes	23	17.8	15	12	25	19.1	65	51.1	0	0	128	100
Average		50	39.0	29	22.7	25	19.5	24	18.8	0	0	128	100

According to table 17, out of 128 girl students who support their family in household activities, on the average 39 percent of them engage themselves every day on the aforementioned house hold activities. 58.5, 48.6 and 45.9 percent of girls engaged in cleaning the house, cooking meal and fetching water respectively every day and these activities are the major ones among the household activities that girls engaged in every day. 29.5, 25.2 and 23.8 percent of girls in the same way engaged in cleaning the house, cooking meal and fetching water from five to six day. These rates on those works are also higher than the time spent in other household activities. The other 19.5 percent and 18.8 percent of girls on the average engaged in different household chores from three to four days, and from one to two days respectively.

These show that a great majority (81.2 percent) of girls engaged in the above household activities from three to seven days. However, 39 percent of girls engaged in cleaning the house, cooking meal, collecting fire wood, fetching water, caring for sibling and washing clothes as their everyday activity.

Table 18 Student Responses on the Extent of Time they spent on Household Activity within a day.

Student Responses (N=128)										
Student responses on the extent of time they spent on household activity within a day.	More than 4 Hours		3-4 Hours		1-2 Hours		Below 1 Hours		Total	
	N	%	N	%	N	%	N	%	N	%
	80	62.3	31	24.2	13	10.2	4	3.3	128	100

As it can be seen in table 18 out of 128 girls 62.3 percent of girls engaged in household chores more than four hours and 24.2 percent of girls engaged in three to four hours.

Regarding to this item 3.3 percent of girls give their time for domestic work below one hour. This shows 86.5 percent of girls engaged for household task three and above hours.

Table 19 Parents Response on the Extent of Time that their Children Spent on Household Activities within a Day

Student Responses (N=32)										
Parents response on the extent of time that their children spent on household activities within a day	More than 4 Hours		3-4 Hours		1-2 Hours		Below 1 Hours		Total	
	N	%	N	%	N	%	N	%	N	%
	18	56.3	7	21.9	6	18.7	1	3.1		

As can be observed in table 19, 56.3 percent and 21.9 percent of parents said that their daughters engaged in household chores more than four hours and three up to four hours respectively.

From students and parents of girls' response it can be deduced that in the research area a great number of girls are engaged in different household activities (see table 18 and 19) for more amount of time.

On the other hand, boys were more likely than girls to give enough time for their education and other related issues rather than engaging in household activities. This over loaded household work forced girls to spend more time on household chores and creates lack of reading time at home. Various researchers also argue that girls have spent most of their time in helping family with household work. Girls are mostly exposed to help their family's home activities. Due to this, they face shortage of time to study. This situation contributes to girls having poor academic participation and performance (Ager, 2002)

### **The Impacts of Household Chores on Girls Education**

**Table 20 Girls' Response on Household Activities and Its Effect on their Academic Performance**

Item	Girls Student Respondent			
	Yes		No	
	N	%	N	%
Do you think that girl student engagement in household activities have negative effects on their academic performance?	116	90.6	12	9.4

As it can be observed from Table 20, out of 128 girl students 90.6 percent of girls agreed that girls most of the their time spent in household activities have an effect on their academic performance. The rest 9.4 percent of respondents agreed that even though girls' most often

engaged in household tasks, it doesn't have any impact on their academic performance. However based on a great majority 116(90.6 percent) of girls' respondents it can be deduced that household chores have negative effects on their academic performance. Regarding to its extents of impact Table 21 gives the following responses.

**Table 21 Household Activities and its Impact on Girls Academic performance**

Student Responses (N=128)								
Items	Very High		High		Medium		Low	
	N	%	N	%	N	%	N	%
lack of time to study at home	62	48.8	31	24	24	18.8	11	8.4
Lack of interest to study at home	45	35.2	32	24.9	30	23.6	21	16.3
Less classroom participation	30	23.5	33	25.8	41	32.1	24	18.6
Frequent absenteeism	54	42.2	32	25	18	14.1	24	18.8
Achieving less academic Performance	55	43.3	36	27.9	13	10.3	24	18.5

As it can be seen in table 21 out of 128 girls' respondent who agreed that house hold chores have negative impacts on girls' academic achievement, 48.8 percent and 31 percent of girls agreed that house hold chores have very high and high extents of impact on girls academic achievement as a result of lack of study time at home.

In the case of the second item 60.1 percent of respondents said that when girls become tired with house hold chores, their interest to study at home became less and less, and this it have a negative impact on studying properly at home. According to 49.3 percent of girls', during the teaching learning process the participation of girls were at lower level. Besides, 67.2

percent of girls agreed that mostly very high and high extents of absenteeism encountered as a result of more time girls' spent on house hold chores.

Regarding to the last item, 43.3 percent and 27.9 percent of girls respectively agreed that girls' engagement in household activities have very high and high extents of impact their academic performance. A great majority of girls' response indicated that with the exception of item four, house hold chores have very high and high extents of impacts on the rest four items.

On the other hand house hold chores greatly affect girls' reading time at home, create lack of interest to study at home, contributed to girls to feel as subordinate and they prefer to listen rather actively participate in the classroom teaching learning activity. And, it also greatly affects their academic success and persistence.

#### 2.4.2.5 Girls Reading Experience at Home

Girls spend more time for different house hold activities towards support their family. These household chores negatively affects for girls having enough reading time at home and also its have a negative impacts for their academic performance.

Teshome (2002) and Kane (2004) also suggested that in different part of the world girls engaged in house hold activities is more than that of boys'. The amount of time girls spends on house hold chores and other productive activities affecting their success and persistence. In this topic in order to get available information regarding to girls' and their trained of using reading time at home, different question raised for boys' and girls' student as well as for parents.

Table 22 Parent Responses about Girls' Reading Experience at Home

	Item	Parents Response (N=32)							
		SA		A		DA		SD	
		N	%	N	%	N	%	N	%
1	In your home girls' have less reading time than boys.	20	62.5	9	28.1	2	6.3	1	3.1

The above Table 22 indicates 62.5 percent girls' parent strongly agreed on the fact that girls have less reading time at home. 28.1 percent of parents also agreed that girls have less reading time at home.

Table 23 Girls' Response on using their Reading Time at Home

Item		Girls student Response in % (N=128)			
		SA	A	DA	SD
Most often I used my reading time properly	N	36	65	16	11
	%	28.1	50.8	12.5	8.6

As indicated the above table 23, out of 128 respondent 101 (78.9 percent) of girls most often used their reading time properly. The rest 27 (21.1 percent) of girls even though they have their own reading time most often they couldn't use their reading time properly.

On the other hand, as it shown in table 24 bellow, due to spending most of their time for household activities and other domestic work, 36.5 percent of girls used to study after they accomplished their house hold chores. The second great number of girls (i.e. 30.4 percent) reported that most of the time they prefer to study at night, since most of the day time is taken by household chores.

Table 24 Girls Response on Using Appropriate Time for Reading

S/n	Items	N	%
1	After I return to my house	13	10.3
2	Before I go to school	4	3.4
3	After I accomplished my house hold work	47	36.5
4	At night	39	30.4
5	At week end	6	4.6
6	When I get free time	15	11.4
7	I don't have reading time	4	3.4
<b>Total</b>			

As it is shown in table 24, 11.4 percent of girls do not have appropriate reading time at home and they are forced to read only when they get free time to study. 4.6 percent of girls also read most of the time at weekends. The other 3.4 percent of girls do not have reading time at home. With the exception of the first two items, the other five items related with girls household chores since household chores have a negative impact on girls to get enough time to read in their house (See table 21). Because of this, a great number of girls prefer to read after they accomplished their house hold chores during the night time. The other three items even though less number of girls gives their response, it gives a good picture to what extent they became tired with household activities. This situation contributes to girls having low level of class room participation as well as poor academic performance.

#### 4.2.3.6. Parental Attitudes towards their Daughter Education

Table 25 Girls Parents' Response on their Preference to Send their Children to School

Item	Girls' Parents Response (N=32)							
	Son		Daughter		Both		Total	
	N	%	N	%	N	%	N	%
Whom do you think should be given priority to have education between your son and daughter?	10	31.2	8	25	14	43.8	32	100

As it is shown in Table 25; 31.2 percent of girls' parents give priority to send their sons rather than their daughter. Some of the reasons why they prefer to send their sons is due to our cultural problem which is when girls reached at a certain age level most of girls' parents are enforced by societal norm to give their daughter for marriage This situation can create a negative attitude for parents' mind to think educating their daughter as a loss. The other reason why they prefer to send their son to school is educated girls whether they are employed or not they became a member of another family. Whereas educated boys whether they employed or not, they serve their families. Besides, it is also believed that boys are naturally more intelligent than girls.

On the other hand even though 43.8 percent of parents prefer to send their daughter and son to school at the same time, 25 percent of parents prefer to send their daughter to school. Some of the reason why they prefer to send their daughters to school is that where ever they



live educated girls can support their family. The other reason is boys whether they are educated or not they can survive in one way or another. In the case of girls, if she is uneducated she may be exposed to early marriage, unwanted pregnancy, to HIV/AIDS and other transmitted diseases. One participant noted the reason for sending his daughter to school as follows.

*«My daughter is too intelligent and she never missed to do her homework and study based on her schedule. Even though she supported her mother in every day house hold task, she is always ready every day at midnight to read. Besides of this, she also checked her younger brother exercise book, and he give great respect for her and she respected him too. Until now she is a rank student and me and my families expect high score on this year's her grade eight national examination, and she will reach at higher level in her education. This is my wish. Because of her, I prefer to send my daughter to school than my son. »* (Chaltu Wajira.) This indicates parents have both positive and negative attitudes towards sending their daughter to school.

Table 26 Students and Girls' Parents Response on the Attitude of Parents towards Girls Education

SN	Items	Students Response in % (N=128)					Girl Parents Response in %(N=322)				
		SA	A	DA	SD	T	SA	A	DA	SD	T
1	Parents do not want to educate their daughters	16.8	17	28.7	37.5	100	4.8	11.9	47.6	35.7	100
2	Parents do not believe that boys and girls are equally intelligent and can perform equally.	33.2	26.3	22.1	18.4	100	16.7	28.6	35.7	19.1	100
3	Expectation of parents for their daughters are not as high as that of their sons	28.7	27.4	19.2	24.7	100	28.6	23.8	23.8	23.8	100
4	Parents considered educating girls' as a wastage as compared to their sons	25.3	27.4	27.9	19.4	100	19	26.2	16.7	38.1	100
5	Parents believe that boys have better access to the world of work than girls	29.5	26.3	23.7	20.5	100	14.3	35.7	31	19	100
6	Parents do not have the knowledge of the benefits of educating their daughters.	23.7	31.1	18.1	27.1	100	19	33.3	21.4	26.2	100

In Table 26, the six mentioned statements give some sort of information on parental attitudes on their daughters' education. In these two tables, with the exception of items two and four, the responses for the rest four items have the same idea even if the rate of their response was different.

For instance in the case of the first item, 66.2 percent, (table 27) 83.3 percent (table 26) and 65.4 percent (table 27) of students, parents and teachers respectively agreed that parents want to educate their daughter. According to the great majority of respondents, parents have positive attitude to send their daughters to schools. And parents' willingness to send their girls to schools highly contributes to girls' attendance of upper primary school education. For item two, 59.5 percent of students agreed that parents believed that boys and girls are not equally intelligent and cannot also perform equally. Whereas 54.8 percent of parents agreed that parents believed that boys and girls are equally intelligent and can perform equally. This indicates students and parents' of girls' response are not similar. Teachers' response for item two as it shown in Table 27 is that 53.8 percent of teachers' response is similar to students' response. It is also indicated that on the average 52.8 percent of students, parents and teachers agreed that parents have negative attitude towards their daughters' intelligence and their academic performance since they believed that boys and girls couldn't perform equally.

The reason is that most often girls are responsible for house hold tasks, whereas boys are only responsible for their academic matters. The other thing is girls' couldn't get permission from their parents to attend tutorial program where as boys attended the program without any problem. This statement is agreed by 56.1 percent of students (table 26), 52.4 percent parents (table 26) and 63.5 percent of teachers (table 27).

Table 27 Teachers' Response on Parental Attitudes towards Girls' Education

SN	Items	Teachers Response in % (N=26)				
		SA	A	DA	SD	Total
1	Parents do not want to educate their daughters	13.5	21.1	57.7	7.7	100
2	Parents do not believe that boys and girls are equally intelligent and can perform equally.	9.6	44.2	40.4	5.8	100
3	Expectation of parents for their daughters are not as high as that of their sons	11.6	51.9	26.9	9.6	100
4	Parents considered educating girls' as a wastage as compared to their sons	9.6	36.6	32.7	21.1	100
5	Parents believe that boys have better access to the world of work than girls	23.1	38.5	26.9	11.5	100
6	Parents do not have the knowledge of the benefits of educating their daughters.	15.4	44.2	34.6	5.8	100

As it is shown in Table 26; 52.7 percent of students agreed that parents believed that educating girls is wastage as compared to boys. On the other side, 54.8 percent of parents and 53.8 percent of teachers were opposing students' response (Table 26 and 27). On the average, 52.1 percent of students, parents and teachers agreed that parents did not consider educating girls as wastage. This indicates that parents have positive attitude concerning girls' education in relation to investment.

With regard to item five 55.8 percent of students , 50 percent of parents and 61.6 percent teachers agreed that most parents believed that their sons have a better access to the world of work than their daughters. In the case of item six, 54.8 , 52.3 and 59.6 percent of students, parents and teachers respectively agreed that parents has low levels of knowledge on the benefits of educating girls.

With the exception of items one and four, the three consecutive items clearly revealed that parents have negative attitude on their daughters' education as compared to their attitudes

towards their sons' education. And item six also indicated that parental knowledge towards the importance of girls' education is very low.

Different studies indicated that the role of family is very essential in the case of girl students' in terms of moral and material supports (Sewent, 1995).

Similarly parental attitude and expectation are key factors in the overall progress of their children school performance as well as their latter life (Adamu, 2004). Because, most parents treat their sons and daughters differently in regard their future roles, expectations and educations. Boys encouraged in ways that will enable them to achieve, compete and win, while girls are discouraged to develop such traits (Genet 1998). Such encouragement helps the boys to develop the sense of competitiveness in their educational endeavors.

Regarding to parental extent of impact on girls academic performance in the research area teachers and student respondents gives their witness in Table 30 below.

Table 28 Parental Attitudes and its impact on Girls' Academic Achievement

Item	Students and Teachers Response in %									
	Student Response in % (N=128)					Teachers Response % (N=26)				
	VH	H	M	L	Total	VH	H	M	L	Total
To what extent parental attitudes affect girls' academic	40.1	27.7	16.5	15.7	100	51.9	23.1	7.7	17.3	100

As can be seen from Table 28; 40.1 percent and 27.7 percent of students agreed that parental attitude that revels in Table 26, and Table 27, have very high and high extents of impacts for girls having low academic achievement. In addition to this, 51.9 percent and 23.1 percent of teachers also agreed that parental attitudes have very high and high extents of impacts for girls' academic achievement. 61.9 percent of parents also supports both students and teachers idea. This implies parental attitudes negatively affects for girls' academic performance.

## 4.2.4 School related factors

### 4.2.4.1 School Facilities

In order to make the teaching and learning activity more attractive, the school should be conducive to students, teachers as well as the school community. The school should have available good sanitary facilities. These facilities include separate latrine for boys and girls, water, sporting field, equipment, school library, school pedagogical center, classroom furniture and the like. Regarding to these issues, the existing situations of the sample schools seems to be the following, that is, out of the six observed schools the availability of class rooms in four schools (i.e. Wajira, Guntar, Tokuma and Gimbi Bila) second cycle primary schools were not satisfactory as compared to total number of student section ratio. As it can be seen in Table 31, the average student section ratio in the sample schools is 71.2 and this shows there is a shortage of class rooms in each schools of the woreda.

Table 29 Student Section Ratio in the Sample Schools

	Number of Students			Sections	Ratio
	Grade 5-8				
	Boys	Girls	Total		
Tokuma	509	448	957	13	74
Gimbi Bila	426	368	794	11	72
Odo Bari	648	569	1217	20	61
Toke Mugno	266	234	500	7	71
Guntar	511	473	984	13	76
Wajira	1121	1193	2314	31	75
Total	3481	3285	6766	95	71.2

Source: from each sample school record office

The provision of separate latrine for boys and girls was found to be inadequate in all of the schools investigated. For example, in Oda Bari primary school, the old latrine that can be used for both sexes is currently damaged. Due to this problem, students obligated to use hidden place in the school compound during break time. The rest five sample schools toilet room were not constructed separately (in different place) for boys and girls. Because of this,

students and teachers use toilets at the place where the gate for boys and girls is different. Besides of this, the existing latrine in each school is not adequate as compared to the whole number of first and second cycle students.

In this regard, as it can be seen in Table 30, in the sample schools out of 26 teacher respondents 28.8 percent of teachers said that the availability of separate latrine in the school was up to the desired level. 26.9 percent of teachers did not report that the availability of separate latrine in the school as satisfactory. The other 44.2 percent of teachers said that separate latrine is not available. .

**Table 30 Teachers Response on the Availability of Some School Facilities and Text Books in the Schools**

S N	Some of school facilities	Teachers' Response (N=26)							
		Sufficient		Not satisfactory		Not available		Total	
		N	%	N	%	N	%	N	%
1	Separate latrine for boys and girls	7	26.9	8	30.8	11	42.3	26	100
2	School library or reading Room	8	30.8	16	61.6	2	7.6	26	100
3	Availability of textbooks	12	46.1	14	53.9	0	0	26	100

As can be observed in Table 30, 30.8 percent of teachers agreed that the availability of school library in their school was sufficient. On the other side 61.6 percent of teachers agreed that it is not satisfactory. The rest 7.6% of teachers said that library or reading room in the school is not available.

With the exception of one school, the rest five schools provide library service for students. However, the entire libraries were not well organized. Regarding to the availability of text books, 46.1 percent of teachers said that the availability of text book for students were

sufficient. On the other hand, 53.9 percent of teachers agreed that the availability of text books in the schools were not satisfactory. This indicates that there is lack of student text book in a sufficient amount in each school.

## **Schools Facility and provision of text book and its Extent of Impact on Girls**

### **Academic Achievement**

Conducive school environment play a significant role on girls to attend their class properly. School facilities also have a positive effect to developed good conducive school environment. From this points of view, the following table shows, school facilities and its extents of impact on girls' academic achievement.

Table 31 Students' and Teachers' Response on School Facility and Provision of Text Books

SN	Items	Students' and Teachers' Response in %									
		Student Response (N=128)					Teachers' Response in (N=26)				
		VH	H	M	L	T	VH	H	M	L	T
1	shortage of classrooms	19.5	18.1	28.4	34.1	100	23.1	28.8	21.2	26.9	100
2	Lack of gender sensitive facilities (separate latrine, drinking water, etc)	36.1	24.8	18.9	20.2	100	48.1	21.2	19.2	11.5	100
3	The absence of school Library	24.4	17.9	24.2	33.5	100	34.6	28.8	13.5	23.1	100
4	Lack of textbooks	26	25.4	21.9	26.8	100	44.2	19.2	30.8	5.8	100

**Note: VH-Very High, H-High, M-Medium, L-Low and T-Total**

As it is shown in Table 31 out of 128 student respondents 19.5 percent and 18.1 percent of students agreed that large class size have very high and high extent of impact on girls' academic performance respectively. Similarly, 23.1 percent and 28.8 percent of teachers agreed that large class size have very high and high extent of impact on girl's academic achievement. On the other hand, 34.1 percent of students and 26.9 percent of teachers' agreed that inadequacy of classrooms have low level of impact on girls' academic performance.

For item two, 36.1 percent and 24.8 percent of students said that lack of gender sensitive facilities like separate latrine, drinking water, and the like have very high and high extents of impact respectively on girls' academic performance. 48.1 percent and 21.2 percent of teachers respectively also agreed that lack of gender sensitive facilities have very high and high negative effects respectively on girls' academic performance. Based on 60.9 percent students and 69.3 percent teacher respondents, it can be concluded that lack of or the absence of gender sensitive facilities have negative impact on girls' academic performance.

Regarding to item three, 42.3 percent of students and 63.4 percent of teachers agreed that inadequacy of school library have negative impact on girls' academic performance.

On the other hand 33.5 percent and 23.1 percent of students and teachers respectively said that inadequacy of school library has a negative effect on girls' academic performance. As it shown from table 20 and table 23, most often girls engaged in different household activities for long hours per day. Due to this constraint, they mostly they couldn't get appropriate time to read at home. In this case, school library is an appropriate place for girls to read and to do their assignment. However, most of the schools' libraries as well as girls' libraries were not well organized and not attractive to be used are with difficulty of having the appropriate amount of books. This situation affects girls to have low academic performance.

#### **4.2.4.2. Teacher Quality and Quantity**

Teachers' quality and quantity is, one of the variables associated with girls' academic achievement. Although the concept of quality teaching remains elusive, qualified teachers and their behavior in the classroom are at times considered convenient indicators of student academic achievement in general and girls academic achievement in particular.



Table 32 Number of Teachers and their Level of Qualification in the Sampled Schools

Level of Qualification	Tokuma			Gimbi Bila			Guntar			Toke Mugno			Oda Bari			Wajira			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
TTI	0	6	6	0	3	9	0	0	0	6	5	11	1	2	3	2	1	3	9	17	26
Diploma	10	5	15	16	5	23	21	11	32	7	2	9	13	3	16	22	15	37	89	41	130
Degree	0	0	0	0	0	0	4	0	4	0	0	0	0	0	0	2	4	6	6	4	10
Total	10	11	21	16	8	32	25	11	36	13	7	20	14	5	19	26	20	46	104	62	166

According to the national standard, second cycle primary school teachers are required to have at least a diploma from teachers training colleges. However, when we see the sample schools teachers' educational background, out of 104 male and 62 female teachers only 85.6 percent and 66.1 percent of them respectively meet the minimum standard of Ministry of Education. , 5.8 percent of male and 6.4% of female teachers have educational qualification more that required by Ministry of Education standard.

This indicates a great majority i.e. 140 (84.3 percent) of teachers met the required standards. On the other side, 26 (15.7 percent) of teachers were under qualified and out of this 17 (10.2 percent) of teachers were females. And 11 (6.6 percent) of under qualified teachers were from Toke Mugno School (Table, 32).

Girl Students and their Level of Class Room Participation

Table 33 Girls' Response on their Level of Class Room Participation

Item	Girls' Response in % (128)									
	SA		A		DA		SD		Total	
	N	%	N	%	N	%	N	%	N	%
Most often the participation of girls' is higher than that of boys In your classroom.	6	4.7	25	19.5	40	31.3	57	44.5	128	100

As it can be seen in Table 33, 75.8 percent of girls agreed that most often the participation of girls is lower than that of boys. The rest 24.2 percent of girl respondents said that mostly, the participation of girls is higher than that of boys.

Majority of girl respondent witnessed that during the teaching learning process the participation of girls are lower than that of boys. This is also supported by teacher respondents.

Table 34 Teachers' Response on Girls Classroom Participation and their Level of Performance

SN	Item	Teachers' Response in % (26)									
		VH		H		M		L		Total	
		N	%	N	%	N	%	N	%	N	%
1	In your class to what extent girls participate in the teaching learning process?	0	0	2	7.7	9	34.6	15	57.7	26	100
2	In your class the academic performance of girls' is,	1	3.8	2	7.7	11	42.3	12	46.2	26	100

As it is shown in Table 34, 57.7 percent of teachers said that the classroom participation of girls during the teaching learning process is at lower level. According to teacher respondents, some of the reasons for girls' low level of classroom participations are:

Usually, girls are shy and most often they were reserved to ask any question and unwilling to answer the raised question.

Teachers most of the time assigned boys as group leaders and allow girls to involve in each group for the sake of participation.

Girls in most classes assume a subordinate status, which does not empower them to take control of their learning.

Teachers couldn't encouraged them to ask questions. After school time they don't have time to discuss about their subject with their class mate. Since most of their out of school time is spent on house hold responsibility.

Most of the time girls were tired with house hold chores, because of this they came to school without doing their homework and without reading.

As it can be observed in Table 34 above, 11.5 percent of teachers agreed that in their class the academic performance of girls' were higher than that of boys. This indicates that a small number of girls are at a competent level. However 46.2 percent of teachers responded that girl students most often performed lower than that of boys.

Table 35 Students' Response on Teachers Teaching Performance

		Girls Student Response									
		VH		H		M		L		T	
		N	%	N	%	N	%	N	%	N	%
1	In your class, the extent of teachers knowledge to teach their subject effectively is;	27	21.1	36	28.1	34	26.6	31	24.2		100
2	In your class, the extent of teachers' ability to use group work and other participatory methods of teaching Is,	24	18.8	17	13.3	38	29.7	49	38.2		100

**Note: VH- Very High, H- High, M-medium, L-Low and T- total**

According to the interviewed school principals response, in 2014/15 academic year result girls achieved lower than that of boys. The main reason that was mentioned by school principals are: most often girls engaged in house hold chores because of this absenteeism and lateness are their reflective behavior and these might affect their academic achievement; parental attitude towards their daughters' education is very low which is reflected in not encouraging them to study and provide permission to attend a tutorial class. None of the school principals can give school related factors as reasons for girls' low academic performance.

Out of 128 girl students 21.1 percent girls respectively said that the extent of teachers' knowledge to teach their subject effectively is very high. Besides, 28.1 percent of girls agreed that most of their teachers have good knowledge to teach their subject effectively.

On the other hand 26.6 percent and 24.2 percent of students agreed that the level of academic and professional knowledge of teachers to teach their subjects is at medium and at lower level respectively. Regarding to item two, on the average 32.1 percent of students said that the extents of their teachers' use of group work and other participatory methods of teaching is very high and high. The other 38.2 per cent of students agreed that teachers use different student center methods of teaching in their classroom insufficiently.

This indicates that even though 130 ( 78.3 percent )of upper primary school teachers acquired the minimum standard of Ministry of Education (see Table, 33) the level of their academic and professional knowledge to teach their subject is not up to the desired level.

However, more than half of student response indicated that most teachers have the required knowledge to teach their subject effectively (Table, 35). Regarding to item two students response shows that teachers' pedagogical skill towards implementing student center methods of teaching is not satisfactory.

#### 4.2.4.3. The Availability of Role Model Female Teachers

Table 36 Teachers and their Subject to Teach in the Sample Schools

SN	Subject	Male		Female		Average
		N	%	N	%	%
1	Language	22	21.2	32	51.6	36.4
2	Mathematics	16	15.4	8	12.9	14.2
3	Social Study	18	17.3	7	11.3	14.2
4	Natural Science	28	26.9	12	19.4	23.2
5	H.P.E	10	9.6	2	3.2	6.4
6	Civic	7	6.7	1	1.6	4.2
7	Others	3	2.9	0	0	1.4
<b>Total</b>		104	100	62	100	100

As it can be observed from table 36, out of 104 male teachers 26.9 percent, 21.2 percent, 17.3 percent and 15.4 percent of them were teachers of Natural science, language, social study and mathematics respectively. Whereas among 62 female teachers 51.6 percent, 19.4 percent, 12.9 and 11.3 percent of them were respectively teachers of language, natural science, mathematics and social study. This indicates that like male teachers female teachers are also assigned to teach every subject.

In addition to this, they also came to graduate in different subjects including natural science and mathematics. However, more than half female teachers' field of study is language.

This shows that the availability of female role model teachers is improving. But this doesn't mean that female teachers exist in sufficient number in each school.

**Table 37 The Effects of Female Teachers on Girls Academic Performance.**

Items	Students' and Teachers' Response in %									
	Students' Response (N=128)					Teachers' Response (N=26)				
	SA	A	DA	SD	T	SA	A	DA	SD	T
Lack or the absence of qualified female teachers in the upper primary schools affects girls' academic achievement.	35.5	24.7	22.7	17.1	100	36.5	21.2	23.1	19.2	100

As it can be seen in Table 37, 60.2 and 57.7 percent of students and teachers respectively agreed that the nonexistence of female role model teachers in the upper primary schools negatively affects girls' academic performance. The other 39.8 percent of students and 42.3 percent of teachers said that the nonexistence of female role model teachers in the upper primary schools doesn't affect girls' academic performance. On the average, more than half of the respondents indicated that the presences of female role model teachers have a positive effect on girls' academic achievement.

**Table 38 Teachers response on the Role of Female Teachers in the School**

Item	Teachers' Response					
	(N=26)					
	Yes		No		Total	
N	%	N	%	N	%	
Do female teachers play significant roles, towards improving girls' academic achievement in the school?	24	92.3	2	7.7	26	100

As indicated in Table 38, majority of the respondents agreed that the absence of or lack of role model female teacher in the second cycle primary level have a negative impact on girls academic achievement. 94.2 percent of teachers' respondents agreed that, female teachers

who have taught in the sample schools played a significant role towards improving girls' academic achievement.

Some of their major activities that were mentioned by teachers and the interviewed school principals were as follows:

Female teachers' arranged a tutorial program in different times. They gave counseling services to students so that they will attend their class properly and to actively participate in the teaching learning process as well as they arranged girls reading room.

Female teachers' conducted question and answer program for girl students only.

Through girls club, female teachers also arranged drama and other related program for girls.

Some of the issues addressed through the club were:

The effects of early marriage on girls education

The difference between educated girl and uneducated girl

Abduction and its effect

They invited role model women teachers, agricultural expert, health officers and other professional as a model in order to developed self-confidence on girls'

Female teachers' discussed from girl teachers as well as their parent on their academic issue and other related problems.

They arrange a tutorial program schedule and send to girls' parents to aware them about the program.

They arranged .girls for girls supporting mechanisms through girls club.

They support materially and financially for those who have problems on fulfilling their text book, note book, pen, pencil and other related issues.

They conduct an awareness creation program for students' teachers and parents about gender issues.

They arrange an incentive program for those girls' who have got high academic performance i.e. the top three and the top ten girl students.

According to students, teachers and school principals response, it can be concluded that lack or the absence of female role model teachers have a negative impact on girls academic achievement.

On the other hand, the presence of role model female teachers plays a significant role towards improving girls' academic achievement. Studies have shown a positive impact of women teachers on girls' (and boys') academic achievement i.e. a female role model can support and encourage girls to successfully complete their studies and may be even encourage them to continue studying to become teachers themselves (Jackie, 2008)

#### 4.2.4.4. Teachers Attitudes and Expectations

Table 39 Students and Teachers Response on Teacher Attitude and Expectation about Girls' Classroom Participation and their Academic Performance

S N	Items	Students Response in % (N=128)					Teachers Response in % (N=26)				
		SA	A	DA	SD	T	SA	A	DA	SD	T
1	Teachers spent more time talking to boys and allow them to respond more than girls in classrooms;	1	18.1	28.2	37.3	100	3.8	5.8	51.9	38.5	100
2	Majority of teachers prefer to teach boys,	15.4	18.7	21.8	44.1	100	0	7.7	50	42.3	100
3	Both male and female teachers have a negative attitude towards girls' ability	35.2	24.9	20.3	19.6	100	5.8	26.9	34.6	32.7	100
4	Most often teachers tend to ask more difficult questions for boys than girls	30.3	36.9	20.1	12.7	100	7.7	30.8	38.5	23	100
5	Male teachers express their emotion with unpleasant words both in class and out of the class	14.1	13.6	27.4	44.9	100	0	7.7	34.6	57.7	100
6	Female teachers express their emotion with unpleasant words both in class and out of the class	11.2	10.4	30.2	48.2	100	0	3.8	34.6	61.6	100



For item one as it is shown on Table 39, teachers spent more time talking to boys and allow them to respond more than girls in classrooms. This statement is one of the characteristics of teachers during the teaching learning process. In the case of Toke Kutaye 65.5 percent of students and 90.4 percent of teachers do not agree on this statement. This implies that teachers do not spend more time talking to boys and do not give more time to boys than girls to respond. 65.9 percent and 92.3 percent of students and teachers respectively agreed that majority of the teachers do not prefer to teach boys. Whereas 34.1 percent of students and 7.7 percent of teachers agreed that to a certain extent teachers prefer to teach boys than girls.

In the case of item three, 60.1 percent of students agreed that both male and female teachers have a negative attitude towards girls' ability and 32.7 percent of teachers also responded similarly. This implies that even though more than half of the students agreed on the statement, a great number of teacher's response is on the contrary to the students.

However, when we see students' response separately, 57.4 percent of girls and 62.8 percent of boys reported that teachers have a negative attitude towards girls' ability. As a result, teachers tend to ask more difficult question for boys than girls.

Regarding to item four, a great number of boys and girls i.e. 65.2 percent and 69.2 percent of girls and boys as well as 38.5 percent of teachers witnessed that during the teaching learning process teachers most often tend to ask more difficult question for boys. On the average 57.6 percent of respondents agreed that most teachers do not ask more difficult question for girls since teachers do not expects girls to give appropriate response for difficult questions like that of boys. Due to this, they tend to ask more difficult question for boys (Table 40)

Out of 128 students and 26 teachers as it shown in Table 40 above, 72.3 percent and 92.3 percent of students and teacher respectively said that male teachers do not express their emotion with unpleasant words both in classroom and out of the class. In the case of female teacher 78.2 percent of students and 96.2 percent of teachers agreed that they do not express their emotion either in the class or out of the class. This indicate that even though a small number of male and female teachers express their emotion with unpleasant words, according

to a great majority of respondents teachers attitude towards item five and six were not a serious issue that greatly affect girls academic achievement.

In general from the above six mentioned teachers' attitude and expectation, item one and item two to some extent reflected behavior and the last two items were not a big deal as compared to the other four items. Whereas item four is a critical problem, since a great number of teacher either knowingly or unknowingly tend to ask more difficult question for boys. The other problem is that most teachers' think negatively towards girls' ability. With the exception of the two, the rest four items a great majority of teachers have a positive attitude towards girl students.

Table 40 Teachers Response on their level of Understanding about Gender Issue

SN	Items	Teacher respondent In % (N=26)		
		Yes	No	Total
1	Do you get any in service training or seminar on gender issues in education?	46.2	57.8	100
2	To what level do you rate your capacity to understand gender issues in education?	Sufficient	Not satisfactory	
		90.4	9.6	100

Out of 26 teacher respondents 57.8 percent of them couldn't get any in-service training on gender related issues and the other 46.2 percent of teachers have got in-service training in relation to gender issues. This shows a great number of teachers in the sample schools didn't get any opportunity to participate on a seminar or in-service training in gender related topics or problems.

However as it can be seen in the above table 57.7 percent of teachers agreed that their capacity to understand gender issue in education is efficient. The other 32.7 percent of teachers said that their level of knowledge to understand gender issue in education is at medium level.

Even though the above table that is Table 40 indicates that teachers have good knowledge on gender issues in education, during the teaching learning process most teachers tends to ask boys more difficult question. And they also have negative attitude towards girls' ability.

#### 4.2.5. Family and Schools Related Barriers

Table 41 Students Response on Family Related Factors

SN	Items	Student Response (N=128)		
		Frequency	%	Rank
	<b>Family Related Factors</b>			
1	House hold demand of girls labor	60	47.1	1
2	Lack of time to study at home	41	32.3	3
3	Lack of interest to study at home	30	23.2	7
4	Parents low levels of education	43	33.5	2
5	low levels of parental attitudes and expectation for girls' education	40	31.5	4
6	Low levels of Parental support to their daughters' education	39	30.4	5
7	Parents economic problem	30	23.6	6

As it can be seen in Table 41, among the seven mentioned family related factors that affects girls' academic achievement most of students time is spent on house hold chores (60), parental low level of education (43), lack of time to study at home (41) and the fourth one is low level of parental support to their daughter education (40) affect girls academic performance.

Most of girls came from poor family because of this they spend most of their time on petty trade activity and after return to their home they also engaged in house hold chores. Because

of this and other related factors parents were not interested to send their daughter for attending tutorial program. Even for regular classroom time most of them came to school lately and sometimes couldn't attend the all-day classes.

Table 42 Student response on School Related Factors

SN	Items	Student Response in %		
		Girls' Response (N=128)		
	<b>School Related Factors</b>	f	%	Ranke
1	Lack of qualified Teachers	88	33.5	4
2	Lack of role model (female) teacher	98	37.3	2
3	Low level of school facility	96	36.5	3
4	Distance from home to school	50	19	5
5	Lack of teachers' interest to support girls to conduct tutorial and others supporting program	102	38.8	1

Among the above mentioned school related factors that affects girls' academic achievement, 38.8 percent of students agreed that lack of teachers interest to conduct tutorial and other supporting program for students; and lack of role model female teachers (37.3 percent) were the main factors. 36.5 percent of students also said that low level of school facility contributed a lot for girls to achieve low academic performance. The forth one is lack of qualified teachers (33.5 percent) in the schools.

Furthermore, from the interview made with school principals, and teachers regarding school related problem repeatedly said that girl students couldn't get any support from their peers groups, their teachers as well as from their parents. Teachers were not interested to give any support for girls towards improving their academic performance. While girls give great

attentions for their house hold responsibility even if they knew its effects for their academic achievement.

The other thing is that separate latrine and water is a critical problem that almost all teachers and school principals mentioned repeatedly. During the teaching learning process teachers most often tend to ask any question for boys than girls and they also assigned mostly boys as a team leader as well as class monitor and as a result girls assumed themselves as subordinate group and most often they prefer to attend the class passively. Lack of role model female teachers is also one of the problems.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1. Summary and Conclusion**

The study was intended to investigate family and school related factors affecting girls' academic achievement in Toke Kutaye woreda second cycle primary schools. In order to achieve this main objective the following basic questions were formulated.

Regarding to family related factors the following research questions were raised.

To what extent do household chores affect girls' academic achievement?

Does parental occupation affect girls' academic achievement?

Does parental attitude affect girls' academic achievement?

In the case of school related factors the following basic questions were also written.

To what extent do school facilities affect girls' academic achievement?

Does teachers quality and quantity affects girls' academic achievement?

To what extent does the presence of female teachers affect girls' academic achievement?

Does teachers' attitude affect girls' academic achievement?

In order to achieve the aforementioned major objectives as well as the raised research questions the study employed mixed methods design with quantitative and qualitative approaches. In general, 204 respondents were selected by using cluster, stratified, random and availability sampling techniques. Students, teachers, school principals, parents of girls' and education experts were used as a source of information dropout rate and other secondary source of data were also used as a source of information.

In addition to these In order to get appropriate data from the research area the study put into practiced structured interview, questionnaires having both open and closed ended items ,and observation..

The collected data was analyzed by using percentage and correlation. However, percentage was predominantly employed in the study. And the results of the data were presented using tables. Based on this analytical procedure the following results were obtained.

Woreda level aggregated data showed that in the upper primary schools a great number of students were drooping out from each grade level. From 2012 to 2014 the average dropout rate of girls is higher than that of boys and number of boys drooping out from each grade level became less and less from year to year. Whereas the number of drooping out girls became increasing from year to year. In this grade level more girls drooping out than boys.

The repetition rate of girls in the upper primary level, from 2012 to 2014 was higher than that of boys.

A great number of students repeated in grade seven and eight as compared to the other two grades. In grade eight on the average 48.9 percent of girls repeated in the four consecutive years. In 2014 grade eight national examination, on the average of 35.4 percent girls were repeaters.

Even though the number of girl repeaters became less and less from year to year, still repetition is a very serious problem of the woreda.

As the finding of the study indicated the indicators of girls achieving low academic performance are:

Parental level of involvement towards decreasing their daughter workload is not satisfactory.

Parental level of encouragement for their daughter to do their homework and study at home is also not satisfactory.

Most often parents were not interested to send their daughter to attend a tutorial class that is conducted out of the regular program.

They do not also visit the school discuss on their daughters' academic performance.

This indicates in the upper primary schools, parental involvement towards improving their daughter education is not up to the desired level.

As far as students responses concerned, most students' paternal occupation is farming. Whereas more than half students' mothers do not have any occupation and they are housewives.

Most students came from large family size and this contributed to girls engaged in house hold chores most of their time. However a great number of girls were engaged every day in different house hold task and also a great majority of girls working load is three and above hours within a day. This indicates that in Toke Kutaye woreda girls are engaged in different form of work within a day and the extents of time were also very high. This situation negatively affects girls' academic performance in the upper primary school.

More than half of the parents send their daughter to school without any confrontation. And most of them consider educating their daughter as investments. In this regard, parents have a positive attitude towards their daughters' education. Out of this, the other three items i.e. parents do not believe that boys and girls are equally intelligent, parents do not expected high academic performance from their daughter like their sons' result and they believed that their sons can get different job opportunity than that of their daughters'. This indicates they have a negative attitude towards their daughter education because most of them have poor knowledge about the importance of girls' education and this negatively affects girls' academic achievement.

Most of second cycle primary schools do not have separate latrine, there is no water in the school compound with the exception of Guntar school. All schools library were not well organized.

In the upper primary school a great majority of teachers (78.3) percent were qualified from teachers training college in different fields of study. This implies that most of upper primary schools teachers meet the required minimum standard of the Ministry of Education. Like any other parts of the country, in this level the number of female qualified teacher is lower than that of male teachers and a great number of female teachers (51.6) percent teach language. This indicates that even though the woreda tried to minimize the shortage of qualified teachers in this level, still teaching in the woreda is a male dominated profession and with the exception of language the number of female role model teachers was very low.

Female teachers arranged a tutorial program for girls in their schools, they give guidance and counseling service for girl students in order to attend their class properly and also to actively participate in the teaching learning process, they arrange reading room for girls only and they



invited role model women teachers, agricultural experts, health officers and other professionals as a model in order to developed self-confidence of girls. This indicates female role model teachers are playing a significant role towards improving girls' academic performance. Lack of female role model teachers negatively affects girls' academic achievement.

49.2 percent of students argued that teachers have good knowledge about what they teach and most of them also have a positive attitude towards girls student regarding four items that mentioned so far. On the other hand, most of male and female teachers have a negative attitude towards girls' ability, since most often they tend to ask more difficult question for boys than girls. This negative attitude leads to think girls as a subordinate in the class and girls' mostly passive enough to participate in the teaching learning process. This indicates the negative attitudes of teachers have a great impact for girls to perform low academic performance.

## **5.2. Recommendations**

In order to improve girls' academic performance in the upper primary schools, the following recommendations were made based on the findings of the study.

The finding of this study indicated that parental occupation, large family sizes, parental attitudes as well as girls' house hold chores negatively affects girls' academic achievement.

In line with this, the following recommendations were set:

Governmental and nongovernmental organization should work together to disseminate knowledge of importance of girls education and other gender related issues among the local communities.

Teachers should conduct action research based on family related factors and they should also visit girl students and their families at home to talk about their daughter scholastic achievement, the importance of tutorial programs and other related issues.

This study indicated that, school facilities were poor in the study area and this situation negatively affected girls' scholastic achievement. In order to alleviate this problem creating conducive school environment play a significant role. The study therefore recommended that: Every school should have separate latrine, drink water, furniture, organized library as well as separate library for girls and other school facilities. In this regard local community, zonal NGOs and donors should participate significantly. And each school should develop its own project in relation to their school problems and should send the project to different private, governmental and nongovernmental organization.

The study indicated that lack of role model female teachers negatively affects girls' academic achievement. The study is therefore recommended that before selecting the candidate for pre service training in teacher training collage, zone education department and woreda education offices should encouraged girls to choice natural science and mathematics as their major area of study. Plus, those unqualified female teachers should be encouraged and should have given a chance to upgrade their profession through summer or regular programs.

To solve lack of qualified teachers in general and female teachers in particular, woreda education offices should get appropriate budget to employ new teachers, especially female teachers.

Provision of in service training for teachers in relation with girls' education may contribute its part to solve the problem of girl students less academic performance.

In order to improve girls classroom participation as well as their academic performance, the study is therefore recommended that teachers should ask any question for both sexes without discrimination, During group work teachers should assigned girls as a chairperson and in the case of individual work teachers should also encourage girls to present their assignment in front of the class mate, since this approach help to promote their self-confidence and also leader ship ability.

Female and other teachers should invite female role models either from the local area or out of the local area. This approach helps to exchange some sorts of idea that helps for girls as assertiveness towards improving their academic performance.

Every school should arrange award programs at the end of the semester as well as at the end of the year for the top students in general and outstanding girls in particular school and woreda education office should also arrange such award ceremony program at the end of the year with the collaboration of NGOs and women and child affair department since this approach helps to motivate girls to increase their academic performance.

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## APPENDIX ONE

### Questionnaire for Girl Students

The purpose of this questionnaire is to collect appropriate information on ‘’ factors affecting girls’ academic achievement in Toke Kutaye second cycle primary school. Your school particularly second cycle (grade 5–8) is one of the selected level for data collection purpose. Even though the study focused on second cycle primary school, this instrument developed for only 7 and 8 girls’ students, and you are among those chosen to participate in the study. Thus you are kindly requested to be considerate in answering the questions. Your cooperation in answering the questionnaire is highly appreciated.

**Thank you in advance for your cooperation.**

### Note

- a) Do not write your name on the questionnaire;
- b) Any information obtained from you will be used for this research purpose only,
- c) Please read each item carefully and patiently, and give the answer of each questions based on your knowledge;
- d) Please, give appropriate answer to the following question by writing in space provided according to the instruction;
- e) Please do not leave any question unanswered.

1. **General Background** (Fill in the spaces provided and/or tick one of the given alternatives)

1.1 Name of Your school \_\_\_\_\_

1.2 Grade level \_\_\_\_\_

1.3 Age \_\_\_\_\_

1.4 Number of family in your house \_\_\_\_\_

- a) Number of brothers \_\_\_\_\_
- b) Number of sisters \_\_\_\_\_
- c) Other family member
  - Number of boys/men \_\_\_\_\_
  - Number of girls/women \_\_\_\_\_

1.4 Parental occupation (tick « ✓ » mark one of the given alternatives)

SN	Paternal /Father's occupation	Maternal/Mother's Occupation
1	<input type="checkbox"/> Farming	<input type="checkbox"/> Farming
2	<input type="checkbox"/> Trade	<input type="checkbox"/> Trade
3	<input type="checkbox"/> Civil servant	<input type="checkbox"/> Civil servant
4	<input type="checkbox"/> Private employee	<input type="checkbox"/> Private employee
5	<input type="checkbox"/> Not employed	<input type="checkbox"/> House wife
6	<input type="checkbox"/> Other	<input type="checkbox"/> Other

2. Most often I got any kinds of support from my parent that helps for my academic performance.

a) Strongly agree b) Agree c) disagree d) Strongly disagree

3. If you get any support from your parent, from whom you get support most often?

a) From my Mother's b) From my Father's c) From my mother and my father

4. To what extent the following kinds of support that you get from your parents? Please (tick « ✓ » mark one of the given alternatives)

SN	Types of Support	Extents of Support			
		Very high	High	Medium	Low
A	Provide a supportive learning material in the home				
B	They arrange enough time to study at home				
C	They arrange appropriate reading schedule				
D	They encouraged me to do my school homework and study				
E	They minimize and to share and/ to give for others my house chores				



11. Which time mostly used for reading?

- a) After I return to my house
- b) Before I go to school
- c) After accomplishing my house hold chores
- d) At night
- e) At weekend
- f) When I get free time in the school
- g) I don't have any specific time
- h) I don't have reading time.
- i) If other \_\_\_\_\_

12. Do you think that girl student engagement in household activities have negative effects on their academic performance? a) Yes                      b) No

13. If your answer for the above question is “Yes”, to what extent its affect their academic performance?

Please (tick «  » mark o n e of the given alternatives)

SN	Consequences of house hold activities	Extents of impact			
		Very high	High	Medium	Low
1	Lake of time to study at home				
2	Lake of interest to study at home				
3	Less class room participation				
4	Frequent absenteeism				
5	Achieving less academic performance				

14. Parents most often were not interesting to send their daughter for attending a tutorial class. What do you think about this statement?

- a) Strongly agree    b) Agree                      c) Disagree            d) Strongly disagree

15. The following statements are expressing parents' attitude that affect girls' academic achievement.

Based on your environment observation, indicate your opinion on the extent to which these attitudes play a role by making « ✓ » mark corresponding to the following statements.

SN	Attitudes of Parents towards Educating	Strongly agree	Agree	Disagree	Strongly disagree
1	Parents do not want to educate their				
2	Parents do not believe that boys and girls are equally intelligent and can perform				
3	Expectation of parents for their daughters				
4	Parents considered educating girls' as a				
5	Parents believe that boys have better access to the world of work than girls				
6	Parents do not have the knowledge of the benefits of educating their daughters.				

16. To what extent the aforementioned parental attitudes affect girls' academic achievement?

- a) Very high b) High c) Medium d) Low

17. From your observation and experience on the extent to which school facilities affecting girls' academic achievement **making** « □ » mark corresponding to the following statements

SN	School facilities	Very High	High	Medium	Low
1	Inadequacy of classrooms				
2	Lack of gender sensitive facilities (separate latrine, drinking)				
3	Inadequacy of school library				
4	Lack of textbooks				
5	Lake of qualified teacher				
6	The absence of role model (female) teacher				

18. In your class, the extents of teachers knowledge to teach their subject effectively is

- a) Very high      b) High      c) Medium      d) Low

19. Teachers' effective ways of teaching, to what extent helps to improve girls' academic achievement.

- a) Very high      b) High      c) Medium      d) Low

20. The extent of your teachers used group work and other participatory methods of teaching

- a) Very high      b) High      c) Medium      d) Low

21. In your class most often the participation of girls' is higher than that of boys

- a) Strongly agree      b) Agree      c) Disagree      d) Strongly disagree

22. From your observation and experience indicate your opinion on the extent to which these attitudes play a role in your context by making « □ » mark corresponding to the following statements.

SN	Teachers attitudes	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Teachers spent more time talking to boys and allow them to respond more than girls in classrooms;				
2	Majority of teachers prefer to teach boys,				
3	Both male and female teachers have a negative attitude towards girls' ability				
4	Teacher tend to ask more difficult questions for boys than girls				
5	Male teachers express their emotion with unpleasant words both in class and out of the class				
6	Female teachers express their emotion with unpleasant words both in class and out of the class				

23. To what extent the above mentioned teachers attitudes affects for girls' academic achievement

- a) Very high    b) High    c) Medium    d) Low

24. To what extent the availability of role model (female teachers) affects girls' academic achievement?

- a) Very high    b) High    c) Medium    d) Low

25. If your answer for the above question is «medium or low», would you mentioned your reason please what is the reason this;

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26. From the following factors that hinder girls' academic performance, based on your local area and your school existing situation, indicate the most serious factors in your school by ranking 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> accordingly.

SN	Factors	Rank			
		1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
<b>26.1</b>	<b>Family Related Factors</b>				
a	House hold demand of girls labor				
b	Lack of time to study at home				
c	Lack of interest to study at home				
d	Parents low levels of education				
e	Parents low levels of expectation				
f	Parents lack of support				
g	Parents economic problem				
<b>26.2</b>	<b>School Related Factors</b>				
a	Lack of qualified teachers				
b	Lack of role model (female) teacher				
c	Poor school facility				
d	Absence of teachers' support for girls				
e	Low attitude of teachers towards girls				
f	Distance from home to school				
g	Teachers are not interested give tutorial class for students especially for girls'				

If other please specify;

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27. In your opinion, In order to improve girls' academic achievement at zonal level, what measure should be taken? Please specify some of them;

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**Thank You Very Much!**



## **APPENDIX TWO**

### **Questionnaire for Teachers and School Principals**

Dear Teacher

The main purpose of this research is to identify the main problem that affects girls' academic achievement in upper primary schools of the zone. Your school particularly second cycle (grade 5–grade8) is one of the selected level for data collection purpose. In order to make the research more reliable, you are among those chosen to participate in the study as a primary source of data. Thus you are kindly requested to be considerate in answering the questions. Your cooperation in answering the questionnaire has a great help to the success of the research.

**Thank you in advance for your cooperation.**

#### **Note:**

- a) Any information obtained from you will be used for this research purpose only,
- b) Please read each item carefully and record your genuine opinion on the basis of your teaching experience,
- c) Do not write your name on the questionnaire,
- d) Please, give appropriate answer to the following question by writing in space provided according to the instruction,
- e) Please do not leave any question unanswered.

1. **General background** (Fill in the spaces provided and/or tick «X» mark one of the given alternatives)

1.1 School's name \_\_\_\_\_

1.2 Sex a) Male \_\_\_\_\_ b) Female \_\_\_\_\_

1.3 Age \_\_\_\_\_

1.4 Educational level,

a) 12+TTI \_\_\_\_\_ b) 10+TTI \_\_\_\_ c) Diploma \_\_\_\_ d) Degree\_

\_\_\_\_\_

1.5 Field of Study \_\_\_\_\_

1.6 Service Year \_\_\_\_\_

1.7 Your current status

a) School Principal \_\_\_\_\_

b) Vice school Principal \_\_\_\_\_

c) Teacher \_\_\_\_\_

Subject you teach \_\_\_\_\_

2. In your class to what extent girls participate in the teaching learning process?

a) Very high      b) High      c) Average      d) Low

3. If your answer for the above question is "Low or average", what is the reason for this in your class? Please specify

\_\_\_\_\_

4. If your answer for the above question is "Very high and high", what is the reason for the high participation of girls in your class? Please specify

\_\_\_\_\_

5. In your subject, the academic performance of girls as you compared to boys:

a) Very high      b) High      c) Average      d) Low

6. To what extent you discuss with girls' parent based on their academic performance?

a) Very high      b) High      c) Average      d) Low

7. To what extent parents visits your school to discuss their daughters academic performance and other related issues?

- a) Very high      b) High      c) Average      d) Low

8. To what extent the following school environments affect girls' academic achievement in your school? **Thick** « ✓ » mark corresponding to the following statements.

SN	Some of school facilities	Level of Impact			
		Very high	High	Average	Low
1	Inadequacy of classrooms				
2	Lack of separate latrine for boys & girls and drinking water				
3	Inadequacy of school library				
4	Lack of textbooks				
5	Lake of qualified teacher				
6	The absence of role model (female) teacher				

9. From your observation on the existing situation of your school how do you evaluate the availability of school facility in the mentioned school facilities? **Thick** « ✓ » mark corresponding to the following statements,

SN	Some of school facilities	Sufficient	Mediu	Not	Not
				insufficient	available
1	Availability of classrooms				
2	Availability of separate latrine for boys and				
3	Availability of school library or reading room				
4	Availability of textbooks				
5	Availability of qualified teacher				
6	Availability of role model (female) teacher				

10. Are female teachers play significant roles, towards improving girls' academic achievement in the school? a) Yes b) No

11. If your answer for the above question number 10 is «Yes» could you mention some of their activities? \_\_\_\_\_

12. If your answer for the above question number 10 is «No»; what is the reason for this? -  
 \_\_\_\_\_  
 \_\_\_\_\_

13. From your observation and teaching experience indicate your opinion on the extent to which the following attitudes reflects during the teaching learning activities. Please genuinely making « ✓ » mark corresponding to the following statements

SN	Teachers attitudes	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Teachers spent more time talking to boys and allow them to respond more than girls in classrooms;;				
2	Majority of teachers prefer to teach boys,				
3	Both male and female teachers have a negative attitude towards girls' ability				
4	Most often teachers tend to ask more difficult questions for boys than girls				
5	Male teachers express their emotion with unpleasant words both in class and out of the class				
6	Female teachers express their emotion with unpleasant words both in class and out of the class				

14. To what extent the above mentioned teachers attitudes affects girls' academic achievement?

- b) Very high    b) High                      c) Medium    d) Low

15. Based on your teaching experience and observation of your school, indicate your opinion on the extent to which these attitudes play a role in your context by making "X" mark corresponding to the following statements.

<b>SN</b>	<b>Attitudes of Parents towards Educating their Daughter</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>1</b>	Parents do not want to educate their daughters				
<b>2</b>	Parents do not believe that boys and girls are equally intelligent and can perform equally.				
<b>3</b>	Expectation of parents for their daughters are not as high as that of their sons				
<b>4</b>	Parents considered educating girls' as a wastage as compared to their sons				
<b>5</b>	Parents believe that boys have better				
<b>6</b>	Parents do not have the knowledge of the benefits of educating their daughters.				

16. Do you get any in service training on gender issues in education

- a) Yes                      b) No

17. To what level do you rate your capacity to understand gender issues in education?

- a) Sufficient              b) Average      c) Not satisfactory

18. Do you think that the above mentioned activities help for improving girls' academic performance?

- a) Yes                      b) No

19. From observation and teaching experience, would you mention some of the main family related factors and school related factors affecting girls' academic achievement?

a) Family related factors

---

b) School related factors

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20. In your opinion, In order to improve girls' academic achievement at zonal level, what measure should be taken? Please specify some of them;

21. The following information should be filled **only by school principals**

21.1 Number of Second cycle primary school teachers

Sex	Certificate	Diploma	Degree	Remark
Male				
Female				

21.2 Number of diploma and degree holder teacher with their field of Study

Language		Mathematics		Natural Science		Social Study		others		Remark
Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	

21.3 Second cycle primary school student statistical information from 1998 to 2001 E.C

Grade	Registered		Dropout		Sat for exam		Promoted		Repeater	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Five										
Six										
Seven										
Eight										

**Thank You Very Much!**

## APPENDIX THREE

### Structured interview for parents School \_\_\_\_\_

The main purpose of this research is to identify the main problem that affects girls' academic achievement in upper primary schools of the zone. Your school particularly second cycle (grade 5–grade 8) is one of the selected level for data collection purpose. It is also aimed at identifying possible intervention strategies that could be implemented increase girls academic performance particularly in the upper primary schools. In order to make the research more reliable, you are among those chosen to participate in the study as a primary source of data. Thus you are kindly requested to be considerate in answering the questions. Your cooperation in answering the questionnaire has a great help to the success of the research.

**Thank you in advance for your cooperation**

#### 1. General background

1.1 School's name \_\_\_\_\_

1.2 Sex a) Male \_\_\_\_\_

b) Female \_\_\_\_\_

1.3 Age \_\_\_\_\_

1.4 Occupation \_\_\_\_\_

2. How many children do you  
have?

a) Son/s

b) Daughter/s

3. How many of them are school age children

	Status of your Children	Number of Son/s	Number of daughter/s
1	Attend primary school at present		
2	Attend secondary school at present		
3	Attend higher education at present		
4	Drop out any level of education		
5	Do not attend		

4. Whom do you think should be given priority to send school between your son and daughter?

- a) Son      b) Daughter      c) Both

5. On the average how many time your son engaged for house hold chores? \_\_\_\_\_

6. On the average how many time your daughter engaged for house hold chores? \_\_\_\_\_

7. To what extent your daughter engaged for the following house hold activities within a week?

SN		Number of days of a week engaged for house hold chores			
		Seven days	Five to Six Days	Three to Four days	One to Two days
1	Cleaning the house				
2	Cooking meals				
3	Collecting fire wood				
4	Fetching water				
5	Caring for siblings				
6	Washing clothes				

8. When you observe the existing situation of your local area, girls' have less reading time than boys.

What do you think about this statement?

- a) Strongly agree      b) Agree      c) Disagree      d) Strongly disagree





13. To what extent the above mentioned parental attitudes affects for girls' academic achievement

- a) Very high    b) High    c) Average    d) Low

14. To what extent parental economic status affect girls' academic achievement?

- a) Very high    b) High    c) Average    d) Low

15. What is the main problem that affects for girls academic achievement in your area?

- a) School related problems

- 
- b) Family related Problems

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20. How can we solve these problems and improve girls' academic achievement in your area?

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**Thank You Very Much!**

## APPENDIX FOUR

### Interview Guide for School Principals

School\_\_\_\_\_

This structured interview is designed to request data for a research entitled “ Factors affecting girls academic achievement in Toke Kutaye woreda upper primary schools” Your school particularly second cycle (grade 5 to grade 8) is one of the selected level for data collection purpose. In order to make the research more reliable, you are among those chosen to participate in the study as a primary source of data. Thus you are kindly requested to be considerate in answering the questions. Your cooperation in answering the questionnaire has a great help to the success of the research.

**Thank you in advance for your cooperation.**

#### 1. General background

1.1 Sex\_\_\_\_\_

1.2 Age\_\_\_\_\_

1.3 Service year

a) For teaching \_\_\_\_\_

b) For school principals\_\_\_\_\_

1.4 Level of Education\_\_\_\_\_

1.5 Status\_\_\_\_\_

2. How could you describe girls’ student and teachers’ relationship in your school?

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3. Do you observe any problem, regarding to their relationship?

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4. How could you describe parents and school relationship in your school?

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5. Do you think that parents came and discuss from teachers and/or other concerning body in the school based on their daughters academic performance? How could you describe this?

---

6. Most of a time who repeated more particularly in the second cycle? What is the reason for their repetition?

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7. Based on your school practical situation, what do you think about the presence of female teachers and girls academic achievement?

---

8. What major activities were done towards improving girls' academic achievement in your school?

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9. Could you mention some of the major problem faced in your school in improving their academic performance/or in r e l a t i o n to girls education?

---

10. What measures were used to solve those problems?

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11. In your opinion, In order to improve girls' academic achievement at zonal level, what measure should be taken?

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**Thank You Very much!**

## APPENDIX FIVE

### Interview Guide for Toke Kutaye Woreda Education Officials

This structured interview is designed to request data for a research entitled “Factors affecting girls’ academic achievement in Toke Kutaye woreda upper primary schools.” In order to make the research more reliable, the selected woreda and zone education officials are among those chosen to participate in the study as a primary source of data. Thus you are kindly requested to be considerate in answering the questions. Your cooperation in answering the questionnaire has a great help to the success of the research.

**Thank you in advance for your cooperation.**

#### 1. General background

1.1 Sex \_\_\_\_\_

1.2 Age \_\_\_\_\_

1.3 Service year \_\_\_\_\_

1.4 Level of Education \_\_\_\_\_

1.5 Current status \_\_\_\_\_

2. Could you mention some of the main activities done in your office to increase girls’ academic achievement?  
\_\_\_\_\_

3. Could you mention the major problem that affects for girls towards improving their academic performance at school and woreda level?  
\_\_\_\_\_

4. Could you explain the major activities done by NGOs to facilitate girls’ education at primary school level?  
\_\_\_\_\_

5. Which NGO most often involved the above mentioned activities?  
\_\_\_\_\_

6. What is your suggestion about the responsibility of government, society, as well as parents in order to improve girls’ academic achievement?  
\_\_\_\_\_

**Thank You Very much!**