

**FACTORS AFFECTING ACADEMIC PARTICIPATION OF  
FEMALE STUDENTS IN HARAR SENIOR SECONDARY  
SCHOOL, EASTERN ETHIOPIA**

**MSW DISSERTATION RESEARCH PROJECT REPORT  
(MSWP - 001)**

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## DECLARATION

I hereby declare that the dissertation entitled: **FACTORS AFFECTING ACADEMIC PARTICIPATION OF FEMALE STUDENTS IN HARAR SENIOR SECONDARY SCHOOL, EASTERN ETHIOPIA** submitted by me for the partial fulfilment of the MSW to Indira Gandhi National Open University (IGNOU), New Delhi is my own original work and has not been submitted earlier, either to IGNOU or to any other institution for the fulfillment of the requirements for any other programme of study. I also declare that no chapter of this manuscript in whole or in part is lifted and incorporated in this report from any earlier work done by me or others.

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## Abbreviations and Acronyms

- **AIDS** Acquired Immunodeficiency Syndrome
- **CSA** Central Statistical Authority
- **EFA** Education For All
- **ESDP** Education Sector Development Programme
- **ETB** Ethiopian Birr
- **FAWE**
- **FDRE** Federal Democratic Republic of Ethiopia
- **FGDs** Focus Group Discussions
- **GCE** Global Campaign For Education
- **GER** Gross Enrollment Ratio
- **HIV** Human Immunodeficiency Virus
- **MDGs** Millennium Development Goals
- **MoE** Ministry of Education
- **MoH** Ministry of Health
- **NER** Net Enrollment Ratio
- **PDRE** Peoples Democratic Republic of Ethiopia
- **SLOT** Strengths, Limitations, Opportunities and Threats
- **SWOT** Strengths, Limitations, Opportunities and Threats
- **TGE** Transitional Government of Ethiopia
- **UN** United Nations
- **UNDP** United Nations Development Programme
- **UNESCO** United Nations Education, Scientific, and Cultural Organization
- **UNICEF** United Nations Children's Fund
- **USAID** United States Agency for International Development

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## Abstract

*The purpose of the study was to identify factors affecting academic participation of female student in Harar Senior Secondary school. Following school records and some informal sources the researcher hypothesized that academic participation of student in the area is highly related with gender issues and female students academic participation is not proportional compared to their male counterparts. This study conducted in Harar senior secondary school. It took 200 female students as samples which were drawn only from grades nine and ten. The samples were selected using purposive non-probability sampling technique based on their proportion and the researcher used random sampling method to draw the actual sample size. As a research tool questioner, key informant interviews and other interviews, FGDs (focus group discussions), observation, SWOT analysis and document analysis are used. Both qualitative and quantitative surveys used. The researcher introduced the overall concept of the research; the researchable problem introduced according to the objective of the study. To support the research area, the researcher tried to review various literature and discussed on the right of girls to education, girls access to education, gender disparity in education, girls drop out in education, impact of gender gaps in education, importance of girl's education and the like. The researcher found that there were factors which affected academic participation of female students, such as psychological factors (including motivation and level of aspiration of students, self-reliance of the students, lack of guidance and counseling service, and income of their families); personal factors, such as educational background of a student's family, study hours, use of stimulants; socio-cultural factors, like social safety, attitude of society towards female education and sexual harassments against female students. While analyzing the academic participation and performance, the ratio of total male students to total female students in the years 2007 to 2011 was approximately found to be 4:3 implying the rate of enrolment of male students is dominating that of female where as the rate of dropouts of female students was found to be slightly higher than that of male students. Therefore, it is conclude that there exists gender disparity in academic participation at Harar Senior Secondary School.*

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# CHAPTER I

## INTRODUCTION

Education is a process of teaching, training and learning, especially in schools or colleges to improve knowledge and develop skills. These are primary education, secondary education, further (higher) post-secondary education, adult education, a college/ university education, formal and informal education (Wehmier, 2004 cited in Oxford University, 2005).

Development is a complex issue with different and sometimes contentious definitions. A basic perspective equates development with economic growth. The United Nations Development Programme uses a more detailed definition. According to UNDP (2004), “development is to lead long and healthy lives, to be knowledgeable, to have access to the resources needed for a decent standard of living and to be able to participate in the life of the community.”

Unlike growth which is determined only with the growing economical or wealth activity, national development is about the overall improvement of on the lives of the citizens in the specific boundary. With all the issues of development and growth, the role of women is significantly important because women share the half number of the population in most of our world. That is why teaching or developing women is the backbone of every development. A woman is a human with sexual characteristics of female or girl and the word women used to refer adults when it is adolescents, the name will be girl.

Education is the major important measure that can be taken to ensure a full integration of women or girls in development. Education raises the social status and self-image of women, increases their ability to question status-quo, enables them to make decision for themselves and increases their contribution to the well-being of society and the country at large.

Though girls’ education is seen as one of the prerequisites for promoting national development plans, girls and boys have not yet achieved equal opportunities to have access to education. Thus, discrimination in girls’ education has a serious impact on national

development. Decades of research findings provide substantial evidence of the lesion between education and economic development.

Regions in the world, such as South East Asia and Latin America have tended to show higher level of economic development. Though many initiatives have been launched to spur economic development, the success achieved has not been that much satisfactory in Sub Saharan Africa. So far, low levels of educational attainment among labour force are often cited as the reasons for the slow development path of countries in Sub Saharan Africa. Despite these countries show specific experiences with economic development, which have not been effective in reducing poverty; economic development is still seen as necessary condition for increasing income of the poorest in the long run (World Bank, 2005). In this regard, education plays an important role as it provides the basis for active participation and productivity in the development process. Education belongs, among other factors, to achieve freedom of choice, which is the foundation of development.

In most Sub Saharan African countries, including Ethiopia, women contribute a large portion of labour force such that restricting education to boys has a direct and measureable impact on productivity. Although some success in improving the level of education of women and girls in some developing countries has been registered, most Sub Saharan countries (like Ethiopia) still lag behind the rest of the world.

The latest progress report towards the Millennium Development Goals (MDGs) of the UN indicates that there was little or no progress was seen over the period 1998-2002 in Sub Saharan Africa. Regarding gender gap in education, girls are not provided or encouraged to participate in education (UN, 2006 cited in Yirga, 2004).

Ethiopia is among those countries which are the most educationally disadvantaged ones. Though Ethiopia introduced modern education as early as 1908, the majority of the rural population (especially women and girls) have not equally got benefited from it. Therefore, there is a serious gender disparity in educational participation, completion of their respective

schooling and academic achievement at different levels in the Ethiopian educational system in general and Harari Regional State in particular.

More than half of the Ethiopian population is women which show that girls' education is equally important as that of boys. The implication of all the above-stated situations leads to special measures or actions which eliminate discrimination, eradicate illiteracy, create gender sensitive educational systems, increase enrolment ratio and retention rate of girls and improving quality education to facilitate lifelong learning, as well as development of technical and vocational skills by females at all levels of the system in the country. Therefore, it becomes imperative to study what factors are affecting female student academic participation in senior secondary school in Harar city.

Although there are some sporadic studies on gender and education in general and socio-economic and cultural factors affecting female students' academic participation using educational perspectives in particular, there might be limited empirical studies on those factors using social work perspective in Ethiopia. Therefore, it becomes imperative to study what factors are affecting female students' academic participation in senior secondary school in the city. Thus, study aimed at assessing and identifying factors affecting academic participation of female students at Harar Senior Secondary School in Eastern Ethiopia.

## **1.1 Statement of the Problem**

In the Ethiopian society, women are viewed as procreators of the coming generations, as well as producers of goods and services. However, in many Ethiopian local communities, traditional perceptions of women as inferior to men continue to prevail as many people invoke the preservation of African cultures to justify the subordination of women. Hence, men usually dominate women in the political, religious, economic, academic and domestic spheres. Women's academic achievements and roles in society are hardly acknowledged or recognized. This situation has necessitated the call for the empowerment of women by according them their due status, rights and responsibilities and enabling them to participate actively in decision making activities.

Issues related to women have taken new dimensions and received varied treatments by the United Nations and its specialized agencies over the decades. The principle of equality of men and women was first recognized in 1945 in the United Nations Charter and, subsequently, in the Universal Declaration of Human Rights in 1948.

Even though the international declarations, of which Ethiopia is a signatory, affirming the legal rights and equality of men and women; available literature shows that girls' participation still constitutes a disproportionate percentage of those participating in academic system at different levels of the education system in the country.

Many global conferences have been organized and held on various issues on women and have made global progress in improving the status of women; gender disparities still exist, especially in regard to participation in high school education. The low participation of women in the senior secondary high schools affects the progress in improving, and promoting gender equality because very few women are influencing the legislative process.

The rationale for promoting women's participation in senior secondary high schools is based on equity, quality and development. Given the nominally equal status of men and women in laws of most countries, it is only right that both sexes participate in decision making over matters affecting them.

Several obstacles that prevent women from participating in senior high schools have been identified. Bello (1992) considers socio-cultural beliefs as the major barriers in this regard. These beliefs emphasize the superiority of men and the inferiority of women. They form an integral part of the socialization process (i.e. social learning process) and the gender education and the training most men and women are exposed to commencing from childhood.

Based on the concept of role expectancy, an individual develops through the years her own set of internalized values, beliefs, attitudes, ideals and aspirations. Another barrier is the

institutional framework guiding the gender division of labour, recruitment and upward mobility in the existing education system.

According to the Record Office and other informal sources of Harar Senior Secondary School, the following problems were being observed:

1. Academic participation of students in the study area is highly related with gender issues;
2. Participation of boys and girls in the school was not proportional; in the past five years; and
3. The number of male and female dropouts and their reason in the study area is highly dependent on environmental and social factors that need to be studied.

So far, the available empirical studies on such issues have remained inconclusive. This study was undertaken to assess, analyze and identify the issues mentioned. Hence, this study was conducted to fill the knowledge gap in available knowledge reserve.

## **1.2 Research Questions**

This study primarily concerned with gender gap issues in academic participation in Harar Senior secondary school. To attain the objectives of the study, the following general and specific research questions have been formulated:

1. What types of factors are affecting the academic participation of female students in Harar Senior Secondary High School?
2. To what extent, female students have been participating in secondary education as compared to their male counterparts in Harar Senior Secondary School?
3. What are the major driving and constraining forces towards the academic participation of female students in Harar Senior Secondary School?
4. What types of opportunities exist for female students to get a better level of academic participation and achievements than those of males in the School at different levels?

### **1.3 Objectives of the Study**

The general objective of this study was to assess and to identify factors which have been affecting the academic participation of female students in Harar Senior Secondary School. In addition, the study specifically intended:

- a. To identify factors affecting academic participation of female students in Harar Senior Secondary School;
- b. To examine the level of academic participation of female students with respect to their male counterparts; and
- c. To investigate major driving force and city constraints preventing females from their participation in the academic in Harar city; And
- d. To identify existing opportunities for female students to get better academic participation in academic activities at the school.

### **1.4 Definition of Key Terms**

- **Gender** refers to socially constructed roles, behaviours, activities and attributes that a given society considers appropriate for men and women in its socio-cultural contexts.
- **Gender disparity** shows the difference between girls' and boys' academic participations in a given year.
- **Academic performance** is the level at which a student performs in education to achieve or score the entry point or pass mark of each grade according to the standard set by Ministry of Education or Regional Bureau of Education. It is measured in average pass marks. The term is used more generally to describe participation in subject of the curriculum (Wondifraw, 2010).

### **1.5 Limitations of the Study**

This research was based on both quantitative and qualitative data. Thus, as the qualitative data are based on individuals' judgment; these conditions may affect the interpretation and the conclusion drawn from the major findings of the study. Besides, as this study was

undertaken in only one School of the city; the findings from one case may not be generalized to different population and socio-cultural contexts elsewhere in Ethiopia.

## **1.6 Chapterization of the Thesis**

This thesis consists of five chapters. The first chapter first introduces the background of the study, statement of the study, research questions, objectives of the study, definition of key terms, limitations of the study, and Chapterization of the thesis.

Chapter two presents review of relevant literature which are located elsewhere in the world. Next, it describes study design and methods. This chapter then dwells on description of the study area, study design and methods, universe of the study, sampling methods, tools and procedures for data collection, and data processing and analysis.

The fourth chapter highlights the results of the study, their interpretation and discussion in the light of the findings of those previous studies in the world. The results of the analyzed data are organized into demographic characteristics of respondent, educational background of the respondents' family, livelihood dependency, psychological factors, socio-cultural factors and SWOT. Finally, it summarizes the main findings of the study, puts together those trends of relevant issues which have been running throughout the thesis and then suggests interventions for practice or action.



## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter is organized to show how the title of the research is significant and to support the idea from the available literature. Girls' education is one of the major issues that has attracted the interests and attentions of policy makers, donors, researchers and female population at large. Thus, fighting for girls' education is the activity being done in almost all over the world, particularly in developing countries by using different strategies and approaches.

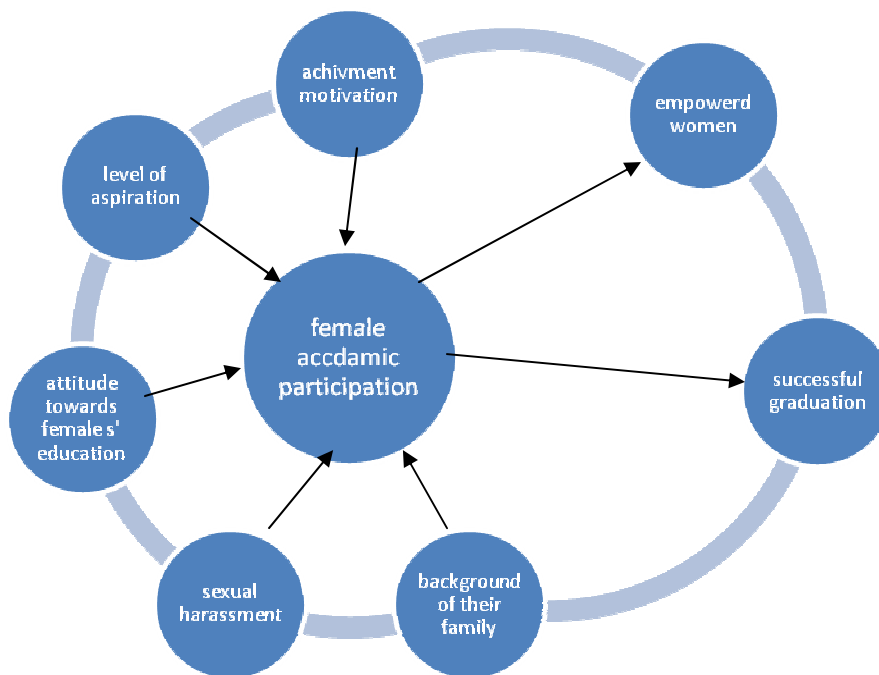
Girls' education requires immediate attention for many reasons. Primarily, the equity concern in education should be a driving force to develop strategies and plan of action that could attract and encourage girls to participate in different education programs at all levels. Secondly, quality education is seen as a necessary instrument that enables children to attain a common educational foundation for life and for further learning. Thirdly, education is one of the means for creating civilized society and promoting national development.

However, access to enrollment and performance in education are characterized by gender gap. Girls are underrepresented in all educational levels regardless of geographical location, as well as formation. Moreover, dropout, failure and repetition rates are higher for girls than boys. The gender gap increases with increasing educational level (MoE, 2003). Generally, this chapter is devoted to review of literature by different scholars and their analyses and interpretation.

#### **2.1. Conceptual/Theoretical Framework**

The framework shows about factors contributing to the academic participation of females. These factors include: the motivation which the female students have towards achievement; the level of aspiration they have; the attitude of the sociality towards girls' education; sexual harassment they have faced; and the economical and the educational background of their family. Besides, the number of children in the household affects negatively girls' participation in their education.

In other way, if girls get the chance to participate in academics; they would have a successful life and become empowered in different aspects of social life. These women may benefit people at household, community, society and country levels.



**Figure 2.1 Conceptual Framework showing Factors affecting Female Students' Participation in Senior Secondary High School**

## 2.2. Girls' Right to Education

Engin (2009) stated that education is not a charity rather a fundamental human rights for all people irrespective of their sex, race, and economic status, which is key to sustainable development, peace and stability among countries. The international community's commitment to universal education which was first set down in the 1948 Universal Declaration of Human Rights and later reiterated in 1989 Convention on the Rights of the children are recognized and ratified by the world countries.

The rights to education are recognized by international law and enriched in article 26 of the Universal Declaration of Human Rights which provides that everyone has the right to education. Moreover, Article 13 of the International Convention on economic, social and cultural rights guarantees the right to education for everyone. Particularly, Article 13[2][a] stipulates that primary education shall be compulsory and available free to all (UNESCO,1999 cited in Rizeki, 2006).

The World Conference on Education For All (EFA) which was held in Thailand in 1990 was reaffirmed at the 2000 World Education Forum in Dakar, Senegal. At Thailand Summit for Children, world leaders not only reaffirmed their commitments that girls and boys should have a quality education but also pledged to place their emphasis on reducing the disparities that had existed between rates of school enrollments for decades. In the 2000 Dakar Declaration to girls' education was afforded first attention. Thus, the urgent priority was to ensure access and improve the quality of education for girls and women and to remove every obstacle that hampers their active participation.

The Ethiopian Government has long recognized that the realization of basic education is both a necessary and fundamental human rights. It was the signatory of all regional and global proclamations and approaches to provide basic education for all. It was also signatory of the Universal Declaration of Human Rights, which asserted that everyone has the right to education and which is reaffirmed by subsequent international conferences. Ethiopia also took part in all regional UNESCO conferences in early 1960s held in Addis Ababa, Karachi, Santiago, Tripoli and the Udaipur conference on literacy and its subsequent Charter I 1983, the world Summit for children and convention on Rights of children, the 1990 Thailand Declaration on Education For All (EFA), the 1999 Sub Saharan Conference on Education for African Renaissance and the 2000 Dakar Declaration which are all efforts that bear witness in realization of education as a basic human rights worldwide.

Despite all these efforts and commitments, the idea of Universal education remains unfulfilled and gender gaps persist up to these days. Millions of children in Ethiopia still fail to gain access to schooling and even larger numbers among those who enroll leave

prematurely dropping out before the skills of literacy and numeracy have properly gained. A majority of such children are girls.

### **2.3. Girls' Access to Education**

Habtamu (2004) stated that inequality of education opportunity between and among various social groups has been a serious problem in Ethiopia. The number of enrollments and graduates has not been proportional to the size of student population as we compare males and females. The development of a democratic and inclusive government requires that individuals and groups have equal opportunity in education, employment and other social services. Therefore, education shall be physically and economically accessible and available to all without discrimination. The school should be available with adequate facilities to ensure that children get to school.

There has been dramatic growth in the enrollments throughout the educational systems in recent years. However, enrollment level at secondary level varies greatly across the world. Developed countries have already achieved universal secondary education, but the Arab States and Latin American countries tend to have enrollment ratio above 7 percent when it was 30 percent for Sub Saharan countries and it was 22.1 Percent for Ethiopia in 2003/04.

Ethiopia has adopted several international declarations and developed its own educational policies and strategies that aimed at improving the welfare of children through education. These include the MDGs that call all children to have equal access to quality education and achieve UPE up to the year 2015 and other intervention measures that improve access to education facilities and programs for girls and minimize barriers to demand for their education. However, the participation and performance of girls at primary, secondary and tertiary educational levels still is lower than that of boys. Ethiopian National Agency Report (Tadesse, 2009) asserted that at the beginning of the twenty-first century one of the main problems challenging Ethiopia in education is the gender gap in enrollment and performance between male and female particularly at secondary and tertiary levels.

In Ethiopia, as it has been revealed by different researchers, there are factors affecting female students' participation in education sector. These major factors are responsible for low participation and performance of the female students were categorized as economic, family, socio-cultural, school, institutional related and other factors (Emebet, 2003).

#### **2.4. Gender Disparity in Education**

Gender equality is a more complex notion and more difficult to measure. Gender equality would imply that girls and boys are offered the same chance to go to school and that they enjoy teaching methods and curriculum free of stereotypes and academic orientation and counseling unaffected by gender bias. It also implies equality of outcomes in terms of length of schooling, learning achievement, academic qualifications and experiences (UNESCO, 2004).

Although many countries around the world have made significant progress towards gender parity at primary and secondary levels over the past decade, large gaps remain apparent particularly in Arab States, Sub Saharan, Africa, South and West Asia. Girls accounted for 57 percent out of school children of primary school age worldwide in 2001 and for more than 60 percent in Arab States and South and West Asia. Girls' participation remains substantially lower than boys in seventy-one out of 175 countries at primary level.

Gender disparities become more extreme at secondary and higher education. Out of 83 developing countries data, half have achieved gender parity at primary level, less than one-fifth at secondary and only four at tertiary. Almost two-third (64 percent) of the world's adult illiterates is women (UNESCO, 2005).

Girls' access to education has been recognized as a fundamental rights and increasing their access to education is among the top educational goals of Ethiopian government. Cognizant of the important, role women have to play in ongoing development endeavor, the government has put into place a variety of strategies and policies designated to increase female participation rates in education and consequently in the overall development

process. In the last few years much effort, time and money was spent in fully apprehending the big pictures of disadvantaged women in the country.

As a result, there is significant increase of GER for girls at first cycle of primary schools that increased from below 20 percent in 1994/95 to 78.3% in 2003/04. At the complete primary school, GER for female students was below 20 percent in 1994/95 and rose to 59.1% in 2003/04. The repetition rate in the country have moved from 10 percent in 1998/99 to 6.7% in 2002/03 and further dropped to 4 percent at primary level in 2003/04.

Despite these achievements, according to the current data available female participation and performance at all levels of Ethiopian education system is lower than that of male because of gender stereotypes prevalent in society which perceive males as dominant and women as subordinate in public sphere. For example, in the year 2003/04; when Net Enrollment Ratio (NER) is considered, the number of out of school age girls was very high (48.2 percent). This indicates that nearly 50 percent of the school age girls are out of school.

## **2.5. Girls' dropout in Education System**

The gender gaps in primary school enrollment certainly narrowed during the 1990s. Nearly two-third of developing countries improved on girls enrollment over the decade with biggest improvement seen in Benin, Chad, Gambia, Guinea, Mali, Mauritania and Morocco. The proportions of girls' enrollment in rural areas shoot up from 44.5 percent in 1997/98 to 82.2 percent in 2002/03. However, girls' primary school completion rate still lag behind boys at 76 percent compared with 85 percent. This much gender gap means that millions more girls than boys are dropping out each year.

As a result, the majority of the children not in school are girls. The most working statistics come from Sub Saharan Africa where the number of girls out of school raised from 20 million in 1990 to 24 million in 2002. Eight-three percent of all girls out of school in the world live in Sub Saharan Africa, South East Asia and the Pacific. The latest UNICEF global figure that include both girls' attendance and enrollment show that 70 countries have

rate less than 85 percent. The gender bias against the education of female begins at home. Traditional practices including heavy household workload and other factors affect the progress in education.

## **2.6. The Impact of Gender Gap on Development**

Human resources development constitutes the foundation on which material development can occur and education represents a major form of human resources development. Besides, it is believed that the expansion of education opportunities is of keystone to the nation's rapid socio-economic development. Education provides a fundamental base for further human development and quality is central to human resources development of any society.

In economic growth theory, the formation of human capital has assumed a prominent position among the contributing factors. In particular the beneficial impact of schooling on growth has been well established through numerous empirical evidences. Despite some successes in improving the level of education in some developing countries the Sub Saharan African countries lag behind the world. In most Sub Saharan African countries, women contribute a large portion of labor force such that restricting education to boys has a direct impact on labor productivity.

Generally speaking, education is likely to affect economic growth via skills that help to adopt technologies and knowledge and consequently increase investment. It is important to acknowledge that the respectively lower levels of schooling are an input for the subsequent higher levels of education. If gender inequality exists at primary level, this situation goes up to higher level. Denying equal access to education for boys and girls therefore puts a brake on the economic development prospective of a country.

## **2.7. Importance of Educating Girls**

Girls' education is the most effective means of combating many of the profound challenges to human development. Providing girls the opportunities to complete their education yields benefits for all.

Educating girls enhances economic productivity, lower infant and maternal mortality and improves the health and nutritional status of children. It also promotes sound environmental resources management and poverty reduction through women's absorption in the economy as employees and self-employment. Thus, education is an indispensable means for effective participation in the society and economy's of the twenty-first century which is influenced by globalization (King, 1990). In short, the education of girls has particular significance to countries like Ethiopia whose top priority agenda is economic and social development.

Girls' education is a dream investment for any head of government prepared to look beyond the immediate and usual solutions to the problem of development. It increases women's skills and productivity thereby reducing poverty and strengthening the economy in the long run .

Beza (2009) argued that, although female students' share at enrolment to higher level educational institutions has improved as compared to years before, due to the implementation of the new educational policy, the improvement was not sustainable up to graduation.

Education has an impact on areas beyond learning that extends a positive influence into most aspects of children's current and future life as stated that it delays marriage and onset of child bearing. It reduces acceptance of tradition that may be harmful to health and helps them to combat the barriers for women improve their lives.

## **2.8. Determinants of Females' Academic Participation**

Ethiopia has one of the lowest rates of females' participation in education. It has been recently discovered that though there are some outstanding female students, who score better than top scoring males, generally boys perform much better than girls in their academic careers (Wondifraw, 2010).



Factors affecting the participation and performance of female students are manifold. Some of these factors emphasized in here are family related, socio-cultural, economic, institutional and psychological barriers.

### **2.8.1. Economic Related Constraints**

Wealth and income earned by parents are contributing factors in children educational attainment particularly in poor households' income forgone by missing child labor may pose a constraint to send children to school. Such limitations render the decision of children's education and either or decision. If not all children can visit school, and then usually boys are preferred. Although empirical studies investigating the impact of wealth factors on the decision to send children to school do not support unambiguously, the assumption that wealth generally lowers the probability that children are sent to school (Hynemen et al., 1983).

Gender disparity in education is significantly greater for children living in poverty. Thus, girls are in double jeopardy affect by both gender and poverty (UNICEF, 2004). This implies that in poverty stricken countries it is more likely that men have more opportunities to have an income, political and social rights than women do. Women experience more poverty than men due to gender discrimination.

Although the degree of poverty in the country affects the education and life of its citizens, the effect can be moderated by a socio-economic status of a family has within the society (Emebet, 2003). Thus girls who come from economically advantaged families are much more likely to participate and perform better than those from disadvantaged families.

While factors related to poverty influences both boys and girls, a number of interrelated factors suggest that it is likely to disproportionately affect girls. At household level, though direct costs of schooling are similar for boys and girls, research examining the effects of households wealth on probability of a child attending and completing schools related that an increase in a wealth index, by one unit improved a boy's chances of attending schools by 16

percent compared to 41 percent of girls suggesting that girls' enrollment is more susceptible to poverty than boys (Rose and Samarri, 2001).

One of the reasons why boys are less affected by household poverty is that they are in a better position to earn money through petty trading for their own school expenses. Furthermore, poorer households are more likely to require children to work for longer hours and the gender division of labor tends to have an adverse effect on girls participation.

### **2.8.2. Family Related Constraints**

Family plays a very important role in determining the degree of access and achievement of girls has in education. There are many family related factors which include family the father can be a sole actor in enhancing girls' access to primary education both in rural and urban settings .Of course, mother also can influence the decision to send girls to school.

Parental decision over schooling of girls has an impact. The decision to send girls to school is partly based on the return that parents expect from their children's education. Educated children are more likely to find a job and help their family. This probability is higher for boys than girls who marry away and may rather be caught up in household chores and raising children instead of working for salary. The prospect that girls marry away from homestead of the parents and her different obligations towards her husband and the new family decreases the likelihood that parents invest on girls' education (Wobst, 2008).

Nigatu (2008) also stated that parental educational background has an important influence in academic participation and performance of their daughter. Thus, well educated parents perceive the intrinsic and monetary benefits of schooling more vividly than illiterate parents do.

Another study conducted in Ethiopia stated that urban girls had better performance on national exam than girls who attended schooling in rural areas (Emebet, 2003). However, it does not mean that there is no gender gap in urban areas. As Genet (1994) indicated, some

of the problems of girls in Addis Ababa high schools will be lack of study time, dropout, parents and teachers attitude.

### **2.8.3. Socio-Cultural Related Constraints**

The social and physical environment includes the situation in schools themselves, where girls are often subject to different problems and lack of facilities to host girls which in turn influence the potential decision over schooling of their daughters. Where social environment is generally unsupportive to girls' education, females' participation and performance will be lower compared to males.

In Ethiopia, from legal point of view, the family law was revised. Thus, the 1993 National Population Policy of Ethiopia cited in MoE (2004) which states that raising the minimum age of marriage for girls from the current lower age limit of 15 years to 18 years. According to several studies made in rural parts of Ethiopia, early marriage is one of the factors for educational wastage. Therefore, raising early marriage enhances quality of life, better health and other related benefits to girls and family.

Despite the recent change in policy in rising the official age of marriage of girls to 18 years, in some parts of Ethiopia girls still get married when they are below 10 years of age; Yelfign (2003) gave examples of girls who will be married before the age of 10 after which they moved to their in-laws household. Thus, so girls are married before they have the chance of attending school.

MoE (2004) indicated that families tend to influence the upbringing of their daughters based on the cultural values and religious norms. At early age girls are taught or socialized to be quiet, shy and most importantly obedient, hence, their inability to express themselves and interact with classmates and teachers make them isolated.

Abbera (2008) stated that some parents forbid girls from going to school for fear that if they get educated, girls refuse to get married or they do not get a man who marries an educated

girl. Moreover, in some rural parts of the country, girls are a good source of bride price when they get married. Therefore, parents might choose to forbid their daughters from going to school or force them to marry at early age.

Furthermore, girls did not view schools as secure and comfortable place to learn and hence participated less in class to avoid unwanted attention from male teachers. Their movement around the school was restricted by fear of being bothered by schoolboys (FAWE, 2002 cited in Endeshaw, 2007). Besides, the factors stated above rape, unwanted pregnancy, and family breakdown and lose of parents due to HIV/AIDS and other illness again influence girls schooling more than they affect the education of boys.

#### **2.8.4. Student Related Constraints**

Students' characteristics refers to students well-being, perception of the school environment, motivation, involvement in scholastic and co-curricular activities. Moreover, there are efforts of students and laws of control in all areas have significant effects on students' academic achievement (Engin, 2009).

There are four areas of well-being dimensional phenomena of students conceptualized as school condition, social relationships and means for self fulfillment and health status which affects both their behavior and their performance in school (Konv and Rimplela cited in Tadesse, 2009). In schools students, well-being depends on other factors including their opinion on rules and regulations of school and relations with their teachers and classmates. In addition, scholastic activities and individual efforts are important for academic achievements. Students' amount of time invested on class works and other activities has found to be strongly related to students' motivation achievement and their feelings. School attendance is also as high correlation with individual academic achievement. With regard to students' academic achievement, motivation is influenced by students' perception of parental support and involvement. If students' perception is positive on their parents support and involvement, they will achieve well.

### **2.8.5. Institutional Constraints**

According to Simmons and Alexander (1978), institutional factors which have primary importance in policy decisions determine the allocation of resources in terms of teachers' quality, student-teacher ratio class size and availability of teaching materials. Institutions or learning environments within which female students learn determine girls' participation and performance.

MoE (2004) stated that the learning environment is a determining factor for students' participation and survival at any given educational level. Major factors related to institutions and learning environment are:

- Rules and regulations that protect the safety and security of female students;
- Rules and regulations that govern the teacher code of conduct;
- Establishment of offices of support of women's education within schools;
- Level of awareness and sensitivity of staff about gender issues that affect girls' education;
- Availability of support systems for both sexes in the form of guidance and counseling;
- Existence of policies that protect the rights of individual from sexual rape and harassment; and
- Existence of female role model staff.

Odaga and Heneveld (1995) argued that the school environment, teachers, pedagogy and gender bias in learning material affect the participation and attainment of female students. The gender stereotypes which are present in society also create a picture of typical student in each subject and staff members in an institution. At early age, girls are taught to be quiet, shy and obedient according to the cultural values and religious norms, so their inability to express themselves and interaction with others make them submissive and isolated. Hence, many girls face difficulties in adapting the environment they are learning in which at the end causes poor academic performance.

### **2.8.6. Political Commitment Related Constraints**

According to Adetunde and Akesina (2008), political commitment is important factor for promoting girls' schooling. Governments are unwilling or unable to change their policies and priorities to achieve equal access to education for girls and boys as expected in the third millennium development goal.

Glick (2008) considered two types of policies, gender neuter and gender targeted. Gender neutral policies do not target girls based on schooling returns and costs in relation to boys, whereas gender targeted policies attempt to alter the costs and benefits of girls schooling in relation to boys. This indicates that political commitment affects female participation education.

### **2.8.7. Psychological Constraints**

Under or over evaluation of self can be tragic. Many people live mediocre lives because they do not know their own potential, among which females take the leading position. They have a sense of wrong or false modesty concerning their abilities. On the other hand, a person who over estimates his/her abilities are constantly running into rebuffs the failure for attempting the impossible. Therefore, proper self-esteem, self-image, self-appraisal and motivation are essential to a happy and successful life.

Girls are taught to be shy and submissive in order to gain approval in the society. Thus, teachers may perceive timidity and silence as a sign of lack of intelligence compared to boys.

Ferla et al. (2009) used the notion of academic self-concept referring to individuals knowledge and perceptions about themselves and conventions that can successfully perform a given academic tasks at designated levels. Contrary to this fact, a study of academic self-

concept conducted at Hawassa University revealed that female students reported to be low academic self-concept than their male counterparts (Tesfaye, 2005).

As a result, labeling of those students as low abilities coupled with less favorable environment would facilitate their academic underrepresentation. Moreover, the absence of students' guidance and counseling has its own psychological impact. On top of that there are theoretical and empirical evidences regarding the positive effects of female role models for the girls to follow their footsteps at all levels, but the reality on the ground tells quite a different story, especially at higher institutions. For instance, in 2003/03 the proportion of women faculty in Ethiopian universities stands at 7 percent (MoE, 2003). Generally speaking, motivation, socialization, interest, emotion, and attitude seriously affect the academic participation and performance of girls.

These reviews, though girl's education is significant; there are still so many reasons why girls do not attend school. Especially in third world countries which are below poverty and in poverty, girl's education seems out of the stage. In Ethiopia, like the other countries in the third world, girls face so many challenges which made them to stay away from school, such as economic, socio-political, cultural, psychological and familial constraints.

## **CHAPTER III**

### **RESEARCH DESIGN AND METHODS**

#### **3.1 Background of the Study Area**

Ethiopia is located in the north-eastern part of Africa, which popularly known as the Horn. Geographical and historical factors of Ethiopia have had a great influence on the distribution of its peoples and languages. The country is situated at the cross roads between the Middle East and Africa.

Ethiopia embraces a complex variety of nations, nationalities and peoples and linguistic groups. Its peoples altogether speak over 80 different languages constituting 12 Semitic, 22 Cushitic, 18 Omotic and 18 Nilo-Saharan language groups. Harari (*Aderegna*) language is being spoken in Harar. Harari Region was one of the regional states that form the Federal Democratic Republic of Ethiopia. According to CSA (2007), the Region has a total population of 183, 344. Out of which 99,321 live in urban areas and the remaining, 48,023 live in rural areas. From the total urban population; 92,258 were males and 91,086 were females in 2007. Generally, there are different socio-economic, cultural, political, etc. institutions and non-governmental organizations in the Region. There are educational institutions, such university, college institute, senior secondary high schools, secondary and primary schools in the city of Harar and its environs.

#### **3.2 Study Design and Methods**

In this study, researcher mainly employed non-experimental research design. Moreover, both quantitative and qualitative research approaches were used to address the objectives of the study. This study used descriptive sample survey to generate qualitative data from students, teachers, and other stakeholders in the study area. Qualitatively, the researcher employed semi-structured interviews, focus group discussions, observations and documentary analyses.



### **3.3 Universe of the Study**

The study intended to look into the multi-faceted factors which have contributed to the gender disparity in academic participation, factors affecting their academic achievements and challenges in the girls' education which, in turn, affect the development of the country in general. The primary target population of the study was female students who had attended their schooling at different levels in the secondary school in Harar city. The study was delimited to include female students in Grades 9 and 10 during the Academic Year 2012/2013 in Harar Senior Secondary High School because there is no a preparatory class in this, as well as other public senior secondary schools in the city.

### **3.4 Sampling Methods**

In the Academic Year 2012/13, there were a total of 786 female students in Harar Senior Secondary School. These students were categorized in two different strata according to their grade level. The actual sample size was 200 female students. These students would be selected using purposive non-probability sampling technique based on their proportion in each stratum. Then, the researcher employed simple random sampling method to draw the actual sample size from the sampling frame of the student population.

### **3.5 Data Collection: Tools and procedures**

In the first place, both quantitative and qualitative primary data on the personal, economic, cultural, social, psychological, and institutional factors were gathered from the sample respondents using structured interview schedule. Moreover, the researcher conducted key informant interviews using interview guide and Focus Group Discussions using FGD schedule/checklist with students and teachers to gather qualitative data on those issues under investigation. Quantitative and qualitative data were collected from secondary sources, like annual progress reports of the School, published and unpublished documents and other relevant materials. In addition, the researcher generated other relevant data on the School's internal and external settings using observation schedule. As general remarks, all research tools/instruments were pre-tested by conducting similar study at miniature scale.

### **3.6. Data Process and Analysis**

After the researcher had completed collecting quantitative and qualitative data on those issues in the study and the schedules were verified; each choice was coded and recorded in the codebook. Based on the items in the codebook, the researcher designed them on the SPSS template. The quantitative data were thus analyzed using descriptive statistics (like frequency distributions, measures of central location, measures of variability, measures of association, correlation, etc.).

In the study, both independent and dependent variables were used while analyzing the quantitative data using the SPSS. The dependent variable for this study was academic participation of female students, which was defined as the level of enrolment and successful graduation of students. It was assumed to be affected by a number of independent variables listed below.

The independent variables include: personal factors (e.g. the amount of income of a student's, family educational background of a student's family, number of children in the household, use of stimulants, and length of study hours); psychological factors (self-reliance, level of aspiration, achievement motivation, student's own attitude and guidance and counseling); socio-cultural factors (like social safety, attitude of society towards females' education and sexual harassment).

In order to analyze the qualitative data, the researcher used content analysis and thematic analyses according to the nature of the issues generated and the objective of the study. By so doing, categories of issues and themes were identified and put in different labeled folders to be used while writing-up the thesis.

## CHAPTER IV

### RESULTS, INTERPRETATION AND DISCUSSION

This chapter is organized according to the specific objectives of the study. Thus, it presents socio-demographic characteristics of the respondents, family’s educational background, livelihood dependency of the respondents, academic participation and performance of the student respondents, and psychological, as well as socio-cultural factors affecting female students’ participation in secondary education. In addition, this chapter dwells on SWOT analyses of the School.

#### 4.1 Socio-demographic Characteristics of the Respondents

The socio-demographic variables, places of residence, number of children in the respondent’s family and class of the target populations are presented as follows. As well-known, all respondents were females.

**Table 4.1 Socio-demographic Characteristics of the Respondents (N=200)**

Variables	Response options	Frequency	%
Home location	Urban	134	67.0
	Rural	37	18.5
	Peri-urban	29	14.5
	<b>Total</b>	<b>200</b>	<b>100.0</b>
No. of children in family	1-3	31	15.5
	4-6	108	54.0
	7-9	53	26.5
	≥10	8	4.0
	<b>Total</b>	<b>200</b>	<b>100.0</b>

**SOURCE:** Own survey data, 2012

As shown in Table 4.1, out of the total 200 female sample respondents, selected randomly from grades 9 and 10; 67.0 % were from urban area, 18.5% were from rural areas and 14.5

% were from peri-urban residence. The number of children in the family of the sample respondents reveals that the majority (54.0%) of them lived in a family with 4 to 6 children.

#### 4.2 Educational Background of the Respondents' Family

Educational background of a family is one of the variables that are assumed to have a positive impact on the academic participation and performance of a student. It is, therefore, a thorough examination has been carried out on the educational background of the respondents' families and illustrated in shown in Table 4.2.

According to the survey made on the educational background of students' families, 19% of the respondents' fathers had first degree and 12% were educated up to the diploma level and the least educational level of families was found to be able only to read and write, which was 10% of the total number of respondents.

A significant number of mothers of the respondents (14.0%) were found to be illiterate; whereas 9% and 5% had either diploma or bachelor degree respectively. The sisters and brothers of the target population indicated a better figure on the issue of educational background, that was 46.5% of sisters and 64% of brothers of the sample respondents had educational background of either diploma or bachelor's degree.

**Table 4.2 Educational Background of the Respondents' Family (N=200)**

		Frequency	%
Father	Read and write	20	10.0
	Grade 1-4	20	10.0
	Grade 5-8	30	15.0
	Grade 9-10	29	14.5
	Grade 11-12	20	10.0
	12+certificate	18	9.0
	Diploma	24	12.0
	Degree	39	19.0
<b>Total</b>		<b>200</b>	<b>100.0</b>
Mother	Illiterate	28	14.0
	Read & right	7	3.5

	G-1-4	20	10.0
	G-5-8	91	45.5
	G-9-10	20	10.0
	12 +certificate	6	3.0
	Diploma	18	9.0
	Degree	10	5.0
	<b>Total</b>	<b>200</b>	<b>100.0</b>
Sister	Don't have sister	33	16.5
	Read and write	2	1.0
	G1-4	4	2.0
	G 5-8	5	2.5
	G 9-10	21	10.5
	11-12	42	21.0
	Diploma	46	23.0
	Degree	47	23.5
	<b>Total</b>	<b>200</b>	<b>100.0</b>
Brother	G 1-4	9	4.5
	G 5-8	23	11.5
	G 9-10	3	1.5
	G 11-12	36	18.0
	12+certificate	1	0.5
	Diploma	59	29.5
	Degree	69	34.5
		<b>Total</b>	<b>200</b>

**SOURCE:** Own survey data, 2012

### 4.3 Livelihood Dependency of Respondents

One of the variables that is believed to have significance on the educational participation and performance of female students is their livelihood dependence. Table 4.3 shows that the female students were dependent on parents' occupation for their livelihoods in the study area.

**Table 4.3 Livelihood Dependence of Respondents (N=200)**

Variables	Alternatives	Frequency	%
Head of household of the family	Father	150	75.0
	Mother	50	25.0
	<b>Total</b>	<b>200</b>	<b>100.0</b>
Occupation of head of the household	Farmer	31	15.5
	Merchant	65	32.5
	Employee	80	40.0
	Occasional laborer	24	12.0
	<b>Total</b>	<b>200</b>	<b>100.0</b>
Family income	<500	25	12.5
	501-1000	13	6.5
	1001-1500	37	18.5
	1501-2000	63	31.5
	>2000	62	31.0
	<b>Total</b>	<b>200</b>	<b>100.0</b>
Income adequacy	YES	104	52.0
	NO	96	48.0
	<b>Total</b>	<b>200</b>	<b>100.0</b>

**SOURCE:** Own survey data, 2012

As depicted in the table, there was livelihood dependence of the respondents. It was found that 75% of the total respondents' head of household were men or father; while the rest (25%) were female-headed households. When we consider the occupation of the heads of households' data, the majority of the heads of households (40%) were employees who were hired either in governmental or non-governmental organizations.

Out of the total 200 respondents' families, most of them were found to earn ETB 1500 to 2000 ETB monthly, whereas 31.5% of the population was grouped in. The maximum and minimum income earning groups were in the category of <500 ETB per month and >2000 ETB per month, which was 12.5% and 31% respectively. The least majority of the respondents (52.0%) agreed upon the adequacy of their families' income for living and the rest (48%) claimed to be inadequate income to earn one's livelihood.

In relation to financial capacity, willingness and level of families to provide academic, financial and other supports for their children, the following finding is presented in Table 4.4.

**Table 4.4 The Level of Support provided by Families for their Female Children (N=200)**

Variable	Alternatives	Frequency	%
Family Support	High	152	76.0
	Medium	28	14.0
	Low	20	10.0
	<b>Total</b>	<b>200</b>	<b>100.0</b>
Effect of income of Family on education	Yes	117	58.5
	No	83	41.5
	<b>Total</b>	<b>200</b>	<b>100.0</b>
Support when deficiency occurs	No support	48	24.0
	Other	48	24.0
	I have enough	104	52.0
	<b>Total</b>	<b>200</b>	<b>100.0</b>

**SOURCE:** Own survey data, 2012

Out of the total respondents, 76.0% were found to agree upon the high access to academic and financial support from their families and 58.5% of the total believed that their families' income was affecting their education. Only 52% of the respondents had a capacity of acquiring adequate inputs for their education, while the rest, 24% did not totally have a means to win the financial deficits they face in their daily life.

#### **4.4 Academic Participation and Performance of the Students**

In order to assess the academic participation and the level of gender disparity, the number of enrolment and dropout of students for the last five consecutive academic years has been considered and compiled as follows.

**Table 4.5 Enrolment of Students over the Last Five Years (2007-2011)**

Academic years	Male	Male (%)	Female	Female (%)	Total
	<u>F</u>		<u>F</u>		
2007	313	49.36	321	51.64	634
2008	496	55.79	393	44.21	889
2009	557	54.23	470	45.77	1027
2010	818	58.63	577	41.37	1395
2011	813	63.12	475	36.88	1288
<b>Total</b>	<b>2997</b>		<b>2236</b>		<b>5233</b>

**SOURCE:** Harar Senior Secondary School's Record Office, 2012

As it is showed in the Table 4.5, the rate of enrolment through the years 2007 to 2011 has been grown gradually. When we look at the total number of students as compared to the number of male students, male students were found to be higher than their female counter parts. The ratio of total male students to total female students during this period found to be approximately 4:3 implying the rate of enrolment of male students was dominating that of female. The rates of enrolment and of dropout were the two factors used to analyze the level of participation of students and the existence of gender disparity in academic participation. Table 5 below shows the number of dropouts in the years 2007 to 2011.

**Table 4.6 Dropout of Students over the Last Five Years (2007-2011)**

Academic years	Male	Male (%)	Female	Female (%)	Total
	<u>F</u>		<u>f</u>		
2007	50	52.08	46	47.92	96
2008	84	53.16	74	46.84	158
2009	50	60.97	32	39.03	82
2010	18	69.23	8	31.77	26
2011	12	40.00	18	60.00	30
<b>Total</b>	<b>214</b>		<b>178</b>	<b>392</b>	

**SOURCE:** Harar Senior Secondary School's Record Office, 2012

The dropout figure shows that male students were higher in number in the dropouts' data in the years 2007 to 2011, but 60% of the total dropout students were females in 2011. This fact was compared to the total number of enrolment seems to incline to the females.



The ratio of enrolment of female students to the total has also been calculated and summarized in the Table 6 below.

**Table 4.7 Ratio of Enrolment to the Total Number of Female Students over the Last Five Years (2006-2010)**

<b>Academic Years</b>	<b>Approximated Ratio of Total Enrolment: Total dropout For Male</b>	<b>Approximated Ratio of Total Enrolment: Total dropout For Female</b>
2007	6 :1	7 :1
2008	5 : 1	5 :1
2009	11 :1	15 : 1
2010	46 :1	72 :1
2011	68 :1	26 :1

**SOURCE:** Own survey data, 2012

According to the ratio of total number of enrolment to total number of dropout of both male and female students in years from 2007 to 2011, the year 2011 was when there was a great variation in the ratio of enrolment to dropout of male and female students. The numerical value has shown that out of 68 male students only one has dropped out whereas one student out of every 26 female has been found to drop out of school. Hence, the rate of dropouts of female students was found to be slightly higher than that of male students and has shown dis-proportionality there by the existence of gender disparity in academic participation.

#### **4.5 Psychological Factors**

It is not only the extrinsic factors that contribute to girls' academic participation and performance, according to the hypothesis of this research, and also a number of intrinsic behaviors may take part in the issue and some of these are discussed as follows.

##### **4.5.1 Aspiration Level of Female Students towards Educational Performance**

Aspirations, the enthusiasm of an individual towards a specific end goal, were one of the variables that were believed to influence girls' academic participation and performance. The data gathered from the respondents was then summarized and presented.

**Table 4.8 Aspiration Level of Female Students towards Educational Performance (N=200)**

<b>Attributes</b>	<b>Category</b>	<b>Responses</b>	<b>(<math>\chi^2</math>)</b>
Aspiration level (respondents desire/ vision towards education)	High	97 (48.5)	49.68***
	Medium	83 (41.5)	P = 0.000
	Low	20 (10.0)	

**SOURCE:** Own survey data, 2012

\*\*\* significant at 1% level

It has been attempted to extract female students' level of aspiration and the respondents believed that education is the way out of problems, which enables them solve problems in life. The Chi-Square result for this variable computed with respect to the academic performance measured in their average score has been found significant.

#### **4.5.2 Achievement Motivation of Female Students**

Achievement motivation, one of the intrinsic characteristic that was believed to motivate a person to achieve a pre-defined goal and hypothesized to affect female student's academic performance, was given a thorough attention and the data gathered on this particularly variable is analyzed and presented in Table 8 below.

**Table 4.9 Valuation of Achievement Motivation of the Respondents (N=200)**

<b>Attributes</b>	<b>Category</b>	<b>Responses</b>	<b>(<math>\chi^2</math>)</b>
Achievement motivation	High	96 (48.0%)	85.22***
	Medium	84 (42.0%)	P = 0.000
	Low	20 (10%)	

**SOURCE:** Own survey data, 2012

\*\*\* Significant at 1% level

Self-reliance of the female students has been examined in relation to their readiness and efforts put in action to score better in a subject, the values a student has attached for herself and the way in which she reacted towards some accidental academic questions in the class room. As a matter of fact, all the respondents believed that by doubling the hours they spend

on studying they can achieve the highest possible mark. Table 4.10 shows the association of self reliance with the academic achievement of the respondents.

**Table 4.10 Valuation of Self-Reliance of the Respondents (N=200)**

Attributes	Category	Responses	( $\chi^2$ )
Self reliance	High	75 (37.5%)	66.587***
	Medium	90 (45.0%)	P = 0.000
	Low	35 (17.5%)	

**SOURCE:** Own survey data, 2012

\*\*\* Significant at 1% level

The motivation of the respondents towards scoring highest grades exceeding the scores of the rest of their classmates has been checked and found affirmative. The possible association of achievement motivation and self reliance of students towards scoring higher marks has also been checked using chi-square test and found statistically significant.

## 4.6 Socio-Cultural Factors

### 4.6.1 Religious Role and Decision Making Trend of the Society

The religious role and decision making trend of the society, one of the socio-cultural factors, and its effect on the female students' academic participation and performance has been considered, summarized and presented. The decision making trend in the study area has shown improvement. The majority (76.0%) of the respondents' households, decision making was made jointly by both men and women; while 21% of the respondents' families were dominated by male's decision making and the rest, 3.0% were those of whose families decision making was done by women.

**Table 4.11 Socio-Cultural Factors Contributing to Girls' Education (N=200)**

<b>Variables</b>	<b>Alternatives</b>	<b>Frequency</b>	<b>%</b>
Families' Religion	Christian	89	44.5
	Muslim	111	55.5
	<b>Total</b>	<b>200</b>	<b>100.0</b>
Religion affects education	YES	21	10.5
	NO	179	89.5
	<b>Total</b>	<b>200</b>	<b>100.0</b>
Decision makers in the Society	Men	42	21.0
	Women	6	3.0
	Both	152	76.0
	<b>Total</b>	<b>200</b>	<b>100.0</b>

**SOURCE:** Own survey data, 2012

According to the Focus Group Discussion conducted among randomly selected female students, the following views were reflected: “Male or boys are obviously privileged at home as compared to girls and this is because the culture that thought it is girls’ responsibility to bear house chores; but this fact had not been extended to keep girls confined at home and avoiding them from education.”

Some of the focus groups participants have criticized the religious facts observed towards girls:

*Religious doctrines and leaders prioritize men for every possible opportunity by undermining women and telling them men are heads of the households, this fact holds true in both Christian and Muslim doctrines. Hence, need to have better opportunities to manage their households (female and children) in the future and therefore, this fact is observed at home. Even while both male and female are studying at home, a parent most likely calls girls for help in house hold chores rather than boys. Parents are not definitely happy with occasions that urge girls spend much times out of their home for having library access, practical sessions and the like and it is because parents are not confident with the societal conditions that do not guarantee the wellbeing of girls. This conviction has got a great impact on the girls’ attitude towards using the resources equally with boys.*

#### 4.6.2 Social Safety and Sexual Abuses against Female Students

It is obvious that sexual harassment against female and the consequence of feeling less secured in their environment has been a widely spread problem contributing for both the participation and performance of female students. In Table 4.12, these factors have been presented from the observations collected at Harar Senior Secondary School.

**Table 4.12 Social security of female students (N=200)**

Variable	Options	Frequency	%
Comfort in public	Yes	157	78.5
	No	43	21.5
	<b>Total</b>	<b>200</b>	<b>100.0</b>
Access to guidance and counseling	Yes	139	69.5
	No	61	30.5
	<b>Total</b>	<b>200</b>	<b>100.0</b>
Disparity in school	Yes	21	10.5
	No	179	89.5
	<b>Total</b>	<b>200</b>	<b>100.0</b>

**SOURCE:** Own survey data, 2012

Students academic performance and participation is most likely to be oppressed by the lack of security in their living and academic environments. Most of the students, who are not comfortable to participate in social affairs, like education, are certainly failed to achieve their academic performance. According to the data gathered from the sample respondents, 78.5% of female students agreed upon the security they had in the society and the rest, 21.5% were not comfortable with the situation in their environment.

The feeling of insecurity arises from a number of reasons, like disparity in school and access to guidance and counseling. Some of the factors assumed to contribute for the level of social security were included; while gathering data from the samples and the following output has been achieved. Out of the total, 30.5% of the respondents neither knew the existence of guidance and counseling service nor used the service provided by the School. The

remaining, 69.5% were using the service since they joined the school. Thus, according to the focus group discussion made with the female class representatives, the following views were aired:

*Guidance and counseling is one of the techniques that builds the strength of female students, according to the groups, and the advantage of this service is more supportive for female students who join the school as a new comer; because most of the senior students both male and female will oppress them to show their seniority and this fact of oppression is extensive among of male students. Male students, especially senior ones, seduce female students and urge them to involve in love affairs, which most of the time destructs the female students' social security and the right to attend their lessons. Since most of the female students are in the age ranging 15- 17, they are not matured enough to determine how to deal with such issues. Hence, the availability and accessibility of guidance and counseling is the best alternative for girls to discuss and resolve the problems they are facing both in the school and the outside environment.*

Sexual harassment is one of the major factors hypothesized to affect the academic participation and performance of female students. The data collected from the target population has been summarized and presented in the Table 12 below.

**Table 4.13 Sexual abuses against female students (N=200)**

Variable	Options	Frequency	%
Experience of sexual harassment	Yes	57	28.5
	No	143	71.5
	<b>Total</b>	<b>200</b>	<b>100.0</b>
Actors in harassment	Male students	117	58.5
	Other People	83	41.5
	<b>Total</b>	<b>200</b>	<b>100.0</b>
Where harassments occur	In Schools	28	14.0
	Out of School	57	28.5
	Both	115	57.5
	<b>Total</b>	<b>200</b>	<b>100.0</b>
Kind of harassment	Verbal	9	15.8
	Physical contact	10	17.5
	Other	38	66.7
	<b>Total</b>	<b>57</b>	<b>100.0</b>

**SOURCE:** Own survey data, 2012

As it can be seen from the Table 12 above, 28.5% of students has experienced various kinds of sexual harassment in different places and the rest 71.5% have given their views on the issue from what they have observed both in the school and outside environments and agreed upon that the act of sexual harassment might occur in a variety of ways and locations with different actors. According to 14.0% of the respondents, sexual harassments occurred more significantly in the School compounds than other places and 28.5% of them ranked environments out of the school are the probable locations for sexual harassments to occur.

Among the sample students 58.5% claimed that male students were the major actors of sexual harassments and the rest 41.5% believed that people other than male students are usually involved in the practice of sexual harassments against female students. When we consider the types of sexual harassment, female students mentioned that they were suffering from verbal and physical contacts like trying to kiss and grabbing hands and the rest students mentioned some other kinds of harassment (trying to rape, caressing in taxi and public places, winking, following without any reason, etc).

The summary given has shown that out of the total respondents (57 students) who faced sexual harassment, 15.8% revealed to encounter verbal harassments and 17.5% of the total claimed to suffer from harassments related with physical contacts, like attempts to force a girl to stop while travelling, attempts to grab hand and the like. The rest of respondents, 66.7% claimed the experience of harassments of the rest kind (winking, caressing, and the like).

#### **4.7 SWOT Analysis**

In order to sort out the existing strengths, weaknesses, opportunities and threats in the academic participation and performance of female students, the SWOT analysis was conducted and the results were summarized. Moreover, qualitative findings found from focus group discussions which were held among the class representatives of female students and the officials of the School.

**Table 4.14 SWOT Analyses**

<b>Strengths</b>	<b>Weaknesses</b>
<p>Better security for girls since the school is found in the city</p> <p>A Number of female role models are available to boost female students' morale.</p>	<p>Lack of professionals for guidance and counseling service</p> <p>Low level of motivation of some students</p> <p><i>laissez faire</i> leadership of some staff members to facilitate fair resource distribution</p>
<b>Opportunities</b>	<b>Threats</b>
<p>Availability of sufficient learning resources</p> <p>Comfortable location of the school accessible for transportation</p> <p>Affirmative policy for girls education</p>	<p>Lack of self esteem among some female students</p> <p>Sexual abuse especially out of the school compound</p>

**SOURCE:** Own survey data, 2012

In summary, there are multi-dimensional factors at different levels in the Senior Secondary High School in Harar city. These are personal, psychological, and socio-cultural factors at different levels. Therefore, these problems make necessary for integrated and comprehensive interventions on the part of each stakeholder in socio-economic and cultural sensitive manner



## CHAPTER V

### CONCLUSION AND RECOMMENDATIONS

#### 5.1 Conclusion

With the intention of addressing the major objective, as well as the specific objectives of the study, this research was conducted by the researcher at Harar Senior Secondary School. Amongst 786 total students enrolled in grades 9 and 10, 200 female students were selected as sample using simple random sampling method based on Probability Proportionate to Size (PPS) and included in the actual sample. Then, the data analysis was conducted through the descriptive statistical techniques along with some inferential statistical tools.

Among the motivational factors and students' level of aspiration that are believed to contribute to their success was the belief they had in putting efforts and achieving a good score. Hence, 69.0% of the respondents believed that they could make more efforts and get rid-off the present difficulty in their lessons; whereas 20.5% of the students argued that it was too late for them to put efforts and coped up with other students thereby scoring high marks.

Sexual harassments against female students are one of the major factors hypothesized to affect the academic participation and performance of female students in Harar Senior Secondary School by putting extreme psychological and physical inconveniences. Only 28.5% out of the total 200 female students revealed their experience of sexual abuses of various kinds, including verbal and physical harassments. Due to a number of factors, including sexual harassment against female students, 21.5% of the total 200 felt secured to involve themselves and to participate actively in the local community.

The respondents' perception towards the existence of disparity against female students in and around the school, as well as their houses revealed that most of them are comfortable with both their learning and living environment and only insignificant number of students.

About eleven percent (10.5%) and 10.0% agreed upon the existence of gender disparity in the School and their home respectively.

While analyzing the academic participation and performance, the ratio of total male students to total female students in the years 2007 to 2011 was found to be approximately 4:3 implying the rate of enrolment of male students dominated that of female students; whereas the rate of dropouts of female students was found to be slightly higher than that of male students. Therefore, there exists gender disparity in academic participation at Harar Senior Secondary School.

The SWOT analysis has contributed a lot in identifying the existing facts in relation to the academic participation and performance of female students. The SWOT analysis reveal the value of some female students given for themselves, sexual abuses and the feelings of inconvenience were some of the threats. The affirmative policy for girls' education and availability of sufficient learning resources were among the opportunities available for girls to achieve a good academic performance and scores. In addition, lack of motivation on the part of some students and reluctance of some staff members in managing and facilitating fair distribution of resources were identified as weaknesses of the School.

## **5.2 Recommendations**

According to the findings of the research, there are a number of driving factors favoring the academic participation and achievements of female students. In the contrary, this empirical study found out there were a number of destructive situations that need immediate measures. Based on the major findings of the study and the conclusions drawn, the following recommendations are suggested accordingly:

- The School community members should create awareness among the stakeholders at different levels concerning the issue of sexual harassment against female students.
- Those concerned bodies should develop a smooth communication among the families of female students so that can comfy the School's environment that may increase the study hours of female students by reducing the work burden at their respective home.

- The School's stakeholders at different levels should come together and work shoulder-to-shoulder towards development of self-reliance of female students through various activities, such as girls' club.
- The responsible body who is in charge of leading and managing Harar Senior Secondary High School should hire enough number of professionals, guidance and counselors, preferably females with whom the female students are free to share their feelings and problems in their entirety.
- The responsible body that is in charge of leading and managing the Secondary High School should also organize and conduct trainings on guidance and counseling concepts for teachers and other relevant stakeholders better than the previous approaches.
- The School should invite some successful and iconic female figures in different disciplines to share their experiences for female students which may serve as means to boost the level of their achievement, motivation and moral in their respective arena of social life.
- As this study employed both quantitative and qualitative study on factors affecting female students at Harar Senior Secondary High School based on longitudinal data through social work perspective, the researcher suggests that other studies on the issues should be conducted among females in different educational system, socio-cultural and economic settings, as well as through educational perspectives using longitudinal data elsewhere in Ethiopia.

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## APPENDICES

### Appendix A: Structured Interview Schedule for Student Respondents

The School of Social Work of Indira Gandhi National Open University (IGNOU) in collaboration with the School of Graduate Studies of St. Mary's University College

#### **Dear Respondent,**

This schedule is prepared to be filled in by the researcher in order to collect data from female students of Harar Senior Secondary School. This study is used for the M.S.W thesis entitled **“FACTORS AFFECTING ACADEMIC PARTICIPATION OF FEMALE STUDENTS IN HARAR SENIOR SCONDARY HIGH SCHOOL, EASTERN ETHIOPIA”**.

Since you are one of the respondents in the study, you are kindly requested you to respond to all the questions genuinely. Generally, your active participation in the study determines the successful completion of the study the reliability and validity of the data collected.

**In addition, all the pieces of information you are sharing to me is fully confidential and will be used for academic purpose, but not to be shared to others.**

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

#### **I. PERSONAL DATA**

1. Sex of the respondent

Male  Female

2. Age of the respondent \_\_\_\_\_years.

3. Marital status

A. single (never married)  B. married  C. separated  D, widowed

Other (please specify) \_\_\_\_\_

4. Are you disabled person?

A. Yes  B. No  C. I can't say

4.1 If “yes,” please specify your type of disability \_\_\_\_\_

5. Ethnicity of the respondent \_\_\_\_\_



6. Where is the location of your home?  
 A. Rural area  B. Peri -Urban area  C. Urban area
7. How many children are there in your family (including yourself) \_\_\_\_\_
8. Class/ grade level you are currently in  
 A. Grade 10  B. Grade 9
9. What was your score at Grade Eight Regional Examination? \_\_\_\_\_
10. Do you have responsibility for household chores in your family other than studying your lesson?  
 10.1 If “Yes,” please specify \_\_\_\_\_  
 10.2 If “No,” why? \_\_\_\_\_
11. Are there any factors hindering you from studying your lesson(s)?  
 A. Yes B. No  
 11.1 If “yes.” please specify clearly  
 \_\_\_\_\_
12. Is there a maid servant in your house?  
 A, yes  B. No
13. What is your mother’s occupation? \_\_\_\_\_
14. How much do the following factors affect your study time?

No.	Factor	Highly affecting	Moderately affecting	Slightly affecting	Do not affect	I’m not sure
14.1	Spending time with classmates and related issues					
14.2	Thinking about family and related issues					
14.3	Spending time with boyfriend/ girlfriend and related issues					
14.4	Issues related with people approaching you for love affairs					
14.5	Engaging in income generating activities					
14.6	Burden of work at home					

14.7	List if any other factors available, including personal one. 1. _____ 2. _____ 3. _____
------	--

15. Do you believe that you are capable of performing as good as male students at the School?

- A Yes    B. No

16. How often do you attend class?

- A. Always   B. Sometimes       C. Seldom   D. other (please specify) \_\_\_\_\_

17. If you often miss class, state your reasons behind this in detail?

-----

18. Which tasks are you responsible for in the household?

- A. Selling at shop                          B. Petty trade                          C. Collecting fire wood  
D. Domestic chores                          E. Others (please specify) \_\_\_\_\_

<b>Family members</b>	<b>Illiterate</b>	<b>Read and write</b>	<b>Grade 1-4</b>	<b>Grades 5-8</b>	<b>Grades 9-10</b>	<b>Grades 11-12</b>	<b>12 + Certificat</b>	<b>Diploma</b>	<b>First Degree</b>	<b>Other Specify</b>
Father										
Mother										
Sisters 1. 2. 3. 4.										

Brothers										
1.										
2.										
3.										
4.										

19. Indicate educational level of your family members

## II. ECONOMIC FACTORS

1. Who is the head of household in your family?
  - A. Your Father
  - B. Your Mother
  - C. Your Brother
  - D. Your Sister
  - E. Others Specify \_\_\_\_\_
2. What is the occupation of the head of household in your family?
  - A. Farmer
  - B. Merchant
  - C. governments Employee
  - D. Occasional labourer
  - E. Self employed
  - F. Other specify \_\_\_\_\_
3. How much is the estimated monthly income of your family? **(circle only one choice)**
  - A. Less than 500 ETB/month
  - B. 500-1000 ETB/month
  - C. 1001-1500 ETB/month
  - D. 1501-2000 ETB/month
  - E. >2000 ETB/month
4. Is the monthly income of your family adequate to satisfy the needs of the household?
  - A. Yes
  - B. No
  - 4.1. If “No,” do you engage income generating activities?
    - A. Yes
    - B. No
    - 4.1.1 If “yes.” please state the income generating activities you are in \_\_\_\_\_
5. Do you get enough resources/money for your educational?
  - A. Yes
  - B. No
  - 5.1 If your answer for Q, 5 is “NO”, what other sources you have to supplement your monthly expense for education and related staff?
    - A. Borrowing
    - B. Occasional labor
    - C. Government support
    - D. NGO ‘s support
    - E. Others please specify \_\_\_\_\_
    - F. No support
6. Do you think that your academic performance is affected by your families’ income?
  - A. Yes
  - B. No

8. How do you rank your family's supports to your educational achievement?  
A. High                      B. Medium                      C. Low                      D. I can't decide

### III. SOCIO-CULTURAL FACTORS

1. What is your family's religion?  
A. Orthodox      B. Muslim      C. Protestant      D. other (specify)\_\_\_\_\_
2. What is your religious affiliation?  
A. Orthodox      B. Muslim      C. Protestant      D. other (please specify)\_\_\_\_\_
3. Are there any religious factors hindering you from educational practices?  
A. Yes                      B. No  
3.1 If "yes" please specify those religious influencing factors  
\_\_\_\_\_
- 
4. Who is in a position to make decisions in the society you are living in?  
A. Men                      B. Women                      C. Both
5. Are you free to express your feelings among your classmates?  
A. Yes                      B. No
6. Do you ask your teacher for briefing if anything vague came up in the class?  
A. Yes                      B. No  
6.1 If not, what is your reason? \_\_\_\_\_
7. Do you feel comfortable to go out to public places like shops, cafeterias... alone?  
A. Yes                      B. No
8. Have you ever faced any of sexual harassment or threat for such an activity?  
A. Yes                      B. No  
8.1. If your answer for question number 8 is Yes, specify the type(s) of harassment  
A. Verbal                      B. Physical contact                      C. Sexual abuse  
D. Attempt to rape                      E. All or some of the above
9. Where do you most probable face sexual harassment?  
A. At school                      B. Out of school                      C. Both in and out of school
10. Who are the major actors in committing sexual harassment?  
A. Male students                      B. Teachers                      C. Relatives  
D. Neighbours                      E. others (please specify)
11. To what extent does sexual harassment affect girls' academic performance?  
A. Very highly      B. Highly      C. Moderately      D. Not at all      E. Undecided

12. Have you ever been asked by your teachers for sexual relation?

A. Yes B. No

12.1. If your answer for question number 12 is Yes

12.1.1. For how many times? \_\_\_\_\_

12.1.2. . How many teachers asked you for sexual relationship's this?  
\_\_\_\_\_

12.1.3. Have you reported the issue to school management? A. Yes B. No

12.1.4. If you did not report, why  
\_\_\_\_\_

13. Have you ever cancelled your planned program to attend some events like (watching film, attending makeup class etc.) due to feeling of insecurity?

A. Yes B. No

#### IV. PSYCHOLOGICAL FACTORS

1. Do you think that what you are learning is clear and easy to understand?

A. Yes B. No

2. What would you do if some questions you are not certain to answer is asked in the class room?

A. I will keep silent

B. I will answer what I think is right

C. I will frankly tell that I don't know the answer D. I don't know what to say

3. Do you believe that committing mistakes in the class room is disgraceful?

A. Yes B No

4. To what extent do you agree with the following statements(tick only one )

No	Statement	Strongly agree	Agree	Neither agree nor	Disagree	Strongly disagree
1	Students who have higher expectation to get a good job after completion of their education perform well					
2	The more I allocate to my study, the better mark I score					

3	I want to score in exams far better than other students.					
4	I can make more effort in my study and overcome the present difficulty.					
5	I want to have high status and position through good performance in my education.					

5. How do you rate your parent's attitude and encouragement towards educational achievement?

No.	Statement	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1	Your parents have the same positive attitude towards girls' and boys' education					
2	Your parents have a thinking that education girl child is a waste, since she has to get married and join another family					
3	Your parents have attitude that boys and girls have equal intelligence and can perform equally in their education.					
4	Your parents have a feeling that education makes girls more understanding and self confident than boys					
5	Your parents have an attitude that sending girls to school will lead them to be harassed by boys, teachers and others outside.					
6	Your parents have an attitude that education enables girls to get married late and only to have fewer, healthy, educated children in their future life.					
7	Your parents have a positive attitude that girls need education even if they are married or get pregnant before they complete schooling					

6. Is there any kind of gender specific problem in your school?

A. Yes      B. No

6.1. If your answer to question number 7 is yes, how do these discriminations manifested? \_\_\_\_\_

7. Have you ever used any kind of stimulants? A. Yes B. No
- 7.1. If your answer for question number 9 is yes, which of the following do you use?
- A. Cigarette B. Shisha C. Khat  
 D. Alcoholic drinks such as beer E. Others (specify) \_\_\_\_\_
- 7.2. Who is your friends when you take these stimulants?
- A. Girls B. Boys C. both girls and boys
- 7.2.1 How often do you use these stimulants?
- A. Always B. Sometimes C. Rarely

8. Do you get guidance and counselling service in your school?

- A. Yes B. No

8.1. if your answer to Q. No.8 is “yes” Who provides you the guidance and counseling service in your school?

- A. Male professionals B. female professionals C. both types of professional

9. To what extent do you agree with the following statements? (Questions related with self-reliance)

No.	Statement	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1	Students who have higher expectation to get good job after completion of their education					
2	You have a feeling that says if I can study double time, I can score high mark.					
3	You have a feeling that says I want to score in an exam more than other students.					
4	You have a feeling of saying I can make more effort in my study and get rid off the present difficulty.					
5	I want to have high status and position through good performance in my education.					

1. To what extent do you agree with the following statements? (Aspiration level of students)

S. N.	Statement	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1	Students who have higher expectation to get good job after completion of their education perform well.					
2	You have a feeling that says if I can study double time, I can score high mark.					
3	You have a feeling that says I want to score in an exam more than other students.					
4	You have a feeling of saying I can make more effort in my study and get rid-off the present difficulty.					
5	I want to have high status and position through good performance in my education.					

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

S.N.	Statement	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree
1	To be successful in future education good academic performance is a prerequisite					
2	“Good academic performance will help the future life.”					
3	Studying very hard is the only way to improve academic performance					
4	Performing well in academic is wastage of time and energy					
5	Performing well or bad in academic has no impact on future life					



## V. PERSONAL FACTORS

1. Are there any personal factors on your part which have influenced your academic participation

A. Yes B. No C. I don't know

1.1. If your answer to Q. No 1 is "yes," please explicitly specify them \_\_\_\_\_

## VI. SCHOOL ENVIRONMENT FACTORS

1. In your opinion how do you see the school environment in which you learn your lessons?

A. Supportive B. Moderate C. Hostile D. other (please specify) \_\_\_\_\_

2. Do the practices In your school affect your participation in education.

A. yes  B. NO  C. I can't decide

2.1 If "yes" to Q. No 2 in what ways please specify \_\_\_\_\_

3. Does the internal environment of your school affect your participation in education?

A. yes  B. No  C. I don't know

3.1 If your answer to Q. No. 3 is "yes" what these internal factors in the school?

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4. Dose external environment of these school affect your educational participation?

A, Yes  B. No  C. I don't know

4.1 If your answer to Q. No 4 is "yes" please specify these external factors.

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5, what are the major opportunities which facilitate your academic participation?

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6. What is your attitude towards affirmative action to female student in your school?

- A. strongly agree    B. agree                      E. strongly disagree  
C. neutral                      D. disagree

7. What do you suggest student

7.1 to reduce these factors affecting female students' academic participation \_\_\_\_\_

7.2 to promote those opportunities facilitate female students' academic participation \_\_\_\_\_

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**Thank you for your time and cooperation!**

## **Appendix B: Interview Guide for Key Informants**

### **I. Check lists for student council, teachers and directors focus group discussions**

1. Do you think girls can perform as equal as boys in academic fields? why?
2. How do you evaluate the current academic performance of girls with respect to boy?
3. Are there any constraining factors for girls' educational performance? If so, give a brief description and rank them according to their level
  - 3.1. Economic factors
  - 3.2. Socio-cultural factors
  - 3.3. Psychological factors
  - 3.4. Personal factors
  - 3.5. Internal school factors
  - 3.6. External school environment factors
4. Do you believe that factors affecting the performance of girls will also equally influence boys' academic performance?
  - 4.1. Economic factors
  - 4.2. Socio-cultural factors
  - 4.3. Psychological factors
  - 4.4. Personal factors
  - 4.5. Internal school factors
  - 4.6. External school environment factors
5. What do you suggest for girls to be competent in their academic performance?
6. How do you state the
  - 6.1. enrolment,
  - 6.2. failure
  - 6.3. Completion status of female students as compared to male?
7. Discuss the currently existing opportunities to girls' academic participation and performance
  - 7.1. challenges or constraints to girls' academic participation and performance.

8. How do you see the efforts of female students in doing their
  - 8.1. assignments,
  - 8.2. projects
  - 8.3. Class participation?
9. What do you comment on parental attitude towards girls education?
10. How do you assess girls' experience of absenteeism?
  - 10.1. dropout,
  - 10.2. Repetition as compared to their male counterpart?
11. What do you think about the affirmative action for female which is practicing in the school?
12. Any other ideas related to the topic

**Thank you!**

## **Appendix C: FGD Schedule/Checklists**

1. What are the major factors that affect girls to perform as well as boys?
2. What are specific factors that affect girls inside and outside the school?
3. Is there any guidance and counseling service provided by the school?
4. What do you think should be done to improve female students' academic participation and performance?
5. Do you think that female students need special attention at this level? Why?
6. What do you think the role model female teachers in encouraging female students?
7. Do you assume that male students spend more time on studying than females? Why?
8. How do you evaluate parents and teachers support? What do you comment about it?
9. How is the attrition rate of female students here? What could be the major reasons behind?
10. Do female students experience absenteeism, drop out and repetition in your school? Why?
11. How do you see the efforts of female students in doing assignments, projects and similar activities?
12. What possible approaches and strategies do you forward to alleviate the problems?

## **Appendix D: Observation Schedule**

1. How is the outside environment of the school?
2. Is there any dry grass in the school and outside the school?
3. How is the environment of the school?
4. How are the works of the guards?
5. The location of the school?

## **Appendix E: Document Analysis Template**

1. Demographic characteristics of respondent
2. Enrolment of students over the last five years (2007-2011)
3. Dropout of students over the last five years (2007-2011)