Graduate School of Development Studies

Understanding Female Students' Academic Performance: An Exploration of the Situation in South Nations Nationalities and Peoples Regional State - Ethiopia

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List of Acronyms

BA	Bachelor of Arts
CGPA	Cumulative Grade Point Average
CPD	Continuous Professional Development
CSA	Central Statistical Authority
EGSCE	Ethiopian General School Leaving Certificate
ENAR	Ethiopian National Agency Report
ESDP	Education Sector Development Program
FAWE	Forum for African Women Educationalist
FDRE	Federal Democratic Republic Ethiopia
MOE	Ministry of Ethiopia
P_1	Preparatory One
PMO	Prime Minister Office
SNNPR	South Nations Nationalities and Peoples Region
TGE	Transitional government of Ethiopia
UNESCO	United Nations Educational Scientific and Cultural Organization
WB	World Bank

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Abstract

This study focuses on female students' academic achievement in SNNPR. It assumed that the individual and combined results of family, student and school characteristics on academic achievement of secondary schools female students in the South Nations Nationalities and Peoples Regional State context of Ethiopia. The study consists of 53 participants from educational institutions and educational managers of the Region. The study was focus on female students' academic achievement with reference to 10th grade public examination results from 2004 – 2008.

The research conclusion indicated that the set of variables consisting **family characteristics** such as socio-economic status of parents, level of education, occupation and income are highly influential in female students' academic achievement. In addition, **students' characteristics** such as the well-being of the student in the school, participation in scholastic and co-curricular activities, and perception of students in school rules and regulation, and perception about familial involvement and support could affect the achievement of female students. Furthermore, **school characteristics** such as the effect of school quality and supportive mechanism as well as teachers' commitment to help female students by providing tutorial program could affect their achievement. Also reduce the direct costs of schooling for the children from poor families and schools should be encouraged to provide progressive gender focused tutorial programmes and to offer complete instructional programs in a cycle or level. Finally, high need of domestic work, lack of parental involvement, inadequate supportive mechanism, and lack of role model female teachers and high rate of absenteeism are the major findings of the research.

Relevance to Development Studies

The study assesses the female students' academic performance in secondary level with compared to male counterparts and teases out the major challenges to the academic achievement of girls in the case of SNNPR state. The study closes with recommendations that may help to improve female students'

academic achievements in the region. The research develops its arguments from both secondary and primary data sources, employs both qualitative and quantitative data sets. The information contained that therein will add new insights in the existing knowledge in the field of secondary education academic achievement which affected by various in-schools and out-school factors with possible applicability outside Ethiopia.

Keywords Academic Achievement, Performance, Participation, Secondary Education

Chapter 1 Girls' Participation in Education

1.1 Introduction

Engin-Demir (2009) stated that education is not a charity rather a fundamental human right for all people irrespective of their sex, race, economic status which is the key to sustainable development, peace and stability among countries. In any society, the provision of education is a fundamental and basic for human resource development. Education represents a major form of human resources development. Human resource development is determined by the availability and quality of education. Human resource development constitutes an underlying basis upon material development. It is a cornerstone for the nation's fast socio-economic development.

King and Hill (1993) argued that educating females yields far-reaching benefits for girls and women themselves, their families' and their societies in which they live. The benefits of investing in human capital are especially pertinent for women in developing countries where gender equity in education is often lagging behind. Without educating women, national endeavours can be less effective and the efforts of women are weaker. Equal opportunity of education for both sexes is equally important.

In a number of developing countries, the participation of women in education is characterized by low enrolment and poor performance Herz, 1991; King and Hill, 1993; Odaga and Heneveld, 1995.

The significant contribution of female education is expressed in terms of economic, cultural and political aspect a country. Obanya (2005:15) stated that an educated female is likely to become: a more competent and knowledgeable mother, a more productive and better paid worker, an informed citizen, a self confident individual and a skilled decision maker. Geiger (2002:3) indicated that the benefits of education relates to more or less in all aspects of development. Education empowers them to participate in the public and political life. The potential benefits of education are always present but females' education often has stronger and more significant impact than males'

education (King, 1990). This does not mean education is unnecessary for males. One of the Ethiopia's research efforts pointed out that girl's low level of school attainment and correspondingly low levels of literacy, political integration, and economic productivity (Seged, et al., 1991).

In the Universal Declaration of Human Right 1948, Article 13(1 and 2), the development of a system of quality education at all levels shall be actively pursued, and the material conditions of the teaching staff shall be continuously improved. Currently, girl's education is a critical development agenda since of its inherent value to individual girls, and benefits for its wider society. There is much attention to make education accessible to girls.

1.2 The Debate on Gender Parity in Education

Nearly a billion of school age children cannot read and write in the world. And 300 million of school age children are not in school. Two-thirds of those who cannot read and write are women, 60% of children not in school are girls. Many countries still do not provide basic education for all children. Numerous students are not in school and those lucky enough to be enrolled in primary schools dropout before completion and the level of achievement students attain is often low. These problems affect girls more than boys. In Africa, for instance girls' primary enrolment accounts for only 57% of the school-age population, compared with 75% to boys (Adetunde and Akesina, 2008:338). Female participation in education is female enrolment as a percentage of total enrolment by level of education[1]. UNESCO, (2002:1):

> *"Gender equality is one of the fundamental goals in human development highlighted at numerous global conferences. Eliminating gender gaps and gender inequality means bringing the disadvantaged sex at par with the favored. It ensures that both sexes leave the school system with an education that provides life skills and permits them to pursue higher levels of education or vocational training according to their capabilities and is free from gender stereotyping. Most importantly, they should be equipped*

[1] http://www.uis.unesco.org/ev.php?ID=6219_201&ID2=DO_TOPIC

with skills and attitudes that will help them to pursue their potential regardless of their sex".

According to Oxfam (2005:1) and Adetunde and Akesina (2008:338), why do some countries succeed in promoting gender parity and equality in education while others do not? The answer often given is 'political will'. Why 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. The answer for second is that policy research should point constraints and should give attention to primary schooling. The balance achieved in primary schooling may help as basis for research and practice in secondary schooling.

1.3 Reasons Identified for Girls not Being in School

Engin-Demir (2009), learning is not only an outcome of formal schooling but also families, communities and peers. Social, economic and cultural forces affect learning and thus academic achievement. Odaga and Heneveld (1995:4), argue that socio-economic status, socio-cultural beliefs, and unfavourable school environment, political and institutional conditions can affect female education in general and their academic performance in particular.

Welch (1992:118) argues that; the majority of women suffer from all forms of structural injustices including access to education and training. Seyoum (1986:16) mentioned that religious outlooks and certain traditional attitudes limit the role of females as mothers and homemakers, especially in the rural parts of a country. This also contributes to the low participation of female students. In addition to low participation in education, even those female students who have managed to stay in schools face different problems. The problems manifest in hindering their academic performance.

1.3.1 Socio-Economic Condition

The family's socio-economic status influences the daughter's educational performance. The manifestation is that the financial and moral support provided to girls for schooling is limited as compared to boys (Teshome, 2003:5). Socio-cultural beliefs, customs and practices, girls' expectation and

other traditions play significant role in the educational performance of women by affecting their school attendance and even leading to dropout and repetition (Odaga and Heneveld, 1995:22).

The amount of time females spend on domestic chores and other activities also reduces their time and energy they spend in schools affecting their success (Namuddu, 1991 in Tesome, 2003). The learning environment, distance to school, teachers' attitudes toward female students, teaching practices, gender bias in the curriculum and classroom culture also contribute either facilitating or hindering the academic performance of female students (Hyde, 2005:119).

Parents living standard, level of education of parents (literacy), lack of gender targeting in school environment and teachers quality affect female students' academic achievement..

School fees, cost for books and stationary; indirect cost for transportation, uniform, lodging and board and house rent matters schooling girls. The economic opportunity loss also affects families productive or business business activities use labour, mostly the girl child. Families may assume that the costs of schooling of their daughters do not exceed the expected economic return unless parents do not want to send their daughters to school because education as an investment becomes unattractive to parents. Only to the extent that parents are willing to accept low economic return, daughters will be educated (King and Hill, 1993:24; Adetunde and Akesina, 2008:339; Glick, 2008:1623). For these reasons female students are not performing well in school.

In poor families decision to send a girl to school relies on parents' commitment and their willingness. Poorer parents prefer their daughters stay at home to help them in domestic work. Most of the research reports underline that resources, work and various opportunities are not equally allocated among family members. Parent, to get additional income for their household subsistence and to secure daily demanding basic need, women spend more time on income generating activities and domestic chores. The most clearly noticeable gender inequalities are visible in the societies where women are confined to the home (UNESCO, 2003:12).

Poverty also affects girls schooling. Parents' ability to support their daughters is mostly depending on their income level. Parents' willing to support their daughters cost by providing stationary, house rent, uniform and other related expenses. Parents' income is the most influential in respect of supporting their daughters in schooling. To some extent in also affects girls' performance in schools.

As indicated in many studies women education is a pre-requisite for greater economic independency, equality, social autonomy for women; and for improving the socio-economic status of their families and community at large (Adetunde and Akesina, 2008:338). However, almost all developing countries, female education and their performance is not adequately addressed.

1.3.2 Political Commitment

According to Oxfam (2005:1) and Adetunde and Akesina (2008:338), 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 (2008:1624) considers two basic types of policies ("gender-neutral" and "gender-targeted"). This author conducted econometric analysis of schooling demand by administering survey. "Gender-neutral" policies do not target girls based on schooling returns and costs in relation to boys. "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 in education.

1.3.3 Socio-Cultural Condition

As Liglitin (1976) stated that the attitude of education is eminent in patriarchal societies since it is believed that education has no role of preparing women to be good house wives and mothers. Traditionally, women are given to the role of a wife, a mother and a house keeper whereas men are a bread winner, protector and supporter. Women dominated by the societal attitude to accept and behave accordingly. When compared to men and women regardless of the

socio-cultural influence on their success men can move from one place to another in search of facility; whereas women are constrained socio-culturally as they glued to their families.

Gibson (2004:8) argues that; the vulnerability of girls often becomes more when girls are adolescent and approaching secondary school. At this level girls' sexual maturity can cause parents to be more anxious about their daughters' safety at school and girls' risk of pregnancy and HIV/AIDS. For instance menstruation in the absence of appropriate facilities and supplies, girls in Zimbabwe miss an average more than 60 days per year for this reason.

MOE (2004:23) 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 to be quiet shy and most importantly obedient, hence, their inability to express themselves and interact with teachers and students in class make them isolated. Likewise, many students face difficulties in adapting the environment they are learning in which at the end causes poor academic performance. Females are encouraged to get married and establish families at a very early age. In fact, early marriage and abduction are the major cultural problems hindering females' education.

1.3.4 Institutional Factors

According to Simmons and Alexanders (1978), institutional factors which have primary importance in policy decisions determine the allocation of resources in terms of teachers' quality, student-teacher ratios, class-size, and the availability of teaching materials. Institutions or learning environments within which female students' learning condition thus determine girls' enrolment and performance. MOE (2004: 14) stated that "the learning environment is a determining factor for students' performance and survival at any given educational level." More factors related to institutions and learning environment are:

- Existence of policies that protect the right of individuals from sexual harassment
- Rules and regulations that protect the safety and security of female students

- Rules and regulations that govern teachers code of conduct
- Establishment offices of support of women's education within secondary level
- 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 counselling

Odaga and Heneveld (1995:28) argue that the school environment, teachers' attitude and pedagogy, and gender bias in learning materials affects the performance and attainment of female students

1.4 Girls not being in School in the Sub-Saharan African Countries

In Sub-Saharan Africa 36 million girls were missing from school. Those who have gained the access to education were poorly served. At secondary and tertiary levels, the discrepancies between boys' and girls' education increased radically. Only 10 percent of girls as compared to 36 percent of boys attend secondary school, however, a large number of national budgets in many African countries are devoted to education (FAWE, 1995).

Study by Adetunde and Akesina; (2008:338) shows that countries with smaller gender gaps in education have better indicators of social welfare. In developing countries the gender gap higher and the indicators of welfare were low. The thinking of the rural man that the main office for female is the kitchen and which has contributed greatly to the low participation and low performance in education. Domestic work of females in rural ares correlates with their low performance in education. The indicators have shown that the better the social welfare the better the level of education. Dina and Stephan (2004:19) argue that; no real progress is made in minimizing the gender gap in average years of schooling in Sub-Saharan Africa. In this region, the enrolment is lower than other developing countries. According to them, failing to meet the goal of gender equality in education will not only hurt the girls who lose an opportunity for an education, but also impose societal costs in terms of lower growth, higher fertility, child mortality and malnutrition.

Educational inequalities observed between males and females lower levels of attainments and higher dropout and repetition rates (Hyde, 1993). This is supported by Hadija (2002) who opines that there is a very wide gender inequality when one goes from primary to secondary and then tertiary level of education. This is clearly illustrated in the Annual Abstract of Educational Statistics (MOE, 2005).

Zewide (1994); UNESCO (1994); Margaret (1999); confirmed that in most regions of the world, access to any education level is more readily available to male than female. A study on one of women's education in one of Zambian settlement village expressed the opinion of women saying:

> *"I wish I could have been given a chance to be born a boy because by that may be I would become someone in the society. I believe I was born bright but my parents have never allowed me to attend school beyond the lower primary grades while they chose to educate my younger brother because he was a boy. The thing I hate the most was my brother was a very slow learner compared to me so he did not progress on through support was given to him" (Dangarembergs, 1988:49).*

1.5 Poor Participation of Females in Education

With regard to the importance of educating women for poor countries like Ethiopia Seyoum (1986:16) stated that in as much as women constitute at least one half of the total population of the nation, the question of women's education can no longer be ignored, and their involvement in the development process should not be left to be marginal. After all, a developing country like Ethiopia, cannot afford the luxury of not using the brainpower, and talent of both sexes in the productive labour. Moreover, it could be realized that the question of the emancipation of women is inextricably linked with their education and in fact their freedom could be said to be the function of their level of participation in education.

Seyoum (1986:6), the Orthodox Church and the mosque were the major institutions that were responsible amongst men and women for the dissemination of education in pre 1970s traditional Ethiopia. The role played by these two institutions in development cannot be underestimated in

Ethiopia. Nevertheless, the participation of women in such education has been negligible. Seyoum (1986:6)

> *"The major purpose of church education was to produce member of the clergy and the Koranic schools was not also fundamentally different; the ultimate aim was to produce devoted and faithful Muslems who would promote the Islamic religion. Both institutions favoured boys over girls. At this point it may worthwhile to consider some of the possible reasons why women had been left out from mainstream of intellectual life in traditional Ethiopia (Seyoum, 1986:6)."*

As in most traditional societies of the world the attitude towards women in most ethnic cultures in Ethiopia is characterized by what come to be known as male superiority. This indicates that men are more important than women. The values justified that the idea it is more important for man, the bread winner, to get an education, a job and in general to receive preferential treatments. Women exist to please men and from this idea come the attitude that women should be dependent on men for everything, especially their identities, the social definitions of who they are. Seyoum (1986) criticizes the Orthodox Church and Mosque education did not highly encourage female to participate in formal education of Ethiopia.

Habtamu (2004:2-4) stated that inequality of education opportunity between and among various social groups has been a serious problem in Ethiopia. The numbers of enrolment and graduates have not been proportional to the size of population when we compare males with females. The development of a democratic and inclusive society requires that individuals and various social groups get equal opportunity in education, employment and other services. Furthermore, he pointed out addressing educational disadvantage usually requires some intervention from the kindergarten through higher education.

As indicated in various policy documents, the current trends are that the Ethiopian government is cognizant of this fact and seems to be investing more in education. It is hoped that issues of disparity, particularly between the regions and the sexes, would get due attention in practice. From the women education practical policy statement, some of them listed below. The

constitution on Federal Democratic Republic of Ethiopia (FDRE, 1995) states the following:

a. The constitution on Federal Democratic Republic of Ethiopia (FDRE, 1995) states the following:

    - "The historical legacy of inequality and discrimination suffered by women in Ethiopia taken into account, women, in order to remedy this legacy, are entitled to affirmative action. The purpose of such measure shall be to provide special attention to women so as to enable them compete and participate on the basis of equality with men in political, social and economic life as well as in public and private institutions " (Article 35:3).
    - "Every Ethiopian national has the right to equal access to publicly funded social services. The state has the obligation to allocate ever increasing resources to provide to public health, education and other social services" (Article 41:3-4).

b. Education and Training Policy (TGE, 1994) Article 3.7.7 states the following:

    - "Special attention will be given to women and to those students who did not get educational opportunities in the preparation, distribution and use of educational support input."

As indicated by the Central Statistical Authority (CSA, 2007), women constitute half of the Ethiopian population. They should have constituted significant proportion of the work force and contributed to economic, social and political development of the country. From the school age population of female students in the country, there was very low proportion at secondary level. Not only women are low in number but also poorly performing at the level with particular reference to grade 10 (Ten) national examination. Mamo (2002) suggested that dropout and attrition rate has been a serious problem in each level in the country. Odaga and Heneveld (1995:12) indicated that in Ethiopia more girls than boys repeat and dropout. Low participation and poor

academic achievement of female students at secondary level particularly in grade 10 (Ten) national examination indicates pertinent problems that need investigation. Though the analysis of girls not being in school is important, however, participation has been well researched and there is a separate concern on how girls and why are in school perform poor relative to boys, and this is the focus of the rest of this research paper.

1.6 Organization of the Study

The paper has preliminary parts such as table of content, list of tables, figures and maps, acronyms, an acknowledgment and abstract. The rest of the thesis paper was situated in the course of the abovementioned is structured as follows. Chapter one is an introductory part which focused on the general debate of gender parity and girls' participation in education. Chapter two is a brief review of the related literatures and theoretical orientation. Chapter three comprises the existing situation of the region and research methodology. Empirical and analytical results are discussed in Chapter four. The last section (Chapter five) sees to summary and finding, conclusions and recommendation along with some suggested solutions to the problems. References and appendices (annexes) are affixed at the end of the paper.

Chapter 2 Review of Related Literature and Analytical Framework

This chapter discuss the theoretical and analytical aspects of students' academic performance with focusing on girls. Accordingly, an attempt has been made to review about female education and their academic performance by giving emphasis on factors affecting girls' academic achievement.

Cary, et.al. (2008:229), defines academic achievement as

> *"performance on task with measures including comprehension, quality and accuracy of answers of tests, quality and accuracy of problem solving, frequency and quantity of desired outcome, time or rate to solution, time on task, level reasoning and critical thinking, creativity, recall and retention, and transfer of tasks."*

Academic achievement refers to a successful accomplishment or performance in particular subject area. It indicated as by grades, marks and scores of descriptive commentaries. Academic performance also refers to how students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers in a fixed time or academic year (Hawis and Hawes, 1982). The researcher focused on the achievement in the form of of grades and marks in examinations.

Ferla, et al., (2009), use the notion of academic self-concept referring to individuals' knowledge and perceptions about themselves in academic achievements, and convictions that they can successfully perform a given academic tasks at designated levels. They further stated that academic self-concept represents a more past-oriented, aggregated and relatively stable judgment about one's self-perceived ability in a particular academic domain while academic self-efficacy represents a context specific and relatively future-oriented judgment about one's confidence for successfully performing an upcoming subject-specific academic task.

Good (1973:414) stated that achievement encompasses actual accomplishment of the students' of potential ability. Gabati, (1988) and Khadivi-Zand, (1982) in Kobal and Musek (2001:889), stated as:

> *"…there are two broad groups of definitions of in academic achievement. The first one could be considered more objective, because it refers to numerical scores of a pupil's knowledge, which measure the degree of a pupil's adaptation to school work and to the educational system. The second group is a more subjective one, as its determination of academic success in reliant upon the student's attitudes towards his academic achievement and himself, as well as by the attitudes of significant others towards his/her success and him/herself".*

This study focuses on both objective and subjective definitions of academic achievements. The key objective performance indicator used here is a specific public examination. More subjective factors are used as explanatory variables.

2.1 Factors Influencing School Performance and Student Achievement Found in the Literature

Rothstein (2000) argues that; learning is not only a product of formal schooling but also of communities, families and peers. Socio-economic and socio-cultural forces can affect learning and thus school achievement. A great deal of research on the determinants of school achievement has centred on the relative effects of home-related and school-related factors. As suggested in most research findings family background is an important determinant of school outcomes, whereas school characteristics have minimal effects (Heyneman and Loxley, 1983). Others argued that in various studies they indicated both home and school environments have a strong influence on performance of students (Griffith, 1999). The next parts deals with family characteristics, student characteristics and school characteristics; thus the researcher focus on family, student and school related determinants.

2.1.1 Family Characteristics

Robinson (1993) and Engin-Demir (2009) argued that sizable research has consistently shown that students' academic achievement has influenced by background of family characteristics such as socio-economic status of parents level of education, occupation and income. From these factors parental level of education and income has been the most significant source of disparities in female students' performance. As indicated on the Third International Mathematics and Science study (TIMSS) tests, students from economically disadvantaged families and families where parents had less level of education have systematically performed worse than other students.

Schiller et al. (2002) also argued that regardless of national context, parents who have more educated appear better able to provide their children with the academic and social support important for educational success when compared to parents with less educated.

In another words poverty, low level of parental education, parental and neighbourhood negative attitude towards schooling in general, children among from disadvantaged background have significantly poor academic achievement (Currie, 1995; Gregg and Machin, 1999) whereas children with high level of parental education have greater access to a wide variety of economic and social resources (family structure, home environment, parent-child interaction) that can be drawn upon to help their children succeed in school (Coleman, 1988, 1991, 2006; and McNeal, 1999). Higher family income is associated with higher students' achievement (Hanushek, 1992).

The writers argued that several studies have demonstrated an increased number of children in the family lead to less favourable child outcome, it is reasonable to suppose through the mechanism of resource dilution (Blake, 1989)[2]. Children from the larger families have been found to have less

[2] Resource dilution refers the amount of the time and quantity of material resources that parents are able to invest in their children (Teachman et al. 1996); when the number of children increases, parents can offer fewer resources per child. Under such conditions, all forms of family capital, financial, human and social are more finely spread across the children (Coleman, 1991).

favourable home environments and lower levels of verbal facility (Parcel and Menagham, 1994) as well as highest rates of behaviour problem and lower levels of education achievement (Downey, 1995).

Simmons and Alexander (1978) from their findings concluded that the determinants of students of student achievement appear to be basically the same in both developing and developed countries. Likewise, economic development had no effect on the relationship between children's social background and their academic achievement. In contrast, as cited by Engin-Demir (2009), in developed nations cross-national research has indicated, the relative effects of home and school have relationship between a child's social background (parents' education, family structure) and his or her academic achievement is stronger than that of developing nations whereas, (Robinson, 1993; Sukon and Jawahir, 2005) school-related factors have been found to be more significant than out – of – school factors in explaining achievement variance in developing countries.

2.1.2 Students Characteristics

Students' characteristics refers to student well-being, perception of the school environment, motivation, involvement in scholastic and co-curricular activities and efforts of students, perception of students' on parental support and involvement, and locus of control in all areas have significant effects on a students' academic achievement (Engin-Demir2009).

Konu and Rimplela (2002) cited in Engin-Demir (2009), there are four areas of well-being dimensional phenomenon of students conceptualized as school condition, social relationships, and means for self-fulfilment and health status, which affects both their behaviour and their examination results in school. In schools, students' well-being depends upon other factors including their opinions on rules and regulations of school and relations with their teachers and schoolmates. In addition, scholastic activities and individual efforts are important for academic achievements. Regardless of intelligence, students spent more time on doing assignments; project works, home works and class works are very important activities to improve their grades. Students'

amount of time invested on homework and other related activities has also found to be strongly related to a student's motivation to achieve and their positive feelings with achievement have positive effect on actual academic achievement. In addition, school attendance has highly correlation with individual academic achievement.

Heady (2003) argued that there is negative relationship between academic achievement and work. As Akabayashi and Psacharopoulos (1999) found that additional working hours decrease a child's reading and computational ability, whereas with additional hours of school attendance and study the reading and computational ability increased. From their findings Ray and Lancaster (2003) concluded that time spent at work had negative impact on education variables with marginal impact weakening at higher levels of study hours. Unbalanced demand of work and education, places of physical and mental strain on students and often leads to poor academic performance.

In relation, students' academic achievement motivation is influenced by the students' perception of parental support and involvement. If students' perception is positive on their parents support and involvement, they will achieve well (Grolnick and Slowiaczek, 1994; Wang and Wildman, 1995). Engin-Demir (2009:19) argued as:

> *"Students' perceptions that their parents are involved and interested in school and encourage them to do well are positively related to academic achievement. Through their involvement, parents convey the message that school is important and provide their children with positive emotional experiences in relation to school. (…), Fuchs and Wobmann (2004) observed that students performed significantly worse in reading, maths and science in schools whose principals reported that learning was strongly hindered by the lack of parental support. However, some research has shown most aspects of the relationship between educational support of parents and scholastic achievement of children to be negative".*

2.1.3 School Characteristics

Regarding the relationship between school resources and students academic achievement measurements are inconsistent. Some research has suggested that

more resources do not necessarily yield performance gains for students (Hanushek, 1997; Hanushek and Luque, 2003). Other research evidence indicated that variations in school characteristics are associated with variations in students outcomes (Card and Krueger, 1996; Greenwald et al., 1996; Lockheed and Verspoor, 1991). Engin-Demir (2009:19) argue:

> *"Attending a school with a better physical environment is associated with increased maths scores. A significant positive effect on schooling outcomes associated with student-teacher ratio, instructional materials, size of the library and teacher training Parcel and Dufur (2001)."*

The importance of human and material resources in achieving better schooling outcomes, including such factors as school infrastructure, class size, teacher experience and qualifications and availability of instructional materials have emphasized largely in low-income countries (Fuller and Clarke, 1994; Heyneman and Loxley, 1983). As evidences suggested that the role of schools and proxies for school quality in explaining increases in student achievement level in developing countries, from the total variations in school achievement only six percent have explained that of school characteristics (Bacolod and Tobias, 2005).

Class size has been the most widely examined variable in educational policy studies among the various school characteristics, however, the effects of class size on school achievement are inconsistent. Wößmann (2003), contrary to expectation, smaller class size was significantly related to inferior student performance in maths and science, whereas, Lindahl (2005) found that some minority and economically disadvantaged groups in Sweden benefited from smaller classes. International comparisons have failed to show any significant improvements in academic achievement as a result of smaller teacher-student ratios (Wößmann, 2003).

Teachers' quality and commitment are the key input in educational production to perform better achievement. An apparent implication is that it may be a better policy to devote the limited resources available for education to employing more capable teachers rather than to reducing class sizes moving

more to the quality side of the quantity–quality trade-off in the hiring of teachers (Wößmann and West, 2006:727).

Wößmann and West also argued more specifically that good teaching is more powerful than class size. Teaching emotional and social skills is very important at school, it can affect academic achievement positively not only during the year they are taught, but during the years that follow as well. Wößmann and West stated that conventional estimates of class-size effects on academic achievement. They come across from the study of class-size, noteworthy class-size effects are observed only in countries with relatively low teacher salaries. The central problem in estimating class-size effects is that various placement decisions obscure the causal relationship between class size and student performance. Other aspects of educational resources other than class size those may influence student performance (for example, lacking suitable instruments). That the effects of class size on student achievement and any other resource inputs with which it is associated. If smaller classes are also more likely to receive more of other resources that increase achievement, our results would overstate the effect of class size on achievement (2006:695). Teaching these skills has a long-term effect on achievement (Elias et al, 1991). Hence, attention needs to be directed at more careful curriculum specification, higher quality teaching, and higher expectations that students can meet appropriate challenges.

Educational research carried out in schools pointed to teachers' contribution to students' academic achievement, for example, clarity of teacher's presentation, variability of teacher's classroom activities, teachers enthusiasm, degree to which the teacher was task or achievement oriented (Tuntufye and Bernadette, 1989). The finding of this research suggested that a relationship between teacher's characteristics and academic achievement such as pupil's taught by female and long experienced teachers performed significantly better than pupils taught by male and teachers with short experience. The case was not only in the student overall performance but also in subjects such as Mathematics, English and Science and Social Studies. Saha (1983) argued that the general overall picture is that male teachers are better at

teaching Science and Mathematics whereas female teachers are good at teaching Language and related subjects. In this research, the variables found in the literature helped design the interview schedules used in the field.

2.2 Importance of Good Performance in Secondary School for Future Success

Good performance in secondary school is very important for a country's future success. A person who is successful in education that plays an important role in nation building. Education helps to increase the basic physical and material wellbeing of the people of a given society's in economic, social and cultural development aspects. It also helps to increase the people of a given society's basic physical and material wellbeing of economic, social and material developments (UNESCO, 2002:17). In addition, educating girls enhance economic productivity, reduces fertility rates, lower infant and maternal mortality and improves the health and nutritional status of children. It also promotes sound management of environmental resources and is closely linked to the reduction of poverty through women's absorption in the economy as employees and in self – employment. Education is an indispensible means for effective participation in the society and economy's of the twenty-first century which is influenced by globalization (King, 1990:2). It has a direct and positive effect on earnings, farm productivity and human fertility, as well as intergenerational effect on child health and nutrition. Therefore, the education of females has particular significance to Ethiopia's effort to economic and social development.

Hertz and Khandker (1991) expressed their belief that economic and social returns to education for women are substantial. Research report of World Bank (1980d, 1984f, and a policy paper of WB 1986a), asserted that female education is linked with latter marriage, lower fertility rates, the desire for smaller families and increased practice of contraception. The relationship becomes very much stronger as level of female's education increases. Consequently (Cochrane, 1979; Schultz, 1989) based on research for different countries, suggested that on average, an additional year of schooling for women is associated with a 5 – 10% reduction in child mortality under five

years of age. With this regard today girls' education is widely recognized as the most effective development investment a country can make.

For the gain from education to be realized fully, it is highly important to increase the participation of women in all sectors. It empowers them with basic knowledge of their rights, individuals and citizens of their nation and the world. This would in turn help women to place themselves on a more equal footing with their male counter parts (Schultz, 1993:51 – 73). Educated women raise a healthier family, apply improved hygiene and nutrition practice, and become productive both at home and work places. In addition, it initiates women to apply family planning which helps them to have relatively fewer and better educated children (King, 1990:1).

Chapter 3 Existing Situation of the Region and Research Method

This chapter discuses the existing situation of the region education system in general and relate to female students' academic performance in particular. It discusses from the imperial regime, military/socialist system to current federal education system of the country. It also highlights the students' academic achievement and quality matter to tease out the research problem. Then, it leads to methodology of the study.

3.1 Statement of the Problem

After fall of Derg regime Ethiopia made significant progress in expanding school system in public and private owners. Some of the studies carried out (by Kiros, 1990; Negash, 1996, 2006) reveal that problems in both quality and equality of education prevails. Negash (2006:12), states:

> *"The development of modern education in Ethiopia has been at early stage of 20th century. Since the 1940s Ethiopia has experienced three systems of political governance, each distinguished by its own education policy. The first system of governance was the* ***Imperial*** *system that started soon after WWII; was the golden age of modern education in Ethiopia which is usually dated to the years between 1941 and 1970. The second was the* ***Military/socialist*** *system that lasted until 1991. The third and current* ***Federal*** *system of governance became fully operational after 1994. The new education and training policy applied in Ethiopia in recent years have, to a greater or lesser degree, addressed a number of issues."*[3]

[3] In the federal system the major reforms and innovations introduced in education are a) the legal framework of education; b) the organization, structure and management of the education system c) assessment of policies, methods and instruments. These policy issues include decentralization; the introduction of standardized achievement tests and better student achievement indicators; the improvement of educational inputs; teacher and school incentives; and increased private participation in providing educational services through private school choice. Education underwent significant changes during these years in Ethiopia made considerable progress in achieving Universal Primary Education (UPE).

The situation and magnitude of the problem in the region in the 1990s was severe. The constitution of the Federal Democratic Republic of Ethiopia (hereafter FDRE) Article 35 sub-article 6 states "Women have the right to full consultation in the formulation of national development policies, designing and executing of projects, and specifically in the case of project affecting the interest of women" (FNG, 1995:93). As a result, women affairs institutions were established at various levels in almost all Regional States of Ethiopia, to maximize their contribution to reduce factors affecting girls schooling as well as in other issues. MOE (1994:7), Transitional Government of Ethiopia Education and Training Policy and its strategy document states the government will provide support to raise the participation and performance of women in education. As the Ethiopian National Agency Report (ENAR, 2001:11), at beginning of the 21th C one of the main problems challenging Ethiopia in education is the gender gap in enrolment and performance between male and female particularly at the secondary and tertiary levels.

The Ethiopian Government has taken quite a number of series measures particularly aimed at improving quality of teaching, to enhance students' academic achievement and realizing the importance of quality education. However, as the government strives to expand education, it also faces the challenge of ensuring quality, especially for girls. The Ministry of Education in its Education Sector Development Program (ESDP III 2006- 2011) document indicates the following main points as part of quality enhancement endeavours.

In the School Improvement Program among the major focus areas student – centred learning, professional development and collaboration and quality of instructional program to enhance students' performance. This was improving teachers' professional capability in Continuous Professional Development (CPD)

PMO/TGE (1994: 17-18) stated that the achievements have been seriously affected due to economic difficulties. And the enrolment of students in all levels of education is male biased, the tertiary level being worse. Generally, Ethiopia is the most disadvantaged country in education access and performance in the world which is also characterized by gender inequality. This

is not only low enrolment but also the cases of dropping out and repeating in grades are higher than that of male counterparts.

3.2 Educational Context

WB (2005:163), stated that in Ethiopia,

> *"National examinations administered previously at grade 8 and 12 which dates back to the days of Emperor Haile Selassie. The grade 8 examinations were regionalized in 1999 but the results continue to be used for selection to grade 9. The examinations at grade 12 were replaced in 2003 by the College Entrance Examination as the mechanism for selection into postsecondary education. National examinations at grade 10 are a recent mechanism, introduced in 2000 to manage access into grade 11. In grades 10 and 12, the passing grade is set at a grade-point average of 2.0. Among the large regions, pass rates for all three examinations are consistently high in Tigray, Amhara, and Oromiya, while they lag behind noticeably in SNNPR. Pass rates are also high in Afar, but the region typically fields very few candidates. In all regions, girls lag behind boys, but the gender gap is widest in SNNPR".*

3.2.1 The Structure of Secondary Schooling in the SNPPR Region of Ethiopia

According to Central Statistical authority (CSA, 2008), Ethiopia has a land area around 1,127,127 sq km and a population about more than 73 million. The total land area**s** of the region (SNNPR) account 112,000sq.km, it is more than 10% of the country's surface area and the population is above 15 million. The region has more than 56 language and ethnic groups. In the region, there are 4223 primary schools and 164 secondary schools ran by Government. About 330 primary and 14 secondary schools are non-Governmental. Additionally there are 82 technical and vocational training schools, 4 colleges and 5 universities in the region. The instructional language of secondary schools and second cycle primary school is English. The current education system structure of the country is 4-4-2-2. Children in the Regional State education system may inter compulsory primary education that begins at age six or seven and comprises eight years of schooling. The structure is four years first cycle primary (1 – 4) and four years second cycle (5 – 8) primary level, children

attend two years general secondary school (9 - 10) and two years (11 – 12) preparatory or vocational education.

3.2.2 The Issue of Low Quality

According to World Education Forum (2000), quality is at the heart of any educational system. It influences what students learn, how well they learn and what they achieve and what benefits they draw from their education. The World Education Forum (2000:15) that quality of education was recognized as a prime condition for achieving Education for All. The Framework affirms that quality is 'at the heart of education'. Goal 2 commits nations to providing primary education ***'of good quality'***.Whether a particular education system is of high or low quality can be judged in terms of inputs, interaction during teaching-learning processes, outputs, outcomes and impacts. Educational quality is centred not only system inputs in terms of the provision of teachers, teaching materials and other facilities, but also on outputs in terms of students' achievement, outcomes and impacts.

ESDP III (2005:14), stated that the Education Sector Development Program underlines that the education system faces serious problems pertaining to teacher qualification, shortage of text books, and high student-teacher ratio and high dropout rate has been realized. The Ministry of Education has reacted to this situation in different ways. The Ministry in its Education Sector development program III (ESDPIII 20005/20006/-2010/2011) document indicates the following main points as part of quality enhancement endeavours:

- In the School Improvement Program among the major focus areas student – centred learning, professional development and collaboration and quality of instructional program.
- Improvising teachers professional capability in Continuous Professional Development (CPD).

To enhance students' academic achievement and realizing the importance of quality education, the Ethiopian government has taken quite a number of measures particularly aimed at improving quality of teaching. The employing of

innovative teaching and learning is emphasized in the Ethiopian Education and Training Policy of 1994. However, as the government strives to expand education, it also faces the challenge of ensuring quality.

The government of Ethiopia give particular emphasis on education with firm of belief of that the long term development of the country rests upon the expansion and provision of quality education resulted in the formulation of Education and Training Policy which encompasses the entire education and training sector.

In the ESDP III (2005), the highlighted challenges were:

- Access to quality education or efforts are needed to further improve the quality education;
- Lack of sufficient number of qualified teachers is a persistent problem;
- Weak program management and implementation capacity at the lower level of the organizational structure (woredas) is crucial problem.

3.3 Teacher Population in the Region

The number of female teachers' population in the region was very low as compared to male teachers (see Table 1). The numbers of female teachers were underrepresentation. This explicitly indicated in the education statistics annual abstract.

Table 1. Teacher population

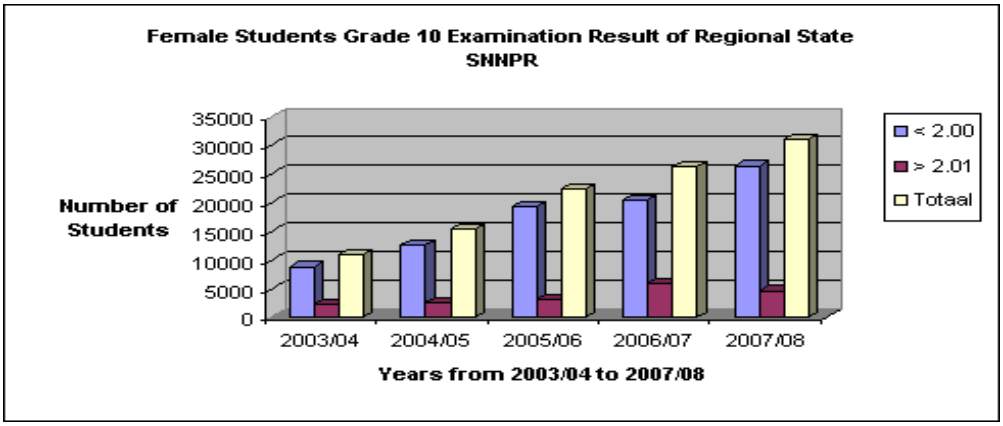
Region	Number of Teachers			% Percentile		
	Male	Female	Total	Male	Female	Total
SNNPR	4,315	487	4,802	89.9	10.1	100

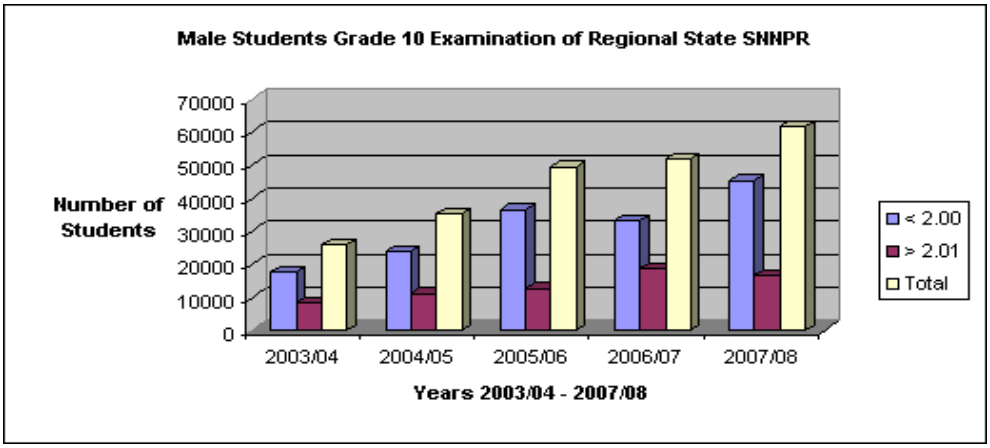
Source: Education Statistics Annual Abstract 2008, pp 48.

According to the education and training policy (MOE, 1994), students have been expected to perform better in Ethiopian General Secondary

Certificate Examination (hereafter EGSCE) to go to preparatory level. Students have to get more 2.01 CGPA and above to go to preparatory level for the preparation to tertiary education. In this regard most of the students failed to perform above 2.01 CGPA. The high number of female population failed to perform in exam. This problem is experienced mostly by female students and which illustrated in Figure 1and Table 2 show grade 10 at the Regional State (SNNPR) girls' academic performance compared to boys. The data indicates the low academic achievement of female students in the Regional State. The statistical evidence suggested that the relative performance of girls in Grade 10 examination was poor across time.

Figure 1. Male and Female Students of Grade 10 Examination Result of Regional State SNNP





N.B. vertical scale for number girls is half total for number of boys

Source: Author's Computation from the educational annual statistical abstract

3.4 Situation and Academic Achievement of the Region

The region comprises 22 (twenty-two) Zones or Special Woredas. Accordingly, the proportions of female students' academic achievement were analysed with their male counterparts with respective Zones or Special woredas in the region. The students' academic achievement patterns of the region (2004 – 2008) indicated the level and performance of the region.

In the year 2008, from the twenty-two Zones/Special Woredas in the region, Basketo Special Woredas female students' who sat for the exam only 2.8% were promoted to next level. Out of the exam sitter male students only 8.2% were passed. The pass ratio of male-female of the Special Woreda was 3 to 1. While, in Awassa Town students' who sat for exam, 15.4% were achieved well. Out of male exam takers, 31.3% of students have got pass mark with compared to other Zones/Special woredas in the Region. The pass ratio of male-female of the Town was 2 to 1.

In the Region, out of the twenty-two Zones/Special Woredas, in Yem Special Woredas female students' who sat for exam only 2.4% were promoted. Also male students' who sat in exam 13.8 % was passed. The pass ratio of male-female for the Special Woreda was 6 to 1. Whereas, Silte Zone female students' who sat on exam, 11.9% were performed well. And out of male exam takers 49.5% were passed with compared to other Zones/Special woredas in 2007 academic year. The pass ratio of male-female was of the Zone 4 to 1.

Kafa Zone female students' who sat at the exam only 3.2% were achieved. Out of male exam takers 17.3% were passed in the year of 2006. The pass ratio of male-female was 5 to 1. Whereas, Gurage Zone female students' who sat for exam 29.7%, 16.5% were promoted. Also from male exam sitters 52.2 % have got good mark out of the twenty-two Zones/Special Woredas in the regional state. The pass ratio of male-female was 3 to 1.

From the twenty-two Zones/Special Woredas in the regional state, Sidama Zone female students' who sat at the exam 32.6%, only 4.0 % were achieved. Out of male students' who took exam 26.0 % have got pass mark in the year of 2005. The pass ratio of male-female of the Zone was 4 to 1. Whereas, Benchi Maji Zone female students' who sat for exam 32.6%, 16.4% were promoted.

Out of male students' who sat for exam 42.2% have got good mark. The pass ratio of male-female was of the Zone 3 to 1.

Sidama Zone female students' who sat at the exam 24.8%, only 2.1% were achieved. Out male exam takers only 21.1 % have got good mark in the year of 2004. The pass ratio of male-female of the Zone was nearly 10 to 1. Whereas, Gurage Zone female students sat for exam 19.8% were promoted from the twenty-two Zones/Special Woredas in the regional state. Also out of male students' who sat on the exam 45.2% have got good achievement. The pass ratio of male-female of the Zone was nearly 2 to 1.

To conclude that in across the five years in the entire region's either in high achiever or low achiever Zones/Special Woredas the female performances were poor. In the region, the academic performance of 10th grade female students in respective Zones/Special Woredas did not show any consistent improvement in these years. See the figures in Table 2.

Male – Female good and poor achievers in respective Zones/Special Woredas

Academic Year	Relatively good Performing Zones/Special Woredas					Relatively Poor Performing Zones/Special Woredas				
	Zone/Special Woreda	Sex	Students Sat in Exam %	Passed in Exam %	Male-Female Pass Ratio	Zone/Special Woreda	Sex	Students Sat in Exam %	Passed in Exam %	Male-Female Pass Ratio
2008	Awassa	M	60.9	31.3		Basketo	M	68.1	8.2	
		F	39.1	15.4	2:1		F	31.9	2.8	3:1
2007	Silte	M	77.8	49.5		Yem	M	56.7	13.8	
		F	22.2	11.9	4:1		F	43.3	2.4	6:1
2006	Gurage	M	70.3	52.2		Kafa	M	69.0	17.3	
		F	29.7	16.5	3:1		F	31.0	3.2	5:1
2005	Benchi Maji	M	67.4	42.2		Sidama	M	76.1	16.4	
		F	32.6	16.4	3:1		F	26.0	4.0	4:1
2004	Alaba	M	67.9	45.2		Sidama	M	75.2	21.1	
		F	32.1	19.8	2:1		F	24.8	2.1	10:1

Source: Author's Computation from the educational annual statistical abstract

3.5 The Purpose of the Study

To improve female students' academic performance/achievement requires a clear understanding of socio-economic, socio-cultural, institutional, and personal and other factors. The major purpose of this study is to assess female students' academic performance in secondary level of schooling and, to investigate why a smaller population of female students progress in beyond grade 10 and what are major challenges in the SNNPR state. To this end, the paper aims at attaining the following specific research objectives:

- To analyze variations in male and female students' academic performance at grade 10 on a time series bases;
- To explore major challenges that affect female students' academic achievement in secondary level from interviews with educational managers and teachers;
- To find out reasons for female students' academic achievement from interviews with female students in SNNP Regional State of education system;
- To suggest possible strategies to improve the female students' academic achievements; and
- It is also hoped that is serves as sources of information for those who seek to undertake in-depth study on the problem elsewhere in the world.

This study is a practical step to examine the recent trend of girls' academic performance and participation with the emphasis on secondary level at 10th grade, to investigate the in school and out of school factors which affect girls' educational achievement and finally to indicate the possible solutions which may help to alleviating the problems in secondary education in the South Nations Nationalities and Peoples Regional State.

3.6 Significance of the Study

Regional-level government planners engaged in the formulation of sectoral-oriented operational and strategic plans in the areas of education could utilize the findings of the research. Moreover, home-grown as well as international NGOs interested in advancing the Education Sector Development Programs (ESDP) in the study area by launching different response (intervention) packages could take an advantage of this research. It can lay the basis for further similar and extended research at the study Region. Its final document can help as a reference for those writing term papers and theses. Ultimately, the findings may help policy makers at macro-level consider micro-level variations in formulating national and sub-national policies and programs.

3.7 Scope of the Study

The scope of the study is delimited as South Nations Nationalities and Peoples Regional State secondary level. The tenth grade female students were the target population. All the findings and conclusions were reflecting 10th grade on result statistics for exam of secondary level within the Regional State. The subjects of the study were secondary school female students, teachers, principals and key informants, educational experts at different levels (Bureau, Zones, Woredas and Schools).

3.8 Research Question

Why have female students performed significantly more poorly in grade 10 public examination than male students in recent years, given they attend the same schools, have the same teachers and sit in the same examination?

3.8.1 Specific Question

- What major factors challenge secondary level female students' academic performance in the region?
- To what extent, is there teachers' commitment to enhance the improvement of girls' poor performance?

- Do parents' schooling and income has impact on female students' academic performance?
- Do female teachers really matter in being role model for female students' academic achievement? How?
- What strategies may help to improve female students' performance in the region?

3.9 Variables Explaining Girls' Underperformance

In this study the independent variables were selected based on the literature, research data availability, and personal experience which identified. The researcher to identify the explanatory variable mostly relied on the articles of Engin-Demir, Sukon and Jawhir. The independent variables categorized into two broad areas – home based and school based. Based on these categorized areas there are three sets of independent variables were identified such as family characteristics, student characteristics and school characteristics[4].

The first set of possible explanatory independent variables comprises family characteristics (family background) included variables for parents' level of education, home ownership, size of the family (number of siblings and total number of household members) and household possessions, income and occupation. This is required information regarding the home environment of the pupils that could affect students' academic achievement. The interview requested personal information such as family structure, age, educational background, occupation and income, their support by moral and material and level of family involvement (Engin-Demir, 2009; Sukon and Jawhir, 2005).

The second set of potential variables comprising individual students characteristics related to grade, gender, attendance level, well-being of students at school (perceptions on teachers support and school environment), scholastic activities and perceptions of parental support, perceptions and participations on co-curricular activities, time spent on studies, attendance level and level of

parental involvement and willingness to follow up. This helps to elicit information on a range of situational, attitudinal and motivational characteristics of the learners (Engin-Demir, 2009; Sukon and Jawhir, 2005).

The third set of potential independent variables are school characteristics (school quality) teacher student ratio, class size, qualification and commitment of teachers, model female teachers, school facilities and infrastructures. There were structured as to generate information on teachers that could assist in explaining variations in the profiles of learners' achievement scores

3.10 Research Methodology

The study used both qualitative and quantitative methodology. To ascertain the prevalence of different factors and views from various members of the education system have been assessed. The study area was purposefully selected by the researcher. The following criteria were taken into consideration while purposively selecting it. First, in the regional state the tenth grade national exam/academic achievement is relatively poor when compared to nationally and national policy direction. Academic achievement variations in each of the Zones/Special Woredas were also taken into account. In each Zone/Special Woreda the female students' academic achievements were underperformance. Second, lessening the negative impact on the collection of data as well as the analysis in light of the time limitation and financial shortage faced during the study was considered. Lastly, personal acquaintance with and work experience at the locality, which can help the researcher to get access to valuable data, were also a factor.

3.10.1 Data Sources

The research used both primary and secondary data sources. The target population of the study were female students at secondary level. The key informants

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[4] See in Engin-Demir, 2009:21

of the study were Woreda Education experts, Zonal Education programmers, and Regional Education Bureau officers and women affair experts and other respondents were secondary level school directors, deputy directors, counsellors, teachers, female students. In addition documents from secondary survey have been reviewed. Data were collected and analyzed from the primary information. Semi-structured interviews were conducted with high and low achievers in sample Zones/Special Woredas in the education sector of the Regional State. Sample Zones/Special Woredas were selected by relatively poor and good in the academic achievements. Collecting statistical data from the Regional Education Bureau, Zones/Special Woredas Education Office which helps the researcher to look at the entire population of female students' academic achievement of tenth grade for the region and establish relatively poor exam performance by girls was ubiquitous in the Region, albeit to different degrees (see Table of Appendix). Secondary data were collected through records from Regional Education Bureau and Annual Education Statistical Abstract and annual supervision report which were provided from the Regional State Education Bureau statistics and yearly recorded exams of 10^{th} grade. Data from school attendance lists were assessed to see the correlation of girls in grade performance 10^{th} for regular attendance over the last school year. Teachers and preparatory one (P_1) female students about their class room interaction with semi-structured interviews were conducted.

3.10.2 Procedures of Data Gathering

For assessing prevalence of poor academic performance of female students in relation to male counterparts; first, the secondary data from entire National and Regional Educational Annual Statistics Abstract and different documents from various sources were collected and analysed by inspecting the aggregate statistics. Relevant related literature was reviewed in order to get necessary information of what has been done previously to make relation with the basic question of the research. Next to that the appropriate data gathering instrument was applied through semi structured interviews. Through the instrument the researcher attempted to understand the respondents' perceptions, opinions

and views on the different social and cultural values, work experience of teachers and educational managers in policy implementation. The interview questions were simple, direct and relevant for providing response by the respondents. The questions give room to participants to comment on the issue that was raised during the interviews and discussions. The interview schedule and question were designed in English language (see Appendix A, B, and C) and then the English version was transcribed into local language or Amharic.

3.10.3 Sampling Techniques

The partial sample for the study was stratified by low achievers and high achievers among the Zones/Special Woreda in the Region. In 2008, the low achiever (2.8%) and high achiever (15.4%) were Basketo Special Woreda and Awassa Town respectively. The researcher picked one school from each selected Zone and Special Woreda by simple random sampling if the Zone or Special Woreda has more than one high school. The quantitative aggregate data were statistically analysed in percentage ratio system to compare proportionality of male and female repeaters and promoted in respective Zones/Special Woredas and compared with the male counterparts.

In addition, six regional education bureau officers, four Zonal Education Department programmers and four Woreda education experts out of fifty three respondents were purposively selected as key informants. Also, two school directors and two deputy-directors were selected purposively. The criteria to select purposive sampling were: the respondents are assumed to have long experiences who can share their experiences as a result of their position and involvement in making policy and programs implementation in the region. Furthermore, twenty-three female student respondents' were purposively selected because the target of the research is female students' in grade 10 (Ten) and compare their academic achievements with their male counterparts. The selection method was equal chance for all out of 13 (thirteen) learning sections of the school were 10^{th} grade and 10 (ten) learning sections of the school were for preparatory one (P_1) students. From each section one female student was selected by lottery method. On the other hand, to pick up the respondents from

the teaching staff, primarily, the researcher uses systematic sampling system from each subject specialization from the population of all teachers in selected schools. Then, twelve teachers were taken by using systematic sampling strategy method.

3.10.4 Tools of Data Analysis

The collected data was organized and tabulated according to their similarities under the theme issues raised in the interviews. Moreover, the collected information through interview was presented to fit-together the data obtained by means of secondary data. Deconstruction of the text was undertaken (analyzing texts based on the ideas) of school guidance documents to identify gender orientation and follow-up through interviews with school principals. The participants' views on mechanisms to enhance female students' academic performance in the level will also assessed through the interviews. Finally, conclusions were drawn from the major findings and possible recommendations from the identified problems were suggested.

3.11 Constraints and Limitations of the Study

The following were some of the major limitations and constraints the study based from data collection to analysis and interpretation.

a. ***Minimal coverage of secondary data in the study topic and their probable low quality*:**

   Especially, in almost all the Zones, Woredas and Schools secondary data were not well organized and documented. Data on some issues were at the hands of educational experts in a way inconvenient to access immediately through the established new organizational structure. In some cases, even these experts were already transferred to somewhere else together with the data. This restricted the researcher in making comparisons. Even, in the Institute of Social Studies (ISS), the academic journals and articles related to academic achievement were not available to access. Surprisingly ignored, education is part and

parcel of development studies. This was one of the researcher's major challenges to design the study in line with theoretical and analytical framework.

***b. Inability to observe the actual teaching learning process and lack of facilities as well as shortage of budget and time*:**

In the region the end of school year is at beginning of July, therefore, the researcher not able to visit and to observe actual classroom student-teacher interaction. Amongst other requisites, conducting the fieldwork demands steadfast follow-up and immediate editing of questions at the field level. However, since the trips to the survey areas were mostly by mass transport and sometimes on foot, it was difficult to follow a plan. Along with other consequences, the shortage of research budget had caused the sample survey to be limited to relatively few sample schools.

Chapter 4 Data Presentation Analysis and Interpretation

This chapter deals with presentation, analysis and interpretation of data that were collected through interview. The subjects of the study were female students, teachers, directors and vice directors, Woreda Education experts, Zonal Education programmers and Regional Education Bureau officers.

The interview was started by analysing of the respondents' background information with respect to their responses. The researcher categorized the respondents into three groups' such as students, teachers and educational managers.

4.1 Personal Characteristics of the Respondents

The characteristics of the respondents were grouped as students, teaching staff and educational managers. Among 53 (100%) of participants were interviewed 23 (43.4%) were female students, 16 (30.2%) were teaching staff and 14 (26.4%) were educational leaders.

All student respondents' (23 female students) were at the age between 15 – 20 years. The level of education 23 of the teachers and educational managers were BA degree holders and above. Concerning teachers' and educational managers' skill, 25 of teaching staff and educational leaders had long work experience. All student respondents are school age students and majority of teachers and educational managers qualified according to the standard and have long work experience in the system.

4.2 Students

This part discusses the responses of students' interview. One of student interviewees said:

> *"My parents who had twelve children, I am one of them; they want to send them to school. However, they are unable to afford for all of the children because of the high direct and indirect cost of schooling. I am lucky getting the chance and to continue the*

secondary level education. If I have the chance passing in the national exam of 10th grade, my parents will be reluctant to extend the preparatory level education."

Further she stated as; I have a desire to continue whereas how could I cover the direct cost of schooling. The possibility of sending me to school more likely relied on my parents' income and their willing. I am thinking to cover the cost of schooling rather thinking for academic success. Last year I have faced many problems in this regard because my parents are very poor and I have no money. Now, most of the graduates' students in my neighbour are unemployed. Even, I will graduate I do not think I will get job easily. I didn't see bright future. This for me is unthinkable as developing country female. Getting job is not easy in the country, and the problem is intensive especially for girls.

Other female student interviewee stated that parents' assumption towards female education relied on perception of the status of women in the community and gender roles. They assumed as females are educated to master the household duties and responsibilities, and obedient wife. Boys are educated to show men role in community and functioning in farming and, if opportunities avail for administrations which are culturally reserved only for men. Therefore, parents are inclined to support and have a desire to involve in the education of sons and be reluctant or refrain from investing their resources on females' education.

This indicated that financial problem can affect negatively the participation of female students as well as academic achievements of female students'. In this regard parental support may be a decisive factor for participation and academic achievement. Also the respondents indicated that the high demand of females for domestic chores; lack of study time, economic problem to afford themselves such as house rent, school uniform, and stationary may restrain girls' academic performance.

Majority of female student respondents' stated that their parents' education background was low. Due to this reason parental involvement in education matter was poor. While some respondents asserted that; to some

extent their parents' are involved in their daughters education matter and give academic support to perform well.

As shown in the schools attendance sheets absenteeism is one of the main problems of the female students' in the schools were visited. To be successful, students should attend schools consistently because high chance to obtain new insights from the classroom activities and the daily lesson acquiring knowledge. Due to heave domestic work and to help their parents, school girl experiences absenteeism. Respondents stress on the case of absenteeism. Absenteeism is one of the major factors affecting students' academic achievement. The student has an opportunity to acquire knew knowledge and day-to-day activities of the curriculum; this significantly influences the students' academic achievement (Fuller et.al, 1999).

Some student interviewees stated as

> *"They were pleased during the time they are being in the school, however, most of the time they are dictated to stay at home because their parents were given assignment to help them in domestic works. Their parents did not allow going to school before they finish the daily household activities. Until they complete the assignment they stayed at home and they missed the class".*

The other thing student respondents pointed out that

> *"Attitude of teachers towards girls' education and motivation and commitment to support female students to improve academic achievement was very low. Further, they stated as no provision of special class for girls' to inspire and the females to achieve more".*

One of the students from the rural area replied that the school and my living home distance were far. Due to matter of distance I always late and I couldn't holdup the first class in the morning. The Special Woreda has only one high school in the Town. I always wake up early in the morning but I can catch up the first class. The distance from home to school or Woreda town is nearly 18 km and always I travel on foot, when I reached home I filled tired. I

spent my school year and study time by journeying and I couldn't be successful.

In addition to this, another student interviewee pointed out that the other serious problem was safety and security issues how males were constantly threatening her in the school and out of school demanding to become boyfriend. The overall situation was very terrible in terms of emotional insecurity. The problem was not only from the fellow students but also from male teachers. Teachers' harass girls. Teachers knowingly ban marking of female students which allows him to get the opportunity to talk with her and ask for sexual relations. She said that

> "*I always think when I will be kidnapped on my journeying to and from school".*

The problem implies that female students' are unable to follow schooling attentively and to study properly. Finally, they lose their confidence for success because of their exposure to different problems.

4.3 Teachers

The teaching staff of the secondary schools responded of girls' class participation as passive. Boys were much better than girls in actively participating in the class and comprehending the lesson and achieve better grade point average. During the lecture time, male students had notes while females did not pay enough attention. As stated by teachers the reason might be lack of time to study at home, doing homework properly due to heavy domestic work load and lack of adequate support either from their families and their schools. There are traditional assumptions that women do not work better than males and they are weaker in either physical or mental activities. They also assumed that failure toward achieving a goal or reaching a higher standard in school may be taken as reason for these beliefs. These beliefs discourage females' morale and aspirations for their future.

Teacher respondents' pointed out that the poor performance of female students in secondary level was due to high demand for domestic work, heavy household workload as well as taking responsibility at home, and inadequate

involvement of parents and lack of continuous support by moral, financial and material from their parents due to poor income capacity of parents. And failure of teachers' commitment to assist female students, and negative attitude of community towards girls' schooling and low perception or stereotype of students being a woman are factors affect females' academic achievements.

4.4 Educational managers

Concerning the performance of female students, all key informants of educational leaders agreed on sharing the point that few girls had records of good examination achievement compared to boys.

Majority of educational managers of the Region, Zone and Woreda asserts that ideally variations or inconsistencies in exam achievements are not good. However, in real situation variations always exist. The reason for the gender inequalities could be modes of teaching, geographic location during the distribution of (in) experienced teachers, infrastructure, technology, teachers' qualification and devotion to assist students, exam administration system, students talent and commitment to study and motivation to perform high academic result, integrity of school administration and the facility of schools such as reading room, availability of reference materials.

Educational managers asserted that students sometimes were cheating and passing exam answers to all class examinees. Due to lack of time to study and prepare themselves for exam and lack of sufficient prior knowledge on subject matter, students tried to adjust themselves to cheat the exam. These kinds of problems repeatedly happened in past few years exam. They also pointed out that the situation was disgraceful and shame for the region. We know some of the students result was disqualified.

One of the key informants from regional education bureau Aselefech (an expert) stated that the Ethiopian sayings in fact explicitly maintain that a women's place is the kitchen, while that of a man is the court of law. She further quoted another traditional Ethiopian saying which is specifically cautions against the education of a woman on the grounds that she would develop undesirable habit. In English this may be stated as:

Box 1.

"If a woman is educated or a mule is well fed she will develop a bad habit."

In addition, "a woman's country is her husband and her obedience is her living."

(Aselefech Key informant regional education bureau gender mainstreaming expert)

The other key informant Asegedech (one of the key informants of Regional Education Bureau) stated that the traditional attitude of Ethiopian women were mostly dependent, especially in their identities and in their social definitions of who they are.

Box 2.

"The community cannot see boys and girls on equal position. Boys are very important than girls. In the absence of father, a boy takes responsibility of the family because boys are physically strong. Even if, a woman can manage a household, she cannot do as a good as man. Any courage and support were provided for boys only. No equal time allocation for boys and girls at home. Boys have enough time for studying but females have not. Parents demanded females for domestic work rather than encouraging them for studying, doing assignment, home work and other educational activities rather. Culturally the ways that were discouraged female in all educational tasks."

(Asegedech key informants educational quality assurance expert in regional education bureau)

She also elaborated the concept further from the Ethiopian traditional attitudes and sayings that "*the women's place is in the home and as such her major role is to be a wife or a mistress and mother".* In fact the manifestations of these concepts in the Ethiopian tradition are to be found in the following attitudes:

Box 3.

"However, knowledgeable a woman may be the final decision rests with a man." (Asegedech key informants educational quality assurance expert in regional education bureau)

One of the issues was the number of female students passing in their respective Zones or Special Woredas in the region were low compared to males. The educational managers replied that they agreed large numbers of eligible females are not achieving well. Even if a girl was in school, she has no time to study and to read and to prepare for the lesson rather waiting the daily routine works at home because the school girls expected to fetch water and firewood for the family. In addition, making coffee and preparing food for whole family and rearing cattle in the field, pounding grain and purchasing important items from the market for the family. Girls' labour is used to substitute for mothers' work in the households. In one or other way girls have such heavy, long and tiresome and difficult activities in the household that take a lot of time energy. Gender biases on burden of domestic workload and direct and indirect cost of schooling are negatively affecting the school attendance and academic achievement of female students at large. The argument here is that the school girl has no time to refer books, study and to do an assignment. The domestic work makes them too busy. As key informants said that the problem in rural area was worst when compared to urban girls. To some extent the urban girl is better than the rural ones.

In addition, traditional attitude towards girls' schooling have effect on academic performance of female students. Majority of the community of the region is illiterate and have no sufficient ideas about the benefit of education. The family as well as community have negative attitude in education. Due to this reason girls fill hopelessness, unable to see bright future and poorly perform in exam.

4.5 Common Points Argued by all Respondents

All students, teaching staff and educational managers asserted that the reason for poor academic performance of female students was the lack of female role model teachers in teaching profession in the region in each level that refrain female students' from being encouraged, building self-confidence and future prospective chances. In addition, they stated that it is clear that if there is

significantly low number of female model teachers in the areas. This may hinder females not to be motivated to learn as well as to perform well.

Even if parents have enough resources their support and involvement in education matters for female students was poor. Also their parents' are unwilling to support females' schooling beyond primary level due to girls' safety and vulnerability to being kidnapped on their journey to school and from the school compound by young men. This was severe, especially at the puberty stage of females. Their parents' are worried about girls' when becoming sexually active. Therefore, parents are reluctant to send their grown up daughters to distant school in order to protect them from such misfortune.

In addition, there is inability to cover the direct cost of girls' schooling and the high demand for domestic chores and the opportunity cost. On the other hand, female students suffered from lack of money to pay house rent and for educational materials. They were thinking about their life and how to get subsistence rather they think about their education to achieve well. This problem is also harsh in poorest households particularly at secondary level. The more they go up in schooling the more the challenge will be.

Their responses explicitly indicated that almost all respondents agreed that females experienced more absenteeism than boys. The consensus for the reason of absenteeism that girl's is attendance affected by the high demand for domestic work and for helps their mothers' in house chores. The security problem in sexual harassment as well as abduction, and the home-school distance were also the major problem explaining factors for girls' absenteeism.

Chapter 5 Conclusion and Recommendation

5.1 Conclusion

One of the purposes of this study was to assess the female students' academic performance in secondary level with compared to male counterparts and the major challenges of the SNNPR state in improving female students' academic achievements and to suggest strategies that may help to improve female students' academic achievements.

The research has tried to identify **family characteristics, student characteristics and school characteristics** that are significantly affecting areas in female students' academic achievement. **Family** characteristics such as socio-economic status of parents, level of education; occupation and income are highly influential in female students' academic achievement. In addition, **students' characteristics** such as the well-being of the student in the school, participation in scholastic and co-curricular activities, and perception of students in school rules and regulation, and perception about familial involvement and support could affect the achievement of female students. Furthermore, **school characteristics** such as the effect of school quality and supportive mechanism in the school as well as teachers' commitment to help female students by providing tutorial program and adequate number of role model female teachers in teaching profession could affect their achievement.

The research has attempted to investigate factors that are challenging academic achievements of female students' at secondary school in South Nation Nationalities and Peoples Regional State. Examining the extent to which the variables defined explain the reasons for high and low academic achievement of girls and boys in selected Zones/Special Woredas, the research is able to tease out the most important variables among them. Depending on the results of the analysis made, the following major findings were identified.

High need of domestic work: As stated by most of the respondents, there is a high need for girls to work the household/domestic work from an earlier age on than boys. A daughter is usually unrecognized domestic worker and it

affects all school age girls. Girls have heavy burden and a subsequent unclear mind, and increased absenteeism from school, lack of time for school assignments after school attending, lack of understanding the subject matter and commitment to school activities. The effect is academic underperformance for the girl. This may indicate that females spend more time helping their parents at home than doing their homework and assignments which negatively affects their academic achievement. Females also get unprepared for exams and may not do better in exams that determine their fates such as grade 10 National Examination. The conclusion is that high demand for domestic work; low school attendances of girls' and hence effects on their academic achievements. Therefore, girls' schooling may require additional policy that reacts to the demands on girls' time available for study.

Parents' educational backgrounds[5]: The parents' educational backgrounds are likely to shape children's attitude towards education. Since educated parents are likely to reward education, it may be expected that girls normally coming from educated parental background persist and perform well at school. This implies that female education has a 'multiplier effect' since it has a propitious impact on the mother's desire and ability to educate her daughters.

Lack of parental involvement[6]: Parents' positive attitude towards girls' education and their involvement will play significant role in female students' academic achievement.

Inadequate supportive mechanisms: In most schools, the tutorial services and various supportive mechanisms not sufficiently provided, particularly, the overall academic environment is not adequate and supportive for girls. The issue is related to major challenges of female academic achievements.

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[5] Parents' education stands out to be a significant factor in determining the education of children in a family. In developing countries parental education background and female academic achievement have a direct relationship. Students who are came from educated parents they aware of some school challenges and their parents aware to afford early.

[6] Parental involvement is number of hours a student was provided with tutorial assistance, which was expected to be significant.

Lack of role model female teachers: Female role model teachers have high psychological impact on female students. Whereas, in the region, there is a low proportion of role model female teachers' in secondary schools (see Table 1, Page 32).

Absenteeism: The school attendance sheet indicated that most female students were absent in the school year. Academic achievement and absenteeism are inversely related. If absenteeism increases academic achievement will be decreases. Attending the class is not sufficient condition for academic achievement rather necessary condition.

Inadequate provision of legal protection - Sexual harassments that prevail in schools have to be seriously problem in the region. Girls have the right educate them. Regional government legislative system has no strong protective procedure of sexual harassment. In this regard, not only law but awareness creating/rising about rights and duties various monitoring mechanism have no adequately built in.

Unable to see bright future: Due to traditional attitudes and early grown low self-concept in being female, girls develop poor perception, lack of vision, hopelessness and assume girls lower than boys. These challenges are affect girls in engaging academic matter and performing well.

Traditional attitude of family and the community: Traditional attitude of family and the community towards girls' schooling was negative. It has an impact on female students' academic achievements. On the other hand girls have low self-concept and poor perception about their future. Therefore, the traditional attitudes towards the education of women were not favourable and not encourage females to perform well. These imply that in patriarchal society's women have no chances to exploit an opportunity of the environment.

5.2 Recommendation

Much attention is required to improve academic performance, the quality and relevance of secondary schools in the region and empowering female students to realize the returns from education.

Gender re-education – Some cultures belittle girls as intellectually deficient and doom them to eventual failures. These early negative influences can, in course of time, accumulate and cripple their ambitions. Backwardness and harmful practical thinking have effects on female students' academic achievement. It may contribute to self-esteem and lower aspirations on female students.

Provide supportive educational environment - The overall educational environment should be supportive to female students. This would be in terms of provision of gender specific needed materials, academic and social and counselling services.

Provide legal protection - Sexual harassment that prevails in schools have to be seriously dealt with. Awareness creation on the rights and duties of girls and installing a monitoring mechanism is necessary. In addition, violators be punished and exposed in public spheres for shunning their immoral acts.

Encourage progressive tutorial programmes - Schools should be encouraged to provide progressive gender focused tutorial programmes and to offer complete instructional programs in a cycle or level.

Reduce the direct costs of schooling for the children from poor families[7] **-** Subsidizing education for girls, a strong case can be made for providing free or subsidizing textbooks for girls as well as scholarship, free waiver and other incentives that, by reducing direct costs to parents, would give the room to study hard and think only for their academics and improve girls' academic performance. To encourage greater female regular attendance and to pay full attention for school matter and to enhance their academic performance an earmarked budget in cash or in kind should be allocated. In addition, provision

[7] In Ethiopia schooling is tuition-free up to grade 10th grade but families incur other fees and expenses to enrol their daughters. Parents unable to cover or afford direct cost due to this reason among most of youths were not in school. The direct costs of schooling can indeed be significant. Across households, the direct costs of primary schooling weigh more heavily on the poorest households than of those richer neighbours, not only the per child outlay is a larger share of household income, but also poorer families tend to be larger.

of incentives and scholarship programmes can address the direct cost of girls schooling to poor households. With a careful targeting of such schemes the poor household girls' can be benefited.

Offering additional help to reduce the opportunity costs of schooling - Increase girls' schooling by reducing opportunity costs and providing free boarding schools for females for poor household. This may address the girls' attention to school activities and perform well. The problem on girls' time in the household and division of labour between boys and girls should be reduced.

Help parents and communities better appreciating the value of schooling - In a region, schooling rates are low; a reasonable barrier to the schooling of girls may simply be the fact that parents themselves have not been to schools and may not have idea the benefits of education or what schools can do for their children. Help parents and communities better to appreciate the value of schooling.

Create "girl-friendly" participatory learning environments - It should be targeted teachers, principals and headmasters in the secondary school to be more sensitised to the needs of most disadvantaged group of girls and trained them to address unmet needs. Train both new and experienced teachers to be gender sensitive and unbiased about girls' potential for learning and recruiting more women to each at the secondary level. In addition, attempt should be made to stop gender bias from the curriculum and to improve the provision of quality education.

Increase supply of secondary schools - Girls' education may require additional policies that respond to demands on girls' time such as reducing the distance to school by increasing supply have all been successful in increasing girls' education. Supply side interventions and launching information to promote the benefits of female education, and scholarships may be incentives to parents. Establishing schools closer to their homes to reduce absenteeism or by providing commonly-managed boarding facilities girls can safely attend distant schools.

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Appendices

Appendix A

Institute of Social studies

Graduate Studies Public Policy and Management Specialization

Interview to be responded by Woreda, Zone, and Regional Education officers.

Key informant's (Interviewer's) name …… Date of interview …….

Started time …….. End time…….

1. GENERAL INFORMATION ON THE INTERVIEWEE FOR REGIONAL, ZONAL AND WOREDA EDUCATION OFFICERS

   1.1 Name ……..……..……

   1.2 Zone/Speial Woreda/*Woreda* ……..……

   1.3 Age ……

   1.4 Sex ……...

   1.5 Marital status ……..……

   1.6 Place of resident …….

   1.7 Number of service years ……...……

   1.8 Regular occupation ……..…….....

   1.9 Highest educational level achieved ……

2. FACTORS AND ITS COPING STRATEGIES AND OPINIONS

2.1 In you experience, at secondary level, who do you achieve academically better? Why?

2.2 Why repetition rate was high as well as vary from year to year in the Zones /Special Woredas?

2.3 Why that varying from year to year or inconsistent across years and the Zones or Special Woredas? What do you think about the variations of rates or inconsistencies?

2.4 In you experience, secondary level, how do you encourage female students in order to achieve better in academic results? Yes No

2.5 What do think the role model of female teachers in encouraging female students?

2.6 Do you believe that female students need more help than male students at this level? Why?

2.7 If you answer is “Yes”, what methods you use to assist female students?

2.8 Do you think that academic achievement of female students is lower than that of male students, what could be the reason for their lower academic achievement?

2.9 What do you comment about community attitude towards girls schooling?

2.10 What factors associated more with girls’ failure to perform well in the school?

2.11 What do you think should be done to improve female students’ academic achievement?

2.12 In general, what do you say about the academic performance of female students?

Appendix B

Institute of Social studies

Graduate Studies Public Policy and Management Specialization

Interview to be responded by female students

Interviewer's name …… Date of interview …… Started time …….. End time……

1 GENERAL INFORMATION ON THE INTERVIEWEE FOR STUDENTS

1.1 Name ……..……..…

1.2 Zone/Speial Woreda/*Woreda* ……..……

1.3 Age ……

1.4 Sex ……...

1.5 Marital status ……..……

1.6 Place of resident …….

1.7 Number of Siblings ……...……

1.8 Grade level ……..…….....

2. FACTORS AND ITS COPING STRATEGIES AND OPINIONS

2.1 Do your parents are encouraging or assisting in your education? Yes No

a. If your answer is yes, what is the degree of help? High, Medium, Low

Some of the students were replied "yes" but in lowest degree

b. If your answer is No, How do you overcome the problem?

2.2 Information on students' parents. Indicate your parents' level of education

Level of Education	Mother's	Father's
Illiterate		
Basic literacy (read and write		
Primary Education		
1 – 4 First cycle		
5 – 8 Second Cycle		
Secondary Education		

9 – 10 First Cycle		
11 – 12 Second Cycle		
TTI Certificate		
Diploma		
BA/BSc Degree		
MA/MSc Degree		
PhD		
Other (Please Specify)		

2.3 Occupation of parents:

Occupation	Mother's	Father's
Farmer		
Housewife		
Merchant		
private business worker		
Government employee		

2.4 How do you rate you parents' income status? **High** **Medium** **Low**

2.5 What is your GPA of Grade 10 Examination?

2.6 Which places are convenient for your studying?

2.7 How long you stay during the study time?

2.8 Do you assume that male students spend more time in studying than females?

2.9 Do you attend class regularly? Yes , No

2.10 What activities do you perform more at home besides after the class?

2.11 How do you evaluate your parents support? What do you comment about it?

2.12 Suitability of school environment for instructional program.

2.13 Do you believe that females are equally competent with males?

2.14 Whose education is more influential in female education? Why? How?

2.15 Does school provide guidance and counselling service in the school?

2.16 Some evidences indicate that on average female students academically perform "lower" than male. In your experience who do you achieve better result? Do you believe in these evidences?

2.17 What is your level of confidence that you have on your capability in all subjects?

2.18 The suggestion and comments regarding your education that you get from your parents: High …….. Medium …….. Low …….

2.19 What is your performance that obtained at different times in all subjects?

2.20 What factors mostly affect the academic achievements of female students at secondary level?

A Institutional related
B. Instructors related
C. Student related
D. Parent related

2.21 Do teachers use relevant teaching aids?

2.22 What do you think should be done to improve female students' academic achievement?

Appendix C

Institute of Social studies
Graduate Studies Public Policy and Management Specialization
Interview to be responded by Teachers and school directors

Interviewer's name …… Date of interview ……
Started time …….. End time…….

1. GENERAL INFORMATION ON THE INTERVIEWEE FOR SCHOOL TEACHERS and DIRECTORS

   1.1 Name ……..……..……

   1.2 Zone/Speial Woreda/*Woreda* ……..……

   1.3 Age ……

   1.4 Sex ……...

   1.5 Marital status ……..……

   1.6 Place of resident …….

   1.7 Year of work experience ……...……

   1.8 Regular occupation ……..…….....

   1.9 Highest educational Qualification …….

2. FACTORS AND ITS COPING STRATEGIES AND OPINIONS

2.1 In you experience of teaching at secondary level, who do you achieve academically better in their study? Why?

2.2 In you experience of teaching at secondary level, do you encourage female students in order to achieve better in academic results?
Yes No

2.3 What do think the role model of female teachers in encouraging students?

2.4 If you answer is "Yes", what strategy you use to assist female students?

2.5 How do you see the effort of female students in doing assignments, questioning and answering questions?

2.6 Do female students' experience absenteeism more than males in your school?

2.7 What do you comment about community attitude towards girls schooling?

2.8 Do you believe that female students need more help/advice than male students at this level? Why?

2.9 If you want to support female students, what are possible ways do you use?

2.10 Do you think that academic achievement of female students is lower than that of male students, what could be the reason for their lower academic achievement?

2.11 How do you see the availability of school cost?

2.12 What factors associated more with girls' failure to perform well in the school?

2.13 What do you think should be done to improve female students' academic achievement?

2.14 In general, what do you say about the academic performance of female students?

2.15 What do you think should be done to overcome factors that affect female students' academic achievement?

2.16 Do teachers use relevant teaching aids during the teaching learning processes?

Appendix D

Students Academic Record of Zones and Special Woredas of the SNNPR

		SAT IN EXAM		REPETITION		PROMOTION	
	ZONE/SPEC.						
YEAR	WOREDA	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
2008		%	%	%	%	%	%
	Alaba	73.3	26.7	29.8	12.8	43.5	13.9
	Amaro	69.3	30.7	38.0	25.2	31.3	5.4
	Awassa	60.9	39.1	29.6	23.7	31.3	15.4
	B.Maji	65.0	35.0	48.2	28.8	16.8	6.2
	Basketo	68.1	31.9	59.9	29.0	8.2	2.8
	Burji	70.1	29.9	20.1	18.9	50.0	11.1
	D.Omo	60.5	39.5	39.4	30.1	21.1	9.4
	Darashe	68.7	31.3	39.4	27.4	29.4	3.8
	Dawro	63.3	36.7	44.5	29.9	18.8	6.7
	Gamogofa	65.3	34.7	42.1	27.2	23.2	7.5
	Gedeo	73.1	26.9	56.1	22.5	17.0	4.5
	Gurage	67.5	32.5	24.9	19.0	42.6	13.6
	Hadiya	64.2	35.8	32.8	23.4	31.4	12.4
	K.Tambaro	61.9	38.0	33.0	27.2	29.0	10.9
	Kafa	66.7	33.3	48.8	29.2	18.0	4.0
	Konso	77.3	22.7	27.6	15.5	49.7	7.2
	Konta	73.3	26.8	50.3	22.8	23.0	4.0
	Shaka	71.4	28.6	40.3	22.4	29.0	6.2
	Sidama	69.6	30.4	52.1	26.8	17.4	3.6
	Silte	76.9	23.1	36.4	14.8	40.5	8.3
	Wolyita	65.0	35.0	39.3	26.1	25.7	8.9
	Yem	56.7	43.3	36.0	35.3	20.7	8.0

Source: Author's Computation from the educational annual statistical abstract the year 2008

Students Academic Record of Zones and Special Woredas of the SNNPR

YEAR	ZONE/SPEC. WOREDA	SAT IN EXAM		REPETITION		PROMOTION	
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
2007		%	%	%	%	%	%
	Alaba	74.5	25.5	40.3	15.3	34.1	10.3
	Amaro	71.8	28.2	50.8	23.2	21.0	5.0
	Awassa	59.9	40.1	33.3	29.6	26.6	10.6
	B.Maji	66.5	33.5	52.5	29.8	14.0	3.7
	Basketo	77.3	22.7	65.3	19.9	12.0	2.8
	Burji	79.4	20.6	30.7	16.4	48.7	4.2
	D.Omo	69.0	31.0	51.2	26.5	17.8	4.5
	Darashe	71.9	28.1	47.9	23.8	24.0	4.3
	Dawro	65.8	34.2	42.0	23.0	23.7	11.2
	Gamogofa	62.8	37.2	44.2	31.3	18.6	5.9
	Gedeo	70.3	29.7	57.3	25.5	13.0	4.1
	Gurage	67.5	32.5	31.2	20.8	36.3	11.7
	Hadiya	61.3	38.7	36.6	28.4	24.7	10.2
	K.Tambaro	62.0	38.0	34.7	29.0	27.3	9.0
	Kafa	67.6	32.4	51.9	28.6	15.7	3.8
	Konso	77.9	22.1	41.3	18.7	36.6	3.4
	Konta	77.4	22.6	53.6	18.1	23.8	4.4
	Shaka	63.8	36.2	42.4	31.0	21.4	5.2
	Sidama	73.4	26.6	55.3	23.0	18.1	3.6
	Silte	**77.8**	**22.2**	**28.3**	**10.3**	**49.5**	**11.9**
	Wolyita	65.9	34.1	47.2	28.8	18.7	5.3
	Yem	**56.7**	**43.3**	**42.9**	**40.8**	**13.8**	**2.4**

Source: Author's Computation from the educational annual statistical abstract the year 2007.

Students Academic Record of Zones and Special Woredas of the SNNPR

YEAR	ZONE/SP. WOREDA	SAT IN EXAM		REPEATITION		PROMOTION	
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
2006		%	%	%	%	%	%
	Alaba	75.3	24.7	37.4	14.4	37.9	10.3
	Amaro	81.9	18.1	37.1	11.1	44.7	7.0
	Awassa	58.9	41.1	26.2	24.7	32.6	16.4
	B.Maji	63.2	36.8	32.0	22.9	31.1	13.9
	Basketo	77.8	22.2	51.7	15.9	26.1	6.3
	Burji	74.3	25.7	38.8	21.9	35.4	3.8
	D.Omo	65.8	34.2	44.6	26.1	21.3	8.1
	Darashe	75.7	24.3	45.6	18.2	30.1	6.1
	Dawro	70.9	29.1	44.6	21.3	26.3	7.7
	Gamogofa	65.0	35.0	42.3	27.0	22.8	7.9
	Gedeo	73.4	26.6	46.4	19.0	27.0	7.6
	Gurage	**70.3**	**29.7**	**18.0**	**13.2**	**52.2**	**16.5**
	Hadiya	67.2	32.8	25.7	18.8	41.5	14.0
	K.Tambaro	64.7	35.3	34.3	24.7	30.4	10.6
	Kafa	**69.0**	**31.0**	**51.7**	**27.7**	**17.3**	**3.2**
	Konso	82.1	17.9	21.5	6.5	60.6	11.4
	Konta	69.8	30.2	47.1	26.2	22.7	4.0
	Shaka	70.4	29.6	46.6	23.7	23.8	5.9
	Sidama	74.8	25.2	15.5	20.1	59.3	5.1
	Silte	81.1	18.9	26.7	8.4	54.4	10.5
	Wolyita	67.9	32.1	44.5	26.7	23.4	5.4
	Yem	63.3	36.7	26.8	21.5	36.5	15.2

Source: Author's Computation from the educational annual statistical abstract the year 2006

Students Academic Record of Zones and Special Woredas of the SNNPR

YEAR	ZONE/SPEC. WOREDA	SAT IN EXAM		REPETITION		PROMOTION	
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
2005		%	%	%	%	%	%
	Alaba	76.3	23.7	43.7	17.0	32.7	6.7
	Amaro	81.6	18.4	39.2	12.6	42.5	5.8
	Awassa	63.1	36.9	25.6	21.9	37.6	15.0
	B.Maji	**67.4**	**32.6**	**25.3**	**16.1**	**42.2**	**16.4**
	Basketo	70.2	29.8	52.2	24.2	18.0	5.6
	Burji	84.4	15.6	26.6	10.4	58.4	5.2
	D.Omo	73.4	26.6	40.2	20.5	33.3	6.0
	Darashe	76.4	23.6	32.7	15.5	43.6	8.2
	Dawro	73.8	26.2	38.2	17.1	35.6	9.1
	Gamogofa	67.7	32.3	42.3	26.7	26.3	5.6
	Gedeo	71.7	28.3	47.3	22.3	24.4	6.0
	Gurage	73.5	26.5	20.7	12.7	52.8	13.7
	Hadiya	66.5	33.5	26.3	19.6	40.1	14.0
	K.Tambaro	69.0	31.0	38.6	24.9	30.5	6.1
	Kafa	69.6	30.4	44.0	24.8	25.7	5.6
	Konso	87.2	12.8	27.0	6.6	60.2	6.1
	Konta	71.9	28.1	42.5	19.6	29.4	8.5
	Shaka	69.8	30.2	25.4	15.5	44.4	14.7
	Sidama	**76.1**	**23.9**	**50.0**	**20.7**	**26.0**	**4.0**
	Silte	80.5	19.5	23.9	11.6	56.5	7.9
	Wolyita	65.4	34.3	41.9	28.5	23.5	5.8
	Yem	68.5	31.5	32.6	19.1	35.9	12.4

Source: Author's Computation from the educational annual statistical abstract the year 2005

Students Academic Record of Zones and Special Woredas of the SNNPR

YEAR – 2004	SAT IN EXAM		REPEPTITION		PROMOTION	
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
ZONE/SPEC WOREDA	%	%	%	%	%	%
Alaba	**67.9**	**32.1**	**22.7**	**12.3**	**45.2**	**19.8**
Amaro	87.2	12.8	29.1	3.5	58.1	9.3
Awassa	58.4	41.6	29.7	27.5	28.7	14.2
B.Maji	75.3	24.7	40.1	14.8	35.8	9.9
Basketo	71.3	28.7	55.6	22.2	15.7	6.5
Burji	83.8	16.2	29.3	10.8	54.5	5.4
D.Omo	72.5	27.5	40.8	17.5	31.7	10.0
Darashe	83.4	16.6	27.2	6.0	56.2	10.6
Dawro	75.8	24.2	38.0	17.2	37.8	6.9
Gamogofa	64.9	35.1	43.1	30.7	20.9	6.0
Gedeo	73.0	27.0	57.1	22.8	15.9	4.3
Gurage	73.3	26.7	19.7	11.6	53.6	15.1
Hadiya	64.9	35.1	21.2	19.3	43.7	15.8
K.Tambaro	71.5	28.5	38.1	18.6	33.4	9.9
Kafa	79.5	20.5	31.0	13.2	48.5	7.3
Konso	91.5	8.5	45.0	4.7	46.4	3.8
Konta	84.7	15.3	44.9	10.2	39.8	5.1
Shaka	79.5	20.5	30.7	10.2	48.9	10.2
Sidama	**75.2**	**24.8**	**54.1**	**22.7**	**21.1**	**2.1**
Silte	82.4	17.6	25.3	7.0	57.1	10.6
Wolyita	69.8	30.2	37.7	21.0	32.1	9.2
Yem	70.9	29.1	50.4	23.6	20.5	5.5

Source: Author's Computation from the educational annual statistical abstract the year 2004

Appendix E

Map 1. Administrative regions, Zones and Special Woredas of Ethiopia

Source: http://www.reliefweb.int/mapc/afr_ne/cnt/eth/ethiopia_zones.html

Map 2. Zone and Special Woredas in SNNP Region

1 - Alaba SW
2 - Amaro SW
3 - Basketo SW
4 - Bench Maji
5 - Burji SW
6 - Dawro
7 - Dirashe SW
8 - Gamo Gofa
9 - Gedeo
10 - Gurage
11 - Hadiya
12 - Keffa
13 - Konso SW
14 - KT
15 - Selti
16 - Sheka
17 - Sidama
18 -South Omo
19 - Welayita
20 - Yem SW
21 - D.Omo
22 - Awassa

Source: *http://www.maplibrary.org/stacks/Africa/Ethiopia/SNNPR/index.php*