IGNOU (INDIRA GANDHI NATIONAL OPEN UNIVERSITY)

ASSESSMENT OF FACTORS AFFECTING FEMALE ENROLMENT IN SECODARY SCHOOL
(The case of Hidase Secondary School Lideta sub city, Addis Ababa, Ethiopia)

MSWP -001

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DECLARATION

I hereby declare that the dissertation entitled: ''ASSESSMENT OF FACTORS AFFECTING FEMALE ENROLLMENT IN SECODARY SCHOOL:The case of Hidase Secondary School Lideta Sub City, Addis Ababa, Ethiopia'' submitted by me for the partial fulfillment of theMSW to Indra Gandhi National Open University (IGNOU) New Delhi is my own original work and has not been submitted earlier, either to IGNOU or to any other institution for the fulfillment of the requirement for any other programme of study. I also declare that no chapter of this manuscript in whole or in part is lifted and incorporated in this report from any earlier work done by me or others.

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CERTIFICATE

This is to certify thatSELAMAWIT ADMASSU MULUNEH is student of MSW from Indra Gandhi National Open University (IGNOU), New Delhi was working under my supervision and guidance for her project work for the course **MSWP-001**.Her project work entitled ''ASSESSMENT OF FACTORS AFFECTING FEMALE ENROLMENT IN SECODARY School:The case of Hidase Secondary School Lideta sub city, Addis Ababa city, Ethiopia'' Which she is submitting, is her genuine and original work.

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LIST OF ABBREVIATIONS/ACRONYMS

JHS	Junior High School
SHS	Senior High School
NGO	Non-Governmental Organization
FAWE	Forum for African Women Educationalists
CPP	Convention People's Party
NRC	National Redemption Council
PNDC	Provisional National Defense Council
BECE	Basic Education Certificate Examination
WASSCE	West African Secondary School Certificate Examination
GPRS II	Growth and Poverty Reduction Strategy
GNP	Gross National Product GDP Gross Domestic Product
UNESCO	United Nation's Educational Scientific and Cultural Organization
ESS	Ethiopia Statistical Service
ELSS	Ethiopia Living Standards Survey
EMIS	Educational Management Information System
MOE	Ministry of Education
SRIMPR	Statistics Public Relations Information Management and Research
JSS	Junior Secondary School EICV Viet-Nam Living Standard Survey
CRT	Criterion Referenced Test
GER	Gross Enrolment Ratio
GEU	Girls Education Unit
NER	Net Enrolment Ratio
UNDP	United Nations Development Programme
UNFAO	United Nations Food and Agriculture Organization

OECD	Organization for Economic Commission and Development
UN	United Nations
FCUBE	Free Compulsory Universal Basic Education
CEDAW	Elimination of All Forms of Discrimination against Women and Children
SEDP	Special Education Development Plan
STME	Science Technology Mathematics and Education
WUSC	World University Service of Canada
GCE	General Certificate of Education
CSSPS	Computerized School Selection and Placement System
UNICEF	United Nations Information Children's Fund
UNESCO	United Nations Educational Scientific and Cultural Organization

ABSTRACT

The study focused on female participation in Senior High School education. The main objective of the study was to assess the impact of the factors which affect female access to and participation in Senior High School or Secondary education in Addis Ababa, Lideta sub-city, Hidase secondary school of Ethiopia. The study showed that female access to and participation in Senior High School education are influenced by many factors such as negative attitudes and perceptions, poverty, poor academic performance, absence of specific access policies for girls and weak institutional female education support programmes. These things have become major hindrances to girls' participation in Senior High School education. One way girls fail to gain access to Senior High School education is through the failure of parents to provide adequate care for their school needs. Without support for girls to complete their education, many of them will struggle with poverty and its effects and this will affect their participation in labour issues and decision making later in life (Stephen et al 1999 cited in Meena, 2001). It is suggested that for the society to have girls' full participation in Senior High School education, parental support should be based on a clear philosophy so that Governmental and Non-Governmental Organizations could make commitments to provide assistance for the education of girls in Senior High Schools. Provision of support for girls should include adequate financial care, reducing girls' participation in family occupational activities, institution of scholarship, science and technology schemes, introduction of affirmative action in Senior High School admissions, establishment of special girls' Senior High Schools and joint GOs &NGOsinitiatives for supply of books, equipment and development of infrastructure. Above all, there is a need for parents and the society at large to wear positive attitude towards girls' education. This will help the girl-child to build up a strong ego and confidence to go through school.

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1 CHAPTER 1: Introduction

1.1 Background

Education plays an important role in the socio-economic development of a nation. Often, governments commit huge investments to education projects and programme in order to realize its intended benefits. In many developing countries, female participation in education provision is restricted due to many factors. This study seeks to assess the impact of the factors which affect female access and participation in Senior High School education in HIidase secondary school. The study examines a body of available literature on education provision in the world in a bid to establish the extent of female participation in education. The study analyzes gathered data from the field with the intent to assess how female participation in Senior High School education is affected by those factors. It draws a conclusion and makes recommendations to mobilize support for and advocate policy changes for sustainable female participation in Senior High School education in the country.

Throughout the world, people look up to education as a conduit to achieve sustainable change and development. Education contributes to the development of analytical mind and reasoning power in the individual which helps him or her to build up a sense of confidence, self-esteem and self-respect. Anderson (1992, p. 8) states that "in today's world, a child who is not educated is disadvantaged in terms of income, health and opportunity. In coming years, a society that does not educate its children will be disabled in terms of the economic productivity and social welfare of its people". Female education has significant implications for maternal and child welfare development. Educating girls contributes to lower maternal and infant mortality and reduced fertility rates (Bruce 1997, cited in A National Vision for Girls' Education and a Framework for Action: Charting the Way Forward, 2001, p. 5). Studies have shown that one year of a mother's education could contribute to a decrease of 9 percent in under-five mortality (Anamuah-Mensah, 2000, p. 4). There is a positive relationship between female education and improved household incomes and nourishment (Caldwell, 1979 cited in Anamuah-Mensah, 2000, p. 7). Education is seen as one single important contributor to national economic growth, self sufficiency and cultural reawakening of a people (World Bank, 1999, p. 16; Abosi and Brookman-Amissah, 1992,

p. 284). The role of quality human resource in a nation's development cannot be over emphasized here. However, the expected benefits of training human capital for national development in developing countries are not forthcoming because of gender inequalities in education provision in those countries. Some studies (Sutherland-Addy, et.al., 1995; Boakye, 1997; Coombs, 1985; Psacharapoulos, 1985) have provided explanations for the prevalence of this educational travesty in modern times. It is expected that the outcome of the study will inform policy formulation or changes to address any challenges identified thereof so that quality human resource base can be developed in this country to achieve a paradigm shift in our development process.

1.2   Statement of the Problem

Education provision has formed an essential service in the social sector of both developed and developing countries over the years. In the last thirty to forty years there has been an increased demand for education provision in the developing countries. As a result of this, enrolment increased dramatically at both primary and secondary levels in these countries within the period. For instance, in 1960, fewer than half of the children aged between 6 – 11 years in developing countries enrolled in primary school. By 2002 the world average net primary enrolment reached 81 percent (UNESCO, 2006). Within the period, girls' participation in education has been on the increase. From the last three-and-a-half decades, girls' enrolment witnessed considerable increase. In the 1970s, girls represented 38 per cent and boys 62 per cent of primary enrolment in the least developed countries. By 2005, the gender gap has narrowed. While girls represented 48 per cent boys represented 52 per cent of primary enrolment (OECD/UNESCO, 2005). The increased demand for education contributed to a decline in the number of children who are out of school. Between 1990 and 2006, the number of children who were out of school worldwide declined from about 100 million to 75 million. Notwithstanding improved access to education, female participation in education in most developing countries is still characterized by disparities. Girls continue to constitute the majority of children out-of-school. Girls represent 55 per cent of all children who are out of school worldwide. Available data have indicated that worldwide, for every 100 boys out of school 122 girls are also out of school. This varies from country to country. For example, in Benin, for every 100 boys' out-of-school, 127 girls are also out-of-school (UNESCO, 2006). Access to secondary education, however, has been deteriorating in most developing countries. According to UNESCO/UNICEF, nearly 1 in 4 children between the ages

of 10 – 15 years and 1 in 2 children between the ages of 11 – 14 years do not attend primary and upper secondary school respectively (UNESCO/UNICEF, 2005). Secondary education provision is characterized by large gender disparities between the sexes in terms of access, retention and performance. Again, according to UNESCO/UNICEF (2005) in 1960, only one child in twenty aged between 12 – 18 years attended secondary school in Sub-Saharan Africa.

Although worldwide, the transition rate from primary school to secondary school or the percentage of children who complete primary school and continue to secondary school is 85 per cent, in half of the countries in the Sub-Saharan Africa region transition rates from primary to secondary level are below fifty percent (Elbakri, 1998, p. 8). In Sub-Saharan Africa, girl's transition rate from primary to secondary school is 65.3 per cent and that of boys is 62.6 per cent (UNESCO, 2004). For instance, According to Sperling, in Sub-Saharan Africa, majority of girls do not complete primary school and only 17 per cent of girls are enrolled in secondary school (Sperling, 2005). Again, Mulana also stated that in 43 developing countries secondary gross enrolment figures were under fifty per cent, and in spite of this, girls constituted the majority of children out of school at this level (Mulana, 2006). According to UNESCO in South Asia only 47 per cent of girls qualify for secondary school and in Sub-Saharan Africa only 30 per cent of secondary-school aged girls enroll in secondary school (UNESCO, 2006). A study by Houphouet-Boigny (2000) into education provision in Côte d'Ivoire revealed that from 1995 to1996 girls represented 42 percent of primary school pupils; 34 percent of students in the first cycle of secondary education; 30 percent of students in the second cycle and 24 percent in higher education (Houphouet-Boigny, 2000, p. 6). Similarly, it has been estimated that in Ghana only half as many women (6 percent) as against men (12 percent) have attended Secondary or Senior High School (GSS, 1999, p.11). According to source in 1999, 32 percent of females and 34 percent of males attended Senior High School level (GSS, 1999, p.13). A pointer to the underrepresentation of girls in secondary education developing countries is seen in the world 1999/2000 academic year gross enrolment figures as shown below. For instance, in the 1999/2000 academic year, the world's female gross enrolment ratio fell below that of boys' ratio in many developing regions across the world.

Table 1-1-Gross enrollment ratio, 1999/2000

Region	Male	Female
Arab States	62.6	57.7
Central and Eastern Europe	79.3	79.7
Central Asia	43.7	43.3
East Asia and the Pacific	66.9	62.9
Latin America and the Caribbean	79.6	85.9
North America and Western Europe	104.3	107.2
South and West Asia	58.8	44.3
Sub-Saharan Africa	26.4	22.4

Source: Education for All Global Monitoring Report 2002, Is the World on Track?

From table 1, it can observed that except in the regions of North America and Western Europe, Latin America and the Caribbean, and Central and Eastern Europe where female enrolment ratio exceeded that of males, for the remaining regions of Central Asia, South and West Asia and Sub-Saharan Africa, female enrolment ratio fell below that of males during the period. Also, it can be observed that when the gross enrolment ratios of the two sexes are compared on region by region basis, Sub-Saharan Africa had the lowest in the world as a whole and again the female ratio

lagged behind the male gross enrolment ratio. This is an indication of the persistent low enrolment of girls in secondary education in the sub-region. Again, for instance, in the then Ethiopia Hidase secondary school share this fact.

Last but not least, female literacy rates are low in most developing countries. In Sub-Saharan Africa, although adult literacy rate is 62 per cent women have a higher illiteracy rate compared to men's rate. While women's literacy rate is 54 per cent men's rate is 71 per cent (UNESCO, 2004). Girls' participation in secondary education has been associated with frequent cases of grade repetition. As a result of this, female participation in education has continued to lag behind male participation in secondary education in many developing countries. In Sub-Saharan Africa female repetition rate is 19.4 percent. For instance, in Rwanda, as a result of the poor performance of girls at the end of basic school examination, many girls are unable to enroll in public secondary schools. As a way out of the problem, many girls who complete basic schools enroll in private secondary schools where the entry requirements or selection criteria is lower. Female grade repetition has been associated with issues such as opportunity cost of educating girls and their contributions to the survival of their families, high cost of educating girls at secondary school, hostile teacher attitude, sexual harassment, teenage pregnancies and poor parental care for girls at this age. In Ethiopia since the 1991s female enrolment has improved significantly but this has not been large enough to equal male achievement rates in access and participation in the educational system in the country (TolosaMegersa, 2000, p. 97).

1.3   Objectives and Research Questions

1.3.1   Objectives of Study

- To examine how attitudinal or behavioral inclinations, beliefs and perceptions, socio-economic-cultural phenomena affect female access and participation in Senior High School education,
- To analyze the effects of school-environment conditions on female access and participation in Senior High School education,
- To examine the nature and extent of policy intervention in education, and the outcomes of policy initiatives on female access and participation in Senior High School education and

- To suggest appropriate measures to address the challenges that mitigate against female participation in Senior High School education.

1.3.2 Research Questions

- The study provides the following research questions for further investigation.
- What are the factors that results to educational disparities or inequalities?
- What has been the impact of the factors on female access and participation in secondary or high School education?
- What has been the role of NGOs in salvaging female participation in High School education?
- How has government policies in education affected female access and participation in High School education?

1.4 Operational Definitions

The study is based on four main concepts. These are Senior High School (Secondary) Education, Participation, Education Reform and Factor. In order to gain a deeper understanding of, and develop a strong appreciation for the concepts and terms mentioned it is necessary and appropriate to explain them.

1.4.1 Education

There is no single and definite definition of the concept of education. The concept connotes different meanings to different groups and cultures. There is, however, a thin thread of commonality among all scholars and cultures regarding the meaning of the concept. "Education" refers to the act of teaching and learning. Schultz (1963) sees education as a process "to draw out of a person something potential or latent; to develop a person morally and mentally so that he or she is sensitive to individual and social choices and is able to act on them; to fit a person for a calling by systematic instruction and to train, discipline and form abilities" (Schultz, 1963, cited in Lecture Notes of Dr. Nsiah-Peprah, 2008). In another classic definition, "Education is taken to mean all sorts of self-improvement in addition to the transfer of knowledge and skill" (Smith, 1985, cited in Lecture Notes of Dr. Nsiah-Peprah, 2008). The Collins Colbuld Advanced Learner's English Dictionary (2003) also explains the concept of education as the process by

which an individual develops his or her mind through learning at a school, college or university, and in the process of doing so he or she gains knowledge and skills from what is being taught.

From the definitions given above, education connotes a process of sustained and systematic interaction that helps an individual and the society at large to realize self improvement and enhanced quality of life through the transfer of knowledge and skills (UNESCO, 1975, cited in Lecture Notes, Dr. Nsiah-Peprah, 2008). For purposes of this study, the working definition of the concept of education adopted is the one that perceives the concept as the process of enrolling a child in an institution with demarcated physical structures provided with teaching-learning materials, equipment, and trained pedagogical professionals who impart knowledge and skills to people within specific time frame with the intent of making the child a useful individual or person and one who contributes to the realization of the development potentials of his or her community or nation (Abosi and Brookman-Amissah, ed.,1992, p. 56).

1.4.2   Senior High School (Secondary Education)

The kind of education provided to children between the ages of 16 and 22 years. This kind of education comes after elementary or Junior High School but before tertiary education as it is in the Ethiopian educational system (Advanced Learner's Dictionary of Current English, 1963, p.896).

1.4.3   Participation

The act of taking part: in an activity or in event. It also refers to consenting to do something with other people for the realization of a common goal. The right to participation is a basic human right and essential for realignment of power in favor of disadvantaged groups for social and economic development (UNFAO, 1992). For purposes of this study, the working definition of participation adopted is the act of a enrolling a child in a school or an institution of learning to undergo a programme of studies which is assessed at fixed periods to determine the learning outcomes of the learners.

1.4.4 Reform

According to the Longman Dictionary of Contemporary English (2002) the term reform means a change initiated to a system or law or an organization to improve its operations in a fairer or more effective way to remove unfairness and imbalances.

1.4.5 Education Reform

Education Reform is defined as the process of initiating a change to an educational system because of perceived or observed disparities or lapses and/or inefficiencies so that it can operate in an effective way to improve upon its operations to achieve efficiency of resources and meet set targets of a nation or state. For purposes of this study, we will adopt this working definition (UNESCO, 1979).

1.4.6 Factor

 An event, whose behavior or operations produces some desirable or undesirable results in a particular circumstance.

1.5 Chapterizaton

This thesis is organized into six chapters. In the first chapter all introductory parts of the study like background, problem statement of the study, objectives research questions and operational definitions in which the study is based are included. In the second chapter an attempt is made to examine available literature which has been offered as major explanations on education, women in Ethiopia, gender issue and criticism of education system in Ethiopia, with view to assessing their influence on female participation in education.

The third chapter of the paper describes the research design and methodology. |In this chapter, the research design and methodology in a short summary, review of the universe of the study, sampling, methodology, tools or instruments used for data collection and ethical practices discussed. In the forth chapter short summary of the demographic report of the respondents discussed, data systematically organized, analyzed and interpreted.

In chapter five details of the findings stated as per the result of the analyzed data. Chapter six comprises the conclusion and possible recommendations of the research as per the findings of the research.

2 Chapter2: Literature review

2.1 History of education

With the gradual rise of more complex civilizations in the river valleys of Egypt and Babylonia, knowledge became too complicated to transmit directly from person to person and from generation to generation. To be able to function in complex societies, man needed some way of accumulating, recording, and preserving his cultural heritage. So with the rise of trade, government, and formal religion came the invention of writing, by about 3100 BC. (Ministry of Education, Youth and Sports,(2004). Because firsthand experience in everyday living could not teach such skills as writing and reading, a place devoted exclusively to learning the school appeared. And with the school appeared a group of adults specially designated as teachers the scribes of the court and the priests of the temple. The children were either in the vast majority who continued to learn exclusively by an informal apprenticeship or the tiny minority who received formal schooling. (Morales-Gomez, D. (ed.), (1999)

The method of learning was memorization, and the motivation was the fear of harsh physical discipline.

Of the ancient peoples of the Middle East, the Jews were the most insistent that all children regardless of class be educated. In the 1st century AD, the historian Flavius Josephus wrote: "We take most pains of all with the instruction of the children and esteem the observance of the laws and the piety corresponding with them the most important affair of our whole life." The Jews established elementary schools where boys from about 6 to 13 years of age probably learned rudimentary mathematics and certainly learned reading and writing. The main concern was the study of the first five books of the Old Testament the Pentateuch and the precepts of the oral tradition that had grown up around them. At age 13, brighter boys could continue their studies as disciples of a rabbi, the "master" or "teacher." So vital was the concept of instruction for the Jews that the synagogues existed at least as much for education as for worship. (Spring 2001, http://findarticles.com/p/articles/mi_m2872/is_ 2_27/ai_75099774,pp. 2 - 3)

2.2 Education in Ethiopia

Without exception every Ethiopian is desperate to attend school. To do well at school is to gain the highest acceptance with your peers. School enrollment is at seven, although some start earlier. As age in the country is often assessed by height and teeth! Private fee-paying kindergartens are in cities & some rural market towns.

Government schools are elementary Grades 1 to 8, secondary 9-10 and by selection to pre-university 11 & 12. Classes in cities are in shifts, morning, afternoon and evening. Class size officially is 50 but often is many more. There are few facilities for disabled students.

Every year a student must pass a promotion exam, at Grades 8 & 10 these are nationally assessed, otherwise they are regionally assessed. Failure means repeating a year, after a second failure the student can no longer attend a government school. There are no school fees in Government Schools but students must provide their own books and writing instruments. In cities most schools have uniforms and children need footwear, these are not free. In cities there are a number of fee-paying private commercially run schools often managed by churches or NGOs. These are accredited by the Government Bureau of Education and are of a high standard. Students can move between the government and private sector, but with difficulty.

The Grade 10 exam (School Leaving Certificate) cannot be retaken at school. After Grade 10 students are streamed into pre-university (Grades 11 & 12) or Technical & Vocational Education Training Colleges (TVETs). TVETs cover artisan trades, physical education, teaching, catering, art, secretarial & computer science or IT. Entry level grades are continually being revised upwards as more students pass through the system and government college/university expansion is unable to accommodate all would-be entrants. For girls, disabled students and in some less developed regions there are lower entry levels. TVETs offer Certificate Course for two years or Diploma Courses for three years. A number of private fee-paying colleges offer the same Certificate/Diploma courses for those unable to gain entry to government TVETs. University is from three to six years, dependent on the course.

Undergraduates are not always given either their choice of course or location of University. Attendance is principally free, but students must "pay back" after graduation when in employment. There are now private fee-paying Universities.

Every Ethiopian is desperate to attend school and beyond. Whilst the educational system is tightly controlled, every child may "adjust" their age, where they live and tell the most convincing tear-jerking stories to get admitted. To Ethiopians, education and those qualifications it offers is their panacea for all their problems.(Kane. E.(1995)

2.3 Women in Ethiopia

Ethiopian women are actively involved in all aspects of their society's life. Women are both producers and procreators and they are also active participants in the social, political, and cultural activities of their communities. However the varied and important roles they play have not always been recognized. The discriminatory political, economic and social rules and regulations prevailing in Ethiopia have barred women from enjoying the fruits of their labour. Without equal opportunities, they have lagged behind men in all fields of self-advancement. (Clerk, 1983, cited in Astone, N, M and Mclanaham, S., (1991)

Economic development is unthinkable without the participation of women. In some economic sectors women even constitute a proportionally larger group of the labour force than men. However, because their participation in the economy has not been valued, Ethiopian women have not received their fair share of the nation's wealth. ((FAO), 1992, People's Participation in Rural Development)

2.4 Education and Women in Ethiopia

Economic development is unthinkable without the participation of women. In some economic sectors women even constitute a proportionally larger group of the labour force than men. However, because their participation in the economy has not been valued, Ethiopian women have not received their fair share of the nation's wealth.(Leka, W. and Tsion Dessie (1994).Before the 1974 Revolution, women's organised activities were run mainly by non-governmental bodies such as the Ethiopian Women's Welfare Association, the Ethiopian Officer's Wives Association,

the Ethiopian Female Students' Association. These Associations were, however, limited in scope, and only existed in the cities. They had little or no impact on government policies, laws, regulations or development programs. After 1974, the Revolutionary Ethiopian Women's Association (REWA) was established by proclamation, but this organisation was too monolithic and too close to the Derg to be of any real use to women. The purpose of its establishment was, in fact, the consolidation of the Derg's power. Promoting the interests of women was not high on its agenda nor was it designed to influence government policies or help women benefit from development programs. As a result there was little improvement in the lives of Ethiopian women, whether in the social, economic or political sphere, especially of those who lived in the rural areas. Although a few development agencies, particularly NGOs engaged in relief and rehabilitation work, had attempted to incorporate women's issues into their work programs, they did not show the expected results. This was because the previous government had not given women's development the priority it deserved and therefore had not created conducive atmosphere for development initiatives for women.During the civil war Ethiopian women made a unique contribution, both as fighters and as civilian supporters, to challenging and ousting the brutal and incompetent regime of the Derg, as well as during the famine, displacements, and drought conditions which accompanied it. Their participation in these recent events has helped to create the impetus for giving special attention to women.

Soon after the downfall of the Derg regime, the various political and national organisations, setting aside their differences, formed a Transitional Government whose principles were set out in a Charter in which peace was the main principle of governance. This brought a period of relief to all Ethiopians, especially to women. The democratic process is able to grow and develop effectively when all people are given equal encouragement to exercise their democratic rights, and when women can experience the benefits of their labour on an equal basis with men. With this realization, the government of Ethiopia, both the Transitional Government and the first elected Government in 1995, has given priority to the speeding up of equality between men and women.

Until recently, governments in Ethiopia have not had any policy on women's affairs. Hence they have not been seen as important potential beneficiaries of government development programs. Although women have made substantial contributions to the struggle Ethiopian people have

waged to ensure their rights and freedoms, their struggle up to now has not been sufficiently institutionalized. Gender issues do not only concern women. Women's problems cannot be solved by women alone, but by the coordinated efforts of the society as a whole, including government. Careful planning in full consultation with women is essential, drawing lessons from past failures and experiences.

Women's demand to participate actively in national development and to exercise their right to enjoy its fruits is now receiving support in government and local communities. One effect has been the creation of a *modus operandi* which is increasingly free from partiality and sexual discrimination. Of course there is still a long way to go.

 The first priorities are to improve the level of income of women by facilitating opportunities and woman-friendly conditions in the workplace, to improve the health and nutrition of mothers and their children and to upgrade and improve their education. It is also necessary to encourage favourable conditions for the formation of new women's associations, as well as to strengthen existing associations, so that women can have a hand in the resolution of their problems. Only women know the extent and difficulties of domestic labour, especially in the countryside, and they should have a say in devising solutions. After all, it is only when women are released from back-breaking domestic work that they will be able to participate in the national development effort on equal terms with men and go on to experience the benefits of their participation.

Women should not be restricted to any one association. Instead, they should be free to form associations of their choice in accordance with their specific needs or professions. To that end, it is important to set up conditions in which women will feel confident to initiate ideas and practical activities in ways which suit them and which will promote their interests. The government has the obligation to give them its unreserved support.

This Policy on Ethiopian Women has, therefore, been formulated to focus on what the Government ought to do for women, and what women must do for themselves through their own free associations, as well as to show the relationships between the two. This policy is based on the principles mentioned above.(Ministry of Education (1999).

2.5 Women and Development

Women, especially those in the low-income strata, traditionally have contributed to productive activities such as agriculture (mostly small-scale), agro-processing crafts and home industries, trade and commerce, but there has been a tendency to underestimate their economic roles and to undercount their participation due to inadequate data, prevailing definitions of economic activity and current sampling and interviewing procedures employed in obtaining national statistics. More attention has been focused, especially in national plans and programs, on their reproductive and child-nurturing roles.(Patton, M.Q. (1987).

In general, women have benefitted increasingly from programs in the social sector, as evidenced by the large increases in school enrollment of the female population at all levels of education and a rise in life expectancy. However, severe health, nutritional and educational problems still remain to be resolved, especially in the case of women in rural areas and low-income women in the urban centers.

While modernization has opened up economic opportunities in some areas, on the other hand it has led to a decline in traditional sources of income for many women, e.g., those engaged in the production of handmade and homemade items. In the agricultural sector the introduction of mechanization and new technologies generally has displaced small producers and disrupted traditional systems of production and complementarities between the roles of the two sexes in the smallholder family.(Yin, R.K. (1994).

Low productivity in the economy on the whole, the displacement of small producers, lack/ limited income-generating opportunities and of social services in rural areas have caused both men and women to emigrate to the cities. These migratory flows have deeply affected women's roles in two ways. In the urban centers there has been a rapid entry of migrant women into the work force, with females being concentrated in low-level or unskilled jobs and services. Women are involved in the urban informal sector, largely in retail trade and in small scale enterprises. In the rural areas, wherever male outmigration has been strong, women who remain had to increase their workload and to assume full responsibility of carrying out both agricultural and household duties.

It is also within this context that one observes within the region a large number of female-headed households, particularly in the low-income strata. Various studies emphasize the disadvantaged position of female heads of households: They are most likely to be living below the poverty line, they score lower than low-income men on educational attainment and are more apt to be unemployed or employed in low-skilled or service occupations.(Patton, M.Q. (1987).

Moreover, the economic crisis of the 1980s in Latin America and the hitherto unprecedented levels of unemployment and underemployment which adversely affected particularly the poorest segments of the population, have had serious repercussions for women in particular.

On the one hand, this situation led to relatively fewer income-generating opportunities available on an overall basis. On the other hand, cutbacks in social services have seriously affected women's level of health, nutrition and education, important determinants for their productivity and effective participation in the economy and society as a whole. The interaction of these factors creates a vicious circle in which low-income women in particular are caught. The mounting economic responsibilities of these women thus make combating their poverty a crucial development goal.

The Bank recognizes that if women are to be effective agents of human capital development, particular attention should be paid to enhancing their contribution and taking into account their needs, multiple roles and changing economic and family situations. This means that more recognition must be give to their current and potential contribution as producers, as decision-makers and as income-generators. Recognizing the pressing situation of poor women within the region, the Bank will pay attention to supporting activities that address their needs in both rural and urban areas.(Ross, K . ed. (1995).

2.6 Education and Empowerment

The salience of human rights has contributed to the development of numerous initiatives to further popularize the notion and principles of human rights. One such initiative was undertaken by the United Nations when it designated the period 1995-2004 as the Decade for Human Rights Education. Other initiatives have included the development of national action plans by

governments and educational programs conducted by local nongovernmental groups. In addition, organizations and groups working with specific sectors or issues-for example, children's rights groups, women's groups and trade unions-regularly conduct educational programs. These initiatives have helped popularize human rights and have contributed to the increased recognition and legitimacy of rights language. They have, moreover, resulted in the production of a multitude of teaching and learning materials for use in human rights education programs. Some of these materials are based on the underlying principle that human rights education should seek to empower individuals and groups.(Hallak, J., (1990)

Human rights education is a process of acquiring relevant knowledge, skills and values for knowing, asserting and vindicating one's rights based on international human rights norms. This definition implies that human rights are empowerment tools. Therefore human rights education by its very nature should be a positive intervention in the lives of people. As was already mentioned, there are some efforts to develop human rights education based on the principles of participation and empowerment.

However, most often programs conducted by governments and international agencies are based on the assumption that dissemination of information on human rights standards is an end in itself; human rights education becomes a panacea for all the human rights problems of different societies. Increased availability of information on human rights is, of course, a positive result arising from this approach. However, human rights education is often used in such contexts as an excuse for avoiding underlying structural factors that are at the root of the human rights problems.(Ministry of Education(2000).

What is often missing among those advocating human rights education is a debate on the education practice itself. Human rights education is a relatively new field, which has emerged as a result of the prominence achieved by human rights in the last few decades. Human rights education by and large has become an article of faith, with the result that little debate has taken place on the meaning of education itself.

Education is integral to preparation for and legitimization of particular forms of social life. The idea that education is part of the social process is best reflected in the folk song, which was popular in the United States in the 1960s, reprinted on the preceding page.

It is important to begin with a discussion on educational practice as a form of "cultural politics." Take the case of literacy, which is normally seen as essential for enabling a person to function fully in his/her society. Literacy associated with multiple skills and knowledge is often reduced to the ability to read and write in the official state language. This understanding of literacy developed in the last two centuries with the formation of the nation-state, industrialization and mass schooling. This process has destroyed the pluralistic notion that a person may have other knowledge and skills, even while being unable to read and write. Furthermore, literacy, schooling and education became linked to the idea of individual responsibility and economic well-being; illiterates are seen as carrying "society's evils."(El-Sanabary, N., (1993)

Instead of denying, weakening or distorting human capacities, an educational practice can, in contrast, contribute to the realization of a variety of differentiated human capacities. By encouraging the development of competencies and capabilities, it can expand the meaning of what it is to be human. Thus, education can and should be an empowering process, one that enables those who have been marginalized in the economic, social, political and cultural spheres to claim their status as full participating members of a community.(Houphouet-Boigny, D., (2000)

2.7 Current Gender issues in Ethiopia

The Joint Programme "Leave No Woman Behind" (the Programme) is an integrated programme aimed to empower women in the Amhara and Tigray regions. It stems from the recognition of the various dimensions of women's poverty and responds with a holistic approach of complementary interventions, integrating economic empowerment with access to reproductive health, literacy and behavioural change at community level. Women participating in the Programme are targeted by all the intervention areas, which results in rounded improvement in their lives. Implemented through local structures, the Programme strengthened pre-existing capacities and contributed to building the Government's service delivery capacity.((FAO), 1992, People's Participation in Rural Development)

Ethiopia suffers from some of lowest gender equality performance indicators in sub-Saharan Africa. While remarkable progress has been made in several of the Millennium Development Goals (MDGs), it is lagging behind in MDG 3. The Global Gender Gap report 2010 ranks Ethiopia at 121 out of 134 countries in terms of the magnitude and scope of gender disparities.

Women and girls in Ethiopia are strongly disadvantaged compared to boys and men in several areas, including literacy, health, livelihoods and basic human rights. They also suffer from low status in their society and lack social support networks. Manifestations of discrimination against women are numerous and acute:

The morbidity rate of 75.5 per cent for women, against 25.5 per cent for men; the maternal mortality of 590/100,000 live births; and adult HIV prevalence of 1.9 per cent for women, against 1.0 per cent for men, are indicators of persisting gender inequalities in the area of health and life expectancy. Overall, women's health has been adversely affected by poverty, poor nutrition and restricted access to health care services due to financial constraints and cultural believes. Contraceptive use among women is low at 20 per cent, and only 10 per cent of births were attended by skilled health personnel in 2011. Moreover, 28 per cent of women of reproductive age are chronically malnourished, with the problem being particularly acute in rural areas.(Ministry of Education(2000)

Ethiopia appears to be on track to achieve gender parity in primary school enrolment by 2015, but the gender gaps are still larger in rural areas. Furthermore, gender disparity increases at higher levels in education, where the enrolment of adolescent girls is lower than boys.

With regard to women's participation in economic life, the 2005 National Labour Force Survey reveals that women represent 47 per cent of labor force in Ethiopia, with highly unequal participation: 68.5 per cent of employed women were unpaid family workers and 24.8 per cent were self-employed in informal jobs. In addition, women's illiteracy and inability to meet the initial payment required to qualify for agricultural credit has limited their access to credit facilities. The Programme-supported baseline survey indicates that only 6 per cent of rural women have access to credit and 1 per cent have vocational skills training. Moreover, despite the

widespread involvement of rural women in agricultural work, there is a persistent belief that "women don't farm," which discounts their vital contribution to Ethiopia's key economic activity.

Traditional attitudes, beliefs and practices that reinforce harmful gender roles contribute to constrain women's participation in social development. Harmful traditional practices, including female genital cutting (national prevalence rate of 74.3 per cent) and child marriage disproportionately affect rural women and girls.(Leka, W. and Tsion Dessie (1994)

The Government of Ethiopia is explicitly committed to the achievement of gender equality. The Constitution clearly stipulates the rights of women and the Women's Policy of Ethiopia reiterates the Government's commitment to gender equality. The revised Federal Criminal Code and Regional Family Law support measures on different forms of gender-based violence, including child marriage and female genital cutting. In addition, the national poverty reduction strategy has included "addressing gender inequality" as one of its eight pillars (Beyene, A. (1991)

While there is general political will and commitment to address gender inequality, there has been limited capacity to fund and implement community-based interventions targeting vulnerable women. Generally, services have been skewed toward the wealthy, those living in urban areas, and adult men.(Beyene, A. (1991)

The Programme was conceived and designed to respond to the above challenges, with efforts to support social mobilization; access to reproductive health and HIV prevention services; life skills and literacy; and livelihoods. It has focused its interventions on the Amhara and Tigray regions, two of the most vulnerable of the country, with severe land degradation and a prolonged history of emergency assistance by the government. (Anderson-Levitt, K. et al. (1994).

2.8 Criticism of Education System in Ethiopia

The quality of higher education in Ethiopia has deteriorated since the massive expansion started during the reign of Ethiopian Peoples' Revolutionary Democratic Front (EPRDF). In the Ethiopian context, most of schools, colleges, and universities are funded and operated by the government. EPRDF dictates how the school and university systems should be organized and administered. EPRDF is using educational institutions to propagate its party ideology and to

achieve narrowly focused and partisan goals. Teachers and faculty who are critical of the government's misguided policy and who stood for academic freedom are fired from their jobs. Students who oppose the divide-and-rule policy of the regime are killed.(ESS (Ethiopia Statistical Service), (2007) .The root cause of the poor quality of education in Ethiopia is the misguided, politicized, and authoritarian administration of the education system by the government, along with the regime's lack of political will to truly address this root cause of the problem. This resulted in prison-like educational institutions that muzzle and stunt students and teachers. On the part of the government, there is no genuine demand for high quality education. The regime is unwilling to attract and keep well-qualified human resources that can achieve quality; it is rather deliberately driving the quality of education down by staffing the educational institutions with incompetent and EPRDF-loyal individuals. It sets low and politically motivated expectations for the schools and colleges to achieve.(Duncan (1989), cited in Zewide, G., (1994), Working Papers Series; no. 5)

Ethiopia faces many historical, cultural, social and political obstacles that have restricted progress in education for many centuries. According to UNESCO reviews, most people in Ethiopia feel that work is more important than education, so they start at a very early age with little to no education. Children in rural areas are less likely to go to school than children in urban areas. Though gradually improving, most rural families cannot afford to send their children to school because parents believe that while their children are in school they cannot contribute to the household chores and income. Social awareness that education is important is something that Ethiopia lacks but has improved gradually. There is a need to change the importance of education in the country's social structure, and children should be encouraged and required to attend school and become educated. The society of Ethiopia expects teachers and parents to use corporal punishment to maintain order and discipline. Most believe that through punishing children for bad habits they in turn learn good ones. Also since the mid-1970s there was a drastic loss of professionals who left the country, mostly for economical reasons. Many educated Ethiopians sought higher salaries in foreign countries thus many of those who managed to finish higher education emigrated from Ethiopia creating an endless shortage of qualified professionals in every sector of the country. As of 2006, there were more Ethiopia-trained doctors living in Chicago than in the entire country. Now the custom of sending academics abroad with the risk of a brain drain is being replaced by expansion of masters and doctoral programs to up-grade academic staff. Instead, foreigners have been funding programs for leadership, management and

pedagogic skills or sending staff to help strengthen teaching and management practices.(Debele, (1980), The School Education of Girls)

2.9   Political and Institutional Policy Practices

Political and institutional policy practices of governments constitute significant factors that affect female participation in education in the developing world. The pervasiveness of the perception that girls are academically inferior to boys provides significant influences in decisions to sideline girls in education, employment and power sharing or governance systems. Women have become subjects of various forms of discrimination which impinge on their steady progression in the society. In some instances, women are subjected to discriminatory and segregative practices on the labour market and performance of schedules. Raj argues that often a woman's long years of education and training do not constitute significant factors in female employment. According to him, most women suffer discriminatory acts such as lower grade placement, underpayment for equal work and shorter hiring/employment periods despite possessing equal or better qualifications than their male counterparts (Raj, 1982). The absence of adequate female role models and employment avenues for women underpins the under representation or marginalization of women in labour issues in developing countries (Raj, 1982). According to Coombs, limited employment opportunities for women affects female occupational aspirations and expectations and this contributes to produce few female role models which eventually impinges on female participation in education (Coombs,1985). Duncan has drawn attention to the negative impact of labour practices against women in the teaching profession in Africa. He observes that 'While women form the majority of the teachers in primary schools in the Western countries, this is not true in many African countries. The proportions decline even further at the secondary and tertiary levels. Less information is available concerning women in administrative positions. Nevertheless, it is clear that in most African countries, few are appointed as principals. Segregating women into lowest states of jobs, school authority and staffing structures reinforce the view that women occupy in a subordinate position in the work place' (Duncan, 1989 cited in Zewide, 1994, p. 9). According to a 1993 UNDP Human Development Report in industrialized countries discrimination against women largely abounds in employment and wages with women getting less than two-thirds of the employment opportunities and about half the earnings of men.

Hussain, however, argues that discrimination against women labour market issues is not a phenomenon which affects every kind of job. In professions such as the medical and scientific spheres of human endeavour women were not discriminated against men. Rather, they were

favoured and paid more highly than men. According to UNESCO data on labour issues in Pakistan, in the fields of engineering and technology, and teaching women were however paid significantly less (Hussain et al, 1987. Female participation in public life is however restricted due to a number of deep-seated socio-cultural structures, systems and practices such as traditional notions which advocate a preference for the education of male children. According to Oware, female access to the formal job market in urban areas is quite limited. This is because most women do not possess the required skills and qualifications for entry (Oware G, et al, 1998, cited in UNDP Ghana Human Development Report, 2007, p. 112).

3   CHAPTER 3: Research Design and Methodology

Since the study aims at investigating the impact of the causal factors of gender inequalities in education on female participation in Senior High School, it is appropriate to conduct an analysis of the operations of these causal factors in a chosen study area. In order to get clear insights of this research it is very important to have specific research design that is formulated so as to acquire all the required information to the research theme. A research design is a logical framework which details out directions to a researcher in a study regarding the collection, analysis and interpretation of data on observed phenomenon.(Yin, 1984) It is argued that generally the choice of an appropriate research design or methodology revolved around three main issues namely: the nature of the research problem, the behaviour of the research theme and the extent of control that the researcher has over contemporary events relating to the research issues (Yin, 1984, p. 63). Research approaches are not mutually exclusive. They could be combined with other approaches or used solely to undertake a research.

The present study adopted a Case Study Approach as its methodology. This is a method of inquiry that investigates a contemporary phenomenon within its real life context. This approach also addresses a situation whereby the boundaries between the phenomenon and the context are not clearly evident. Usually, this method of study relies on multiple sources of evidence. The researcher adopted the case study approach because she has no control over the actions that affects the overall scenario of the study. Government policies and decisions that are implemented at national and local levels including the school system constitute actions that the researcher has no control over. The Case Study approach was also chosen as it helps to make an in-depth analysis of the phenomenon over a relatively smaller geographic scope.

Details of the research design and methodology is discussed in the following sub-chapters.

3.1   Universe of the Study

According to kombo and troup(2006:76) a universe of study is a group of individuals, objects or items from which the samples are taken for measurement. The respondents of the study will be drawn from Hidase secondary school and some stakeholders.This will consist of current female students and female students who have completed the school, tutors, education officials, parents and Non-Governmental Organization officials.

3.2   Sampling

Atotal sample size of this research is 150 that represent different target groups, as per the details bulleted below, that need to be covered through this project.

- 30 current female students and female students who have completed the school (20-current students and 10 graduate students),
- 30 tutors,
- 30 education officials,
- 30 parents(10 out of the 30 parents were selected in study area through purposive sampling technique) and,
- 30 Non-Governmental Organization Officials which are selected in the study area through purposive sampling technique.

3.3   Sampling Method

The study mainly used qualitative research methods. The research methods rely on data from interviews, documents and participant observation to understand and explain social phenomena (Meyers, 1997, pp. 141-157). The concepts of population and sample are important here. Population constitutes the total number of all units of a kind that fall in the area of investigation. A sample constitutes the proportion of units selected for investigation from a population. Sampling constitutes the use of definite procedures to select a part of a whole to obtain certain characteristics of the whole (population).

For purposes of the study random sampling technique under the Probability Sampling technique was adopted. The Probability Sampling technique allows every individual unit in the population a known chance of inclusion or exclusion in the sample with the intent to select a reasonable number of subjects or cases that represent the target population. The sampling of schools was done randomly. Through this way Hidase secondary school has been selected.

A simple random sampling technique has been used to select samples for detailed study. Purposive and systematic sampling techniques were employed to further sample selection of the selected research samples.

In order to ensure that adequate and accurate data about the issues, officials who had served five years or more in their institutions were selected. For sample selection of female Senior High School students, only second and third year female students were used for the study. The reason for this is to gather data from subjects that had considerable knowledge about the issues under consideration.

3.4 Tools for Data Collection

The structured and open-ended questions were put together into a questionnaire to form the data gathering instrument for the discussions which were conducted (the questionnaires are annexed to this document). Interview participants included in the study were selected through purposive sampling. Information about girls who had completed High School and also parents was obtained through the structured interview that has been conducted at their premises. After scheduling a date with the selected interviewee the interview was conducted. Every questionnaire that has been sent out was filled and returned.

Literature/document review has been done so as to acquire secondary data to supplement the findings of the research. To mention some of the reviewed documents, the annually published school statistics of the Ministry of Education "EMIS" Project, Admission Records of Schools and Students' Programme records, Computerized School Selection and Placement System Records (CSSPS) and the Medium Term Development Plans (MTDP) of the municipal Assemblies of the study area, educational publications, articles and books on female education, education

development in Ethiopia and the world at large from government sources, international and governmental organizations sources (e.g. UNICEF, UNESCO) and the Internet.

3.5 Data Analysis

The analysis of data involved editing, coding, categorization, tabulation and interpretation. The analysis revealed unsuspected errors and omissions which if they had not been corrected would have posed difficulties in the interpretation of the data. The responses were translated into absolute figures and appropriate percentages, tables and supporting descriptive statements were derived according to the relevant themes of the study.

3.6 Ethical Consideration

In order to fulfill the ethical requirements of this research, the researcher first discussed with the Woreda Education bureau officials to get permission for the data collection. Having the official letter from the Woreda education bureau, discussion was held with the school administration as the research participants were minors. In general, the research is rated to be minimum risk but verbal consent was secured from the school administration as well as from the research participants including the parents, students, tutors, educational experts, graduates and NGO officials. The research participants were further briefed on the importance and the scope of the research and how confidentiality will be ensured throughout the process. Moreover, information was provided for them as the data collected will be destroyed once the research document gets approval and as the research will be independent and impartial. Discontinuation was guaranteed at any stage of the data collection process if the research participants would like to withdraw. It was further indicated that the data collection will not involve either voice recording or photography

4 Chapter 4-Data Analysis Interpretation

The provision of education spans largely from pre-school to university level in the study area. Student enrolment has witnessed a significant improvement over time. For instance, between 2006 and 2008 student enrolment in the Lideta sub-city at the Senior High School level increased from 4,743 to 6 ,509 with female enrolment appreciating from 2,079 to 2,834 over the period, which is an increase of 36.3 per cent (Lideta Municipal Education Directorate, 2006, cited in Lideta MTDP, 2006, p. 52). Despite the remarkable improvement in student enrolment, female participation in education is characterized by many challenges such as under representation in

science and technology studies. Perhaps, a sizeable number of girls cannot take full advantage of the opportunities which education offers the individual because they are unable to participate in Senior High School education due to many reasons. This part of the study draws attention to the analysis done on the causal factors and their effects on female participation in Senior High School education in study area.

The following sub-chapters explains the findings that are acquired through the analysis of the collected information and data.

4.1 Socio Economic and Demographic report of the respondents

4.1.1 Age and Sex of respondents

Table 4-1: Age and sex of respondents in number (150)

No	Respondents	Respondents age and sex(150)							
		Below25	25-30	30-50	Above 50	Total	Male	Female	Total
1	Female students(30)	28	2	-	-		-	30	
2	Tutors (30)	-	21	9	-		20	10	
3	Education officials(30)	-	4	21	5		22	8	
4	Parents (30)	-	6	19	5		17	13	
5	NGO officials (30)	-	11	17	2		24	6	
	Total	**28**	**44**	**66**	**12**	**150**	**83**	**67**	**150**

In table 4-1 the demographic distribution of the selected samples from the five target groups is illustrated. It is analyzed that the majority of respondents who participated in the research sample were male which is83 in numberand their age category lies in the range of 25 to50. However, as the study is focused on female students all the sample students incorporated in this research are female.

4.1.2 Education status of respondents

Table 4-2: Education status of respondents in number (150)

No	Respondents	Respondents educational status(150)					
		No education	Primary	Secondary	Certificate & Diploma level	BA and MA level	Total
1	Female students(30)	-	-	20	10	-	30
2	Tutors (30)	-	-	-	7	23	30
3	Education officials(30)	-	-	-	2	28	30
4	Parents (30)	6	8	7	5	4	30
5	NGO officials (30)	-	-	-	3	27	30
	Total	**6**	**8**	**27**	**27**	**82**	**150**

Summary of table 4-2 stated therespondents' educational status.It is analyzed that except the students' parents, majority of respondents who participated in the research sample were BA and MA level (82 out of 150) followed by diploma and certificate level and secondary education level which were 27 out of 150 in both cases.

4.1.3 Religious orientation of respondents

Table 4-3: Religious orientation of respondents in number (150)

No	Respondents	Religious orientation (150)			
		Christian	**Muslim**	**Other**	**Total**
1	Female students(30)	18	10	2	30
2	Tutors (30)	21	8	1	30
3	Education officials(30)	19	6	5	30
4	Parents (30)	21	8	1	30
5	NGO officials (30)	16	5	9	30
Total		**95**	**37**	**18**	**150**

The above table 4-3 indicates the respondents' religious orientation that is analyzed from the collected research data. The majority of the participants are Christian i.e. 95 out of 150 followed by Muslim that is 37 out of 150. 18 respondents are neither Muslim nor Christian.

4.1.4 Marital Status of the respondents

No	Respondents	Respondents Marital status(150)				
		Single	Married	Engaged	Divorced	Total
1	Female students(30)	25	2	3	-	30
2	Tutors (30)	10	11	6	3	30
3	Education officials(30)	5	16	4	5	30
4	Parents (30)	3	20	4	3	30
5	NGO officials (30)	4	19	3	4	30
	Total	47	68	20	15	150

Table 4-4: Marital Status of the respondents in number (150)

The information observed in table 4-4 indicates therespondents' marital status. The majority of the respondents are married (68) followed by single (47) and engaged (20). From the students category 25 of the respondents are single.

4.1.5 Family size and age group of respondents

Table 4-5: Family size and age group of respondents in number (150)

No	Respondents	Age group and family size of respondents (150)											
		Age group					Family Size						
		Below 25	25-30	30-50	Above 50	Total	1	2	3	4	5	+5	Total
1	Female students(30)	28	2	-	-	30	7	4	7	8	2	2	30
2	Tutors (30)	-	21	9	-	30	6	3	6	9	4	2	30
3	Education officials(30)	-	4	21	5	30	6	4	6	5	8	1	30
4	Parents (30)	-	6	19	5	30	3	5	5	5	8	4	30
5	NGO officials (30)	-	11	17	2	30	2	6	6	7	4	5	30
	Total	**28**	**44**	**66**	**12**	**150**	**24**	**22**	**30**	**34**	**26**	**14**	**150**

As we observed in table 4-5 majority of respondents of the female students, tutors and NGO officials have 4 family sizeswhile the majority of educational officials and parents have 5 family sizes. Unexpectedly, the analysis revealed that about 23% of female student respondents are single headed household. This could be either these students are migrated from the countryside and/or they are orphans.

4.2 Parental Attitudes, Perceptions, Behaviour and Interest Patterns

The study sought to find out how parental attitudes and interest patterns, beliefs and perception influence female participation in Senior High School education. In this attempt, the issues were considered as 'factors'. The responses to questions provided by the respondents were put together and labeled "yes" and "no": "yes" responses connote the factors have negative effects and "no" responses imply that the factors did not affect female participation in education. The total frequencies generated by the responses were divided by the total number of respondents who answered the questions and then multiplied by one hundred to obtain the respective percentages. The results of the analysis are shown in Table 4-6 below.

Table 4-6: Parental Attitudes, Interests, Beliefs and Perceptions

Respondent	Yes	Percentage (%) of		No	Percentage (%) of	
		the category sample size (30)	the total sample size (150)		the category sample size (30)	the total sample size (150)
NGO	21	70%	14%	9	30%	6%
Parent	21	70%	14%	9	30%	6%
Educational officials	17	57%	11%	13	43%	9%
Tutor	18	60%	12%	12	40%	8%
Female students	15	50%	10%	15	50%	10%
Total	**92**		**61%**	**58**		**39%**

Source: Author's Field Survey, February, 2016

In short, the analysis of data indicates that parental attitudinal inclinations, interest patterns, beliefs and perceptions negatively affect female participation in education at Senior High School level in all categories as well as in the overall researched target sample in the study area. |Looking at the overall target sample 61% of the respondents responded as Yes and 39% responded as No.

4.3   Social-Cultural Practices

4.3.1   Teenage Pregnancy

Early betrothal of girls/early marriage and teenage pregnancy have been identified as factors which restrict female participation in education in developing countries. The results of the analyzed data on teenage pregnancy are shown below in Table 4-7.

Table 4-7: Teenage pregnancy

Respondent	Yes	Percentage (%) of		No	Percentage (%) of	
		the category sample size (30)	the total sample size (150)		the category sample size (30)	the total sample size (150)
NGO	15	50%	10%	15	50%	10%
Parent	15	50%	10%	15	50%	10%
Educational officials	9	30%	6%	21	70%	14%
Tutor	8	27%	5%	22	73%	15%
Female	10	33%	7%	20	67%	13%
Total	**57**		**38%**	**93**		**62%**

Source: Author's Field Survey, February, 2016

Though the majority of the respondents (62%) responded No for the question that was raised to assess the view of the respondents whether the teenage pregnancy is the factor that affects/restricts female participation in education at the Senior High School level in the study area, still significant size of the respondents (38%) responded Yes.

4.3.2 Early Betrothal and Early Marriage of Girls

In societies or communities where the practice of early betrothal/early marriage of girls is ripe, the practice has been identified as a factor which impinges on female access and participation in education. The analysis of data on this factor is shown in Table 4-8 below.

Table 4-8: Early Betrothal and Early Marriage

Respondent	Yes	Percentage (%) of		No	Percentage (%) of	
		the category sample size (30)	the total sample size (150)		the category sample size (30)	the total sample size (150)
NGO	9	30%	6%	21	70%	14%
Parent	0	0%	0%	30	100%	20%
Educational officials	2	7%	1%	28	93%	19%
Tutor	1	3%	1%	29	97%	19%
Female students	24	80%	16%	6	20%	4%
Total	**36**		**24%**	**114**		**76%**

Source: Author's Field Survey, February, 2016

Coming to the factor of Early Betrothal and Early Marriagethe majority of the respondents (76%) responded that this factor does not affect female participation in education at the senior high school. However the remaining 24% that responded as Yes is also significant to be considered as the factor that affects female participation in education at the senior high school level.

4.4 Social-Economic Factors

4.4.1 Socio-Economic Status/Poverty

Certain socio-economic conditions and practices have been identified as factors which restrict female participation in education in developing countries. For purposes of this study, poverty, girls' involvement in family businesses, girls' provision of domestic chores and cost-sharing in education were assumed as 'factors', and an analysis conducted to assess their impact on female participation in education at the Senior High School level. The results of the analysis on poverty are shown in Table 4-9 below.

Table 4-9: Socio-Economic Status/Poverty

Respondent	Yes	Percentage (%) of		No	Percentage (%) of	
		the category sample size (30)	the total sample size (150)		the category sample size (30)	the total sample size (150)
NGO	22	73%	15%	8	27%	5%
Parent	23	77%	15%	7	23%	5%
Educational officials	18	60%	12%	12	40%	8%
Tutor	18	60%	12%	12	40%	8%
Female	23	77%	15%	7	23%	5%
Total	**104**		**69%**	**46**		**31%**

Source: Author's Field Survey, February, 2016

In all sample categories as well as the overall responded sample targets poverty found to be the major factor that affects girls' participation in education at the senior high school level in the study school. Referring to each categories, the respondents who have responded as Yes are from 60%-77% while referring to the total target samples that comprises all categories, 69% of them responded Yes while the remaining 31% responded No.

4.4.2 Cost-Sharing Policy

Cost-sharing in education constitutes the act of parents and guardians sharing the cost and burden of providing education to children with government. Again, the study sought to find out how cost-sharing affects female participation in Senior High School education. The results of the analysis are shown in Table 4-10 below.

Table 4-10: Cost-Sharing Policy

Respondent	Yes	Percentage (%) of		No	Percentage (%) of	
		the category sample size (30)	the total sample size (150)		the category sample size (30)	the total sample size (150)
NGO	24	80%	16%	6	20%	4%
Parent	20	67%	13%	10	33%	7%
Educational officials	14	47%	9%	16	53%	11%
Tutor	17	57%	11%	13	43%	9%
Female students	28	93%	19%	2	7%	1%
Total	**103**		**69%**	**47**		**31%**

Source: Author's Field Survey, February, 2016

As the case of poverty, the above table indicates that, cost sharing is also one the major factors that affects girls participation on senior high school. This is confirmed through the respond given by the total sample target (69%-Yes and 31%-No).

4.4.3 Girls' Involvement in Family Occupational Backgrounds or Activities

The next issue considered is the involvement of girls in their family occupational backgrounds or activities. The results of the analysis are shown on Table 4-11

Table 4-11: Involvement of Girls in Family Businesses/Occupation

Respondent	Yes	Percentage (%) of		No	Percentage (%) of	
		the category sample size (30)	the total sample size (150)		the category sample size (30)	the total sample size (150)
NGO	18	60%	12%	12	40%	8%
Parent	7	23%	5%	23	77%	15%
Educational officials	6	20%	4%	24	80%	16%
Tutor	13	43%	9%	17	57%	11%
Female	18	60%	12%	12	40%	8%
Total	**62**		**41%**	**88**		**59%**

Source: Author's Field Survey, February, 2016

The above table indicates that 59% of the total respondents responded as No and 41% responded as Yes for the question related to 'Involvement of Girls in Family Businesses/Occupation' as the factor affects girls participation in senior secondary school.

4.4.4 Girls' Involvement in the Provision of Domestic Chores

Furthermore, the study sought to find out how the involvement of girls in the provision of domestic chores affects or influences female participation in education at the Senior High School level. The results of the analysis are shown in Table 4-12 below.

Table 4-12: Girls Involvement in the Provision of Domestic Chores

Respondent	Yes	Percentage (%) of		No	Percentage (%) of	
		the category sample size (30)	the total sample size (150)		the category sample size (30)	the total sample size (150)
NGO	15	50%	10%	15	50%	10%
Parent	17	57%	11%	13	43%	9%
Educational officials	12	40%	8%	18	60%	12%
Tutor	10	33%	7%	20	67%	13%
Female students	14	47%	9%	16	53%	11%
Total	**68**		**45%**	**82**		**55%**

Source: Author's Field Survey, February, 2016

The above table reveals that in Hidase secondary school 55 %of the respondentsresponded No while45 %of the respondentsrespondedYes to the question related to Girls Involvement in the Provision of Domestic Chores towards affecting girl's participation in the senior secondary school level.

Summarize the findings-Socio Economic Factor: The table 4-13 that is given below summarizes the findings related to the socio economic factor,

Table 4-13: Summary of the findings related to the Socio Economic Factor

Socio Economic Factor	Yes	Percentage (%) of the total sample size (150)	No	Percentage (%) of the total sample size (150)
Poverty	104	69%	46	31%
Cost Sharing policy	103	69%	47	31%
Involvement of Girls in Family Businesses/ Occupation	62	41%	88	59%
Girls Involvement in the Provision of Domestic Chores	68	45%	82	55%

The above table indicates that Poverty and Cost Sharing Policy, of all the socio economic factors, are proven to be the major factors that hinder girls' participation in the senior secondary school. 69% of the respondents in both cases have positively responded to the question that requested whether those factors affect girls' participation in the senior high school or not. Girls' involvement in the provision of domestic chores follows with 45% and Involvement of girls in family businesses/occupation with 41%.This shows that all of the factors listed as the socio-economic factor affects the girls' participation in the senior secondary school with relative extents.

4.5 School-Environment Conditions

School Environment Conditions is believed to be one of the factors categories that could affect girls' participation in the senior high school level. In this regard, female academic performance, female participation in science and technology studies and questioning techniques are assessed as part of the School Environment Conditions.

4.5.1 Female Academic Performance

The results of the analyzed data on female academic performance are shown in Table 4-14 below.

Table 4-14: Female Academic Performance

Respondent	Yes	Percentage (%) of		No	Percentage (%) of	
		the category sample size (30)	the total sample size (150)		the category sample size (30)	the total sample size (150)
NGO	22	73%	15%	8	27%	5%
Parent	19	63%	13%	11	37%	7%
Educational officials	11	37%	7%	19	63%	13%
Tutor	10	33%	7%	20	67%	13%
Female students	22	73%	15%	8	27%	5%
Total	**84**		**56%**	**66**		**44%**

Source: Author's Field Survey, February, 2016

The analysis reveals that of the total respondents from all categories 56% responded Yes and the remaining 44% responded No. This indicates that female academic performance significantly affects female participation in education at the Senior High School level.

4.5.2 Female Participation in Science and Technology Studies

Other analysis was done on the collected data to find out the impact of female participation in science and technology studies on female participation in education at the Senior High School level. The results are shown in Table 4-15 below.

Table 4-15: Female Participation in Science and Technology Programmes

Respondent	Yes	Percentage (%) of		No	Percentage (%) of	
		the category sample size (30)	the total sample size (150)		the category sample size (30)	the total sample size (150)
NGO	17	57%	11%	13	43%	9%
Parent	17	57%	11%	13	43%	9%
Educational officials	24	80%	16%	6	20%	4%
Tutor	*24*	80%	16%	6	20%	4%
Female students	11	37%	7%	19	63%	13%
Total	**93**		**62%**	**57**		**38%**

Source: Author's Field Survey, February, 2016

The above table indicates 62% of the total respondents from all categories responded Yes and the remaining 38% responded No towards the related question.

In a nutshell, the analysis revealed that the level of female involvement in science and technology studies has direct relationship with female participation in education at the Senior High School level.

4.5.3   Teacher Attitude and Teacher Questioning Techniques

Further, the collected data were analyzed to find out how teacher attitude and teacher questioning techniques influence female participation in education at the Senior High School level. The results are shown in Table 4-16 below.

Table 4-16: Teacher Attitude and Act of Questioning

Respondent	Yes	Percentage (%) of		No	Percentage (%) of	
		the category sample size (30)	the total sample size (150)		the category sample size (30)	the total sample size (150)
NGO	6	20%	4%	24	80%	16%
Parent	15	50%	10%	15	50%	10%
Educational officials	5	17%	3%	25	83%	17%
Tutor	5	17%	3%	25	83%	17%
Female students	17	57%	11%	13	43%	9%
Total	**48**		**32%**	**102**		**68%**

Source: Author's Field Survey, February, 2016

Coming to the issue of Teacher attitude and act of questioning towards affecting girls' participation in the senior high school, 68% of the respondents that comprises all the categories responded No and 32% responded yes.

In short, the analysis shows that teacher attitude and teacher questioning techniques have relatively lower impact on female participation in education at the Senior High School level compared to the other factors under School Environment Conditions.

4.6   Sub-Agencies Interventions and Support Measures

Non-Governmental Organizations (NGOs) provide assistance to schools in the form of provision of exercise books, library books, scholarship/bursaryand also indirectly support through construction of school buildings& libraries. The study analyzed the collected data to find out the impact of the NGO's activities on female education at the Senior High School level. For purposes of the study, 'support package' was considered as any social enhancement programme like scholarship/bursary or academic/moral improvement programme instituted by any agency or body intended to support female education at the Senior High School level. The result of the analysis on the support package provided by NGOs is shown in Table 4-17.

Table 4-17: NGOs Support Package

Respondent	Yes	Percentage (%) of		No	Percentage (%) of	
		the category sample size (30)	the total sample size (150)		the category sample size (30)	the total sample size (150)
NGO	9	30%	6%	21	70%	14%
Parent	13	43%	9%	17	57%	11%
Educational officials	13	43%	9%	17	57%	11%
Tutor	5	17%	3%	25	83%	17%
Female students	11	37%	7%	19	63%	13%
Total	**51**		**34%**	**99**		**66%**

Source: Author's Field Survey, February, 2016

The analysis reveals that in Hidase secondary school 66 percent of the responses indicate No while34 percent of the responses indicate Yes.

In brief, the analysis indicated that the Non-Governmental Organizations did not substantially initiate specific social support programmes to support female participation in education at the Senior High School level.

5 CHAPTER 5- Findings

5.1 Summary of findings

- Attitudinal inclinations, behavioural and interest patterns, beliefs and perceptions of parents directly correlate with low female participation in Senior High School education.

- Socio-cultural practices such as early betrothal of girls and early marriage, and the incidence of teenage pregnancy have also direct relationship with female participation at the Senior High School level.

- Poverty has also proved to have negative influence on female participation in a senior high school level.

- There is a causal link between girls' involvement in domestic services and female participation in Senior High School education.

- Some school-environment or school-related conditions and practices like female academic performance and female participation in science and technology studies have a direct relationship with female participation in Senior High School education. However, teacher attitude and practices have relatively lower relationship compared to other school related conditions factors with female access and participation in secondary High School education.

- Weak institutional social support like scholarship scheme for girls at the local level correlates with female participation in Senior High School education.

5.2 Discussions of Key Findings

5.2.1 Parental Attitudes, Interests, Perceptions and Beliefs

The study revealed that the commitment and support of parents for female secondary education is low. The poor academic performance of girls over the years has contributed to this attitude. As a result, parents have poor perceptions about the role of girls' education and tend to show poor interests in their daughters' education. These girls do not get adequate cash to fulfill their personal needs like school supplies, and pocket money. Parents rather like to support their daughters to acquire basic education so that after completion they can help them in farming and trading. In Hidase secondary school, the study revealed that perceptions and beliefs largely account for poor parental support for girls at the Senior High School level. About thirty percent of the workers are

civil or public servants. Nearly sixty per cent of the people who are petty traders and subsistence farmers have seems to believe that they are not capable of providing their families. Due to parents' poor estimation of their capacity they tend to shy away from giving adequate support to their daughters' education.

The study indicated that the patterns of parent's interests and socio-cultural values constituted constraints to female education. Out of 150 respondents 61% confirmed that parents' attitude negatively affects girls' education. From the discussions it was realized that girls were discriminated against when costs of financing for higher education were allocated due to poor community attitude towards female education. This finding has reaffirmed the household environment puts greater influence than the performance of a girl child for parents' decision to or not to invest on the education of their daughters (Fraser, 1959; Burns, 1964).

5.2.2   Social-Cultural Practices

The impact of early betrothal/early marriage of girls and teenage pregnancy has been considered as part of social cultural practices and has been included in the administered questionnaire so as to assess its impact on the girls' participation in senior high school.

The study revealed that early **betrothal of girls/early marriage** is not a customary practice because the people who live in that area abhor the practice. It was realized that opinion leaders and civil society organizations have over time organized talks, debates and radio programmes to educate parents and the general public on the negative consequences of the practice and encouraged parents to send their daughters to school. However, the current scenario that is revealed by the study is not something that one easily can ignore as still 24% of the total respondents indicated the Early Betrothal of Girls and Early Marriage affect girls' participation in senior high school.

Similarly it is found out that the incidence of **teenage pregnancy** among school girls has potential to some extent affect female participation. It is about 34% of the total respondents who responded Yes for the question whether the teenage pregnancy affects the girls' participation in senior high school.

The study unearthed the fact that since the 1985s feminine advocacy groups like the "WegenLewegen" which operated educational programmes in the Basic Schools and Senior High Schools in the school has created awareness about the dangers and consequences of teenage pregnancy through various programmes and activities including seminars, debates, camp meetings, drama and tours. The study also showed that a local NGO and Initiators has also created awareness among the general public on the dangers of the HIV/AIDS menace and the need for people to abstain and/or protect themselves from its threat through weekly radio discussions in the school. As a result of the activities of these groups, girls have been equipped with information on female reproductive health, relevance of female education and the need to practice chastity. This has contributed significantly to a change in the sexual behaviour of girls and a low incidence of teenage pregnancy in the school. The study found that a Christian group, the "Scripture Union", which promotes Christian teachings has also been organizing forums and talks for students especially its members on chastity, parenting and child up-bringing. As a result, the confidence of girls has been built up in issues of sex education and health and this has contributed to reduce the incidence of teenage pregnancy among school girls in the school.

Through collaboration with the School Health Programme Coordinators and the Ethiopia Health Service, the Unit has organized seminars and forums on health and HIV/AIDS for pupils and students in Basic and Senior High Schools. This has contributed to a significant behavioural change among girls especially female students in the Senior High Schools on health issues many of whom now either abstain from pre-marital sex or take precaution to avoid unwanted pregnancies as they endeavour to pursue their education.

5.2.3 Socio-Economic Practices and Conditions

The study revealed that **poor economic status** of parents adversely restricts female participation. The poverty-stricken circumstances and poor perceptions of parents about girls abilities makes it extremely difficult for them to sponsor their children especially girls to the Senior High School level given the higher cost of financing education at the Senior High School level. In an attempt to provide girls with a reasonable leverage in life, parents encourage their daughters to learn trades or vocations instead. The study indicated that the poor financial status of parents compelled them to enroll their children especially girls pursuing further education at the Senior High School

level as day students. Despite this decision to cut down the educational cost about 40 per cent of girls in schools do not often have adequate parental support manifesting in poor provision of school and personal needs such as back-up textbooks, pamphlets, stationery, daily up-keep and dresses.

In the absence of adequate parental support, these girls often feel unhappy and helpless at school and this tends to affect their studies at school which contribute to their poor attendance and weak academic performance. This finding has reaffirmed the assertion of Tadoro (1985), Psachoropoulos (1985) and Khan (1993) that home-environment factors such as low educational attainment, income, poverty and unwillingness of parents to bear educational costs of children are major factors that play a key role in the decisions of parents and families to invest in the education of girls in the developing countries.

The impact **of Cost-sharing policy** in education has also been found out as one of the major socio economic condition that affects girls' participation in senior high school as it causes parents/ guardians as well as the girls themselves sharing the cost and burden of providing education to children with government. As this will incur additional cost to the parents/guardians, prioritizing the fact of sending girls to high school is much lower compared to other household needs/expenses.

The study also showed that the involvement of **girlsin home or domestic services** affect female participation in education in the school. It was realized that parents in this area rely on the services of their sons and daughters to provide their domestic services. Often while boys are assigned duties which involve weeding around the compound of their homes, tidying or cleaning up rooms in the house girls are given tasks such as cooking, care of siblings and washing clothing. In certain instances, very few parents, about 5 percent, rely on the services of house-helps to carry out their domestic services at home. Besides parents assigning their children responsibilities to perform at home, they also make arrangements for them to undertake their studies. Parents allow their children to either learn in the morning before performing their house chores or study in the evening after performing their duties before they go to sleep. In some cases, parents assign their daughters domestic responsibilities like cooking and washing but often the house-helps perform much of the domestic chores in many homes, and this provides the girls with the opportunity and

time to undertake their studies. However, in some households there is a situation where the drudgery of house work lies on the girls which significantly affect their active participation in the senior secondary school. In the case where girls are able to attain the school, as they are stranded with housework, they couldn't study and do their home works properly when they got home. This affects their performance as well as interest to continue their study.

Girls' involvement in the occupational activities of their parents has also been found as the factor that affects girls' participation in higher education. Parents tend to engage the services of their children especially daughters because girls are perceived as "soft" people who accept stipends as remuneration for services they render. The early and regular involvement of girls in these ventures have created in them a strong desire to practice them regularly on their own as a means of earning money while in school but this affects their participation in school and drive for further schooling (Ankomah, 1998, pp. 87 – 89). In the school area, it was realized that parents regularly involve girls in their family businesses like trading because they were reckoned as reliable, trustworthy and skilful people whose participation in their ventures attracts many customers to purchase their wares rapidly contributing to increased sales or turn over. The role girls in their parents' businesses contributenot to have the required time that enables them to go to school/pursue their study which as a result tends to affect their academic performance.

Though in general all the factors that are stated under this category affects the girl's participation in senior high school, Poverty and Cost Sharing Policy, are proven to be the major factors that hinder girls' participation in the senior secondary school. 69% of the respondents in both cases have positively responded to the question that requested whether those factors affect girls' participation in the senior high school or not. Girls' involvement in the provision of domestic chores follows with 45% and Involvement of girls in family businesses/occupation with 41%. This shows that all of the factors listed as the socio-economic factor affects the girls' participation in the senior secondary school with relative extents.

5.2.4   School-Environment Conditions

Some school-environment conditions and practices have a strong bearing on the low female access and participation in education at the Senior High School level.

The study revealed that **females' academic performance** contributes in affecting girls' participation in the senior high school. This could happen due to the fact of girls' engagement in doing petty trading in confectioneries or telephone cards and watch video at certain centers late in the night so that they could not even join the evening classes.

Again, the study showed that in the school area weak parental control and female indulgence in female bravado activities contribute to poor female academic performance. About forty per cent of parents exercise little or no control over their children especially daughters. Some parents feel that their daughters are of age and for that reason they should have some level of freedom while other parents do not take pains to interact with their daughters to find out about their problems. Females' academic performance directly or indirectly caused by other factors; such as poor parental care and control over girls &pre-marital relationships in an attempt to raise "support" for their needs. These girls spend little time on their studies both at school and home and this affect their performance and participation in education. The study showed that as a result of the poor economic status of some parents more often than not these parents were not able to provide the school and other needs of their daughters promptly. As a result, these girls often felt helpless and emotionally disturbed. They therefore become traumatized something that affects their participation at school (Sutherland-Addy, 2002) and contributes to the pre-mature withdrawal of a few girls from school.

The study revealed that the poor perceptions of female students about their academic prowess have affected **girls' participation in the study of science programmes**.It was realized that girls perceive science as a difficult discipline because of the numerous mathematical calculations involved which they think boys can handle better or easily than girls. Therefore, female students shy away from studying science.

It was realized that a mix of socio-cultural and school-related factors has conspired to limit female participation in the study of science and technology programmes. It was revealed that female students often selected courses like General Arts, Business and Home Economics which they perceive as "soft" or "manageable" because such programmes did not require a lot of mental drill and they could easily pass to gain admission to pursue nursing and teaching professions in the future. It was also realized that the absence of credible female role models tended to provide little

motivation for girls in the study of science and technology and this seemed to reinforce the perception that science is a male dominated discipline (Anamuah-Mensah, 2000, pp. 17-19).

In general it was realized that a mix of socio-cultural and school-related factors has conspired to limit female participation in the study of science and technology programmes.

The analysis shows that **teachers' attitude and questioning techniques**, which is considered as part of the school environment condition, have relatively lower impact on female participation in education at the Senior High School level compared to the other factors under School Environment Conditions. This is due to the fact that teachers' professional duties were guided by a code of conduct of their profession which did not allow them to engage in acts of discrimination and segregation. Due to this, teachers in the act of questioning students in classrooms in an attempt to elucidate correct or appropriate responses about issues did not direct their questions to selected students in a particular sex group or even base their questions on students' abilities but rather they often tried to involve all groups of students (brilliant and non-brilliant; female and male students,) to allow them to express their opinion on issues or make contributions to issues under discussion at any time. Usually, teachers in the course of presenting topics or issues for discussions, they often started at the rudimentary level on the assumption that none of the students (boys or girls) knew the topic and through acts of questioning, discussions and illustrations the students are assisted to bring up the main issues or the salient points on a topic for the consumption of all of them.

5.2.5   Non-Governmental Organizations Intervention

The study revealed that a Non-Governmental Organization which operates in the area instituted a sustainable educational programme for girls at the Senior High School level in the city. It was realized that the NGOs has developed social capital in the form of school infrastructure (library structures, students' dormitory) and provided financial support for organizing Science, Technology and Mathematics Education (STME) and Clinics. The scheme offered employment to Senior High School graduates who did not obtain entry requirements to enter tertiary institutions for further studies and financial assistance to Circuit Supervisors. The scheme did not, however, provide special support for female education at the Senior High School level in any way. The study revealed that though the NGOs has developed the infrastructure base of Basic Schools

through the construction of school buildings, libraries and provision of furniture in the area of female education at the Senior High School level the NGOs has not given much attention to women because the NGO's aim is to expand access and participation at the basic school level.

6 Chapter 6-Conclusion and Recommendation

The factors that affect female participation in education relate to attitudes, parental behaviour and interest patterns, societal beliefs and practices, socio-cultural practices, socio-economic conditions, school-environment conditions and institutional policy practices. Any efforts directed towards promoting and achieving sustainable female participation in secondary education would require multiple perspectives and multi-sectoral approaches including policy changes to correct these shortcomings in the society.

6.1 Conclusion

6.1.1 With regard to the analyzed factors

In conclusion it is worth to mention that factors such as early betrothal of girls, early marriage, teenage pregnancy, girls' involvement in home management services and the act of questioning students in schools as significant factors which negatively affect female participation in education turned out not to be a major factors in the issue of female participation in education at the Senior High School level in the study area though there is still a need to address these factors as they seems to affect the issue to some extent.

Those factors that are found out to be the major factors that conspire to restrict female access and participation at the Senior High School level in the study area are parental attitudes, behavioral and interest patterns, beliefs and perceptions about the roles and abilities of women, poverty, cost-sharing in education, poor female academic performance, low female participation in science and technology studies, girls' involvement in family business, government educational policies and weak institutional social support at the local level.

These latter groups of factors have negatively affected female participation in education at the Senior High School level and have contributed to the whole story of low female participation in Senior High School education in this country. From the findings, it can be concluded that a combination of attitudinal, socio-cultural, economic, political, operational and institutional factors have conspired to restrict female participation in education at the Senior High School level in the study area. As a way out of the problem, a number of recommendations have been made which if

accepted and implemented by policy makers, policy implementing agencies, social support groups and parents as a whole would help to correct the lapses that have plagued female education at the Senior High School level in the study area and help to improve female participation in education to acceptable levels in the country as a whole.

6.1.2   Political and Institutional Policies of Government

For the nation to derive the expected benefits of female education, the government adopted affirmative action for female students at the senior high school level and at the level of higher learning institutions.

This affirmative action is clearly stated in the Ministry of Education document of 'Main Strategies of Women's Education and Training, 2007'. The strategies are listed with regard to addressing the Secondary Schools and TVET levels education system. However, some of these strategies are weak in implementation. The following bulleted strategies that are listed in the aforementioned document is evaluated with respect to its level of implementation at the Hidase Senior Secondary School.

- Training girls who completed grade 10 in vocational and technical governmental institutions for one year-**Not Implemented**
- Giving priority for female students from those that achieved the requirements to be trained in colleges for 2 or years-**Implemented**
- Giving short training courses on gender issue to teachers who took psychology courses so that they can teach students – **limited extent**
- Giving tutorial classes to girls to enable them to perform better – Not Implemented
- Giving advisory service to girls in preparatory schools so that they select the right field of study in universities -**limited extent**
- Giving assertiveness training and mentoring to women by the women in training colleges in their vicinity – **Not implemented**

As it is seen in the above bulleted points though the government devised strategies to address the issue of female education, still there are limitations at the implementation level taking the case study of Hidasie Higher Secondary School.

6.2 Recommendation

This research strongly recommends that education sector and stakeholders needs to collectively act to address the poor value given to girls education by parents as well as the community at large.

As it is indicated in the above session, the study revealed two main categories from the list of factors that are envisaged in affecting female participation in senior high school level. The factors that are categorized as the major factors are those which are confirmed through the respond acquired from sample targets. Below the proposed recommendation so as to address those major factors are listed.

- parental attitudes, behavioural and interest patterns, beliefs and perceptions about the roles and abilities of women
    - The study indicated that the girls' enrollment to secondary education is influenced by set of different factors including goal setting skill and capacity of the girls; the way they spend their time; the family environment; household decision making process that gives less priority to the girls education because the value given to the girls education is very low; and expectation put on girls to cover their expense-among others. All these issues are multifaceted requires various action at different level which is beyond the capacity of a single entity.This can be addressed through conducting different awareness raising activities so as to bring about behavioral change among teachers, family, friends, etc. on the importance of supporting girls' enrollment. The parents, teachers and students association can be used as an entry point to design a solution owned by every actors to bring about lasting change. This is further in line with having functional coordination mechanisms that are necessary to create a strong synergy.Therefore workable coordination mechanism with defined roles and responsibilities should be in place.There is a need to have comprehensive package of interventions and actions at every level simultaneously should be put in place so as to create enabling environment for girls. This measure should be continuous one so as to bring the required success and also to sustain the achievement of the required target. Well devised strategies should be in place together with its implementation techniques. The impact of the measure should also be continuously monitored so as to able to amend it if required or to enrich it with more tools and techniques for the better impact.

- poverty,
  - the research has also revealed that Poverty is part of the major factor that affected girls' enrollment in senior high school. Though the poverty level in a household usually affects the whole members of the family, mothers and girls are those more affected as they engage themselves in household chores as well as external activities that enable them to incur additional money to help their family. Due to this reason, girls obliged to drop from school or even if they are still in school they couldn't get enough time to focus on their education and get better performance. In order to address this there is a need to strengthen synergies with other development partner so as to devise strategies that enable girls to engage in income generation activity in a way that it doesn't affect their education.
- cost-sharing in education,
  - As evidenced from this research, girls lack of adequate cash to cover school expense is negatively affecting their interest to continue their secondary education.Cost-sharing in education is also a mechanism that requires the students and/or their parents to share the financial burden related to education with the government. Though this mechanism is nationally implemented, there should be a way that could be adopted so as to minimize or exempt the value of this cost sharing for girls who are in need. This can be taken as one strategy in enhancing girls' enrollment in senior high school, as it encourages women to attentively attain their education. Development partners need also to design a solution to address this constraint together with the girls, the parents as well as the wider community.
- poor female academic performance,
  - Poor female academic performance is one of the reasons for girls to drop out from their school. As it is explained in the poverty session, girls' engagement in other household chores and family business (mainly in the form of petty trade) forced them to share their time that should be invested for their education. Obviously, this fact affected their performance. Parents/communities should be well aware about this issue, so that they can support the girls. Schools should also organize a tutorial class that could give more time for girls to study and do their homework after class. This definitely encourages girls to attentively pursue their study.
- low female participation in science and technology studies,
  - Science and technology perceived to be the most difficult and complicated subject by the students. The curriculum system that is used in teaching practice is one of the reasons for the students to perceive this way as it is too theoretical and difficult

to understand the details within the subject matters. Basically, for the promotion of science and technology, the curriculum system should adopt a contextualized approach that as much as possible linked with the day to day life of the community, so that it can be easily understood by the students. The tutorial class that is focused on science and technology should also be devised in relation to this. Putting in place a mechanism that acknowledge and/or award girls that enrolled in science and technology stream contributes to attract more female students to this stream. For instance, this mechanism can be integrated with the cost-sharing system by introduction of reduced amount of money for cost sharing for girls who are joining the science and technology stream. This will definitely support girls to seriously incline their study in the area of science and technology.

- girls' involvement in family business,
  - As it is explained above girls' involvement in family business mainly raised from the fact of addressing family's poverty. Therefore the recommendation made in the poverty session can also be equally valid to address this factor. The researcher believes that the girls' engagement in family business can be taken as an opportunity and entry point to develop their financial management skillby devising the business in a way that it won't affect the performance of the girls' education

- government educational policies and weak institutional social support at the local level
  - There are strategies devised by theMinistry of Education in order to address enrollment of girls in the senior high school. However, there is still a need to have implementation strategy as most of the devised strategies are poorly implemented. Similar to the effort exerted so as to create access to basic education, the government still needs to work hard to address the equity and quality of education.Other development partners (government and non-government organizations), that are actively engaged in the provision of social support to the community should also incorporate this issue in their strategy plan so that they can also contribute in provision of social support to female students. These partners can conduct need assessment that focused on female students so as to prioritize the mechanism that will be adopted for better impact.

There other factors that are not sorted out as the major factors as per the analyzed data but needs to be addressed as their impact on girls' participation in senior high school is still considerable. These are betrothal of girls/early marriage, teenage pregnancy, involvement in home management services and the act of questioning students in school. As these factors are more related with

social issues, the involvement of development partners working on social and community development is very imperative. School clubs should strongly work on synthesizing students on the impact of the issues and also NGOs should financially/technically support devising and implementing the initiatives in the related issue. The awareness raising intervention should also work on improving parents and students as well teachers and students' relationships by emphasizing the importance of having open discussion on the issue.

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8   APPENDISCES

Appendix I

Questionnaire for Hidase Secondary High School Female Students and Graduates

ASSESSING THE IMPACT OF CAUSAL FACTORS OF GENDER INEQUALITY- A CASE STUDY OF HIDASE SECONDARY SCHOOL

Questionnaire Number …………………………………………………….

Name of your address……………………………………………………

Your religion: Christian[ ]   Muslim [ ]   Other [ ]

Age:-25[ ] 25 – 30 [ ] 30 – 50 [ ] +50 [ ]

1. Is female education important in the development of this country?

    Yes [ ]   No [ ]

    If "yes" why is it important?

    …………………………………………………………………………………………

    …………………………………………………………………………………………..

2. Is the level of female participation in education at Senior High School (SHS) level in your school what you expect it to be?

    Yes [ ]   No [ ]

    If "no", explain why.

    …………………………………………………………………………………………

    …………………………………………………………………………………………..

3. Is female participation in education at SHS level affected by socio-economic practices here?

    Yes [ ]   No [ ]

    Explain:

    …………………………………………………….…………………………………………

    …………………………………………………………………………………………..

4. Does the perception or belief that female academic performance is poor affect female participation in education?

Yes [ ]   No [ ]

If "yes" how?

………………………………………………………………………………………

…………………………………………………………………………………

5. Is female participation in education at SHS level affected by parental attitude in your school?

Yes [ ]   No [ ]

if "yes" how?

………………………………………………………………………………………

……………………………………………………………………………………

6. Would you say that beliefs that a woman's role lies in the kitchen or in housekeeping affect female participation in education at SHS level in your school?

Yes [ ]   No [ ]

if "yes" how?

………………………………………………………………………………………

…………………………………..……………………………………………………

7. Should parents bear part of the cost (fees, levies etc) of providing education at the SHS level in this country?

Yes [ ]   No [ ]

Explain:

………………………………………………………………………………………

…………………………………………..……………………………………………

8. In your opinion, does poverty affect female participation in education?

   Yes [ ]   No [ ]

   if "yes" how?

   …………………………………………………………………………………………………

   …………………………………………………………………………………………………

9. How does the act of girls performing domestic chores affect female participation in education?

   Explain:

   ………………………………………………………………………………………….....

   ………………………………………………………………………………………………….

10. Show how the act of engaging girls in family businesses like trading or farming affect female participation in education at SHS level?

    Explain:

    …………………………………………………………………………………………………

    …………………………………………………………………………………………………...

11. What role do you expect government to play to improve female participation in education at SHS level?

    …………………………………………………………………………………………………

    …………………………………………………………………………………………………

End of the Questionnaire!

Thank you &God Bless you!

Appendix II

Questionnaire for Parents

ASSESSING THE IMPACT OF CAUSAL FACTORS OF GENDER INEQUALITY, A CASE STUDY OF HIDASE SECONDARY SCHOOL

Questionnaire Number …………………………………………………..…………………….…

Name of your area………………………………………………………..…………..…………

Sex: Male [ ]   Female [ ]

Your religion: Christian[ ]   Muslim [ ]   Other [ ]

Age:-25[ ] 25 – 30 [ ] 30 – 50 [ ]+50 [ ]

1. How would you describe the level of female participation in education at the Senior High School (SHS) in this school?

Explain: ……………………………………………………………………………………..

2. Would you agree to the claim that female participation in education at SHS level is constrained by the following societal perceptions or socio-cultural practices?

i. Girls are academically weak?

Yes [ ]   No [ ]

If "yes", how has female participation at SHS level been affected here?

……………………………………………………………………………………………

……………………………………………………………………………………………..

ii. Beliefs that a woman's role lies in the kitchen/house-keeping?

Yes [ ]   No [ ]

If "yes", how has female participation at SHS level been affected here?

……………………………………………………………………………………..…………

………………………………………………………………………………….……

iii. Parental attitude?

Yes [ ]   No [ ]

If "yes", how has female participation at SHS level been affected here?

………………………………………………………………..……………………………………

……….....…………………………………………………………………………………………

3. Is it necessary that parents and government share the cost (fees, levies etc) of providing education at the SHS level in this country?

Yes [ ]   No [ ]

Explain:

……

……………………………………………………………………………………………………

4. In what ways does cost-sharing (payment of fees, levies etc) affect female participation in education at the SHS level here?

……

……………………………………………………………………………………......

5. Is female participation in education at SHS level affected by economic circumstances and practices such as poverty and families' engaging girls in their businesses in your area?

Yes [ ]   No [ ]

ii. if "yes", explain how has female participation at SHS level been affected here?

……………………………………………………………………………………………...……

………………………….…………………………………………………………………………..

6.   What can these stakeholders do to improve female participation in education at the SHS level in your area?:

Parents:

…………………………………………………………………………………….……………

………………….....................………………………………………………………………

NGOs:

………………………………………………………………………………………………………

……………………………………………………………….………………………………………..

End of the Questionnaire!

Thank you &God Bless you!

Appendix III

Questionnaire for Education Directorate Officials

FACTORS OF GENDER INEQUALITY A CASE STUDY OF HIDASE SECONDARY SCHOOL

Questionnaire Number ……………………………………………………………………

Name of Municipality/Metropolis……………………………………………………….

Sex: Male [ ] Female [ ]

Your religion: Christian[ ]   Muslim [ ]   Other [ ]

Age:-25[ ] 25 – 30 [ ] 30 – 50 [ ]+50 [ ]

Position/Rank: Director [ ] Assistant Director [ ] Principal Superintendent [ ] Other [ ]

1. Should female education be encouraged in national development efforts in this country?

Yes [ ]   No [ ]

Explain:……………………………………………………………………………….

………………………………………………………………………………………..

2. How would you like female academic performance to be like in your school?

Explain:………………………………………………………………………………

………………………………………………………………………………………

3. What are some of the obstacles to female participation in education at SHS level in your school?

Please, list them:

………………………………………………………………………………………

..……………………………………………………………………………………

4. How have these obstacles you listed in question 3 affected female participation in education at the SHS level in institutions?

Explain:………………………………………………………………………………

……………………………………………………………………………………....

5. What should government do to improve female participation in education at the SHS level?

…………………………………………………………………………………………

………………………………………………………………………………………..

End of the Questionnaire!

Thank you &God Bless you!

Appendix IV

Questionnaire for Tutors

ASSESSING THE IMPACT OF CAUSAL FACTORS OF GENDER INEQUALITY, A CASE STUDY OF HIDASE SECONDARY SCHOOL

Questionnaire Number …………………………………………..

Name of address……………………………………………………

Sex: Male [ ]   Female [ ]

Your religion: Christian[ ]   Muslim [ ]   Other [ ]

Age:-25[ ] 25 – 30 [ ] 30 – 50 [ ]+50 [ ]

1.   What role can female education play in national development efforts of this country?

 Explain:……………………………………………………………………………………

 ..………………………………………………………………………………………………

i. Are you satisfied with the level of female participation in education at SHS level in your area?

   If your answer is "yes",

   Explain. ……………………………………………………………………………………

         …………………………………………………………………………………….

 ii. If your answer is "no", what are the constraints to female participation in education at SHS level here?

………………………………………………………………………………………………

………………………………………………………………………………………………

2.   What is the level of female participation in the study of science-related courses in institutions in your school?

   Explain:………………………………………………………………………………………

   …………………………..…………………………………………………………………….

3.   What are some of the hindrances to female students' participation in the study of science-related courses at SHS level in institutions in your school?

Explain:

……………………………………………………………………………………………………

…………………………………………………………………………………………

4. What is your view of female academic performance at the SHS level in your school?

Explain:

…………………………………………………………………………………………………

……………………………………..…………………………………………………………

5. How can female students' academic performance at SHS level in schools/institutions be improved?

Explain:………………………………………………………………………………………

……..……………………………………………………………………………………………

6. Whose responsibility is it to ensure that female participation in education at the SHS level meets national standards?

Explain:……………………………………………………………………………………….

……………………………………………………………………………………………………

7. Suggest means stakeholders can effectively use to address the issue of female participation in education at the SHS level.

School Authorities:

…………………………………………………………………………………………………

………………………………………………………………………………………….

Government:

…………………………………………………………………………………………………

…………………………………………………………………………………………

End of the Questionnaire!

Thank you &God Bless you!

Appendix V

Questionnaire for NGO Officials

FEMALE PARTICIPATION IN EDUCATION AT THE SENIOR HIGH SCHOOL LEVEL

ASSESSING THE IMPACT OF CAUSAL FACTORS OF GENDER INEQUALITY

Questionnaire Number ……………………………………………

Sex: Male [ ]   Female [ ]

Age: -25[ ]   25 – 30 [ ]   30 – 50 [ ]+50 [ ]

 Your religion:Christian[ ]   Muslim [ ]   Other [ ]

Position/Rank …………………………………………………………………………………

1. How relevant is female education in current national development efforts in this country?
   Explain:
   …………………………………………………………………………………………
   ……………………………………………………………………………………

2. What are some of the challenges to female participation in education at secondary high school level in your area ?
   …………………………………………………………………………………………
   ……………………………………………………………………………………

3. In your opinion would say that female participation in education at SHS is constrained by socio-cultural practices or factors such as parental attitude, early marriage and beliefs that a woman's role lies in the kitchen or house-keeping?
   Yes [ ]   No [ ]
   Explain: …………………………………………………………………..
   …………………………………………………………………………………………
   ………………

4.   How have the following perceptions or practices influenced female participation in education at SHS level in your city?

i.   parental attitude

ii. beliefs that a woman's role lies in the kitchen

………………………………………………………………………………………

………………………………………………………………………………………

iii. early marriage of girls…………………………………………………………………

. …………………………………………………………………………………………

5. Is the claim that economic circumstances and practices (e.g. poverty, girls performing domestic chores, engaging girls in family businesses like farming/trading etc) affect female participation in education at SHS level true?

If your answer is 'no",

Explain.…………………………………………………………………………………………

……………………………………………………………………………………………………

6. If your answer question 5 is "yes", how have these practices or circumstances affected female participation in education at SHS level in your area?

i. poverty ……………………………………………………………………………..

…………………………………………………………………………………………..

ii. The act of engaging girls in family businesses, e.g. farming/trading …………………

………………………………………………………………………………..

iii. Girls performing domestic chores ……………………………………………..…………

………………………………………………………………………………….

7. What are your expectations about government policies on education at SHS level?

Explain:

…………………………………………………………………………………………

…………………………………………………………………………………..

8. What can the following stakeholders do to improve female participation in education at the SHS level in your city?

Parents/Guardians:

……

…………………………………………………………………

Ministry of Education, Science and Sports:

………………………………………………………………………………………………… …

…………………………………………………………………………………………………..

End of the Questionnaire!

Thank you &God Bless you!