Socio-Cultural Factors Affecting Female Student Educational Achievement in Gurage Zone: In Case Bad Secondary School

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DECLARATION

WOLKITE UNIVERSITY

COLLEGE OF SOCIAL SCIENCE AND THE HUMANITIES

DEPARTMENT OF SOCIOLOGY

We are conducted *research entitled* ***on Socio Cultural Factors Affecting Female Student Educational Achievement In Gurage Zone****: In Case of bad secondary* school undersigned declare that this senior is own original work collected data and analysis data that has not been by institution or individual and that all of its source are duly acknowledged.

Approval by Advisor and Examiner

Advisor	signature	Date
_____	_____	_____
Examiner	signature	Date
_____	_____	_____

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Acronym

UNESCO: united nation education scientific and cultural organization

WB: World Bank

SNNP: south nation nationality of people

PTA: Parent-Teacher-Association

CSA: central statistical agency

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Abstract

The main objective of this study was to assess the socio cultural factors of affecting female educational achievement in bad secondary school. To conduct this research was prepared questionnaire, interview and key informant interview which assess major factors that affect female on education. the study used statistical packages particularly the percentage and table .The purpose of the study was to establish socio-cultural factors affecting female academic achievement in bad secondary schools .The study employed descriptive survey where Questionnaires were used to collect data from teachers and students, and interview schedule was used as data collection instrument for heads of schools parent, and student who formed the sample group of the study. In addition both probability and non-probability sampling technique was employed and 45 of respondent were selected from the total school student. We were used data collected primary and secondary source. We are used research approach both quantitative and qualitative .Finally on the base of the findings study socio cultural factors affecting female student educational achievement harassment, attitude, discrimination, gender bias, family background, distance from school, all are impact of female education the appropriate conclusion and recommendation for further action were forward the socio economic factor affecting among female educational achievement in bad secondary school.

***Key terms: Academic achievement*, secondary school education, female, student, socio cultural, Education**

Chapter One : 1.Introduction

1.1Background of the study

Person's gender, age, position in society, level of acculturation, and individual preference can complicate communication even more. Education, in its general sense Socio-cultural factors which affect female students' academic performance include, female students' self-esteem/perception of their academic performance, and family background of female students. Furthermore, socio-economic factors such as the presence of night clubs/bar, khat shops, and tourist centers around the university, economic status of parents, limited employment opportunities, and female students living outside the university and becoming non café are affecting female students' academic is a form of learning in which knowledge, skills and habits of a group of people are transferred from one generation to the next through teaching training. Education for females is one of the criteria path ways to promote social and economic development (World Bank 2009). According to EAF global monitoring report 2003/2004 increasing the community has been striving to attain the Dakar for all (EFA) goals. Educational level of females has favorable impact on economic growth (UNCSCO) and the global (World Bank, 2009).

Educational is the harmonious development the physical mental moral and social faculty's individual of a life dedicated service Social changes are always inevitable from society aspiring for more development and better lives. Human resource constitutes the foundation up which development can education represents are major forms of human resource development emphasis is to be laid on social cultural factors affecting is observed that personal and academic development .the value given from teachers to pupil and vice versa are usually reciprocal ,highlighting additional the personal relationship .educational plays a very role in development of human resource which is the major production social cultural factors are some the major factors that account for secondary achievement that(marchesi and martin 2002).

The significant contribution of female's student education in Ethiopia is expressed in the number of developing countries the participation of Women's in education is characterized by

low educational performance. The socio-cultural factor has a great influence on educational Achievement (king and hill, 2001).These organizations are work the problem of equity by launching of the basic educational activities. These organizations working to minimize the problem socio-cultural factors affecting of female's educational Achievement more than two decade (Ayalew, 1999).

Terms of economic, political and cultural aspects of the country. One of the Ethiopian research efforts pointed to female's low level of school achievement the result low level of accuracy, less political integration and economic productivity (Ayalew, 1999). The Ethiopia female student academic achievement at all level education is increasing at alarming rate on the other hand the numbers rate on the secondary school still less as compared with their male counter parts to different factors. The Ethiopia government has taken quite a number of measures particular aimed at improving quality of teaching to enhance student academic achievement in general and female in particular and realizing the importance of quality education however, the government strives to expend education it also face the challenge of ensuring quality. This considering the fact that education for females and woman is an urgent priority. The darker frame work for action contained a time bond goals devoted specifically to gender parity and equality in education. Moreover, Special attention had been given to women and girls it other goals (Edinyang and Mezieobi, 2013).

Socio-cultural factors are larger scale forces within the societies and culture that have an impact on the thoughts, feelings and behaviors of the individual members of those societies and cultures .Many people consider that the learning has to do with the processes within learner. But, culture in which any person learns sets agenda for the learning in numerous ways. It determines that what is learnt and it also influences that when and how it is learnt. What, when and how an individual learns is influenced in many ways by culture in which learning occurs and social interaction processes in which learner involves. It is quality of all the scroll abortions and interactions rather than the processes solely within a learner that actually determines the quality of learning Formal education involves the students learning based on culturally value ideas. Both culture and the groups within culture have bodies of the knowledge that t they trust and believe, these factors will assist the individuals to transact in

social activities. Students are the future leaders of the nation. As the world is progressing with globalization, the surrounding and personal communication play a major role in the student's life. This personal communication is based from the family side. Whom students spend most of their time this study will be analyzed of the socio cultural factors which affect the students' academic performance. It will also further discuss some of the solutions and recommendations (Tiejen, 1991).

1.2 problem of the statement

The main objective of this study is to establish socio - cultural factors affecting female student educational achievement. Cultural factors can go hand in hand with education and none of them is negatively affected some social cultural factors may not be in line with education and hence negatively affect early marriage denied female access to education as she gets too much involved family life despite. It is in school that youth are exposed intensively to behavior modal and materials which teach the range of possible behavior. Its school that alternatives to value learn to be examined in school that girls are limited aspiration learns the specific skill necessary for employment. The situation of females in is not much different females in my part Africa in general and Ethiopian in particular. Females in general would be subjected to various forms gender based on discrimination includes denial of educational opportunity, under traditional customarily and practices which in many ways will have negative impact on economic, political and social situation of females in the region (Eshetu A. 2002).

This studies show that women educational student Achievement at level of education in Ethiopian low than male because of gender stereotypes in society perceive males are dominant and woman's are subroutine in any public sphere (Abbess and judge, 1998).The condition also hold true for would be woman's are extremely inferior to male in almost all aspects of life and this have low achievement is also relatively in school. The educational opportunity of record severely limited (Kiawah, 1999) .Though, there is commonsense of understanding of factors hindering female's educational Achievement in the study area, the research concerning the socio cultural factors which females are facing in their academic endeavors could not be found. This problem remains unity available research is conducted. The secondary schools through constituency development fund. Some opt for Retrogressive cultural practices such as

early marriage, child labor, and social grouping to the expense of formal education. Parents too allow the adolescents to make crucial decisions (such as participation in formal education) that were affecting. By his topic previously conducted done by (kimokoti A 2010). Socio cultural factors affecting female educational achievement the problem of this research not include attitude, patriarchy system, female harassment, distance from school to home, specific sociocultural affecting female educational achievement, family size, early marriage, occupation your family, domestic work role all are factors affecting female student educational achievement. Past study conduct master level research conducted and more female participation education study method only used ,only socio cultural factors affecting impact educational achievement not include women motivation education ,not include gender based education achievement and noting cultural difference degree socio cultural factors affecting educational achievement the researchers would be try to fill the gap by carrying out this study. we are would be proved this research to include family size, harassment, abduction ,livelihood, attitude, female domestic role family level income ,distance, face problem The researchers would conducted socio cultural factors affecting educational achievement female student the problem female educational achievement so Many problem eg.early marriage not positive attitude female education and family related challenge.

1. 3 Objective of the study

1. 3.1 General Objectives

The general objective of this study is to assess the socio-cultural factors affecting female student educational achievement in Gurage the case of bad secondary school.

1.3.2. Specific Objectives

►To identify the social factors influencing female student educational achievement in bad secondary school.

►To explore cultural factors affecting female student educational achievement,

►To assess the educational achievement of female student in the study area

1.4 Research questions

- ►What are the cultural factors affecting female student educational achievement in bad secondary school?
- ►What are the social factors affecting influencing female student educational achievement in bad secondary school?
- ►What are the measures to achieve female student education in study area?

1. 5. Significance of the study

This research would have a significant identifying the socio-cultural barberries to female student educational achievement there by calling the attention of all stake holders in general and teachers and the school community in particular. This would be important to raise the status of female's and making them to be benefited from economic, political and social development and at the same time contribution in to attaining the millennium development goals through empowering females to take their right position in the school the researchers believed that the study provide necessary information about the socio cultural factors affecting female student academic achievement so as strive for the problem. The study plays great role by providing valid information for the police planner and social practitioners for welfare service above all the study would be used as a source for another researcher as student in addition the study raises and creates awareness among families so as to think for the future and to look into themselves and their surroundings.

1.6. Limitation of the study

This study would be limited to the assessment of socio-cultural factors affecting female's educational achievement in bad secondary school in the face of many difficulties like financial constraint. The research problem is unavailability of related materials internet transport become very difficult and finally, inability and unwillingness of the respondent to give reliable and full information required for the study limit were conducted socio cultural in the society limit of conducted data and lack of secondary data , social , cultural ,economic factors limited were conducted research .

1.7. Scope of the study

This study would be conducted in SSNP regional state in Gurage zone Gummer Worde case in Bad secondary school which includes students in grade nine and grade ten in 2021,the scope of the study conceptual focus on socio cultural factors affecting academic achievement female student and the study geographical limited on sample bad Keble in bad secondary school.

1.8. Operational study

Academic achievement is one of the most significant goals of education that is commonly measured by examination continuous assessment result or other aspects of technical knowledge such as skill and ability to create new things or innovative capacity of the student

Culture; the way of life a given group of people the group may be ethic or people living in certain area.

Sociocultural is a term related to social and cultural factors which means common traditions ,habits, patterns and beliefs in present in population group.

Education is deliberate we act with a purpose to build understanding and judgment and enable action we may do this for ourselves for example ,learning what different road sign mean so that we can get a license to drive .

1.8. Organization of the paper

The research work of this paper would obtaining five chapter they were assessing introductory part including background of the study statement of problem objective study research question and significance of the study operational deflation and organizational paper, the second chapter deal with review literature while the third chapter focus on the research method on chapter four present the and discussion of the study finally chapter five with conclusion and recommendation.

Chapter two: 2 Review of Related Literature

2.1 Definition of terms

Academic achievement is one of the most significant goals of education that is commonly measured by examination continuous assessment result or other aspects of technical knowledge such as skill and ability to create new things or innovative capacity of the student Culture; the way of life a given group of people the group may be ethic or people living in certain area .Sociocultural is a term related to social and cultural factors which means common traditions ,habits, patterns and beliefs in present in population group. Education is deliberate we act with a purpose to build understanding and judgment, types of education formal and informal education, formal education used to official attend regular in school ,informal education to learn parent family and in other society. Socio cultural factor affecting female educational achievement, socio cultural means in one area norm of society cultural and social govern community. Culture means way of society day to day activity of member of society, to shape the member of society. Academic achievement means higher achiever of in education or good grade score (Source own reflection).

2.2. Culture and social factors

Culture is a complex factor to be considered but the selected factors affecting female student for the study include, the church, Pastor/Imam, beliefs, tribe and ethnic group. Sciences of parent contribute significantly to academic performance of student. Parent involvement and concern about the ward education as well as education level influence academic performance positively and should not be ignored. Family members and community provide help and support to students to shape and improve their academic performance As students socialize with others on the influence of those people are very important for their performance. A research by found out that peers have a great influence on the decision making of people and they can influence their performance. Again, it came to light that religion and family do not influence the decision making of people. The research has been done in this area. The was review literature done on the social and culture factors identified and these factors include church, pastors/Imam, beliefs, peers/friends, tribe, family, parents, ethnic group, study group, boy/girlfriend relationship, social group, place of residence, and role. Cultural and social

factors determine how students behave on and these factors shape their orientation these factors should be considered by Managers of institutions because if they are respected the students tend to behave in certain way. Many researchers have identified some factors like demographic, family and school factors as variables contributing to students' academic performance. Other factors like Study group, girl friendship, social group, role, tribe, beliefs, Pastor/Imam, and place of residence are influential factors which determine the behavior of people in an environment and should not be ignored by academicians (Berlin and cienkus1989).

2.3. Educational Achievement

Educational Achievement has become an index of child's features in the highly cooperative world. Educational Achievement has been one of the most important goals of very individual is expected to perform in all culture educational Achievement is key mechanism through which people learn about their talents, abilities and competencies which are important of developing career aspiration (uma, L. Simatwa, E. and Ayodo, T. 2012).

2.4. Parental Involvement

Parental involvement in school generally considered to increase the effectiveness of the educational process. For example,(Berlin and cienkus 1989) argues that education is more productive when parents, students and teachers are bonded in their educational goals. Research has supported this conclusion for example, Thomas (1987).identified strong parent, and teacher's relation as a being positively correlated with student's achievements scores (Berlin, 1985)

2. 6. Female socialization

The social and cultural influence is the basic for female poor educational Achievement and which in long run confine them to engage in lower type of occupation. Equal access to education itself does not educational Achievement (UNCSCO, 1997). Female student's poor performance in school can be related to their life style. Most of them do house work beyond poor performance repeating in a class discourage female education as parent prefer their daughter to drop out and got married rather than education spend another year (Genet. 1991).

2. 7. Provision of education access

This dimensional equity is commonly as equality of educational opportunity. It's the initial phase that argues for opening door to let in the disadvantageous group of student. In the hostile educational institution. As a strategy it is minimizes the admission of requirement or allows entry through open course and like (Tiejen, 1991).

2.8. Equal quality learning environment

The creation of learning environment that academic success for the already admitted disadvantage group of student in the educational institution. This requires to development of strategies that make them stay in and graduate (Black more and Ken way, 1993).

2.9. Quality of educational out comes

The education out come and the most important factor for good performance. It is further reason out by sub barrow, that the brining of nu able and week student in the highly selective meritocratic education setting that treats well prepared students necessitate the arrangements and provision of success guaranteeing mechanism (Subbaraw, 1994).

2.10. Participation versus Access

Women's performance in school compared with boys is affected by the same factor that determines initial access and by other factors as well. If woman more often are kept at home to help with chores and if they must do house work girls actually have less achievement and access education. Those get to education have low participation due to cultural factors (ME, 2002, Beharnu1989).

2.11. Marriage

It is commonly said that in traditional societies early is marriage is a major impediment to high educational Achievement among women is secondary school. However, there is no simple trade of between marriage and schooling. Early marriage negatively affects women educational Achievement in secondary school (Fridissa, 2003).

2.12 Lack of Relevance to girls interest

The other obstacle to woman is achievement in education is mediating though formal education to extent school prepares women for limited vocational possibilities. The basic proposition is made and tested here that formal schooling is self-significant agent in teaching and reinforced cultural expectations for male and female. Since much of school process is accessible and may aspects policy manipulations. Schooling may also be agent unchallenging and modifying the effect of the same expostulation and Good for female (Wudu, M., and Getahun, F. 2009).

2.13 The Teaching methods used with school

The other very important factor affecting female achievement is role modeling with their teachers. During adolescent, identification of student which their teachers in extremely common and may even have a more powerful impact on individual. Every the vast majority of school teachers, especially in science and mathematics are males, females are often mother tongue and foreign language teachers. When females teachers are held in low esteem by their male colleague or no treated with recognition by the school administration. The effect may be in habits females' aspiration towards the profession of teaching (bullock, 1994)

2.14. Socio-Cultural Factors Affecting Girl-Child Education In Maiduguri, Borno Stat

The socio-cultural factors affecting girl education were: poor financial status of parents, high cost of education, religious belief among others. In case of limited fund in the family for payment of school fees, the girls were encouraged to go and marry while the boys were encouraged to go for higher learning. The traditional beliefs of parents have made them to believe that girl education is not important for the following reasons .The girl would soon get married and answer another man's name educated women do not make good wives and are morally corrupt, barren, would reject parental choice of husbands that they would find it difficult to get a husband (Amanchukwu, 2005).

Studies also reported on preferential treatments in favor of boys due to their socio-cultural beliefs collaborating, (Dimka, and Mangumat, 2004). Identified some factors that pose as

impediments to female education such as economic cultural, socio-political religious and educational factors. Ojo (2005). Observed that social position of parents closely related to the roles they play in society even in their children. Supporting the just mentioned ideas,(Edwor 2005) stated that culture and tradition have been identified as factors in the downgrading of women. Researchers have consistently reported that parents from high and middle socioeconomic status encouraged their female s education more than those from low economic

2.15. Theoretical explanation

2.15.1 Feminist theory

This theory explain the subordinate of woman differ considerably in their identification of the factor responsible for the inferiority of woman in society the three common classification of feminist will be examined below (Bartwosk, 2000).

2.15.2 Liberal feminism

Liberal feminism perspective is dominated by the sex socialization paradigm. This perspective considers that the social system is nature and that all deviation from desirable condition for educational equally include are due to incorrect socialization, lack of information about the problem confronting females and absence of adequate legislation and implement legislation to ensure woman equal access to education and other social economic right (bullock, 1994) .

When applied to education liberal feminism has devoted attention to documenting sexual stereotype books and bias towards girls in teaching practice in both critical area in collection of women equalities. Although, liberal feminism perspective have not deals directly with education participation and attainment, the following assertion would be congruent , the following assertion would be congruent.

With this perspective the traditional socialization and sexual discrimination practice in the school would be attributed to school behavior that the state has not been able to scombat successfully (bullock, 1994). The relative low achievement of woman in education, particularly in secondary and higher education and their concentrated presence in a few field would be seen as the cumulative result of discrimination and socialization of woman that disgorges them from seeking more prestigious carries bullock ,1994.liberal perspective would

argue that is more beneficial to woman that discourage them from seeking prestigious carries .liberal perspective would argue that wealth is more beneficial to woman than men in access to tertiary education because wealthier. parents being more educated tend to be less prejudiced against woman and thus more likely to promote and support their daughter achievement in education (bullock,1994).

2.15.3 Radical feminism perspective

The radical feminist perspective would see the school as another important transmission of particular ideologies .it would emphasized the role of schooling in the control of sexuality via its definition of the acceptable made of sexual relationship this through an intricate web of institution ,value ,laws and norms that include control of woman sexuality (firestone 1970 millet 1971.)**.** Regarding the fact that woman commonly attain fewer years of education than men the radical feminist perspective would say that woman do not receive priorities from state because the state having neglected to woman the reproductive tasks would concerted on improving the education of radical feminist perspective would see the state as key agent in perpetuation of women subordination via its strong defense of women as mother and family as fundamental unity of society (D.souza, D . 1991).

2.15.4. Social feminism perspective

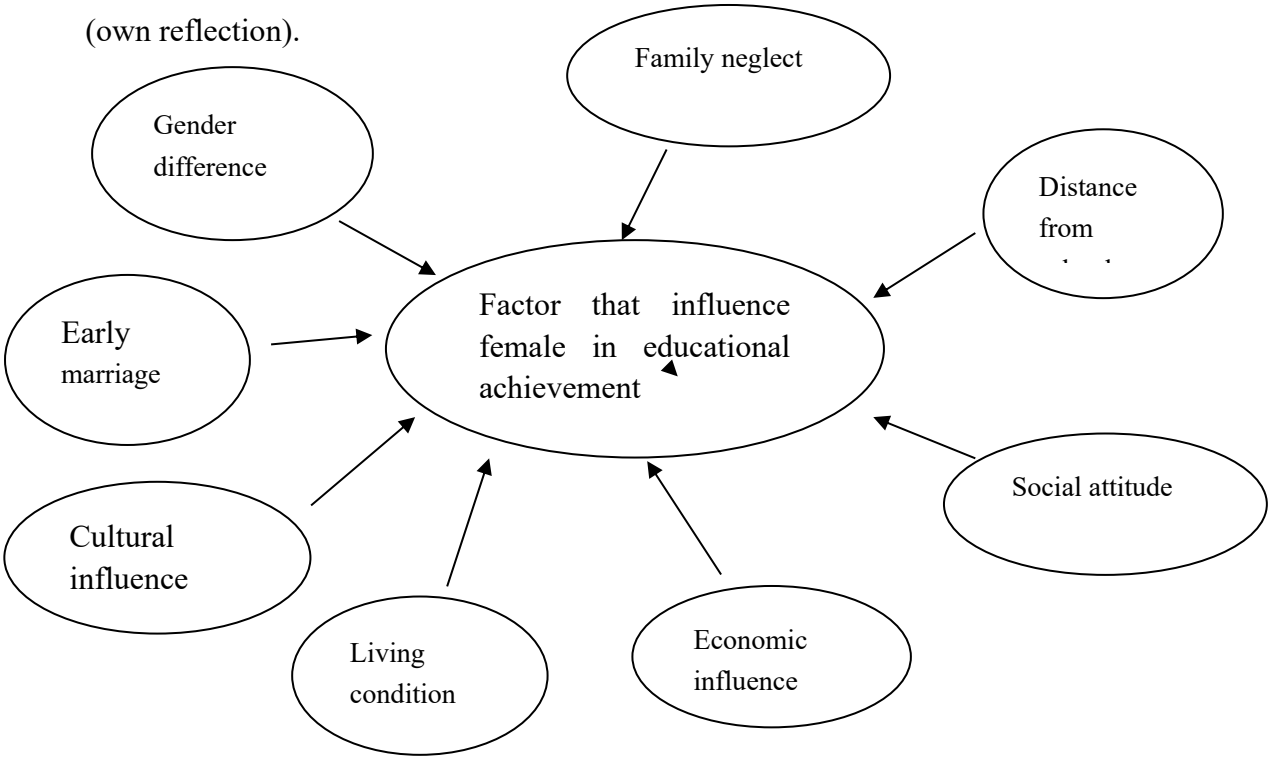
The socialist feminist analysis of education see the school as a site for the production of women oppression worker and as women as worker women are needed for the main finance of an expensive expandable labor force, as woman, they are indoctrinated to accept the sexual division of labor that assigns woman motherhood and domestic role deer 1978, Kelly and nine 1982 the role of school in the transmission of patriarchal message scared with in this perspective (Amot, 1984 and Macdonald 1980).

In fact that female students low school enrollment and educational achievement also be understood in terms of women developed roles as works. this in turn concreted many of them in the informal sector economy or in low status job that generally do not require high level of education their presence in sex serrated field of higher level of schooling can be attributed to the social definition of female as primary mother hand hence responsible for most for the

welfare of their families and labor market condition that paper woman focus and lads sustainable rewards than those given to men ,thus making its more profitable for parent to invest in their sons than their daughter (Amot 1984 and MacDonald ,1980)

2.16. Conceptual frame work

Socio-cultural factor affecting female student educational achievement, the attitude of socialite toward girls in society low attention girls. Early marriage negatively affect female academic achievement female after marry no motivate to attend school many personal problem related after marriage living conditions many female no economic base many of female student living poverty its impact of educational achievement. Cultural influence female no encourage educational more cultural female inferior to man social attitude female noting to education society no positively attitude toward female student distance from school many female student far apart from school no transport access its effect academic achievement gender (own reflection).

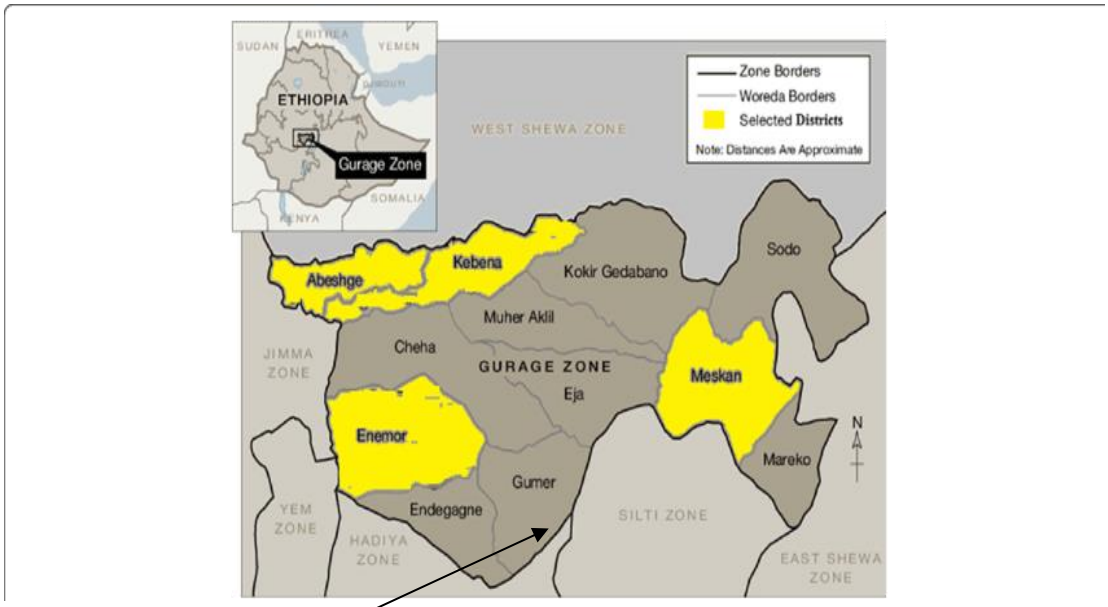


Source: teketel D,(1998)

Chapter Three: Research Method

3. 1 Description of the study area

The study area is located in SSNP regional state Gurage zone, Gumer Woreda. In Bad Keble is 60 km away from wolkite Town in Gurage zone and 220km far from capital city Ethiopia. Gumer has six secondary schools200 (CSA 2007) school Gurage languages inhabiting Ethiopia. The Gurage people traditionally inhabit Gurage Zone, a fertile, semi-mountainous region in central Ethiopia, about 125 kilometers southwest of Addis Ababa, bordering the Awash River in the north, the Gibe River, a tributary of the Omo River, to the southwest. The study would be conduct in bad secondary school which is located around bad Keble. In this school there are about 595 female students in grade nine and 219 in grade ten. Generally, the population of females students is 814 and total population of both sex is 1742 bad secondary economy value the around bad secondary environment agro- ecologically bad consists of 52% lowland (500-1500).and intermediate highland (1500-2300mase) .The attitude ranges from 850-300) meter above sea level (masl).the annual temperature ranges from 20degree c to 40 degree c which the annual rainfall range from 100t 200(CSA.2007) school Gurage languages inhabiting Ethiopia.



Bad area

3.2 Research Design

In orders to meet the objective of the research was use choose descriptive research design. It would be conducted employ cross sectional survey research, because the design helped to collect data from sample population at a point in time and because shortage of time and financial constraint. The researchers have to employ descriptive cross-sectional survey because the researcher wants to address the data at one time to assess the socio cultural factors affecting academic achievement female student the researchers have to use mixture of both qualitative and quantitative approach and cross-sectional survey use because to plan short time it may be three month done then after not return to done the research require to full undergraduate student. The reseeds is cross-sectional approach is the domain one.

3.3. Justifications for Study Site Selection

Motivation is an essential determinant of socio cultural factors affecting academic achievement female student in bad area many problem related socio cultural factors impact academic performance female student camper to male less academic performance and many female student dropout secondary school related socio cultural effect in bad society female negative attitude towards female student and many female that area poor academic achievement so wide problem impact academic achievement ,would be the study socio cultural factors affecting academic achievement female student secondary school ,many motivation select this area one of that poor academic achievement female .

3.4. Research Approach

The study would employed a combination of both qualitative and quantitative approach to study the Socio-cultural factors that affect females student educational Achievement. While qualitative approach helped to explore respondents through interview, quantitative through questionnaire and perception this situational this study realized the objective of this studies both quantitative and qualitative methods would use. Because this mixed methods are very important for the validation of finding interest of accuracy and checking personal bias .The study would use both qualitative and quantitative types of data in order to get the required information. Qualitative would use to make descriptive by using non numerical data and

quantitative which helped full for using data numerical reflection, because numerical data require indicating in the degree in the prevalence of the socio cultural factors affecting female educational achievement.

3.5 Source of Data

In order to achieve previously stated objectives of the study was employing both primary and secondary source. Primary of data would conducted by obtaining primary data through both open ended and close ended questionnaires for female students and interview parent, student, teacher and school directory. Secondary source were collected from unpublished and published papers or data within school office and gender offices.

3.5.1. Primary Source of Data

The information would be collected through questionnaire (open and close ended question from the secondary school and interview guideline from centre school management.

3.5.2 Secondary source of data

In addition to this secondary data was collected from book, internet and other published and unpublished and magazines from secondary source.

3.6. Target population

The target population comprised of bad secondary school female student socio cultural factors affecting educational achievement female student and their students identified in the one secondary school. The study was conduct in bad secondary school which is located around bad keble. In bad secondary school here are about 595 female students in grade nine and 219 in grade ten. Generally, the population of female students is 814 and total population of both sex is 1742 the target population female student in bad secondary school.

3.8. Sampling technique and sampling procedure

The researchers would be used the non-probability and probability sampling technique, from probability sampling technique the researchers were used specifically stratified sampling to select respondents from the total population of female students, and from non- probability technique the researchers used purposive sampling technique were used to select respondents

from gender office and school director. In order to gat accurate information by purposive (judgmental) direct contact with people who are engages in the sector in the study area. The main reason the research was use purposive sampling is because the number of total population of the study is few number and to gather deep and full information from the participants The first procedure, We are Lessing department to collect data to go study area then data collected and analyzing through order and sampling technique take sample out in formula. General first select sampling techniques then, analyzing data and collected data were several procedures used.

3.9 Sample size

The study was selecting 47 of respondent from the total female population the female educational students as sample. The total population female's student 814from grade 9 and 10 and 2 from the official's teachers. Were used 41 respondent collect data through qationarnary and 3 interview respondents, 3 key informant interview.

$n=N/1+N(e)^2$

Given

N = total population =814

n=total population

e= marginal error=(0.142)

Required **solution**

n =? $n\ N/1+N(e)^2$

$n= 814/1+814(0.142)^2$

$=814/1+814(0.02014)$

$= \mathbf{814/17.394}$

$46.79 \approx 47$

Stratified from grade tan for grade from this formula

Strata one

Stratified grade ten student female =total population grade tan female student /target

population sampling size

219/814*47 = 12.5

Strata two

Stratified grade nine female student = total population of grade nine female student/target

595/814*47=34.4

The school director and gender official and parent would select stratified sampling and to strata grade nine and grade ten female students because strata have Grade nine and grade ten separate in school more appropriate with in topic stratified sampling.

3.10 Method and instruments of data collection

In order to meet objectives of the study, the study employ interview and survey method of data collection. Interview would use for gender officials and school director and student, teacher, student family, was many interview data collection interviews the survey was used female student's respondents of the study area officials because based on the purposive of things study of the study would be prepared by close end and open ended questions by English and Amharic language for both grade nine and ten female students in order necessary information. Because students had ability the questions, would be wrote paper the study should be employ interview guide for school director and gender they are in number and not have time to fill questionnaire. This institution this study realized the objective of this studies both quantitative and qualitative methods was use. Because this mixed methods are very important for the validation of finding inters of accuracy and checking personal bias in the reseeds is cross-sectional approach is the domain one. To use this methods used to save time that identify the assessments of the impacts of social factor .Hence this two methods was use to comprehensive analysis of the problem.

3.10.1 Questionnaires

A questionnaires is efficient data collected instrument by this method the researchers would be provide different questionnaires to the respondents the questionnaires containing both close ended and open question. Open-ended question open ended question was used to get detailed information about the study and close ended question was use to get simple short

answer the reason the research use questionnaire it would be collected large amount of information from the respondents in short period of the and cost effective way. Would be many questionnaires to administer to respondent to get necessary information we are used 41 questioner to administer respondent.

3.10.2 Interview

Interview schedule would be used to collect data from head of schools and parents with girls studying in public secondary schools and it contained two parts. The first part was used to collect data for interviewee background information. The second part included questions asking socio-cultural factors affecting academic performance of girls, challenges schools face in attempts to eliminate socio-cultural factors that negatively affect academic performance of girls and the possible solution key informant interview 3 used school directory and student were used

3.10.3 Key informant interview

Informant interview of the would be used respect full people and highly knowledgeable informant about bad secondary school management to making position for getting detail information, the key informant interview at the would be use school director, gender office, teachers and clever student two respondent were asked question were used 3 key informant interview.

3.11. Methods of data entry and analysis

The study use both qualitative and quantitative method to interpret and analyze data. Quantitative methods were us e to interpret data statically and numerically through tables, prestige, graph and charts. Qualitative would be used to describe the data.

3.11.1. Data Quality Assurance control Mechanism

It is apparent that better quality data produce quality out comes or realistic findings. Of course quality is not an issue that put in to negotiation. Evidences were being collected from multiple data source with the aim of to enhance the quality of data. Data collection procedures would be carried out progressively from one phase to the next which intern is meant data corroboration and triangulation are maintained side by side. Consent form prepared ahead of

data collection, the purpose of the study communicated to key informants and the collected data reiterated to the key informants so that they realize how their testimony to be considered. This in effects enhances reliability of the study by which the quality of data also enhanced.

Validity is the extent to which research results can be accurately interpreted and generalized to other population. It is the extent to which research instruments measure what are intended to measure Borg and Gall (2oo3) piloting was use in validating in the one school this checked on the clarity of the questionnaire items there by eliminating any ambiguous wording or misunderstood clause questionnaires would modified before the actual data collection.

Reliability of instrument refers to extent the instrument would be consistent in measuring what they are expected to measure (mugenda and mugenda,1999). random errors arise from unclear instructions to respondents, ambiguous questionnaires or attention deficit during interview the researchers minimized random errors by cross checking the questionnaires during piloting the questionnaires was administered twice by the researchers to the same group after one week interval this assisted the researchers to establish whether the respondent given was being consistent.

3.11.2. Ethical consideration

An ethical aspect is one of the most important it is stances which the study per supposes it is related mainly information consent and confidentially as well as with effort reduces risks and dangers for the participation, was the field work research confidential would be to the respondent . The research also tried to make.

While conducting the study the research has strictly adhered to the following ethical principle of Social research; not to humiliate the informants. Honor all guarantees of privacy and conventionality. Use the research Method that is appropriate for topics

Collects genuine data and collect real fact respect the informants setting value. Norms and whatever aspects follow the Participants attentively and appreciating them while responding. Consequently three ethical principles have been considered in this study1) informed consent 2) anonymity 3) procedural rigor.

1. **Informed consent**; consent and cooperation of data sources was secured through different mechanisms in the first place a procedure to be followed in given

information on the basis of specific data collection tools the envisaged confidentiality of the response in will clearly presented.

2. **Anonymity** utmost efforts was made to maintain the research participants the information the research participants provided by no means could reveal their identities

3. **Procedural rigor** care would take to maintain the rigor of the procedures in relation to preparing and administering the tools for data collection in selecting appropriate participants in collecting data

Chapter four 4. Data analysis and interpretation

This section deals with data analysis and data interpretation. Then Analysis of the findings on the social cultural factors affecting of female student educational achievement in bad secondary school. In this study the data gathered through questioner which includes open ended and close ended questioner. In depth interview was also used qualitative and quantitative aspects of data. According the quantitative data with analyzed and interpreted by using table, frequency, percentage and other statically technique. On the other hand the qualitative data was analyzed and interpretation by using qualitative aspect.

4.1 socio demographic characteristics of respondents

This section deals with presentation and analysis of data related with sex, religion. Marital status, living standards, family situations and other female respondents back ground include in particular study area selected from grade 9 and 10.

Item	Alternatives	Frequency	Percentage
1Sex	Male	18	44
	Female	23	56
	Total	41	100%
2 Age	16-18	15	37
	18-20	17	41
	20-22	5	12
	23and above	4	10
	Total	41	100
3 Religious	Orthodox	22	54
	Protestant	7	17
	Muslim	12	29
	Other	0	0
	Total	41	100%

4 grade level	Grade 9	25	61%
	Grade 10	16	39%
	Total	41	100%
5 Marital status of respondents	Single	37	90.3%
	Married	4	9.7%
	Divorce	0	0
	Total	41	100%
6 With whom respondent live	Father	6	15%
	Mother	11	27%
	With both	21	51%
	Other	3	7%
	Total	41	100%
7 Family marital status of respondent	Married	33	80.%
	Divorce	2	5%
	Window	6	15%
	Total	41	100%
8 Information about your family	2-4	4	10%
	4-6	14	34%
	6-8	19	46 %
	8 and above	4	10%
	Total	41	100%

Source:(survey own 2021).

Item	Alternatives	Frequency	Percentage
9 educational status of your father	Cannot read and write	27	66%
	1-8	12	29.3%
	9-12	1	2%
	Diploma and above	1	2%
	Total	41	100%
10 Education status of your mother	Cannot read and write	29	71%
	1-8	8	20%
	9-12	4	10%
	Diploma and above	0	0
	Total	41	100%
11 living standard of your family	High	2	5%
	Medium	13	31%
	Lower	26	63%
	Total	41	100%
12 Educational achievement of respondents	High achiever	5	12%
	Medium achiever	13	32%
	Lower achiever	23	56%
	Total	41	100%
13 Livelihood feature of your family	Farmer	28	68%
	Trade	10	24%
	Civil servant	3	7%
	Total	41	100%

Source:(survey own 2021).

According to the above table show that sex distribution of 18 (44%) of the respondent were male, and 23(56 %) of the respondent were female. There for the majority of 56% of respondents were female.

The above table show that the age distribution of respondent .As indicated that 15(37 %) of the respondents were found age group of age 16-18 year, and17 (41%) of the respondents were at age interval of 18-20year,and 5(12%) of the respondent were found at age interval of 20-22, and also 4(10%) of the respondent found in the age of 23 and above years. As indicated that the majority of respondent were found at age interval between 18-20 years.

The above table show that regarding to religion in the study area 22(54%) respondent follower Orthodox, 7(17%) of respondent were follower protestant religion, and 12(29 %) of respondent follower Muslim religion, there for the majority of 54 % of respondents were the follower of Orthodox religion.

The above table show that the most 25(61%) of respondent s were grade nine student, and 16(39%) of the respondent were grade ten student. Therefor the majority of respondents grade nine students.

The above table show that out of total respondents the majority 37(90%) of the respondents were single, and 4(10%) of the respondents were married. Therefor the majority of 90 % of respondents were single.

Table show that 6(15%) of respondents were live with their father, 11(27%) of respondent were lives with their mother, 21(51%) of the respondent were live with father and mother and 3(7%) of respondent were live other relative family. The majority of the respondents were live with both mother and father. Students who live with separate family have less attention for their education, particularly condition is worse for female students when they were expected to engage in come generating task instead of missing parents. Mother would may guide children's based on gender specific division of labor. Lack of emotional adjustment can even result from in female students not attack to attend the class and withdrawal from education setting even if succeed in staying an class no may could the perform at least as equal female students with full parent.

The above table show that majority 33(80%) of family marital status respondents were marriage,2(5%) of family marital status respondents were divorce, and 6(15%) of family marital status respondents were window. Therefor the majority 80% of family marital status of respondent marriage.

In the above table show that from the total 41 respondent of majority 19(46%) 0f the respondents were between 6-8 family size ,14(34 %) of the respondent family were between 4-6 family size,4(10%) of the respondent your family size of 6-8,8(20%) of the respondent are 2-4 ,2(5%) 0f the respondent family were between 2-4 and, above 8 were family size therefor majority of 46% of respondent were 6-8 family size. Large family size negatively affect female educational achievement because student are lack of educational material and other, no family planning, born child far apart ,pregnancy controlled method this are affect female educational achievement because lack of sufficient educational material and large family size female no capacity mental building compared than small size family.

The above table show that most 27(66%) of respondent father were cannot read and write or illiterate,12(29%) of the respondents father were from grade 1-8,and1(2 %) of the respondent father were from 9-12 and diploma and above therefore majority respondent father were in this area illiterate.

The above table show that most 29(70.7%) of respondent mother were cannot read and write or illiterate,8(19.5%) of the respondents mother were from grade 1-8,an4(9.8%) of the respondent mother were from 9-12, therefore majority respondent mother were in this area illiterate.

Regarding to living standard your family as indicated 26(63%) of respondent family were live in lower living standard,13(32%) o respondent family were live in medium living standard and 2(5%) of respondents family were live in high living standard. Therefor majority 63 of respondent family were live in poor economic condition. So, low level of living standard living condition they affect in educational achievement of female. Family level of living standard affects their education because they do not fulfillment material to education.

Source: survey 2021

In the above table show that most of 23(56 %) of respondent have lower educational achievement, 13(32%) of respondent have medium educational achievement and 5(12%) of

the respondent have high educational a achivemental, so data indicate that majority of respondent have lower level educational achievement.

As indicate the above table show that regarding to livelihood feature of respondent family 28(68%) of the respondents family were engaged by farming , 10 (24%) of respondent family were engaged by trade and other 3(7%) respondent were employer civil servant there for this data indicated that the majorly livelihood feature of family respondents were farming most of respondent family agricultural ,12(30%) of the respondent are trade medium,4(10%) of the respondent employer,2(5%) of respondent other female student your family occupation the most affecting educational achievement most of your family agricultural lack of finance absent to attend school because to support work your family , lack money transport and other materiel like pan ,additional book ,exercise book employer your family motherly to pay your family your family lake finance then student are female student, the majority your responded agricultural family, negatively affecting educational achievement.*Mr x bad secondary school teacher said that female family background affect academic achievement through not full full educational material, not satisfy want, effect moral and psychological family income impact female education*.

4.2 socio cultural factor on female educational achievement

In this sub section, the data collection and gathering regarding their respondent social and cultural factor that effect on educational achievement. The main factor affect female in educational achievement,

As he heads of gender officer attitude of society towards the ability of female, the self-imagination of female themselves to wards of their efficiency, the failure of some female students from they are education may face problem motivation of other.

The factor limit the educational achievement *Mr. X gender office worker "said that sexual abuse in school, lack of affirmative action, since the internalize as they cannot perform equal with female student from they are early beginning "societal view toward the education female*

specially in the pas time attitude of society to wards of girls not good. The other factor that affects female education is in this secondary school female's fear for harassment that faces due to distance of school.

Table14. Whether respondent's family want to them to be educated

Response	Frequency	Percentage
Yes	18	44
No	23	56
Total	41	100

As indicate the above table show that 18 (44%) of the respondent family are interested to educated their daughter and 23 (56%) of the respondent of family they have not interested to learn their daughter.so, the majority of the respondent were not interested to educated their daughter. There are some problems which influence parents willingness such as economic and social problem as the respondent reveled, parents do not want to pay money for education, want stay their house, want to married and other social problem.

Table 15. Factors that affect female educational achievement

Response	Frequency	Percentage
Family	22	54
Friend	8	19
Neighbor	9	22
Other	2	5
Total	41	100

Source: (survey own 2021).

As indicate the above table 22(54%) of the respondent are affected by family 8(19%) of the respondent are affected by friend 9(22%) of the respondent are affected by neighbor and 2(5%) of the respondent were affected by other. From this data it can be concluded majority of the respondent were affected by family. Similar to my interview school director response said that to limit of educational achievement such as early marriage, homework, lack of financial support, let coming to school, do not attend tutorial class and backward attitude of the society for the female not equal achievement with male. Large number of respondent family is want

their daughter marriage there is assumption of cultural attitude related to female.

Table16. Information about respondent to home distance effect on your education

Response	Frequency	Percentage
Yes	22	54
No	19	46
Total	41	100

Source: (survey own 2021).

As indicate the above table show that 22 (54%) of the respondent were effect distance home to school have impact on educational achievement and19 (46%) of the respondent were negative effect on educational achievement. From this data it can be concluded majority of the respondent said that home distance of school have effect on educational achievement of female student.

Table 17 Estimated distance school to home

Response	Frequency	Percentage
Less than 1km	3	7
1km -2km	12	29
2km-3km	3	7
4kmand above	23	57
Total	41	100

Source:(own survey 2021).

As indicate of the above table show that 3(7%) of the respondents were their home far from school nearly about 1kmand 2km-3km, 12(29%) of respondents were their home far from 1km-2km, and 23 (57%) of respondents were their home far from school 4km an above. The majority of 57% of respondents were their home far from school so, most family students they go long distance for learning.

Table 18 Attitude of parents and society towards respondent's education

Response	**Frequency**	**Percentage**
Positive	4	10
Medium	12	29
Negative	25	61
Total	41	100

Source (own survey 2021).

As indicate the above table show 4(10%) of the respondent family and society have positive attitude, 12(298%) of the respondent parents and society have medium attitude and 25(61%) of the respondent parent and society have negative attitude. The majority of respondents have negative attitude towards female educational achievement because cultural attitude, deferent social problem and prefer to marriage are negative attitude for the female education. Those factors are reported as a factor for low educational achievement is common parental cultural attitude those factors have influence female is educational achievement.

Table 19. Information about working at home effect on educational achievement

Response	Frequency	Percentage
Yes	36	88
No	5	12
Total	41	100

Source: (survey own 2021).

As indicating the above table show that 36(88%) of the respondents were working at home have effect on educational achievement and 5(12%) of the respondent did not affect working at home on educational achievement. Majority of the respondent in the above table it can be concluded majority of the respondent were working at home affect female educational achievement. According to *Mr X said daughter parent are no female counting school because parent more want were to marry someone and need to support domestic work.*

Table 20 .Activity done by female student at home

Response	Frequency	Percentage
Preparing food	6	15
Child care	3	7
Washing clothes	4	10
Other	28	68
Total	41	100

Source: (own survey 2021).

As indicated in the above table show that 28(68%) of the respondent done different other activity related at home working,4(10%) of the respondent were done washing clothes,6(15%) of the respondents were preparing food and 3(10%) of the respondent were child caring. from this above table it can be included majority of the respondent were done different activity, it has been. Widely had practice that female were expected work at home but this load them to double burden, short study time to be let comer in the class they cannot attend the class. There for those factors affect educational achievement toward female students.

Table 21 problem that respondents face when they are in school

Response	Frequency	Percentage
Harassment	20	49
Abduction	10	24
Other	11	27
Total	40	100

Source(own survey 2021).

The above table indicate 20(49%) of the respondents were face problem of harassment when they are in school, 10(24%) of the respondents were face problem of abduction and 11(27%) of the respondent of face many other problem. Harassment and abduction may they affect the educational achievement of females as information of gathering from the respondents. Harassment decrease self-confidence and they are participation while abduction leads them to

marriage for unwanted pregnancy. So that this result decreases educational achievement of female to school.

Table 22. The performance or achievement of your and other female education

Response	Frequency	Percentage
Under 50 mark	23	56
Medium 58-80 mark	12	29
High 80-100 mark	6	15
Total	41	100

Source (survey own 2021)

As indicated the above table more than half of 23(56%) of the respondents have lower educational achievement while 12(29%) of the respondents have medium educational achievement and 6(15%) of the respondents were high educational performance. When we compare to those respondent have high educational achievement were very small. The educational achievement or performance at this grade means (9and 10) they need best further education, there for the above table of the respondent were lower achievement on education.

According to Mr X the educational support and given to appreciate females the interview said that "those who score grade or make get the financial and educational material gift from school director and gender office.

Regarding the above the advice of female student and they are gender office said that the advice given to the females family by teachers, local administrator and cabinet government to send their to school gender affair and policy officer have high grade score females to motivate by different support materials and they tell experience to join to university. According interview regarding the advance and to parent and Female in semester our office call family for meeting and discussion our problem that hinder them to send female students to school and forward solution together with the parents. Female regarding the major had taken to our income the problem interviewee said that we collaborate with society in order to bring to solution of social cultural factor and harassing females to solve by the court.

Table 23. Social factors affecting female student educational achievement

Items	Frequency	Percentage
Lower level of family income	10	24
Male dominate female	12	29
Negative attitude toward female education	13	32
To need migrate move urban area	6	15
Total	41	100

Source:(survey own 2021).

As indicated the above 10(24%) of the respondent have lower level family income, 12(29%) of the respondent were male dominant of female, 12(29%) of the respondent have negative attitude toward female educational,6(15%) of the respondent to need of move to urban area. Negative altitude of female toward education affect educational achievement female student. To this study area negative attitude toward female educational achievement have great effect than other factor. *Mr X said that hinder that affecting educational achievement regarding to domestic work , they face different kind of problem like preparing food, washing cloth and other domestic work at that time they cannot study because they have not time and tired*

Table 24. Cultural factors affecting toward female education

Response	Frequency	Percentage
Discourage	21	51
Encourage	10	24
Both of them	7	18
Other	3	7
Total	41	100

Source: survey 2021

As indicated the above show that 21(51%) of the respondent were discourage female

education, 10(24%) of the respondent were encourage female education, 7(18%) of the respondent both of them encourage and discourage female education 3(7%) of the respondent other. This survey indicates that in this study area the cultures of society discourage the female educational achievements. The negative attitude of society they assume the education of females are nothing rather they need to marry in early age.

4.3. Qualitative Data Analysis

4.3.1 Interview

According to our respondent socio cultural factors affecting educational achievement of female student stated that early marriage, lower family income, it limit educational achievement of female student in the study area. Also female student limit their own educational achievement by, peer group, family, distances from school, economic level of respondents family, lack of motivation, peer pleasure and other family and society related factors such as negative altitude of family toward female education , family prefer to marriage their daughter in early marriage.

According to our respondent the background of family respondent were most of family engaged agricultural product or farming practices so in this area respondent family were poor because they have not enough land for producing food this factors barrier educational achievement of female student because shortage land the family want to migrate their daughter to urban area for achieving economic level and other related factors of family also limit female educational achievement family size, parent educational status, age of respondent parent, disturbance family member drug adductor parent and other related factors. Parental educational background affects female student's educational achievement student family were not ask about their daughter in school that indicted they give not attention their female student because no encourager to learn education, and also lack satisfy educational basic material need such as pan , exercise book, transport cost ,money so on.

Mr. X *said that the case of lower level of educational achievement in the study area were poor family background, lower level economic responded family, negative altitude parent toward education, harassment, and culture of society*.

According to respondent response cultural value, norms, custom, were effect on female attend

in school ,over load of work in home such as child caring, prepare food, and washing cloth and other factors were not motivated to score good result in their education because many problem to affect female student to impact of your motivate female work of home one of also impact of education, no free time to studied ,tired of work one impact cognitive female compare to male, high malnutrition to effect motivate attain in class, female lower self-esteem to compete education ,early marriage one of affect female educational achievement .

Social factors affecting education female high school level all are youth age menstruation, love someone .society not encouragement attained school, not full full educational material. Your family want to marry than to learn education because seek of marriage dowry, to need prestige with in local community for marriage their daughter, to motivate move urban area, poverty, distance from school and many social problem affect female student educational achievement.

MR X *said that lack of role model, pressure of religions institution, love affair ,motivated to trade, lack awareness about education ,socio cultural influence, and other family related problem were hinder for educational achievement of female student in bad secondary school .*

4.3.2 Key Informant interview

According to key informant the female were lower than man in order to achieve education because the family has less attention female education, negative attitude of community denning educational achievement of female, family member need to dropout their education because those families need their daughter to Migrant out of the country and urban area.

Mr X *said that hinder that affecting educational achievement regarding to domestic work , they face different kind of problem like preparing food, washing cloth and other domestic work at that time they cannot study because they have not time and tired .*

According to key informant the educational support and given to appreciate females the interview said that “those who score grade or make get the financial and educational material gift from school director and gender office. Regarding the above the advice of female student and they are gender office said that the advice given to the females family by teachers, local administrator and cabinet government to send their to school gender affair and policy officer

have high grade score females to motivate by different support materials and they tell experience to join to preparatory school.

According key informant regarding the advance and to parent and Female in semester our office call family for meeting and discussion our problem that hinder them to send female students to school and forward solution together with the parents. Female regarding the major had taken to our income the problem interviewee said that we collaborate with society in order to bring to solution of social cultural factor and harassing females to solve by the court.

According to X *student response that school not support female student through makeup , tutorial, and gender office not awareness female student and culture affect to attend school value, norm ,community behavior not good attitude toward of female education*.

According to key informant to solve the impact social cultural factors affecting female educational achievement the government and ministry education of wereda should take responsplity by giving affirmative action for female student in order to achieve educational status

\from the above theories the social feminism perspective was more importantly Mach with our research assumption and finding. The social feminism theory state that In fact those female students low school enrollment and educational achievement also be understood in terms of women developed roles as works. this in turn concreted many of them in the informal sector economy or in low status job that generally do not require high level of education their presence in sex serrated field of higher level of schooling can be attributed to the social definition of female as primary mother hand hence responsible for most for the welfare of their families and labor market condition that paper woman focus and lads sustainable rewards than those given to men ,thus making its more profitable for parent to invest in their sons than their daughter (.Amot 1984 and MacDonald ,1980) our research finding indicate that females educational status was low the reason for this was According to key informant the female were lower than man in order to achieve education because the family have less attention female education, negative attitude of community denning educational achievement of female, family member need to dropout their education because those family need their daughter to Migrant out of the country and urban area.

CHAPETR FIVE 5. Major finding Conclusion and Recommendation

5.1Conclusion

The study intended you examine the socio cultural factors of affecting of females educational achievement in case bad secondary school. In order to a chive the purpose of this study basic questions were raised regarding major socio cultural factors affecting that females student educational achievement. The overall educational achievement female's students and possible measures and recommendation that would be help improve female education. That data obtained were analyzed using percentage, table and interview guide .This the analysis makes the following major findings and conclusion. The problem female students encounter school environment includes sexual abuse, gender bias, lack of role model and double burden, harassment, distance from school early marriage level. Most female students live with father and mother and most of the respondent's parent has cannot read and write and lower living standards. Because of social, economic and cultural factors female students who are learning in bad secondary school have lower school female's educational achievement.

According data gathered from the respondents, socio cultural .economic factors, religious factors, Inaccessibility of School, family, peer pressure and low interest of female in their education lower educational achievement of female student in bad secondary school.

The other factor is the home related factors that affect student's educational achievement are domestic work, uneducated family member, lack of study time, late coming to school and low living standard of their parents .On other hand poor knowledge of the benefit of educating female also another factor further more majority of the respondent have support the view that their daughter and home school distance affect their achievement in some manner

Finally, some measures are used school administration ,gender office and female students to overcome challenges like developing self-esteem offering, tutorial class participation in deferent club ,creating good environment for education ,building female library ,financial support appreciating the high grade female achievers ,ensuring create awareness about female education and giving advice female parents are the most important measures used overcome the challenges finding of this research early marriage ,harassment, family economic backeground,lack good environment in school and negative attitude toward of female

education parent and in study society. It seem that all factors indicated are socio cultural ,socio economic and school environment problem were critical factor that affect female students of educational achievement in bad secondary school.

5.2 Recommendation

Based on the major findings and conclusions of the study the following recommendations are suggested.

- ✓ In ordered to make the society and parents aware of the benefit of educating female's .Educational office and, woman affairs and school administration should conduct works shop and seminars with different originations.
- ✓ Parents and other community members on female student academic performance discuss.
- ✓ The woreda administration, women affairs office and police office in collaboration with the society should take serious measures on abduction and harassment and offering especial support to female students.
- ✓ Discouraging early marriage in bad society parents should be educated

  On this and a special penalty given for such acts from parents.
- ✓ To encourage gender office higher achievement female student.
- ✓ To awareness your female parents and school community toward of female student.
- ✓ Motivation program should be organized for high achiever female students and their parents, teachers who participate on female issue, parents and role model female teachers as well as female students- teachers Committee to increase their motivation.
- ✓ Female student must be made to believe that they should offer as more sufficient time to their home work as is given to other activities.
- ✓ Religious and moral instructions should be included in the school curriculum

  to help mound character.
- ✓ Improving female academic achievement is not only the responsibility of school but also the responsibility of all those who work for the wellbeing of the society.
- ✓ Eliminating any form of discrimination that restrict girls attendance ,providing alternative form education ,alleviating poverty and ensuring equal division of labor for both sexes are recommended as absolution for school females educational achievement

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Appendix I

Wolkite University

College of social sciences and humanities

Department of sociology

Dear respondents we are doing research **entitled on the socio cultural factors that affect female educational achievement in case of gurage zone bad secondary school** we are third year sociology student at this year graduate the partial fulfillment of the requirement of degree BA in sociology finding of this study academic purpose only. As a result, you are kindly requested to give your genuine information because your cooperation gives success to this study we are to keep confident no your worry to give answer No need of writing your name by reading all questions, carefully thick right "x" the given in box. It is better to answer according to your experience.

Part I: Socio – demographic characteristics of the respondents

1. Age 16-18 ☐ 18-20 ☐ 20-22 ☐ 23 and above ☐

2. Religion Orthodox ☐ Muslim ☐ Protestant ☐ Other _____

3. Which grade are you in? Grade 9 ☐ Grade 10 ☐

4. Your educational achievement High achiever ☐ medium achiever ☐ lower achiever ☐

5. Marital status Single ☐ Married ☐ Divorced ☐ If other, other, specify _____

6. Marital status of your family married ☐ Divorced ☐ and other …….

7. With whom you are living? Mother ☐ Father ☐ With both ☐ If others, specify_____

8 your family size 2-4 ☐ 4-6 ☐ 6-8 ☐ 8and above ☐

9. Educational status of your cannot read and write mother ☐ 1-8 ☐ High school ☐ 8-12 ☐ Diploma and above ☐

10. Educational status of your father cannot read and write father ☐ 1-8 ☐ 8-12 ☐ Diploma and above ☐

11. Living standard your family High ☐ Medium ☐ Low ☐

12. Occupations your family farming ☐ Trade ☐ civil servant ☐

13. In-com level of your family 650-100 ☐ 1000-1500 ☐ 1500-2000 ☐ 2500-3000 ☐ 3000 and above ☐

14. Do you think low level in com negative effect educational achievement how……
……..

15. Where your live residents Urban ☐ rural ☐

Part Two

Part two Social and cultural factors affect females' student educational achievement

1. What are the factors affect female educational achievement

Family ☐ Friends ☐ Neighbors ☐ If others, specify _____

2. Do your families want you to be educated?

Yes ☐ No ☐

3. If your answer for question no. 2 is "No" why?

Do not want pay money for education purpose ☐

Want to stay in their house and prepare food ☐

Want you married ☐ If other specify_____

4. Do your family (either parents or siblings) provide you academic support?

5. Yes ☐ No ☐

7. If your answer for the above question is "Yes", how does this help you in your academic

performance?

_____

_____

_____

8. Distance of your school from your home

Less than 1km ☐

1km-2km ☐

2km-3km ☐

4kmande above ☐

9. Did your home school distance affect your educational achievement?

Yes ☐ No ☐

10. What are the degrees of attitude of the parents towards your education?

Positive ☐ Negative ☐ Neutral ☐

11. If your answer for question no.10 is “Negative” what is the reason?

Cultural influence ☐ Social problem ☐ they prefer to get married ☐

Other specify_____

12. Which activity you perform most of the time at home?

Preparing food ☐ child care ☐ washing clothes ☐

If other, specify _____

13. Do you face problem in school that has likely affect upon your educational performance?

Harassment ☐ abduction ☐

If other, specify_____

14 How do you view the performance or achievement of your and other female education?

Low: under 50marks ☐ Medium: 50-80 marks ☐

High 80-100marks ☐

15 the culture of in this society domestic work female out of home wok male negative effect

educational achievement female student yes ☐ no ☐

16Theabovequestio,yeshow……

……

……

……

……..

17. What is the social factors affecting female student educational achievement?

Lower level family in com ☐ negative attitude toward female educational ☐

Male the dominant of female ☐ to need of move work to urban area ☐

18what are cultural factors affecting toward female education?

Discourage ☐ encourage ☐ both of them ☐ other ☐

Appendix II

Wolkite University

College of social sciences and humanities

Department of sociology

Interview guide

1. What are the factors that limit educational achievement of females?

2. 2. How could female students be motivated to score good result in their education?

3. How does early marriage affect female educational Achievement?

What problem you have faced on your education?

4. What cultural factors are affecting female educational achievement?

5. How does parental educational background affect female student's educational achievement?

6. How does early marriage affect female educational Achievement?

Key in format interview

1. What are socio cultural factor affecting female educational achievement

2. Why lower achiever educational performance female than male

3. what is effect of female domestic work on educational achievement academic

አባሪ ፣

ወልቂጤ ዩኒቨርሲቲ

የማህበራዊ ሳይንስ እና ሰብአዊነትኮሌጅ

የሶሺዮሎጂ ክፍል

በጉራጌ ዞን ባድ ሁለተኛ ደረጃ ትምህርት ቤት የሴት ትምህርት ስኬት ላይ ተጽዕኖ በሚያሳድሩ የማህበራዊ ባህላዊ ምክንያቶች ላይ ምርምር እያደረግን ያለን ውድ ምላሽ ሰጪዎች በዚህ ጥናት በሶሺዮሎጂ ግኝት የዲግሪ ቢኤ መስፈርትን በከፊል ማሟላት በዚህ ዓመት የሶስተኛ ዓመት የሶሺዮሎጂ ተማሪ ነን። የትምህርት ዓላማ ብቻ። በውጤቱም ፣ ትብብርዎ ለዚህ ጥናት ስኬት ስለሚሰጥ እውነተኛ መልስ እንዲሰጡ በትህትና ይጠየቃሉ ምክንያቱም እኛ መልስ ለመስጠት በጭንቀታችን እንጠብቃለን ፣ ሁሉንም ጥያቄዎች በማንበብ ስምዎን መጻፍ አያስፈልግም ፣

በጥንቃቄ ወፍራም ትክክል x ሣጥን። እንደ ልምድዎ መልስ መስጠት የተሻለ ነው።

ክፍል አንድ - የሶሺዮ የስነ ሕዝብ አወቃቀሮች ባህሪዎች

1. ዕድሜ 16-18☐ 18-20☐ 20-22☐ 23 እና ከዚያ በላይ

2. ሃይማኖት ኦርቶዶክስ☐ ሙስሊም☐ ፕሮቴስታንት☐ ሌላ _____

3. በየትኛው ክፍል ውስጥ ነዎት? 9 ኛ☐ ክፍል 10 ኛ ክፍል☐

4. የትምህርት ውጤትዎ ከፍተኛ ውጤት ያስመዘገበ☐ መካከለኛ መካከለኛ☐ ዝቅተኛ ውጤት

5. የጋብቻ☐ ሁኔታ ነጠላ☐ ያገባ☐ የተፋታች☐ ሌላ ፣ ሌላ ከሆነ_____

6. የቤተሰብዎ የጋብቻ ሁኔታ የተፋታች እና ሌላ።

አባሪ II

ወልቂጤ ዩኒቨርሲቲ

የማህበራዊ ሳይንስ እና ሰብአዊነት ኮሌጅ

የሶሺዮሎጂ ክፍል

የቃለ መጠይቅ መመሪያ

የሴቶችን የትምህርት ውጤት የሚገድቡ ምክንያቶች ምንድን ናቸው?

2. ሴት ተማሪዎች በትምህርታቸው ጥሩ ውጤት ለማስመዝገብ እንዴት

ይነሳሳሉ?

3. ያለ ዕድሜ ጋብቻ በሴት የትምህርት ስኬት ላይ ምን ተጽዕኖ ያሳድራል?

በትምህርትዎ ላይ ምን ችግር አጋጥሞዎታል?

4. በሴት የትምህርት ውጤት ላይ ምን ዓይነት ባህላዊ ምክንያቶች ላይ ተጽዕኖ ያሳድራሉ?

5. የወላጅ ትምህርት ዳራ የሴት ተማሪዎችን የትምህርት ውጤት እንዴት ይነካል?

6. ያለ ዕድሜ ጋብቻ በሴት የትምህርት ስኬት ላይ ምን ተጽዕኖ ያሳድራል?

በቃለ መጠይቅ ቁልፍ

በሴት የትምህርት ውጤት ላይ ተጽዕኖ የሚያሳድሩ ማህበራዊ ባህላዊ ምክንያቶች ምንድናቸው?

2. ለምን የአሳካኝ የትምህርት አፈጻጸም ሴት ከወንድ ይልቅ ዝቅ ይላል

3. የሴት የቤት ሥራ በትምህርት ስኬት አካዴሚ ላይ ምን ውጤት አለው

7. ከማን ጋር ነው የምትኖሩት? እናት☐ አባት☐ ከሁለቱም ጋር☐ ሌሎች ካሉ ፣ ይግለጹ_____

8 የቤተሰብዎ መጠን 2-4☐ 4-6☐ 6-8☐ 8 እና ከዚያ በላይ

9. የእናትዎ የትምህርት ሁኔታ 1-8☐ 8-12☐ ዲፕሎማ ☐ ማንበብ እና መጻፍ አይችልም☐

10. የአባትዎ የትምህርት ሁኔታ ከ1-8 ☐ 8-12 ☐ ዲፕሎማ እና ከዚያ በላይ ማንበብ እና መጻፍ አይችል ☐

11. የቤተሰብዎ የኑሮ ደረጃ ከፍተኛ☐ መካከለኛ☐ ዝቅተኛ☐

12. የቤተሰብዎን አርሶ አደሮች የንግድ ሲቪል አገልጋይ

13. በቤተሰብዎ ውስጥ የውስጡ-ደረጃ 650-100☐ 1000-1500 ☐1500-2000☐ 2500- 3000 ☐ 3000 እና ከዚያ በላይ☐

14. በኮም አሉታዊ ውጤት የትምህርት ውጤት እንዴት ዝቅተኛ ነው ብለው ያስባሉ?

15. የሚኖሩበት ነዋሪዎ የከተማ ገጠር

ክፍል ሁለት

ክፍል ሁለት የሴቶች የተማሪዎች የትምህርት ውጤት ላይ ተጽዕኖ የሚያሳድሩ ማህበራዊ እና ባህላዊ ምክንያቶች

1. የሴቶች የትምህርት ውጤት ላይ ተጽዕኖ የሚያሳድሩ ነገሮች ምንድን ናቸው?

ጎረቤቶች☐ የቤተሰብ☐ ጓደኞች☐ ሌሎች ካሉ ይግለጹ.....

2. ቤተሰቦችዎ እንዲማሩ ይፈልጋሉ?

አዎ☐ አይ☐

3. ለጥያቄዎ መልስዎ ከሆነ። 2 አይደለም ለምን?

ለትምህርት ዓላማ ገንዘብ መክፈል አይፈልጉም

በቤታቸው ውስጥ ለመቆየት እና ምግብ ለማዘጋጀት ይፈልጋሉ

ማግባት ይፈልጋሉ ሌሎች ከገለጹ _____

4. ቤተሰብዎ (ወላጆች ወይም ወንድሞች ወይም እህቶች) የትምህርት ድጋፍ ይሰጡዎታል?

5. አዎ☐ አይደለም☐

7. ከላይ ላለው ጥያቄ መልስዎ አዎ ከሆነ ፣ ይህ በትምህርታዊ አፈፃፀምዎ ውስጥ እንዴት ይረዳዎታል?

_____

_____

_____

8. የትምህርት ቤትዎ ርቀት ከቤትዎ

ከ 1 ኪ.ሜ በታች☐

1 ኪሜ-2 ኪ. ሜ☐

2 ኪሜ-3 ኪ.ሜ☐

4kmande ከላይ☐

9. የቤትዎ ትምህርት ቤት ርቀት በትምህርት ስኬትዎ ላይ ተጽዕኖ አሳድሯል?

አዎ አይ

10. ለወላጆችዎ ለትምህርትዎ የአመለካከት ደረጃዎች ምን ያህል ናቸው?

አዎንታዊ☐ አሉታዊ☐ ገለልተኛ☐

11. ለጥያቄ ቁጥር 10 መልስዎ አሉታዊ ከሆነ ምክንያቱ ምንድነው?

የባህል ተጽዕኖ ማኅበራዊ ችግር ለማግባት ይመርጣሉ

ሌላ ይግለጹ_____

12. አብዛኛውን ጊዜ በቤት ውስጥ የትኛውን እንቅስቃሴ ያከናውናሉ?

ምግብን ማዘጋጀት☐ የልጆች እንክብካቤ☐ ልብሶችን ማጠብ☐

ሌላ ከሆነ ፣ ይግለጹ_____

13. በትምህርት አፈፃፀምዎ ላይ ተጽዕኖ ሊያሳድር የሚችል ችግር በትምህርት ቤት ውስጥ ያጋጥምዎታል?

ትንኮሳ ☐ጠለፋ☐

ሌላ ከሆነ ፣ ይግለጹ_____

የእርስዎ እና የሌሎች የሴቶች ትምህርት አፈጻጸም ወይም ስኬት እንዴት ይመለከቱታል?

ዝቅተኛ ከ 50☐ መካከለኛ-50-80 ☐ከፍተኛ 80-100 ምልክቶች☐

15 በዚህ ማህበረሰብ ውስጥ የቤት ውስጥ ሥራ ሴት የቤት ውጭ wok ወንድ አሉታዊ ውጤት የትምህርት ስኬት ሴት ተማሪ አዎ አይደለም

16 ስለ ጥያቄው ፣ አዎ።

17. የሴት ተማሪ የትምህርት ውጤት ላይ ተጽዕኖ የሚያሳድሩ ማህበራዊ ምክንያቶች ምንድን ናቸው?

ለሴት ትምህርታዊ አሉታዊ አመለካከት ዝቅተኛ ቤተሰብ

የበላይነት ያለው ወንድ☐ ሥራን ወደ ከተማ ማዛወር ይፈልጋል☐

በሴት ትምህርት ላይ ባህላዊ ምክንያቶች ምን ይጎዳሉ?

ተስፋ መቁረጥ ሁለቱንም