



**COLLEGE OF EDUCATIONAL AND BEHAVIORAL SCIENCE
DEPARTMENT OF PEDAGOGY AND ENGLISH LANGUAGE AND
LITERATURE.**

**FACTOR AFFECTING FEMALE STUDENTS' ACADEMIC
ACHIEVEMENT IN SELAMBER PRIMERY SCHOOL OF WOLKITE
CITY**

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**A SENIOR ESSAY SUBMITTED TO DEPARTMENT OF PEDAGOGY IN
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ACRONYMS AND ABBREVIATION

UNICEF__ United Nations International Children’s Emergency Fund

MOE ----Ministry of Education

UNESCO----- United Nations Educational Scientific and Cultural Organization

FDRE---Federal Democratic Republic Of Ethiopia

UN----United Nation

GE---Gender Equity

MDG---Millennium Development Goal

GEAP---Global Gender Equity Action Plan

EFA---Education for All

WEO ---Woreda Education Office

Abstract

The general objective of this study was to identify factors affecting female student's academic achievement in Selamber primary school of Wolkite City Gurage zone. The study was guided by specific objectives includes school-based factors, parent-related, students related and teachers-related factors that affect female students academic achievement. To realize these objectives descriptive research studies was conducted. The quantitative data were collected from teachers and in-school students and they were selected using simple random sampling. Qualitative data were collected from school principals, supervisor, Woreda education experts and parents using interview. The study findings also indicated work load at home (helping work parents at home), lack of awareness on the value of education, and lack of interest in learning were the major student related factors contributed to causing female students academic achievement in Selamber Primary School of Wolkite city. In order to solve the problems, the researcher recommends activities enhance parents' education level and awareness raising program; enhanced schools facilities and resources and restraining the students' participation in parents work were the most important ones. Lastly, Woreda education office and school principals have to work hard and be responsible for serious follow up to make schools show improvements in decreasing factors affecting female students' academic achievement in Selamber primary school of Wolkite city.

CHAPTER ONE

INTRODUCTION

1.1, Background of the study

The World Conference on Education for All (EFA), which was held in Thailand in 1990, was reaffirmed at the 2000 World Education Forum in Dakar, Senegal. At Thailand Summit for Children, world leaders not only reaffirmed their commitments that girls and boys should have a quality education but also pledged to place their emphasis on reducing the disparities that had existed between rates of school enrollments for decades. In the 2000 Dakar Declaration to girl's education was afforded first attention. Thus, the urgent priority was to ensure access and improve the quality of education for girls and women and to remove every obstacle that hampers their active participation. The latest progress report towards the Millennium Development Goals (MDGs) of the UN indicates that there was little or no progress was seen over the period 1998-2002 in Sub-Saharan Africa. Regarding gender gap in education, girls are not provided or encouraged to participate in education (UN, 2006 cited in Yirga, 2004).

Though girls' education is seen as one of the prerequisites for promoting national development plans, girls and boys have not yet achieved equal opportunities to have access to education. Thus, discrimination in girls' education has a serious impact on national development. Decades of research findings provide substantial evidence of the lesion between education and economic development. Regions in the world, such as South East Asia and Latin America have tended to show higher level of economic development. Though many initiatives have been launched to spur economic development, the success achieved has not been that much satisfactory in Sub Saharan Africa. So far, low levels of educational attainment among labor force are often cited as the reasons for the slow development path of countries in Sub Saharan Africa. In this regard, education plays an important role as it provides the basis for active participation and productivity in the development process. Education belongs, among other factors, to achieve freedom of choice, which is the foundation of development. In most Sub Saharan African countries, including Ethiopia, women contribute a large portion of labor force such that restricting education to boys has a direct and measurable impact on productivity.

Although some success in improving the level of education of women and girls in some developing countries has been registered, most Sub Saharan countries (like Ethiopia) still lag behind the rest of the world. According to Martha (2009), a number of factors including admission points, socio-economic status, school background and some demographic characteristics such as age, location of residence, household income and parents' education affects academic performance. Geiser and Santelices (2007), Acato (2006), and Swart and Kuriakose (1999) all argue that admission points, which are a reflection of the previous performance, influence future academic performance. Different researchers agree with the idea that admission points affect academic performance at university, and that is why, according to the Uganda Universities and Other Tertiary Institutions Act (2001), the basis for entry to university is attainment of a minimum set admission points which are derived from A' level, diploma or mature age entry examinations.

Ethiopia is expanding education access and performance. But, there are many factors that affect the quality of education. The factors are highly hindering the teaching and learning process. In spite the government tries to expand female education, factors like economic, socio-cultural, familial, personal, school, sexual harassment, absence of school accessibility and feeling unequally with men are the factors that make female education is un successful and also affecting female students academic achievement ministry of education (1994), Transitional government of Ethiopia education and training policy and its strategy States the government will provide support to raise female performance and participation in the female education. Education given to female students was counted as education to family and society. Educating females means educating citizens. If the educated females take good contribution in country development, there is highly development (FDRE 1994).

1.2. Statement of the problem

In the Ethiopian society, women are viewed as procreators of the coming generations, as well as producers of goods and services. However, in many Ethiopian local communities, traditional perceptions of women as inferior to men continue to prevail as many people invoke the preservation of African cultures to justify the subordination of women. Hence, men usually dominate women in the political, religious, economic, academic and domestic spheres. Women's academic achievements and roles in society are hardly acknowledged or recognized

The principle of equality of men and women was first recognized in 1945 in the United Nations Charter and, subsequently, in the Universal Declaration of Human Rights in 1948. Even though the international declarations, of which Ethiopia is a signatory, affirming the legal rights and equality of men and women; available literature shows that girls' participation still constitutes a disproportionate percentage of those participating in academic system at different levels of the education system in the country. Many global conferences have been organized and held on various issues on women and have made global progress in improving the status of women; gender disparities still exist, especially in regard to participation in high school education. The low participation of women in the primary schools affects the progress in improving, and promoting gender equality because very few women are influencing the legislative process. The rationale for promoting women's participation in primary schools is based on equity, quality and development. Given the nominally equal status of men and women in laws of most countries, it is only right that both sexes participate in decision making over matters affecting them. Several obstacles that prevent women from participating in primary schools have been identified. Bello (2002) considers socio-cultural beliefs as the major barriers in this regard. These beliefs emphasize the superiority of men and the inferiority of women. They form an integral part of the socialization process (i.e. social learning process) and the gender education and the training most men and women are exposed to commencing from childhood.

Based on the concept of role expectancy, an individual develops through the years her own set of internalized values, beliefs, attitudes, ideals and aspirations. Another barrier is the institutional framework guiding the gender division of labor, recruitment and upward mobility in the existing education system. According to the Record Office and other informal sources of Selamber primary School, the following problems were being observed:

1. Academic participation of students in the study area is highly related with gender issues
2. Participation of boys and girls in the school was not proportional; in the past three years; and
3. The number of male and female dropouts and their reason in the study area is highly dependent on environmental and social factors that need to be studied. So far, the available empirical studies on such issues have remained inconclusive. This study will be undertaken to assess, analyze and identify the issues mentioned. Hence, this study was conducted to fill the

knowledge gap in available knowledge reserve. In Wolkite primary school, no study has been conducted on the factors affecting female students academic achievement while the researcher gave two summers free service based education, the researcher recognized females students participation in academic was not as much as expected in relative to male students. Hence, this study was examined the factors that affecting females students' academic achievement in Wolkite primary school. Due to this the researcher raised the following basic questions:

1.3 Basic Research Questions

- 1, what are the major community related factors affecting female students' academic achievement in Selamber primary School?
- 2, what are teachers' commitments parents' socio-economic status, socio- culture and institutional factors affecting female students' academic achievement in Selamber primary School?
- 3, what are the major school environment challenges that affect female students' academic achievement in Selamber primary School?

1.4 Objective of study

1.4.1, General Objective

The general objective of this study was to explore the major factors affecting female student's academic achievement in Selamber Primary School.

1.4.2, Specific Objective

1. To identify major community related factors that influence female students academic achievement in Selamber Primary School.
2. To find out teachers and other factors contributed for low academic achievement of females students in Selamber Primary School
3. To explore major School environment challenges that affect females' students' academic achievement in Selamber Primary School

1.5 Significances of the Study

To improve female students academic achievement requires clear understand of communities, Socio economic, socio-cultural, institutional, personal, and other factors

Therefore, the study would useful to had significant importance for the following reasons.

1. It helps to make clear the main factors affecting academic achievement of female students at Selamber Primary School.
2. This study may be helpful to the researcher to provide what best way education can be linked to other programs and enhance opportunities in future personal carrier developments.
3. It helps to create awareness to had quality community participation in teaching learning of female students in the School.
4. It helps to reduce the gap between female and males students' academic achievement in Selamber Primary School.

1.6. Delimitation of the study

The study was conduct in Selamber Primary school and focus on the factors affecting female students' academic achievement. The main reason to delimiting the study was to keep the study with the limit of manageability considering know hoe and other constraints.

1.7. Limitation of the study

Since the research work could not free from limitation, the study has some limitations. One limitation of the study was only focus on Selamber Primary School female students. The study has also the limitation of survey type research such as clarity of wording and it not includes the instrument of data collection like observation. The generality of this study was limited by only one Primary School of Wolkite city.

1.8. Operational Definition of key terms

Factors:-The terms and condition set by a factor may vary depending on their internal practices (Adam Barone Apr 14, 2019).

Academic achievement:-is the level at which a student performs in education to achieve or score the entry point or pass mark of each grade according to the standard set by Ministry of Education or Regional Bureau of Education measured in average pass marks the term used of more generally to describe participation in subject of the curriculum (Wondifraw, 2010).

1.9 Organization of the Study

The study was encompassed five chapters. The first chapter deals with the introduction, background of the study, statement of the problem, objectives of the study, Significances of the study, delimitations, limitations of the study and operational definitions of key terms. The second chapter presented the related literature review and theories. The third chapter is about the research methodology and design and the fourth chapter was treats presentation, discussion, and interpretation of data and finally, chapter five would contain summary, conclusion and recommendation of the study.

CHAPTER TWO

2. Review Literature

2.1. Female participation in education

Education is an indispensable means for effective participant in the society and economies of the twenty-first century, which is influenced by globalization. It has a direct and positive effect on earnings, family productivity and human fertility, as well as intergenerational effect of child health and nutrition. Therefore, the education of females has particular significance of Ethiopia's effort to economic and social development. Research report of World Bank (2009d, 2009f, and a policy paper of WB 2009l), asserted that female education is linked with later marriage, lower fertility rates, the desire for smaller families and increased practice of contraception. With this regard today girls, individuals and citizens of their nation and the world. This would in turn help women to place themselves on a more equal footing with their male counter parts. Educated women raise a healthier family, apply improved hygiene and nutrition practice, and become productive to that home and work places. In addition, it initiates women to apply family planning which helps them to have relatively fewer and better educated children. For the purpose of this study Gender disparity is referred to as the difference between girls and boys in academic

performances in a given academic year. As different researchers have pointed out, school environment is one of the major factors that affect participation of female students. More precisely, factors like the attitude of teachers towards female education, distance from home to school, poor administration of t school, absence of guidance and counseling service, drop out and the like are the most common factors affecting girl's participation in education (World Bank, 1988), as cited in Zebenay, (2014).

2.1.1. Status of Female participation; global scenario

EI's Second World Women's Conference took place in Dublin, Ireland from April 7-9, 2014. The conference built on the success and learning from the first on the move for equality conference. The conference theme was 'Women in Trade Unions and in Education: from Words to Action education has the power to transform people's lives. Promoting equality and encouraging diversity is core business for education, through questioning gender stereotypes, providing windows of opportunity, opening doors of access, and building positive, inclusive learning environments. Teachers are at the heart of education. Quality education needs qualified and motivated teachers with fair working conditions, including equal pay for women and men. Teachers must be trained to deal with the dynamics of sexism, racism, and homophobia in the classroom.

Education unions play a key role in shaping education systems and developing societies. As such, unions need to be a role model in living the values of equality, diversity, and empowerment in all aspects of union work. Working to achieve gender equality in unions, education, and society has been a principal aim and a major work priority for EI since its Founding Congress in 1995, and this is reflected in the work of all five of EI's regions. Many education unions and their women's networks are bringing changes to unions and society and also transformative solutions to the same old problems. In January 2011, EI convened the 'On the Move for Equality' Conference, the first EI World Women's Conference.

A key outcome of the Conference was the adoption of Resolutions on Gender Equality and on Education and the Elimination of Violence against Women by the EI 6th World Congress in July 2011. The EI Gender Equality Resolution provided the mandate of the development of the EI Global Gender Equality Action Plan (GEAP). Policy EI is concerned about gender equality issues

in education employment, how it is treated in education, and in larger society. Issues in society cannot be separated from the schools where those problems and conflicts are often visible and expressed. Concerning teachers and other education workers, EI calls for an end to discrimination against women and for pay equity and for the elimination of barriers against professional development and promotion of women. Although progress has been made, there are still differences in compensation and treatment of women and men in education. For example, in many countries, women are a distinct minority in higher education, particularly in high and well-compensated positions. In Early Childhood Education, by contrast, women are over-represented in jobs that are often poorly paid and precarious and treated as if they were baby-sitters rather than educators. Throughout the system, again in many if not all countries, women tend to be under-represented in school leadership positions. EI has also been encouraging and working with member organizations ensures that there is a significant participation of women in leadership positions in education trade unions. In some countries, there are few women education union leaders even when women constitute a majority of members. EI has called for the full respect for and recognition of the professional roles of teachers. That includes being involved in developing curricula, teaching materials, and teaching methods. As part of that responsibility, they, as well as school authorities, are well-placed to ensure that gender bias and stereotypes are removed from education regardless of cultural or religious traditions. Human rights are universal. There are still many countries where girls do not share the same educational opportunities as boys.

That was a priority in the MDGs and remains of importance in the SDGs. In extreme cases, girls have been physically attacked simply for going to school. The effects of discrimination in access to education are not a temporary problem. It penalizes girls and women for their entire lives and perpetuates gendering equality. EI has expressed deep concern about violence against women. The effects of that violence are seen in schools and it is a brutal symptom of inequality and injustice based on gender. That concern about violence includes gender-based violence in schools. It is part of a larger problem of gender harassment aggravated by modern technology so that attacks on girls and women can rapidly spread through the internet and social networks.

Second EI World Women's Conference EI's Second World Women's Conference took place in Dublin Ireland from April 7-9, 2014.

The theme of the conference was ‘Women in Trade Unions and in Education: from Words to Action’. The conference provided the space and opportunity for all participants to share, analyze, and provide feedback on good union practices that have concretely improved equality for women and men in unions and in education. The Conference specifically: Enabled participants to share the best education union practices for increasing women’s participation at all levels within unions, and for addressing the gender gaps in education reviewed the key goals and indicators of the EI Gender Equality.

Advised union representatives on suitable gender-sensitive language and approach for addressing key issues related to education in international policy arenas, including a new post-2015 United Nations framework and related outcome documents .EI Women’s Networks the regional and sub-regional women’s networks have contributed fundamentally to promote women’s empowerment and leadership. Their work is supported through provisions in the EI Program and Budget, through development cooperation projects, and other means available. There are currently 10 sub-regional or regional networks in place: one Pan-African and five sub-regional, three sub-regional in Asia-Pacific, one Caribbean, and European (the ETUCE has several lineswomen’s and Equality structures), as well as one regional and three sub-regional women’s networks in Latin America.

2.1.2. Female participation in Education; Ethiopia

The constitution of Federal Democratic Republic of Ethiopia (FDRE,(1995 Articles 35,sub-article 3 and 41) States the following : The historical legacy of inequality and discrimination suffer by the women in Ethiopia taken in to account, women, in order to remedy this legacy are entitled to affirmative action the purpose such measure shall be to provide special attention women so as to enable them compute any participation on the basis of equality with men in political, social and economic life as well as in public and private institutions. The significant contribution of female’s education is expressed in terms of economic, cultural and political aspects of a country. Obanya (2005:15) stated that an educated female is likely to become a more competent and knowledgeable mother, a more productive and better paid worker, an informed citizen, a self-confident individual and a skilled decision makers

2.1.3. Female Academic Achievement

Blalock and Verspour (1991:16) indicate that the social related inputs such as curriculum, learning materials, instruction time, educational management, teachers 'qualification and motivation and teaching methods have the most significant effect on females 'students 'academic achievement. It is long noted that the relationship between students and their school is one significant predictor of social and academic development.

The way in which the teacher responds to students behavior, the often subtle distinctions made between sexes, the nature of class room control mechanisms, the topics and issues chosen for class room study and the rewards and punishment practiced are culturally loaded and transmit messages that reinforce certain students behavior and discourage others (Banks 1997). Students in addition to a formal class, learn by observing their instructors, peers and university administrators. They observe the ration of males to females, rich and poor students from diverse culture, and the authority structure in the educational hierarchy (Fuller, 1994)

2.2. Factors Affecting female Students academic achievement

Engin -Demir (2009) claims learning are not only outcomes of female schooling also families, community and peers. Families may assume that the costs of schooling of their daughters do not exceed the expected economic return, unless parents do not want to send their daughters to school because education as an investment becomes unattractive to parents. Only to the extent that parents are willing to accept low economic return, daughters will be educated (king and Hill, 1993; Adetunde and Akensina, 2008). In poor families decision to send a girl to school relies on parents 'commitment and their willingness. Poorer parents prefer their daughters stay at home to help them in domestic work, parents to get additional income for their house hold substances and to secure daily demanding basic need; women spend more time on income generating activities and domestics chores (UNESCO 2003).

Poverty also affects girls schooling, parents' ability to support their daughters is mostly depending on their income level. Parents 'willing to support their daughters costs by providing stationary, house rent, uniform and other related expenses parents' income is the most influential in respecting of supporting their daughter in schooling. To some extent in also affects girls' performance in schools (Adetunde and Akensina, 2008).

Gibson (2004) argues that the vulnerability of girls often becomes more when girls are adolescent and approaching primary school. At this level girls 'sexual maturity can cause parents to be more anxious about their daughters 'safety at school and girls ' risk of pregnancy and HIV /AIDS. Ministry of education (2004) indicated that families tend to influence the upbringing of their daughters based on the culture, values and religious norms. At early age girls are taught to be quit shy most importantly obedient. Hence, their inability to express themselves and interact with teachers and students in class work them isolated. Likewise, many students face difficulties in adapting the environment they are learning in which at the end causes poor academic performance. Females are encouraged to get married and establish families at a very early age. In fact, early marriage and abduction are the major cultural problems hindering females' education.

2.2.1. socio-economic condition

Wealth and income earned by parents are contributing factors in children educational attainment particularly in poor households' income forgone by missing child labor may pose a constraint to send children to school. Such limitations render the decision of children's education and either or decision. If not all children can visit school, and then usually boys are preferred. Although empirical studies investigating the impact of wealth factors on the decision to send children to school do not support unambiguously, the assumption that wealth generally lowers the probability that children are sent to school (Hynemen et al., 1983). Gender disparity in education is significantly greater for children living in poverty. Thus, girls are in double jeopardy affect by both gender and poverty (UNICEF, 2004).

This implies that in poverty stricken countries it is more likely that men have more opportunities to have an income, political and social rights than women do. Women experience more poverty than men due to gender discrimination. Although the degree of poverty in the country affects the education and life of its citizens, the effect can be moderated by a socio-economic status of a family has within the society (Emebet, 2003). The family's socio-economic status influences the female's educational performance. The financial and moral support provided to female's for schooling is limited as compared to boys (Teshome, 2003).

2.2.2. Institutional factors

Ministry of education (2004) stated that <<the learning environment is determining factor for students performance and survival at any given educational level >>. More factors related to Institutional and learning environment are: Existence of policies that protect the right of individual from sexual harassment, the rule and regulation that govern teachers code conduct, establishment offices of support of women's education within secondary level of awareness and sensitivity of staff about gender issue that affect females, education, availability of support system for both sexes in form of guidance and counseling. MoE (2004) stated that the learning environment is a determining factor for students' participation and survival at any given educational level. Major factors related to institutions and learning environment are:

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

2.2.3. Characteristics of teachers

Effective teaching is determined by teachers' knowledge of subject matter and mastery of pedagogical skill which create positive effect on student's academic achievement. To show the impotence of qualified teachers, Ayalew (2009) has indicated the teachers play decisive role in the fulfillment of education goals. Whatever, curriculum changed is introduced and whatever reform is made all will be of little or no avail without qualified and commitment of teachers. Douglass and others (2000) indicate one important of teacher's instructions in helping students learn how to learn. Teachers themselves know more about the foundation of subject area and they must understand how students think as well as what they know in order to create experience that produces learning. Each teacher is experienced to mix and match objectives and activities to produce a meaningful learning experience for students. Frase (1992) notes that "we believe that teachers are every school's greatest resources and that only through teachers professional growth and development can schools growth and development can schools achieve marked success." Effective teachers are highly committed and care about their students and they need supportive working conditions to maintain these attitudes (UNICEF, 2000).

2.2.4. Female Students characteristics

Female Students characteristics refers to students well -being perception of school environment, motivation, involvement in scholastic and co-curricular activities and effort of students, perception of students on parental support and involvement, and locus of control in all areas have significant effects on students' academic achievement (Engin -Demir,2009).

2.2.5. Psychological Constraints

Under or over evaluation of self can be tragic. Many people live mediocre lives because they do not know their own potential, among which females take the leading position. They have a sense of wrong or false modesty concerning their abilities. On the other hand, a person who over estimates his/her abilities are constantly running into rebuffs the failure for attempting the impossible. Therefore, proper self-esteem, self-image, self-appraisal and motivation are essential to a happy and successful life. Girls are taught to be shy and submissive in order to gain approval in the society. Thus, teachers may perceive timidity and silence as a sign of lack of intelligence compared to boys. Ferla et al. (2009) used the notion of academic self-concept referring to individuals knowledge and perceptions about themselves and conventions that can successfully perform a given academic tasks at designated levels. Contrary to this fact, a study of academic self-concept conducted at Hawassa University revealed that female students reported to be low academic self-concept than their male counterparts (Tsfaye, 2005).

2.8.6. Political Commitment Related Constraints

According to Adetunde and Akesina (2008), political commitment is important factor for promoting girls' schooling. Governments are unwilling or unable to change their policies and priorities to achieve equal access to education for girls and boys as expected in the third millennium development goal. Glick (2008) considered two types of policies, gender neuter and gender targeted. Gender neutral policies do not target girls based on schooling returns and costs in relation to boys, whereas gender targeted policies attempt to alter the costs and benefits of girls schooling in relation to boys. This indicates that political commitment affects female participation education.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1 DESCRIPTION OF THE STUDY AREA

Wolkite town is found in Gurage zone which is one among zones of SNNPR region of Ethiopia. It is found 158kms away from Addis Ababa on the way to jima. The altitude of this Woreda ranges from 1800 to 2900 meters above sea level. A survey of the land in this Woreda indicates agriculture land, 18% is cultivable land, 2% annual crop under 80% forest in through 65% cattle pasture to survey considered has been in consumption. The (2011) national census reported that, total population of this Woreda is 30,785, of whom 13,695 are men and 17,090 are women (2011). The majority inhabitants are Muslim with 98.5% traditional belief and 1.5%

Ethiopian Orthodoxes follower. The ethnic inhabitants are gurage 98%, and the rest are oromo, silte, kabena.

3.2. Research design

The researcher employed descriptive survey research design because the researcher wants to primary school the data at one time to assess the factors affecting female students' academic achievement, specifically, descriptive survey design should be used since it enables to gather data in a relatively large number of population there by ssto describe the distribution of characteristics.

3.3 Research Method

To achieve the objective of the study, the mixed research approach was employed. This is also considered important to build upon the strength that exists between quantitative and qualitative methods in order to understand a given phenomenon than this approach to useful in the data gathering instruments and tools of questionnaire and interview.

3.4. Sources of data

The researcher has collected the data from both primary and secondary data sources to gain valid information about in Selamber primary School, on the factors affecting female students' academic achievement. Primary data was collected by using questionnaire and interview from informant persons to know about female students, academic achievement education expert Woreda educational office, school teacher principal, and supervisor. Secondary data was obtained from both published and unpublished documents, internet, reference book and journalism.

3.5 Target Population

Selamber Primary School was selected from two (2) schools in Wolkite city for this study. the targeted population of this study was teachers, supervisors, principal's parents and educational officer. the total population was 161; from this 12, were teachers, 136 students, 10 parents and the other are 1 principal, (1) was supervisor and (1) was educational officer.

3.5.1 Sample size and Sample techniques

Omari (2011) stated a sample as a small proportion of a population selected for observations and analysis. By observing the characteristics of the sample, one can make certain inferences about the characteristics of the population from which it is carefully drawn. The sample comprised 59 respondents consisting of ,1 Woreda Education Officer, 1 school directors, 12 teachers, 10 parents of less achiever students, 34 female students and 1 supervisor .In order to save cost and give equal chance for all participants from total population the researcher used simple random sampling and purposive sampling techniques .Due to this from total population 136 less achiever female students 34 less achiever female students were selected by simple random sampling, 1 principals, 1 supervisor ,10 parents ,12 teachers and 1 educational officer were selected purposively as the sample of the study because they are small in numbers. In order to obtain reliable data for study used various sampling techniques would be employed.

Table: 1.Summary of sample size and sampling techniques

Respondents	Popul ation	Sample	%	sampling techniques
Teachers	12	12	100%	Purposive Available
Students	136	34	25%	Simple random sampling
School Principals	1	1	100%	Purposive sampling
Supervisor	1	1	100%	Purposive sampling
Woreda education officer	1	1	100%	Purposive sampling
Parents	10	10	100	Purposive Available
Total	161	59	36.6	

34 female students representative by simple random Sampling selection and 1 principal, 1 supervisor,10 student parents and 1 expert of education office was selected purpose because of

the purposive technique by small and random sampling technique also give equal chance for the study.

3.6, Data collection instruments

3.6.1 Questionnaire

The researcher distributed 46 questionnaire sheets for 46 participants, 12 teachers and 34 students because the data provided from questionnaire was the most comfortable to analyze and interpreted than data collected by other instruments.

3.6.2 Interview

Interview was conducted to get qualitative information to study and it was conducted with 1supervisor,1 education officer ,10 students parents and 1 principals because they were small in number. The data gathered from interviews were analyzed by narration. The interview was conducted by Afan Oromo language in order to get additional information to questionnaire.

3.7 Procedures of Data Collection.

In the process of testing the instruments and collecting data for the study, the following procedure was followed. To obtain descriptive information about factors affecting female students' academic achievement in primary School, different set of survey questionnaire will be used. Before its implementation, in order to ensure appropriateness of items content and to assuring the language clarity, few experts of Woreda education office will comment on the content, language and clarity of the questionnaire. Based on the comments, the questionnaires were reviewed as it indicated.

3.8 Methods of Data Analysis

3.8.1 Analyzing the Quantitative Data

The data obtained through questionnaire were edited, categorized and tabulated. Then, the data will be analyzed by descriptive statistics like frequency, and percentage frequency used to know how many students was fill similarly and differently percentages show the difference in response among different groups of respondents mean was the calculate the average of class size.

3.8.2, Qualitative Data Analysis

The data gathered by open -ended in questionnaire and interviews was analyzed by using narrative description or by quoting as it is.

9. Ethical Consideration

The purpose of the study was explained to the participants and the researcher has asked their permission to answer questions in the questionnaires or interview guide. He also informed the participants that the information they provided was only for the study purpose. Accordingly, the researcher used the information from his participants only for the study purpose. Taking this reality in mind, any communication with the concerned bodies were accomplished at their voluntarily consent without harming and threatening the personal and institutional wellbeing. In addition, the researcher ensured confidentiality by making the participants unnamed.

CHAPTER FOUR.

4, DATA PRESENTATION, ANALYSIS AND INTERPRETATION.

4.1. Background Characteristics of the Respondents

A total number of 46 questionnaires were distributed to 12 teachers, and 34 in-school students. 1 school principal, 1 supervisor 10 student parents and 1 Woreda education officer were interviewed.

Table 2 Characteristics of respondents

Characteristics	Respondents						
	Teachers	School directors	Parents	Students	Supervisor	Woreda education officer	Total

		N	%	N	%	N	%	N	%	N	%	N	%	N	%
Sex	Male	10	.83.3	1	100	9	90	-		1	100	1	100	22	37.2
	Female	2	16.6	-	-	1	10	34	100	-	-	-	-	37	62.7
	Total	12	-	-	-	10	100	34	-	1	100	1	100	59	100
Work experience	<1 year		-	-	-	-	-	-	-	-	-	-	-	-	-
	2-5 years	5	41.6	-	-	-	-	-	-	-	-	-	-	-	-
	6-10 years	6	50	-	-	-	-	-	-	-	-	-	-	-	-
	>10 years	1	8.3	1	100	-	-	-	-	-	-	1	100	1	100
	Total	12	99.9	1	100	-	-	-	-	-	-	1	100	59	
Educational levels	Illiterate	-	-	-	-	8	80	-	-	-	-	-	-	-	-
	< grade 4	-				1	10						-	-	-
	Grade 5-8	-	-	-	-	1	10	-	-	-	-	-	-	-	-
	Grade 9-12	-	-	-	-	-	-	34	100	-	-	-	-	-	-
	Certificate	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Diploma	10	83.3	-	-	-	-	-	-	-	-	-	-	-	-
	Degree	2	16.6	1	100	-	-	-	-	-	-	1	-	-	-
	Total	12	99.9	1	100	10	100	34	100	1	100	1	100	59	100

Table 3: participants view on school related factors affecting female students academic achievement

No.	School Related Factors	Teachers N=12		Students N=34	
		Agree (%)	Disagree (%)	Agree (%)	Disagree (%)
1	Long distance from students' home to school	72	28	71	29
2	Poor infrastructure and school facilities	74	26	73	27
3	Unattractive school environment	63	37	69	31
4	Lack of experienced and qualified teachers	59	41	67	33
5	High student to section ratio	66	34	65	35

6	Difficulty of language of instruction in school	49	51	48	52
7	Teachers' absenteeism in classroom instructions	64	36	64	36
8	Poor teaching style of teachers	66	34	65	35
9	High student - teachers ratio	65	35	64	36
10	Poor class room management of teachers	68	32	69	31
11	Inappropriate teachers- students' relationships	51	49	52	48
12	Poor instructional supervision by principals.	62	38	68	32
13	Lack of academic support for slow learners.	67	33	68	32
14	Weak parents- school relationships	69	31	69	31
15	Corporal punishment at school	51	49	51	49

These lists of school-based factors that cause factors affecting female students' academic achievement were organized from the literatures. Besides, teachers and in-school students were requested to rate each factor based on their knowledge. As indicated in table 3, long distances from students' home to school, poor school facilities and resources, absence of instructional supervision for class room instruction by school principals, weak school-parents relationship, lack of experienced and qualified teachers, and unattractive school environment were rated high percentage from minimum 51% to the maximum percentage value of 74%. This indicates that the items are the major factor that influences factors affecting female student's academic achievement. High student to section ratio, teachers' frequent absenteeism in classroom instructions, teachers do not use of teaching aid materials to make students understand their lesson, high student-teachers ratio, poor class room management of teacher, lack of academic support such as tutorial class for slow learners and girls' special support were rated high percentage that indicated yes agreement. These factors indicated to be high contribution on factors affecting female students' academic achievement as data were collected from teachers and in-school student respondents. Difficulty of language of instruction in school, inappropriate relationship of teachers with their students, corporal punishment at school rated medium 'yes' agreement percentage and medium 'no' agreement percentage. For the same question above interviews were held with school principals and parents of affected female students. The question is what school factors affecting female students academic achievement During interviews majority of the respondents mentioned long distance from students' home to school, lack of

school facilities, absence of instructional supervision for class room instruction by principals of the school, unattractive school environment, poor school-parents' relationships, and lack of experienced and qualified teachers are the leading factors that causes affecting female students academic achievement students. For example, the school principals narrated the problem as follows: some students walk very long distances, almost it takes one hour to reach the school and when you ask them why late; they tell you how far they have moved, to avoid punishments because of being late decided to leave the school.. Most of the time parents were not well come to participate in school management and it is difficult to discuss about problems that caused less result.

The interviewed parents were also elaborated the above findings that students not feel comfortable due to poor school facilities; there are no desks, no sufficient text books, there is no water at all and no toilet. The students took majority of the textbooks in a group of 9-12students and difficult to do the homework and school activities.. Moreover, most of the teachers were fresh with no or little experience to effectively support students learning, no adequate instructional materials available, the school is also very far from their home.

4.4. Parents related factors affecting female students academic Achievement

Table 4: participants view on parents related factors affecting female student's academic achievement

No	Parents Related Factors	Teachers N=12		Students N=34		
		Agree (%)	Disagree (%)	Agree (%)	Disagree (%)	
1	Low economic level of parents	68	32	69	31	
2	Negative attitude toward educations	66	34	68	32	
3	Early marriage	65	35	67	33	
4	Low awareness on value of education	71	29	69	31	
5	Low education level of parents	70	30	71	29	
6	Family disunity /disagreement/	58	42	60	40	
7	Parent illness	52	48	54	46	
8	Death of parents	55	45	56	44	

Source: Field Survey, 2020

As indicated in table 4, among parents related factors low economic level of parents, early marriage, low awareness of parents on the value of education and low education level of parents rated at agreement with the percentage value of 68%, rated percentage values of 65% and these items also rated with percentage values of 71% respectively. Therefore, this shows among parent related factors these items were the major one that cases factors affecting female students' academic achievement. Factors such as family disunity (disagreement), parent illness and death of families were rated at low level of minimum agreement with percentage value of 58% and maximum percentage value of 60%. These factors also rated with minimum percentage values of 52% and maximum percentage of 54%, this indicates that these factors have less contribution to factors affecting female student's academic achievement in the sampled schools.

On the above parent related factors contributing to factors affecting female students academic achievement 1 school principals, 1 education officer, 1 supervisor and 10 parents of less achiever students were **interviewed**, the majority of them stated low economic level of

parents, parents' negative attitude toward educations, early marriage and low education level of parents are the main causes of factors affecting female students academic achievement. The participants from principal and education officer mentioned the problem as follows:

Due to economic problem parents cannot raise the required money for school costs, uniforms and stationery. Financial costs such as the costs of food, writing paper/exercise books, textbooks, pens and school uniforms forcing many children to leave school as a result. Majority of the parents were illiterate and hadn't awareness of education. Lack of counseling, they force their children to work at home, and they do not give time for the students to do school activities. Some parents forced their children to quit their lesson and got married.

4.5 Student Based Related Factors affecting female students academic Achievement

Table 5: participants view on student related factors affecting female students

Academic achievement

No.	Students Related Factors	Teachers N=12	Students N=34
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		Agree (%)	Disagree (%)	Agree (%)	Disagree (%)
1	Poor academic performance/ fear of failure/	63	37	60	40
2	Frequent absenteeism from class	65	35	66	34
3	Lack of interest in learning	68	32	69	31
4	Disciplinary problems	53	47	55	45
5	Drug abuse	51	49	50	50
6	Negative attitude on the value of education	69	31	70	30
7	Health problem	51	49	52	48
8	Work load at home / to help parent/	70	30	68	32
9	Pear group influence	57	43	59	41

As revealed in table 5, workloads at home (helping work parents at home), lack of awareness on the value of education and lack of interest in learning rated at high level of ‘agreement with minimum percentage value from 68% to maximum percentage value of 70% and also with a minimum percentage values of 68% to maximum percentage values of 69%, this shows that, these items have high contribution in causing many students to achieve less result. Factors such as frequent absenteeism of student during class room instructions, poor academic performance and pear group pressure rated moderate with minimum percentage value ranging from 65% to maximum percentage value of 66%, with minimum percentage value of 60% to maximum percentage value of 63% and also with minimum percentage value of 57% to maximum percentage value of 59%. On the other hand, disciplinary problem, health problem and drug abuse were rated at low level of agreement with the minimum percentage value ranging from 53% to maximum percentage value of 55%, with the minimum percentage value ranging from 51% to maximum percentage valve of 52% and with the minimum percentage value ranging from 54% to maximum percentage value of 56%, this indicates that the contributions of the items to achieve very low in the sampled schools as teachers and in-school students responded.

Interviews were conducted on the same question (student related factors) with 1 school principals, 10 parents, 1supervisor and 1 Woreda education expert. During interviews majority of the participants stated work load at home, negative attitude on the value of education and lack of interest in learning were the major causes of achieving less. The participants stated these factors as follows:

Students themselves make wrong decisions. Many have a poor school attitude and are frequently not motivated by school. They do not see the reasons they need to go to school. Many children also live in families where education is not appreciated. They are not involved in school activities and lack confidence on their education.

Out of place hence leading to achieve less in academic

CHAPTER FIVE

5. Summary, Conclusion and recommendation

5.2. Summary

1. Regarding to institutional: non availability of teaching materials, non-availability of support system, and low level of awareness about gender issue, non-availability of counseling and guidance service and lack of proper reading place were factors affecting female students' academic achievement.
2. Regarding to instructors: teachers experience in solving female students academic achievement problems, teachers, quality and commitment to support female students were factors affecting female students academic achievement.
3. Concerning to female students: absence of regular school attendance, not positive relation with male students, less amount of time invested on educational activities and less attendance on tutorial and supportive class were factors affecting female students' academic achievement.
4. In side of parents: socio-economic, negative attitude toward females, poor parental child interaction, need for extensive usage female students labor and non-conducive home environment were factors affecting female's students' academic achievement.

The purpose of this study was to assess the factors that affecting female students in Selamber primary School and to improve that factors. The findings shows that these factors were multidimensional, but after the researcher identify the factors, the researcher would recommend the factors for concerning body to solve such like factors that affecting in Selamber primary School female students.

5.2 Conclusion

The main concern of this study was hindering female students' academic achievement in primary school. Based on the study, the researcher concluded that the factors which hindering female students' academic achievements are as follows.

The factors which are hindering female students' academic achievement related to parents' education level and occupation, related to students themselves like work loaded, lack of study

program, having recreation & enjoyment occasionally and school related factors related such as long distance, lack of essential facilities in school, lack female councilor. And also, economic related factors like lack of finance to cover educational expense, working for income generation, and environmental related factors such as negative attitude for female education in the society.

5.4. Recommendation

1. Organizing study class, female students' library Gnarl's clung for female students also can increase their participation in education because many families do not allow female students to study with female students. This will decrease repetition rate of female students and discourage other females to be school. Environment should be comfortable for Gnarl's ' physical and psychological well being. Therefore school community should finance budget and build special dressing classes and recreation area.
2. 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. It is also important to incorporate the activities of improving female students' participation in education in to teachers' performance management program as an element.
3. Training program should be designed for female students-teachers committee, school administration staff and teachers on counseling technique, gender issue and management skills.
4. Improving female academic achievement is not only the responsibility of school but also the responsibility of all those who work for the well being of society. However if, they are work individually they will face many problems that can limit their achievement. Therefore, all those working on improving the achievement of female students' education should carry their activities in coordination with each other.
5. Allocation of sufficient budget for intervention at city and school level will enable to take measure in sufficient and effective manners factors that affecting female students academic achievement are complex and intertwined and require holistic intervention. Therefore, sufficient budget should be allocated and the main factors should be tackled in both demand supply side by attracting NGO's and mobilizing society they can increase the budget allocate for interventions designed to increase to female participation in education.
6. In institutional factors; the school contact with Woreda and government, NGO and others institutional and make the availability of teaching and learning well-come and better for female students.

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Appendix A

WOLKITE University

College Of Education and Behavioral Science

Department of Pedagogy and English Language and Literature.

Appendix A: Questionnaire to be filled by Teachers and in-school students

The purpose of this questionnaire's was to collect data for the study entitled the Factor affecting female student's academic achievement; in case of Selamber Primary School of Wolkite city SNNP region. It aims at assessing the major factor affecting female student academic performance and there by recommending solution for the problems identified..

Introduction

Your assistance in providing information highly valued. Your response is only use for the study and remained confidential.

Thank you in advance!!

Instruction:

- 1) Don't write your name on the questionnaire
- 2) Use a thick mark " " to your response of closed questionnaire.
- 3) Write briefly you response for open-ended questions.
- 4) Please give appropriate response based on your school experience.

Part (I) General information and respondent's personal data.

Please put a thick mark "√" in the box for your response and give short answers on the blank space.

1) school.....

2) Sex male female

3) Age 20-25 26-30 31_35

>36

4) Current position: vice principal

Department head unit leader senior teacher

5) Level of education. Diploma BA degree MA degree

II. The followings are the major school-based factors that affecting female students academic achievement in your school. Based on your judgment rate the degree of contribution of each factors by putting an (X) mark in a column you select

S.N	Factors	Agree e	Disagre
2.1	Long school distance from students home		
2.2	Poor infrastructure of the school such as desk, lab, library, latrine, water, text book etc.		
2.3	Unattractive school environment		
2.4	Lack of experienced and qualified teachers		
2.5	High student to section ratio		
2.6	Difficulty of language of instruction in school		
2.7	Teachers' frequent absenteeism in classroom		
2.8	Teachers do not use teaching aid materials, to make students understand their lesson		
2.9	High student - teachers ratio		
2.10	Poor class room management of teachers		
2.11	Inappropriate relationship of teachers with their students		
2.12	Absence of instructional supervision support for class room instruction by principals of the school.		
3.13	Lack of academic support programs such as tutorial class for slow learners and girls special Support.		
2.14	Weak involvement of parents in school management		
2.15	Punishment at school		

Part III. The followings are the major parents' related factors that affecting female student's academic achievement in your school. Based on your school rate the degree of contributions of each factors by putting an (X) mark in a column you select.

S.N	Factors	Agree	Disagree
3.1	Low economic level of parents		
3.2	Negative attitude of parents toward educations		
3.3	Early marriage		
3.4	Low awareness of parents on value of education		
3.5	Low education level of parents		
3.6	Family disunity /disagreement/		
3.7	Parent illness		
3.8	Death of parents		

IV. The followings are the major students' related factors that cause them to dropout. Based on your school rate the degree of contribution of each factor by putting an (x) mark in a column you select.

S.N	Factors	Agree	Disagree
4.1	Poor academic performance/ fear of failure		
4.2	absenteeism during class room instructions		
4.3	Lack of interest in learning		
4.4	Disciplinary problems		
4.5	Drug abuse /chat, cigarette, alcohol/		
4.6	Negative attitude to the value of education		
4.7	Health problem		
4.8	Work load at home / to help parent/		
4.9	Pear group influence		

Thank you for your cooperation

Appendix B

Wolkite university

College of Education and Behavioral science

Department of Pedagogy and English Language and Literature

Interview Guides

For school Principals, Supervisor and Woreda Education Experts

1. What are the factors that affect female students in their education?
 - A. school related
 - B. Family related
 - C. Female student related
2. What factors do you think are associated more with females' failure to perform well in their learning related?
3. Is male or female students who perform well in education? Why?
4. What do you think should be done to improve female students' academic achievement?

Thank you for your cooperation