FACTORS AFFECTING GIRLS' ACADEMIC PERFORMANCE IN SECONDARY SCHOOLS OF HARARI REGIONAL STATE

MA Thesis

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Factors Affecting Girls' Academic Performance in Secondary Schools of Harari Regional State

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DEDICATION

I dedicate this piece of work to my beloved father, Sisay Wondimu and my brother Zebene Sisay.

STATEMENT OF THE AUTHOR

I declare that this thesis is my own work and that all sources of materials used in this thesis are duly acknowledged. This thesis is submitted in partial fulfillment of the requirements for MA degree at Haramaya University and is deposited in the university library to be made available to borrowers under the rule of the library. I declare that this thesis is not submitted to any other institution for the award of any academic degree. Brief quotations from this thesis may be made without special permission provided that accurate acknowledgement of source is made. Request for permission for extended quotation from or reproduction of this manuscript in whole or in part may be granted by the head of the major department or the dean of the school of postgraduate studies when in his or her judgment the proposed use of the material is in the interest of scholarship. In all other instances, however, permission must be obtained from the author.

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ABBREVIATIONS AND ACRONYMS

AAGR	Annual Average Growth Rate
CSA	Central Statistical Agency
EFA	Education For All
EFA FTI	Education For All Fast Tracking Initiative
EGSECE	Ethiopian General Secondary Education Certificate Examination
ESDP	Education Sector Development Plan
FDRE	Federal Democratic Republic of Ethiopia
FGM	Female Genital Mutilation
GBV	Gender Based Violence
GER	Gross Enrolment Rate
GPA	Grade Point Average
GPI	Gender Parity Index
JICA	Japan International Cooperation Agency
MDG	Millennium Development Goal
MoE	Ministry of Education
MoWCYA	Ministry of Women, Children and Youth Affairs
NAP GE	National Action Plan for Gender Equality
NER	Net Enrolment Rate
NOE	National Organization for Examination
SADEV	Swedish Agency for Development Evaluation

BIOGRAPHICAL SKETCH OF THE AUTHOR

The author was born on October 24, 1966 in Bedeno woreda of Genemi town in East Hararghe zone. He attended his primary education at Aniya and Bedeno elementary schools and his secondary education at Harar Medhanealem Comprehensive Secondary School. He received Bachelor of Arts degree in History from Addis Ababa University in 1987. He served as a teacher in Deder Senior Secondary School in East Hararge and Harar Senior Secondary School, in Harar. In September 1997, he joined SOS Hermann Gmeiner School Harar (operated under SOS Children's Villages Ethiopia) as history teacher and then served at different management positions in the school (as Lead teacher and Academic Director), and for the last five years, since 2012, he is serving as principal of the same school. He is married and has a son and two daughters.

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FACTORS AFFECTING GIRLS ACADEMIC PERFORMANCE IN SECONDARY SCHOOLS OF HARARI REGIONAL STATE

GENENE SISAY

ABSTRACT

The purpose of this study was to assess the factors affecting girls' academic performance in government secondary schools of Harari regional state. To undertake this study a descriptive survey design was adopted. The researcher used quantitative and qualitative approaches to gather data relevant to the topic. The participants of the study were 252 female students, 84 teachers, 4 school principals, 4 academic vice principals, 4 PTA chairpersons, 3 Education experts at the Regional Education Bureau and 1 gender focal person. Purposive and random sampling techniques were applied. The data were collected using questionnaires, interview, focus group discussion, and document analyses. The collected data were categorized and coded on a pre-drafted coding sheet. Frequency counts and percentage calculations were conducted to compare the academic performance of male and female students, while t-test was computed to compare the responses of teachers and students for the quantitative questions. The qualitative data were summarized and paraphrased, and reported in thematic manner. In addition, information from documentary review was incorporated to support and clarify the data presented in different themes. The results of the analysis revealed that in the period under study (2014 – 2016) girls continued to perform lower than boys in EGSECE on completion of general secondary education. Deficient gender responsive program and policy intervention practices failed to improve girls' performance in secondary schools. Poorly enforced policy and legislations increased girls' vulnerability to gender based violence; weak program coordination and management increased the likelihood of poor academic performance. This study identified several other factors that inhibit girls' progress in their learning: low family socio economic status, low level of education, poverty, low value for girls' education and household chores as home related factors, as well as, poor school facilities, lack of organized gender- responsive programs and support systems, gender based violence, girls' low motivation and effort for academic success, peer' negative pressure, and teachers' attitude and classroom practices as school related factors that hinder girls' progress in their learning. It is recommended that the regional education bureau and the schools' leadership need to take the responsibility to sensitize all stakeholders on gender issues coordinate efforts and act to improve the quality of policy and programs implementation to enhance girls learning and performance, in addition to organizing needs based leadership and teachers' development programs as well as girls' empowerment programs. The study further recommended the need for the government to strengthen community development projects (involving the community and charity organizations), so that improved economic status would enable families to overcome their financial problems and support girls' education (as a means to alleviate the chain of poverty persisted in the family), since family status is the foundation for the promotion of girls' education.

1. INTRODUCTION

The introductory part presents background of the study, statement of the problem, research questions, objective of the study, significance of the study, delimitation of the study, operational definitions of key terms and organization of the study.

1.1. Background of the Study

It is recognized by a number of studies that education is a vital instrument for development. Nowadays, girls' education is also widely acknowledged as the most effective development investment a country can make. Numerous researchers argued that increased level of girls' education is positively correlated with greater socio economic benefits for the individual females, their families, the community and the nation at large. Thus, investment in quality education which ensures full and equal participation of girls and boys leads to more rapid and sustainable growth and development (Ayalew, 2009; Betiku, 2002; Lawson, 2008; Tadesse, 2009).

The quality of education delivered, the rate of participation of the population in the education system and the level of educational attainment of the majority of the population (both females and males) determine the level of development of a country. So that, the system of education in a given country needs to be linked with the country's development agenda. Realizing this fact the developed world has already established the education system that drive their societies towards sustainable development attaining full participation of citizens, females and males alike, in to the education system (EACEA, 2009). Cognizant of the value of education for national development, even before the turn of the new millennium, most of the developing countries, including Ethiopia, have included education in to their development agenda and started to expand schools and worked to increase the rate of participation in education. (UNESCO, 2003; MoE, 1994) However, in a number of developing countries, the participation of women in education is characterized by low enrolment and poor performance (Herz, 1991; King and Hill, 1993).

In addition, the World Education Forum, held at Dakar in Senegal in 2000, called for Education for All on a global scale giving particular emphasis to gender equality in education. The forum which formed partnership between developing and developed countries and other development partners for Education for All Fast Track Initiative (EFA FTI) to eliminate gender disparity in education by 2005 and attain gender equality by 2015.

The Millennium Development Goals (MDG, 2000) also focused on increasing access to Primary school education (Goal 2) and eliminating gender disparities (Goal 3). Most of the countries in Sub-Saharan Africa have worked hard in the education sector development program to attain the EFA and MDG goals in education. (UNESCO, 2010; 2011).

Ethiopia' joined the EFA partnership in 2004. The country developed Education Sector Development Plan (ESDP) which is the national strategic framework for achieving the goals of EFA as well as the education components of the MDGs. At that time, 45 percent of the girls in the 6 to 11 age group were not attending school. Over a four year period after joining the EFA FTI partnership the Gross Enrolment Rate (GER) increased reaching 92 percent. Girls' Net Enrollment (NER) also increased from 39 percent, reaching 75 percent in 2008. Although primary education completion rates are still too low, these have increased from 24 percent in 2004 to 43 percent in 2008 (UNESCO, 2011).

In the years after 2008, the Ethiopian education system has shown a systematic increase in enrolment at the different levels of education. However, the information obtained from Education Statistics Annual Abstracts of different years indicates that Ethiopian boys have more access to education than girls in both primary and secondary education. For example, in 2009 gross enrolment to secondary education was 39 percent for boys while that of girls was 30 percent. The Gender Parity Index (GPI) for this secondary education (grades 9 10) has been 0.77. That means, for every 100 boys enrolled in secondary education; there were approximately only 77 girls. The number of female drop-outs is high in the country, especially in the transition from primary to secondary education. In 2009, only 41% of girls had completed the last grade of primary education and there were only 30% enrolled to secondary education. The adult literacy rate in the country is also of concern. In 2005, 82 percent of women aged 15 and over were illiterate, compared to 58 percent of men. Despite

the changes in access, women and girls still constitute one of the particularly vulnerable groups in Ethiopia (UNESCO, 2012, 2015)

The emphasis given to the right of women on Article 35 of the constitution of Federal Democratic Republic of Ethiopia (FDRE) entitled women to remedial and affirmative measures, the purpose of which is "to enable women to compete and participate on the basis of equality with men in political, social and economic life, and to gain access to opportunities and positions in public and private institutions" (FDRE, 1995). This reflects the commitment of the government of Ethiopia for gender parity and equality. As a measure to curb the multifaceted problems of females, the government has enacted a new Family Code based on the principles of equality in 2001.

The government has also established the Ministry of Women, Children and Youth Affairs (MoWCYA) and implemented the National Action Plan for Gender Equality (NAP GE, 2006 – 2010; UNESCO, 2015). The interventions outlined in the Education Sector Plan also confirms the government's pledge to take affirmative action to ensure equity in female participation in all education and training programs and to increase their role and participation in development. However, the efforts made by the government and the overall society so far failed to attain gender parity and equality in all areas of life (Tadesse, 2009).

The Ministry of Education established a national learning assessment system to monitor and evaluate the quality at regular scheme (in four years interval). However, quality of education, as indicated in successive national learning assessments, is still a crucial challenge for the nation. The data obtained for the years 2000, 2004, 2007, and 2010 revealed that the quality of primary education is declining. For example, the assessment result of grade eight has declined from 41.1 % in 2000, to 39.7 % in 2004, 35.6 % in 2007 and 35.3% in 2010. Comparisons across subgroups (girls and boys) also indicate that in all these assessments the average score of boys were higher than those of girls (JICA, 2012).

The gap between the sexes was also explored from the Ethiopian General Secondary Education Certificate Examination (EGSECE) scores in 2009 (49.0 % of boys achieved two and above grade point, while that of girls was 32.2%), and, thus, females' GPA is lower than males' achievement (MOE, 2009). In addition, in 2012, 58.0% of girls achieved two and

above GPA in grade ten national examination, while that of boys was 74.0% (MOE, 2012). Hence, in Ethiopia girls are not only low in number in schools but also poorly performing with particular reference to grade ten national examinations.

Regarding access to education in Harari regional state, in the years from 2004/05 to 2008/09enrolment to secondary education (grades 9 - 10) has declined by an average of -9.9annually while the national average has improved by 12.6 % in the same period. It was the only region in the country where such a decline in enrolment has been registered. In the years between 2010 and 2013 girls enrolment to secondary education in the Harari region has also declined by 8.5%. These clearly showed that girls in Harari regional state had been on disadvantaged position in enrolment to secondary education. In addition, in the year 2013, 45.9% of girls (58.6% for boys) completed primary education in Harari region, while the national average for girls was 52.2%.

Even more, grade eight regional examination pass rate for girls in the Harari region (66%) has been much below the pass rate at the national level (81.2%) in 2013 (MoE, 2013). This indicates that in the Harari region girls' transition to secondary education has been low.

In the year 2012, of the students who took grade ten national examination in the regional state girls constituted 42.8%, while that of boys was 57.2%. In the same exam 84.88% of boys attained two and above GPA, but that of girls was 76.91%. Further, among the students who took grade ten national examination in the regional state in 2013, the rate of boys (54.3%) exceeded that of girls (45.7%). In this exam also more boys (86.91%) achieved two and above GPA than girls (82.17%) (MoE, 2013). Thus, in a situation where such a wider gender disparity in access to secondary education existed and remained unaddressed in the regional state, the education of those girls who managed to enter and pursue their secondary education seem to have failed to get due attention in government secondary schools where girls academic performance remained low relative to that of boys. The disparity in academic performance between girls and boys impelled the researcher to study the underlying problems that have driven girls to perform poor relative to boys. So, the purpose of this study was to assess the factors affecting girls' academic performance in government secondary schools of the Harari Regional State.

1.2. Statement of the Problem

The educational participation trend analysis conducted at the country level showed significant improvement in gross enrolment to primary education across all regions in the last ten years. Also, there was remarkable progress towards the attainment of gender parity at this level. However, compared to the primary enrollment, the trend in enrolment at secondary school progressed at a very slow rate all over the country.

But, in the Harari Regional State, in 2013/14 academic year, the gross enrollment ratio for secondary education (grades 9-10) was (54.0% for boys, 43.7% for girls and 48.9% for both) much greater than the national average (40.4% for boys, 38.0% for girls and 39.3% for both). This indicates that the Gender Parity Index for Harari region (0.81) was far below the national average (0.94). In addition to this, in the academic years between 2009/10 and 2013/14, the rate of girls' enrolment for secondary education in Harari region declined from 54.7% in 2009/10 to 43.7% in 2013/14 with an Average Annual Growth Rate (AAGR) of - 3% (which is the least in the country), while the national AAGR was 2.1%; that is, developed from 34.7% in 2009/10 to 38.0% in 2013/14 (MoE, 2015).

Recent studies undertaken in the regional state dealt with issues of girls' participation in secondary education in terms of parity (Yenenesh, 2013) and assessment of school environments in terms of gender sensitivity (Abdalla, 2014). Both types of studies focused on the push factors that forced girls to drop out of school as well as not to enroll in to school. Another research conducted in the regional state in recent times studied sexual violence among secondary school students (Jote, Agumassie *et al*., 2014). None of these studies attempted to assess the status of girls in terms of academic performance and the factors affecting girls' performance at secondary level of education.

From the researcher's own observation, as a teacher and member of school management in the regional state for long years, and as principal of a private secondary school in the region for the last five years, girls who managed to pursue their education in government secondary schools of the Harari Regional State scored lower grade points relative to that of boys with particular reference to the Ethiopian General Secondary Education Certificate Examination

(EGSECE), while girls in private secondary schools outperformed boys in the same exams. As a result of low performance in EGSECE, girls in government secondary schools have failed to appear and receive awards on the events of award organized for top scorers by the Regional Education Bureau every year, while boys from the same schools took the awards successively. This disparity in academic performance between girls and boys formed the researcher's concern on how girls and why are in school perform poor relative to boys. This was the focus of the rest of this research paper that prompted the researcher to undertake this study. Therefore, the purpose of this study was to assess the factors affecting girls' academic performance (in grade ten national examinations) in government secondary schools of the Harari Regional State.

1.3. Research Questions

The following research questions were formulated:

1. What is the status of girls academic performance in secondary schools of Harari Regional State?
2. What are the practices of schools in improving girls' academic performance in the study area?
3. What are the factors affecting girls' academic performance in government secondary schools of Harari regional state?

1.4. Objectives of the Study

1.4.1. General objective of the study

The purpose of this study was to assess the factors affecting girls' academic performance in government secondary schools of Harari regional state.

1.4.2. Specific objectives of the study

The specific objectives of this study were:

1. To determine the status of girls academic performance in secondary schools of Harari regional state.

2. To examine the practices of schools in improving girls' academic performance in the study area.
3. To identify the factors affecting girls' academic performance in government secondary schools of Harari Regional State.

1.5. Significance of the Study

The purpose of this study was to assess the factors affecting girls' academic performance in government secondary schools of Harari regional state. While conducted to attain this purpose, the study is expected to have the following significance: The study was the first practical effort to examine the factors affecting girls' academic performance in secondary schools of Harari regional state. So, it provides all education stakeholders with a clear picture of the status of girls in academic performance, relative to that of boys, in government secondary schools of the Harari regional state. By examining the practices of schools in improving girls' academic performance and assessing the factors affecting girls academic performance, the study may provide schools with an insight to strengthen and/or improve practices, and recommend possible actions to be implemented by all education stakeholders to alleviate the difficulties girls encountered in their learning and academic performance.

This research work may also provide useful information to the different stakeholders (from the lower school level, to the top policy makers). Information obtained here may be used to devise alternative policies and plan intervention programs to address the core problems that hampered girls' academic performance in government secondary schools. In addition, this research work may be used as a reference for others who are interested to undertake in depth study in the area of girls education.

1.6. Delimitation of the Study

This study was delimited to determining the status of girls academic performance in four government secondary schools of the Harari regional state, with a particular reference to their performance (relative to that of boys) in grade ten national examinations in the period covering 2013/14 - 2015/16 academic years. Also, it was delimited to examining the practices of schools as factors appealing to improving the academic performance of girls. This study

mainly focused on assessing the factors (home-related and school-related factors) affecting girls academic performance in the four government secondary schools found in the Harari regional state (in Harar town), namely Harar Senior, Hamaressa, Abadir and Shekib Abdulahi secondary schools. The study used three broad characteristics of variables (home-related factors, school related factors and school practices) that connect all aspects of inquiry linking to the problem definition, purpose, literature review, methodology, data gathering and analysis. Thus, the application of effective gender responsive practices in schools (the school principal being a catalyst) positively influence aspects of the other two variables (home-related factors and school related factors), and leads to improved students' academic performance.

In this study academic performance is delimited to the scores achieved by girls after doing GSECE on completion of lower secondary education (grade ten) in a particular year. Low/poor performance referred to sample of mean scores achieved that is below what is expected to enable one proceed to the next level of education. In this study it is considered as a dependent variable and is measured using national examination mean scores for the period 2013/14 – 2015/16 academic years.

This study only involved school principals, academic vice principals, education experts, gender focal person, parent representatives, teachers and female students as respondents', while document review was undertaken for statistical data.

1.7. Operational Definitions of Key Terms

Academic performance: refers to the success of students to meet mean-grade in standardized national examination at critical stage in life. For example, EGSECE, where one must succeed in order to proceed further in education.

Gender: refers to the socially constructed roles and meanings that a particular society considers appropriate for men and women, boys and girls. This study treated gender as a qualitative variable with two distinct classifications, namely, boy and girl, and in someinstances: male and female.

Gender equality: refers to the concept that males and females have equal opportunity to access right of schooling and other rights to facilitate realization of potential. This also refers to equal access to resources and opportunities in all spheres of life for both men and women.

Gender parity: is the proportional representation of males and females in an education system,and is the initial phase in achieving gender equality.

Gender stereotypes: are patterns of behavior associated to women or men. They can also denote beliefs about the psychological traits and characteristics considered appropriate for men or women.

Secondary School: refers in this study to the educational institutions that provide general secondary education for students in two years time (in grades nine and ten).

Practices: refers to the gender responsive policy intervention program activities in place in schools for assisting the gender needs of female students in the aim to enhance their learning and academic performance.

1.8. Organization of the Study

This thesis has preliminary parts such as table of contents, list of tables and figures, acronyms, an acknowledgment and abstract. The rest of the thesis paper is structured as follows: Chapter one is an introductory part which deals with background of the study, statement of the problem, research questions, objectives of the study, significance of the study, delimitation of the study, definitions of key terms and organization of the study. Chapter two is a brief review of the related literatures.

Chapter three discusses description of the research site, data sources, population, sample size and sampling technique, the research design, instruments and procedures of data collection, the methods by which the data were analyzed as well as ethical considerations. The study results are discussed in Chapter four. The last unit (Chapter five) presents summary of the findings, its conclusions and recommendation. References and appendices are attached at the end of the paper.

2. REVIEW OF RELATED LITERATURE

A comprehensive review of selected literature on girls' education was undertaken. The purpose of the review was to determine what is known about the barriers to girls' education, identify strategies that have been suggested, as well as the extent of their implementation, and collect evidence on strategies that were effective and/or ineffective.

2.1. Girls Education

Education has been defined for long as a vital tool for development. In the present age of globalization and technological revolution, education is considered as a first step for every human activity to 'achieve progress and growth in all areas of individual and societal life. In its formal setting education plays a vital role in the 'development of human capital' (human resources development) and is linked with an individual's well-being and opportunities for better living (Battle and Lewis, 2002). It ensures the acquisition of knowledge and skills that enable individuals to increase their productivity and improve their quality of life. This increase in productivity also leads towards new sources of earning which enhances the economic growth of a country (Saxton, 2000). This social and economic development of a country is directly related to student academic performance. This means that students' academic performance plays an important role in producing the best quality graduates who will become great leaders and manpower for the country that is responsible for the country's economic and social development (Ali *et al*., 2009 cited in Irfan, 2012).

According to the United Nations Declaration (1948), education is a fundamental human right "a vital resource in overcoming poverty and inequality" worldwide (UNESCO, 2011). That is, all children, irrespective of any criterion, are entitled to quality basic education, which is the basis for better living and equality in any society. Thus, ensuring full and equal access for girls and boys to a good quality education system is crucial to the progress in individual as well as societal life. Any country devoted to economic development and fairness in dealing with its peoples has to organize and deliver an efficient education system (Ayalew, 2009).

Betiku (2002) argued that countries that have raised the status of their women educationally, socially, politically and economically generally enjoy a high standard of living. But, gender inequality in education (inequalities between girls and boys), adversely affects individuals societies and national progress in general, and in due course entails losses in the societies. So, educating girls is fundamental to address inequalities and to bring economic and social development benefits for individuals, families, and nations.

The International declaration on EFA focus on achieving gender parity in enrollment, while increasingly, emphasizing the importance of quality education. However, after ten years of implementation UNICEF (2010) report on EFA states that two-thirds of the 759 million adults globally lacking literacy skills are women. Despite the enactment of laws and policies, and the coordination of efforts to address the problem gender disparity in education persists. It seems that women have not been given sufficient attention by the governments. So that, as long as females do not have equal access to education, equality is far from being achieved.

Dina and Stephan (2004) argued that no real progress is made in minimizing the gender gap in average years of schooling in Sub-Saharan Africa. In this region, the enrolment is lower than other developing countries. According to them, failing to meet the goal of gender equality in education will not only hurt the girls who lose an opportunity for an education, but also impose societal costs in terms of lower growth, higher fertility, child mortality and malnutrition. The study further found high drop-out rate among the girls as they advance from primary to tertiary levels.

Despite the progress that has been made to rectify gender disparities in Sub-Saharan Africa, cultural practices remain barriers to girls' access to quality education in the region. Clark, Bruce and Dude (2004) found that about 30% of women in developing counties are married by the age of 18 years with the highest in Sub-Sahara Africa. The study shows that African women in general marry at a much earlier age than their non-African counterparts leading to early pregnancies and child bearing, hence denying them the opportunity to pursue higher education. As long as girls do not have equal access to education, equality is far from being achieved. UNESCO (2010) asserts that gender disparity in education persists despite many World and National policies being put in place to make gender parity a reality.

The Ethiopian education system has also shown a systematic increase in enrolment at all levels of education in almost all regions. The Net Enrolment Rate (NER) for primary education (grade 1-8) reached 92.6% in 2013/14 while the boys' enrolment rate (95.1% exceeded that of girls (90.1%) by 5 percent. Concerning secondary education (Grades 9 -10), the Gross Enrolment Rate (GER) showed a decrease from 39.1% in 2007/8 to 36.9% in 2011/12 (39.1% for boys and 34.6% for girls). But the figure has recovered to reach 39.3% in 2013/14(40.4% for boys and 38% for girls) (MOE, 2015). This data indicates that Ethiopian boys have more access to education than girls in both primary and secondary education. For example, the Gender Parity Index (GPI) for secondary classes has been 0.77 in 2011/12 (MOE: 2012). That means, for every 100 boys enrolled in secondary education; there are approximately only 77 girls. The number of female drop-outs is high in the country, especially in the transition from primary to secondary education. In 2009, only 41% of girls had completed the last grade of primary education and there were only 30% enrolled in secondary education.

The adult literacy rate in the country is also of concern. 82% of Ethiopian women aged 15 and over are illiterate, compared to 58 percent of men. (UNESCO, 2015) The gender disparities in education indicated above clearly shows that females in Ethiopia are still the disadvantaged group of the society and this disadvantage negatively impacted the overall development of the country. They are victims of discrimination in the economic, social and political life of the community. Significant levels of gender gaps were observed based on literacy, educational background, work status, occupation, access to media, age at first marriage and desire for children. Women and girls are given low status in society, have a low level of participation in decision-making, and have limited employment opportunities. Many of them are subjected to violence of different kinds ranging from sexual violence to harmful traditional practices such as early marriage, female genital mutilation (FGM), HIV/AIDS, gender -based violence (GBV), etc. (UNESCO, 2015)

2.2. Benefits of Girls Education

It is recognized by a number of research studies that education is a vital instrument for development and that increased levels of girls education is positively correlated with greater

socio-economic development. Thus, investment in quality education which ensures full and equal participation of girls and boys leads to more rapid and sustainable growth and development. Countries with smaller gender gaps in education have better indicators of social welfare. According to UNESCO Global EFA monitoring report (2011) "educating girls enhances the wellbeing of children, reduce fertility and improve the prospects for future generations".

It also explains that "better-educated girls make better decisions at home, at work, and are better prepared as mothers to protect their children's health from chronic illnesses like HIV AIDS". These are social benefits that will arise if more females are provided with proper education (UNESCO, 2011).

Studies conducted on Women's education in developing countries (Hill and King, 1993; Rose, 1996) reported strong links between the education of females and national development. In addition, Rose (1996:2) has made the following remarks regarding the benefits of girls' education.

> *Giving females equal access to education is not only their right, but is also likely to have significant social and economic benefits for the country. In particular, female education at the late primary school and secondary school levels has been shown in a number of studies to be closely related to lower fertility, and improved child heath measured by lower infant and child mortality or improved nutrition status. In addition, it has a multiplier effect since it also has an impact on the mother's desire and ability to educate her children. Female education is shown to have a greater effect on these factors than male education. There need to be much attention to make education accessible to girls.*

By mentioning the importance of good academic performance in secondary school for a nation's future success, Tadesse (2009:31) further explained that:

> *… Educating girls enhance economic productivity, reduces fertility rates, lower Infant and maternal mortality and improves the health and nutritional status of children. It also promotes sound management of environmental resources and is*

> *closely linked to the reduction of poverty through women's absorption in theeconomy as employees and in self–employment. Education is an indispensable means for effective participation in the society and economy of the twenty-first century which is influenced by globalization (King, 1990:2). It has direct and positive effect on earnings, farm productivity and human fertility, as well as intergenerational effect on child health and nutrition. Therefore, the education of females has particular significance to Ethiopia's effort to economic and social development.*

Concerning the importance of educating females for poor countries like Ethiopia, quoting Seyoum (1986:16), Tadesse (2009:20) further argued that:

> *…in as much as women constitute at least one half of the total population of the nation, the question of women's education can no longer be ignored, and their involvement in the development process should not be left to be marginal. After all, a developing country like Ethiopia, cannot afford the luxury of not using the brainpower, and talent of both sexes in the productive labour. Moreover, it could be realized that the question of the emancipation of women is inextricably linked with their education and in fact their freedom could be said to be the function of their level of participation in education."*

2.3. Role of Leadership in Girls Education

Since the late 1990s, numerous educational leadership scholars have studied the dynamics of successful school leadership that leads to effective schooling and high achievement of students. Leadership is widely regarded as a key factor in accounting for differences in the success with which schools foster the learning of their students (Leithwood *et al*., 2004). Louis *et al*., (2010) noted the importance of the principal leadership as an essential school-based factor in student academic achievement. This modern view of leadership is associated with systemic forces, empowerment, transformation, collective learning and community (Senge, 1990).

Hallinger and Heck (1998) viewed the consideration of principal leadership moving from a single decision-making authority to a distributed model of decision-making and responsibility.

School leadership no longer refers only to officially designated positions; instead it has become a collective construct that can be distributed among teachers and support staff (Gronn and Hamilton, 2004; Spillane et al., 2007) through the cultivation of relationships and networks (Fullan, 2001). Silns and Mulford (2002) argue that if schools are to become better at improving student learning they must nurture opportunities for teachers to innovate, develop and learn. In other words, student outcomes are more likely to improve when leadership is distributed throughout the school and its community and when teachers are empowered in areas they believe are important (Crowther, Hann, and McMaster, 2000).

Leithwood and Jantzi (2000) defined principal leadership as practice designed to elicit positive change in teaching and learning. They offered a definition of instructional leadership through "first" and "second" order changes as evidence of leadership. First-order changes focus on technical instructional activities of teacher and student classroom work. Second-order changes focus on building a shared vision, mission, improving communication, and collaborative decision-making. Managing the instructional program rests with evaluation, development, and implementation of curriculum and instruction, along with monitoring student progress. A further part of instructional leadership lies in promoting school learning climate. This means positively affecting norms and attitudes of staff and students through principal behaviors such as: maintaining high visibility; creating a reward system which reinforces academic achievement; high quality professional development; protecting instructional time; and, to make a productive effort to establish clear standards and expectations. These first and second order changes encompass the three dimensions (school mission, instructional program, school learning climate).

School leaders cannot do the whole leadership task by themselves. They develop and count on the contributions of key teachers for such leadership, along with other school administrative colleagues. School leaders focus on building the capacity of their teachers through the use of staff development, in order to create more favorable conditions for learning. As Frost, (2003); and Harris, (2002) noted, school leaders can cultivate greater capacity by providing high quality professional development that allows teachers to engage in collective explorations of diverse approaches to teaching and learning which helps to improve students' performance.

In addition to building the capacity of their staff members, leaders in such schools must also build bridges to their community and form relationships with parents and families. Harris and Chapman (2002) found that schools with solid links to the community are more likely to gain their support and loyalty in difficult times. These links include opportunities for parents to come in to school, to talk to teachers, to use the facilities and to see the school as a resource for both their children and themselves. Hargreaves (1995) describes this as a "cultural relationship" with the parent community founded on principles of openness and collaboration.

According to Leithwood, Louis, Anderson, and Wahlstrom, (2004) numerous labels used in the literature to denote the different styles of leadership mask the core functions of leadership. He further explained that:

> *Different forms of leadership are described in the literature using adjectives such as 'instructional 'participative, 'democratic,' 'transformational,' 'moral, 'strategic' and the like. But these labels primarily capture different stylistic or methodological approaches to accomplishing the same two essential objectives critical to any organization's effectiveness: helping the organization set a defensible set of directions and influencing members to move in those directions…'Instructional leadership,' for example, encourages a focus on improving the classroom practices of teachers as the direction for the school.*
>
> *'Transformational leadership,' on the other hand, draws attention to a broader array of school and classroom conditions that may need to be changed if learning is to improve. Both "democratic" and "participative leadership" are especially concerned with how decisions are made about both school priorities and how to pursue them.*

There is compelling evidence of a common core of practices that any successful leader calls on, as needed. Many of these practices are common to different models of leadership, as well. These practices can be thought of as the "basics" of successful leadership. Leithwood and Riehl (2005), after reviewing the existing literature on school leadership, concluded that there exists a set of core leadership practices that are essential for improved students' academic performance in all contexts. The core practices they listed are: "setting direction, developing

people and redesigning the organization," which represent a "logical progression of practices by which values and ideas are translated by school leaders into meaningful actions". "Direction setting requires leaders to identify and articulate a vision, foster the acceptance of group goals and create high-performance expectations for children and adults. Developing people to meet these expectations requires intellectual stimulation, individual and collective support, and for the leader to provide an appropriate role model. The educational organization itself must be redesigned to strengthen school cultures, build collaborative processes and remove obstacles to success."

In other words, to increase the prospects of student success, leaders need to create a sense of coordinated purpose within their school, then provide the resources and appropriate motivation to enable the staff to develop the skills necessary for their collective undertaking, while consciously working to remove any barriers that might impede the creation of these collaborative cultures, structures and goals. A significant organization redesign is required in order to promote and maintain a culture of collaborative learning through teacher leadership necessary to sustain student success over time (Leithwood *et al*., 2004).

In addition to the core leadership practices, leaders need to focus on improving the learning environment which is a necessary prerequisite for successful school initiatives in challenging Environments. It takes courage and persistence to successfully lead school improvement initiatives in challenging environments (Ylimaki, Jacobson, and Drysdale, 2007). Principals who led effective schools work persistently to create safe and orderly learning environments; set clear instructional objectives; expect high performance from teachers and students through increased time on task; and develop positive home-school relations (Jacobson and Bezzina, 2008)

2.4. Girls Academic Performance

According to World Education Forum (held at Dakar in Senegal in 2000), quality is at the heart of any educational system. It influences what students learn, how well they learn and what they achieve, and what benefits they draw from their education. On the forum quality of education is recognized as a primary condition for achieving Education for All. Goal 2

commits nations to providing primary education ‘of good quality’. Whether a particular education system is of high or low quality can be judged in terms of inputs, interaction during teaching learning processes, outputs, outcomes and impacts. Educational quality is centered not only on system inputs in terms of the provision of teachers, teaching materials and other facilities, but also on outputs in terms of students’ achievement, outcomes and impacts (Tadesse, 2009).

The relationship between gender and the academic achievement of students has been discussed for decades. A gap between the academic performance of boys and girls has been found, with girls showing better performance than boys in certain instances (Chambers and Schreiber, 2004). Gender and other factors are explained to be significant contributors to student achievement (McCoy, 2005; Peng and Hall, 1995). Girls usually obtain higher grades at school and higher pass rates in school leaving examinations in most of the developed countries, which, in turn, helps them to enter desired university programs (EACEA, 2009). In almost all developed countries, girls significantly outscore boys. Nowhere is this true in the EFA FTI partner developing countries. In none of these countries do girls significantly outperform boys. While remarkable gains have been made in increasing access to schooling for girls, there is more work to be done to improve learning outcomes.

In Ethiopia, “except in families of relatively better socio economic status (example, better parental support), girls grades seem to be lower than boys even in early primary grades. The gap becomes wider as grade level increases” (Tamire, 2009). National assessment results revealed that females' academic achievement is significantly lower than males in primary and secondary education. For example, the national learning assessment made by NOE (2004) found out that the composite average of boys (38.99) is more than that of girls (34.55). The gap between the sexes is also explored from the Ethiopian General Secondary Education Certificate Examination (EGSECE) scores in 2009 (49.0 % of boys achieved two and above grade point, while that of girls was 32.2%), and, thus, females' GPA is lower than males' achievement (MOE, 2009). In 2012 the rate of girls who achieved two and above GPA in grade ten national examination has been 58.0%, while that of boys has been 74.0%) (MOE, 2012). In Ethiopia, girls are not only low in number in school but also poorly performing with particular reference to grade ten national examinations.

2.5. Factors Affecting Girls Academic Performance

According to Adetunde and Akesina (2008) girls' education is a pre-requisite for greater economic independence, equality, social autonomy for females; and for improving the socio-economic status of their families and community at large. However, sizeable research in developing countries revealed that girls education and their academic performance in school is not adequately addressed.

As Rothstein (2000) and Engin-Demir (2009) argued learning is not only an outcome of formal schooling but also families, communities and peers. Social, economic and cultural forces affect learning and academic achievement. Studies (Keeves, 1988; Eisenberg, Martin, and Fabes, 1996) also pointed out that 'family socialization influences' (e.g., parental belief), school- related factors (e.g., teachers' sex and belief) and 'self-system processes' (e.g., self-concept) are related to gender differences in academic achievement. Odaga and Heneveld (1995) stated that socio-economic status, socio-cultural beliefs, unfavorable school environment, political and institutional conditions can affect female education in general and their academic performance in particular. They also added that socio-cultural beliefs, customs and practices, girls' expectation and other traditions play significant role in the educational performance of girls. A great deal of research on the determinants of school achievement has centered on the relative effects of home-related and school-related factors.

2.5.1. Home-related factors

Bunch (2005) cited in Rotich, Rono, and Mutisya, (2014) observes that the widespread practice of child marriage makes it difficult for families to escape poverty in the developing world. Clark *et al*., (2004) also found that about 30 percent of women in developing counties are married by the age of 18 years with the highest in Sub Sahara Africa. The study shows that African women in general marry at a much earlier age than their non- African counterparts were leading to early pregnancies and child bearing hence denying them the opportunity to pursue higher education. The great concern in this study is the continual low academic achievement of girls in secondary schools.

Research has shown that students' academic achievement was influenced by background of family characteristics such as socio-economic status of parents, level of education, occupation and income (Robinson, 1993) and (Engin-Demir, 2009). From these factors, they argued that, parental level of education and income has been the most significant source of disparities in female students' performance. Tamire (2009) also added, "Household chores, lack of parental support and expectation for girls' academic success are obstacles of academic performance". Further, Noble (2006) stated that students' academic accomplishments and activities, perceptions of their coping strategies and positive attributions, and background characteristics (family income, parents' level of education, guidance from parents and number of negative situations in the home) were indirectly related to students composite scores, through academic achievement in high school.

Poverty, low level of parental education, parental and neighborhood negative attitude towards schooling in general, children among from disadvantaged background have significantly poor academic achievement (Currie, 1995; Gregg and Machin, 1999). Children with high level of parental education have greater access to a wide variety of economic and social resources (family structure, home environment, parent-child interaction) that can be drawn upon to help their children succeed in school (Coleman, 2006). Schiller, Khmelkov, and Wang, (2002) also argued that regardless of national context, more educated parents appear better able to provide their children with the academic and social support important for educational success when compared to parents with less education.

Parents' socio-economic status influences girls educational performance, in that the financial and moral support provided to girls for schooling is limited as compared to boys (Teshome, 2003). Except in families of relatively better socio economic status (better parental support), girls grades seem to be lower than boys even in early primary grades. The gap becomes wider as grade level increases. Socio-cultural beliefs, customs and practices, girls' expectation and other traditions play significant role in the educational performance of girls by affecting their school attendance and even leading to dropout and repetition (Odaga and Heneveld, 1995).

With regard to the influence of home situation, Genet (1991) stated that female students' poor performance at school can be related to their life style. She further explained that "most of

them do housework: cooking, taking care of their younger brothers or sisters, generally helping their over-burdened mothers and training for their future role as wives and mothers. This leaves them very little time for their studies. “The amount of time females spend on domestic chores and other activities also reduces their time and energy they spend in schools affecting their success (Teshome, 2003). Thus, it is concluded that “Unbalanced demand of work and education, places physical and mental strain on students and often leads to poor academic performance” Tadesse (2009).

The situation analysis study by the Ethiopian Ministry of Women’s Affairs (2006) also indicated that boys and girls do not get equal opportunity and treatment with regard to household task assignments and study time, in which females are expected to undertake huge amount of household activities, and they have more little time to study than boys. Different research works reported the physical and mental harms school girls are experiencing because of rape, early marriage or marriage by abduction and other forms of gender-based violence, and household chores (MoE and UNICEF, 2012).

School fees, cost for books and stationary; indirect cost for transportation, uniform, board and house rent matters schooling girls. The economic opportunity loss also affects families productive or business activities use labor, mostly the girl child. Families may assume that the costs of schooling of their daughters do not exceed the expected economic return; otherwise 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 Akesina, 2008), for these reasons female students are not performing well in school.

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

Poverty affects girls' schooling and academic performance. Parents' ability to support their daughters is mostl y depending on their income level. Parents' willing to support their daughters cost by providing stationary, house rent, uniform and other related expenses. Parents' income is the most influential in respect of supporting their daughters in schooling. As one of the reasons that held girls' back from proceeding to the higher level of education is poverty (SADEV, 2011), and, thus, poverty reduction programs can play a great role in encouraging the poorest girls' enrolment and completion of primary and secondary education. In addition to this, the wrong attitudes the society held towards girls' education has to be addressed in an organized manner so as to encourage girls' education (MoE and UNICEF, 2012).

Research findings indicate the positive relationship exist between the involvement of parents in the education of their children, particularly in secondary school years, and the children's success in their education. The study further links up parental involvement with students' "higher achievements,… greater academic persistence, better behavior, better social skills and adaptation to school, better attendance and lower drop-out rates' (Henderson and Mapp, 2002 cited in Hafiz, Tehsin, Malik et al., 2013).

According to Hafiz et al., (2013) the involvement of parents in their children's education is linked with the quality of education and academic achievement of children. By explaining the possibility of reducing the 'mass level failure of students' in exams which may cause wastage of resources, parental involvement in the education of their children "not only save personal and public spending but also it would be contributive in improving the quality of education of children at individual and national level".

2.5.2. School related factors

According to Robinson, (1993) school-related factors are more significant than out-of-school factors in explaining achievement difference in developing countries. Further, Odaga and Heneveld (1995) argued that the school environment, teachers' attitude and pedagogy, and gender bias in learning materials affects the performance and attainment of female students. The learning environment, distance to school, teachers' attitudes toward female students, teaching practices, gender bias in the curriculum and classroom culture also contribute either

facilitating or hindering the academic performance of female students (Hyde, 2005). Fuller and Clarke (1994) emphasized the importance of human and material resources, such as school infrastructure, class size, teacher experience and qualifications and availability of instructional materials, in achieving better schooling results in low- income countries.

Great distances between home and school; insufficient numbers of teachers, over-crowded classrooms, poor classroom facilities , unsatisfactory school environments, insufficient textbooks and poorly developed labor markets all accumulate as stumbling blocks to developmental improvements (UNICEF, 2010). Thelearning environment, distance to school, teachers' attitudes toward female students, teaching practices, gender bias in the curriculum and classroom culture also contribute either facilitating or hindering the academic performance of female students (Hyde, 2005). The quality of teachers and their commitment are the main input in educational production to attain better academic performance. Wößmann and West (2006) argued that good teaching is more powerful than class size. The implication is that it may be a better policy to devote the limited resources available for education to employing more capable teachers moving more to the quality side rather than to reducing class sizes.

Educational research conducted in schools pointed out teachers' contribution to students' academic achievement, for example, clarity of teachers' presentation, variability of teachers' classroom activities, teachers' enthusiasm, degree to which the teacher was task or achievement oriented (Tuntufye and Bernadette, 1989). Other research finding also suggested the link between teacher's characteristics and academic performance in a way that "pupil's taught by female and long experienced teachers performed significantly better than pupils taught by male and teachers with short experience"(Tadesse, 2009). On the issue of low females achievement than males, Zaher (1996) pointed to the evidence that teachers treat girls differently from boys and further, indicated that teachers' attitudes, treatment, and expectations influence girls' performance and thus, strongly recommended the importance of giving courses on gender issues to teachers in teachers colleges.

Lack of gender targeting in school environment and teachers quality affect female students' academic achievement. According to Simmons and Alexanders (1978), institutional factors

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

> *Existence of policies that protect the right of individuals from sexual harassment; rules and regulations that protect the safety and security of female students; rules and regulations that govern teachers code of conduct; establishment of offices of support for women's education within secondary level; level of awareness and sensitivity of staff about gender issues that affect girls' education; and availability of support systems for both sexes in the form of guidance and counseling*

Although the Ethiopian Constitution (FDRE, 1995), clearly stated that females have the right to be protected from practices that can result in physical or mental harm, female students are still facing early marriage, child labor, sexual violence and harassment (Jennings, 2011). It is obvious that these harmful practices endanger the physical and mental health of girls and discourage them from attending schools. The fact that these issues are still being considered as challenges of promoting girls education indicates the limited effort being in place to materialize policy and legislative issues.

The study conducted on sexual violence among secondary school students in Harari regional state revealed the prevalence of the various forms of sexual violence which victimized large proportion of girls in lower secondary classes (grades 9 – 10) at the age less than 18 years. The findings of the study indicated that a quarter of girls in secondary schools experienced sexual violence, of which 25.9% were raped (25% raped in school). The study also reported the consequences such as abortion (32.2%), vaginal discharge (28.6%), genital trauma (25%), unwanted pregnancy and various psychological problems like suicidal ideation, anxiety, fear, and depression.

Sexual violence is, thus, a common problem of in-school adolescents in Harar town. Students suffering from sexual violence are less likely to attentively engage in their learning and

perform better academically, and this posed serious challenge to gender equality in education in the regional state (Jote *et al*., 2014).

3. RESEARARCH DESIGN AND METHODOLOGY

This section discusses the research site, population and sample size, the design of the research, data sources, instruments and procedures of data collection and the methods by which the data were analyzed successively.

3.1. Description of Research Site

This research is conducted in four selected government secondary schools found in the Harari Regional State. These are Harar Senior Secondary School, Hamaressa Secondary School, Abadir Secondary School and Shekib Abdulahi Secondary School, found in the town of Harar (the capital of the Harari Regional State) which is located in the eastern part of Ethiopia at a distance about 525 kilometers from Addis Ababa, the capital of Ethiopia.

The regional state has the smallest land area (332 Square kilometers) and population of the Ethiopian regional states. According to the Central Statistical Agency (CSA) population census report in 2007 the regional state had a total population of 183,415 of whom 92,316 were males and 91,099 females (CSA, 2007). It is the only regional state in Ethiopia where the majority of the population lives in urban area (99,368 or 54.18%). In the Harari regional state there are a total of 16 secondary schools (seven government, eight private and one community schools). One of the seven government secondary schools was upper secondary school (grades 11 12) and was not within the scope of this study. The other two government secondary schools were opened in the past three years in rural kebeles, and could not serve the purpose of this study. That is, these schools did not have three years' students' performance data on grade ten national examinations which was the focus of this study. All the remaining four government secondary schools found in the regional state, namely Harar senior, Hamaressa, Abadir and Shekib Abdulahi secondary schools were the focuses of this research.

3.2. Research Design

This research employed a descriptive survey design. This is because, descriptive survey design is employed in "preliminary and exploratory studies to allow researchers to gather information, summarize, present and interpret for the purpose of clarification" (Orodho,

2012).This research design also allow researchers to “gather data from a relatively large number of population thereby used to describe the distribution of characteristics” (Best, 1999).

As Borg and Gall (1989) put it, descriptive survey research is “intended to produce statistical information about aspects of education that interest policy makers and educators”. This research design allows researchers to use both quantitative and qualitative methods to gather data. So, in this study, the researcher used quantitative and qualitative approaches to gather data relevant to the topic.

3.3. Sources of Data

To conduct this study the researcher used two types of data sources- primary sources and secondary sources.

3.3.1. Primary sources of data

Primary sources data were collected from the different groups of respondents of the study through questionnaires, interview and focus group discussions. That is, primary data were collected from girl students and teachers, school principals and academic vice principals, education experts and gender focal person, as well as from parents’ representatives.

3.3.2. Secondary sources of data

This study also used secondary sources data which already passed through statistical process and found in documents, books, reports, magazines and journals.

3.4. Population, Sample Size and Sampling Technique

In the Harari regional state there are a total of 16 secondary schools (seven government, eight private and one community schools). One of the seven government secondary schools was upper secondary school (grades 11and 12) and was not within the scope of this study. The other two government secondary schools were opened in the past three years in rural kebeles, and could not serve the purpose of this study. That is, these schools did not have three years’ students’ performance data on grade ten national examinations which was the focus of this

study. All the remaining four government secondary schools found in the regional state, namely Harar senior, Hamaressa, Abadir and Shekib Abdulahi secondary schools were the focuses of this research.

Data currently obtained from the Regional Education Bureau indicates that in 2016/17 academic year, the total secondary school (grades 9 10) students' population in the Harari Regional State were 5,583 (2643 girls and 2940 boys). Out of this regional total 78.9% (4,406 students – 2116 girls and 2290 boys) were found in the four sampled government secondary schools. Thus, the subjects of this study were 2116 girl students (80.1% of the regional total for girls) found in the four sampled government secondary schools. These students were attending their education in grades 9 and 10 in the regular (day) program.

From the total girl students' population in the sampled schools (2116) a 10% sample size, proportional to their number in each grade level was selected using simple random sampling technique. Eventually, actual sample sizes of 212 girls (10% of the total population) were drawn from the total population to participate in the study. The same technique was also utilized to draw a sample size of 68 teachers (30% of the total teachers population 204) in the four sampled government secondary schools (considering 10% none response). The two groups in the sample (girl students and teachers) participated in the study responding to questionnaires.

All the four sampled schools' principals and academic vice principals, three education experts and one gender focal person from the Regional Education Bureau (REB), as well as four parents' representatives (one from each school) participated in the study responding to interviews. The four academic vice principals were purposively selected from the four secondary schools out of the total of eight vice principals. This was because academic vice principals were responsible for all academic issues in the schools, while the other vice principals were assigned to manage administrative issues in the schools. In addition, 40 girl students and 28 female teachers (10 of them were also responding to survey questions) were randomly selected from class lists and schools' registers to participate in focus group discussions.

Table 1. Population, sample size and sampling technique

SN	Types of Respondents	Population	Sample Size	Percentage %	Sampling Technique
1	School Principals	4	4	100	Available
2	Vice Principals	8	4	50	Purposive
3	Teachers	204	86	42.2	Simple random
4	HREB Education Experts	3	3	100	Available
5	Gender Focal Person	1	1	100	Available
6	PTA Chairpersons	4	4	100	Available
7	Students	2116	252	11.9	Simple random

3.5. Data Collection Tools

To inform this study, the researcher used different data collection instruments. These included:

3.5.1. Questionnaires

Two groups of questionnaires were used to collect quantitative data from girl students as well as from teachers in written response. The questionnaires were used to collect information from many respondents (212 girls and 68 teachers). One group of the questionnaire used for girl students comprised 28 items, while the other group used for teachers consisted of 25 items. Each group of questionnaire contained both close-ended and open-ended questions which comprised variables that assess the status of girls academic performance, school practices to improve girls academic performance, and home-related and school-related factors that affected girls' academic performance in government secondary schools.

To avoid ambiguity in the items and thus, obtain valid and reliable information for the study, at first the researcher sent the questionnaires to educational experts who had ample experience in research work requesting for their opinions on the validity of the items. In view of their suggestions some modifications were then added to the research tools. Further, for the purpose of assessing the reliability of the tool, the questionnaire set for girl students was piloted in a school other than the four target schools. The pilot test was administered among

30 respondents. A measure of reliability statistics of the items was conducted and obtained Cronbach's alpha reliability coefficient of 0.781, which is indicative of questionnaire stability.

3.5.2 Interview guides

Semi-structured Interview guides were used to collect in-depth qualitative information from the respondents through interview. Two interview guides were used to gather information from different respondents. One of the interview guide was used for four school principals, four academic vice principals, and four PTA chairpersons; and the other was used for three education experts and one gender focal person found in the REB.

3.5.3. Focus group discussion guide

Semi-structured focus group discussion guide was used to collect information through focus group discussions with female students and female teachers. Two focus group discussions were held with 10 female students as well as with 7 female teachers in separate sessions in each of the four secondary schools. Female students, who did not participate in responding to survey questions, were selected to involve in focus group discussion using simple random sampling technique, while groups of female teachers were purposively selected and involved in focus group discussions in each of the four schools to triangulate the information obtained through different methods. Totally eight focus group discussions were organized in the four secondary schools to inform the study.

3.6. Data Gathering Procedure

Survey questions were used to gather data from respondents (girl students and teachers) in written response, to describe the nature of the problems investigated and the practices employed in the schools to improve girls academic performance. Surveys were conducted by the researcher face-to-face with the respondents in each school.

Key informant interviews were held with school principals, academic vice principals, education experts, parents' representatives and gender focal person in the Regional Education Bureau in separate room individually in each of the four schools and in the REB. The researcher personally conducted the interview on a prescribed schedule.

Focus group discussions were organized with girl students and female teachers in the four target government secondary schools in separate sessions for each category. A total of eight focus group discussions were organized. Each group of students comprised 10 individuals, while each of female teachers group consisted of 7 individuals. Semi- structured discussion guides were used to conduct focus group discussions. The researcher took notes in writing during the discussions. In addition, grade 10 national examination results of students for at least three years prior to this study period (2014 2016) were collected from documents available in the Harari Regional State Education Bureau as well as from the Education Statistics Annual Abstract prepared annually by the Ministry of Education.

3.7. Method of Data Analysis

The study used both quantitative and qualitative data. The collected data were categorized and coded on a pre-drafted coding sheet. The quantitative data were entered into a computer and analyzed using SPSS version 20.0. Frequency counts and percentage calculations were conducted to compare the academic performance of male and female students, while t-test was computed to compare the responses of teachers and students for the quantitative questions on school practices to improve girls academic performance and on school related factors that affected girls academic performance.

The quantitative data were analyzed (computed) to determine frequency and percentage of variables, while qualitative data were analyzed by paraphrasing and summarizing the information obtained through interview, focus group discussions and open-ended questionnaire, and reporting in thematic manner. In addition, information from documentary review were incorporated to support and clarify the data presented in different themes.

3.8. Ethical Considerations

This study which involved interaction with human sample (as subjects of the study) has ethical implications, and thus, ethical issues of the research raised in this section. While conducting this study, the researcher sought informed consent of the participants of the study and respected their right to make informed decisions to participate in the study. In doing so,

the researcher offered much information on the study and its purpose, carefully explained the way the respondents were selected and the procedure to be followed in the research process without influencing responses.

By protecting the rights and welfare of the respondents and establishing trust with them, the researcher took the responsibility to maintain the anonymity and confidentiality of personal responses. In other words, it was the moral duty of the researcher to protect respondents by ensuring the confidentiality of the responses that go beyond ordinary loyalty. The researcher kept accurate records of all the data being gathered and conducted the research with integrity and transparency. The researcher ensured that the participants of the study were given ample opportunity to understand the nature, purpose and anticipated consequences of the research participation.

4. RESULTS AND DISCUSSION

This chapter presents the results of the study based on the data collected using questionnaires, interview guides, focus group discussion guide, and document analyses. These research instruments were designed in line with the research questions of the study. This chapter deals with analysis and interpretation of data that were collected. The subjects of the study were female students, teachers, school principals and academic vice principals, PTA chairpersons, education experts at the Regional Education Bureau and gender focal person. The principle of random selection of respondents was applied to select female students and teachers. This was done by systematically selecting respondents from class lists and registers that were availed by the schools. Further, the respondents (other than students and teachers) available on their respective positions and assignments were taken to participate in the study.

The study targeted a total of 354 respondents that included: female students, teachers, school principals and academic vice principals, PTA chair persons, education experts at the REB, and gender focal person at the REB. To obtain data for the study, a total of 280 questionnaires were distributed to the targeted respondents (212 female students and 68 teachers), of which 278 respondents (212 female students and 66 teachers) completed and returned the questionnaires giving a questionnaire response rate of 99.3 %. This response rate was high enough to accept that non-responses do not threaten the external validity of a research project (Jordan *et al*., 2011).

In order to supplement students' and teachers responses, the researcher sought views from other respondents that were assumed to be directly or indirectly linked with students in the school context. These participants' views complemented and enriched information provided by students and teachers. These participants included all the targeted schools' principals (4) and academic vice principals (4), education experts (3), PTA chairpersons (4) and gender focal person (1) who was interviewed using interview schedules, which indicated a response rate of100% (16). To add on survey and interview responses, the researcher was able to conduct two focus group discussions in each of the four sampled schools. One group comprising 10 female students took part in focus group discussion in each school, while the other group comprising 7 female teachers participated in focus group discussion in each

school. In addition to the quantitative and qualitative analysis of the data obtained from survey, interviews and focus group discussions, EGSECE mean performances of female and male students were computed separately and the differences in performance of the two groups were compared using frequency counts and percentage calculations. This chapter is divided in to two major parts. The first section discusses the background characteristics of the respondents. The second section presents the analysis and interpretation of the main data organized in line with the research questions. An analysis of the response rate was carried out to determine the validly of the results.

4.1. Background Characteristics of Respondents

This section presents the information on the characteristics of the respondents. Results presented here include female students' ages, with which they are living and the level of family income. The section also presents background data of all the other respondents, such as gender, age, educational qualification, and years of experience and marital status.

Table 2. Respondents' background information

No.	Item	Options	Teachers		SP		VP		PTA		EE		GFP		Students	
			N	%	N	%	N	%	N	%	N	%	N	%	N	%
1	Sex	Male	47	56	4	100	2	50	4	100	3	100				
		Female	37	44			2	50					1	100	252	100
2	Age	14- 17													213	84.5
		18 – 20													37	14.7
		21 – 30	33	39-3	1	25									2	0.8
		31 – 40	21	25	2	50	2	50			2	66.7	1	100		
		41 – 50	12	14.3	1	25	2	50	2	50						
		Above 50 yr.	18	21.4					2	50	1	33.3				
3	Living with	Both parents													129	60.8
		Father													15	7.1
		Mother													57	26.9
		Guardians													11	5.2
4	Family	High													7	3.3
	Income	Medium													92	43.4
		Low													113	53.3
5	Qualification	BA/BSc/BED	84	100	4	100	4	100			3	100	1	100		
6	Experience	1 – 5	23	27.4												
		6 – 10	16	19	1	25							1	100		
		11 – 15	11	13.1	2	50	2	50			2	66.7				
		16 – 20	12	14.3	1	25	2	50								
		Above20years	22	26.2							1	33.3				
7	Marital	Married	63	75	3	75	4	100	4	100	3	100				
	Status	Unmarried	21	25	1	25							1	100		

According to the findings of the study, the majority of student respondents (84.5%) were in the age range between 14-17 years old, which is within the range of the official secondary school age. Results also revealed that 14.7% of the students were in the age range between 18 - 20 years and a few (0.8%) were above 20 years, which is beyond the official secondary school age. This was explained to be associated with various factors such as late entry into school, repeating classes and re-entry of students who had previously dropped out of school.

Concerning the information about the parents responsible for the students responding to questionnaire, the findings reveal that 129 students (60.8 %) were living with both parents, and, thus, may have obtained the necessary guidance and support in their schooling. It is also identified from the table that 57 student respondents (26.9 %) were living with their mothers, and 15 (7.1 %) with their fathers, and the remaining 11 (5.2 %) were taken care of by guardians. In such families girls may not get appropriate guidance to focus on their learning. Children living with single parents may have behavioral problems in the absence of either a mother or father figure to provide requisite guidance. With regard to family income, most of the respondents'113 (53.3%) indicated their perception of their families income level as low, while the rest of the respondents 92 (43.4%) and 7 (3.3%) perceived medium and high income family respectively. The implication is that girls from low income family lack the necessary support from parents in their schooling, and also engage in household chores and petty trade activities to support family incomes which interfere with their time for studying and their academic performance.

The results in table 2 also indicate that 56% of respondent teachers were male, while female teachers constitute 44%. Given that usually female teachers serve as role models to female students than male teachers, this might have an implication on students' performance. Whether this gender disparity between male and female teachers has a significant influence on female students' academic performance, it is yet to be identified in this research. It is also observed from the above table that 39.3% of the teachers were found in the age range from 21 – 30 years, which is the youngest group, while 25% of respondent teachers were in the age range from 31 – 40 years old and 35.7% of the respondents were above 40 years of age.
Regarding the respondents years of experience in teaching, 46.4% of the teachers had service in teaching from one to ten years, whereas 53.6% of the respondent teachers had long work

experience in the system (more than ten years of experience in teaching), which means there was a high level of experience in the research sample. These teachers were expected to use their rich experience towards the enhancement of girls learning and academic performance. The service years indicated for principals and vice principals include the years they had served in teaching position. For example, one of the principals served in his current position for the past three years and the other one worked for two years, whereas the remaining two principals served in their current position for only the past six months. This means that they never lead the schools long enough to have an in-depth understanding of the factors that influence academic performance of their students.

The findings also show that all the teachers (100%) in the sample size were first degree holders in their respective area of academic qualification. This level of academic qualification is in line with the standard level of education set by the ministry of education for first cycle secondary educators. So, it would-be expected that they were on academic status to positively impact students' academic performance in their schools. Similarly, all the principals (100%), and academic vice principals (100%) were first degree graduates in their respective area of academic qualification. However, by the time this research was undertaken, three of the principals and three of the deputy principals have begun pursuing their post graduate study in school management. This may help them aware of the factors influencing academic performance and, thus, work to effectively address the influencing factors and enhance students learning.

Regarding the marital status of respondent teachers, results of the analysis reveal that 75% of the teachers were married, where as 25% were unmarried. Similarly, 75% of the principals, and all vice principals, parents representatives and education experts were married. This may imply that most of the teachers and the principals as well as all of the vice principals carry out their school tasks and actions responsibly.

Table 3. Students' parents/guardians' educational background

No.	Educational Level	Father's		Mother's		Guardian's	
		F.	%	F.	%	F.	%
1	Illiterate	29	20.1	43	23.1		
2	Basic literacy (able to read and write)	23	16.0	46	24.7		
3	Primary education(1-8)	26	18.0	48	25.8		
4	Secondary education(9-10)	10	6.9	23	12.4		
5	Secondary education(11-12)	19	13.2	14	7.5	3	27.2
6	Diploma	21	14.6	9	4.8	2	18.2
7	BA/BSc Degree graduate	6	4.2	3	1.6	6	54.6
	Total	144	100	186	100	11	100

As reported by student respondents' the educational background of parents/guardians indicated in the above table reveal that 20.1% of the respondents' fathers and 23.1% of their mothers were illiterate (unable to read and write), and 16% of fathers and 24.7% of mothers were able only to read and write. The reports also indicate that 18% of the respondents' fathers and 25.9% of their mothers attained primary level of education. This means that majority of the respondents' parents were below the level of education that their daughters have attained. The implication is that most of the respondent girls failed to get the required academic guidance and support in their schooling experience from their parents. It was only 14.6% of fathers and 4.8% of mothers, as well as 18.2% of guardians were educated up to diploma level, and 4.2% of fathers and 1.6% of mothers and 54.6% of guardians attained first degree academic qualification. These parents/guardians were expected to guide and assist their daughters in their education well aware of the benefits of education.

Table 4. Students' parents/guardians occupation

No.	Occupation	Father's		Mother's		Guardian's	
		F.	%	F.	%	F.	%
1	Farmer	34	23.6	5	2.7		
2	Housewife			64	34.4		
3	Merchant	17	11.8	27	14.5	3	27.3
4	Employee	65	45.1	41	22.1	8	72.7
5	Petty trade/ occasional labor	28	19.5	49	26.3		
	Total	144	100	186	100	11	100

According to the survey made on occupation of parents living with the respondents, the largest percentage of fathers (45.1 %) and guardians (72.7%) were employees in either government or non-government organizations, while mothers (34.4%) were housewives. The study also reveals that 23.6% of fathers and 2.7% of mothers were engaged in farming, while 19.5% of fathers and 26.3% of mothers were involved in petty trade/casual labor. The result further indicates that 11.8% of fathers, 14.5% of mothers and 27.3% of guardians were involved in business. It is clear from the table that majority of mothers (65.6%) were working outside their homes to support family income. Thus, girls in such families are more likely to engage in household chores to support the family which greatly consume their energy and time for studying and this impede their learning and academic performance.

The influence of parental support on students' school performance is well-documented innumerous studies. Chohan and Khan (2010) revealed the significant impact of parental support on academic achievement, as well as on the development of the students' concept of the self, greater parental involvement from the early stages in children's learning positively affect school performance, including higher academic achievement. In this study data were collected from female students to assess the level of parental support to enhance the academic performance of their daughters. The level of support and encouragement parents provided to their daughters based on parents/guardians level of education and type of occupation are presented in Table 5 below.

Table 5. Support based on parents/guardians level of education and occupation

No.	Parents/Guardians	Options	High		Medium		Low	
			F.	%	F.	%	F.	%
1	Father's support and encouragement	Education	5	3.5	43	29.8	96	66.7
		Occupation			19	13.2	125	86.8
2	Mother's support and encouragement	Education	12	6.5	59	31.7	115	61.8
		Occupation			32	17.2	154	82.8
3	Guardian's support and encouragement	Education					11	100
		Occupation					11	100

Results of this study reveal a gap in parental support and encouragement based on parental/guardians' education and occupation. As it is indicated in the table above most of the students (66.7%) replied that the support and encouragement of both parents to their education was low. All the respondents who were under the care of the guardians rated to have accorded low level of support and encouragement from their guardians. However, the results of the analysis reveal that more respondent girls reported to have supported by their mothers compared to the support of their fathers. This implies that mothers' are more concerned about the education of their daughters than fathers. The results also indicate that parents' level of education weighed more to their occupation to support their daughters education.

4.2. Girls Academic Performance

In the aim to determine the status of girls academic performance (relative to that of boys) and answer the first research question, the study tried to examine the academic performance of girls at secondary level of education in the Harari Regional state. Thus, this section attempted to review available data on the performance of girls in national examinations on completion of general secondary education which was measured using mean scores for EGSECE results. Data on EGSECE performance for the period of three years (2014-2016) were collected from the Regional Education Bureau using a document analysis schedule, analyzed using frequency counts and percentage calculations, tabularized and presented in comparison with the performance of boys. With the intention to clearly show the status of girls academic performance in the sampled government secondary schools, under this section the researcher

has also presented the regional level performance of students in EGSECE, which included the performance of private secondary schools.

To assess whether or not disparities in performance exist within and between the sampled government secondary schools, this section begin with presentation of the academic performance of students in the targeted sample schools for three years. The performance of each school is illustrated successively in the tables indicated below. Secondary data collected from the regional education bureau were analyzed and results indicate that overall boys performed better than girls in EGSECE. To substantiate these results, respondents were asked to suggest who among boys and girls are likely to perform better in EGSECE. In addition, focus groups' discussions provided their insights regarding possible factors that explain these trends.

Table 6. EGSECE performance of sample schools in 2014

School	Sex	Total	< 2.0		≥ 2.0		≥ 3.0		= 4	
			F	%	F	%	F	%	F	%
Abadir	M	152	48	31.58	104	68.42	21	20.19	3	2.88
	F	93	30	32.26	63	67.74	6	9.52	1	1.59
	T	245	78	31.84	167	68.16	27	16.17	4	2.40
Hamaressa	M	62	33	53.23	29	46.77	6	9.68		
	F	38	28	73.68	10	26.32				
	T	100	61	61.00	39	39.00	6	6.00		
Harar S.S.	M	395	24	6.08	371	93.92	177	47.71	19	5.12
	F	314	34	10.83	280	89.17	97	34.64	7	2.50
	T	709	58	8.18	651	91.82	274	42.09	26	3.99
Shekib Abdulahi	M	141	57	40.43	84	59.57	17	12.06		
	F	97	54	55.67	43	44.33				
	T	238	111	46.64	127	53.36	17	7.14		
Total	M	750	162	21.6	588	78.4	221	37.59	22	3.74
	F	542	146	26.94	396	73.06	103	26.01	8	2.02
	T	1292	308	23.84	984	76.16	324	32.93	30	3.05

As can be seen from table 6, in all the sampled schools the rate of girls exceeded that of boys among the group of students who scored below 2.0 grade point in EGSECE, whereas the percentage of boys surpassed that of girls among the group who achieved 2.0 and above grade point in the same exam. It can also be observed from the table that, among the students who

achieved 2.0 and above GPA, gender disparity in performance became wider in Hamaressa Secondary school (46.77% for boys and 26.32for girls) and Shekib Abdulahi Secondary School (59.57% for boys and 44.33% for girls).

In both schools girls failed to achieve 3.0 and above grade points, while 9.68% and 12.06% of boys in Hamaressa secondary school and Shekib Abdulahi secondary school respectively achieved 3.0 and above GPA in the exam. But, 9.52% and 34.64% of girls in Abadir and Harar secondary schools respectively achieved mean score 3.0 and above.

Further, 73.68% and 55.67% of girls in Hamaressa and Shekib Abdulahi secondary schools respectively achieved mean score below 2.0,while the rate of boys in the same achievement category were 53.23% and 40.43% respectively. However, the rates of girls in the same achievement group were 32.26% and 10.83% in Abadir and Harar secondary schools respectively. Although gender differences in performance existed (in favour of boys) in all the sampled schools, girls in Harar Secondary school were found on a more advantageous status concerning performance in EGSECE and, thus, 89.17% of them scored 2.0 and above, and 34.64% of them achieved 3.0 and above GPA in the same examination.

Generally, it can be observed from the table that among the group of students who scored 2.0 and above GPA in all the sampled schools the rate of boys exceeded that of girls by 5.34%. Also, it is identified from the table that there is one girl in about every two boys among the group of students who achieved 3.0 and above grade points, and there is one girl in about every three boys among the students who scored the highest grade point (4.0) in the exam.

Table 7. EGSECE performance of sample schools in 2015

School	Sex	Total	< 2.0		≥ 2.0		≥ 3.0		= 4	
			F	%	F	%	F	%	F	%
Abadir	M	154	28	18.18	126	81.82	23	14.94	4	2.60
	F	105	29	27.62	76	72.38	3	2.86		
	T	259	57	19.72	202	69.90	26	9.00	4	1.38
Hamaressa	M	66	27	40.91	39	59.09	8	12.12		
	F	55	22	40.00	33	60.00	3	5.45		
	T	121	49	40.50	72	59.50	11	9.09		
Harar S.S	M	454	11	2.42	443	97.58	205	45.15	20	4.41
	F	392	14	3.57	378	96.43	118	30.10	6	1.53
	T	846	25	2.96	821	97.04	323	38.18	26	3.07
Shekib Abdulahi	M	127	22	17.32	105	82.68	15	11.81		
	F	101	36	35.64	65	64.36	1	0.99		
	T	228	58	23.77	170	69.67	16	6.56		
Total	M	801	88	10.99	713	89.01	251	31.34	24	3.00
	F	653	101	15.47	552	84.53	125	19.14	6	0.92
	T	1454	189	13.00	1265	87.00	376	25.86	30	2.06

As can be seen from table 7, girls in Harar secondary school and Hamaressa secondary school performed almost equally with boys in the national exam in the year 2015. But, gender disparity in performance continued to be wide in Shekib Abdulahi and Abadir Secondary schools. In Shekib Abdulahi Secondary school 35.64% of girls scored GPA less than 2.0, while that of boys was 17.32%; and in Abadir secondary school 27.62% of girls achieved below 2.0 GPA, while the rate of boys was 18.18%. Contrary to this, among the group of students who attained 2.0 and above grade point in the national examination, the rate of boys (81.82% in Abadir and 82.68% in Shekib Abdulahi) exceeded that of girls (72.38% in Abadir and 64.36% in Shekib Abdulahi).

Among the group of students who scored 3.0 and above GPA, the gender gap in performance varies between schools, but in all the schools the rate of girls is much below that of boys. The analysis in table 8 indicate that the gender gap in performance in Abadir secondary school was about 12%, in Hamaresa secondary school about 7%, in Harar secondary school about 15% and in Shekib Abdulahi secondary school about 11%. Generally, in every two boys there was only one girl among the group of high achievers (3.0 and above GPA), and in every four top scorer (4.0 GPA) boys there was only one girl.

Table 8. EGSECE performance of sample schools in 2016

School	Sex	Total	< 2.0		≥ 2.0		≥ 3.0		= 4	
			F	%	F	%	F	%	F	%
Abadir	M	139	36	25.90	103	74.10	11	7.91		
	F	122	43	35.25	79	64.75	2	1.64		
	T	261	79	30.27	182	69.73	13	4.98		
Hamaressa	M	89	40	44.94	49	55.06	4	4.49	1	1.12
	F	56	39	69.64	17	30.36				
	T	145	79	54.48	66	45.52	4	2.76	1	0.69
Harar S.S.	M	390	74	18.97	316	81.03	72	18.46	4	1.03
	F	429	93	21.68	336	78.32	48	11.19		
	T	819	167	20.39	652	79.61	120	14.65	4	0.49
Shekib Abdulahi	M	141	44	31.21	97	68.79	7	4.96		
	F	93	63	67.74	30	32.26				
	T	234	107	45.73	127	54.27	7	2.99		
Total	M	759	194	25.56	565	74.44	94	12.38	5	0.66
	F	700	238	34.00	462	66.00	50	7.14		
	T	1459	432	29.61	1027	70.39	144	9.87	5	0.34

The result presented in table 8 above reveal that in all the schools the percentage of female students who scored below 2.0 grade point average was greater than their male counterparts, while the rate of female students who scored 2.0 and above GPA was less than that of males. In none of the sampled schools girls hardly scored the highest point (4.0 point), while five boys scored that point. In Abadir secondary school 35.25% of girls scored below 2.0 GPA, while the rate of boys (25.90%) was about 10% less than that of girls. But the rate of boys who achieved 2.0 and above GPA (74.10%), exceed that of girls (64.75%) by about 10%.

Among the students who scored below 2.0 GPA in Hamaressa secondary school the percentage of girls (69.64%) was more than that of boys (44.94%) by about 25%., whereas among the scorers of 2.0 and above GPA the rate of boys (55.06%) exceed that of girls (30.36%) by about 25%. But, in Harar secondary school the gender gap in performance (81.03% for boys and 78.32% for girls) is narrow compared with the other schools. This is, as reported by the interviewees, because more experienced teachers were found in that school. The rate of girls (67.74%) who scored below 2.0 GPA in Shekib Abdulahi secondary school, was greater than that of boys (31.21%) by about 36%. But, among the students who scored 2.0 and above GPA, the rate of boys (68.79%) exceeded that of girls (32.26%) by about 36%.

As can also be observed from the above table, no female student was found among the high achieving group (3.0 and above GPA) in Hamaressa and Shekib Abdulahi secondary schools. Even in Abadir secondary school the ratio of girls to boys among high achievement group was 1:5 (that is, one girl in about every five boys). However, girls in Harar secondary school were found on better status in academic performance relative to those in the other schools. Among the students in high achievement category in Harar secondary school, the rate of boys (18.46%) exceeded that of girls (11.19%) by 7.27%. The wider gap in academic performance between girls and boys observed in Hamaressa and Shekib Abdulahi secondary schools was explained by the informants as the influence of high vulnerability to poverty. That is, girls attending their education in those two schools were largely coming from economically disadvantaged families.

Table 9. Performance in EGSECE at Regional level (2014 – 2016)

Year	Sex	Sat for exam	≥2.0		≥ 3.0	
			F	%	F	%
2014	M	879	716	81.46	320	36.41
	F	686	536	78.13	200	29.15
	T	1565	1252	80.00	520	33.23
2015	M	1035	864	83.48	371	35.85
	F	865	765	88.44	286	33.06
	T	1900	1629	85.74	657	34.58
2016	M	948	725	76.48	202	21.31
	F	901	650	72.14	167	18.53
	T	1849	1375	74.36	369	19.96

Findings of the above table indicate that at regional level 78.13% of girls attained 2.0 and above GPA in 2014, while the rate of boys was 81.46%, that is, 3.33% gender difference in performance. But in 2015, girls outperformed boys in EGSECE at regional level. That is, among the students who scored 2.0 and above GPA the rate of girls (88.44%) exceeded that of boys (83.48%) by about 5%. This exceeding rate in academic performance attained by girls at the regional level was the effect of remarkable performance of girls in the private secondary schools. However, once again in 2016, boys (76.48%) outstripped girls (72.14%) by about 4%.

Among the group of students' who achieved 3.0 and above GPA, the percentage of girls (29.15%) was lower than that of boys (36.41%) by about 7% in 2014. However, gender Difference among the group of high academic performers at the regional level declined to 2.79% (35.85% for boys and 33.06% for girls) in 2015. Similarly in 2016 the rate of high performing boys (21.31) exceeded that of girls (18.53%) by 2.78%. Even if the difference in performance continued in favor of boys for three years, the disparities in performance (between boys and girls) have been insignificant, particularly in the last two years.

Table 10. Performance in EGSECE in the sample schools (2014 – 2016)

Year	Sex	Total	< 2.0		≥2.0		≥ 3.0		= 4	
			F	%	F	%	F	%	F	%
2014	M	750	162	21.60	588	78.40	221	29.47	22	3.74
	F	542	146	26.94	396	73.06	103	19.00	8	2.02
	T	1292	308	23.84	984	76.16	324	25.08	30	3.05
2015	M	801	88	10.99	713	89.01	251	31.34	24	3.00
	F	653	101	15.47	552	84.53	125	19.14	6	0.92
	T	1454	189	13.00	1265	87.00	376	25.86	30	2.06
2016	M	759	194	25.56	565	74.44	94	12.38	5	0.66
	F	700	238	34.00	462	66.00	50	7.14	0	0.00
	T	1459	432	29.61	1027	70.39	144	9.87	5	0.34

Findings in table 10 reveal that boys' overall academic performance has comparatively been better than that of girls' in the sample schools. For example, among the group of students who scored 2.0 and above GPA in EGSECE, the rate of boys (78.40%) exceeded that of girls (73.06%) by about 5% in 2014. However, the variations between the performance of boys (89.01%) and girls (84.53%) slightly reduced to 4.48% in 2015; while the difference in the performance of boys (74.44%) and girls (66.00%) grew to 8.44% in 2016.

Similarly, among the high scorers group (3.0 and above GPA) the rate of girls has been lower than that of boys throughout the period under study. For instance, the rate of boys (29.47%) exceeded that of girls (19%) by about 10% in 2014, and also boys (31.34%) surpassed girls (19.14%) by about 12% in 2015. The gap in exam performance between boys (12.38%) and girls (7.14%) continued in favor of boys (by about 5%) in 2016. In addition, the result in table

11 indicate that in about every three top scorer (4.0 GPA) boys there was only one girl in 2014, and in about every four top achieving boys there was only one girl in 2015. But in 2016 girls failed to attain 4.0 GPA, while five boys obtained the top score. Various reasons were advanced by interview and focus group discussion participants to explain this trend. Some argued that the general social perception that attribute academic superiority with the male make some girls internalize that they are academically weaker than boys. Interviews held with various participants also raised that gender stereotypes have a role to play in inhibiting academic performance of female students.

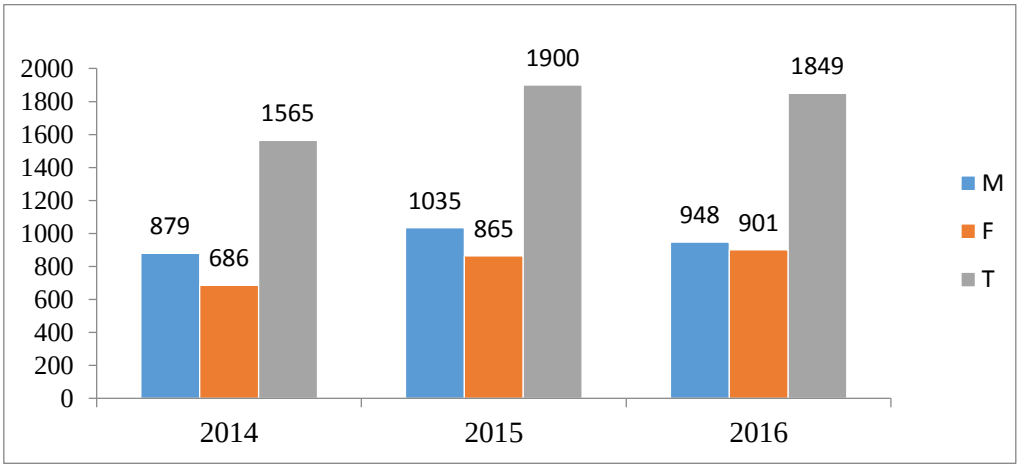

Figure 1. Trend of student sat for EGSECE at Regional level

The above figure indicate that the total number of students' population sat for the national examination increased from 1565 in 2014 to 1900 in 2015, but, it declined to 1849 in 2016. The number of girls who sat for EGSECE increased every year. For example, in 2014, 686 girls took grade ten national examinations in the regional state, and the number of girls grew to 865 in 2015 and to 901 in 2016. At the same time, the gender gap between boys and girls also narrowed over those years in the regional state (it was 22 in 2014, 24 in 2015, and 15 in 2016). The Gender Parity Index (GPI) in 2014 was 0.78, which means, in every 100 boys who sat for the national examination in the regional state, there were approximately only 78 girls. In 2015 the GPI was 0.76, and in 2016 it was 0.85. This indicates that, despite some improvements in girls' participation, gender disparity in access to secondary education continues in the regional state.

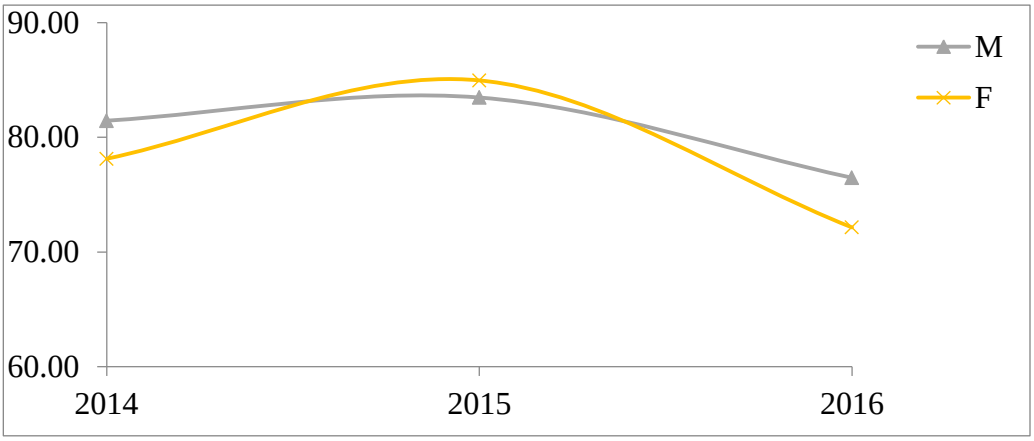

Figure 2. EGSECE performance trend at the regional level (GPA) 2.00 and above)

As can be observed from figure 2, there was fluctuation in regional level EGSECE performance over the years. In the year 2014 the percentage of girls who scored 2.0 and above GPA in the national examinations had been lower than that of boys. However, in 2015, girls outperformed boys at regional level. Once again in 2016 the rate of girls in the same achievement category has dropped down below that of boys.

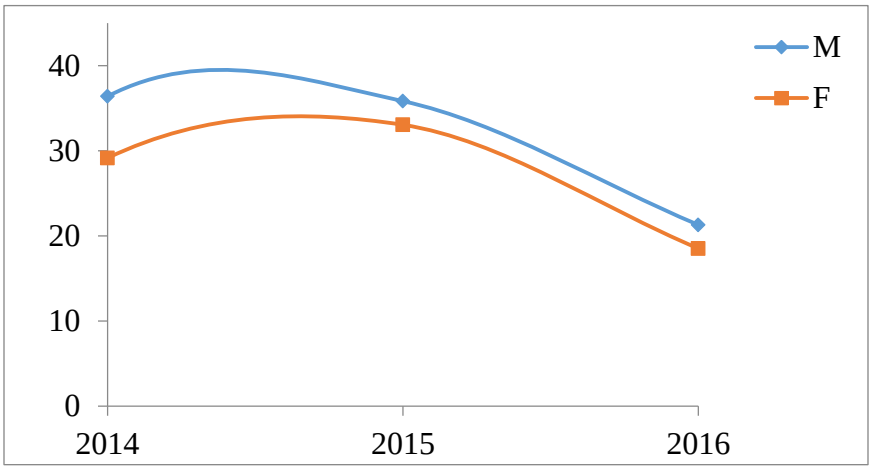

Figure 3. EGSECE performance trend at the regional level (GPA 3.0 and above)

As figure 3 demonstrates, among the high attainment group of students (those who scored 3.0 and above GPA) at the regional level, the rate of girls has been lower than that of boys over the years. But, at the regional level the performance gap between the rate of boys and girls has been narrow particularly in the last two years.

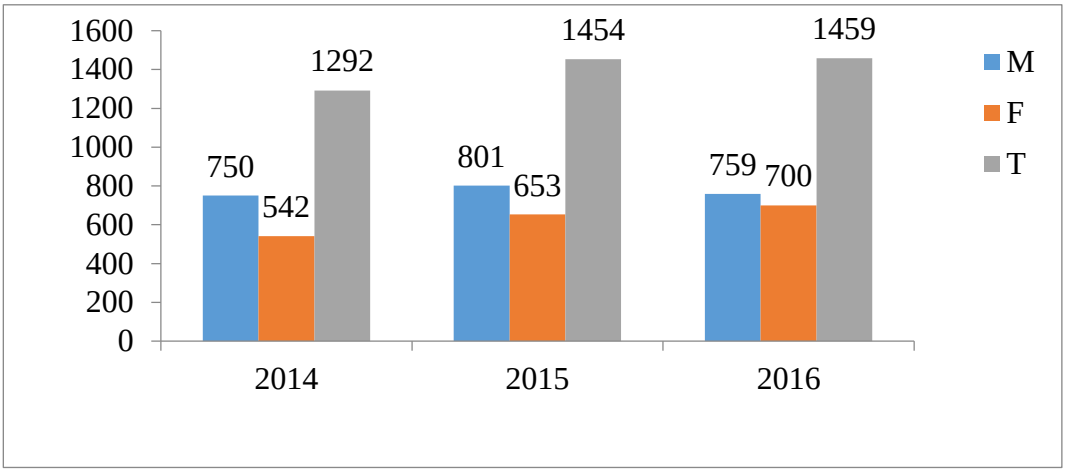

Figure 4. Trend of total student population sat for EGSECE in the sample schools

The above figure indicates that the total number of students' population who took grade ten national examination in the sampled schools increased over the years; that is, from 1292 in 2014, to 1454 in 2015, and to 1459 in 2016. The number of girls who sat for the same national examination also increased from 542 in 2014, to 653 in 2015, and to 700 in 2016. The gender parity index (between boys and girls) also increased over those years in the sampled schools. For example, in 2014 the gender parity index was 0.72; that means, in every 100 boys sat for the national examination in the sampled schools, there were approximately only 72 girls. However, the gender parity improved to 0.81 in 2015 and to 0.92 in 2016. At the same time, the gender gap in educational participation between boys and girls narrowed over those years (from 28 in 2014, to 19 in 2015, and to 8 in 2016) in the sampled government secondary schools. Regardless of the observed significant level of reduction of gender gap in access to secondary education, the results indicate that boys have more access to education than girls in the sampled schools.

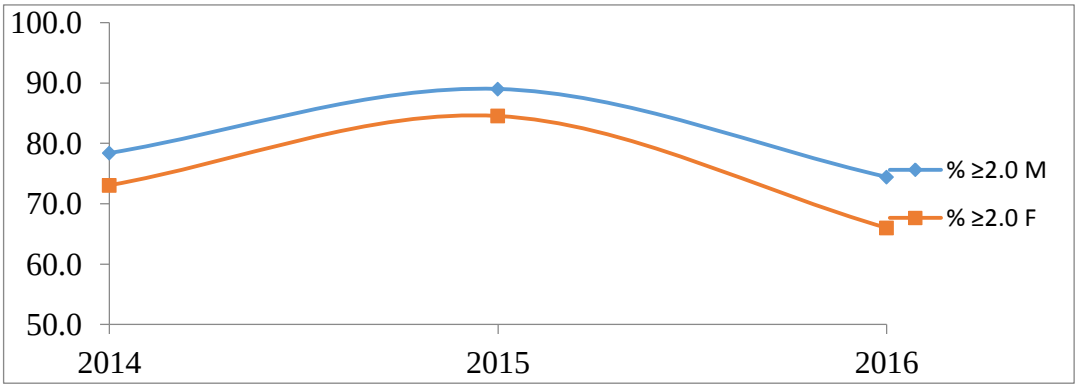

Figure 5. EGSECE performance trend in the sample schools (GPA 2.00 and above)

The above figure shows that over the years the performance of girls remained below that of boys. In the year 2014 among the students who scored 2.0 and above GPA in the national examination the percentage of girls was below that of boys. This trend continued in the three years that this study has covered. The gender gap in performance become wider in 2016, that means, among the group of students who scored 2.0 and above in the national examination, the percentage of girls (66.0%) was 8.44% below that of boys (74.44%).

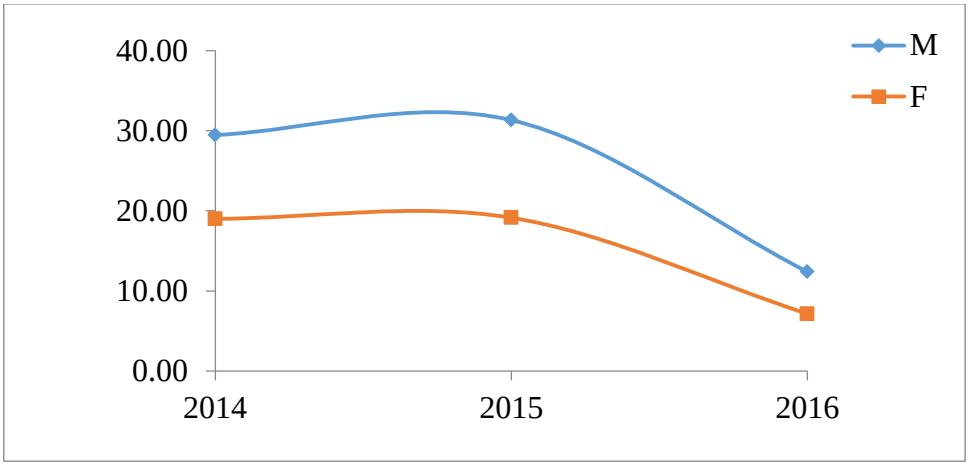

Figure 6. EGSECE performance trend in the sample schools (GPA 3.00 and above)

As depicted in Figure 6 among high achieving students who scored 3.0 and above GPA in the national examinations, boys in the sample schools have outperformed girls for the period from 2014 – 2016. The gender gap in performance have been wide in 2014, and in the following two years the performance of both girls and boys declined and the gap in academic performance between boys and girls reduced in 2016.

4.3. School Practices to Improve Girls Academic Performance

Under this section the researcher attempted to examine the practices in place to improve the academic performance of girls in the sampled government secondary schools of the Harari Regional State. In response to the research question on the "practices of schools to improve girls' academic performance" teachers as well as students were probed and their responses are presented in table 11 below.

Table 11. School practices to improve girls academic performance

No	Items	Res	Always		Sometimes		Rarely		Never		mean	Pooled SD	t-value
			F	%	F	%	F	%	F	%			
1	Provides academic guidance and counseling support for girls	S			27	12.7	42	19.8	143	67.5	1.45	0.10	-0.61
		T			10	15.2	14	21.2	42	63.6	1.52		
2	Organizes motivational events and mentorship programs to inspire and empower girls	S					33	15.6	179	84.4	1.16	0.06	-3.59
		T			5	7.6	15	22.7	46	69.7	1.38		
3	Solicits fund and offers financial and material support (subsidy and sanitary pads)for girls from poor families	S			26	12.3	43	20.3	143	67.5	1.45	0.10	-1.10
		T	1	1.5	9	13.6	16	24.3	40	60.6	1.56		
4	Promotes school culture that prevent wastage in education	S	23	10.9	156	73.6	22	10.4	11	5.2	2.90	0.09	0.61
		T	4	6.1	48	72.7	14	21.2			2.85		
5	Sensitizes school, parents and community on gender issues	S			12	5.7	29	13.7	171	80.7	1.25	0.08	-1.64
		T			3	4.6	19	28.8	44	66.7	1.38		
6	Ensures gender-responsive pedagogical practices in classrooms	S			39	18.4	21	9.9	152	71.7	1.47	0.12	-3.66
		T	9	13.6	6	9.1	21	31.8	30	45.5	1.91		
7	Implements strategies to protect girls from violence	S			28	13.2	49	23.1	135	63.7	1.50	0.10	-1.66
		T			12	18.2	20	30.3	34	51.5	1.67		
8	Organizes needs-based tutorial support for female students	S			15	7.1	79	37.3	118	55.7	1.51	0.09	-1.94
		T			13	19.7	20	30.3	33	50.0	1.70		

Df = 278, α=0.05, f = frequency. T-critical = 1.96

As can be seen from table 11, out of the given options, large percentage of respondent students (67.5%) and teachers (63.6%) believed the schools never provided academic guidance and counseling support for girls. However, 19.8% of student and 21.2% of teacher respondents agreed on the provision of guidance and counseling service rarely, while the remaining 12.7% of students and 15.2% of teachers replied to have provided the service sometimes. Interview responses and focus group discussion reports affirm the non-existence

of organized academic guidance and counseling support on the part of the schools except some individualized counseling support by the guidance and counseling unit sporadically.

Similarly, the majority of both groups of respondents (84.4% of students and 69.7% of teachers) reflected on lack of motivational events and mentorship programs to inspire and empower girls in their respective schools. This finding was supported by respondents of interview and focus group discussions except few instances of mentorship programs in the schools where females are found in the leadership position. Further, exceeding rates of both groups of respondents (67.5% of students and 60.6% of teachers) chose "never" option regarding the provision of financial and material support for needy girls. However, significant numbers from both groups of respondents (32.5% of students and 39.4% of teachers) were aware of the existence of the practice in their respective schools. In their interview response school principals raised budgetary (financial) constraints and also due to the magnitude of the problem schools could not afford to meet the needs of the poor. However, in one of the schools the staff has managed to feed the neediest students in teachers' cafeteria by collecting monthly contributions from teachers.

It is also observed from the responses of both groups that the schools' failed to prevent wastages in education.73.6% of students and 72.7% of teachers stated that the schools sometimes promote a culture that prevent wastage in education. Interview responses of school principals and academic vice principals raised the causes of wastages as absence of teachers for training, meetings and authorized absence for personal problems and unauthorized absence. But, the attempts to compensate classes have not been effective due to low students' attendance.

With respect to sensitization on gender issues to students, teachers, parents and the community the responses of the majority of both groups of respondents (80.7% of students and 66.7% of teachers) indicate the practice of sensitization to have never been existed. This was also confirmed by interview responses and reports of the focus group discussions. In none of the meetings in the schools with teachers, students and parents gender issues were raised. Non-existence of the practice of gender sensitization to key stakeholders reveals absence of coordinated efforts and informed actions to address the barriers to girls schooling and academic success. However, students and teachers differed in their response on the

pedagogical practice applied in the classrooms. A little more than half of teachers (54.5%) responded the implementation of gender responsive pedagogical practices in the classrooms either always (13.6%), sometimes (9.1%) or rarely (31.8%), while 71.7% of the students replied the non-existence of the practice in the classrooms.

Interview responses of the schools' leadership supported the views of the students and added that some teachers were unwilling to change their traditional teaching approaches. On the seventh item 63.7% of students and 51.5% of teachers believed that girls in their respective schools were not protected from gender based violence in the schools and on their way to and from school. Interview and focus group discussion reports highlighted the seriousness of the problem outside of the school compound. They also reported that the perpetrators commit sexual abuse by intoxicating girls with drug. On the last item a little more than half of the students (55.7%) and half of the teachers (50.0%) replied the non-existence of needs based tutorial support for girls, while the other half of both groups reported its existence either rarely or sometimes. For all the items under table 11, the calculated t-value at 0.05 significance level shows that there is no significant difference between the responses of students and teachers. Interviews and focus group discussions reported the provision of tutorial support for girls by few committed teachers sporadically. But, it was reported to have not organized by the schools.

4.4. Factors Affecting Girls Academic Performance

Different scholars see the factors that affect girls' academic performance from different perspectives and categorize aspects of the factors in their own ways. For the sake of convenience, therefore, in this study the researcher has classified the factors in to two broad areas of home-related factors and school-related factors. To assess the extent to which those factors affected girls' academic performance in government secondary schools of Harari Regional State, the researcher selected structured questions from students' and teachers' questionnaire that were designed to compute quantitative results. The structured questionnaires contained predominately closed-ended five-point Likert-type questions. For instance, the item extracted from the student's questionnaire that asked respondents to indicate the extent to which they agreed or disagreed with the statement or question items.

4.4.1. Home-related factors

Research works conducted in various developing countries emphasized home-related factors as one of the major factors that influence girls' academic performance. Some of the main aspects of home related factors that are believed to be sources for girls' low academic performance and used in this study as variables are family socio-economic status, parents' educational background, parents' occupation, family income, household chores and poverty. Analysis of these variables are presented in table 12 below.

Table 12. Responses on home-related factors

No.	Item	Option	SA	A	NS	D	SD
1	The effect of low family socio- economic status	F	69	107	21	11	4
		%	35.4	50.5	9.9	5.2	1.9
2	Parents' low level of education	F	76	104	7	19	6
		%	35.8	49.1	3.3	9.0	2.8
3	Parents' occupation	F	73	78	36	23	2
		%	34.4	36.8	17.0	10.9	0.9
4	Level of family income impacts girls academic performance	F	65	97	26	24	
		%	30.7	45.8	12.3	11.3	
5	The amount of time girls spend on household chores	F	89	97	12	14	
		%	42	42.0	45.7	6.6	
6	Poverty (hard living condition of the family)	F	90	101	8	13	
		%	42.5	47.6	3.8	6.1	

The results of the analysis presented in table 12, indicate that the majority of the respondents (83%) agreed on the effect of low family socio-economic status in influencing girls academic performance, while 7.1% of them disagreed and 9.9% were not sure of its influence on girls academic performance. Similarly, 84.9% of the respondents expressed their agreement that low level of parental education affect girls' performance in their education. But, 11.8% of the respondents disagreed on the issue, where as 3.3% of them were not certain to agree or disagree. On the issue of parents occupation as a factor influencing girls' academic performance, 71.2% of the respondents indicated their agreement, while 17% were undecided and 11.8% disagreed. On the fourth home related item, 76.5% of the participants agreed that level of family income impacts girls' academic performance. However, 11.3% of the respondents disagreed, while 12.3% of them undecided.

It can be observed from the same table that 87.7% of the respondents' agreed on the issue of household chores as a factor influencing girls' performance in their education. Existing literature attributed the influence of household chores on girls' education due to parents' reluctance to invest in their daughter's education because child labor for girls is critical for the survival of some households. It is only 6.6% of the respondents disagreed on the influence of household chores on girls education and 5.7% of them were doubtful of its influence.

The result in table 12 also depicts the respondents' perception about the influence of poverty on girls' academic performance. As illustrated, 90.1% of the respondents agreed that poverty (hard living condition of the family) and parent's inability to provide basic needs and scholastic materials adversely affected girls' academic performance in government secondary schools of the Harari Regional State. Of all the variables indicated under the home related factors the largest percentage of the respondents expressed their agreement on the influence of poverty on the education of girls.

4.4.2. School-related factors

The study established that female students face certain challenges in government secondary schools that increase the likelihood of underachievement in education. Institutional related characteristics largely refer to the facility in terms of equipment, instructional materials, internal rules and regulations, support system, and other similar conditions which facilitate the smooth teaching and learning process.

Table 13.Institutional factors

No	Items	Res	Op	SA	A	NS	D	SD	mean	Pool SD	t-value
1	lack of gender targeting in school facilities, inadequate and ill handled latrines for girls, and lack of sanitary facilities to assist girls	S	F	37	104	16	55		3.58	0.15	0.23
			%	17.5	49	7.5	25.9				
		T	F	9	36	3	18		3.55		
			%	13.6	54.5	4.5	27.3				
2	Insufficient support for the poor(provision of school and hygiene supplies for girls from poor families)	S	F	78	102	14	18		4.13	0.11	-1.66
			%	36.8	48.1	6.6	8.5				
		T	F	21	45				4.32		
			%	31.8	68.2						
3	Low proportion of female teachers in the school	S	F	4	36	18	119	35	2.32	0.14	-2.02
			%	1.9	17.0	8.5	56.1	16.5			
		T	F	3	16	4	38	5	2.61		
			%	4.5	24.2	6.1	57.6	7.6			
4	Gender stereotyping in educational materials(curricula, textbooks)	S	F			11	117	84	1.66	0.07	-3.79
			%			5.2	55.2	39.6			
		T	F			2	58	6	1.94		
			%			3.0	87.9	9.1			
5	Absence of guidance and counseling service in the school to support girls	S	F	79	94	9	18	12	3.99	0.15	11.67
			%	37.3	44.3	4.2	8.5	5.7			
		T	F		10		53	3	2.26		
			%		15.2		80.30	4.55			

Degree of freedom = 278, $\alpha = 0.05$, f = frequency. T-critica l= 1.96

Survey responses of the majority of the participants of the study (66.5% of students and 68.1% of teachers) shows that lack of gender targeting in school facilities affected girls learning and performance in government secondary schools. Despite the existence of most of the facilities in all the sample schools (libraries, laboratories, ICT centers, pedagogical center water and latrines etc.), survey and interview responses disclosed that most of the facilities were ill-equipped and were hardly adequate for effective instructions and demonstrations as well as safety and security, especially for girls.

Focus group discussions with girls and female teachers reveal that inadequate or ill-equipped school faculties affected performance in various ways. Participants described laboratory as the most important facility that has a direct bearing on performance in sciences. However, due to lack of essential apparatus and chemicals, teachers rely on theoretical approaches even for practical topics. Interview and focus group discussion responses complemented survey

responses and affirmed those insufficient, unsafe and ill–handled girls' latrines, absence of sanitary facilities to assist girls during menstruation caused girls absenteeism during every menstrual cycle which affected their learning and performance.

All the respondent teachers (100%) and most of the students (84.9%) agreed on lack of support for girls from poor families as a factor that affected their learning. Interview responses and focus group discussion reports cited the issue as a serious problem of large number of girls in secondary schools and suggested a well-organized support system to be in place in schools if those girls are expected to succeed in their education.

According to school principal interviewees, large number of girls from poor families engaged in petty business activities out of school hours to support family income, while others shouldered the whole domestic roles when their parents did the business activities. These girls did not come to school by the time tutorial classes were arranged for them. The respondents also raised cases of risky behaviors on girls from poor families. When parents failed to cover scholastic and other personal needs, girls tend to engage in relationships with men (in the community) who can afford to meet those needs. These girls outspread the risky behavior to others through their strong influence on their peers. The school leadership felt the challenges schools encountered in dealing with the problems associated with this risky behavior.

Most literatures asserted that the reason for poor academic performance of female students was lack of female role model teachers in teaching profession that refrain female students' from being encouraged, building self-confidence and future prospective chances. However, study results reveal that majority of respondents (72.6% of students and 65.2% of teachers) disagreed to consider the existence of low proportion of female teachers in the schools as a factor that affect girls academic performance. Interview responses of school principals as well as focus group discussion reports of students also indicated that most of female teachers were not good role models for girls and were not supportive. They treated and supported boys better than girls. It was also reported that because of female teachers' unapproachable attitude towards female students, girls preferred to ask male teachers for sanitary pads. This fact contradicts with the findings of many researchers conducted so far.

The results of this study also indicate that the majority of both groups of respondents (94.8% of the students and 97% of teachers) disagreed on the issue of gender stereotyping in educational materials as factor that influence girls' performance in their learning. The calculated t-value at 0.05 significance level shows that there is no significant difference between the respondents for the first four items. But, for the fifth item there is significant difference between the responses of students and teachers. That means, teachers and students differ in their response on the issue of absence of guidance and counseling service in the schools to support girls as a factor affecting girls learning and performance. 81.6% of students agreed on its absence, while 84.85% of teachers disagreed on the issue. The calculated t-value at 0.05 significance level shows that there is significant difference between the responses of the two groups. But, the presence of guidance and counseling units in the schools may not indicate the provision of the required service. Unless the service is felt by the recipients and the effectiveness of the support program is observed by the positive changes the program has brought on the participants, it is normal to see such differences in responses. This indicates the need for well-planned and organized needs based intervention for girls to alleviate the problems girls encountered in their schooling.

In one of the sample schools, for example, a guidance and counselor are employed by the time the researcher has visited the school to collect data for the study. In the other sample school the researcher has found that the guidance and counselor was assigned to teach history. The reason for this assignment as reported by the school principal was poor performance in the area of his qualification. The students, particularly girls, in these schools have been highly at risk of gender based violence not only because of the absence of guidance and counseling service, but also because of unfenced schools' compound which the schools principals' report stressed as a major challenge to protect girls from perpetrators of gender based violence coming from outside of the schools.

Table 14. School leadership related factors

No.	Items	Category	Option	SA	A	NS	D	SD	mean	Pooled SD	t-value
1	limited effort to materialize policy and legislative issues on the protection of girls from GBV	S	F	52	71	26	45	18	3.44	0.17	1.41
			%	24.5	33.5	12.3	21.2	8.5			
		T	F	5	28	8	25		3.20		
			%	7.6	42.4	12.1	37.9				
2	Low commitment to organize needs based tutorial support for girls	S	F	63	86	19	38	6	3.76	0.16	0.99
			%	29.7	40.6	9.0	17.9	2.8			
		T.	F	11	35	6	11	3	3.61		
			%	16.7	53.0	9.1	16.7	4.5			
3	The failure to enforce gender-sensitive pedagogical practices in classrooms	S	F	68	72	28	36	8	3.78	0.16	3.43
			%	32.1	34.0	13.2	17.0	3.8			
		T	F	3	34	4	23	2	3.23		
			%	4.5	51.5	6.1	34.8	3.0			
4	Absence of sound school-parents and school-community partnerships visible to protect and support girls	S	F	87	107	18			4.33	0.09	2.53
			%	41.0	50.5	8.5					
		T	F	15	43	8			4.11		
			%	22.7	65.2	12.1					
5	Absence of programs that build girls' self-esteem (e.g., girls awards , girls club, girls day event)	S	F	76	98	16	22		4.08	0.14	5.32
			%	35.8	46.2	7.5	10.4				
		T	F	5	36	7	13	5	3.35		
			%	7.58	54.55	10.61	19.70	7.58			

Df = 278, α=0.05, f=frequency. T-critical=1.96

As can be observed from table 14 above, concerning the effort of schools' leadership in materializing policy and legislative issues on the protection of girls from school related gender based violence, 57% of students and 50% of teachers' respondents expressed their agreement on the schools leaderships 'limited effort to implement policy and legislations while 29.7% of students and 37.9% of teachers disagreed, and about 12% of both groups undecided on the issue. Interview responses of school principals and academic vice principals of two sample schools indicate that gender based violence was not a serious problem currently in schools' compound. When miner cases arise sporadically, the schools' leadership reported to have resolved the problem together with the guidance and counseling unit, while in the rest two sample schools where the guidance and counseling unit was not functional the school leadership reported gender based violence as a serious problem in the schools. According to the respondents in the former two schools, most of the violence on female students were

committed outside of the school environment. This seems to be true, because in the survey responses only about half of both groups of respondents were dissatisfied with the effort of the school leadership in protecting girls from violence.

Similarly, the majority of the respondents (70.3% of students and 69.7% of teachers) agreed on the school leaderships 'low commitment to organize needs based tutorial support for girls. By affirming this survey response, students' focus group discussion further reported the attempts made by few committed teachers to provide tutorial support for girls intermittently. Such disorganized programs were reported to have failed to continue and bring the intended result due to lack of monitoring and absence of students. Principals reported the challenges they encountered from teachers when they attempted to organize such a support program for girls. The calculated t-value at 0.05 significance level shows that there is no significant difference between the responses of students and teachers only for the first two items.

On the issue of implementation of gender-responsive pedagogical practice, large percentages of the respondents (66.1% of students and 56% of teachers) reported the failure of schools' leadership to enforce the practice in the classrooms, but, some respondents (20.8% of students and 37.8% of teachers) agreed on the leaderships' role in enforcing the practice in their respective schools. Interview responses of the gender focal person and education experts approved the provision of training for teachers on gender policy and gender- responsive pedagogy. However, interview responses of principals and academic vice principals reveal that teachers were resistant to change and thus, unwilling to change their traditional teaching practice and update themselves with new instructional approaches.

On the item set to assess school-parent- community partnership, 91.5% of students and 87.9% of teachers replied on the absence of sound school-parents and school-community partnerships visible to protect and support girls. This was also reported by all the informants and the participants of focus group discussions. Concerning the item that probe the existence of girls' empowerment programs and motivational events in the schools, large percentages of both groups of respondents (82% of students and 62.15% of teachers) expressed their agreement on the absence of programs that build girls' self-esteem and contribute to their success (e.g., girls award programs, girls club activities, girls day event), which was also supported by students focus group discussions. According to the participants of the focus

group discussions (students), there were attempts to organize girls clubs in the schools facilitated by female teachers, but, since the school hours were fully occupied by the instructional program, there was no time to undertake club activities to empower girls in schools.

Table 15. Girls' school experience related factors

No.	Items	Category	Option	SA	A	NS	D	SD	Mean	Pooled SD	t-Value
1	Low participation in academic and co-curricular activities than boys	S	F	58	96	25	27	6	3.82	0.15	2.19
			%	27.4	45.3	11.8	12.7	2.8			
		T	F	9	34	5	16	2	3.48		
			%	13.6	51.5	7.6	24.2	3.0			
2	Low motivation and effort for academic success than boys	S	F	19	103	31	52	7	3.35	0.15	-0.97
			%	9.0	48.6	14.6	24.5	3.3			
		T	F	11	31	7	14	3	3.50		
			%	16.7	47.0	10.6	21.2	4.5			
3	Sexual relations with teachers affect their focus on learning	S	F	12	13	43	89	55	2.24	0.14	2.58
			%	5.7	6.1	20.3	42.0	25.9			
		T	F		3	9	30	24	1.86		
			%		4.5	13.6	45.5	36.4			
4	Sexual relations with schoolmates deter their concentration on learning	S	F	18	31	46	68	49	2.53	0.16	1.68
			%	8.5	14.6	21.7	32.1	23.1			
		T	F		9	11	34	12	2.26		
			%		13.6	16.7	51.5	18.2			
5	Low school attendance compared with boys affect girls progress in their learning	S	F	43	97	33	30	9	3.64	0.15	1.77
			%	20.3	45.8	15.6	14.2	4.2			
		T	F	7	33	6	17	3	3.36		
			%	10.6	50.0	9.1	25.8	4.5			
6	Peers' negative influence encourage risky behavior that divert girls attention on learning	S	F	53	92	39	22	6	3.77	0.15	1.15
			%	25.0	43.4	18.4	10.4	2.8			
		T	F	10	37	4	13	2	3.61		
			%	15.2	56.1	6.1	19.7	3.0			

Degree of freedom=278, α=0.05, f=frequency. T-critical=1.96

Study participants were asked to indicate the extent to which they agree or disagree with the variables stated in table 15 above, in order to assess aspects of girls schooling experiences in affecting their academic performance in government secondary schools of the Harari Regional State. Accordingly, as can be observed from their response, most of the participants of the study (72.7% of students and 65.1% of teachers) agreed that girls experienced low participation in academic and co-curricular activities than boys, while 57.6% of students and

63.7% 9f teachers agreed on girls' low motivation and effort for academic success than boys. Some of the reasons forwarded by the different informants were household responsibilities, the influence of low value accorded to girls education, lack of support from their families and their schools, gender based violence girls encountered in and outside of schools, risky behaviors girls were involved in (sexual relationships), the influence of peers, fear of teachers negative criticism as well as engagement in petty trade activity to meet their survival needs. The implications are that girls get preoccupied with thoughts, emotions and actions arising from the above stated factors. Ultimately, limited time is allocated for studies, leading to poor performance. Interviewees also explained girls' class participation as passive and this passivity arises from lack of time to study at home and to do homework due to heavy domestic work load.

Regarding the item on girls sexual relationships with teachers, the majority of participants of the study (67.9% of students and 82.9% of teachers) expressed their disagreement, while 20.3% of students and 13.6% of teachers were not sure of the existence of such relationship. Similarly, 55.2% of student and 69.7% of teacher respondents reported their disagreement on girls' sexual relationship with schoolmates, whereas 21.7% of students and 16.7% of teachers were not sure of the practice between girls and schoolmates.

Survey responses also indicate that girls experienced low school attendance (66.1% of students and 60.6% of teachers) compared with boys and this adversely affect girls' progress in their learning. In addition, most of the respondents (68.4% of students and 71.3% of teachers) agreed on peer pressure as a factor in encouraging risky behavior on girls distracting their attention on learning. According to most of interview respondents, peers' pressure has been a serious problem among girls coming from the adjacent rural villages, where the practice of early marriage prevailed. Large number of school girls coming from rural villages was reported to have married at early age influenced by their peers. This was reported by school principals and PTA chairpersons as a major challenge the schools encountered and failed to address. For all the items in table 15, except for the first and third items, the calculated t value at 0.05 significance level shows that there is no significant difference between the respondents.

Educational research conducted in schools pointed out teachers' contribution to students' academic achievement, for example, clarity of teacher's presentation, variability of teacher's classroom activities, teachers enthusiasm, degree to which the teacher was task or achievement oriented (Tuntufye and Bernadette, 1989).The quality of teachers and their commitment are the main input in educational production to attain better academic performance.

Good teaching is more powerful and teachers' attitudes, treatment, and expectations influence girls' performance. Thus, this study tried to assess the practices and attitude of teachers in relation to female students. Table 16, analyzed study participants' response on the variables stated below.

Table 16. Teachers' related factors

N	Items	Cat.	Op	SA	A	NS	D	SD	Mean	Pool SD	t-value
1	Non-variability of teachers' classroom activities to respond to gender and individual needs	S	F.	56	97	25	29	5	3.80	0.14	10.04
			%	26.4	45.8	11.8	13.7	2.4			
		T	F.	0	5	23	31	7	2.39		
			%	0.0	7.6	34.8	47.0	10.6			
2	Teachers' authoritative and unapproachable attitudes affect girls' class participation and learning	S	F.	28	95	30	47	12	3.38	0.16	5.99
			%	13.2	44.8	14.2	22.2	5.7			
		T	F.	0	12	19	21	14	2.44		
			%	0.0	18.2	28.8	31.8	21.2			
3	Failure of teachers to apply active learning through cooperative activities	S	F.	60	95	21	29	7	3.81	0.15	9.82
			%	28.3	44.8	9.9	13.7	3.3			
		T	F.	0	8	17	32	9	2.36		
			%	0.0	12.1	25.8	48.5	13.6			

Degree of freedom=278, α=0.05, f=frequency. T-critical=1.96

Teachers are essential constituents of the teaching and learning process that make schools effective through their work. Therefore, the quality of their teaching and their attitude towards their students as well as their behavior in treating their students may affect students learning and success in academics. However, non-variability of teachers' classroom activities to respond to gender and individual needs adversely affect students learning and performance.

The result in table 16, reveal that the majority of student respondents (72.2%) reported non-variability of teachers' classroom activities to respond to gender and individual needs, as a result students were not satisfied with their teachers' classroom activities; while majority of teachers respondents (57.6%) agreed to have applied diversified teaching approaches to meet the gender and individual needs of students. It is obvious that the quality of a certain service can be measured by the level of satisfaction of the recipients and the results of the service. Interview responses of school principals and academic vice principals as well as students focus group discussions reports complemented survey responses of students on the non-variability of teachers' classroom practices as a factor that affected girls learning and performance.

Regarding the attitude of teachers towards female students, most of student respondents (58%) argued that teachers' authoritative and unapproachable attitudes adversely affected girls' participation in the classroom, hindering learning. But, 53% of teacher respondents' disagreed on teachers' negative attitudes towards girls. Interview and focus group discussion reports of principals, academic vice principals, students and teachers supported students survey responses on teachers authoritative and unapproachable attitude towards girls which is said to have inhibited girls classroom participation.

In addition, large proportion of students' participants in this study (73.1%) reported the failure of teachers to apply active learning and to facilitate learning through cooperative activities, and this is said to have affected girls learning and performance. Interview and focus group discussion participants reported the deficiencies in the teaching approaches of teachers to make learning interactive and a cooperative activity. But, most of the teachers (62.1%) reported to have implemented active learning and cooperative learning strategies in the classrooms. The calculated t-value at 0.05 significance level shows that there is a significant difference between the responses of students and teachers for all the items stated in table 16. Regardless of the differences in survey responses of students and teachers, the researcher has used interview responses and focus froup discussion reports to triangulate and affirm responses. In order to address such problems of teachers and bring the desired changes in students' performance, planned classroom supervision programs and supportive feedback system needs to be in place in the schools.

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presents summary of the findings of the study, its conclusions and recommendations that stakeholders in the education sector could use to address the explicit problems studied here.

5.1. Summary

The purpose of this study was to assess the factors affecting girls' academic performance in government secondary schools of the Harari Regional State; an investigation which was broken down into three key areas: an exploration of the status of girls' academic performance relative to that of boys; an examination into the practices of schools in improving girls academic performance; and, an assessment of the factors affecting girls' academic performance in government secondary schools of the Harari Regional State and suggest strategies that may possibly help to improve girls' academic performance.

A survey of 212 female students and 66 teachers (randomly sampled in four government secondary schools) was conducted and primary data were collected using structured questionnaires that contained largely closed-ended, five-point Likert-type questions. Additional data were gathered from 40 more randomly selected female students and 28 female teachers using focus group discussions. This information was further supplemented by views of school principals and academic vice principals of the four sampled schools, four PTA chairpersons, three education experts and one gender focal person at REB using interview schedules. Various secondary data were collected from the same schools and the REB. These included enrolment data, reports, and EGSECE results for the period of three years (2014 – 2016).

In the aim to determine the status of girls academic performance in government secondary schools of the Harari Regional State and answer the first research question, the study attempted to assess the performance of girls (in comparison with that of boys) in grade ten national examination on completion of general secondary education for the period of three years (2014 – 2016). That means, data, on EGSECE performance of girls for the same period

were analyzed using frequency counts and percentage calculations, and presented in comparison with the performance of boys.

Results of the study on EGSECE performance reveal that girls in government secondary schools perform academically lower than that of boys all through the three years. Even more, it is recognized from the findings of the study that the gender gap in EGSECE performance (between boys and girls) continued to be wider in Hamaressa and Shekib Abdulahi secondary schools, where girls almost failed to attain above 3.0 grade point in the study period. This was explained as the effect of poverty prevalent in large number of families residing around the two schools.

The second research question sought to determine intervention practices in place to support the unique gender needs of girls and improve their academic performance in government secondary schools of Harari regional state. Findings of the assessment on gender responsive practices in place in schools to improving girls' academic performance demonstrate: absence of organized academic guidance and counseling program practices to support girls learning, nonexistence of motivational events and mentorship program practices to inspire and empower girls, lack of support system for girls from poor families in the form of subsidy, lack of strong school culture that prevent wastage in education, absence of the practice of sensitization (to the staff, students, parents and the community) on gender issues in order to coordinate efforts to support girls education, failure to apply gender responsive pedagogical practices in classrooms, deficient approaches to protect girls from gender based violence, and absence of organized needs-based tutorial support for female students. In general, nonexistence of strong and consistent gender responsive intervention practices in the schools exposed girls to multifaceted problem that hampered their learning, the effect of which was poor academic performance.

Home related factors and school-related factors were emphasized in this study to explore the main factors affecting girls' academic performance in the sampled government secondary schools of the Harari Regional State. At first, the study tried to find out the extent to which the characteristics defined under home related factors explain the reasons for girls' low academic performance. Based on the results of the analysis, the following major findings were

identified. Among the home related factors, the effect of low family socio-economic status, parents' low level of education, parents' occupation, low level of family income, the amount of time girls spend on household chores, and poverty (parent's inability to provide basic needs and scholastic materials) were highly influential to negatively impact girls learning and academic performance.

Further, this study attempted to explore the influence of school related factors on girls' academic performance in government secondary schools, an examination which was categorized into four key areas: an assessment of schools as institutions in terms of facilities and support systems directed towards girls (which are beyond the scope of school leadership); an inquiry on school leadership related factors in terms of commitment and effort to protect and support girls; an exploration of how the unique problems girls faced in schools linked with their schooling experience to influence academic performance; as well as, an assessment of teachers related factors in terms of attitude and practices in influencing girls academic performance.

Results of the assessment on the institutional factors reveal that unprotected school environment, lack of gender targeting in school facilities, inadequate and ill handled latrines, and lack of sanitary facilities to assist girls during menstruation, lack of support for the poor (to cover direct and indirect costs of school for girls from poor families) and absence of organized need based gender targeted guidance and counseling support hampered girls progress in their learning and adversely affected their school performance. However, contrary to the findings in various literatures that asserted the importance of female teachers in supporting girls in schools and their being role model for girls, the result of this study minimized their part as role models and supporters for girls. This needs immediate intervention to bring them to their model and supportive role.

The findings on school leadership related factors disclosed that limited effort to materialize policy and legislations on the protection of girls from in school and out of school gender based violence; low commitment to organize effective needs based tutorial support for girls; the failure to enforce gender-sensitive pedagogical practices in classrooms; failure of the school leadership to establish sound school-parents and school community partnerships

visible to protect and support girls; and failure to enforce programs that build girls' self-esteem and add to their academic success (e.g., girls award, girls club, girls day events); all these contributed to negatively influence girls performance in secondary schools.

An examination of how the difficulties girls encountered in school linked with their schooling experience to influence academic performance demonstrate their low participation in academic and co-curricular activities than boys, low motivation and effort for academic success than boys, low school attendance relative to boys, peers' negative influence that encourage risky behavior and deter their concentration on learning. Some of the reasons were household responsibilities girls borne, the influence of low value accorded to girls education, lack of support from their families and their schools, gender based violence girls encountered in and outside of schools, risky behaviors girls were involved in (sexual relationships), fear of teachers negative criticism as well as engagement in petty trade activity to meet their survival needs. The implications are that girls get preoccupied with thoughts, emotions and actions arising from the above stated factors. Ultimately, limited time is allocated for studies, leading to poor performance. In addition, the findings disclosed that sexual relationships girls from economically disadvantaged families entered with males outside of the school compound (to meet their schooling and personal needs) distracted their attention on learning.

The assessment results on teachers related factors in terms of attitude and practices in influencing girls' academic performance show that failure of teachers to facilitate active learning through cooperative activities, and non-variability of teachers' classroom practices to respond to gender and individual needs, as well as, some teachers' authoritative and unapproachable attitudes adversely affected girls' participation in the classroom, hindering learning and performance.

5.2. Conclusion

In this study academic performance is defined as the grade point averages students scored in the general secondary education certificate examination. To answer the first research question, the study attempted to assess the academic performance of girls in the first cycle government secondary schools of the Harari regional state. Findings of this study identified that generally

boys continue to outperform girls in EGSECE over the three years this research has covered. From this finding it is concluded that girls in government secondary schools of the Harari Regional State are found at lower status in academic performance relative to boys. The implication of this gender imbalance in academic performance is that school and regional level gender equality objectives will not be achieved. To achieve gender balance in academic performance, gender needs for girls need to be addressed purposefully, and in the context of gender equality in education.

The second research question sought to determine intervention practices in place in schools to support the unique gender needs of girls and improve their academic performance in government secondary schools of Harari regional state. The findings of this study reveal nonexistence of resilient practices in the schools that focus on girls' education. Based on the findings, the study conclude that absence of strong gender responsive intervention practices in government secondary schools of the Harari Regional State exposed girls to multifaceted problems unique to their gender. The implication is that unaddressed gender needs of girls in schools impede girls progress in their learning and affect their academic performance.

To determine the factors that affected female students' academic performance, and thereby answer the third research question, two broad factor areas (home-related factors and school related factors) were studied. The findings of the exploration on home related factors identified low family socio-economic status, parents' low level of education (low perception on the value of girls' education) and income, poverty as well as household chores interfere to influence girls' academic performance.

It was also noted that illiteracy of parents and their low perceptions towards girls' education as well as parents' low level of income (unable to cover girls schooling costs) and the household work load girls borne at home contributed to girls low academic performance. Based on the findings, the studies conclude that girls faced multifaceted home related problems that are unique to their gender, and that hinder academic performance. The study also concludes that so much time is spent on family support activities that would otherwise have been spent on academic activities. The implications are that unaddressed family problems inhibit girls schooling and performance; and poverty and unstable living conditions

increase girls' vulnerability to sexual violence. The illiteracy among parents implies that they do not fully appreciate girls schooling and cannot follow their progress and support their study.

The exploration on school related factors identified obstacles to girls learning in the context of school institution. Findings reveal that unprotected school compound, inadequate, unsafe and ill-handled girls' latrine, lack of sanitary facilities to support girls during menstruation, limited resources and absence of support system for girls from poor families negatively impacted girls learning and academic performance. In conclusion, schools without essential facilities and resources depend on impoverished facilities and resources, which may not be effective for instruction, and practical subjects end up being lowered to theoretical approaches, the net effect of which is poor performance. Absence of organized gender targeting interventions programs in schools inhibit girls schooling and academic performance. Unsafe school environment and lack of gender responsive facilities increases girls' vulnerability and interfere with their learning.

Leadership is widely regarded as a key factor in accounting for differences in the success with which schools foster the learning of their students. An examination on school leadership related factors explored five variables that are assumed to affect girls' progress in their learning. The findings of the study reveal low commitment on the part of schools' leadership to organize effective gender responsive programs and interventions to protect, support and empower girls. Accordingly, the study conclude that low leadership commitment (to convert policy and legislation into practice, to organize gender responsive interventions partnering with key stakeholders and to implement programs that support, protect and empower girls), negatively impact girls' progress in their learning. This implies that poorly enforced policy and legislation increase girls' vulnerability to gender based violence; weak program coordination and management increase the likelihood of poor academic performance. This deficient attention on girls side-lined them in education.

The findings of the inquiry made on girls schooling experience related factors demonstrate girls' low motivation and effort for academic success, low participation in curricular and co-curricular activities, and low attendance relative to boys. Some of the reasons forwarded were

household responsibilities girls borne, the influence of low value accorded to girls education, lack of support from families and schools, the influence of peers and gender based violence as well as fear of teachers' negative criticism. Peers' pressure exerted negative influence and encouraged risky behavior that interfere to influence girls learning and academic performance. The implication is that negative peer pressure and unaddressed problems of girls in their schooling experience impede girls' progress in their learning and performance. This shows the need to address the practices that impede girls learning and the problems associated with peer groups in and out of schools.

The findings of the assessment conducted on teacher related factors disclosed that the manner teachers interact with and treat girls, and non-variability of their classroom practices interfere with girls' gender needs and affected their academic performance. This implies that teachers directly influence academic environment. This shows the need to address the troubles related to teachers in order to improve girls learning and performance in government secondary schools of Harari Regional State.

5.3. Recommendations

Based on the findings, the researcher made the following recommendations: Provided that gender imbalance in academic performance persisted, school and regional level gender equality objectives cannot be achieved. So, to achieve gender balance in performance, schools, parents, the community and the regional government need to work hand-in-hand to purposefully address the educational needs of girls (identified in this study) in the context of gender equality in education.

Resilient practices that focus on girls' education enable schools to address girls gender needs, and enhance their learning and academic performance. Thus, to effectively respond to girls' educational needs and improve their learning and academic performance in government secondary schools of the Harari regional state, gender-responsive policy intervention program practices need to be made strongly operational in the schools. Guidance and counseling strategy is very important in molding students' character and preparing them for improved academic attainment. Thus, the study suggests the need for each school to put in place an

operational guidance and counseling unit, and begin well-organized needs based interventions (in the form of training or awareness raising) for girls to alleviate the problems girls encountered in their schooling. For example, study skill and life skills development programs (trainings), and motivational presentations need to be expanded in schools to inspire and empower girls and support their learning, and equip girls with skills to enable them navigate through adolescence. In addition, schools need to raise parents' awareness of their rights and responsibilities in education and of the importance of schooling for girls so as to support it.

Community development project need to be intensified so that improved economic status would enable more families to overcome their financial problems and support their daughters' education as a means to alleviate the chain of poverty persisted in the families. Since family status is the foundation of the promotion of girls' education; government, charity organizations, community based organizations and all the stakeholders have responsibility for this.

Safety in school environment, against sexual violence, and in hygiene can promote girls safety in secondary schools, hence improve girls' academic participation and performance. Thus, in order to address the problems of unsafe school environment and lack of gender responsive facilities and support system for girls in schools (that increased girls' vulnerability and interfered with their learning), it is essential for schools to build sanitary facilities for girls and maintain safe and secure latrines, and construct fences to make schools safe places for girls learning. This can be facilitated by soliciting resources (to subsidize government funding for school projects) through active partnerships with local community, parents and other development partners. In so doing, schools can create a firm school environment that increases girls safety, and hence enhance their learning. This approach can also help schools institute sustained support system for needy girls.

Although in any school a range of leadership patterns exist among principals, vice principals, formal and informal teacher leaders, the principal remains the central source of leadership influence. Principals play a major role in developing a "professional community" of teachers who guide one another in improving instruction. The capacity of schools to improve teaching and learning, to organize gender responsive interventions partnering with key stakeholders

and to implement programs that support, protect and empower girls, is strongly influenced by the quality of leadership provided by the principals and their deputies. Good leadership improves both teacher motivation and work settings. Therefore, relevant leadership development trainings (on school leadership) need to be organized by the regional education bureau for school leaders to effectively address the difficulties schools encountered to improve the quality of education and enhance students' academic performance. Similarly, other members of school management need to go through pertinent trainings on school management in order for them to effectively complement the work of principals and their deputies in school management.

Addressing school related gender-based violence need to use multisectoral approach with collaboration at the regional level across education, health and youth and social welfare sectors. The inclusion of communities and those most affected by sexual violence will ensure greater program success and sustainability. The media can play an important role in promoting better understanding of gender based violence among the general public by informing parents to the nature of the problem and reinforcing positive messages received by girls in schools and clubs.

Girls need to be counseled in order to raise their self-esteem which in turn helps them develop a positive academic self-concept. In addition, gender empowerment programs need to be instituted in schools which involve rewarding academic and talent-based performance in the aim to motivate high achievers to maintain high standards of learning, as well as encourage others to work harder and perform better. Programs to empower girls also need to focus on mentorship and role modeling. Female teachers need to be trained so that they can provide appropriate role modeling and mentors to girls. There is a need for schools to invite resource speakers to discuss relevant "female-centered" topics with girls. Further, there are many forces like self-desire, poverty, peer pressure, etc. that push girls to involve in sexual activity. To control these forces schools, parents, and the community need to effectively play their role to bringing up girls to become responsible individuals.

Teachers directly influence the academic environment; that is, the type of teaching methods teachers employed and their attitude towards girls' education influence girls learning and

academic performance. So as to enhance girls learning and academic performance the study proposes the need to organize training for teachers (by the regional education bureau) on gender-equitable teaching methods, fostering more positive attitudes in teachers. The training may equip teachers with knowledge, skills, and attitudes to empower them respond adequately to the gender and learning needs of girls by using gender-aware classroom processes and practices. Gender responsive pedagogy is an effective intervention to improve the quality of teaching and learning processes and increase performance of girls in schools. Also, when teacher attitude to girls' education is positive and girls are motivated to work hard, in turn, they get interested in their studies to achieve high academic result. Gender responsive pedagogy should also target the school leadership to sensitize them on gender and to support their ability to create a conducive learning environment.

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7. APPENDICES

7.1. Appendix 1

HARAMAYA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

DEPARTMENT OF EDUCATIONAL LEADERSHIP AND MANAGEMENT

Research Questionnaires for Students

Dear Student,

This questionnaire is prepared to collect data for the study entitled: "Factors Affecting Girls Academic Performance in Secondary Schools of Harari Regional State". The purpose of the study is to assess the factors affecting girls' academic performance and thereby recommend actions to resolve the barriers to girls' academic success. Data that indicate the real picture of the situation is crucial for the success of this study. Therefore, I kindly request your cooperation in completing this questionnaire. Your responses will be kept confidential and will be used only for the purpose of this research.

Please note that:

- You need not write your name and any other personal identifier except the requeste d ones.
- To those questions with alternatives, please, mark your responses by putting "√" in the boxes provided.
- For any additional opinions,you are kindly requested to write your responses on the blank space provided.

Part I. Background information

1. Personal Data

1.1. Name of the School _____

1.2. Student's Age_____ grade_____

1.3. Whom do you live with? Both parents □ Mother □ Father □

Others (please specify)_____

1.4. How do you rate your parents' income status? High □ Medium □ Low □

2. Indicate your parents'/guardian's level of education

No.	Level of Education	Father's	Mother's	Guardian's
1	Illiterate			
2	Basic literacy (able to read and write)			
3	Primary education(1-8)			
4	Secondary education(9-10)			
5	Secondary education(11-12)			
6	Diploma			
7	BA/BSc Degree graduate			

3. Based on your parents/guardian's level of education how do you rate:
   a) Your father's assistance and encouragement in your education?
      High □ Medium □ Low □
   b) Your mother's support and encouragement in your education?
      High □ Medium □ Low □
   c) Your guardian's support and encouragement in your education?
      High □ Medium □ Low □
4. Please tick (√) to indicate your parent's/guardian's occupation

No.	Parents occupation	Father's	Mother's	Guardian's
1	Farmer			
2	Housewife			
3	Merchant			
4	Private business worker			
5	Government employee			
6	Other (please specify)			

5. Based on your parents occupation how do you rate:
   a) Your father's support and encouragement in your education?
      High □ Medium □ Low □
   b) Your mother's support and encouragement in your education?
      High □ Medium □ Low □
   c) Your guardian's support and encouragement in your education?
      High □ Medium □ Low □

Part II. Questions on the academic performance of girls in comparison with boys

1. Do you think that academic achievement of female students is lower than that of male students in your school? What factors associated more with girls' failure to perform well in the school?

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2. Do girls actively participate in class (leading group discussions, making presentations, leading science experiments and projects)? If not, why? ----------
3. Who do you observe among boys and girls make lesser efforts in doing assignments, class/home works, and projects? What do you think could be the reason for that? ----------

Part III. Research questions on school practices to support girls' gender needs

1. How often the following school practices are implemented to support girls learning in your schools? (Please tick "√" to indicate your response under one of the alternatives given:

A= Always, S=Sometimes, R=Rarely, N=Never)

No.	practices to support girls gender needs				
		A	S	R	N
1	Provides academic guidance and counseling support for girls				
2	Organizes motivational events and mentorship programs to inspire and empower girls				
3	Solicits and offers financial and material support (subsidy and sanitary pads) for girls from poor families				
4	Promotes school culture that prevent wastage in education				
5	Sensitizes school, parents and community on gender issues				
6	Ensures gender-sensitive pedagogical practices in classrooms				
7	Implements strategies to protect girls from violence				
8	Organizes needs-based tutorial classes for female students				

2. What others practices are in place to support girls' gender needs in the school?

   _____

3. Please suggest additional support for gender needs of girls in school? ----------

Part IV. Questions on factors affecting girls' academic performance

A. Home-related factors

1. Indicate the extent to which you agree or disagree with the following family- related factors in affecting girls' academic performance in your school? (Please tick "√" under one of the alternatives given below to indicate your response for each point: SA= Strongly Agree, A=Agree, NS= Not Sure, D= Disagree, SD= Strongly Disagree)

No.	Home related factors	Rating scales (tick to indicate your response)				
		SA	A	NS	D	SD
1	The effect of low family socio-economic Status					
2	Parents' low level of education					
3	Parents' occupation					
4	Level of family income impacts girls academic performance					
5	The amount of time girls spend on household Chores					
6	Poverty (hard living condition of the family)					

2. What other family related factors do you think affect girls learning and performance in your school? ----------
3. On what non-academic activities girls spend their time at home, other than household chores?-

   ----
4. Do you think that the household and other non-academic activities girls are involved in affect their educational performance? Yes No
5. If yes, How? Please specify ----------

B. School-related factors

1. How would you describe the influence of school facilities (classrooms, water and sanitary facilities, laboratories, computers/ICT facility, library, pedagogical center,) on girls learning and performance?----------
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   ---

2. To what extent you agree or disagree that the following institutional factors affect girls academic performance in your school? (Please tick "√" under one of the alternatives given below to indicate your response for each point: SA= Strongly Agree, A= Agree, NS= Not Sure, D= Disagree, SD= Strongly Disagree)

No.	Institutional factors	Rating scales				
		SA	A	NS	D	SD
1.	lack of gender targeting in school facilities (Inadequate and ill handled latrines for girls and lack of sanitary facilities to assist girls during menstruation)					
2	Insufficient support for the poor(provision of school supplies, clothing, and hygiene supplies for girls from poor families)					
3	Low proportion of female teachers					
4	gender stereotyping in educational materials (curricula, textbooks)					
5	Absence of guidance and counseling service in the school to support girls					

3. What other challenges related to school institution do girls face in your school for being girls?

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4. To what extent you agree or disagree with the following school leadership related factors in hindering girls success in their education? (Please tick "√" under one of the alternatives given below to indicate your response for each point: SA= Strongly Agree, A= Agree, NS= Not Sure, D= Disagree, SD= Strongly Disagree)

No.	School leadership related factors	Rating scales				
		SA	A	NS	D	SD
1	limited effort to materialize policy and legislative issues on the protection of girls from SRGBV					
2	Low commitment to organize needs based tutorial support for girls					
3	the failure to enforce gender-sensitive pedagogical practices in classrooms					
4	Absence of sound School-parents and school-community partnerships visible to protect and support girls affect their schooling and performance					
5	Absence of programs and activities that build girls' self-esteem and that contribute to their success (e.g., awards for outstanding girls, girls club, girls day event)					

5. What other school leadership related factors do you think affect girls progress in their learning? ----------
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6. What do you think are the most important gender-related areas for school management to focus on in order to improve girls' academic performance? ----------
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7. Indicate the extent to which you agree or disagree with the following girls schooling experiences in affecting their learning. (Please tick "√" under one of the alternatives given below to indicate your response for each point: SA= Strongly Agree, A= Agree, NS= Not Sure, D= Disagree, SD= Strongly Disagree)

No.	Girls schooling experiences					
		SA	A	NS	D	SD
1	Low participation in academic and co-curricular activities than boys					
2	Low motivation and effort for academic success than boys					
3	Sexual relations with teachers affect their focus on learning					
4	Sexual relations with schoolmates deter their concentration on learning					
5	Low school attendance compared with boys affect girls progress in their learning					
6	Peers' negative influence encourage risky behavior that divert girls attention on learning					

8. Do you believe that classroom practices hinder girls' ability to equally participate and reach their full academic potential? If so, How? ----------
---

9. What do you think should be done by female students to enhance their schooling experience in order to improve their academic performance? ----------
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10. To what extent you agree or disagree with the following teachers' related factors in affecting girls' academic performance? (Please tick "√" under one of the alternatives given below to indicate your response for each point: SA= Strongly Agree, A= Agree, NS= Not Sure, D= Disagree, SD= Strongly Disagree)

No.	Teachers' related factors	Rating scales				
		SA	A	NS	D	SD
1	Non-variability of teachers' classroom activities to respond to gender and individual needs					
2	Teachers' authoritative and unapproachable attitudes adversely affect girls' participation in the classroom, hindering learning					
3	Failure of teachers to apply active/cooperative learning and facilitate learning through group activities					

11. What other teachers' related factors do you think affect the progress of girls in their learning?

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12. What do you think the role model of female teachers in encouraging and supporting girls in their education? ----------

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13. Please suggest how various stakeholders can support the education of girls in school?
    a) Parents: ----------
    b) Teachers: ----------
    c) School leadership: ----------
    d) Community: ----------
    e) Government: ----------

HARAMAYA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

DEPARTMENT OF EDUCATIONAL LEADERSHIP AND MANAGEMENT

Research Questionnaires for Teachers

Dear Respondents,

This questionnaire is prepared to collect data for the study entitled: “Factors Affecting Girls Academic Performance in Secondary Schools of Harari Regional State“.The purpoe of the study is to assess the factors affecting girls’ academic performance and thereby recommend actions to resolve the barriers to girls’ academic success. Data that indicate the real picture of the situation is crucial for the successof this study.Therefore, I kindly request your cooperatio n in completing this questionnaire. Your responses will be kept confidential and will be used only for the purpose of this research.

Please note that:

- You need not write your name and any other personal identifier except the requested ones.
- To those questions with alternatives, please, mark your responses by putting “√” in the boxes provided.
- For any additional opinions, you are kindly requested to write your responses on the blank space provided.

Part I: General Information

1. Personal Data
    - 1.1. Name of the school ……..…….……
    - 1.2. Respondent’s sex ……..……
    - 1.3. Age ……
    - 1.4. Marital status …….....
    - 1.5. Years of work experience ……..……
    - 1.6. Level of educational qualification ……...……

Part II. Research questions on leadership practices to support girls' gender needs in school

1. How often the following school leadership practices are implemented to support girlslearni ng in your schools? (Please tick "√" to indicate your response under one of the alternatives given: A= Always, S= Sometimes, R= Rarely, N= Never.

No.	Leadership practices to support girls gender needs				
		A	S	R	N
1	Provides academic guidance and counseling support for girls				
2	Organizes motivational events and mentorship programs to inspire and empower girls				
3	Solicits and offers financial and material support (subsidy and sanitary pads) for girls from poor families				
4	Promotes school culture that prevent wastage in education				
5	Sensitizes school, parents and community on gender issues				
6	Ensures gender-sensitive pedagogical practices in classrooms				
7	Implements strategies to protect girls from violence				
8	Organizes needs-based tutorial classes for female students				

2. What others practices are in place to support girls' gender needs in the school?

   _____

3. Please suggest additional support for gender needs of girls in the school? ----------

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Part III. Questions on the academic performance of girls in comparison with boy

1. In your experience of teaching at secondary school level, have you ever been recognized that female students perform academically lower than that of male students in your school? What do you think could be the reason for their low academic performance?

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2. Do girls actively participate in class (leading group discussions, making presentations, leading science experiments and projects)? If not, why?

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3. In your experience of teaching at secondary school level, who do you observe among boys and girls make lesser efforts in doing assignments, class/home works, and projects?

What do you think could be the reason for that? ----------

Part IV. Questions on factors affecting girls' academic performance

A. Home-related factors

1. What home related factors do you think affect girls learning and performance in your school? ----------
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B. School-related factors

1. How would you describe the influence of school facilities (classrooms, water and sanitary facilities, laboratories, computers/ICT facility, library, pedagogical center,) on girls learning and performance?----------
---
2. To what extent you agree or disagree that the following institutional factors affect girls' academic performance in your school? (Please tick "√" under one of the alternatives given below to indicate your response for each point: SA= Strongly Agree, A= Agree, NS= Not Sure, D= Disagree, SD= Strongly Disagree)

No.	Institutional factors	Rating scales				
		SA	A	NS	D	SD
1.	lack of gender targeting in school facilities (Inadequate and ill handled latrines for girls and lack of sanitary facilities to assist girls during menstruation)					
2	Insufficient support for the poor(provision of school supplies, clothing, and hygiene supplies for girls from poor families)					
3	Low proportion of female teachers					
4	gender stereotyping in educational materials (curricula, textbooks)					
5	Absence of guidance and counseling service in the school to support girls					

3. What other challenges related to school institution do girls face in your school for being girls? ----------

---

4. To what extent you agree or disagree with the following school leadership related factors in hindering girls' success in their education? (Please tick "√" under one of the alternatives given below to indicate your response for each point: SA= Strongly Agree, A= Agree, NS= Not Sure, D= Disagree, SD= Strongly Disagree

No.	School leadership related factors	Rating scales				
		SA	A	NS	D	SD
1	limited effort to materialize policy and legislative issues on the protection of girls from SRGBV					
2	Low commitment to organize needs based tutorial support for girls					
3	the failure to enforce gender-sensitive pedagogical practices in classrooms					
5	Absence of sound School-parents and school-community partnerships visible to protect and support girls affect their schooling and performance					
6	Absence of programs and activities that build girls' self-esteem and that contribute to their success (e.g., awards for outstanding girls, girls club, girls day event)					

5. What other school leadership related factors do you think affect girls progress in their learning? ----------

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6. What do you think are the most important gender-related areas for school management to focus on in order to improve girls' academic performance? ----------

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7. Indicate the extent to which you agree or disagree with the following girls schooling experiences in affecting their learning? (Please tick "√" under one of the alternatives given below to indicate your response for each point: SA= Strongly Agree, A= Agree, NS= Not Sure, D= Disagree, SD= Strongly Disagree)

No.	Girls schooling experiences					
		SA	A	NS	D	SD
1	Low participation in academic and co-curricular activities than boys					
2	Low motivation and effort for academic success than boys					
3	Sexual relations with teachers affect their focus on learning					
4	Sexual relations with schoolmates deter their concentration on learning					
5	Low school attendance compared with boys affect girls progress in their learning					
6	Peers' negative influence encourage risky behavior that divert girls attention on learning					

8. How do classroom practices hinder girls' ability to equally participate and reach their full academic potential? ----------
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---

9. What do you think should be done by female students to enhance their schooling experience in order to improve their academic performance? ----------
---

10. To what extent you agree or disagree with the following teachers' related factors in affecting girls' academic performance? (Please tick "√" under one of the alternatives given below to indicate your response for each point: SA= Strongly Agree, A= Agree, NS= Not Sure, D= Disagree, SD= Strongly Disagree)

No.	Teachers' related factors	Rating scales				
		SA	A	NS	D	SD
1	Non-variability of teachers' classroom activities to respond to gender and individual needs					
2	Teachers' authoritative and unapproachable attitudes adversely affect girls' participation in the classroom, hindering learning					
3	Failure of teachers to apply active/cooperative learning and facilitate learning through group activities					

11. What other teachers' related factors do you think affect the progress of girls in their learning? ----------
12. What do you think the role model of female teachers in encouraging and supporting girls in their education? ----------
    ----
13. Please suggest how various stakeholders can support the education of girls in school?
    a). Parents: ----------
    b). Teachers: ----------
    c). School leadership: ----------
    d) Community: ----------
    e) Government: ----------

Interview Guide for school principals, academic vice principals and PTA leaders

1. What gender sensitive programs/practices are in place in your school to support girls' gender needs and improve their academic performance?
2. Please comment on the leadership practices of the instructional program in improving students' performance in your school.
3. What are your views regarding the gender –responsiveness of the school environment?
4. In your experience of leadership in this school, whom do you observe among boys and girls perform academically lower (particularly in EGSECE)? Why?
5. In your views, what home-related and school-related factors affect female students' academic performance in your school?
6. What can the PTA and school leadership do to address the gender policy and practice gaps to effectively support the needs of female students in the school?

Interview guide for Education Experts and gender focal person

1. How does your office seek to assist schools improve the academic performance of female students?
2. What gender sensitive programs/practices are in place in government high schools to support girls' gender needs?
3. Who do you observe among boys and girls perform academically lower (particularly in EGSECE) in government secondary schools of the Harari regional state? Why?
4. What in your views are the factors influencing girls academic performance in government secondary schools in the region?
5. Please provide your recommendation on how your office can address the gender policy and practice gaps to effectively support the needs of female students in secondary schools.

Focus Group Discussion Guide for Female students' and female teachers

1. In your views, who among boys and girls are more likely to perform low academically in your school? Why?
2. What practices and support programs are in place in your school for assisting the gender needs of female students in order to improve their academic performance?
2. What are your views regarding the gender –responsiveness of the school environment?
3. In your views, what home-related factors hinder girls' learning and performance in your school?
4. What school- related factors affected girls' academic performance in your school? (e.g. school physical, social and academic environment, teachers and leadership related factors, peer influence and girls schooling experiences)
5. What do you think the role model of female teachers in encouraging and supporting female students?

7.2. Appendix 2

Group Statistics					
	RESPONDENTS	N	Mean	Std. Deviation	Std. Error Mean
Q1	STUDENTS	212	1.4528	.71054	.04880
	TEACHERS	66	1.5152	.74920	.09222
Q2	STUDENTS	212	1.1557	.36339	.02496
	TEACHERS	66	1.3788	.62672	.07714
Q3	STUDENTS	212	1.4481	.70351	.04832
	TEACHERS	66	1.5606	.78699	.09687
Q4	STUDENTS	212	2.9009	.64183	.04408
	TEACHERS	66	2.8485	.50360	.06199
Q5	STUDENTS	212	1.2500	.54967	.03775
	TEACHERS	66	1.3788	.57553	.07084
Q6	STUDENTS	212	1.4670	.78725	.05407
	TEACHERS	66	1.9091	1.04848	.12906
Q7	STUDENTS	212	1.4953	.71872	.04936
	TEACHERS	66	1.6667	.77128	.09494
Q8	STUDENTS	212	1.5142	.62703	.04306
	TEACHERS	66	1.6970	.78387	.09649

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Diff	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Q1	Equal variances assumed	.783	.377	-.614	276	.540	-.06232	.10146	-.26206	.13742
	Equal variances not assumed			-.597	103.988	.552	-.06232	.10434	-.26922	.14458
Q2	Equal variances assumed	48.002	.000	-3.599	276	.000	-.22313	.06200	-.34517	-.10108
	Equal			-	79.05	.007	-	.08108	-	-.06174

	variances not assumed			2.752	2		.22313		.38451	
Q3	Equal variances assumed	2.127	.146	-1.102	276	.271	-.11249	.10206	-.31340	.08842
	Equal variances not assumed			-1.039	99.468	.301	-.11249	.10825	-.32728	.10229
Q4	Equal variances assumed	.129	.720	.608	276	.544	.05246	.08628	-.11739	.22230
	Equal variances not assumed			.690	136.599	.492	.05246	.07606	-.09796	.20287
Q5	Equal variances assumed	4.234	.041	-1.644	276	.101	-.12879	.07835	-.28303	.02546
	Equal variances not assumed			-1.604	104.560	.112	-.12879	.08027	-.28796	.03039
Q6	Equal variances assumed	5.502	.020	-3.664	276	.000	-.44211	.12065	-.67963	-.20459
	Equal variances not assumed			-3.160	88.975	.002	-.44211	.13993	-.72014	-.16408
Q7	Equal variances assumed	1.358	.245	-1.662	276	.098	-.17138	.10310	-.37435	.03158
	Equal variances not assumed			-1.602	102.585	.112	-.17138	.10700	-.38361	.04084
Q8	Equal variances assumed	10.086	.002	-1.944	276	.053	-.18282	.09406	-.36798	.00234
	Equal variances not assumed			-1.730	92.347	.087	-.18282	.10566	-.39266	.02702

Group Statistics

	RESPONDENTS	N	Mean	Std. Deviation	Std. Error Mean
Q1	STUDENTS	212	3.5802	1.05677	.07258
	TEACHERS	66	3.5455	1.04044	.12807
Q2	STUDENTS	212	4.1321	.87162	.05986
	TEACHERS	66	4.3182	.46934	.05777
Q3	STUDENTS	212	2.3160	1.00195	.06881
	TEACHERS	66	2.6061	1.07958	.13289
Q4	STUDENTS	212	1.6557	.57542	.03952
	TEACHERS	66	1.9394	.34547	.04252
Q5	STUDENTS	212	3.9906	1.12697	.07740
	TEACHERS	66	2.2576	.77083	.09488

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Q1	Equal variances assumed	.039	.843	.234	276	.815	.03473	.14842	-.25744	.32691
	Equal variances not assumed			.236	109.963	.814	.03473	.14721	-.25699	.32646
Q2	Equal variances assumed	7.693	.006	-1.660	276	.098	-.18611	.11212	-.40682	.03461
	Equal variances not assumed			-2.237	206.265	.026	-.18611	.08319	-.35013	-.02209

Q3	Equal variances assumed	3.303	.070	-2.016	276	.045	-.29002	.14388	-.57327	-.00678
	Equal variances not assumed			-1.938	102.269	.055	-.29002	.14965	-.58684	.00679
Q4	Equal variances assumed	91.526	.000	-3.796	276	.000	-.28373	.07475	-.43089	-.13658
	Equal variances not assumed			-4.888	183.581	.000	-.28373	.05805	-.39827	-.16920
Q5	Equal variances assumed	4.543	.034	11.665	276	.000	1.73299	.14856	1.44053	2.02545
	Equal variances not assumed			14.153	158.650	.000	1.73299	.12245	1.49115	1.97483

Group Statistics

	RESPONDENTS	N	Mean	Std. Deviation	Std. Error Mean
Q1	STUDENTS	212	3.4434	1.29586	.08900
	TEACHERS	66	3.1970	1.04100	.12814
Q2	STUDENTS	212	3.7642	1.14413	.07858
	TEACHERS	66	3.6061	1.09374	.13463
Q3	STUDENTS	212	3.7830	1.17642	.08080
	TEACHERS	66	3.2273	1.06403	.13097
Q4	STUDENTS	212	4.3255	.62546	.04296
	TEACHERS	66	4.1061	.58517	.07203
Q5	STUDENTS	212	4.0755	.92052	.06322
	TEACHERS	66	3.3485	1.11621	.13740

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Q1	Equal variances assumed	5.060	.025	1.409	276	.160	.24643	.17486	-.09781	.59066
	Equal variances not assumed			1.580	133.285	.117	.24643	.15601	-.06216	.55501
Q2	Equal variances assumed	.217	.642	.990	276	.323	.15809	.15963	-.15615	.47233
	Equal variances not assumed			1.014	112.798	.313	.15809	.15588	-.15075	.46693
Q3	Equal variances assumed	.129	.720	3.426	276	.001	.55575	.16223	.23638	.87512
	Equal variances not assumed			3.611	118.596	.000	.55575	.15389	.25102	.86048
Q4	Equal variances assumed	10.418	.001	2.526	276	.012	.21941	.08686	.04842	.39040
	Equal variances not assumed			2.616	114.978	.010	.21941	.08387	.05329	.38553
Q5	Equal variances assumed	11.682	.001	5.316	276	.000	.72699	.13675	.45778	.99619
	Equal variances not assumed			4.807	94.139	.000	.72699	.15124	.42670	1.02728

Group Statistics					
	RESPONDENTS	N	Mean	Std. Deviation	Std. Error Mean
Q1	STUDENTS	212	3.8160	1.06167	.07292
	TEACHERS	66	3.4848	1.09884	.13526
Q2	STUDENTS	212	3.3538	1.04964	.07209
	TEACHERS	66	3.5000	1.14018	.14035
Q3	STUDENTS	212	2.2358	1.08021	.07419
	TEACHERS	66	1.8636	.82063	.10101
Q4	STUDENTS	212	2.5330	1.23298	.08468
	TEACHERS	66	2.2576	.91669	.11284
Q5	STUDENTS	212	3.6368	1.08639	.07461
	TEACHERS	66	3.3636	1.11819	.13764
Q6	STUDENTS	212	3.7736	1.02835	.07063
	TEACHERS	66	3.6061	1.06524	.13112

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Q1	Equal variances assumed	1.995	.159	2.195	276	.029	.33119	.15090	.03413	.62825
	Equal variances not assumed			2.155	105.524	.033	.33119	.15366	.02653	.63585
Q2	Equal variances assumed	.407	.524	-.968	276	.334	-.14623	.15105	-.44359	.15114
	Equal variances			-.927	101.645	.356	-.146	.1577 8	-.4591	.16674

	not assumed						23		9	
Q3	Equal variances assumed	5.404	.021	2.576	276	.011	.37221	.14448	.08779	.65664
	Equal variances not assumed			2.970	141.368	.004	.37221	.12533	.12445	.61998
Q4	Equal variances assumed	13.970	.000	1.676	276	.095	.27544	.16439	-.04817	.59906
	Equal variances not assumed			1.952	144.696	.053	.27544	.14108	-.00340	.55428
Q5	Equal variances assumed	1.333	.249	1.771	276	.078	.27316	.15420	-.03040	.57671
	Equal variances not assumed			1.745	105.996	.084	.27316	.15656	-.03725	.58356
Q6	Equal variances assumed	.378	.539	1.146	276	.253	.16752	.14619	-.12027	.45532
	Equal variances not assumed			1.125	105.454	.263	.16752	.14893	-.12777	.46282

Group Statistics					
	RESPONDENTS	N	Mean	Std. Deviation	Std. Error Mean
Q1	STUDENTS	212	3.8019	1.05237	.07228
	TEACHERS	66	2.3939	.78208	.09627
Q2	STUDENTS	212	3.3774	1.13499	.07795
	TEACHERS	66	2.4394	1.02475	.12614
Q3	STUDENTS	212	3.8113	1.09383	.07512
	TEACHERS	66	2.3636	.87066	.10717

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Q1	Equal variances assumed	2.957	.087	10.035	276	.000	1.40795	.14030	1.13175	1.68414
	Equal variances not assumed			11.696	144.763	.000	1.40795	.12038	1.17002	1.64588
Q2	Equal variances assumed	1.586	.209	5.995	276	.000	.93796	.15646	.62995	1.24598
	Equal variances not assumed			6.326	118.791	.000	.93796	.14828	.64435	1.23158
Q3	Equal variances assumed	1.640	.201	9.823	276	.000	1.44768	.14738	1.15756	1.73781
	Equal variances not assumed			11.061	134.564	.000	1.44768	.13088	1.18884	1.70653