

Assessment of Socio-Cultural Constraints on Girls' Success in Education: The Case of Hadiya Zone, Mirab Badawacho Woreda, Danema 01 Primary School

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Abstract: In countries, such as Ethiopia, girls are at a disadvantageous position in terms of accessing and succeeding in their education. The objective for this study is to examine the socio-cultural factors affecting girl's education. The scope of the study focuses on one Primary School where female students are enrolled and limited to grades 4 - 8 and in the age group of 12-18. The sample size of this particular study was 40 female students and 10 respondents for focus group discussion. The respondents were selected using the probability sampling technique and systematic random sampling method.

The findings of this study revealed that girls living in the study area had faced many socio- cultural problems hampering their enrollment and their success in their education. The perception of the community about female education, long distance of the school, early marriage, abduction and lack of role model in their village, as well as, in their school are the major factors that hinders girls' enrolment and success.

Finally, it was suggested that the collaboration of the community, teachers, school leaders, parents, government and non-government organizations are very important to increase the participation and success of female's students in the study area.

Keywords: Constraints, primary school, Socio-Cultural and success.

I. INTRODUCTION

It is an established fact that education is the means by which society conveys its experiences, new findings, skills, attitude and values accumulated for many years, in its struggle for survival and development. It enables individual and society to make all-rounded participation in the development process by acquiring knowledge, abilities, skills and attitudes (Transitional Government of Ethiopia, 1994).

As a whole, education is a cornerstone of economic, political, social development and a principal means of improving the welfare of individuals. It improves the productive capacity of societies and their political, economic and scientific institutions. It also helps to reduce poverty by mitigating its effects on population, health and nutrition and by increasing the values and efficiency of the labor offered by the poor (World Bank, 1991).

Education is perhaps the single most essential measure to ensure a full participation of women in development. Women's participation in all sectors of profession has become significant.

The rate of enrolment of girls at all level of education and their success determine their income level, status, influence, degree of mobility and confidence. In addition to personal gains, education is considered to be the driving force behind economic, social and cultural development of a country. As a result, the issue of education in general and that of girls in particular has been underlined in many development institutions (Ethiopian Herald, Wednesday.22, November 2006, page 6.)

In developing countries girls' education is now recognized as a cornerstone of development. Though Ethiopia has very good legal and policy provisions, as well as, various guidelines that promote education of women, studies had shown that compared to men women (girls) are at a disadvantageous position in terms of accessing and succeeding in their education (Ethiopian Herald, Wednesday.22, November 2006, page 6).

According to Earth Trend (2003), in the year 2002, the rate of adult literacy for women was 34% while it was 49% for men. This gap between men and women is observed at all level of education. For example, during the academic year 2001/02, the gross enrolment ratio (GER) for primary enrolment was 64.4%. When this figure is aggregated by sex, we find that the GER for boys was 74.6% while it was 53.8% for girls. In addition to this low enrolment of female students, we find that the rate of repetition for them to be higher during the same academic year. The national figure for repetition of girls was 7.7% while it was 5.9 for boys.

In Ethiopia, at all level of education, both in rural and urban areas and more so in rural areas, achievements of girls are much lower than those of boys (Genet, 1998). Girl's enrolment and success to education is mainly dwindled by social and cultural related factors. These factors are not shared by male students. However, girls were sharing other factors, with boys on socio-cultural and school related factors for their dropout from school (Bereket B. and Dawit A; 2003).

Women act as mothers, wives and employees in urban and rural sectors. Inspire of all this important role women play, they are not fully recognized by the men-dominated society.

Education is one of the important mechanisms that promote the welfare of a given society. But in most traditional Ethiopian societies, people have a negative attitude towards girls education. What is widely held view in the society is girl's role is to assist their mothers in domestic chores and in taking care of younger children. This clearly demonstrates that Ethiopian women (girls) have not been benefiting from education as much as men.

According to Regional(SNNPR) Basic Socio-Economic and Demographic Information document(2000 E.C) girls enrolment rate and success in Hadiya Administrative Zone at both primary and secondary school level is less than that of male, i.e., girls enrolment rate was 42.3%: and that of boys 57.7%. At secondary school however girl's enrolment rate was only 32.9%, while for boys it was 67.1% for the year 2000 E.C.

In general, girls face different challenges at all educational level. The low level of attention given to girl's education by the society and the cultural influence they face remains the major issue added in this research by taking Mirab Badewacho district Primary School as a case study.

Table 1, Danama 01 primary School Student Enrolment by grade and sex (2009-2010)

Grade	Year										
	2009					2010					
	Male	Female	Total	Percentage (%)		Male	Female	Total	Percentage (%)		
				Male	Female				Male	Female	
4	178	149	327	54	46	41	39	80	51	49	
5	113	106	219	51	49	57	49	106	53	47	
6	61	48	109	56	44	85	77	162	52	48	
7	54	46	100	54	46	49	41	88	53	47	
8	37	19	56	66	34	47	40	89	55	45	
Average %				56	44					53	47

The following table demonstrates student enrolment rate for both boys and girls for grades 4 to 8 at participation of male students increases from year to year the participation of female student's decreases as the class level increases, especially in 2009 E.C (Table 1).

1.1 Statement of the problem

Education is important for everyone, but it has special significance for girls. Education for girls is the key to the health and nutrition of populations; to overall improvements in the standard of living, to better agricultural and environmental practices, to higher gross national product, and to greater involvement and gender balance in decision-making processes at all levels of society. Girls' education can be particularly important in breaking the inter-generational cycle of poverty through family planning, leading to smaller family and more investments in each child's health and education, and greater earning potential.

The UNICEF's motto is "girl's education benefits all". Even if its reality, the present status of women/girls in Ethiopia in general and in Mirab Badawacho district in particular, characterized by poor access to education services. The adult literacy rate for women has been very low as compared to men. Similarly the enrolment rate and success for girls at primary school level was also relatively lower than boys. According to Teshome (2000) studies, almost 90 percent of rural girl are forced to drop out of school due to socio- cultural problems before they complete primary schools.

These recurring problems of girls had not been given enough attention in order to change the socio-economic and cultural difficulties girls face in the study area. Therefore, the purpose of this study was to understand the various factors of these socio-cultural problems on girls' education and to suggest ways to promote their right to acquire education.

1.2 Definition of Important Terms

- ❖ **Girls:-** refers to girls who are in the age group of 12-18 in the Danema 01 Primary School.
- ❖ **Success:-** refers to achievement of girls in primary school education equally with that of boys and obtained better results and repetition and drop out rate is decreased.
- ❖ **Cultural factor:-** refers to all harmful traditional practices that affect girls education, like early marriages and abduction.
 - **Early marriages:** - In this study, early marriage is taken as marriage carried out below the age of 18 years.
 - **Abduction:** - Abduction (*telefa*) implies the forcing of the girls for marriage without her consent.
- ❖ **Social factor:-** refers factors affecting girls education such as, household chores and community role that interferes with the girls' education and also the negative attitude of the community on girls' education.

1.3 Objectives of the Study

- ❖ **General Objective**

The general objective of this study is to examine the cultural and social factors that affect girls' education in the study area.
- ❖ **Specific Objectives:**
 - to identify the cultural factors that affect girls' success rate in primary schools; and
 - to assess the community and parental attitude towards girls education;

1.4 The Scope of the Study

The scope of the study was limited to girls who joined primary level education ranging from grades 4 to 8 at Danema 01 Primary School. The conceptual scope of the study was to focus at primary school level, family attitude and other environmental factors.

1.5 Limitation of the Study

Due to various reasons, some of the respondents may not be willing to give the needed information.

II. RESEARCH METHODOLOGY

2.1 Research Design

Descriptive survey research involving quantitative and qualitative assessment approaches was applied for this study.

2.2 Study Site

The study was conducted at Danema 01 Primary School, in Mirab Badawacho Woreda peasant associations, Hadiya Zone, Southern Nations Nationalities Peoples Regional State (SNNPR). It is about 352Km south of Addis Ababa and lies at 7⁰ 0.9'N and 37⁰ 50'E.

The climatic condition of the district is mainly characterized by cool sub-humid with altitude ranging between 1750 and 2100m.a.s.l., mean annual rainfall between 800 and 1200 mm, and mean annual temperature of 11 - 27⁰C (WBARDO, 2008). The total population of the district is estimated to be 107,000.

2.3 Study Population

The target population of this study was girls who attend at 4-8 grade level at Danema 01 Primary School in the age group of 12-18. The sample size was 40 female students who were selected by using the probability sampling technique and systematic random sampling method.

2.4 Sampling Design

The subject of the study was Danema 01 Primary School female students who are enrolled in grades 4 - 8 for the 2003 E.C academic year. The school was identified by purposive sampling. This target group was randomly selected.

2.5 Sampling Techniques and Procedure

The sample size of this study was 40 students, who were selected from the total number of students attending grade 4-8 classes (i.e.400). And, also there were 10 respondents for focus group discussion, who were selected from teachers and parent committee randomly. Two percent contingency female student was also added to the calculated sample, in case the selected students are unwilling to provide information or absent at the time of data gathering. Therefore, the total sample size was $40+10+8= 58$ respondents. The calculated sample population was selected from a list of all female students in Danema 01 Primary School who joined 4-8 grades at the age group of 12-18 years. The name of female students was listed in alphabetical order from this list the required sample size (40) were selected using one of the probabilities sampling techniques, systematic random sampling method (i.e. every 10th student in the list was selected as a sample).

2.6 Data Collection Instrument

In this study the data collection instrument was self constructed and structured questionnaires and focus group discussion, which was conducted with teachers and parents committee by using open ended question in order to generate all the relevant data for this specific study to serve as a primary data.

And also list of primary school female students from the record office of Danema 01 Primary School was used as a secondary data. In order to see the appropriateness of the instrument a pre- test was conducted before the actual data collection was undertaken with 10 respondents who were not involved in the study sample.

2.7 Data Analysis

After data collection has been completed, the information from primary and secondary sources was cleared and organized separately. The collected data was analyzed by using SPSS Version 16, computer program, and the presentation was made with tables, and figures.

III. RESULT AND DISCUSSION

The majority (80 percent) of the respondents' age lies between 14-17 years and they are 4-8 grade level students (Table 2). Concerning their marital status, 15 percent are married while 80 percent are single and 5 percent are divorced. This study result shows early marriage was carried out below the age of 18 years (20%) before the girl was physiologically and psychologically ready to shoulder the responsibilities of marriage and childbearing. According to the New Family Law of Ethiopia, the minimum is 18 years for both girls and boys.

When it comes to religion 20 percent are Orthodox Christians, 75 percent protestant Christians and 5 percent catholic. Among the respondents 95 percent of them have brother (s). The assumption in the society is that those only with brothers more likely be protected from any type of violence and less likely attacked (Table 2).

The traditional female's role is imposed on girls from very early age and their work in the household is often to help their mothers who themselves carry extremely heavy burdens.

The status, power, and patriarchal and dominant attitude of fathers being a key factor in encouraging their daughters' to go to or restricting them from it school (Berket B and Dawit A, 2003).

Table.2 Demographic Characteristics of the Respondents

No	Items	Total	
		Frequency (f)	Percentage (%)
1	Age		
	12 years	-	-
	13 years	4	10
	14 years	8	20
	15 years	8	20
	16 years	10	25
	17 years	6	15
	18 years	4	10
2	Grade		
	4	8	20
	5	8	20
	6	8	20
	7	8	20
	8	8	20
3	Marital status		
	Married	6	15
	Single	32	80
	Divorced	2	5
	Other	-	-
4	Religion		
	Orthodox	8	20
	Muslim	-	-
	Protestant	30	75
	Catholic	2	5
5	Have brother (s)		
	Yes	38	95
	No	2	5

Parents Education status

When it comes to the educational status of the parents, respondents claim that 60 percent of their mothers were illiterate, 20 percent were able to read and write, 15 percent were 1-5 grades, 5 percent 6-12 grade and none of them are above the 12 grade level. However the educational status of their fathers was 40 percent were illiterate 10 percent are able to read and write, 20 percent are 1-5 grade, 25 percent 6-12 grade and 5 percent of them are above grade 12. This data indicate that the educational status of fathers was relatively much better than that of educational status of the mother (figure 1). Regarding their parents income sources, the result shows 95 percent were engaged in farming and only 5 percent were depending on petty trading.

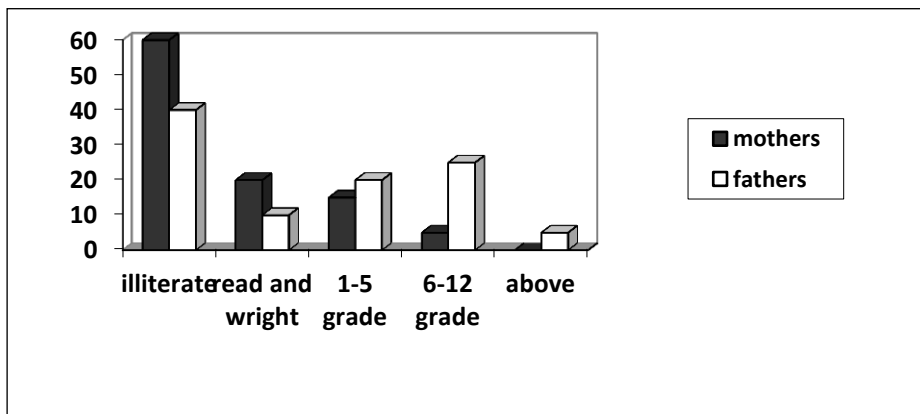


Figure 1, Parent Education Status

Support of parents to female students

Parents' encouragements to their daughters were minimal. Girls are relatively given less time to study, provided less support morally and materially, and less engagement with fellow students. They seem to pursue education under stressful condition (Table 3).

This result has shown that education for girls had not been a priority within the community. Even if the families allow their daughters to go to school they do not give equal moral and material support with their sons due to cultural beliefs.

In Ethiopia children as young as 7 are required to perform various tasks related to domestic and farm activities. This is especially true of rural school children who have to work on farms before and after school and also during weekends. The situation of school girls in particular is worrying because of the double role they assume as helpers in the domestic chores and as a source of labor for the family farm. As the above table indicates, among the respondents only 35 percent had enough time to study and the remaining 65 percent had not sufficient time for studying. Excessive workload for girls, mainly at homes, do not provide enough time for study. The factors contributing to this condition are relatively simple. The households need the labor force from all members. Boys also work, but less than the girls.

Table 3 Female students Educational Support

No	Items	Total	
		Frequency (f)	Percentage (%)
1	Material and moral support from parents		
	Yes	12	30
	No	28	70
2	Moral support from neighbors		
	Yes	8	20
	No	32	80
3	Equal moral and material support with brother from parents		
	Yes	7	18
	No	33	82
4	sufficient studying time		
	Yes	14	35
	No	26	65
5	Place of study		
	Library	-	-
	Home	38	95
	Class room	2	5
	Other	-	-
6	Freedom to study with friends		
	Yes	8	20
	No	32	80

Female Education In Relation To Their School Situation

From the total respondents only 20 percent were living close to school. The remaining female students travel a long distance to school. Means of transportation is either unavailable or not affordable, thus, all of them reach the school on foot. Sometimes walking takes more than an hour one way (Table 4). This indicates the location of the school from their residence was one of the factors hindering their education, as well as, exposing them to sexual harassment and abduction. Thus, distance from school can be one of the reasons for high dropout rate from their school.

The majority of female respondents (70 percent) replied that there is no club catering girls need in the school. However, 95 percent of the respondents knew that there are other clubs in their school where boys and girls use, but only 10 percent of them participate in the existing club.

The reasons given for less participation in the clubs has been lack of female role model, fear of speaking in public, the school did not encourage female students to participate in clubs and the club is male dominated (Table 4). This result indicates that girls need guidance and counseling like any other activity in the school.

Table 4, Female Education In Relation To Their School Situation

No	Items	Total	
		Frequency(f)	Percentage (%)
1	Distance of school		
	Very far from home	6	15
	Far from home	26	65
	Near to home	8	20
2	Means of transport		
	Car	-	-
	Animal power	-	-
	Bicycle	-	-
	On foot	40	100
3	Time consumed to travel		
	10-30 minutes	8	20
	31-60 minutes	26	65
	Above 60 minutes	6	15
4	Female club in the school		
	Yes	-	-
	No	28	70
	I don't know	12	30
5	Other students club		
	Yes	38	95
	No	-	-
	I don't know	2	5
6	Participation in the club		
	Yes	4	10
	No	36	90
7	Position in the club		
	Chair lady	1	25
	Casher	-	-
	Secretary	-	-
	Member	3	75
8	Reason for not participation in club		
	No female role model	12	30
	Fear to speak of	16	40
	No interest to join any club	2	5
	School does not encourage female student participation in any club	2	5
	Because of the club is men dominated	8	20

Factors affecting female students' participation in school activities

Among the total respondents only 15 percent had got moral support from fellow male students. Ironically, only 30 percent of them have got moral support from their male teachers, while only 20% got moral support and material support from the female teachers (Table5).

Eighty- five percent of the total respondents do fear to ask male students any question regarding their education. Similarly, the majority of the respondents (85percent) fear to ask their teachers any question in and outside of class on problems they face. This study reveals that there is a problem in the school to encourage female students to achieve better results (Table 5).

For the question raised whether they have a role model from among the female teachers or fellow female students the majority of respondents stated they have none from both groups (Table 5). Therefore, lack of role model might have contributed to low educational status of girls.

According to NCTPE (2003), the very limited or non-existent of female role model in the country-side hampers girls' aspiration to a better life. Therefore, women in the village should be good role model to female students.

Table 5, Factors that affect Female participation in school activities

No	Item	Total	
		Frequency (f)	Percentage (%)
1	Getting Moral support from male students		
	Yes	6	15
	No	34	85
2	Getting Moral support from male teacher		
	Faire	12	30
	Good	-	
	Very good	-	
	Not at all	28	70
3	Getting support from Female teacher		
	Yes	8	20
	No	32	80
4	Fear of asking any question to male students regarding education		
	Yes	34	85
	No	6	15
5	Fear to ask teachers any question in and outside of class		
	Yes	34	85
	No	6	15
6	Having Role model of female teacher		
	Yes	14	35
	No	26	65
7	Having Female student role model in the community and school		
	Yes	4	10
	No	36	90

Factors for absenteeism of female students from class

Based on this assessment, 60 percent of female students do not seem to attend classes on time (Table 6). The identified causes for being late were, lack of interest in education, domestic work load, lack of support from parents, lack of awareness of parents about the benefit of education, sexual harassment by men on the way to school, long distance from school and lack of motivation. To conclude, the above socio-cultural factors had led girls to missing of many classes and consequently became poor achievers in classes.

The findings from the study had shown that in many instances girls do not want to discuss with their parents the problem of harassment they face from boys and teachers.

Although parents agree to send their daughters to school, they had not fully recognized that in doing so, they are exposed to abuse. They had no experiences of their own.

The big difference between rural and urban settings in parents' fear of violence and abuse against school girls may confirm that the more "modern" the settings are the greater fear from the parents.

This assumption is also confirmed in a significant difference in the findings between educational level and overall knowledge of rules and regulations relating to girls education and prevention of violence and abuse against girls. More educated parents (predominantly male parents) are more aware of the rules and regulations and thus are in favor of sending their daughters to school.

The findings suggests that increased knowledge and understanding among parents of the rules and regulations will enhance their willingness to send (and retain) their daughters to school. Indeed, the generation of boys and girls growing up to become parents themselves should have that increased knowledge and understanding.

Table 6. Factors for absenteeism of female students from class

No	Item	Total	
		Frequency (f)	Percentage (%)
1	Reach school on time usually		
	Yes	16	40
	No	24	60
2	Reason for being late		
	Don't have interest to education	3	12.5
	Heavy work load	18	75
	Parents not knows the benefit of education	22	92
	Lack of support for parents	20	83
	Lack of teachers encouragement in the class	14	58
	Fear of abduction	8	33
	Sexual harassment by men on the way to the school	6	25
	Long distances from school	6	25
	lack of motivation	20	83

Cause for female student class repetition

In a society where there are strong male dominance and traditions such as abduction, it is not surprising that the boys use violent and abusive approach towards girls on the way to and from school as well as within the school. The boys, (unknowingly) see these girls as a major challenge against the traditional gender set-up within the society.

The prevalence of violence and abuse in school, on the way to and from school and at home tended to affect girls' access to education, partly because of parents' fear and concern for the safety and security of girls. Parent respondents indicated that violence highly discourages them from sending their daughters to school. This in turn contributes to girls' lower enrolment ratio as compared to boys.

Girls who experienced violence and abuse tended to be absent from school, have less concentration in class, reduced class participation, unable to complete home works. The combined effects of all these factors lead to lower academic achievement of girls as compared to boys. This in turn leads to lower grade and higher class repetition rate of girls (Table 7).

According to the data, 45 percent of the total respondents repeat class. The major causes for those who repeat classes are: work load at home, shortage of time to study, lack of moral support from parent and teachers, early marriage, abduction, fear of asking questions in and outside of the class, fear of rape, sexual harassment by men on the way to school, less effort of females, long distance of the school, socio-cultural behavior of the community about females in general, and absence of educated female role model (Table 7). As Ethiopian girls grows up by taking certain responsibilities in the household, such as cleaning and fetching water, many girls' loss their chance of schooling (Culture and Change, 2000).

Table 7, Cause for female student repetition

No	Items	Total	
		Frequency (f)	Percentage (%)
1	Class repetition		
	Yes	18	45
	No	22	55
2	Causes for repetition		
	Work load	16	89
	Shortage of time to study	16	89
	Lack of enough support from parent	12	67
	Lack of encouragement from teacher	8	44
	Early marriage	4	22
	Fear of abduction	4	22
	Fear of asking question in and out of the class	14	78
	Fear of rape	2	11
	Sexual harassment by men on the way to the school	6	33
	Less effort of female	14	78
	Long distance of the school	6	33
	Back ward thought of the community about female	16	89
	Absence of educated female role model	14	78

Causes for dropout from school

School girls who had been sexually abused in childhood are more likely to drop out of school, to care for unwanted pregnancies, and sexually transmitted infections, which may lead them to suffer from depression, anxiety and suicidal thoughts. With respect to the effects of violence and abuse on school girls, Human Rights Watch (2001) reported that violence and abuse on school girls has a profoundly destabilizing effect on the education of girls (Table 8).

Girls who are victims of violence are more likely to perform poorly in school, have problems of concentration on their academic work, and lose interest in school altogether, and finally dropping out from school (Human Rights Watch, 2001).

Twenty-six percent of the total respondents were drop-out from the class and the remaining 74 percent were not drop-outs. As clearly indicated, the causes for drop-outs were work load in home, lack of enough support from parents, fear of abduction, early marriage, sexual harassment by men on the way to school, long distance from school, absence of motivation, fear of rape and back ward thoughts of the community about female (Table 8).

A high number of the total female respondents were forced to drop out due to many socio- cultural factors than that of boys.

Women residing in rural settings have consistently lower literacy rate than rural men but also lower literacy than urban women. Although girl's educational status shows that greater rate of educational wastage than boys, the wastage is more often due to repetition of classes and higher rate of drop out (Ethiopian Herald, Wednesday.22, November 2006, page 6).

Table 8. Causes for dropout

No	Items	Total	
		Frequency (f)	Percentage (%)
1	Drop out from school		
	Yes	11	26
	No	29	74
2	Causes for drop out from school		
	Work load at home	11	100
	Lack of enough support from parent	7	64
	Fear of abduction	2	18
	Early marriage	2	18
	Sexual harassment by men on the way to school	3	27
	Long distance of the school	6	54
	Absence of any motivation	5	45
	Fear of rape	3	27
	Backward thought of the community about females in general	8	73

Respondents view on measures to be taken

Almost all of the respondents suggest that efforts of girls themselves, parents support, teachers, communities, and the local government must be involved in bringing about the necessary change in attitude and outlook (Table 9).

According to Teshome S., (2002) girls' education was not appreciated by the community, based on this negative attitude girls had less chance to attend school. They are forced to marry young and are exposed to raping before finishing their primary level education.

Table 9. Respondents view on measures to be taken to improve girl participation and success in school.

No	Items	Total	
		Frequency (f)	Percentage (%)
1	Effort from female students	40	100
2	Parents should equally support females with both morally and materially	40	100
3	Change the back ground thought of the community regarding on female education through awareness creation	40	100
4	Encourage all the community members to discourage abduction, rape and early marriage	38	95
5	Technical support from the local government and regional office	36	90
6	Nothing should be done ever thing will become good in its time	2	5

Result Obtained From Focus Group Discussion

Focus group discussion was conducted with teachers and parents committee by using open ended questions in order to generate data for this specific study. As the information obtained from the FGD with teacher and parents' committee (10) indicates, the participation and success of girls in education are lower than boys in this school. There were strong socio-cultural barriers that lower the enrollment and success of girls in education. Such problems are: work bourdon at home, less moral and material support to female education, backward thinking of the community on females, long distance of the school, early marriage, abduction and rape.

In Ethiopia, at all level of education, in rural and urban areas, and more so in rural areas achievement of girls are much lower than those of boys (Genet, 1998). Girl's enrolment and success with in education has been lowered by social and cultural related factors. These factors are not shared by male students. However, girls were sharing other factors, such as, socio-cultural and school related factors for drop-out from school (Bereket B. and Dawit A. 2003).

The result of FGD also indicates that, the community had less appreciation to girls' education as compared to boys. Boys are given more priority to school enrolment by their parents and the communities as a whole, bearing in mind that female education are useful to their husbands, nothing much to her parents.

Women act as mothers, wives and employees in urban and rural sector. In spite of all this important role women's play in a society, they are not fully recognized by the men-dominated society.

Education is one of the important mechanisms that promote the welfare of a given society. But in the study area people have a negative attitude towards girls' education. What is widely held views in the society girls' role is to assist their mothers in domestic chores and in taking care of younger children. This clearly demonstrates that in the study area women (girls) have not been benefiting from education as much as men.

According to one of the discussants in FGD, and a teacher in this school and also working in Hadiya Zone Women's Affairs' office, said that the above mentioned problems are crucial and become obstacles for girls and women, led them to be poor achievers and performers in their education than male students, based on this problem even if very few girls get a chance to attend school. They are forced to drop-out and become filer before completing their primary school.

W/o Amarech added that because of their low awareness, due to lack of education, girls and women were not able to struggle for change as they accept all burden imposed on them as natural and a normal duty given from God. According to responses obtained from FGD respondents, there is less relationship between students, parents and teachers and less attention had been given to discuses on barriers to girls' education.

The possible solutions that were suggested by FGD respondents were to increase the female student's enrollments. Participation and success in education comprise, increase awareness of parents and community to understand the benefits of girls education and discourage early marriage and abduction through a joint effort with a government body, NGOs, community leaders, parents, teachers and students to reduce the root problems, and also the school should provide education as a one subject to both female and male students to make female students became aware and of the usefulness of education, and be assertive in order to struggle for change through educating their parents and the community at large .

Generally, the result obtained from the FGD about the major problems that led them to be late, to school repetition, and drop-out from class were similar for all female students.

IV. CONCLUSION AND RECOMMENDATION

The findings of this study have shown that girls who were living in the study area had faced many socio- cultural problems to enroll and to succeed in their education by achieving a better academic result. As this study clearly illustrates parents' and communities' had negative attitude on girl's education and was considered as wasting family resources, parents need their daughters for household chores. Long distances from the school, early marriage, abduction and lack of role model in their village as well as in their school were the major factors that hinder girls' enrolment and success.

The reasons for dropout and low school enrolment among young girls and teenagers were a primary concern of states, a concern taken up not only in educational policy but in all social, cultural and family pursuits, since girls' education is inseparably linked to the promotion of social justice and democracy.

There were different measures that upgrade female education, such as, female clubs, getting support from the teachers, school facilities (library, extra-curricular activities, toilet, and books, learning and teaching processes, and so on). But the finding indicates that all these supportive facilities were inadequate in the school.

Even though, in this study the level of participation of girls in education increases year after year, the percentage as compared to male students was still lower. In addition, the participation of female students decreases as the grade level increases. This indicates that girls are still facing violence and backward social and cultural factors to advance in education.

Due to severe constraints faced by girls and the negative impact on their future livelihood, the issues of girl's education have sparked serious attention. It is important to note that in most Ethiopian cultures there exists a traditional practice that is directly against sending girls to school. The findings from the field work also indicate that parents are generally reluctant towards sending their daughters to school.

New responses must be found in twenty-first century education to the patriarchal attitudes that have subordinated girls, women and groups discriminated against, so that human rights can point the way to the fashioning of egalitarian civic communities.

The fact that no country has succeeded in eliminating the gender gap clearly reveals how far educational commitment has fallen short. We live in a world where development has not brought about progress on equality, and inclusion continues to be a privilege. It seems that gender issues need to be tackled from different fronts. One such front is the policy level, another could be at the ground level (the school and community) where these gender issues are directly experienced and lived.

No culture is static and the findings from this study also suggest that a girl has to fight back and begin to challenge the traditional role expected from them. Parents, communities and various non-governmental and government (like Ministry of Labor and Social Affairs, national committees and all the legal force of the government) must be held accountable to the resolution of these problems. In general, educating girls (women) is educating the society. Therefore, we all should work hard to improve the condition of girls' education.

The conclusion of this research was that gender identities are constantly constructed within the classroom and that these identities and classroom practices were influenced by what was within and outside the immediate walls of the class room: the wider society. It is however, in the classroom situation where teachers can be sensitized to be on the lookout for gender issues, as they are aware of the gender cultural practices (gender roles, beliefs, stereotypes) which could interfere with learning. In short, teachers may be able to encourage their students to resist gendered notions that interfere with their learning.

ACKNOWLEDGMENT

The author's special and deepest gratitude is to her advisor D/r. Mengistu Hulluka for his unreserved advice, inspiration, consistent guidance, encouragement and enthusiastic interest in this Thesis project. He shared his accumulated professional experience and was cooperative from the beginning of proposal writing to the completion of the Thesis work.

The author is very much indebted to her Uncle Ato Nigatu Behaylu and beloved husband Ato Ashenafi Nigussie for unreserved financial, material and moral support from the conception until now and no word to thank them favor.

The author takes this opportunity to thank her Mother W/or Sinqnesh G/Yes and all her extended families for their constant and unlimited encouragement throughout the study time. The author also acknowledges Ato Mulugeta Kassa and Ato Melese Getachew for their support during the fieldwork.

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