

**FEMALE STUDENTS ENROLLMENT IN SECONDARY SCHOOLS OF
METEKEL ZONE, BENISHANGUL GUMUZ REGION: THE CASE OF
GUMUZ FEMALES**

BY

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List of Acronyms and Abbreviation

- BGRS-Benishanigul-Gumuz Regional State
- EFA-Education for All
- EMIS-Education Management Information System
- ESDP- Education Sector Development Program
- ESP- Education Sector Program
- FTI- Fast Track Initiative
- FGD-Focus Group Discussion
- GER- Gross Enrollment Rate
- GPI- Gender Parity Index
- MDGs- Millennium Development Goals
- MOFED- Ministry of Finance and Economic Development
- MZED- Metekel Zone Education Desk
- NER- Net Enrollment Rate
- PASDEP-plan for Accelerated and Sustained Development to End Puberty
- PTA- Parent Teacher Association
- UN-United Nation
- UNDP- United Nation Development Program
- UNESCO- United Nations Educational, Scientific and Cultural Organization
- UNGEI-United Nation girls Education Imitative
- UNICEF-United Nation International Children’s Economic Fund.
- USAID- United states Agency International Development

ABSTRACT

The major purpose of the study was to examine the enrolment of Gumuz female students' in secondary schools of Metekel zone. To achieve this, the descriptive survey method was used. The sampling techniques employed were purposive, cluster and simple random sampling, the sample size was 97 teachers, 149 Gumuz female students, 9 school principals, 36 PTAs, 6 woreda education officials and 6 woreda women, children and youth affairs officials. The data gathering tools were questionnaire, interview, focus group discussion as well as document analysis. In analysing the result percentages, frequency distributions, Gender Parity Index and chi-square were used. The result indicated that trend of Gumuz female students was not only the lowest but it has not shown significant improvement. Low parents attitude for females' education, early marriage, exchange marriage, demand of female labour, economic problems, parents illiteracy, school distances, shortage of role model female teachers, worry of unwanted pregnancy are the major reasons for low enrolment. Establishing Kebele community mobilization teams at grass root levels in collaboration with relevant government bodies and NGOs would help make community and parents aware on the benefits of female's education. Improving home technologies to minimize the incidences of female child labour, up grading the second cycle primary schools to secondary schools, recruiting more female teachers be role model would help to improve Gumuz females' enrolment in secondary schools.

CHAPTER ONE: INTRODUCTION

1.1. Background of the Study

Education is a basic human right that is enshrined in international and national laws. Alleviating poverty, improving health and addressing inequalities are all influenced by educational policy and practice. No country has ever reduced poverty without creating sustained economic growth, and education plays a critical role in generating productivity and accelerating this growth (UNESCO, 2011).

Secondary education and training, in particular is one of the key factors for increased economic growth and social development. Its graduates enter labor markets that increasing demands “modern knowledge and skills, readiness to take initiatives, and ability to solve problems”. (Add, 2007). Therefore, the empowering and transforming capacity of education and the role it plays in promoting social, economic, political and other aspects of equality and justice is well recognized. The difference that education makes in society and in particular the great advantages that educating females brings to society especially in the areas of improving maternal health, reducing child mortality, better family planning and increased knowledge of reproductive health, better decision at home, at work etc. in countries like Ethiopia where such problems are prevalent cannot be understated (UNESCO, 2011). In this regard, there is African proverb which says “If we educate a boy, we educate one person. If we educate a girl, we educate a family and a whole nation” (Randel & Gergel, 2009, p.1).

At the beginning of the new millennium, more than 80 million adults in the world were illiterate, about 110 million children were not going to school discrimination against women and girls was common, and the quality of learning for millions of children and adults was not satisfactory. In April 2000, representative of 164 countries including Ethiopia met at Dakar, Senegal, to discuss and consider the issues. At the conclusion of the conference, six goals were adapted by the international community’s which have come to be known as the education for all (EFA) goals (Rena, 2007). Among those goals eliminating gender disparities in primary and secondary education by 2005, was one of the major issue.

In relation to this, the government of Ethiopia has taken several policy and strategy related steps to set the foundation for reducing the gender gap in education at different levels of the sector. In the different ESDPs, gender gap in education has been identified as one of the priority issues. ESDP III whose implementation period elapsed a year ago and ESDP IV which is being executed now laid particular emphasis on girl's education. ESDP IV has laid out programs and strategies for addressing the gaps with focus on measures to reduce gender gaps in enrolment, academic performance and successful completion of the primary and secondary levels of education (UNESCO, 2011).

For instance, during the implementation of the ESDP III the share of girls among students in grade 9-10 increased from 35.6% to 41.9%. The proportion of preparatory female students remained throughout the period of implementation of ESDP III around 30%. Gender disparities have therefore decreased somewhat but remain very important at higher levels. Several regions including Benishanigul-Gumuz region have implemented strategies to attract more girls into secondary education, such as awareness-raising activities, improvement of facilities for girls, the creation of girls clubs and councils and some affirmative action programs (with specific budget allocation for girls). In a few regions, girls boarding schools have been established (MOE, 2009/10).

From the point of view of access, equity, dropping out and repetition, the problem for girls is comparatively less at the primary level. However, it is very pronounced at the secondary level. Studies education abstract and observations show that at the secondary levels the survival, performance and success rate for girls is low including Benishanigul-Gumuz Regional State (UNESCO, 2011).

1.2. Statement of the Problem

Education is a fundamental human right, as well as a vital resource in overcoming poverty and inequality globally. But key to this success is ensuring that girls, as well as boys have equal access to a good quality education. Long-term inequalities between girls and boys have significant negative impacts on societies and progress (UNESCO, 2011).

Gender gaps in access to education have narrowed, but disparities remain high in university level education and in some developing regions. Girls' enrollment ratios in primary and secondary have significantly increased in recent years. Nevertheless, the 2005 target was missed and major challenges remain, with large inequality gaps in primary and secondary education in Oceania, sub-Sahara Africa and western Asia (UN, 2010).

Available data indicates that there are still conspicuous gender gaps and challenges to girls' education at secondary level in several parts of the world especially Sub-Saharan Africa. In this regard the 2011 EFA monitoring report of UNESCO states the following:

Progress towards gender parity at the secondary level has been highly variable. South and west Asia has combined a larger increase in female enrolment with a marked move towards greater parity, whereas, Sub-Saharan Africa has seen a marked increase in female secondary school enrollment –albeit from a low base with no improvement in parity (UNESCO, 2011 p.9).

To achieve the national and regional education and development goal in the country an active involvement of all citizens in education is highly needed. By considering women as one part of society, the national government planned to give special attention to equal participation of women in education including the management and provision of educational opportunities. In line with this, in Ethiopia one of the targets under millennium development goal 3 involves eliminating gender disparity in primary and secondary education, preferably by 2005, and in all levels of education no later than 2015. Although gender parity was not achieved by 2005, Ethiopia appears to be on track to achieve it in primary school enrolment by 2015.

The recent PASDEP implementation review indicates an impressive achievement in increasing the gender parity to 0.93 for primary education in 2009/10(MOE, 2010, p.42). However, the gender disparity gets wider at higher levels of the educational systems because of the prior history of structural problems. For example, the gender parity index for first cycle secondary education for 2008/09 was 0.74 and 0.41 second cycle secondary education (MOE, 2010, p.42). Educational gender gaps are larger in rural areas than in urban areas and have spatial variation (MOFED, 2010).

Number of research findings and reports showed a number of complex and interrelated factors that contributed to the low enrollment and high dropout rates of girls. In relation to this, Addy (2007) identifies factors affecting gender disparities in secondary education as: social and cultural factors, economic factors, familial factors, institutional factors and infrastructural factors. Similarly, Kassa (2006) identifies factors affecting gender disparities in secondary education as socio-economic condition of parents, parents demand for their daughter's labor, distance from home to school/or availability of schools, presence of female teachers, school environment related factors, political and institutional factors, religious outlook of parents, engagement of females in early marriage, levels of education of the parents and parents attitudes towards females' education.

Besides, lack of a protective environment for girls in relation to education is an issue that did not get adequate attention by policy makers and school administration. In relation to this, there is a great deal of insecurity in most with regard to facilities such as latrines and lack of supervision which expose girls to violence their way to and from school (Hirut & Yoseph , 2006).

In Benishagul Gumuz Regional state both access and coverage of secondary schools has been improved over the last ten years. For example, the number of secondary schools increased from 27 2007/08 to 43 in 2010/11. As a result the enrollment of students has been increased from 13,316 to 19,112 (Grade 9-10) and from 1,619 to 3,198 (grade 11-12) respectively during the same period. Similarly, the enrollment of female students increased from 4495 in 2007/8 to 8010, 2010/11 (grade 9-10) and from 312 to 1136 (Grade 11-12) respectively (BGRS EMIS, in 2010/11).

But the trend in gender gap indicates mixed results within ethnic groups of the region particularly with in Metekel zone secondary schools. While, gender parity index for school year 2011/12 shown above one for Shinasha female students and other ethnic female students in the zone. But the gender parity index with in Gumuz female students and male students has been wider. For instance, the gender parity index for Shinasha and other ethnic of the Metekel zone is 1.26 and 1.04 respectively. But the gender parity index for Gumuz students is 0.17 (MZED 2011/12). Thus, minimizing the level of gender gap is a timely issue.

Furthermore, based on the 2007 census conducted by the central statistical agency of Ethiopia (CSA) the total population of the Metekel Zone were 276,367 of whom 50.3% are men and 49.7% women and the largest ethnic groups are; Gumuz (36.78%), shinasha (21.6%), Amhara (17.39%), Agew(11.33%), Oromo(11.09),and all other ethnic groups made up 1.81% of the population.

Even though, Gumuz ethnic constitutes the largest number, the enrolment of the Gumuz females in the Secondary education is less compare to other ethnic groups of the Zone. To exemplify, the share of each ethnic group female students for the year 2011/12 in Metekel Zone Secondary Schools is 2.75 % (Gumuz), 35.25% (Shinasha) and 62% (other ethnics) (MZED 2011/12).

Although, national and the regional governments has made enormous progresses forward in improving access of boys and girls to education at all levels, and in promoting gender equality with in education system through different ESDPs. Yet, as the figure shows above Gumuz female students continue to lag behind in educational access, particularly at the secondary school level. Thus, conducting research on this area is important to assess the current trends of Gumuz female students' enrolment in secondary schools and to identify factors affecting their enrollment which is to be decided by the concerned bodies to take action on the factors that can help students to improve their enrollment. However, recently no research has been conducted on the enrollment of Gumuz female students in the Metekel zone secondary schools of Benishanigul Gumuz Region. Hence, the researcher is interested to examine the trend and factors that hinders Gumuz female students' enrollment in the secondary schools of Metekel zone.

Therefore, the purpose of this study is to assess the problem that encountered Gumuz female' education. Thus, possible solution of the problems demanded answer to the following basic questions.

1. What is the trend of Gumuz female students' enrollment in secondary schools of Metekel zone?
2. What are the Community related factors affected Gumuz female students' enrolment in the zone?
3. What are the school related factors affected Gumuz female students' enrolment in the Metekel zone secondary schools?
4. What suggested strategies should be taken to narrow the gender gap between Gumuz female and male students in the Metekel zone schools?

1.3. Objective of the Study

1.3.1. General Objective of the Study

The general objective of the study is to examine the enrolment of Gumuz female students in secondary schools of Metekel zone.

1.3.2. Specific Objectives of the Study

Specific objectives of this study are:

- 1.To assess the trend of Gumuz females enrollment in secondary schools of the Metekel zone.
- 2.To identify the community related factors that hinder Gumuz females' enrolment in the secondary schools.
- 3.To identify the school related factors that hinder Gumuz females' enrolment in the secondary schools.
- 4.To investigate some suggested strategies that could help to reduce gender gap between Gumuz female and male students in the zone.

1.4. Significance of the Study

Being the major instrument for economic and social development, education has long been considered as the key to a better life by improving the productivity and capacity of a society. Due to several factors affecting it, the participation of women in education and hence in the socio-economic development is much lower than that of men. The results of the study may provide information on obstacles that hinders Gumuz females' participation in Secondary education.

Thus, this study may give appropriate feedback for the concerned officials, parents, and societies as the whole to generate a greater awareness about the status of Gumuz females' education at secondary level in the respective study area.

It may help regional, Zonal and Woreda governments and other stake holders to know the major challenges that hinder Gumuz female students' enrolment in secondary schools of Metekel zone. In addition it may be serving as an input for further studies on the issue.

1.5. Delimitation of the Study

The study cannot assess all educational levels of the Metekel Zone since there are relatively larger number of primary and Secondary schools. So, due to shortage of time, budget, facilities materials and the like do not allow considering them all. Therefore, the researcher prefer to delimit the scope of the study to General secondary and preparatory schools which include (grade 9th- 12th) of the Metekel zone, Benishagul Gumuz Regional state. It was delimited to 9 secondary schools. The Zone is inhabited by native and settler population. The indigenous includes Gumuz and Shinasha which together comprise 58.38% of the total population of the Zone while non-indigenous population which are mainly Amharas, Agaws, Oromos, and Others making the remaining 41.62%.

In terms of secondary school enrolment in the Zone, a better enrolment profile was observed, but there was glaring inequalities on access to secondary education among the different ethnic groups of the Zone even though both access and coverage of secondary schools has been improved over the last ten years. This was serious problem in Gumuz students particularly for Gumuz female students. Thus, the content of study was delimited on; the trends of Gumuz female students' enrolment, factors that hinder Gumuz female

students enrolment and some suggested strategies that could help to reduce gender gap between Gumuz female and male students in the zone.

1.6 Limitation of the Study

Lack of well-organized data at regional and zonal levels to indicate secondary school age students who are not attend secondary school, the study did not asses all factors affecting Gumuz female students enrolment due to the shortage of financial support and time, Shortage of recent and relevant literatures particularly on Gumuz female students situation, all statistics for school enrolment were drawn directly from the documents of zonal education desk which were not checked for accuracy and study was also limited only on Gumuz ethnic group particularly on females.

1.7. Definition of Basic Terms

Access to education: - is a right of entry, right to use or getting in to school

Enrolment of female student: - The total number registered in a school or school system

Equity;- means fairness, justice, not partial.

Gender: - the social role given to men and women.

Gender gap: - is the gap which originated and is maintained through system of gender discrimination.

Gender Parity Index: -the ratio of female to male enrolment rate.

Gross Enrolment Ratio: - is the total enrolment in specific level of education, regardless of age, expressed as a percentage of the eligible official school age population corresponding to the same level of education in a given school year.

Net Enrolment Ratio:-enrolment of the official age group for a given level of education expressed as a percentage of the corresponding population.

1.8. Organization of the Paper

This study is organized in five chapters. The first chapter deals with the background of the study, statement of the problem, Objective of the study, significance of the study, delimitation of the study, limitation of the study, and definition of key terms. The second chapter deals with literature review. The third chapter deals with methodology of study. The fourth chapter is concerned with the presentation and analysis of data. The final chapter presents summary of the findings, the conclusion and recommendations.

CHAPTER TWO: REVIEW LITERATURE

2.1. A Glimpse of Girls Secondary Education

2.1.1. The Global Trend

Although women constitute half of the world's population and produce 70% of the labor, they earn only one tenth of the world's income and less than one hundredth of the world's property. In terms of education, women comprise two thirds of all the illiterate people. At present, it is estimated that about one third of all the households in the world are headed by women. The vast majority of these women suffer from all forms of structural injustices including lack of access to education and training Weleh(as cited in MOE, 2004 p.6).In relation to this, it is now widely acknowledged that improving access to education is critical to elevating the socio-economic and political status of women. Studies have shown that education is one of the most important factors in shaping the future of women and girls and their families. Education has a positive influence on people and increases civic and political participation in addition to contributing to an early understanding of social justice.

Evidence shows that, countries with higher primary enrolment and smaller schooling gaps between boys and girls are more likely to embrace democratic principles and practices. Educating girls has also been shown to have multiplier effects in other aspects of their lives as well as that of their families and communities. Quality education keeps girls in school and makes rapidly closing gap between them. In sub Saharan Africa however, there are still wide gaps in certain countries with only 16% of girls enrolled in secondary school in Ethiopia compared to 28% of boys Murphy and Carr (as cited in Muganda & Omodi, 2008, p.1).

Gender gaps in access to education have narrowed; but disparities remain high in university-level education and in some developing regions. Girls' enrolment ratios in primary and secondary schools have significantly increased in recent years. Nevertheless, the 2005 target was missed and major challenges remain, with large inequality gaps in primary education in Oceania, sub-Saharan Africa and Western Asia. Poverty is the main cause of unequal access to education, particularly for girls of secondary-school age. Women and girls in many parts of the world are forced to spend many hours fetching water, and girls often do not attend school because of a lack of decent sanitation facilities. Also, if they get pregnant, many are not allowed to continue school.

Secondary education is especially important for women's empowerment, but in the poorest households, about twice as many girls of secondary school age are out of school compared to their wealthier peers (UN, 2010). UNESCO estimates that, in 2004 in Cambodia and the Lao PDR, for example, there were only 69 and 76 girls respectively per 100 boys enrolled in secondary school (UNGEI, 2007).

2.1.2 Girls Enrollment in Africa

Education plays an important role in promoting economic growth and social progress. Secondary education and training, in particular, is one of the key factors for increased economic growth and social development. Its graduates enter labor markets that increasingly demand "modern knowledge and skills, readiness to take initiatives, and ability to solve problems." Asia and Latin America have shown these trends convincingly. Secondary education is also indispensable for young people to become productive citizens and to lead healthy lives. Expanding access while simultaneously improving quality in post-primary education will force African countries to make education service delivery more efficient and to apply "innovative best practices," such as forging public-private partnerships, and exploring alternative structures and modes of delivery (Addy, 2007, p. 8).

As with many development indicators, Africa lags behind the rest of the world in girls' education. Africa needs the biggest 'step change' to achieve gender parity between girls and boys at secondary and higher levels of education (IDL group, 2004). A combination of rural residence, low family income and female gender are almost guaranteed that the African child is not in school (Kane, 2004).

In sub-Saharan Africa, enrollment in secondary education grew nine fold, from 4.3 million in 1970 to 39 million in 2009. Nigeria accounts for the largest absolute increase with the number of secondary students jumping from just 400,000 in to over 6 million in 2007, secondary schools also expanded at the rapid rates in many other African countries: in 2009, Ethiopia's 3.9 million secondary students eclipsed the 135,000 enrolled in 1971.

Despite this growth, sub-Saharan Africa still has the world's lowest level of participation in secondary school. And while, the global gender gap for education has shrink over the past decade, girls are still the first to suffer from the shortage of secondary school places in sub-Saharan Africa. The gender gap seems to widen with increasing levels of education; while, there are 70 girls for every 100 boys who complete primary school in Kenya. For example, that ratio drops to 48 girls for every 100 boys for lower secondary, and just 37 girls for every 100 boys for upper secondary(UNESCO, 2011). Among the key factors hindering access to education for girls in Kenya include; poverty, cultural beliefs and practices such as early marriage, female circumcision. Other factors are HIV/AIDS, Child labor; Gender based violence and sexual abuse among others. Although these factors affect the education of boys, girls are more disadvantaged than boys. Other factors such as grade repetition, poor performance and low self-esteem are also major contributory factors to drop out among girls (Muganda & Omodi, 2008).

Besides, Bardley (2000) conducted study on "Barriers to Girls' Education in Ghana" and findings indicated that, teenage Pregnancy, lack of role models in the classrooms and at home, unattractive school environment and poor infrastructure, traditional beliefs, gender stereotyping both at school and at home, sexual Harassment by classmates, male teachers, and males in general were the major factors that limited females education.

2.1.3 Girls Enrollment in Secondary Schools of Ethiopia

Female education to be at par with males entails a high development cost. They are the basis for the continuous existence of the human race and central to the development process. Thus the full and complete development of any country demands for the maximum participation of females who are about half of the countries' population MOE (as cited in kassa, 2006). Therefore, their full participation in development cannot be imagined unless they have the knowledge or required level of education. But women in Ethiopia as anywhere else occupy the low status in the society. Although they represent 49.8% of the population and contribute mainly to food production and other, they have not shared the fruits of development equally with their male counterpart. Rights such as, access to land, credit and other productive resources are difficult for women to attain. They also experience multiple forms of other deprivations such as longer working days, women specific ill health, low levels of education relative to men, and lack of adequate

representation in leadership and decision making position(Prime minister office/Women's Affairs sub sector 2004).

Despite the recognition of equal rights of girls and boys to education, as stipulated in the Ethiopian Constitution, access to education is another area where gender based discrimination is manifested (Hirut & Yoseph, 2006). The recent PASDEP implementation review indicates an impressive achievement in increasing the gender parity to 0.93 for primary education in 2009/10. However, the gender disparity gets wider at higher levels of the educational systems because of the prior history of structural problems. For example the gender parity index for first cycle secondary education for 2008/09 was 0.74 and 0.41 second cycle secondary education (MOE, 2010, p.42). Educational gender gaps are larger in rural areas than in urban areas and have spatial variation (MOFED, 2010).

According to Hirut and Yoseph (2006), girls are usually given a lot of responsibility in the households by way of performing household chores and helping in the care of their family; while boys are encouraged to play and concentrate on their studies. These activities leave the girls only limited time and energy to concentrate on their studies, and result in eventual dropping out from school. Similarly, UNICEF (2005) and Young lives 2(2006) identified a number of complex and interrelated factors contribute to the low enrolment and high dropout rates of girls in Ethiopia. Among those factors a lack of adequate appreciation of the importance of girls' education on the part of parents and the community, particularly in rural areas where the majority of the Ethiopian population reside and age-old traditions such as early marriage, which is a common phenomenon in much of the country, reinforce attitudes that devalue the value and need to send girls to school. As a result, the majority of girls in Ethiopia are deprived of their basic right to education.

On the other hand, lack of a protective environment for girls in relation to education is an issue that did not get adequate attention by policy makers and school administration. There is a great deal of insecurity in most schools with regard to facilities such as latrines and lack of supervision which expose girls to violence on their way to and from school (Hirut & Yoseph, 2006).

2.1.4 Girls Secondary Education in Benishanigul-Gumuz Region

In Benishagul-Gumuz Regional state the number of secondary schools both General Secondary Preparatory school is 43 in the year 2010/11. Several of the Schools are ones upgraded to Secondary level and have only grade 9 while, most Secondary Schools are

grades 9-10. The remaining few schools have grades 9-12 incorporating both General Secondary and college preparatory classes. There were a total of 22,310 students (13,155 boys and 9,155girls) in secondary schools (both general secondary and preparatory) in the region.

Table 1: Gross Enrolment Rates (GER) for Secondary education in region

Year	Male	Female	Total
2006/07	60.9	32.6	47.1
2007/08	59.4	38.1	49.0
2008/09	56.0	34.8	45.2
2009/10	59.1	40.1	49.7
2010/11	63.0	45.7	54.4

Source: Benishangul-Gumuz Regional State Education Bureau EMIS 2010/11

Net enrollment is an important to EFA indicator that indicates the proportion of out of school children in the official secondary schools age. The NER (Grades 9-10) for the Period 2008-2011 is shown below.

Table 2: Net enrollment rates the NER (Grades 9-10) for Secondary education in region

Year	Male	Female	Total
2008	17.2	15.7	16.5
2009	17.6	15.9	16.8
2010	18.1	19.4	18.8
2011	18	20.9	19.5

Source: Benishanigul-Gumuz regional State Education Bureau EMIS 2010/11

The table above indicates the slow increase of NER in secondary school first cycle during 2008-2011 and told there are still 80.5% of 15-16 year old children that are out of the school.

In addition the NER of the female students has been relatively increased compare to that of male students for the year 2010 and 2011.

According to USAID (2010) report, the barriers to Gumuz girls education can be seen by two aspects i.e. challenges faced by families and challenges faced by female students.

Challenges faced by families includes; Low reared for girls education by the community, Exchange marriage, shortage personal cost, shortage stationary material cost, Tribal conflict, Fear of abduction, harassment, and rape along the way to and from the school, Work burden on mothers, Shortage of food or breakfast for children while going to school, Lack of role-model-leadership and management bodies in the communities (USAID, 2010).

Challenges faced by female students includes; increasing workload before and after school, lack of time to do homework's and study ,fear of exchange marriage ,absence of support from families ,distance of schools from the residence of students absence of advice on education matters from schools and parents , traditional beliefs and attitudes that entertain girls should work at home and in the field (USAID, 2010).

2.2 Factor Affecting Girls Education

There are many factors that affect enrollment rate of students. These factors are more likely reflected on females' education. Among the factors that are affecting females' participation in education are socio-economic condition of parents, parents demand for their daughter's labor, distance from home to school/or availability of schools, presence of female teachers, school environment related factors, political and institutional factors, religious outlook of parents, engagement of females in early marriage, levels of education of the parents and parents attitudes towards females' education (kassa, 2006). Similarly, Addy (2007) identifies factors affecting gender disparities in secondary education as: social and cultural factors, economic factors, familial factors political factors, institutional factors infrastructural factors, contextual factors.

In addition, as studies in Botswana, Ramagobo and southern Africa Mannathoko as cited in Alemayehu (2003) has indicated that the cultural attitudinal factors economic factor sand school related factors as reasons why girls are not enrolled in school.

2.2.1. Community Related Factors

2.2.1.1. Cultural Attitudes and Gender Roles

Gender socialization is the overarching cause of the gender gap in primary and secondary education. Girls are affected by sexual and gender based violence, early marriages, and child and domestic labor at a disproportionately higher rate than boys, thereby falling further behind their peers and subjected to additional discriminatory practices within the classroom. Sexual and gender based violence continues to be significant obstacle to girls' education, particularly for mature girls attempting to pursue secondary education. Parallel to the issue of sexual harassment by male teachers' and classmates, it forces girls to withdraw or even avoid further educational opportunities. Early marriages too preclude girls from pursuing further education.

According to Randel and Gergel, (2009) in Ethiopia, girls are sometimes abducted as early as eight years old for marriage. As mentioned before, even when girls are not forced to marry at an early age, gender socialization ensures that families invest the financial

expense of education in sons rather than daughters. This is because of the idea that education for the girl child is a waste with eventual marriage inevitable.

Schooling costs can be quite high and thus households at times have to make harsh decisions on who should benefit from the little that they have. The literature elsewhere has argued that in such instances households will tend to fall back on established cultural and social beliefs. Davison and Kanyuka (as cited Chimombo et al. 2000) observed that, cultural factors in Malawi and gender-specific attitudes about the division of labor also shape the decisions about whether a child should or should not be in school.

Anderson (as cited Chimombo et al. 2000) also argued that, the disadvantage of girls' education is mediated through gender-based divisions of labor and social roles. Thus, there are in most societies, gender-based divisions of labor in both the production of goods and services and in household-based production, which affect access to schooling.

According to UNICEF (2005) and Young lives 2(2006), lack of adequate appreciation of the importance of girls' education on the part of parents and the community, particularly in rural areas where the majority of the Ethiopian population reside and age-old traditions such as early marriage, which is a common phenomenon in much of the country, reinforce attitudes that decry the value and need to send girls to school. As a result, the majority of girls in Ethiopia are deprived of their basic right to education. On the other hand, Gibson (as cited Tadesse, 2009) argues that, the vulnerability of girls often becomes more when girls are adolescent and approaching secondary school. At this level girls' sexual maturity can cause parents to be more anxious about their daughters' safety at school and girls' risk of pregnancy and HIV/AIDS. Similarly, MOE (as cited Tadesse, 2009) indicated that, families tend to influence the upbringing of their daughters based on the cultural values and religious norms. At early age girls are taught to be quiet shy and most importantly obedient, hence, their inability to express themselves and interact with teachers and students in class make them isolated.

Likewise, many students face difficulties in adapting the environment they are learning in which at the end causes poor enrolment. Females are encouraged to get married and establish families at a very early age. In fact, early marriage and abduction are the major cultural problems hindering females' education.

Another argument used to keep women and girls at home, is that parents believe in the myth that there are no jobs for women in the labor market. Parents begin to question their daughter's education by believing that it is a waste of time and money to invest in a girl's education. This is particularly true for rural families. When financial decisions are made, girls are more likely than boys to be held back or withdrawn from schools (Johannes, 2010).

Certain cultural practices have persisted in certain parts of the country significantly hindering girls' access to education and frustrating government efforts to ensure the right to education for the girl child. Such practices include early marriage and female genital cutting. Despite, the existence of legislation prohibiting female genital cutting and early marriage, these harmful cultural practices continue to have a negative impact on the lives of girls in Kenya (Muganda & Omodi, 2008).

The findings of the study made in Ghana indicated that demand for education varies according to the religious differences of parents (Kane, 2004). The study further indicated that, Christian parents believe that all children should go to school than non-Christian parents who favor sending only sons or none. In view of these schools, Christianity stresses the importance of literacy, since literacy reduces the significance of local beliefs, and thus favors females' schooling. Similarly, Kassa (2006) shows that religious belief is one of the factors that affect female school entrance.

2.2.1.2. Educational Background of Parents

As many educators have found if the educational background of the parents is very well, their job position may also be well. Then, the well position of the parents indicates that they may have good economic background. So, such parents who have good economic background may help their daughters to continue their education. Otherwise, parents who are illiterate and have poor economic background might affect their daughters' educational participation such as not being voluntary to help them. That is why Wanna and Tsion (cited in Ager, 2002) also suggested that, females' education is strongly affected by parents who are illiterate than literate.

Parental education, and particularly mothers' education, is frequently presented in the literatures a strong predictor of children's educational participation. It is assumed that educated parents are more able to recognize the long-term benefits of education and thus provide their children with a better education which often means entry into more lucrative non-farm occupations. Additionally, educated parents may derive more satisfaction from educated children than illiterate parents. Young Lives (2006) confirmed that, higher parental education does indeed have a significantly positive effect on the probability of Ethiopian children being in school.

Parental education is consistently found to influence whether or not a child attends school. This is both due to the relationship between education and socio-economic status, as well as the influence of parental education on their attitudes towards schooling. Attitudes are particularly important because parents in Ethiopia perceive that the returns to schooling are low (especially for girls), partly because the benefits are seen in relation to the opportunities for waged employment which are in short supply World Bank and USAID(as cited in Rose and Al-Samarrai, 2000) . The results of Yelfign *et al.*'s (as cited in Rose and Al Samarrai, 2000) study suggest that, girls in particular are more likely to attend school if their mother is literate.

2.2.1.3. Economic condition of parents

Poverty is the main cause of unequal access to education, particularly for girls of secondary-school age as a result women and girls in many parts of the world are forced to spend many hours fetching water, and girls often do not attend school because of a lack of decent sanitation facilities. Also if they get pregnant, many are not allowed to continue school. Secondary education is especially important for women's empowerment, but in the poorest households, about twice as many girls of secondary school age are out of school compared to their wealthier peers (UN, 2010).

According to Addy (2007), levels of secondary enrolment are associated with the levels of national wealth: low middle and high income countries report enrolment rates which are above 90%. Eritrea, Malawi, Yemen and Zambia have secondary enrolment ratios three to five times higher than that of Burundi and Niger, Not only are secondary school enrollments related to national wealth but they appear to be also related to location and relative wealth of the family.

Socio-economic condition of the family is one of the factors that can affect parent's decision to send a child to school. According to Kane (2004), there are two types of costs of schooling. The first one is direct cost of schooling including, tuition and fees, the cost of books, uniforms and supplies, required by the school, the cost of transportation, lodging and board required for attending the school. The other cost is opportunity costs or indirect cost. It may be higher wages for child labor in families with more productive farms or business and in families more dependent on children, and other expenses are the major hindrance for the parents not to educate or remove children particularly girls from school. King and Hill (as cited in Kassa (2006) pointed out that, unless the expected returns to sending daughters to school do not exceed the cost of doing so, female education as an investment becomes unattractive to parents. According to them daughters will be educated only to the extent that parents are willing to accept low economic returns. But problems are wide in poor families).

According to Hirut and Yoseph (2006), girls are usually given a lot of responsibility in households by way of performing household chores and helping in the care of their family; while boys are encouraged to play and concentrate on their studies. This burden tends to increase, especially with the presence of household members that are infected by HIV and AIDs and are in need of care and support. These activities leave the girls only limited time and energy to concentrate on their studies and result in eventual dropping out from school in Ethiopia.

The decision to send a child to school depends to a large extent on the direct and indirect costs to the household and their capacity to afford them. Direct costs include clothing, books, transport, and school fees. Indirect costs include loss of children's wages if schooling competes with paid work, or the loss of children's unpaid labor on the family farm or doing household chores. Given that rural households are more sensitive to schooling costs, even small charges can have an impact on rural households and lead to higher drop-out rates than similar charges in urban areas. Young Lives (2006) confirmed previous findings that, children who combine school with work are considerably more likely not to enroll in school or to drop out before the end of the school cycle.

Studies in other parts of the continent have shown that, the cost of educating girls is higher than educating a boy. Davidson and Kanyuka, Ilon and Kapakasa as cited in Johannes (2010) argue that, in Kenya, Malawi, Uganda and Tanzania the cost of educating girls are much higher than the cost of educating boys. Girls' uniforms for example, are more costly while boys can easily attend school in old torn uniforms. Different factors including the number of children in a households and the family's income are significant in determining a girl's education. Often, girls are used as sources of income, commonly working on sugar plantations, and or working as housemaids for low income in order to contribute to educating a boy child. Literature show that Kenyan girls in rural areas focus more on work, i.e. household work, farming and taking care of siblings than girls in urban areas. As a results, fewer rural girls are found attending school Cammish & Brock (as cited in Johannes, 2010).

In addition, According to Brock and Cammish (1997, p. 6), the economic factor especially in terms of grinding poverty and hunger, is probably the most influential in adversely affecting female participation in education, especially in rural areas. In such harsh economic circumstances, both direct and hidden costs to a family of sending daughters to school are perceived by parents to be prohibitive in terms of the provision of books, paper and uniforms/clothing (important for social reasons) as well as the loss of vital help at home and on the land.

2.2.2. School Related Factors

2.2.2.1. Distance to School

According to Brock and Cammish (1997,p.2), the considerable spatial disparity, and in some cases incompleteness ,of institutional provision (even at primary level) relates directly to difficulties of physical access which adversely affect girls more than boys; there is an overall and profound urban/rural dichotomy which favors towns and cities, especially in respect of secondary school provision for girls; patterns of transportation and migration affect educational provision and take up, again normally disadvantaging females and in some cases extreme physical difficulties, such as flooding and other hazards act in the same way.

Similarly, Lewis et al as cited in Chimombo et al (2000, p.12) suggested that, the time taken to walk to and from school might be prohibitive in the case of girls, whose availability for school activities might be more constraining to girls than boys because of competing demands on girls' time at home.

Meanwhile, among the studies looking at the supply-side of education, Filmer as cited in Suryadarma, Suryahadi and Sumarto (2006) uses data from 21 developing countries and finds that building schools in areas where there had not been any, hence reducing travel time and cost to get to school would only increase enrollment by a small magnitude. However, Handa (as cited in Suryadarma, D, Suryahadi, and Sumarto, S, 2006) finds that, building schools will increase female enrollment among poorer households more than that among richer households. In addition, Young Lives (2006) indicated that, distance to school was found to be one of the most common explanatory factors for non-attendance. This is due to the higher opportunity (time) and direct (transport) costs, as well as the potential risks for children of travelling long distances on their own foot.

2.2.2.2 Shortage of Gender Responsive School Resources

Availability of female teachers is another crucial factor determining girls' schooling. Parents want to make sure that their daughters do not have to be facing male teachers, especially when they grow older. Availability of female teachers was the 'most important' condition expressed by the respondents of the research carried out by Karlsson and Mansory (as cited in UNICEF, 2009, p.12). But lack of female teachers is a serious issue in most of schools outside Kabul: while most of the teaching staff in Kabul is female, the chronic lack of female teachers in other regions is seen as another factor behind the low attendance rate of girls in schools (UNICEF, 2009).

In addition, Brock and Cammish (1997) indicated, lack of female primary teachers in rural areas is a real problem. Parents are, in some countries, very reluctant indeed to send daughters to school if there is no female teacher, and the facilities for the accommodation and security of such teachers are usually absent or inadequate

Another reason proposed by Addy (2007) and Ager (2002), for non-attendance the physical environment of schools has been identified as a source of low performance or absenteeism among girls. For example lack of confidentiality due to shared toilet facilities between boys and girls may cause menstruating girls unbearable shame and it becomes additional reason for low enrolment of female students.

2.2.2.3 Lack of Guidance and Counseling Service

The other factor that contributes for less participation rate of female students in the secondary school is the absence of guidance and counseling service. Most of the secondary school students are found at the range of 15 and 17 years old. And this is the time that female students should have school guidance and counseling service before their involving in various problems such as social, physical, psychological and so forth since they are at the sensitive period of adolescence. They may also face mental problems; emotional problems and psychological turmoil like frustration, inferiority and superiority complexes, anxiety and tension. Besides this, particularly, secondary school girls might face extra problems not necessarily faced by their male counterparts such as early marriage, un-programmed pregnancy and illegal abortion that could mostly affect participation of female students too. Therefore, the presence of guidance and counseling of the schools should play a major role in reducing factors affecting participation rates of female students in the secondary school. So, as Garman and Brwon (as cited in Ager, 2002,p.133), have suggested the presence of guidance and counseling service in the secondary schools is highly imperative for better participation of female students.

Furthermore, Ediger as cited in Ager (2002) notes that, the student who loses interest in school missed classes frequently. This shows tardiness in school is extremely quarrel-some and aggressive that indicates violent behavior on the playground and the like. Hence, there has to be trained guidance and counseling service in the school so as to reduce the educational obstacles of female students in secondary schools. Besides, many researchers' findings have also indicated that females who are learning in secondary schools are suffering in different problems. Some of them are economic problems, personal problems, hetero sexual problems (such as not being ready in dealing with male aggression, being victimized, virginity problems, being exposed to all kinds of sexual transmitted disease like AIDS/HIV's, lack of knowledge of Contraceptives), communication problems with teachers, peer groups and so on. Hence, the school guidance and counseling services are

strongly important for secondary- school female- students in order to make them aware about the problems as well as to find their own solutions before the problems aggravate them to leave the schools (UNESCO 2011).

2.2.2.4. Teachers Treatment

Another set of factors that have been found to influence decisions about enrolment and persistence of female students is teaching methodology of the teachers. For instance gender insensitive teaching methodology has led to lower participation of girls as they may be ignored or discouraged by teachers. To exemplify, both male and female teachers have been found to have lower expectations of girls' academic ability. Boys are perceived to be intelligent, hardworking, motivated and co-operative whilst girls are perceived to be easy to control, passive, calm and submissive (Chimombo.J et al., 2000). In addition, teaching practices have been observed to have negative consequences for girls' education. Boys are called more often than girls to answer questions in a class Davison and Kanyuka (as cited in Chimombo.J et al. 2000, p.12). It can be noted that teachers' low expectation of girls reflects the views held by the wide society and a question of interest is whether community schools have helped to solve this problem.

Evidences based on the study on classroom observation in Kenya, Malawi and Rwanda indicated that teachers paid more attention to boys than to girls or completely ignored girls. Similar study in Cameroon revealed that teachers preferred to teach boys and that they focused more on boys than girls in the classroom. The higher rate of failure for girls might to a considerable extent be an effect of inequality of treatment within the classroom Odaga and Heneveld (as cited in Kassa, 2006,p. 18).A number of studies have also shown that parents are reluctant to send girls to school if the school environment is not safe and secure for girls. These studies have mentioned teachers proposing, impregnating and marrying girls and flirtations between girls and boys as constraints to girls' education (UNICEF, 2009).

2.3. Measure Taken to Increase Female Students' Enrollment in Secondary Schools

According to UN (2010), removing key barriers to girls' education, includes providing scholarships, cash transfers and eliminating user fees; tracking completion and attendance rates; improving the quality of education, including tackling violence against girls in school; and scaling up investments in girls' enrolment in secondary school and introducing positive action to improve the numbers and influence of women in all political decision-making, including by investing in women's leadership in local decision-making structures and by creating an even playing field for men and women within political parties could increase girls enrolment in secondary schools. Besides creating awareness raising activities about the benefits of the females' education for parents by different stakeholders i.e. starting at regional levels up to Kebele levels, Encouraging parents and relevant government officials to monitor schools for violence against girls, Providing sufficient toilets for girls and establishing "girls clubs" in schools, Targeted recruiting of women as teachers and administrator, Micro-level initiatives to address specific needs of girls-out-of-school, Establishing a special day to celebrate girl, strengthening monitoring and making the school system accountable for actions detrimental to the access and survival of girls could increase girls secondary enrolment (UNESCO, 2011).

Besides this, strengthening institutional capacity at the regional, zonal, woreda, and school cluster levels for effective planning and management of education and Supporting actions designed to reduce drop-out and repetition rates, with special emphasis on implementation of policy interventions, Strengthening community participation and mobilization to promote active involvement of communities, parents and participant groups in the fundamental decisions regarding female students education particularly in secondary education may increase female students enrolment in secondary schools(Young Lives ,2006).

On the other hand, a research in Cote d'Ivoire, Egypt and Ghana suggests that, distance has a negative effect on school enrollment for girls, particularly at the secondary level Tansel, (as cited in Kann2004). In some cases, the combination of distance, fears for girls' safety and girls' workloads gave girls little if any opportunity to attend school. In addition A survey of rural areas in Zambia showed that grueling distances to school caused parents to defer schooling for both sexes, but that girls were then often taken out of school at puberty Kane(as cited in Addy 2007). Therefore, reducing distance to school is one of solution to increase female enrolment.

In addition, UNESCO (2010) indicated, targeted recruiting of female teachers as the best solution to reduce gender disparities at different levels of education. This is because of female teachers provides crucial role models for girls, particularly when images of women in school curricula reinforce traditional gender roles. Girls look up to female teachers as figures of inspiration and emotional support, in addition to providing guidance for their education and future. Thus, increasing the number of female teachers may not only improve girls' achievement but also increase girls' enrollment in primary and secondary education.

CHAPTER THREE

3. METHODOLOGY OF THE STUDY

The main purpose of this study was to examine the enrolment of Gumuz female students in secondary schools of Metekel zone, Benishanigul Gumuz region. To this effect, the method of the research, population of the study, sample population and sampling techniques, sources of data, data gathering tools, procedures of data collection and method of data analysis are stated here under.

3.1 Research Design

The researcher was used both qualitative and quantitative research approaches. According to Catherine's (2007.p, 15) quantitative research generates statistics through the use of large scale survey research, using methods such as questionnaires or structured interviews. While qualitative research explores attitudes, behaviors and experiences through such methods as interview or focus groups. Therefore, the reason why to use both approaches is that qualitative approach allows the researcher to get qualitative. While quantitative approach enables the researcher to obtain quantitative data.

3.2. Research Method

Descriptive survey method is the means through which opinions, attitudes, suggestions for improvement of educational practices ,instruction and other data's can be obtained (Lokesh Koul,1996 p,403).Therefore, a descriptive survey method was used for the research with the assumption that it is appropriate and suitable for using instruments such as questionnaires, interviews, document analysis and FGDs.

3.3. Source of Data

In this study both primary and secondary data were used. Primary data was collected from Gumuz female students, teachers, and school principals' head of woreda education office, PTA members and head of woreda women children and youth affair officials. While secondary data was collected from education statistics annual abstract.

3.4. Sample Population and Sampling Techniques

The study area is selected purposively because work experience at locality which can help the researcher to get access to valuable data. In the Metekel Zone there are seven woredas. All woredas of the zone were included through cluster sampling techniques because the study area is geographically diverse. Totally there were 18 secondary schools in the seven woredas of the zone. Among those 9(50%) secondary schools were selected through simple random sampling techniques by lottery method in order to give valid generalization to the study. Regarding respondents; Head of woreda education office, head of woreda woman, children and youth affair office, school directors and school PTAs members were selected through purposive sampling techniques from each woredas and schools respectively. They were selected based on the researcher's judgment that they could provide access to the desired information because; they are the most responsible bodies to their institute. Regarding teachers' the home room teachers were selected through purposive sampling technique. The main reason for selecting the home room teacher is that they have close contact with students and parents in relation to students and school affairs. While, Gumuz female students were selected through Census because of their number is small and manageable. Thus, the sample size of the study was a total of 149 Gumuz female students from grade 9th -12th, head woreda education office 6 from each woreda, school principals 9, head of woreda women, children and youth office 6, PTAs 36, teachers 97, and totally 300 respondents.

Table 3: Sample Woredas and Schools

No	Name of Woreda	Name of School
1	Bullen	Bullen Secondary and preparatory school and Egambo and Eqonti General Secondary school.
2	Dangur	Manbuk Secondary and preparatory school and Gublak General Secondary School.
3	Dibati	Dibati Secondary and preparatory school.
4	Guba	Mankush General Secondary School.
5	Mandura	Mandura Secondary and Preparatory School.
6	Pawi	Ketena 2 Mender 2 Secondary School and Tana Beles females' boarding School.

Table 4: Sample size of study

N o	Types of respondents	Populati on	Sample size	Sapling techniques	Justifications
1	Teachers	215	97(45%)	Purposive home room Teachers	They have close contact with parent and students
2	School Directors	9	9(100%)	Purposive	They are responsible bodies
3	Students	149	149	Census	their number is small and manageable
4	PTA Leaders and members	36	36	Purposive	They are responsible bodies
5	Head Woreda education office	6	6	Purposive	They are responsible bodies
6	Head Woreda women, children and youth affair office	6	6	Purposive	They are responsible bodies

3.5. Data Gathering Tools

To obtain and collect relevant and reliable data for the study both qualitative and quantitative data were collected through the following instruments.

1. Questionnaire for teacher and students
 2. Interview (semi-structured interview).
 3. Document analysis
 4. Focus Group Discussion (FGD)
- **Questionnaire**:-since the study is descriptive survey conducted on large size of population; the process of data collection was mainly through questionnaire. Therefore, questionnaire of the similar item were prepared for teachers and students. Close ended and one open ended questionnaires were prepared for teachers and close ended questionnaires were prepared for students in order to collect information about factors that hinders Gumuz female students' enrollment in Secondary Schools of Metekel Zone. The questionnaires were prepared in English for both teachers and students. This is because in Benishanigul-Gumuz regional state the media of instruction is given by English language starting from grade five. Thus, the researcher believed that they can easily read and give answer by reading it.
 - **Interview**:-this technique was employ to acquire qualitative data about the various components related to the problems under study by conducting semi-structured interview with school principals, head of woreda education offices, head of woreda women, children and youth affair offices. The reason for using semi structured interview is in order to show the direction towards the objective of the study and to save time. The process of interview was conducted in Amharic so that the interviewees can clearly understand the idea of the interviewers and then transcribed into English language.

The head of woreda education offices, head of woreda women, children and youth affair office school and principals were selected for interview because, they were small in number and their position is important in describing the status of Gumuz female enrollment and factors hinders them in participation of secondary education. In addition they were the main responsible bodies to create conducive environment for female students.

- **Document analysis form:** - This form was used to record any relevant data from Metekel Zone education desk regarding secondary school enrollment. Besides, the data collected by administering the above instrument, other related pieces of information were collected in a form of field notes during the process of data gathering from sample Secondary Schools.
- **Focus Group Discussion:**-this technique was employed to acquire qualitative data about the various components related to the problems understudy by conducting semi-structured group interviews with PTA members, female teachers and Gumuz female students. Focus group discussion question was translated in to Amharic because Students' parents do not speak English. Nine focus group discussions were conducted. 10 people were participated with in each focus group discussions and the discussion was led by researcher as moderator or facilitator who introduces the topic, asks specific questions, controls digressions and steps break-away conversations.

3.6. Procedures of Data Collection

To answer the research questions raised, the researcher went through series of data gathering procedures. The expected relevant data was gathered by using questionnaires, focus-group discussion, and interview and document analysis. Having letters of authorization from Jimma University and zone education office (for additional letters towards woredas and schools) for ethical clearance, the researcher directly went to Pawi Secondary School for pilot study.

At the end of all aspects related to pilot test, the researcher contacted all woredas education offices and the principals of respective schools for permission. After making agreement with the concerned participants, the researcher introduced his objectives and purposes. Then, the final questionnaires were administered to sample teachers and Gumuz female

students with in selected schools. The participants were allowed to give their own answers to each item independently as needed by the researcher. They were closely assisted and supervised by the researcher himself. Finally, the questionnaires were collected back at the right appointment.

The focus-group discussion was accomplished with the group incorporating PTA members, female teachers and Gumuz female students. The interviewees were school principals, woreda education officials and woreda women, children and youth affair officials. The interview was conducted after participants' individual consent was proved to lessen communication barriers during in depth discussions.

3.7. Validity and Reliability of the Instruments

To be sure of the face validity, my advisories, senior colleagues and experienced teachers of Manbuk Secondary and Preparatory School were personally consulted to provide their remark. The participants of the pilot test were also first informed about the objectives and how to fill, evaluate and give feedback on the relevance of the contents, item length, clarity of items, and layout of the questionnaire. Based on their reflections, the instruments were improved before they were administered to the main participants of the study. As a result of the pilot test, 15 lengthy items were shortened, and many unclear items were made clear.

Pilot study was conducted prior to the final administration of the questionnaires to all respondents. The pilot test was conducted to secure the reliability of the instruments with the objective of checking whether or not the items enclosed in the instruments could enable the researcher to gather relevant information. Besides, the purpose of pilot testing was to make necessary amendments so as to correct confusing and ambiguous questions.

Accordingly, the 5 Gumuz female students and 15 home room teachers of the Pawi Secondary and Preparatory School were taken through purposive sampling technique to fill the questionnaire. The result of the pilot testing was statistically computed by the SPSS computer program. The Cronbach's Alpha Model was used for analysis. Based on the pilot test, the reliability coefficient of the instrument was found to be 0.867 (86.7%) and, hence, was reliable. That is the instrument was found to be reliable as statistical literature such as Phyllis, Ross & Brian (2007) recommend a test result of 0.65 (65% reliability) and

above as reliable. The table below indicates the computed reliability coefficient of the pilot study.

Table5: Reliability Coefficients of the factors that hinder and Suggested Strategies to increase Gumuz Female students' enrolment.

No	Major Factors and challenges	Reliability Coefficients
1	Family related factors	0.852
2	School related factors	0.814
3	Suggested strategies to increase Gumuz female students enrolment	0.937
Average Reliability Coefficient		0.867

3.8. Methods of Data analysis

Data from Gumuz female students and teachers' questionnaires were tabulated, and analyzed quantitatively by using SPSS version16. Then descriptive values such as frequency and percentages analysis were dominantly used to show the magnitude of respondents' opinion and assumption against each statement. Chi-square analysis was used to examine the significance of the result of data in relation to the factors that affect enrolment of Gumuz female students. The data gathered through interview and focus group discussion were analyzed qualitatively through descriptive narration for the purpose of triangulation.

In addition, Gender Parity Index (GPI) was used to show the variation between female and male rates of participation in secondary schools. GPI was calculated by dividing the total number of female participants by that of male participants. If the minimum value of GPI is zero in which case it indicates maximum gender disparity, that is, a situation of total absence of girls. The maximum value of GPI indicates perfect parity between boys & girls. If the value of GPI is greater than one, it means females' rates are greater than that of males. If the value of GPI is greater than zero and less than one, it means males' rates are greater than that of females (MOE, 2004).

3.9. Ethical Issues

The study was carried out after getting a letter of entry from Jimma university institute of Education and professional Development Studies, Department of Educational Planning and Management to Metekel zone education office, Guba, Dagur, Pawi, Mandara, Dibati, and Bullen woreda education offices and to each school. After getting permission from the respondents, the objective of the study was explained by the researcher i.e. purely academic. The respondents were also informed that their response should be on their consent and no one harmed them.

CHAPTER FOUR

4. ANALYSIS AND INTERPRETATIONS OF THE DATA

This chapter has two main sections. The first section discusses the background of the data sources i.e., teachers, Gumuz female students and other key informants and second section concerned with the presentation and analysis of data in relation to the research questions.

4.1 Characteristics of the Respondents

From 215 teachers 97 (45%) and 149 (100%) Gumuz female students were taken as a sample to fill questionnaire. Of the total questionnaire distributed for 97 teachers and 149 Gumuz female students 97(100%) of teachers and 136(91.27%) Gumuz females' questionnaires were filled correctly and returned. In addition, key informants of 57 people were participated in interview 21 and focus group discussion 36.

Table: 6 Characteristics of Teacher Respondents

Item	Category	Respondents	
		Frequency	Percentage (%)
Sex	Female	10	10.3
	Male	87	89.7
	Total	97	100
Age	20-25 years	35	36
	26-30 years	46	47.4
	31-35 years	11	11.3
	Above 35 years	5	5.3
	Total	97	100
Qualification	Diploma	3	3.1
	First degree	94	96.9
	Total	97	100
Service yrs.	1-5 years	31	31.9
	6-10 years	52	53.6
	11-15 years	9	9.3
	Above 15 years	5	5.2
	Total	97	100

On the gender distribution of teachers, table 6, item one depicted that, 10(10.3%) were females while the remaining 87(89.7%) were males. This shows that there is insignificant number of female teachers at secondary level in the respective study Zone. This unequal representation of female teachers may contribute for low enrolment of female students that would be investigated in this study.

Concerning the age of teacher respondents item two of the same table showed that, the age of the majority of respondents is between 26-30 years 46(47.4%) and the remaining were 20-25 years 35(36%), 31-35 years 11(11.3%) and above 35 years 5(5.3%).

Regarding teacher respondents educational qualification item three as it indicated above table 6, they vary from diploma to first degree. Accordingly the majority of teachers 94(96.90%) were first degree holders while, the remaining's 3(3.10%) were diploma holders.

Concerning service years of teacher respondents of the same table 6, item four , the work experience the majority of the teachers 52(53.60%) were ranged from 6 up to 10 years while the remaining were ranged 1-5 years 31(31.90%), 11-15 years 9(9.30%) and above 15 years 5(5.20%). Thus, they possibly participate in socio- culture of the community. Therefore, their responses are considered as relevant to the study and they may provide important information about the prevailing conditions of Gumuz girls' education in their school.

Table7: Girl Respondents in Terms of the Grade Levels

Name of schools	Grade level				Total	Percentage (%) in terms of Schools
	9 th	10 th	11 th	12 th		
Bulen Secondary and preparatory School	6	2	-	1	9	6.04
Debatie Secondary and preparatory School	8	4	-	-	12	8.05
Eqonti and Aegambo Secondary	9	1	-	-	10	6.71
Gublak Secondary	4	1	-	-	5	3.36
K2V2 Secondary	7	2	-	-	9	6.04
Mankush Secondary	11	8	-	-	19	12.75
Manbuk Secondary and preparatory School	4	1	-	-	5	3.36
Mandura Secondary and preparatory School	6	2	1	-	9	6.04
Tana beles females' Boarding school	38	30	2	1	71	47.65
Total	93	51	3	2	149	100
Percentage (%) in terms of Grade Level	62.42	34.23	2.01	1.34	100	100

As can be seen in the table 7, majority of the Gumuz female students 71(47.65%) were from Tana Beles females' Boarding School. This is because the school was established in 1996 E.C with the objective to help females who are from marginalized communities and poor families. Thus, financial factor may also contribute to some factors that would be investigated in this study.

Concerning grade level of female student respondents, item two of the same table, showed that out of 149 Gumuz female student respondents, more than half of them 93(62.42%) were grade 9 students while, 51(34.23%), 3(2.01%) and 2(1.34%) of them were grades 10, 11 and 12 students respectively. This implies that, as the grade level increases the enrolment of Gumuz female students becomes decrease.

Table 8: Age, Family Occupation and Residence of Respondents

Item	Category	Respondents	
		Frequency	Percentage (%)
Age	14-15 years	20	14.71
	16-18 years	101	74.26
	Above 19 years	15	11.03
	Total	136	100
Family Occupation	Farmer	119	87.5
	Merchant	6	4.41
	Daily Worker	1	0.74
	Government Employer	10	7.35
	Total	136	100
Residence	Urban	29	21.32
	Rural	107	78.68
	Total	136	100

As can be seen in the table 8 above in terms of respondents' age, the majority of Gumuz female students 101(74.26%) were found to be in the interval of 16-18 years. This age level has a lot to do with socio-cultural problems which are the major concern of the study. On the other hand, 15(11.03%) of Gumuz female students were above the official school age 15-18 years to attend secondary education. The possible reason for this could be late entry to school due to lack of family support and financial assistances.

Concerning the occupation of female students parents in the above table 8, item two, the majority of them 119(87.50%) were farmers, while, the remaining 10(7.35%), 6(4.41%) and 1(0.74%) were government employees, merchants and daily workers respectively.

Regarding residence of Gumuz female students of the same table, the majority 107(78.68%) were rural dwellers. While, 29(21.32%) of them were urban dwellers. This implies that distance may be also factor that hinders Gumuz female students which is the major concern of the study.

4.2. Trends of Gumuz Girls Enrolment in Secondary Schools

Enrolment has been identified here regarding as the number of Gumuz females enrolled at secondary school level in Metekel zone. The data were obtained from the records available in the zone education office for the last five years in order to examine the trends of Gumuz female students' enrolment in the zone.

The enrolment of secondary school students in the respective zone showed significant improvement for all years under consideration. As the table below show the total enrolment of students has increased from 6,780 in 2007/8 to 12,506 in 2011/12. Over the same periods girls' enrolment increased each year and rose from 2842 in 2007/8 to 6,173 in 2011/12. Even though the trend has been shown increment there is glaring inequalities on access to secondary education among the ethnic groups of the Metekel zone. This is serious problem in Gumuz students particularly for Gumuz female student as the data indicated in the table below.

Table9: Gender Parity Index of the Ethnic Groups of Metekele Zone Secondary Schools.

Year	Gumuz			Shinasha			Others			Total			
	Male	Fem ale	GPI	Male	Female	GPI	Male	Fem ale	GPI	Male		Female	
										No	%	No	%
2007/0 8	416	51	0.12	1002	876	0.87	2520	1948	0.77	3938	57.8	2875	42.2
2008/0 9	512	69	0.13	1198	1136	0.95	2971	2356	0.79	4681	56.8	3561	43.2
2009/1 0	602	76	0.13	1336	1396	1.04	3222	2695	0.84	5160	55.3	4167	44.7
2010/1 1	782	101	0.13	1590	1786	1.12	3437	3262	0.93	5809	53.0	5149	47.0
2011/1 2	961	163	0.17	1721	2176	1.26	3651	3828	1.05	6333	50.7	6167	49.3

Source: - Metekel Zone Education District Report 2011/12

It can clearly be observed from the data in the table 9 that among those ethnic group students the enrolment of Gumuz female students in the Metekele zone secondary schools is less than both Shinasha female students and other ethnic group students. This clearly shows in the actual enrolments of female and males by each ethnic group in each year and from Gender parity index (GPI). As the data shown in the above table for each ethnic group, the value of GPI is less than 1 (one) which implies that female rates are less than males in actual enrolment. More interestingly the GPI of Shinasha and other ethnic group female students' has been show significant increment. But the GPI of the Gumuz female students was not only low but it has not increased much.

Table10: The Share of Gumuz Female Students in Relation to Other Ethnic Group Females.

Year	Gumuz		Shinasha		Others		Total	
	No	Percentage	No	Percentage	No	Percentage	No	Percentage
2007/08	51	1.8	876	30.5	1948	67.7	2875	100
2008/09	69	1.9	1136	31.9	2356	66.2	3561	100
2009/10	76	1.8	1396	33.5	2695	65.7	4167	100
2010/11	101	2.0	1786	34.68	3262	63.32	5149	100
2011/12	163	2.64	2176	35.28	3828	62.08	6167	100

Source: - Metekel Zone Education District Report 2011/12

As it can be seen in the table above, the share of other ethnic group female students constitute the largest number followed by Shinasha. On the other hand, the share of Gumuz ethnic group female students was the lowest from 2007/08 to 2011/12 school year in Metekel zone secondary schools. Based on the above data it can be clearly shown that although there has been relative increase in the number of Gumuz female students in the zone still their enrolment rate has remained marginal.

4.3. Major Factors Affecting Gumuz Female Students enrolment

In this section causes of low enrolment to Gumuz female students from secondary schools of Metekel zone are raised and discussed based on information gathered by the researcher. According to UN (2010), Addy (2007) and Kassa (2006) and other research findings, there are various factors that influence female students' enrolment in secondary schools. But these factors may differ from region to region, from zone to zone and woreda to woreda. In this section, some of major factors (family and school related) are categorized and presented below in sub-headings.

4.3.1. Family related factors

Family related factors are those factors that emanate from family attitudes and practice that affects Gumuz female students' enrolment from secondary schools. Of several factors the most prominent are the following.

4.3.1.1. Cultural factors

Culturally Gumuz communities in Metekel zone have different perceptions towards girls' education. In relation to this the views of teachers and Gumuz female students on parents' perception towards girls' education is presented in the table below.

Table11: Views of Teachers and Gumuz Female Students on Gumuz Children’s Chance to Enter Secondary School.

Item	Responders	Responses										χ^2
		SDA		DA		UD		AG		SAG		
		No	%	No	%	No	%	No	%	No	%	
Parents give equal chance for boys and girls to enter secondary education.	Teachers	52	53.6	27	27.8	3	3.1	8	8.2	7	7.2	5.27
	Students	72	52.6	47	34.6	5	3.7	3	2.2	9	6.6	

Note: The Value of χ^2 is 9.45 for 4 degree of freedom at 0.05 levels of significance. Key, SDA=strongly disagree, DA=disagree, UD=undecided, AG=agree, SAG=strongly agree

As can be seen in the table 11 item one, teachers and female students were asked whether Gumuz parents give equal chance for boys and girls to enter secondary education in order to rate their levels of agreements/disagreements. Accordingly, 52 (53.6%) and 27(27.8%) of teachers and (52.6%) and 47(34.6%) of female students rated strongly disagree and disagree respectively. While, 8(8.5%) and 7(7.2%) of teachers and 9(6.6%) and 3(2.2%) of female students rated agree and strongly agree respectively. On the other hand, 3(3.1%) of teachers and 5(3.7%) of female students were uncertain about the issue. Generally, majority of respondents, 79 (81.4%) of teachers and 119 (87.2%) of female students have shown their disagreement respectively. In this prospect, the computed value of $\chi^2 = 5.27$ is less than the critical value of $\chi^2 = 9.45$ for 4 degrees of freedom at alpha 0.05 levels of significance. This indicated that there is no significance difference between two groups of respondents about the issue.

Besides, female teachers and PTA members that participated in FGDs and interview from each woredas and school principal of all the schools visited, Gumuz communities give first chance of education for their sons' than daughters. This is because they want their daughters' labour more than their education. According to respondents, parents do not have much awareness about the benefits of educating females. The respondents stated that parents clearly support the education of boys at the secondary level and beyond. This opinion is supported by the statement of PTA members in Dangur woreda Gubulak town who participated in FGD that said “we know that boys perform better and that is why they have continued education”. This demonstrates clearly that discrimination in access to schoolings is sharply concentrated on girls. This goes in conformity with the result obtained by USAID (2010), Young lives 2(2006) and UNICEF (2005) that a lack of adequate appreciation of the importance of girls' education on the part of parents and the community, particularly in rural areas where the majority of the Ethiopian population reside reinforce attitudes that decry the value and need to send girls to school. Therefore, from the result above it is possible to say lack of adequate appreciation of the importance of girls' education on the part of parents and the community is factor that affects the Gumuz female students' enrolment in secondary schools of Metekel zone.

Table12: Respondents Views on perceived causes of low Gumuz Females' Secondary Education.

No	Parents do not want to educate daughters at secondary school.	Respondents	Responses										χ^2
			SDA		DA		UD		AG		SAG		
			No	%	No	%	No	%	No	%	No	%	
1	Because they believed that girls will not succeed in their secondary education.	Teachers	10	10.3	8	8.2	4	4.1	43	44.3	32	33.0	19.54
		Students	10	7.4	-	-	-	-	65	47.8	61	44.8	
2	Because they believed that there is no job for women even when they finish their secondary education.	Teacher	9	9.3	13	13.4	9	9.3	42	43.3	24	24.7	5.57
		Students	10	7.4	18	13.2	20	14.7	42	30.9	46	33.8	
3	Because they believed that girl's natural duty is getting married and producing children.	Teachers	7	7.2	12	12.4	6	6.2	26	26.8	46	47.4	4.22
		Students	10	7.4	12	8.8	14	10.3	48	35.3	52	38.2	
4	Because they worry their daughters may get to unwanted pregnancy.	Teachers	9	9.3	11	11.3	5	5.2	30	30.9	42	43.3	5.9
		Students	10	7.4	5	3.7	7	5.1	44	32.4	70	51.5	
5	Because they believed that as girls start keeping themselves clean and begin showing-up their behaviour get spoiled.	Teachers	3	3.1	13	13.4	8	8.2	30	30.9	43	44.3	10.7
		Students	14	10.3	9	6.6	5	3.7	55	40.4	53	39.0	
6	Because Secondary education is the time when parents want the girls to prepare for marriage.	Teachers	4	4.1	6	6.2	6	6.2	35	36.1	46	47.4	1.15
		Students	10	7.4	7	5.1	9	6.6	48	35.3	62	45.6	

Note: The Value of χ^2 is 9.45 for 4 degree of freedom at 0.05 levels of significance.

Key; SDA-strongly disagree, DA-disagree, UD-undecided, AG-agree, SAG-strongly agree

As can be seen in the table 12, item one, 43(44.3%) and 32(33.0%) of teachers and 65 (47.8%) and 61 (44.8%) of female students were agreed and strongly agreed respectively that parents do not want to educate daughters because they believed that girls will not succeeded in their secondary education. While, 10(10.3%) and 8 (8.2%) of teachers were strongly disagreed and disagreed on the idea. But the remaining 4(4.1%) of the teachers were uncertain on the idea. Generally, majority of respondents, 75(77.3%) of teachers and 126(92.6%) of female students have shown their agreements respectively that parents do not want to educate their daughters' because they believed that girls will not succeed in their secondary education. Besides, as it is noted in the table 12, the value of chi-square is statistically significant. This is because the calculated value of chi-square (19.54) is greater than the table value of chi-square (9.45) for 4 degrees of freedom at alpha 0.05 levels of significance. This implies that the response of teachers is little bit different from the responses of Gumuz female students.

Furthermore, PTA members from all focus group discussion argued that educating females especially at secondary education levels will not bring any change. This is often expressed by the widespread saying that goes around in such places as Mankush, Gubulak and Mandura- "you will not reach anywhere through education". Thus, from above responses it is possible to say that such kind of traditional beliefs contributed for the low enrolment of Gumuz female students in secondary schools.

Regarding item two in the same table above, teachers and Gumuz female students were asked regarding the parents' opinion that there is no job for women even they finish their secondary education in order to give their own level of agreements or disagreements. Accordingly, 42(43.3%) and 24(24.7%) of teachers and 46(33.8%) and 42(30.9%) of female students were strongly agreed and agreed respectively. While, 13(13.4%) and 9(9.3%) of teachers and 18(13.2%) and 10(7.4%) of female students were disagreed and strongly disagreed respectively up on the issue. On the other hand, 9(9.3%) of teachers and 20 (14.7%) of female students were uncertain about the idea.

Generally, majority of respondents, 66(68%) of teachers and 88(64.7%) of female students have shown their agreements respectively. In this regard, the calculated value of $\chi^2 = 5.57$ is less than the critical value $\chi^2 = 9.45$ for the 4 degree of freedom at alpha 0.05 levels of significant. This indicated that there is no significant difference between two groups of respondents. Furthermore, interview from school principals indicated that parents do not want to educate their daughters because they believed that there is no job for women even they finish their secondary education. According to respondents, due to this reason parents begin to question their daughter's education by believing that it is a waste of time and money to invest in a girl's education. Thus, this argument used to keep girls at home rather than schooling. This idea goes with conformity with the result obtained by Johannes (2010) that argument used to keep women and girls at home, is that parents believe in the story that there are no jobs for women in the labour market.

Concerning item three within the same table above, 46(47.4%) and 26(26.8%) of the teachers and 52(38.2%) and 48(35.3%) of Gumuz female students were strongly agreed and agreed respectively that parents do not want to educate their daughters because they believe that girls natural duty is getting married. While, 7(7.2%) and 12(12.4%) of teachers and 10(7.4%) and 12(8.8%) of Gumuz female students were strongly disagreed and disagreed respectively up on the issue. On the other hand, 6(6.2%) of teachers and 14(10.3%) of female students were uncertain about the issue. Generally, majority of respondents, 72(74.2%) of teachers and 100(73.5%) of female students have shown their agreements on the idea that parents do not want to educate their daughters because they believe that girls natural duty is getting married. In line with this, the computed value of $\chi^2 = 4.22$ is less than the critical value of $\chi^2 = 9.45$ for 4 degrees of freedom at alpha 0.05 levels of significance. This indicated that there is no significant difference between two groups of respondents.

Furthermore, this view has been expressed by FGD participating Gumuz girls and female teachers. They clearly indicated that parents could prepare their daughters to get married as a result, parents want teaching them how to perform household activities which would be useful they get marriage rather than sending them to secondary education.

Thus, based on above responses it is possible to say that such kind of traditional views of parents are additional factor that affects Gumuz female students' enrolment in Metekel zone secondary schools.

As it indicated in the table 12 of item four, 42(43.3%) and 30(30.9%) of teachers and 70(51.5%) and 44(32.4%) of female students were strongly agreed and agreed respectively that parents do not want to educate daughters because parents worry that their daughters may get in to unwanted pregnancy before completing their secondary education. Whereas, 9(9.3%) and 11(11.3%) teacher respondents and 10(7.4%) and 5(3.7%) of female students were strongly disagreed and disagreed respectively up on the issue. On the other hand, 5(5.2%) teachers and 7(5.1%) of female students were uncertain about the issue raised. Generally, majority of respondents, 72(74.2%) of teachers and 114(83.9%) of female students have shown their agreements respectively that parents do not want to educate daughters because parents worry that their daughters may get in to unwanted pregnancy before completing their secondary education. In this regard, the chi-square statistics has also shown that, the difference in two groups of respondents is not statistically significant, since observed value of $\chi^2 = 3.13$ is less than the critical value of $\chi^2 = 9.45$ for 4 degree of freedom at alpha 0.05 levels of significance.

Moreover, in the FGDs PTA members clearly stated that they worry about unwanted pregnancy spread of HIV, AIDS, abduction and sexual harassment that their daughters may face. This idea goes with result obtained by Gibson as cited in Tadesse, (2009) argues that, the vulnerability of girls often becomes more when girls are adolescent and approaching secondary school. At this level girls' sexual maturity can cause parents to be more anxious about their daughters' safety at school and girls' risk of pregnancy and HIV/AIDS. Thus, once they have reached puberty age, parents wanted girls to drop out education and married. This is one of the added factors that affect Gumuz female students' enrolment in secondary schools of Metekel zone.

Concerning item five of the same table, 43(44.3%) and 30(30.9%) of teachers and 53(39.0%) and 55(40.4%) of female students were strongly agreed and agreed respectively that parents do not want to educate daughters at secondary education level because they worry about their daughters behavioural change. While, 13(13.4%) and 3(3.1%) of teachers and 9(6.6%) and 14(10.3%) female students were disagreed and strongly disagreed respectively up on the issue. On the other hand, 8(8.2%) of teachers and 5(3.7%) of female students were uncertain about the issue.

Generally, majority of the respondents, 73 (75.2%) of teachers and 108(79.4%) of female students have shown their agreements respectively that parents do not want to educate daughters because they worry about their daughters behavioural change. Besides, as it is noted in the table above, the computed value of $\chi^2 = 10.70$ is greater than the critical value of $\chi^2 = 9.45$ for 4 degrees of freedom at alpha 0.05 level of significance. This implies that, the response of teachers is a little bit different from the response of Gumuz female students.

Furthermore, female students that participated in FGDs of sample schools say that in some Gumuz families' girls who want follow education at high school levels are seen as behaving like sex workers. This is because when girls go to school, they try to keep their body clean, they dress up a better and look attractive to men. Parents assume that such features and characteristics are sign of change that may lead towards acting like sex workers in towns. Thus, parents enforce them to drop out at early stage of secondary education. Such kind of traditional believes negatively influences the enrolment of Gumuz female students in Metekel secondary schools.

Regarding item sixth in the table 12, 46(47.4%) and 35(36.1%) of teachers and 62(45.6) and 48(35.3%) of female students were strongly agreed and agreed respectively that parents do not want to educate their daughters in secondary education level because secondary education is the time when parents want the girls to prepare for marriage. Whereas, 4(4.1%) and 6(6.2%) of teachers and 10(7.4%) and 7(5.1%) of female students were strongly disagreed and disagreed on the idea. But 6(6.2%) of teachers and 9(6.6%) of female students were uncertain on the issue.

Generally, majority of the respondents, 80(83.5%) of teachers and 110(80.9%) of female students have shown their agreements respectively that parents do not want to educate their daughters because secondary education is a time when girls began to reach the puberty age. In this regard, as it is noted in the table above, the computed value of $\chi^2 = 1.17$ is less than the table value of $\chi^2=9.45$ for 4 degree of freedom at alpha 0.05 levels of significance. This indicated that there is no statistical significance difference between two groups of respondents.

Moreover, interview from all visited schools, woreda education offices and woreda women children and youth affair officials indicated that the Gumuz community has a practice of sending their daughters for exchange marriage even at the age of 9 to 10 years. Therefore, based on the above responses it is possible to say that practice of early marriage is a problem that negatively influences Gumuz female students' enrolment in secondary schools of Metekel zone. This may support the view that practice of early marriage is a determinant of females' participation in education as indicated by Randel and Gergel (2009), MOE as cited in Tadesse (2009) and Muganda and Omodi (2008).

Table13: Teachers and Gumuz Female Students' Opinions on the Effect of Parents' Religion on Daughters Schooling.

Item	Responders	Responses										χ^2
		SDA		DA		UD		AG		SAG		
		N	%	N	%	N	%	N	%	N	%	
Religious views can affect female enrolment in Schools	Teachers	24	24.7	34	35.1	8	8.2	16	16.5	15	15.5	22.28
	Students	72	52.9	37	27.2	7	5.1	14	10.3	6	4.4	

Key; SDA-strongly disagree, DA-disagree, UD-undecided, AG-agree, SAG-strongly agree

According to some research findings such as Addy (2007), parents' religion is one of the factors, which affect females' school entrance. In relation to this, teachers and Gumuz female students were asked whether parents' religious views and practices can affect Gumuz female students' enrolment in secondary education by indicating their levels of agreements/disagreement. Accordingly, 24(24.7%) and 34(35.1%) of teachers and 72(52.9%) and 37(27.2%) of female students rated strongly disagree and disagree respectively. Whereas, 16(16.5%) and 15(15.5%) of teachers and 14(10.3%) and 6(4.4%) of female students rated agree and strongly agree respectively. On the other hand, 8(8.2%) of teachers and 7(5.1) of female students were uncertain about the idea. Generally, majority of respondents, 58(59.8%) of teachers and 109(80.1%) of female students have shown their disagreements respectively. However, the computed value of $\chi^2 = 22.28$ is greater than the critical value of $\chi^2 = 9.45$ for 4 degree of freedom at alpha 0.05 levels of significance. This implies that there is significant difference between two groups of respondents up on the issue. Besides, woreda education officials and all sample school directors were asked in interview and gave that the religious views in Gumuz communities can not affect their daughters' education. Thus, based on the above responses it is possible to conclude that parents' religious views and practices cannot be considered as factor that hinders Gumuz female students' enrolment in secondary schools. This may go against the result obtained by Kassa (2006) and Kane (2004) that parents' religion particularly traditional religion is a determinant of females' participation in education.

Table14: The Views of Respondents on Effect of Exchange Marriage on Gumuz Female Students' Secondary Enrolment.

Items	Respondents	Responses										χ^2
		SDA		DA		UD		AG		SAG		
		No	%	No	%	No	%	No	%	No	%	
There is exchange marriage practice therefore girls families feel that they loss income from exchange marriage.	Teachers	3	3.1	1	1.0	2	2.1	24	24.7	67	69.1	7.28
	Students	10	7.4	5	3.7	2	1.5	46	33.8	73	53.7	

Key; SDA-strongly disagree, DA-disagree, UD-undecided, AG-agree, SAG-strongly agree

As can be seen table above for item one, 67(69.1%) and 24(24.7%) of teachers and 73(53.7%) and 46(33.8) of female students were strongly agreed and agreed respectively that Gumuz communities do not want to educate their daughters because they feel that thy loss income from exchange marriage. To contrary, only 3(3.1%) and 1(1.0%) of teachers and 10(7.4%) and 5(3.7%) of female students were strongly disagreed and disagreed respectively on the idea. Whereas, 2(2.15) of teachers and 2(1.5%) of female students were uncertain about the idea. Generally, majority of respondents, 91(93.8%) of teachers and 119(87.5%) of female students have shown their agreements respectively that Gumuz communities do not want to educate their daughters because they feel that thy loss income from exchange marriage. In line with this, the chi-square statistics has also shown that the difference between two groups of respondents is not statistically significant. Since, its observed value of $\chi^2 = 7.28$ is less than the critical value of the $\chi^2 = 9.45$ for 4 degree of freedom at alpha 0.05 levels of significance.

Besides, FGDs from all sample woredas and interview from all sample school directors indicated that practice of exchange marriages are more common among the Gumuz community. According to respondents, Exchange marriage is a kind marriage widely practiced among the Gumuz community that a man can marry other wives in exchange for his daughters, sisters, nephews, cousin or other relatives and it is traditionally believed by Gumuz a community that if girls are sent to school it is wastage to the family since the benefit gained from exchanging girls is lost. Thus, based on the above responses it is possible to conclude that exchange marriage is one of factor that hinders Gumuz female students' enrolment in secondary schools of Metekel zone. This may support the view that, exchange marriage is a determinant of Gumuz females' enrolment in education as indicated by USAID (2010).

4.3.1.2. Economic factors

According to research findings, for instance UN (2010) and Addy (2007), shortage of food supplies, stationary or material costs and economic benefits of keeping girls away from school are the most prevalent reasons for the low enrolment of females in secondary education.

Table 15: Respondents View Concerning the Effect of Economic Factors on the Gumuz Girls' Secondary Education.

No	Items	Respondents	Responses										χ^2
			SDA		DA		UD		AG		SAG		
			No	%	No	%	No	%	No	%	No	%	
1	Parents provide enough money to buy stationary materials and personal costs for their daughters.	Teachers	48	49.5	32	33.0	6	6.2	8	8.2	3	3.1	4.58
		Students	64	47.1	41	30.1	6	4.4	11	8.1	14	10	
2	Parents properly provide breakfast for their daughters when they go to school.	Teachers	42	43.3	40	41.2	7	7.2	5	5.2	3	3.1	-
		Students	49	36.0	41	30.1	8	5.9	20	14.7	18	13.3	
3	The demand of girls' labour force is greater than boys in the community.	Teachers	9	9.3	4	4.1	4	4.1	19	19.6	61	62.9	5.63
		Students	6	4.4	3	2.2	3	2.2	40	29.4	84	61.8	

Key; SDA-strongly disagree, DA-disagree, UD-undecided, AG-agree, SAG-strongly agree

As can be seen in the table 15 for item one, teachers and female students were asked whether Gumuz parents provide enough money to buy stationary materials for their daughters in order to rate their levels of agreements/disagreements. Accordingly, 48(49.5%) and 32(33.0%) of teachers and 64(47.1%) and 41(30.0%) of female students rated strongly disagree and disagree respectively. On the other hand, 3(3.1%) and 8(8.2%) of teachers and 14(10%) and 11(8.1%) of female students rated strongly agree and agree respectively. Whereas, 6(6.2%) of teachers and 6(4.4%) of female students were uncertain about the issue.

As the data indicated, majority of respondents, 80(82.5%) of teachers and 105(77.1%) of female students have shown their disagreement up on the issue. In line with this, the computed value of $\chi^2 = 4.58$ is less than critical value of $\chi^2 = 9.45$ for 4 degrees of freedom at alpha 0.05 level of significance. This implies that there is no significance difference between two groups of respondents.

In addition, PTA members and female teachers that participated in FGDs at Gubulak and Eqonti and Egambo secondary schools stated that Girls in Gumuz community supports themselves and cover all the expenses of their education and some of them are very poor and unable to cover the stationary materials and schools often focus only those who came to schools and those who get adequate support from their families. It is observation of PTA members of Gubulak and Mankush schools that schools do not take initiation to inform themselves about the situation of Gumuz girls that affect their education and try to be proactive. Often the problems of Gumuz girls are taken to be external to the schools though they affect the academic performance of girls and lead them towards dropping out.

So, based on above responses, it can be concluded that shortage of stationery materials and personal costs are negatively affected Gumuz girls' access to secondary education. This conforms to USAID (2010) finding which says that, shortage of expenses for clothes, shoes, exercise , pens ,pencil and school fees were determinant factors for Gumuz female students access to education.

In the same table of item two, teachers and female students were asked whether Gumuz parents properly provide breakfast for their daughters when they go to school by rating their levels of agreements/disagreements. Accordingly, 42(43.3%) and 40(41.2%) of teachers and 49(36%) and 41(30.1%) of female students rated strongly disagree and disagree respectively. To contrary, 3(3.1%) and 5(5.2%) of teachers and 18(13.3%) and 20(14.7) of female students rated strongly agree and agree respectively. Whereas, 7(7.2%) of teachers and 8(5.9) of female students were uncertain about the issue. Generally, almost majority of respondents, 82(84.5%) of teachers and 90(66.1%) of female students have shown their disagreements respectively.

Furthermore, female teachers and PTA members that participated in FGDs from sample schools stated that, shortage of food supply and house rent costs are the major problems that affect Gumuz female students' access to secondary education and most of the students' parents are poor and female students in this zone live outside their families to learn their secondary education. In order to cover food supply cost and house rent cost, girls are forced to work as daily labourers. They spend much time on work and this leads them to drop out at the early stage of secondary education. Thus, based on the above responses it is possible to say shortages of food supply and house rent costs are factors that hinder Gumuz females' enrolment in secondary education. This implies that poverty is one factor, which negatively affects Gumuz girls' access to education. This conforms to UNESCO (2011), UN (2010), USAID (2010) and Addy (2007) finding which says that Poverty is the main cause of unequal access to education, particularly for girls of secondary-school age.

With respect to the third item in the same Table, teachers and female students were asked whether the demand of girls' labour force in Gumuz community is greater than boys labour by rating their levels of agreements/disagreements. Accordingly, 61(62.9%) and 19(19.6%) of teachers and 84(61.8%) and 40(29.4%) of female students rated strongly agree and agree respectively. To the contrary, 9(9.3%) and 4(4.1%) of teachers and 6(4.4%) and 3(2.2%) of female students rated strongly disagree and disagree respectively. While, 4(4.1%) of teachers and 3(2.2%) of female students were uncertain about the issue. Generally, majority of respondents, 80(82.5%) of teachers and 124(91.2%) of female students have shown their agreements respectively. Additionally, as it is noted in the table above, the computed value of $\chi^2 = 5.62$ is less than the critical value of $\chi^2 = 9.45$ for 4 degrees of freedom at alpha 0.05 level of significance. This shows that there is no significance difference between two groups of respondents. Moreover, interview from all sample woreda education office officials, woreda women, children and youth affair office officials, sample school directors and FGDs results clearly indicated that the demand of girls labour by the Gumuz community is the most widespread cause for low enrolment of Gumuz female students in secondary school this is because for many families females are responsible for household work and served as ahead of family.

Child labour is indispensable to the survival of some households; and schooling represents a high opportunity cost to them. The importance of child labour for agriculture, domestic and marketing tasks has been well documented. However, when it comes to childcare, girls are more likely to be involved than boys, and girls in the rural areas spend more time working than those in urban areas Kassa (2006). Therefore, among the Gumuz community the girls' mother preserve her from schooling because the mother believes that if she sends her daughter to school she will lose the support from her daughter and become overburdened in house and farm work. These forced them to be frequently absent from school and leads them to leave their schooling before joining secondary education. Thus, this is one of the major reasons for low enrolment of Gumuz females in secondary education. This goes conformity with the result obtained by UNESCO (2011), USAID (2010) and Kane (2004).

4.3.1.3 Educational Background of Parents

According to Addy (2007) and Ager (2002) levels of education of the parents have its role on children's access to education. If the educational background of the parents is very well, their job position may also be well. Then, the well position of the parents indicates that they may have good economic background. So, such parents who have good economic background may help their daughters to continue their education. Otherwise, parents who are illiterate and have poor economic background might affect their daughters' educational participation such as not being voluntary to help them.

Table16: Educational Background of Gumuz Female Students Parents.

Family Education Level	Respondents	
	Frequency	Percentage (%)
Illiteracy	102	75.0
Primary Education	27	19.85
Secondary Education	5	3.68
Above Secondary Education	2	1.47
Total	136	100

As it can be seen above table16, out of 136 female students majority 102(75.0%) of them were from illiterate family. While, 27(19.85%), 5(3.68%) and 2(1.47%) of them were from those have primary, secondary and above secondary education respectively.

Furthermore, in order to conclude effect of educational Background of Parents on the enrolment of Gumuz female students in secondary education, Gumuz female students and teachers were asked in order to give their opinion up on the issue as it presented in the table below.

Table 17: Respondents View Concerning the Effect of Educational Background of Parents on the Gumuz Girls’ Secondary Education

Item	Responders	Responses										χ^2
		SDA		DA		UD		AG		SAG		
		No	%	No	%	No	%	No	%	No	%	2.5
Parents have poor knowledge about education because of Parents’ low level of literacy.	Teachers	6	6.2	2	2.1	2	2.1	45	46.4	42	43.3	
	Students	8	5.9	3	2.2	8	5.9	66	48.5	51	37.5	

Key; SDA-strongly disagree, DA-disagree, UD-undecided, AG-agree, SAG-strongly agree

As can be seen in the table 17, 42(43.3%) and 45(46.4%) of teachers and 51(37.5%) and 66(48.5%) of female students were strongly agreed and agreed respectively that the educational backgrounds of parents have its role for their daughters’ secondary education. To the contrary, 6(6.2%) and 2(2.1%) of teachers and 8(5.9%) and 3(2.2%) of female students were strongly disagreed and disagreed respectively that educational back ground of parents have no its role on female students enrolment. While, the remaining 2(2.1%) of teachers and 8(5.9%) of female students were uncertain about the issue.

Generally, majority of respondents, 87(89.7%) of teachers and 117(86.0%) of female students have shown their agreements respectively that educational backgrounds of parents have its role for their daughters' secondary education respectively. In this prospect, the chi-square statistics has also shown that the difference between two groups of respondents is not statistically significant, since its computed value of $\chi^2 = 2.5$ is less than the critical value for 4 degree of freedom $\chi^2 = 9.45$ at alpha 0.05 levels of significance.

Moreover, according to PTA members that participated in FGDs in sample woredas, majority of Gumuz societies were illiterates due to this reason parents do not have much awareness about the benefits of educating females. Thus, based on the above responses it is possible to say parents' educational background could be one of the factors affecting Gumuz girls' enrolment in the secondary schools of Metekel zone. This may support the view by Young Lives (2006) and Agre (2002) that parental education is consistently found to influence whether or not a child attends school.

4.3.2 School related factors

There are school related factors that affects Gumuz female students enrolment in secondary education among which the most noticeable are the following.

4.3.2.1 Distance from the school

According to USAID (2010), Addy (2007) and Kane (2004), long distance to school has a bigger impact on girls than on boys for a variety of reasons. In some places young girls are not considered to be ready for travel as early as young boys. Girls may be subject to harassment and even when the trip is safe the direct costs may be high and the time lost travelling is more costly to girls' work than to that of boys. In relation this locations of secondary schools were dispersed in the research area. Such dispersion of schools entails distance to school. In line with this, the views of teachers and Gumuz female students on the effects of distance is presented in the below table.

Table18: The Views of Respondents on the Effect of Distance on Gumuz Female Students' Enrolment in Secondary Schools of Metekel Zone.

No	Items	Responders	Responses									
			SDA		DA		UD		AG		SAG	
			No	%	No	%	No	%	No	%	No	%
1	Secondary schools are far away from the community.	Teachers	3	3.1	7	7.2	3	3.1	32	33.0	52	53.6
		Students	2	1.5	4	2.9	4	2.9	49	36.0	77	56.6
2	There are gender-based violence's.	Teachers	2	2.1	2	2.1	2	2.1	45	46.4	46	47.4
		Students	2	1.5	2	1.5	1	0.7	49	36.0	82	60.3

Key; SDA-strongly disagree, DA-disagree, UD-undecided, AG-agree, SAG-strongly agree

As can be seen in the table 18, item one, 52(53.6%) and 32(33.0%) of teachers and 77(56.6%) and 49(36.0%) of female students were strongly agreed and agreed respectively that secondary schools are far away from the Gumuz community. To the contrary, 3(3.1%) and 7(7.2%) of teachers and 2(1.5%) and 4(2.9%) of female students were strongly disagreed and disagreed on the issue respectively. On the other hand, 3(3.1%) of teachers and 4(2.9%) of female students were uncertain up on the issue. Generally, majority of respondents, 84(86.6%) of teachers and 126(92.6%) of female students have shown their agreements respectively that Secondary schools are far away from the Gumuz community.

Besides, PTA members and female teachers that participated in FGDs at sample schools stated that most settlements of Gumuz societies are scattered and most of them are settled in remote rural areas. Furthermore, document inspection from CSA (2007) indicated that 97% of Gumuz societies are settled in the rural area. But according to respondents, schools particularly secondary schools are often located in woreda towns which are distant from homes of many Gumuz female students. This idea has also reflected by school director of Mankush secondary school and by head of Guba woreda education office.

According to these respondents, Guba woreda has only one secondary school which is found in Mankush town and Gumuz students are forced to travel around 85 kilometres from places called Almhal, Bamiza and Omedila to come to school. During such situations students particularly Gumuz girls have three options. These are travelling long distances, renting houses near schools or dropping out at the early stage of secondary education. This situation can be exemplified by interview from Gublak secondary school director, according to him, out of 6 Gumuz female students who were passed to grade 9 from Qota primary school in last academic school year; only 2 female students are attending their secondary education in this academic year. But 4 Gumuz female students were forced to drop out before joining the secondary school due to distance from their home to school. Thus, based on the above responses it is possible to say distance from the school is one of the additional factors that affect Gumuz females' enrolment in Metekel zone secondary schools. This goes conformity with the result obtained by UNESCO (2011), Suryadarma, Suryahadi, and Sumarto, (2006), Young Lives (2006) and Brock and Cammish (1997) the negative effects of long distance between home and school on the participation of girls in education.

Concerning item two in the same table, 46(47.4%) and 45(46.4%) of teachers and 82(60.3%) and 49(36.0%) of female students were strongly agreed and agreed respectively that there are gender-based violence's that affected Gumuz female's secondary education. While, only 4(4.2%) of teachers and 4(3.0%) of female students were strongly disagreed and disagreed. Generally, almost majority of respondents, 91(93.8%) teachers and 131(96.3%) of female student have shown their agreements respectively that there are gender-based violence's related with distance of school that affects female's secondary education.

Furthermore, interview from all sample woreda women, children and youth affairs and in all FGDs distance from the school is mentioned as the major factor that facilitated gender-based violence's. Large numbers of Gumuz female students walk long distances to and from school.

According to interview from Mandura woreda and Dangur woreda women, children and youth affairs officials, two Gumuz female students one from Gublak secondary school and one Gumuz female student from Mandura are exposed to sexual violence's. Thus, fear of such dangers among Gumuz girls negatively effects their enrolment in Metekel zone secondary schools. Thus, gender-based violence's is one of the factors that affect Gumuz females' enrolment in Metekel zone secondary schools.

4.3.2.2. Lack of Guidance and Counseling Service

It is obvious that the presence of school guidance and counselling plays significant roles for students' successful completion of secondary education. It is very important especially for secondary school girls since they are at the stage of adolescents who face a number of problems such as social, economic, academic, and personal and the like. Besides, particularly, secondary school girls might face extra problems not necessarily faced by their male counterparts such as early marriage, un-programmed pregnancy and illegal abortion that could mostly affect participation of female students too. The crisis that occur to girls during adolescence largely because of lack of knowledge, awareness and understanding by family, school, and other groups which puts them in extremely difficult position. They often may not know from where to get advices before or after the problem occurred. In relation to this, teachers and Gumuz female students were asked in order to check whether there is place, and advisory services in their schools.

Table 19: Teachers and Gumuz Female Students' Opinion on the Presence of Advisory Services in Secondary Schools of Metekel Zone.

No	Items	Responders	Responses										χ^2
			SDA		DA		UD		AG		SAG		
			No	%	No	%	No	%	No	%	No	%	
1	There is a place in your school where girls can get consultation.	Teachers	2	2.1	4	4.1	3	3.1	42	43.3	46	47.4	1.88
		Students	4	2.9	3	2.2	4	2.9	51	37.5	74	54.4	
2	There are people that can give advice in your school.	Teachers	14	14.4	36	37.1	5	5.2	31	32.0	11	11.3	11.9
		Students	29	21.3	31	22.8	4	2.9	38	27.9	34	25.0	

Key; SDA-strongly disagree, DA-disagree, UD-undecided, AG-agree, SAG-strongly agree

As can be seen in the table 19 item one, 46(47.4%) and 42(43.3%) of teachers and 74(54.4%) and 51(37.5%) of female students were strongly agreed and agreed respectively that they do have a place that Guidance and Counseling Service has taken place. To the contrary, 2(2.1 %) and 4(4.1%) of teachers and 4(2.9%) and 3(2.2%) of female students were strongly disagreed and disagreed respectively on the existence Guidance and Counseling Service in their school. On the other hand, 3(3.1%) of teachers and 4(2.9%) of female students were uncertain about existence of Guidance and Counseling Service in the schools respectively. Generally, majority of respondents, 88(90.3%) of teachers and 125(91.9%) of female students have shown their agreements respectively that they do have a place that Guidance and Counseling Service is takes place. Besides, as it is noted in the table above, the computed value of $\chi^2 = 1.88$ is less than the critical value of $\chi^2 = 9.45$ for 4 degrees of freedom at alpha 0.05 levels of significance. This indicated that there is no significant difference between two groups of respondents.

Moreover, female teachers and Gumuz female students that participated in FGDs from sample schools indicated that majority schools do not have well established consultation places. Rather some schools used informal places such as department head offices and school director's offices. In fact, well established independent consultation place is very important and plays significant roles for effective successful completion of girls in secondary schools. If those girls who are attending their secondary education drop out or do not succeed in their secondary education, this may discourage those who would aspire to complete primary school and move secondary level. Therefore, based on the above responses it is possible to say shortage of well-established independent consultation place could be of problem that negatively influenced Gumuz female students' enrolment in secondary schools of Metekel zone.

Regarding item two within the same table, 14(14.4%) and 36(37.1%) of teachers and 29(21.3%) and 31(22.8%) of female students were strongly disagreed and disagreed that There are no professionalized peoples that can give advice in their schools. While, 11(11.3%) and 31(32.0%) of teachers and 34(25.0%) and 38(27.9%) of female students were strongly agreed and agreed that there are professionalized peoples that can give advice in their schools. Generally, significant number 50 (51.5%) of teachers show their disagreement up on the issue. To the contrary, more than half 72(52.9%) of female students shows their level of agreement up on the issue. In this prospect, the value of chi-square analysis shows significant statistical differences between two groups of respondents. Since, the critical value of $\chi^2 = 9.45$ for 4 degrees of freedom at alpha0.05 level of significance is less than the calculated value of $\chi^2 = 11.99$. This implies that there is significant different between two groups of respondents. Besides, interview from sample school directors indicated that, some schools have no people that can served as counsellors. According to respondents even those schools that have counsellors are not professionals rather they are assigned as representative and they have their own duty. This indicates that most of school-aged girls might not get school guidance and counselling services which helped them solve some problems and motivate them in order to continue their education properly.

So, based on the above responses it is possible to say the absence of school counsellors could be the reasons that affect Gumuz girls' secondary education enrolments and that led them to withdraw their secondary education.

4.3.2.3 The Commitment of Different Stakeholders to Increase Girls' Enrolment in Secondary Education.

In order to improve the Gumuz female students' enrolment in secondary schools the efforts of different stake holders is very important. But as the researcher was able to observe that the efforts of these stakeholders are weak as well as they are not well coordinated and channelled towards the needs of the girls to survive in secondary schools and continue their education.

Table 20: The Respondents View Regarding Effort of Different Stakeholders to Improve Gumuz Female Students' Enrolment in Secondary Education.

No	Items	Responders	Responses										χ^2
			SDA		DA		UD		AG		SAG		
			No	%	No	%	No	%	No	%	No	%	
1	There are girls clubs in your school.	Teachers	13	13.4	12	12.4	4	4.1	49	50.5	19	19.6	13.64
		Students	23	16.9	8	5.9	5	3.7	47	34.6	53	39.0	
2	Girls clubs are doing on awareness rising about female education.	teachers	16	16.5	38	39.2	6	6.2	23	23.7	14	14.4	19.61
		students	58	42.6	43	31.6	3	2.2	21	15.4	11	8.1	
3	PTAs/education training boards are doing on awareness rising about girl's secondary education.	teachers	19	19.6	47	48.5	17	17.5	10	10.3	4	4.1	20.18
		students	53	39.0	51	37.5	6	4.4	14	10.3	12	8.8	

Key; SDA-strongly disagree, DA-disagree, UD-undecided, AG-agree, SAG-strongly agree

As can be seen table 20 for item one, 19(19.6%) and 49(50.5%) of teachers and 53 (39.0%) and 47(34.6%) of female students were strongly agreed and agreed respectively that they have girls clubs in their schools respectively. On the other hand, 13(13.4%) and 12 (12.4%) of teachers and 23(16.9%) and 8(5.9%) of female students were strongly disagreed and disagreed respectively up on the issue. Whereas, 4 (4.4%) of teachers and 5(3.7%) of female students were uncertain up on the issue. Generally, the majority of respondents, 68(70.1%) of teachers and 100(73.6%) of female students have shown their agreements respectively on the presence of girls clubs in their schools respectively.

Besides, the computed value of $\chi^2 = 13.64$ is greater than the critical value of the $\chi^2 = 9.45$ for 4 degrees of freedom at alpha 0.05 level of significance. This implies that the response of teachers is significantly different from the response of female students. Furthermore, female teachers who participated in FGDs in sample schools stated they have well established girls clubs in their schools. But most female students are careless as well as they do not know about the use of clubs. As a result, they do not know the presences of clubs in the schools. In addition, document inspection indicates that all school have girls clubs in their secondary schools. Thus, all secondary schools in Metekel zone have girls clubs.

Concerning item two within the same table, 16(16.5%) and 38(39.2%) of teachers and 58(42.6%) and 43(31.6%) of female students were strongly disagreed and disagreed respectively that girls clubs are not doing on awareness rising about female education. On the other hand, 14(14.4%) and 23(23.7%) of teachers and 11(8.1%) and 21(15.4%) of female were strongly agreed and agreed respectively up on the issue. Whereas, 6(6.2%) of teachers and 3(2.2%) of female students were uncertain about the issue. Generally, the majority of respondents, 54(54.7%) of teachers and 101(74.2) of female students have shown their disagreements on the issue respectively. Hence, this implies that girls clubs are not doing on awareness rising about female education in their schools. But, as it is noted in the table above, the computed value of $\chi^2 = 19.61$ is greater than the table value of $\chi^2 = 9.45$ for 4 degrees of freedom at alpha 0.05 level of significance. This implies that the response of teachers is significantly different from the response of female students.

In addition, female teachers and Gumuz female students that participated in FGDs in sample schools clearly stated that, girls clubs in the schools are weak and lack the experiences and skills to advice girls. Female students stated that they have not been given orientation or any sort of training. Therefore, major factor for the limited success is lack of capacity of actors which includes female teachers and school directors. Thus, based on the above responses it can be concluded that girls clubs in Metekel zone secondary schools are ineffective on awareness rising activities about female education.

Concerning item three within the same table, teachers and female students were asked whether PTAs/school boards are doing on awareness raising activities about females' education in order to rate their levels of agreements/disagreements. Accordingly, 19(19.6%) and 47(48.5%) of teachers and 53(39.0%) and 51(37.5%) of female students rated strongly disagree and disagree respectively. To contrary, 4(4.1%) and 10(10.3%) of teachers and 12(8.8%) and 14(10.3%) of female students rated strongly agree and agree on the idea. While, 17(17.5%) of teachers and 6(4.4%) of female students were uncertain about the issue. Generally, the majority of respondents, 66(68.1%) of teachers and 104(76.5%) of female students have shown their disagreement that parent teacher association and Kebele education training boards are doing on awareness rising about female education in their community. But, as it is noted in the table above, the computed value of $\chi^2 = 20.18$ is greater than the table value of $\chi^2 = 9.45$ for 4 degrees of freedom at alpha 0.05 level of significance. This implies that there is significant difference between two groups' respondents on the issue.

Furthermore, interview from all sample school directors indicated that PTAs or school boards have no the intellectual capacity to deal with in capturing the complex social, cultural, economic, and other dynamics that affect Gumuz female students' in secondary education and how to deal with it except deciding on the issue of students and teachers discipline cases and schools financials. Therefore, based on the above responses it is possible to say that PTAs or education training boards in Metekel zone secondary schools are ineffective on awareness rising activities about female education.

Similarly, school directors, woreda education officials and woreda children, women and youth affair officials' were asked. What is the effort of woreda education offices and Woreda children, women and youth affair officials' to increase girls or Gumuz female students' enrolment in secondary schools? Accordingly, school Directors affirmed that the efforts of these two institutions are only at superficial stage, not in depth to bring change. This is because they do not give attention to the female education. They are not also sufficiently equipped to support teachers on the issue of girls' education. While, respondents of woreda education officials indicated that, they are doing on awareness raising activities on girls' education and do supervision with focus on increasing enrolment and reducing drop out. On the other hand, Woreda children, women and youth affair officials' affirmed that they are doing their efforts in order to ensure issue of gender equality at secondary schools by establishing girls clubs as well as by supporting girls clubs at secondary schools.

Besides, female students and PTA members that participated in FGDs, clearly stated Woreda education officials and Woreda children, women and youth affair officials do not discuss about the girls or Gumuz female students educations except the school principals and teachers. As we observe from above responses, the efforts of different stakeholders are not coordinated and channelled towards the needs of the girls' better enrolment. Each of the above mentioned institutions come with their programs at different times without adequate coordination. Thus, weak coordination among different stakeholders to support females' education is one of the factors that hinder Gumuz female students' enrolment in secondary schools of Metekel zone.

4.3.2.4 Shortage of Gender Responsive School Resources

As the schools are places where girls spend longer hours next to their homes, the suitability of school environment with the availability of at least the most basic facilities is an important factor in attracting them to continue their education as much as the absence of such facilities prompt them to dropout.

As it was seen during interview and observation of the school environment, all sample secondary schools do not have latrines built in the suitable way for the school communities except the case of Eqonti and Egambi secondary school which was newly established secondary school and Tana Beles females Boarding school. One good thing that the researcher has observed was all secondary schools have two separated latrines. Interview from sample school directors indicated that even though the schools have separated latrines, they are not proportional to the number of students. Therefore, this leads to overcrowds and it becomes dis-functional. In this case female students become shame and ignore to use it. Besides, female students that participated in FGDs at Mandura secondary school, Mankush secondary school and Gublak secondary school stated that even though the schools have separated latrines, the latrines are not proportional to the number of students. This indicated that, there is a shortage of latrine services. Thus, the shortage of latrine service may be one of additional factor that affect Gumuz female students' enrolment in Metekel zone secondary schools.

According to interviewed sample school directors, female teachers and female students that participated in FGDs and researcher's observation majority of schools of Metekel zone have water services. This indicated that there is no problem related to water services.

As the researcher's observation, the majority of schools in Metekel zone are located in hot area and some students settings are overcrowded, classroom situations are hard for girls. In some schools such as Mankush, Gublak, Manbuk, Pawi, and Mandura due to shortage of class rooms, chairs and desks, students are forced to sit four on single desk. This is particularly a challenge to female students during menstruation period as there will be suffocations and overheating of the class room. At such time several girls decide not to go school to avoid such situation. This problem added to other challenges and discourages girls from attending classes regularly. As a result, their academic performances are adversely affected and finally girls develop feeling of being unable to compete with boys and eventually being inclined towards leaving their education.

According to UNESCO (2010), targeted recruiting of female teachers is the best solution to reduce gender disparities at different levels of education. This is because of female teachers provides crucial role models for girls, particularly when images of women in school curricula reinforce traditional gender roles. Girls look up to female teachers as figures of inspiration and emotional support, in addition to providing guidance for their education and future. In fact, the promotion of female teacher has been recommended as a strategy to encourage girls' education. The advantage of this is that apart from providing positive role models to young girls, particularly in rural areas, parents feel at ease about their daughters' safety by the presence of female teachers. In relation to this, the document inspection from Metekel zone education desk indicates that, the share of female teachers who are teaching in Metekel zone secondary schools is only 5%. Hence, this indicated that the shortage of female teachers in the Zone is another problem. Thus, shortage of female teachers (especially lack of Gumuz female teachers) in Metekel secondary schools has negative effect on Gumuz female secondary education.

4.3.2.5 Teachers' Treatment for Female Students

Besides, the availability of gender responsive school resources and school guidance and counselling service, teachers' treatment of female students also plays significant roles in their participation of education. Regarding this, the view of teachers and Gumuz female students is presented in table below.

Table 21: The Views of Teachers and Gumuz Female Students on Teachers' Treatment of Female Students.

No	Item	Respondents	Responses										χ^2
			SDA		DA		UD		AG		SAG		
			No	%	No	%	No	%	No	%	No	%	
1	Female teachers treated both male and female students equally when they teach in the class.	Teachers	1	1.0	2	2.1	5	5.2	40	41.2	49	50.5	7.15
		Students	3	2.2	1	0.7	1	0.7	48	35.3	83	61.0	
2	Male teachers treated both male and female students equally when they teach in the class.	Teachers	2	2.1	3	3.1	1	1.0	35	36.1	56	57.7	4.05
		Students	2	1.5	4	2.9	7	5.1	56	41.2	67	49.3	

Key; SDA-strongly disagree, DA-disagree, UD-undecided, AG-agree, SAG-strongly agree

As can be seen in table 21 for item one, teachers and female students were asked whether female teachers treats both male and female students when they teach in the class in order to rate their levels of agreements/disagreements. Accordingly, 49(50.5%) and 40(41.2%) of teachers and 83(61.0%) and 48(35.3%) of female students rated strongly agree and agree respectively. On the other hand, 1(1.0%) and 2(2.2%) of teachers and 3(2.2%) and 1(0.1%) of female students rated strongly disagree and disagree respectively. Whereas, 5(5.2%) of teachers and 1(0.7%) of female students were uncertain about the issue. Generally, the majority of the respondents, 89(91.7%) teachers and 131(96.3%) of female students have shown their agreements respectively. In this prospect, the calculated value of $\chi^2 = 7.15$ is less than the table value of $\chi^2 = 9.45$ for 4 degree of freedom at an alpha 0.05 level significance. This implies that there is no significance difference between two groups of respondents.

Therefore, based on the above response it is possible to say that female teachers treated both male and female students equally when they teach in the class.

Concerning item two within the same table, teachers and female students were asked whether male teachers treats both male and female students when they teach in the class in order to rate their levels of agreements/disagreements. Accordingly, 56(57.7%) and 35(36.1%) of teachers and 67(49.3) and 56(41.2%) of female students rated strongly agree and agree respectively. To the contrary, 2(2.1%) and 3(3.1%) of teachers and 2(1.5%) and 4(2.9%) of female students rated strongly disagree and disagree respectively. While, 1(1.0%) of teachers and 7(5.1%) of female students were uncertain about the issue. Generally, majority of the respondents, 91(93.8%) of teachers and 123(90.5%) of female students have shown their agreements respectively. Besides, the computed value of $\chi^2 = 4.05$ is less than table value of $\chi^2 = 9.45$ for 4 degree of freedom at an alpha 0.05 level significance. This implies that, there is no significance difference between two groups of respondents.

To sum up, based on the above responses it can be concluded that both female and male teachers treated both male and female students equally when they teach in the class. Thus, the way of treatment of teachers is not the causes for low enrolment of Gumuz female students' in secondary schools. This may go against the result obtained by Kassa (2006) and Chimombo et al. (2000) that the way of teachers' treatment was the cause for low participation of females and caused for drop out of female students.

4.4 Some Suggested strategies to improve Gumuz female students

Enrolment in Secondary Schools

Teachers and Gumuz female students were asked in order to give their own opinion on some suggested strategies that could be increased Gumuz female students' enrolment in secondary schools by indicating their own level of agreement or disagreement as it presented in table below.

Table 22: Teachers and Gumuz Female Students' Opinion on Measures They Think That Promote Gumuz Females' Enrolment in Secondary Education.

No	Items	Respondents	Responses									
			SDA		DA		UD		AG		SAG	
			No	%	No	%	No	%	No	%	No	%
1	Prohibiting exchange marriage practice	Teachers	1	1.0	1	1.0	2	2.1	11	11.3	82	84.5
		Students	-	-	-	-	2	1.5	19	14.0	115	84.6
2	Constructing living house and subsidizing their food for those who come from long distant.	Teachers	2	2.1	3	3.1	6	6.2	56	57.7	30	30.9
		Students	-	-	-	-	2	1.5	58	42.6	76	55.9
3	Expanding schools at an average distance	Teachers	1	1.0	1	1.0	2	2.1	31	32.0	62	63.9
		Students	-	-	-	-	3	2.2	50	36.8	83	61.0
4	Making parents aware of the importance of females' education	Teachers	-	-	6	6.2	1	1.0	38	39.2	52	53.6
		Students	2	1.5	1	0.7	-	-	58	42.6	75	55.1
5	Prohibiting early marriage	Teachers	3	3.1	3	3.1	5	5.2	23	23.7	63	64.9
		Students	3	2.2	2	1.5	-	-	38	27.9	93	68.4
6	Giving more job opportunities for females than males	Teachers	6	6.2	8	8.2	12	12.4	41	42.3	30	30.9
		Students	-	-	3	2.2	12	8.8	44	32.4	77	56.6
7	Increasing number of female teachers in school.	Teachers	5	5.2	3	3.2	7	7.2	48	49.5	34	35.1
		Students	3	2.2	4	2.9	4	2.9	56	41.2	69	50.7
8	Encouraging parents and government to monitor violence against girls.	Teachers	6	6.2	4	4.1	8	8.2	47	48.5	32	33.0
		Students	4	2.9	6	4.4	6	4.4	53	39.0	67	49.3

Key; SDA-strongly disagree, DA-disagree, UD-undecided, AG-agree, SAG-strongly agree

As it can be seen in the table 23 for item one, 82(84.5%) and 11(11.3%) of teachers and 115(84.6%) and 19(14.0%) of female students were strongly agreed and agreed respectively that Prohibiting exchange marriage practice would promote Gumuz female students enrolment in secondary education. To contrary, only 2(2%) of teachers were disagreed up on the issue. Whereas, 2(2.1%) of teachers and 2(1.5%) of female students were uncertain about the issue. Generally, the majority of respondents, 82(84.5%) of teachers and 115(84.6%) of female students were strongly agreed respectively that Prohibiting exchange marriage practice would promote Gumuz female students enrolment in secondary education. in addition to this teacher respondents from open ended questionnaires clearly stated that reducing or stopping exchange marriage practice may one of solution to promote Gumuz female secondary school enrolment. Thus, prohibiting exchange marriage practice would be strategies that promote Gumuz female students enrolment in secondary schools of Metekel zone.

Concerning item two within the same table, 30(30.9%) and 56(57.7%) of teachers and 76(55.9%) and 58(42.6%) of female students were strongly agreed and agreed respectively that constructing living house and subsidizing their food supply cost for those who come from long distant place would promote Gumuz female students enrolment in secondary education. On the other hand, 2(2.1%) and 3(3.1%) of teachers were strongly disagreed and disagreed respectively up on the issue. While, 6(6.2%) of teachers and 2(1.5%) of female students were uncertain about the idea. Generally, almost majority of respondents, 86 (88.6%) of teachers and 134(98.5%) of Gumuz female students have shown their agreements respectively that constructing living house and subsidizing their food supply cost for those who come from long distant place would promote Gumuz female students enrolment in secondary education Thus, constructing living house and subsidizing their food supply cost for those who come from long distant place would one of strategies that promote Gumuz female students enrolment in secondary schools of Metekel zone.

Regarding item three within the same table, 62(63.9%) and 31(32.0%) of teachers and 83(61. %) and 50(36.8%) of female students were strongly agreed and agreed respectively that expanding schools at an average distance would promote Gumuz female students enrolment in secondary education. But only 1(1%) and 1(1%) of teachers were strongly disagreed and disagreed respectively up on the issue. Whereas, 2(2.1%) of teachers and 3(2.2%) of female students were uncertain about the issue. Generally, almost the majority of the respondents, 93(95.9%) of teachers and 133(97.8%) of Gumuz female students have shown their agreement respectively that expanding schools at an average distance would promote Gumuz female students enrolment in secondary education. Thus, expanding secondary schools at an average distance could be one of the suggested strategies to increase Gumuz female students' enrolment in secondary schools of Metekel zone.

Concerning item four within the same table, 52(53.6%) and 38(39.2%) of teachers and 75(55.1%) and 58(42.6%) of female students were strongly agreed and agreed respectively that making parents aware of the importance of females' education could increase Gumuz female students enrolment in secondary education. On the other hand, only 6(6.2%) of teachers and 3(2.2%) of female students were disagreed up on the issue. While, only 3(2.2%) of female students were uncertain up on the issue. Generally, almost the majority of the respondents, 90(92.8%) of teachers and 133(97.7%) of female students have shown their agreements respectively that making parents aware of the importance of females' education could increase Gumuz female students enrolment in secondary education. Thus, making parents aware of the importance of females' education could be strategy to increase Gumuz female students' enrolment in secondary schools of Metekel zone.

Concerning item five within the same above table, 63(64.9%) and 23(23.7%) of teachers and 93(68.4%) and 38(27.9%) of female students were strongly agreed and agreed respectively that prohibiting early marriage should increase Gumuz female students enrolment in secondary education. While, 3(3.1%) and 3(3.1%) of teachers and 3(2.2%) and 2(1.5%) of female students were strongly disagreed and disagreed respectively on the idea. Whereas, 5(5.2%) of teachers were uncertain up on the issue.

Generally, almost majority of respondents, 86(88.6%) of teachers and 131(96.3%) of female students have shown their agreement respectively that prohibiting early marriage should increase Gumuz female students enrolment in secondary education. Thus, prohibiting early marriage could be one of the strategies to increase Gumuz female students' enrolment in secondary schools of Metekel zone.

Concerning the sixth item of the table 23, 30(30.9%) and 41(42.3%) of teachers and 77(56.6%) and 44(32.4%) of female students were strongly agreed and agreed respectively that giving more job opportunities for females than males would promote Gumuz female students secondary education. while, 14(14.4%) of teachers and 3(2.2%) of female students were disagreed respectively that giving more job opportunities for females than males would promote Gumuz female students secondary education. Whereas, 12(12.4%) of teachers and 12(8.8%) of female students were uncertain about the issue. Generally, majority of respondents, 71(73.2%) of teachers and 121(89.0%) of female students have shown their agreement respectively that giving more job opportunities for females than males would promote Gumuz female students secondary education. Thus, giving more job opportunities for females than males could be strategy to promote Gumuz female students secondary education in Metekel zone.

Concerning item seven within the same table, 34(35.1%) and 48(49.5%) of teachers and 69(50.7%) and 56(41.2%) of female students were strongly agreed and agreed respectively that increasing number of female teachers in schools would promote Gumuz female students enrolment in secondary education. To the contrary, 5(5.2%) and 3(3.1%) of teachers and 3(2.2%) and 4(2.9%) of female students were strongly disagreed and disagreed respectively that increasing number of female teachers in schools would not promote Gumuz female students enrolment in secondary education. On the other hand, 7(7.2%) of teachers and 4(2.9%) of female students were uncertain on the issue. Generally, majority of the respondents, 82(84.2%) of teachers and 125(91.9%) of female students have shown their agreement respectively that increasing number of female teachers in schools would promote Gumuz female students enrolment in secondary education. This indicated that majority of the respondents were the supporters' of the idea.

Thus, increasing number of female (especially Gumuz female) teachers in secondary schools could be one of strategies that increase Gumuz female students' enrolment in secondary schools of Metekel zone.

Regarding item eight in the same table, 32(33.0%) and 47(48.5%) of teachers and 67(49.3%) and 53(39.0%) of female students were strongly agreed and agreed respectively that encouraging parents and government officials to monitor schools for violence against girls would promote Gumuz female students enrolment in secondary education. While, only 6(6.2%) and 4(4.1%) of teachers and 4(2.9%) and 6(4.4%) of female students were strongly disagreed and disagreed respectively up on the issue. On the other hand, 8(8.2%) of teachers and 6(4.4%) of female students were uncertain about the issue. Majority of respondents, 79(81.5%) of teachers and 120(88.3%) of female students have shown their agreement respectively that encouraging parents and government officials to monitor schools for violence against girls would promote Gumuz female students enrolment in secondary education. Thus, encouraging parents and government officials to monitor schools for violence against girls could be a strategy to promote Gumuz female students enrolment in secondary schools of Metekel zone.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter attempts to summarize the highlights of the finding and concluding remarks, and offer recommendations.

5.1. Summary

The study was intended to examine the trend analysis of Gumuz females' enrolment in secondary education and factors affecting Gumuz females' enrolment in education in Metekel zone secondary schools. In order to achieve the purpose of the study, basic questions were raised regarding the trends of Gumuz female students' enrolment, the factors affecting Gumuz females' participation in education and some suggested strategies to narrow the gender gap between Gumuz female and male students.

In order to attain the main purpose of the study, a descriptive survey method was employed. Besides, after the target populations as well as the accessible population were identified, the 9 (50%) secondary schools of the Metekel zone were included using the simple random sampling by lottery method. The participants of the study were all Gumuz female students, secondary school teachers, PTA members, secondary school directors, woreda education officials and woreda women, children and youth affair officials. So, all the necessary information was collected through questionnaire distributed to teachers and Gumuz female students from secondary schools including semi-structured interview, made with school directors, woreda education officials and woreda women, children and youth affair officials. Additionally, FGD was held with key informants to secure additional information. Moreover, relevant documents from the Zone and schools with regard to the female students' enrolment by ethnic group was collected and analyzed. The collected data was systematically organized and analyzed mainly using percentage, chi-square and GPI in descriptive and explanatory surveying method.

The following are the findings of the study.

1. Over the last five years, since 2007/08 the number of girls' enrolment in secondary schools of Metekel zone has been shown significant improvement. In 2007/08 school year, 2842 girls were enrolled and five year later, in 2011/12 the number increased to 6173. That means it shown 7.1% increment.
2. The study has also indicated that even though the trend has shown increment in females' enrolment, there is glaring inequalities on access to secondary education among the ethnic groups of the Metekel Zone. This is a problem in Gumuz ethnic group female students.
3. The study has also indicated that the trend of secondary school enrolment of Gumuz female students was not only the lowest but it has not shown significant improvement over the same period.
4. The study indicated that most Gumuz female students are found in Tana Beles females Boarding school. This is because the school was established in 1996 E.C with the objective to help females who are from marginalized communities and poor families. Thus, financial constraint is one of factors that contributed to low enrolment of Gumuz female students in secondary schools of Metekel zone.
5. Most of the respondents of the study revealed that Gumuz girls have less chance to enrol in secondary education than males in zone. Since, the chances for females to go to school are restricted due to various cultural, social and economic barriers.
6. Most of the respondents of the study underlined that lack of adequate appreciation of the importance of girls' education on the part of parents and the community is another factor that affects the Gumuz female students' enrolment in secondary schools of Metekel zone.
7. Practice of early marriage and exchange marriage were reported as contributors to the low enrolment of Gumuz female students' in secondary schools of Metekel zone.
8. Most settlements in Metekel zone are scattered. Therefore, schools particularly secondary schools are often located in woreda towns which are distant from homes of many female students. Thus, house rent and food supply costs were reported as contributors to the low enrolment of Gumuz female students' in secondary schools of Metekel zone.

9. Poor knowledge of the benefits of educating their children and parents' illiteracy were reported to be the main reasons for the low female participation in education. Furthermore, a great majority of the respondents have supported the view that parents' literacy promotes their daughters' schooling.
10. The study indicates that the other factor that contributed for low enrolment of Gumuz females' secondary education is increasing due to parents need for their daughters labour.
11. A shortage of Guidance and counselling service was reported as contributors to the low enrolment of Gumuz female students' in secondary schools of Metekel zone.
12. The problems of female students (Gumuz female students) encounter in school environment includes long distances from home to school, lack of role model female teachers, shortage of latrine services and gender-based violence's were reported as contributors to the low enrolment of Gumuz female students' in secondary schools of Metekel zone.
13. The study indicated that the present practice and contribution towards improving the status of Gumuz females' enrolment at secondary school level in Metekel zone still useful are not sufficiently targeted, coordinated and sustained bring desired change.
14. Prohibiting exchange marriage practice, prohibiting early marriage, making parents aware of the importance of females' education, encouraging parents and government officials to monitor schools for violence against girls, expanding schools at an average distance and increasing number of female teachers in school were reported as some of the suggested strategies that could improve Gumuz female students enrolment in secondary schools of Metekel zone.

5.2 Conclusion

Based on the findings the following conclusions were drawn.

The study on female enrolment particularly Gumuz females enrolment is expected to contribute a lot for giving a deep understanding of the problem encountered Gumuz female students secondary education in Metekel zone. Through the study it has been possible to conclude that the magnitude of Gumuz female students' enrolment in secondary schools of Metekel zone is at lowest stage. During 2011/12 school year, 12500 students were enrolled at secondary education in Metekel zone. Out of this total enrolment 6167 were female students from all ethnic groups of the Metekel zone. This accounts for 49.3% of the enrolment at the secondary level. On the other hand, out of 6167 (100%) female students the share of Gumuz female students constitutes only 163(2.64%). In addition to this, GPI of Gumuz female students was the lowest one in the zone i.e. 0.17. This figure shows that even though the ethnic group constitutes the largest number the enrolment of Gumuz female students is low in Metekel zone secondary schools. Thus, this indicates that something has to be done in raising the number of Gumuz female students.

Finally, domestic chores, lack of knowledge about the use of females' education, low living standards of their parents, parents poor educational backgrounds, long distance, shortage of Guidance and counselling services lack of role model female teachers and shortage of latrine services are the factors that hindered Gumuz female students enrolment in secondary schools of Metekel zone.

5.3 Recommendations

Based on the findings and conclusions discussed above, the researcher has proposed a number of recommendations (which are outlined below) that may involve diverse organizations activities and in sustained ways.

1. In order to make the Gumuz society and parents aware of the benefit of educating females, woreda administrative bodies should conduct workshops and seminars with parents, local leaders as initiators at woreda and Kebele level as well as establish Kebele community mobilization teams at grass root levels with a collaboration to woreda education offices, woreda women, children and youth affair offices and other stakeholders. It is also important to broadcast through mass media the problem of female students and their solutions adequately. So that girls can aspire for and work toward continuing their education and benefit from their education.
2. In the Gumuz society exchange marriage and early marriage were commonly practiced activities and these problems were major factors that hinder female students' enrolment in the secondary schools of Metekel zone. Therefore, in order to reduce or stop exchange marriage and early marriage Benishanigul-Gumuz regional state, particularly Regional education bureau should work with relevant government such as woreda education offices, woreda women, children, and youth affair offices, woreda administrative bodies and different non-governmental organizations at the grassroots levels to ease economic constraints through organizing village/Kebele level community mobilization teams.

3. Income generating activities are the best means of combating child labouring in general and female child labour in particular. Schemes like revolving funds and credit facilities based on feasibility studies should be arranged for targeted groups. Diversification of the economy is also another way of increasing income at least for self-sustains of the household. Providing grinding mills in rural areas, making mechanisms or simplest ways of preparing for food, improving home technologies and other possible means of intervention are necessary to minimize the incidence of Gumuz female child labour exploitation as well as economic problems as main factor affecting the enrolment of Gumuz female students in secondary schools of Metekel zone. So, in order to apply these mechanisms intervention should be taken by woreda administrative bodies as key role players with collaboration to relevant governments, non-governmental organization and other funding agencies.
4. Most settlements of Gumuz societies in Metekel zone are scattered and most of them are settled in rural areas. But schools particularly secondary schools are often located in woreda towns which are distant from homes of many Gumuz female students. Thus, to overcome the problem and to increase the enrolment rate of Gumuz females, the Regional Education Bureau should work in partnership with zone education desk, woreda education offices and communities should pay due attention to build secondary schools at a reasonable distance of the woredas in the region. Up grading the nearest second cycle primary schools for them can be the temporary solution for the problem.
5. As it is observed the findings of the study, even though most of secondary schools do have the places for guidance and counselling service but they do not give guidance and counselling service due to absence of qualified counsellor. The availability of dedicated school guidance and counsellor helps the learners to solve individual problems and to have a good out look towards self and encourage female students with their learning difficulties. If those girls who are attending their secondary education drop out or do not succeed in their secondary education, this may discourage those who would aspire to complete primary school and move secondary level. So, secondary schools of Metekel zone and other responsible authorities should try to assign schools guidance and counselling services for

secondary schools to increase girls' (Gumuz girls) educational participation in the zone.

6. The promotion of female teacher has been recommended as a strategy to encourage girls' education. The advantage of this is that apart from providing positive role models to young girls, particularly in rural areas, parents feel at ease about their daughters' safety by the presence of female teachers. But at the research area the findings of the study have shown, the absence of female (particularly Gumuz female) teachers in secondary schools was considered as factor to discourage the learning interest of female students. So, the Regional Education Bureau collaboration with zones education desk and woreda education offices should search a means to assign female teachers in secondary schools.
7. The result of finding indicated that, the roles of different stakeholders to improve Gumuz females' enrolment in secondary schools were uncoordinated and weak. Therefore, in order to improve the Gumuz female students' enrolment in secondary schools, Regional, Zonal, Woreda and Kebele political leaders should be well coordinated and involve to establish a common platform by linking communities with PTAs, woreda education offices, woreda women, children and youth affair offices, and different NGOs for supporting Gumuz females education at the secondary levels.
8. The study did not assess all factors affecting Gumuz female students' enrolment in secondary schools of Metekel zone due to the shortage of financial support and time constraint. Therefore, further research should be conduct on the issue.

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APPENDICES

APPENDIX A1

JIMMA UNIVERSITY

INSTITUTE OF EDUCATION AND PROFESSIONAL DEVELOPMENT
STUDIES DEPARTMENT OF EDUCATIONAL PLANNING AND
MANAGEMENT

Questionnaire for Teachers

The aim of this questionnaire is to gather information on factors affecting Gumuz female students' enrolment in the secondary schools of Metekel Zone. Thus, your genuine responses to this questionnaire will have a great effect on the success of the study. Your cooperation in answering the questionnaire is highly appreciated.

Thank you for your co-operation

Note

A. Any of your information or suggestions will be kept secret and used for research purpose only.

B. Do not write your name on the questionnaire

C. Give appropriate answer to the following question by writing in space provided by marking“✓” in the box.

Part 1. Personal Information

1. Name of your school _____

2. Sex A. Male B. Female

3. Age A / 20-25 years B/ 26-30 years C/ 31-35 years
D/above35 years

4. Qualification A Diploma First Degree C Second Degree

5. Service Year A 0-5 years B 6-10years C 11-15 years

D above15years.

Part Two: please, respond to the following liker scale questions based on the instruction given below table.

For each of the following statements about factors that affects Gumuz female students enrolment, please mark the tick “✓” that indicates your level of agreement/disagreement, based on your own experience to your corresponding answer

5= strongly agree, 4= Agree 3= Undecided 2= Disagree 1= Strongly Disagree

Home Related Factors						
No	Item	1	2	3	4	5
1	Boys and girls have equal chance to enter secondary education.					
2	Parents have the opinion that girls will not succeed in their secondary education.					
3	Parents have the opinion that there is no job for women even they finish their secondary education					
4	Parents have the opinion that girls will pass the marriage age while they join secondary education					
5	Parents have the opinion that sending girls to secondary education after she reached puberty age will expose her to different dangers such as engaging in sex before marriage and having children					
6	Parents have the opinion that as girls start keeping themselves clean and begin showing-up when their behaviour and get spoiled					
7	Secondary education is the time when parents want the girls to prepare for marriage.					
8	Religious views and practices can affect female enrolment in secondary education.					
9	There is exchange marriage practice therefore girls families feel that they loss income from exchange marriage.					
10	Parents provides enough money to buy clothes, shoes, exercise, pens, pencil and other materials as a result girls can attend their secondary education					
11	The demand of girls labour by the community or parents is more widespread than boys.					
12	Parents provides enough food or breakfast for female students when they are going to school					
13	Parents have poor knowledge about education because of Parents' low level of literacy.					
School Related Factors						
1	There is a place in your school where girls can get consultation.					
2	There are people that can give advice in your school.					
3	There is a place in your school where girls are going to there and use their advice.					
4	There are girls clubs in your school					
5	girls clubs are doing on awareness rising about female education					
6	There are school level structures such as parent teacher association and Keble education training boards in your school.					

7	School level structures such as parent teacher association and Keble education training boards support girl's secondary education.					
8	Female teachers treated both male and female students equally when they teach in the class.					
9	Male teachers treated both male and female students equally when they teach in the class.					
10	There are more female teachers in your school					
11	Secondary schools are far away from the community.					
12	There are gender-based violence's that affects female's secondary education					

From each of the following measures do you think that can increase female's participation in Secondary education please mark the tick "✓" that indicates your level of agreement, based on your own experience to your corresponding answer

5= strongly agree, 4= Agree 3= Undecided 2= Disagree 1= Strongly Disagree

No		1	2	3	4	5
1	Prohibiting exchange marriage practice.					
2	Constructing living house and subsidizing their food supply cost for those who come from long distant place.					
3	Expanding schools at an average distance.					
4	Making parents aware of the importance of females' education.					
5	Prohibiting early marriage.					
6	Giving more job opportunities for females than males.					
7	Increasing number of female teachers in school.					
8	Encouraging parents and government officials to monitor schools for violence against girls.					

If you have additional comments, suggestions and recommendations on Gumuz females' education you are welcome _____

APPENDIX A2

JIMMA UNIVERSITY

INSTITUTE OF EDUCATION AND PROFESSIONAL DEVELOPMENT STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire for female students

The aim of this questionnaire is to gather information on factors affecting Gumuz female students' enrolment in the secondary schools of Metekel zone. Thus, your genuine responses to this questionnaire will have a great effect on the success of the study. Your cooperation in answering the questionnaire is highly appreciated.

Thank you for your co-operation

Note

- A. Any of your information or suggestions will be kept secret and used for research purpose only.
- B. Do not write your name on the questionnaire
- C. Give appropriate answer to the following question by writing in space provided by marking“✓” in the box.

Part 1. Personal Information

1. Name of your school _____
2. Age A/13 - 15 years B/16 - 18 years C/19 and above
3. Your family education level A. Illiteracy B. Primary Education
C. Secondary Education D. Above secondary Education
4. Your family occupation. A/Farmer B/Merchant C/Daily worker
D/Government Employer
- 5 Residences A / Urban B/ Rural

Part Two: please, respond to the following liker scale questions based on the instruction given below table.

For each of the following statements about factors that affects Gumuz female students enrolment, please mark the tick “✓” that indicates your level of agreement/disagreement, based on your own experience to your corresponding answer

5= strongly agree, 4= Agree 3= Undecided 2= Disagree 1= Strongly Disagree

	Home Related Factors	1	2	3	4	5
No	Item					
1	Boys and girls have equal chance to enter secondary education.					
2	Parents have the opinion that girls will not succeed in their secondary education.					
3	Parents have the opinion that there is no job for women even they finish their secondary education					
4	Parents have the opinion that girls will pass the marriage age while they join secondary education					
5	Parents have the opinion that sending girls to secondary education after she reached puberty age will expose her to different dangers such as engaging in sex before marriage and having children					
6	Parents have the opinion that as girls start keeping themselves clean and begin showing-up when their behaviour and get spoiled					
7	Secondary education is the time when parents want the girls to prepare for marriage.					
8	Religious views and practices can affect female enrolment in secondary education.					
9	There is exchange marriage practice therefore girls families feel that they loss income from exchange marriage.					
10	Parents provides enough money to buy clothes, shoes, exercise, pens, pencil and other materials as a result girls can attend their secondary education					
11	The demand of girls labour by the community or parents is more widespread than boys.					
12	Parents provides enough food or breakfast for female students when they are going to school					
13	Parents have poor knowledge about education because of Parents' low level of literacy.					
	School Related Factors					
1	There is a place in your school where girls can get consultation.					
2	There are people that can give advice in your school.					
3	There is a place in your school where girls are going to there and use their advice.					
4	There are girls clubs in your school					

5	girls clubs are doing on awareness rising about female education					
6	There are school level structures such as parent teacher association and Keble education training boards in your school.					
7	School level structures such as parent teacher association and Keble education training boards support girl's secondary education.					
8	Female teachers treated both male and female students equally when they teach in the class.					
9	Male teachers treated both male and female students equally when they teach in the class.					
10	There are more female teachers in your school					
11	Secondary schools are far away from the community.					
12	There are gender-based violence's that affects female's secondary education					

From each of the following measures do you think that can increase female's participation in Secondary education please mark the tick "✓" that indicates your level of agreement, based on your own experience to your corresponding answer

5= strongly agree, 4= Agree 3= Undecided 2= Disagree 1= Strongly Disagree

No		1	2	3	4	5
1	Prohibiting exchange marriage practice.					
2	Constructing living house and subsidizing their food supply cost for those who come from long distant place.					
3	Expanding schools at an average distance.					
4	Making parents aware of the importance of females' education.					
5	Prohibiting early marriage.					
6	Giving more job opportunities for females than males.					
7	Increasing number of female teachers in school.					
8	Encouraging parents and government officials to monitor schools for violence against girls.					

APPENDIX B

JIMMA UNIVERSITY

INSTITUTE OF EDUCATION AND PROFESSIONAL DEVELOPMENT STUDIES DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Focus Group Discussion Guide with Female teachers, Female students and PTAs

The aim of this discussion is to gather information on trend of Gumuz female students' enrolment and factors affecting Gumuz female students' enrolment in the secondary schools of Metekel zone. Now I would like to have general discussion about the Gumuz females' participation in the secondary school in this community. There is no right or wrong answers. Please share your opinions and feelings with me. This discussion is confidential, so please feel free to be honest.

Thank you for your co-operation

1. Do people in this community think that boys and girls have equal chance to enter the secondary education? Who gets more chance? Why?
2. Do parents of girls face different challenges than parents of boys when they send children to secondary education?
3. What challenges do children in this community face when they go to secondary education?
4. What challenges do girls face that are different from boys? Why?
5. Do you think that the presence of female teachers in schools has positive effect on female student enrolment?
6. Do you think that schools, especially grades 9-10 and 11-12 in your area are located on reasonable distance to all students home? If "No" what are the effects of long distance on female students enrolment?
7. Do you think are there school related factors that hinder Gumuz female students' enrolment in your community secondary schools? If yes mention?

8. What is the effort of Woreda Education office and Woreda women, children and youth affair offices to increase Gumuz females' participation in General Secondary and Preparatory Schools?

Thank you.

APPENDIX C1

JIMMA UNIVERSITY

INSTITUTE OF EDUCATION AND PROFESSIONAL DEVELOPMENT STUDIES DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Interview Guide Line for Woreda Education officials'

The aim of this interview is to gather information on trend of Gumuz female students' enrolment and factors affecting Gumuz female students' enrolment in the secondary schools of Metekel zone. Now I would like to have general discussion about the Gumuz females' participation in the secondary school in this community. There is no right or wrong answers. Please share your opinions and feelings with me. This discussion is confidential, so please feel free to be honest.

Thank you for your co-operation

1. At the place where you live, do boys and girls have equal chance to enter school? A) Yes B) No
2. If your response to question number 1 is "No" who gets more chance? Why? A) Boys B) Girls
3. Do you think that school costs influence parents' willingness to educate their daughters? A) Yes B) No
4. If your response to question number 3 is "yes" which costs are not affordable for girls who come from poor families?
5. Do you think that schools, especially grades 9-10 and 11-12 in your area are located on reasonable distance to all students home? A) Yes B) No
6. If your response to question number 5 is "No", what are the effects of long distance between home and school on the participation of girls in education?
7. Do you think that are there more female teachers in your woreda Secondary schools?
8. Are there school related factors that hinder Gumuz female students' enrolment in Secondary Schools? If yes mention what are they?
9. Does parents' religion affect daughters schooling? A) Yes B) No

10. If your response to question number "9" is "Yes" daughters of which religion followers are affected more? A) Orthodox Church B) Muslim religion C) Protestant religion D) Traditional beliefs

11. From your experiences and observation, at which age do most female get engaged in marriage?

12. What is the effort of Woreda Education office to increase Gumuz females' participation in General Secondary and Preparatory Schools?

13. What is the effort of woman's affairs office to increase Gumuz females' participation in General Secondary and Preparatory Schools?

APPENDIX C2

JIMMA UNIVERSITY

INSTITUTE OF EDUCATION AND PROFESSIONAL DEVELOPMENT STUDIES DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Interview Guide Line for School principals

The aim of this interview is to gather information on trend of Gumuz female students' enrolment and factors affecting Gumuz female students' enrolment in the secondary schools of Metekel zone. Now I would like to have general discussion about the Gumuz females' participation in the secondary school in this community. There is no right or wrong answers. Please share your opinions and feelings with me. This discussion is confidential, so please feel free to be honest.

Thank you for your co-operation

1. At the place where you live, do boys and girls have equal chance to enter school? A) Yes B) No
2. If your response to question number 1 is "No" who gets more chance? Why? A) Boys B) Girls
3. Do you think that school costs influence parents' willingness to educate their daughters? A) Yes B) No
4. If your response to question number 3 is "yes" which costs are not affordable for girls who come from poor families?
5. Do you think that schools, especially grades 9-10 and 11-12 in your area are located on reasonable distance to all students home? A) Yes B) No
6. If your response to question number 5 is "No", what are the effects of long distance between home and school on the participation of girls in education?
7. Do you think that are there more female teachers in your school?
9. Are there school related factors that hinder Gumuz female students' enrolment in Secondary Schools? If yes mention what are they?
10. Does parents' religion affect daughters schooling? A) Yes B) No

11. If your response to question number "9" is "Yes" daughters of which religion followers are affected more? A) Orthodox Church B) Muslim religion C) Protestant religion D) Traditional belief

12. From your experiences and observation, at which age do most females get engaged in marriage?

13. What is the effort of Woreda Education office to increase Gumuz females' participation in General Secondary and Preparatory Schools?

14. What is the effort of woman's affairs office to increase Gumuz females' participation in General Secondary and Preparatory Schools?

APPENDIX C3

JIMMA UNIVERSITY

INSTITUTE OF EDUCATION AND PROFESSIONAL DEVELOPMENT STUDIES DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Interview Guide for Woreda Women, Children and Youth affair Officials'

The aim of this interview is to gather information on trend of Gumuz female students' enrolment and factors affecting Gumuz female students' enrolment in the secondary schools of Metekel zone. Now I would like to have general discussion about the Gumuz females' participation in the secondary school in this community. There is no right or wrong answers. Please share your opinions and feelings with me. This discussion is confidential, so please feel free to be honest.

Thank you for your co-operation

1. At the place where you live, do boys and girls have equal chance to enter school?
2. If your response to question number 1 is "No" who gets more chance? Why? A) Boys B) Girls
3. Do you think that school costs influence parents' willingness to educate their daughters? A) Yes B) No
4. If your response to question number 3 is "yes" which costs are not affordable for girls who come from poor families?
5. Do you think that schools, especially grades 9-10 and 11-12 in your area are located on reasonable distance to all students home? A) Yes B) No
6. If your response to question number 5 is "No", what are the effects of long distance between home and school on the enrolment of girls in secondary education?
9. Are there school related factors that hinder Gumuz female students' enrolment in Secondary Schools? If yes mention what are they?
10. Does parents' religion affect daughters schooling? A) Yes B) No
12. Does early marriage hamper females schooling in your area? A) Yes B) No

13. From your experiences and observation, at which age do most female get engaged in marriage?

15. What is the effort of woman's affairs office to increase Gumuz females' participation in General Secondary and Preparatory Schools?

APPENDIX D

Check List for observation

Name of the school _____

- The school has water service

- Setting situation of students in the school: _____

- The school has latrine service: _____

- The school has girls clubs: _____
