

JIMMA UNIVERSITY COLLEGE OF SOCIAL SCIENCE AND LAW DEPARTMENT OF PSYCHOLOGY

Impact of gender role stereotypes on academic achievement and interpersonal skill of female students:
in the case of Arsi Negele Kilture preparatory school

A senior essay submitted for psychology department for the partial fulfillment B.A Degree in psychology

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ii Abstract The objective of this study is to find out the impact of gender role stereotype and interpersonal skills on academic achievement among female students in Oromia region west Arsi zone Kilture preparatory school. The study was required on total sample of 173 out of 577 female students by using probability sampling technique. The researcher used both open ended close ended question to obtain the necessary and relevant data. The collected data also presented as percentage and table. The researcher find out that 67.63% (117) respondents are faced problem of gender related problem and 32.37(56%) were responses that they have no face problem of gender role stereotypes most of them faced academic problem 64(54.70%). From the GBV they faced largely psychological gender based violence 70(86.42%).The impact of gender role on academic achievement reduce motivation, withdrawal from school, feeling of lazy, loss of confidence, reduce concentration, loss of interest, low-self-esteem. The impact of gender role on interpersonal skill is that fear/anxiety, lack of confidence to communicate with opposite sex, and feeling of inequalities among sex

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1 Chapter one 1. Introduction 1.1. Background of the study Gender roles are the pattern of behavior, personality traits and attitude that define masculinity or femininity in a particular culture. The gender roles are largely determined by upbringing and may or may not conform to the individual (Carol, 2000). Gender roles are socially and culturally defined prescription and belief about the behavior and emotion of men and women's (Anselmi and Law 1998) and gender role stereotypes are socially determined models which contain the cultural beliefs about what gender roles should be (Carol, 2000). To state from the theoretical background, many theorists believe that gender roles have an impact on development of gender identity, this also academic achievement and interpersonal skill. Based on this gender roles and stereotypes we can focus on evolutionary theory (Bus, 1995), object relation theory (Chodrow, 1989), gender schema theory (Bem, 1981) and social role theory (Eagly) evolutionary theories of gender role development are grounded in genetic bases for differences between men and female. Similarly, sociobiologists and functionalist suggest that gender role different between men and women stem from different sexual and reproductive, strategies that have evolved to ensure that men and women to be able object relation theories focused on the effects of socialization on gender development. For example (Nancy Chodrow, 1989) emphasize the role of women as primarily care givers in the development of gender role differences. She also asserts that the early bond between mother and child affect boys and girls differently. Social role theory believes that other inner dispositions correspond to their observed behavior is a basic principle of social psychology, labeled the correspondence bias. The test of social role theory have emerged in a number of domain, including perception of leadership ability, belief about nationalities, predictions about occupational success, and perceptions of those occupying high and low status roles. Gender schema theory assumes that the primacy of gender concepts in a culture surveys as bar is for organization information to date (Carol R, Ember, Melvin Ember, 21).

2 The similarity in gender stereotypes found cross-culturally suggests that the psychological characteristics differentially associated with women and men follow a pan cultural model with cultural factors producing minor variations around general themes. (e.g. females bear children, male have greater physical strength) serve as the basis for a division of labor, with women primarily responsible for child care and other domestic activities and men for hunting (providing) and protection. Therefore, gender stereotype evolve to support this division of labor and assume that each sex has or can develop characteristics of consistent with their assigned roles. According to gender roles that socially created division, men and women have different identities and social roles. In other words, men and women are expected to think and act in different ways. Since, in all most all society men roles are valued more than women's roles, and gender roles have its own impact on every aspect of social status (Giddens, 2001:178). Gender inequality in education has received considered attention during recent decades from researcher, education, activities and political analyst. The education of women has been variously categorized as supportive of family interests or by making women better Mothers and as detrimental for family interest by enabling women to work for pay out side home. Height end interest in gender

inequality in school coincided with extensive international activity regarding the status of women during the international decade for women (1975-1985) in particular, the UN and affiliated international government and nongovernment organizations devoted considerable resources to project to evaluate the status of women worldwide with the global expansion of enrollment and educational facilities, access to education has improved considerably for persons who were previously limited on the basis of gender, race, and socio-economic class. The enrollment of girls and women has increased in countries where there have been policies to promote women's enrollment and in countries without explicit policies (Kelly, 1992). In country with varying level of economic development political organization and religious customs. The trend has been to word gender parity in enrollment rates. During this time of overall enrollment growth rate the enrollment of women in higher education, preparatory, high school and primary school grew of faster rate than that of men (Bradely, Ramirez, 1998, Evinsio, Cookson, Sandounic, 2002).

3 Finally gender stereotypes also have impact on the women education, Because of that gender stereotype often supports the social conditioning of gender roles. In which over generalized attitude and behaviors considered normal and appropriate for a person in a particular culture, based on his/her biological sex.

4 1.2. Statement of the problem Social scientist and educational research paid relatively little attention to the issue of gender in education until the 1970. As result the researcher will attempt to answer the following basic research question. To fill the knowledge gaps.

1 What are the possible factors or cause of the problem related to gender roles stereotype? 2 What are the possible consequences or impacts of the problem on female students? 3 What measures have been taken to solve and what should be done for betterment? 5 1.3. Objective

1.3.1. General objective The general objective of this study was to assess the impacts of gender role and stereotype and gender related problems among female students.

1.3.2. Specific Objectives - To identify factors related with gender role stereotypes - To investigate the impact of gender role stereotypes on academic achievement of female students - To assess the impact of gender role stereotype on the interpersonal skill of female students. - To find out the copying strategies used by female students

6 1.4 Significance of the Study The study was supported to have the following contributions. - It helps to know the impact or consequence of gender role stereotypes on the lives and over all academic achievement of female students of Arsi Negele Kilture Preparatory school. - It serves as a point of reference for other to conduct research on this issue - Finally, the finding of the study will suggest, possible solutions to the problems for policy makers and administration of the school.

7 1.5. The Delimitation of the study The study was delimited or confined to the impact of gender role stereotypes on academic achievements and interpersonal skill of female students in west Arsi zone, Arsi Negelle Kilture preparatory school.

8 1.6. Limitation of the study The major limitation of this research was that it does not include all female students in Arsi Negelle, it was only focus on grade 11 and 12. And shortages of time 70 dig out the attitude of family, teachers and society at all. Therefore, the researcher try to fill these gap by using only female students and cross check questionnaire to know the attitude of society.

9 1.6 Operational definition of terms Gender → Psychological, social and cultural difference between male and females → The learned characteristics and behavior associated with biological sex in a particular culture. Gender role The pattern of behavior, personality trait, attitude that define masculinity of femininity in particular culture Gender stereotype Over generalized attitude and behavior considered normal and appropriate for a particular culture based on his/her biological sex. Gender based violence Any act that results in physical, sexual or psychological harms or suffering to females, including threats of such acts are coercion or arbitrary

deprivation of liberty, occurring in their in public or private life Stereotypes: conventional, formulaic, and over simplified conception, opinion, or image which service as a cognitive component of prejudice. Prejudice: is an adverse attitude, value or belief about same group or category of person formed before hand or without knowledge or examination of the facts Gender gap in education: The difference between male and females in terms of enrollment access to and achievement in education 10 Chapter two 2. Literature review Gender is a way for society to divided people into two categorized "men" and "women" according to socially created division, men and women have different identifies and social roles. Gender concerns the psychological, social and cultural difference between male and females. While sex reference to the physical difference of body. (strong, devault, sayad, yarber, human sexuality, 2002) 2.1. Gender Roles in Education 2.1.1 Academic aspiration and achievement Education has historically been viewed as vehicle for occupationed mobility and as a necessity for full participation in democratic society for from this ideolistic vision, however, is this reality of unequal opportunity and its resulting impact on the achievement of large segment of our society. while we are addressing the educational aspiration and attainment of women, it is important to consider the effect of personal and social factors that combine to shape individual perception of what is possible and what is acceptable.(Judith worelle,2001). Academic environment reflect societal attitude and stereotype about gender, ethnicity and race. They frame the experience of those studding and working in high school. Today women comprise more the half the member of the student in high school. These women students however, are not successful to inter university or collage, because or gender bias, stereotype, and expectation contribute to this inequality between students, such belief can negatively affect one's self steem and performance and undermined efforts to advance. They can also influence people's judgment about women's competencies in such things. There are numerous theoretical perspectives on the specific nature of the relationship between personal and environmental and there resulting influence on educational and occupational choice. The most common among these are:- the social force personal characteristics, etc. 11 When we say social forces:- such as the structure of opportunity, play affecting choice behavior. When we say personal characteristics:- such as one's sense of self efficacy, in shaping both academic and career development. In other words the mediating roles of personal factor in shaping women's academic aspirations and attainments are affecting women's opportunities for educations achievement (Judith Worell, 2001). Girls early relationship with family (parents), teachers and other influential adults in the family and in the community provide the foundation from which educational aspiration and achievement are built. The early massages receive about what is possible and what is appropriate, emotional and instrumental support. They receive in exploring a variety of option, play intuitively central, but not yet completely understood, in role determined future achievement (Judith Worell, 2001) 2.2. Gender roles and stereotypes related problems In academic institution the formal title that people hold (director, leader, students) indicate the roles they are expected to play. Gender also dictates certain expectation, thus even for people with the same title, reaction to their roles may be different. since society after defines women as lacking in same basic competencies and as being deficient in the characteristics necessary for leadership, women in academic are often evaluate in stereotypic way regardless of their actual status or their performance in the role (Weak, in decisive, easy). Additionally, there may be an expectation that women will play the informally defined role of a nurture, seductress, or subservient) In assessing the effectiveness of women in academic regardless of their roles. The impact of stereotyped expectations may be seen to influence not only others, but also

the women themselves. Psychological researches have demonstrated the deleterious effect of negative and biased attribution or on self-esteem and self-respect. Women who are judged inferior by their supervisors, peers, or students may accept these judgment as reflections of their ability, whether accurate or not.

2.2.1. Gender Gap in enrollment of school In all part of the world, the rate of illiteracy is higher among women than men; almost twice as high in Asia and African. Also in most place women lag behind men in enrollment in high school and colleges although in thirty-three countries more women enroll in higher education than men (including USA, many Asian country, Latin America and the Caribbean) Sullivan T.2004.

2.2.2. Institutional and class room climate Schools are not safe haven and teacher students interaction are the most serious problem. Research show that far from being safe haven for learning, school are often site of intolerance, discrimination, and violence. Girls are disproportionately the victim. Although the gender based violence is often not reported and thus not distinguished from other form of school violence. There is no doubt that under achievement and high dropout rate for some children are linked to gender based violence (EFA, Global monitoring report, 2000, 143). The teacher also a product of their society, often endorse patriarchal ideologies about men superiority.

2.2.3. Teacher Student Interaction Studies focusing on the frequency and nature of class room interaction at the preschool, elementary, secondary and preparatory level indicates that teachers interact more with male students than female students across subject areas including math's, science, language, arts, social studies and other, this pattern of disproportion is greater attention to males persists. The importance of active and direct teacher's attention has been well documented, direct, precise and frequent teacher attention is positively associated with student achievement. It boy receive more attention, they are more likely to excel Academically, they also answer for the reason some educator explain that more frequent teacher attention give to more as a result of their more aggressive classroom behavior male student are more likely to call out answers and comment than female and other educators suggest that teacher, unknowingly display subtle cultural biases in favor of males (Shaw, 1982).

2.3. Interpersonal attraction and Interpersonal relationship

2.3.1. Interpersonal attraction:- refers to the degree of liking or attraction felt toward another person by a particular subject and is essentially an individual response to another target person. Attraction may be influenced in form by cultural factors (for example, some cultures find slimness attractive where others find plumpness attractive). By and large, however, the research on interpersonal attraction has focused on the psychological and judgmental responses of one person to another of relating. Personal relationships by contrast, are long-term, socially structured, organized, and relatively enduring interpersonal phenomena that are founded in each person's liking for the other but are much more than that. (V.S. Ramachandra, 1994)

2.3.2. Interpersonal relationship In any relationship, two participants are interdependent, where the behavior of each effects the outcome of the other. Additionally, the individual interacts with each other in a series of interactions that are interrelated and affect each other. Most of the research on interpersonal relationship has focused on those relationships that are close, intimate, and have high interdependence. Most of the early research on the interpersonal attraction process relied on self – report measures to assess the factor that lead a person to be attract to another person. Studies show that individuals are likely to suffer from depression, anxiety, ill health, and other physical problem if they lack interpersonal relationship of high quantity and quality. (George Ritzer, 2007)

14 Chapter three 3. Research Method

3.1. Study design The study was conducted in the year of 2012, to assess the impact gender role stereotype of female students in Arsi Negele kulture preparatory school. The study is cross

sectional with regard to both the study of population and the time of investigation, for these study both quantitative and qualitative approach has produced. Quantitative information on the gender role and the qualitative approach has generated quantitative information 3.2. Study area The study was conducted in Oromia region, west Arsi zone, Arsi Negelle kilture preparatory school 3.3. Study Population The subject of the study was selected from the Arsi Negelle Kilture preparatory school which have both grade 11th and 12th have total population of 577 that is registered in 2003 and 2004 3.4. Sampling Method A probability sampling technique was used in identifying samples for the study. The reason why probability sampling method is chosen is because of it increase the representativeness of the sample to population by giving each element in the study population equal chance and presence of a large number of study population with unavailability sampling frame, which makes identify of each sampling unit quite expensive and time consuming 15 3.5. Sampling size and sampling technique From the total population of 577 the researcher selected both natural science and social science as selected population, the sample of social science was 90 and natural science was 83, totally the researcher take 173 sample as representative of the population. The researcher will be use simple random sampling through lottery methods. 3.6. Instrument of data collection The primary data was collected using self administrative questionnaire (in both open and close ended question) The self administered questionnaire helped to generate quantitative information and semistructured interview is for qualitative data. The questionnaire was prepared in English and distributed to 173 selected female students. 3.7. Procedure of data collection The researcher first of all, takes permission from the director (administrative) of the school. Secondly the school administrative should be contact the researcher with the target group of school. Then the researcher introduces himself and explains the aim of research clearly and briefly. Finally the questioner will be distribute to the participants. 3.8. Method of data analysis The data was analyzed on the basis of information gathered by self-administered questionnaire and semi-structured interview. The quantitative data was analyzed using descriptive statically method such as percentages, and tables. The qualitative data was analyzed using descriptive qualitative research from semi structured summarized and categorized in to major themes 16 3.9. Ethical considerations The latter, clearance was obtained from Jimma University department of psychology, to Arsi Negelle Kilture preparatory school for the collaboration during the time of data collection the school administrative give more information regarding to the research. The protection of human privacy and data confidentiality in which research data are not shared outside of research environment 17 Chapter four 4. Results In this section the researcher want to present the finding here, we are going to deal with result which describe the response of participants, discuss the major finding with the previous finding and theoretical assumption. The finding were summarized and finally the researcher were going to recommend the school other concerned body based on the collected data Table-1: Personal background Case Quantity Percent (%) Grade 11 90 52.02% 12 83 47.98% Total 173 100% Age 16 20 11.56% 17 35 20.23% 18 37 21.38% 19 30 17.34% 20 21 12.13% 21 11 6.35% 22 16 9.24% 23 3 1.73% Total 173 100% Ethnicity Oromo 91 52.60% Amhara 74 42.77% Tigre 2 1.16% Others 6 3.46% Total 173 100% Average score Above 85 8 4.62% Between 70-84 57 32.95% Between 60 – 69 92 53.18% Below 60 16 9.25% Total 173 100% Field of study Natural science 83 47.98% Social science 90 52.02% Total 173 100% Marital status Married 2 1.15% Cohabited 0 - Single 171 98.85% Total 173 100% According to table-1 above the majority participants responses that the majority of participants found between age 17-19 years. From the total population of 173, 91 participants were Oromo which is account for 52.60%. in relation to their

average score of semester the majority of respondent found between 60-69 average that is 92(53.18%) of 18 students. Among the total population of female students 171(98.85%) were single and only 2(1.15%) were married. Table- 2: impact of gender role stereotype

Cases	Quantity	Percent (%)
Any gender related problem	117	67.63%
No	56	32.37%
Total	173	100%

Type problem you faced

Problem Type	Quantity	Percent (%)
Academic problem	64	54.20%
Social problem	43	36.71%
GBV	4	3.42%
Disagreement with school	6	5.12%
Total	173	100%

GBV problem

Cases	Quantity	Percent (%)
Yes	81	69.23%
No	36	30.72%
Total	117	100%

Type of GBV problem

Problem Type	Quantity	Percent (%)
Sexual GBV	5	6%
Physical GBV	5	6%
Psychological GBV	70	86.42%
Other	1	0.85%
Total	81	100%

According to table – 2 above show that 117 (67.63%) of participants response that they face problem related to gender but 56 (32.37%) of respondent say they have no problem 64(54.7%). Out of gender related problem, Academic problem is the most preveled problem that is 64(54.70%). Out of all respondents of 173, 81(69.23%) have faced GBV problem And 36(30.77%) have not faced any GBV problem. From the all participants who have faced GBV problem, the majority of respondents faced, psychological GBV 70(86.42%).

19 Table-3: Impact act of gender role stereotype on academic achievement

Case	Quantity	Percent (%)
Gender role stereotypes have impact on academic achievement	74	42.77%
No	99	57.23%
Total	173	100%

Impact of gender role stereotype

Impact	Quantity	Percent (%)
Reduce motivation	18	24.32%
Withdrawal from school	15	20.27%
Low confidence	16	21.62%
Feeling of lazy	5	6.75%
Reduce concentration	4	5.40%
Loss of interest	6	8.11%
Low self-esteem	10	13.51%
Total	74	100%

Cause for gender role stereotype

Cause	Quantity	Percent (%)
Negative attitude	8	10.81%
Social force	30	40.54%
Family	12	16.22%
Culture	20	32.78%
Total	70	100%

According to table 3 above 74(42.77%) of respondents say that gender role stereotypes have impact on their academic achievement while 99(57.23%) of respondents say no have impact on-achievement. The impact of gender role on academic achievement is reduce motivation 18(24.32%) with drawal from the school, 15(20.27%) and low confidence 16(21.62%) are the most preveled impact of gender role stereotype on academic achievement. The cause for gender role stereotype is social force 30(40.54%).

20 Table 4: relationship between gender stereotype and behavior of individual

Behavior	Quantity	Percent (%)
Dressing style	63	36.41%
Aggressive behavior	36	20.81%
View of society	119	68.78%
Inferiority complex	49	28.32%

According to table 4 shown above the majority of respondent’s responses that the view of society is cause of gender role stereotypes, which is account for 119(68.78%)

Table 5: impact of gender role stereotype on interpersonal skill

Problem	Quantity	Percent (%)
Fear/anxiety	22	29.73%
Lack of confidence to communicate with opposites sex	36	48.65%
Inequalities among sex	16	21.62%
Total	74	100%

According to table-5 above the impact of gender role stereotype on interpersonal skill is lack of confidence to communicate with opposite sex which is account for 36(48.65%).

21 Table 6: relationship between academic achievements, sex interpersonal skill

Case	Quantity	Percent (%)
Share idea with classmate	114	65.89%
No	59	34.11%
Total	173	100%

Sharing idea with sex

Sex	Quantity	Percent (%)
Male	13	11.40%
Female	98	85.96%
Both	3	2.64%
Total	114	100%

Discusses with family, teacher and friends

Cases	Quantity	Percent (%)
Yes	100	57.80%
No	73	42.20%
Total	173	100%

Reason to do not discuss with family, teacher and friends

Reason	Quantity	Percent (%)
Female is less competitive	26	35.63%
Most teacher are male	4	8.48%
Female are inferior	43	58.90%
Other	-	-
Total	73	100%

According to table 6 above 114(65.89%) respondents are share their idea with their classmate while 59(34.11%) are not share their idea with their classmate. 98(85.96%) share their idea with their female students. The respondents also discuss with their family, teacher and friends 100(57.80%) participants. The reason why the 73 (42.20%) respondents do not share (discuses) with their family, teacher and friends is that female is culturally expected to inferior 43(58.90%)

22 Chapter five 5. Discussion The main objective of this study was to

assess the impact of gender role stereotype and its interpersonal skill on academic achievement. The majority of respondents have faced gender role stereotype problem that is 117(67.63%) and the type of problem they faced also on academic achievement 64(54.70%) which is followed by social problem 43(36.75%) this because of lack of educational facilities which is the same with previous finding (Un 1975 – 1985). Related to gender based violence 70(86.42%) there psychological gender based violence which is followed by sexual based violence and physical based violence 5(6.2%). This is because of school's are often site of intolerance, discrimination and social attitude it is consistency with the previous finding of (EFA/ Ethiopia female association global Monitoring report, 2000). The majority impact of gender role stereotype on academic achievement was as observed from the average score the majority of female students have between 60 – 69 score 92(53.18%) only 8(4.62%) have score above 85 therefore gender role stereotype reduce motivation or learning 18(24.52%) loss of confidence 16(21.62%) followed by with other. The cause for gender role stereotype was social force there is account for 30(10.81%) cultural view 24(32.78%) followed by negative attitude of people towards female students 8(10.81%) Finally the researcher find that the impact of gender role on interpersonal skill. This implies that gender role stereotype reduce the confidence to communicate with opposite sex 36(48.65%) followed by fear or anxiety 22(29.73%) and the one is that feelings of inequality among both sex. 23 Major finding of this research - The majority of respondents are faced gender related problem, as result of gender role stereotype which include academic problem, social problem, GBV, disagreement with school are the most important. - From the total population of those faced gender related problem of 117, 81(69.23%) were faced GBV which include psychological GBV, sexual GBV and physical GBV - The impact of gender role stereotypes on academic achievement of female students as follow o Reduce motivation of female students to attain class. o Withdrawal from school. o Cause for feeling of low confidence. o Feeling of lazy. o Reduce the concentration of female student to education. o Cause for low self esteem. The impact of gender role stereotypes on interpersonal relationship - Produce fear or anxiety on female. - Lack of confidence to communicate is opposite sex. - Feeling of inequality among sex. 24 Chapter six 6. Summary, conclusion and suggestions 6.1. Summary The objectives of this study is to assess the impact of gender role stereotype and interpersonal skill. The study was conducted in Oromia region, west Arsi Zone Arsi Negelle Kilture preparatory school. The total population of this study 577 and sample size Of 173 using simple random sampling techniques open-ended and close-ended questionnaire was employed and analyzed using descriptive statistical method such as percentage table, charts and graphs. The study was focus on both grade 11 and 12 of social science and natural sciences 90(52.02%) and 83 (47.98%) respectfully from the participants of total sample 64(54.20%) were faced academic problem 70(86.42%) were faced psychological gender based violence 99(57.23%) of respondents say that gender role stereotype have impact on academic achievement, while the remaining 74 (42.77%) were say no have impact on academic achievement. The finding also says that the impact of gender role stereotype is consistent with the previous finding, so it has negative impact on education. For example reduce feeling of lazy, reduce concentration, loss of interest, and low self-esteem Finally the researcher were going to recommend or suggest the following point to the concerned body family counseling and peer education should have to provided for students, family , and whole community to reduce the impact of gender role stereotype. 25 6.2. Conclusion The research found out that from the total population of female students the majority of them are faced gender related problem and among these the academic problem is the most frequent problem. Among the female who faced problem is most of them uses

faced GBV, which is including psychological gender based violence from the respondent, view social force is the major cause of gender role stereotype. The researcher found that the impact of gender role stereotypes on female students Academic achievement was reduce the motivation of female student to attend the education, withdrawal from school, feeling of lazy, loss of confidence and feeling of low-self esteem were the most frequently preveles problem or impact of gender role stereotype on female students. Finally, the impact of gender role stereotype on interpersonal skill were reduce confidence to communicate with opposite sex, fear of anxiety and feeling of inequality among sex are the most prevealed of Gender Role Stereotypes on interpersonal skill. 26 6.3. suggestions Based on the research finding the researcher was want to recommend the concerned body, to reduce the impact of gender role stereotype

- ⊖ Family guidance should have to be provided to the family of each students and for students themselves
- ⊖ Peer-education should have to provide for those who have no communicate with their classmate, family and teachers
- ⊖ Awareness development should provide to be society regarding to impact of gender role stereotype on the education of female students through Radio, TV, and Paplet

27 References An yers D.G and spencer, S.J (2001). Social psychology. Toronto Mc Graw. Hill, Ryerson limited Carol R. ember Melvin ember (2000). Encyclopedia of sex and gender roles Evinson, Cookson, Sadamik (2004). An encyclopedia of education and sociology. USA. George Ritzer (2007). The black well encyclopedia of sociology Singapore Judith worell, (2000).Encyclopedia of women and gender Show, M.E and Costanzo, Ph.R. (1982), Theories of social psychology. New York, Mc Craw-Hill. Sallivan T. (2004). Sociology concepts and application in advanced. Boston, Pearson education. Wayne weiten Margaret A. (2000). Psychology today modern life, Sanl Clara university V.S. Ramachandran, 1994, volume 2) Encyclopedia of Human behavior University of California. 28 Appendix- A Jimma University College of social science and law Department of psychology Dear, respondents these research questionnaire to be filled to assess the impact of gender role and stereotypes on academic achievement and inter personal skill of female students in west Arsi zone, Arsi Negelle Kilture preparatory school. The information obtained through this questionnairy will be utilized for research purpose, your being frank and honest will help the outcome of the finding is reliable and your honest responses will be kept confidential N.B:- no need of writing your name Every personal privacy is respected Part one: Background I. Mark “√” the provide box 1. Age _____ 3. First semester average score _____ 2. Grade _____ 4. Ethnicity A. Amhara B. Oromo C. Tigre D. other, specify _____ 5. Field of studies A. natural science B. social science 6. Marital status A. married C. single B. cohabitation 29 Part two: Question to assess impact of gender role and stereotypes 1. Have you ever faced any gender related problem in this school? a. Yes b. No 2. If your answer for question number 1 is “yes”, what type of problem did you face? a. Academic problem b. social problem c. Gender based violence | GBV| d. disagemnet with school compund 3. Did you face gender based violence in this school? a. Yes b. No 4. If your answer for question number 3 is “yes” which type? a. Sexual gender based violence b. Physical gender based violence c. Psychological gender based violence d. Other, specify _____ 5. Do you think that gender role have impact on your academic achievement? a. Yes b. No 6. If your answer for question number 5 if yes how? 7. What do you think are the possible cause of gender role stereotypes? 8. Which type of behavior could be the cause for gender roles stereotypes(you can tick more than one a. Dressing b. Aggressive behavior c. View of society to ward female d. Inferiority complex e. Other specify _____ 30 9. Write the

impact of gender roles and stereotype on a. education (academic) b. Health c. interpersonal relationship

Part three: Question to assess interpersonal skill 1. Did you have shared your idea with your classmate regarding to academic achievement? A. yes B. No 2. If your answer for question number 1 is "yes" with whom? You can tick more than one. A. male student B. female student C. none of them 3. have you discuss with your teacher ,family and friends about gender role stereotypes? A. yes B. No 4. if your answer for question number three is "yes" on what issue? You can tick more than one a. about study skill b. about class participation c. about mini media or club in the school d. equal treatment both gender 5. if your answer for question number three is "no" why? a. Because female student is less competitive than male b. Because most teacher are male c. Because female are culturally expected to inferior d.

Other specify 31 Part four: question to assess the major gender role stereotypes mark "√" in provide are for your suggestion No Question Agree disagree 1 For study more time is give for male students rather than female students 2 Male students are more participate in class room activities than female , studies 3 Female students are more waste their time in home work rather than study 4 Male students are more competitive than female 5 Peer pressure can affect female students performance in academic achievement Part five: Question to assess factor leads to gender role stereotypes 1. Which one of the following is more contribute factor to gender role/you choose more than one a. social b. Family c. School d. Peer e. Other specify 2. What is the mechanism do you use to overcome these situations? (How do you solve?) 32 Appendix- B Jimma University Dame saauinsii hawaasa fi seera muumnee saayikoolojii Hirmattotaf, gaffin kun kan dhiyaatef midha dalaga qoqqodamun dhala fi dhira giddutti fi sallumman shamaraan irraati sakkata;uuf kan dhihatee yoo ta'u kan dhihateefis mana barumsa godina Arsi Lixa, mana barumsa piriparatory kilture Arsi Negelletif. Oddefanoon gaffii kana irraa argmu

Qo'annoo kanaf mika'inna ta'a kanafuu oddeffanno qubsa fi amanamuman kessaan qo'annichaaf raga qulqullun ta'a. iccitiin kessaan ni egama. Hubachisa:- maqaa keessaan barresun hin barbachisu Mirgaa namuma kamiyyu ni kabajama I. Mallatto" " godha iddo sonduqaa keessaatti 1. Umurii _____

2. Kutaa _____ 3. Qabxii seemistera waligal _____ 4. Sabummaa a. Amhara b. Oromo c. Tigre 5. Dame barnoota a. Saayinsii ummama b. Saayinsii hawaasa 6. Haala ga'ila a. Kanfuudhe b. Kan jalallen qabu c. Kan hin fune 33 II. Gaffii midha qoqqodaa hojii fi salluuma sakata'uu 1. Mana barumsaa kana keessatti midha gama salaati sirraa gahee beeka? a. Eyyee b. Lakkii 2. Gaafii lakkofsaa 1 debiin kee "eyyee" yoo ta'ee rakkinaa akkamitti? a. Barnoota irraatti b. Hawaasuma irraatti c. Midha salaa bu'urreffate d. Miseensota mana barumsatiin waligalu dhabu 3. Mana barumsa kana keessatti rakkon salaa bu'uuraa godhatee sii qunname beeka? a. Eyyee b. lakkii 4. Gaafii lakkofsaa 1 debiin kee eye yoo ta'ee isaa kam? a. Rakko qaamaa koo irraatti gayee b. Rakkoo kinsammun koo irratti gayuu c. Kan biroo yoo jirate _____ 5. Gitaa hujii qoqqodamuun barumsaa kee irraatti rakko ni fidaa jette yaadda? a. Eyyee b. lakkii 6. Gaafii lakkofsaa 1 debiin kee eye yoo ta'ee akamiti? 7. Sabaabiin hujii qoqqodaa fi salaa maal jette yadda? 8. Kaneen armaan gadii keessaa isaa kamtu gitaa hojii qoqqodafi sodaaf sabaaba ta;aa jette yadda? (Tokko oli filachuun ni dendesuu) a. Uffaanaa b. Amalaa loluu qabachuu c. Ilaalcha hawaasni dhalaa itti ilaaluun d. Gad antuumaa e. Kan biroo yoo jirate _____ 34 9.

Midha gita hujii qoqqoda fi salaa barressii a. Barumsaa irraattii b. Fayyaa irraatti c. Walitti dhufenyaa irraatti III. Gaffii walitti dhufenyaa/walqunamti nama wajjiin saknata'uu 1. Baratoota kutaa keetti wajjiin yaada wa'ee barumsaa ilalchise wal jijjirtu? a. Eyyee b. Lakkii 2. Gaafii lakkofsaa 1 debiin kee eyyee yoo ta'ee enyuu wajjiin? Tokko ol filaachi ni dandeesuu a. Bartootaa dhiraaj wajiin b. Baratoota shamaraan wajiin c. Homa wajjiin 3. Mati kee wajiin, barsiisa wajiin, hiriya kee wajiin waa'ee gitaa hujii qoqqodaa

_____ 34 9.

Midha gita hujii qoqqoda fi salaa barressii a. Barumsaa irraattii b. Fayyaa irraatti c. Walitti dhufenyaa irraatti III. Gaffii walitti dhufenyaa/walqunamti nama wajjiin saknata'uu 1. Baratoota kutaa keetti wajjiin yaada wa'ee barumsaa ilalchise wal jijjirtu? a. Eyyee b. Lakkii 2. Gaafii lakkofsaa 1 debiin kee eyyee yoo ta'ee enyuu wajjiin? Tokko ol filaachi ni dandeesuu a. Bartootaa dhiraaj wajiin b. Baratoota shamaraan wajiin c. Homa wajjiin 3. Mati kee wajiin, barsiisa wajiin, hiriya kee wajiin waa'ee gitaa hujii qoqqodaa

mari'ootu? a. Eyyee b. Lakkii 4. Gaafii lakkofsaa 3 debiin kee eyyee yoo ta'ee maal irraatti? Tokko ol
filaachi ni dandeesuu a. Waa'ee qo'annoo barnoota b. Waa'ee hirmaana kutaa barumsa kessaatti c.
Waa'ee sochii mni media qophilee d. Waa'ee mirgaa wal-qixxumma 5. Gaafii lakkofsaa 3 debiin kee
lakkii yoo ta'ee sababaa malii a. Shameree baayeen dadhaboo waan ta'aniif b. Barisoonnii baay'een
dhira waan ta'aniif c. Shamaran akka addaati gad anaadhan jedhamani waan tilmamuuf d. Kan biro yoo
jirate _____ 35 IV. Gaafi waa'ee hujii qoqqoda salaa sakkata'um malatto " " godhi Lakki
Gaaffii Sirridha Sirri miti 1 Yeroon qo'annoo irraa caala shamaraa irra dhiraaf kennama 2 Baraatonni
shamaraa yeroo isaanii irraa caalaa hujii mana keessaattin dabarsu 3 barattoonii dhiraaf shamaraan caala
ciciimodha 4 dhibba-hirriyyaa baratoota dhiraatif bu'aa gudaaf akka argaatan tasisera V. Gaaffii waa'ee
sababootota gitaa hujii qoqqoodafi sababa ta'an sakkata'un 1. Kaneen armaan gadii keessaa isaa kamtu
gitaa hujii qoqqodatiif sababaa ta'e jette yaddaa? Tokko olii filaachuun ni danda'ama a. Hawaasa b.
Maati c. Mana barumsa d. Hiriyyaa e. Kan biro _____ 2. Rakkinnota kaneen
akkamiti jalaa dabaartee? Akkamity furtee?