A RESEARCH PAPER ON THE LIVINGE AND WORKING CONDITION OF STREET CHILDREN IN ADDIS ABABA
A CASE OF ADDIS KETEMA KEBELA

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JIMMA UNIVRSITY

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF PSYCHOLOGY

 JUNE 2007

JIMMA ETHIOPIA

THE LIVING AND WORKING CONDITION OF STREET CHILDREN IN ADDIS ABABA A CASE OF ADDISE KETEMA KEBELA

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Acknowledgement

Abstract

Back ground- streetism is one of the major elements of urban poverty of developing countries like Ethiopia, which sicio economically have intensified poverty, mass displacement and family disorganization is rapidly increasing, yet their conditions have not been fully studied.

Objectives: The aim of this study to identify the living and working conditions of street children associated with street life experienced by street children of Addis Ababa city administration acase of Addise Ketema Kebela.

Methodology: The qualitative and quantitative research was conducted among 50 on and off street children with age range under 18 years, from   2007 due to the highe concentration of street children and for appropriate management of data collection specific areas of the Addise Ketema Kebela were selected for the study. Data was collected using observation, interview by questionnaire, focus group discussion were interviewed by trained interviewers convenient sampling by marking a mark on the respondents.

Results: move of the respondents were not attending school. 26(52%) of them reported that they had meals twice a day. The main causes of streetism were economic problems in the family 18(36%) followed by death of parents 10(20%) 30(60%) had experienced sexual transmit. 38(70%) of respondents reported used habit forming substance used was significantly associated with types of street's.

Conclusion and Recommendation: This result showed street children were leading of risky life styles. Hence, every are in the society including government agencies and non governmental organizations must pay attention towards this for gotten children and look for ways to deal with increasing street's and tackle it accordingly, The need to create work environments, provide street education/counseling, shelter, food, health services and access to the public school system.

ACRONYMS

AIDS - Acquired immune deficiency syndrome
FGD - Focus group discussion

HIV - Human immune virus
ILO - International labour organizations

SRH - Sexual and reproductive health

STD - Sexual transmit disease

UNICEF- The united nations international children educational found

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1.1 Background to the problem

It is universally accepted that the family circle is the most recognized, natural and fundamental environment for the physical, mental, social and sprital growth of children. Because, it provides the child identify, love. Security, nourishment and shelter, family welfare should be protected and promoted by the society as well as by the state (Dallape, 1996,284)

How ever, it is a well known fact that in under developed countries like Ethiopia, most poor families have make children than they can properly support and educate. This being the case the a children of same destitute house holds will be forced to go out in to the street to earn additional income at the earliest possible age. As a result they will be exposed to theft beating and other risks on the street (UNICEF/2001)

Streetism is one of the major elements of urban poverty of developing countries like Ethiopia, the country which socio economically often quoted to be among the poor where regular Famine, man-made calamities war and so on have intensified poverty, mass displacement and family disorganization (Kiros, 2001)

The term "street children" includes inner-city youth dislocated to varying extent from family, school, and community. According to Fabio Dallape, who has many years of experience with African children living and working in the street, the term "street children" is "in appropriate, offensive and gives a distorted message" (Dallape, 1996, 1996,283)

Street children can be defined in to various categories on the basis of the amount of time spent on the street, the job they take up for a living and their personal and family back ground street children are those children who completely street based working and living in the streets. They could be orphaned or abandoned children or simply neglected or run a ways, they could be with or with out family and also be local children of the urban areas or migrated one from the villages; they could have little or no contact with their respective families. But they in variably spend all their time in the streets for livelihood and shelter (Spring, 2003)

A street children take up a number of jobs available in the streets, they may have varying working conditions.

Students has identified as much as 20 different types of jobs street children have taken in different stages of their lives, but at the end they have taken up the street based jobs such as rag picking, begging porting, flower selling, street vending, news paper selling, lottery selling, shoe shining, etc.

While the work followed a pattern of working until they had earned enough to survive until the next day, with out attempting to accumulate (UNCHR, 1995)

Girls who work and live in the streets are faced with extremely harsh conditions including sexual abuse by adults, rape, un wanted pregnancy and early mother hood sometimes as young as 12. These girls are likely to join the rank of child prostitutes or street mothers and continue the vicious circle of street life and inevitable are highly at risk of being infected with HIV/AIDS, which they often pass on to their children. (IRIN, 2004)

Most of the street children came from the poor farmers or agriculture workers. The rest of the children's parents are involved in several low-income jobs such as construction labours small business, carpets, weavers, etc. Only a few children belong to the middle class families regarding parental condition most children have both or single parents some have step parents while a number of them are orphans (UNCHR, 1995)

In general, due to so many conditions they are psychological social or economical the children who are from the lower social classes or else are being forced to street life. So now we are going to state the major psycho social problems and their living and working condition of street children.

1.2 STATEMENT OF THE PROBLEMS

The condition of street children is universal; there are over 100 million children in the world, they are the reflection of a growing social tragedies in the world. The condition of street children is comparatively very high in those counties where there is rapid growth of urbanization trend. The number of street children has growth in recent decades because of wide spread recessions, political turmoil, civil unrest, increasing family disintegration, natural disasters and growing urbanizations.(UNICEF, (2001)

It is a well known fact that children are among the most venerable social group for poverty and under development in Ethiopia. In addition to these Ethiopia children's conditions have been exacerbated further by cyclical droughts and recurrent famines, pro longed and repeated civil and border ware, family strife and the infamous HIV/AIDS pandemic. All these factors have combined to make millions of orphaned abandoned and separated children (kiros, 2001)

Estimates of as many as one hundred million 5-18 years old children have been generated on the number of street children in urban areas world wide, about 70%, are on the street during the day and return home at night and 20-25% know where their families are, but prefer to live on the streets about 25-33% are young girls (Connolly, 1993)

The ILO estimated that around the world some 250 million children between the age 5 and 14 work for a living around 100-120 million work full-time every days all year round about 70% work in dangerous environment 50-60 million are between 5 and 11 years old and work by definition in hazardous forms of abuse. In developing countries alone there are at least 120 million children who are fully at work (Haspels. & Jankanish, 2000)

Many children in almost all societies work in one way or another. We are also familiar to see children participating in various forms of activities however types, forms and conditions of work and activities that are mentally, physically, socially or morally dangerous and harmful to children. It deprives them separate them from their family. It endangers the child interferes with the growth and development affecting their health & deprivation education. (FDRE, 1998)

In Ethiopia it was estimated that there are many as 100,000 children leading street life as many as 500,000 children find them selves at an extremely high risk of becoming involved in street life. Thus the condition of street children is quite remarkable. Thus indicates that the rise of the number of street children in Ethiopia is becoming worse some. (National, 1995)

Due to many psychological and social conditions many children forced to street life such as:-

- Un accepted hobbits such as gasoline (petrol) glue sniffing chat chewing, tobacco, Hashish, alcohol etc.
- Un wanted pregnancy, abortion
- Rape multiple partnering.

- Illness such as respiratory tract infection, AIDS and other sexually transmitted disease, etc.
- Physical abuse of the security force.
- Family causes specially broken families
- Rural-urban migration related to chilled labour exploition
- Poverty

Due to this conditions children's are on the street would be subjected to several psycho social effects such as:-

- AIDS and other STDS due to prostitution
- Drug addiction-chat alcoholism, cigarette, hashish
- Rapes homosexuality, un wanted pregnancy, abortion
- Delinquency, robbing and engaging in anti social or mal adaptive behavior
- Forced to drop out of school and never get the chance to be enrolled
- Lack of accessibility to resources or social services and etc.
- Condition of crime, accidents, emotional in security and street pollution
- Survival problems social hypocrisy and police harassment
- Cancel their true identity, use of drugs and substances culture of

silence, sexually exposed, and mobile and change their base and so on.

Though the living and working condition is not fully researched in Ethiopia, it is believed the condition is very growing as else be focuses on children of the street because these are more vulnerable to living condition than other children, as a result of their street life and group life study children of the condition for these unlnerable group of community, because early child hood development plays in flensing the future life a child.

Finally, the will be to answer the following questions.
1. What are the conditions for joining the street life?
2. What are the life of street chilled?
3. What about working condition towards street children?
4. How does society judge the working condition on the street?
5. How do street children Live?

1.3 Objective of the study

1.3.1 General objectives

This study was identify the living and working condition of street children associated with street life experienced by street children of Addis Ababa city administration a case of Addis ketema kefle ketema kebela.

1.3.2 Specific objectives

1. To identify the different conditions children put to start working and determine the socio economic background of their families.
2. To recommend ideas on living condition of children work on street.

3. To determine the participants of the living condition on street children in Addis ketema kebela.

4. Assess the attitude of society towards working condition on the street.

5. To assess the general living conditions of street children's

1.4 Delimitation of the study

This study was conducted in Addis Ababa city Administration capital of Ethiopia on Addise ketema kebela. Mainly focused on the living and working conditions of street children on Addis ketema kebela who were under age of 18 who spend a considerable amount of time living and working on the street.

1.5 Limitation of the study

- Some children who filled the questionnaire were negligent as a result their questionnaire was incomplete and it was discarded.

- Time to get children of the street was risky

- Some of the children were fatigue and they were not volunteer to fill the questionnaire, as a result the expected sample was not reached

- Lastly since there is no specific time given to conduct the research all activities of the research is over lapped with practicum presentation report and exam schedule i.e the time for data analysis and report writing may go parallel learning time (exam time)

1.6 Significances of the study

This study focus on street children of Addise ketema kebela because there might be not research done in this kebela focusing on street children so this study tried to objectively measure the living and identify some of the reasons for working conditions, which might be of help in minimizing, and control of children work.

- As very huge is known about a child work situation in urban Ethiopia, it will help to identify the life conditions and major sectors where children participate in Rehablitate activities
- The study could also serve as abase line for conducting further studies on this increasing condition of the community as a whole and an street children in particular.

1.7 Operational Definition of terms

- ❖ Abuse= 1. To treat a person or animal badly or violentry
         2. Wrong use
- ❖ Children - street children
- ❖ Children of the street- the children who have litter or no contact with their families and on the street to survive
- ❖ Children on the street- the children who have homes and usually find them selves on the street to contribute towards the financial support of their families

- ❖ Child work/labour- Forced labour work or service which is exacted from any person under the meance of any penalty for which the said person has not offered himself voluntarily
- ❖ Conditions- the psychological and social bottlenecks of the street children frequently faces
- ❖ Exploitation- The unjust or improper treatment of one person by another for profit or Advantage
- ❖ Orphan=UNICEF considers children under 15 years who have lost their mother or both parents to be orphaned.
- ❖ Psychological conditions- The condition belong to the street children them selves that included both behavioral condition or physical condition
- ❖ Psychosocial - Which includes both the individual and society.
- ❖ Rape - = Have sexual inter course with a women/men with out her/his consent
- ❖ Social - faces it refers the society in which the street children lives
- ❖ Social conditions - A children who are of/on the street who are under age of 18.
- ❖ Street children=those children under 18 years who live and work on street.
- ❖ Subjects - Street children who will included under the study.

CHAPTER TWO

2. Review of Related literature

2.1 Who are street children?

Even though we do not have a concert definition of street children that is accepted throughout the world, different scholars and government organizations have tried to define street children in relation to the surroundings that they are living in.

There are three different types of street children:-

1. Children who partly work and go to school
2. Children who fully work on the street and live with parents or relatives.
3. Children who work and live on the street

For children who are totally abandoned by parents /relatives are fully loose on the street, the street can be considered as the main socializing agent since it plays a major role in shaping their personality since they have to adopt patterns of behavior and characteristics of the street.

Children who go to school on a half-day basis or right school, and work the rest of the day to earn their living, but still live with presents. These may also be considered as one category of street children since the term "street children" includes or an element of being inadequately patented, supervised or obtaining guidance by responsible adults in the case of those children the school and the family plays a great role in socializing the children. (UNCHR /1995)

The category of street children who still live with their parents identify strongly with the family and have great parental attachment.

Children who work fully on the street but live together with parents or relatives. These are children who are not completely detached from their families but their families or parents are unable to provide for their basic needs. The children in this category are mostly engaged in begging petty treads, letterings show-shining or other similar activities to earn additional in come for their living. In some bases these children attend day or evening schools. (Maurice /1992)

2.2 How do street children live?

For many street children the only means of survival is to live together with other children or to form groups. They miss family life and the care and protection it provides as they seek security in groups here they can form warm friendship older and more experienced boys are often the leaders. Some times the younger ones are exploited by the older ones. A lot of children face the world with a sense of suspicion many children are forced to commit crimes in order to support themselves. Others choose to become shoe-shiners or work as street traders, enter-training in buses, streets demands taking the initiatives. In spite of this many children are winners. What they need is protection and to be given the some chances and possibilities from other members of society. (ILO/1993)

2.2.1 Street children in the world

The problem of street children is not limited only to the developing countries. Both developing as well as developed world face the same problem

A care fully carried out survey revealed that there are so million street children in the world to day. The united nations children fund (UNICEF) estimated that there are 100 million street children in the world. However, this depends on how one defines the term "street children" No body can identify a street child by any precise scientific criteria. Half of the word's street children are in Latin America. However, the number can change from day to day. Although the degree varies depending on the socio-economic development of a given country, street children through the world face similar problems. Facing a challenge of hunger, disease, is treatment by adult population specially of the police, sexual exploitation are just to mention a few. Another common similarity among street children in the world is that they are all sectors, of the population who are out in the streets to are out a living through marginal occupation such as shoe-shining, portening, car washing and spotty thieving. The formation of gangs of powerful street sub-cultures with the view to establishing a family substitute is also one of the striking similarities that street children reveal while on the streets. UNICEF (2001)

2.2.2 Street children in Ethiopia

Ethiopia is under going socio-economic changes, and as a result the simple quiet and slow changing traditional life style of Ethiopian society has given way to a rapid tempo of social change. But the change is not costless. The Ethiopian people in their struggle for betterment have faced overwhelming odds the impact of which is much higher on the most unbearable segment of the society "the children". Children do not develop to their full potential in an environment of low economic and technological situation. Despite outstanding achievements in national development during the poorest of the coast developed countries. Her per capital GNP of 140 us dollars is one of the lowests in the world. Two thirds of Ethiopia house holds are below the minimum income requirment to meet the essential needs of the family. The percentage of the population below absolute poverty level is 60 for the rural population. Essential community and child welfare services are limited (UNICEF/2001)

2.2.3 Street children in Addis Ababa

Addis Ababa originally has not been palmed as a city. The lack of a proper sewage system has created serious health risks. There is alack of refuse trucks to service the systems that do exits, resulting in backflows in residential area. The world Bank has estimated that 71% of dwellings of Addis Ababa are unfit for human habitation not only do the houses fail to provide adequate shelter, but richens are often shared, toilet facilities absent (or communal latrines shared between many families) and water supply communal. Half the dwellings have floors of earth or mud (and 93% have roots or corrugated iron) most of ramshackle dwellings have neither toilet facilities not piped water supply. The in habitants including a high proportion of children live in an environment of open sewers, garb ages and crowded physical shale aggravated by joblessness, alcoholism, vagrancy earn less than 100 birr (Us $20) per month the earner usually has several dependents, usually children to support. Comprising about 33% to 50% of the urban population, female headed house holds are the worst affected.

The houses are almost always single-stored, and more than half of the females share one room. The rate is higher in some areas of the city main finance is bed ailed by lack of income and construction materials. The world bank apparently abandoned a plan to build houses for the poor on the out skirts of Addis Ababa since the target group would not have been able to afford the up keep fixture of fine care

Among the urban population, the situation of children and destitute mothers is comparatively worse than other groups. According to the city council of Addis Ababa in 1997 revealed that among the most criminal needs and social problems housing, lack of health facilities, safe water supply, school, recreational facilities, employment opportunities, day care centers and access reads were cited as basic while un employment prostitution, alcoholism, crime delinquency, etc. Where consider to be among the serious social problems in Addis Ababa (UNICEF/2001)

2.3 The living conditions of street child

The living conditions of the street vendors deals with basic necessities such as food, clothing, housing, health, etc

    i.   **Food**

The usual diet of the street vendors consists of "Injera" kik watt; shero, kollo, Nifro, bread and tea most of them do not have break fast and they fend to have only one or two meals a day. They eat meat or dorowat only on holidays.

ii. Clothing

As a regards to clothing the street vendors wear second hand clothes purchased mostly from market with 5 or 6 birr. This is because none of them could afford to buy new clothes.

Most of the street child do not have more than one spare set of cloth so they hope to buy clothing whenever they obtain money.

iii. Housing and services

The street vendors that were live in a rented house and share citrines, kitchen and electricity with between 6 and 16 other families. The use fire-wood coal and kerosene as a fuel to cook their food. Most of the street vendors live in a rented one room kebele houses with their families, paying 3 to 10 Birr per month.

The walls of the houses are made of wood and mud the roofs are made of corrugated iron sheets and the floors are mostly earthen.

2.4 The working condition of the street child

We found that many issues were common to all different parts of world. We heard personal stories from the children about; child trafficking, sexual exploitation, working on finishing boat, cleaning car, selling things on street or in market, pornography, collecting garbage, transportation and shipping, brick making and demolishing, the making of medical utensils and other dangerous materials, drug trafficking, domestic servants, bounded laborers, farming, mining weaving carpets, child soldiers. Working in factories and sweat shops. These children are misused ever day and have no one to speak for them. (Swayilan, 2007)

The ILO 2005 estimates that same one million children work is small scale mining and quarrying around the world. What; more; ILO studies show that these children work in some of the worst conditions imaginable, where they face series condition of dying on the job or sustaining injuries and health condition that will affect them through out their lives. (ILO, 1993)

Huge aid increase are needed to help more than 210 million children around the world working full-time, the united nations children's fund Unicef says. Many children aged 5 to 15 are working as slaves, miners, prostitutes and soldiers, its latest report says. unicef argue the only

way to end child lab our is to end poverty and it cause on rich industrialized nations to give for more in development aid. (Marice, 1982)

2.5 The life of the street child

Children and adolescents can be especially vulnerable to a wide range of psychological, social, sexual and reproductive health (SRH) conditions, including HIV/AIDS. Girls can be particularly vulnerable as they are having sexual relations at much earlier age than boys, leading to unwanted teenage pregnancies, STD including HIV and other physical or psychological trauma. Many children boys and girls become orphaned by AIDS, rendering them dependent on others in many ways the lack income, access to education, food housing and vulnerable themselves to sexual health conditions including sexual abuse and exploitation (Joost, 2001)

A study conducted in Addis Ababa in the year 2002, revealed that the prevalence of rape among Female Street children was 15.6% at tempted 20.4% and unwell come kiss 16.4% un wanted pregnancy, abortion, sexually transmitted disease (STD) and psychological conditions were reported as a consequence of rape. (mitike &shabbir, 2002)

The cross sectional studies conducted in Nazareth town in the 1994 showed that among the total respondents 88.1% were found to be males and the rest 11.9% were females "off children 67.2% of them eat at least one of the substance like alcohol, cigarette and chat 61.6% of them reported on illness during the survey. Substance use, sexual inter course and sexual transmitted disease (STD) were reported more frequently among the "off" the street children. (yemane &James, 1998)

2.6 Why they are in street

2.6.1 Social causes and psychological causes

Family condition such as mistreated children beaten children are so terrified that they may run away even very far away, and never return; children who have thrown out of home. Children whose mother is prostitute are run away they discover what their mother does for a living children of beggars are in danger of becoming like their parents; children rejected by parents because of their delinquency and etc.

2.6.2 Economic causes

Famine in which a rural child discover that he is one too many mouths to feed and also a child lives in extreme poverty sum in which the resulting malnutrition or hunger of the residents leads to children leaving their families children that deliberately "lost" by parents incapable of providing minimal requirements for substance.

2.6.3 Their condition of work.

You may find it hard to imagine how much street children suffer street children are hungry, beaten imprisoned for petty offences, such as stealing food or even just loitering some times these small children are placed in cells with adult prisoners. They vulnerable to infectious disease and drug addiction

2.4.1 immediate conditions requiring urgent action

- Hunger-finding things to eat is not the main conditions for street children, as their strong sense of solidarity means that they often share foods. However many children die of malnutrition, scurvy or beriberi, as a result of poor eating habits
- Disease-when street children sick, who tokes cave of them, where can they go for treatment? And that's with out even taking in to account the need for treatment of the child's psychological scars
- Delinquency the absence of love often, makes a child vulnerable to all sorts of deviant behavior, such as theft, drug addiction and prostitution
- Violence of all kind-street children are the front line when it comes to disturbed adults looking for victims.

2.6.4 what about working condition towards street children

A shelter, listening center or foster home; however; still does not solve working condition towards street children which are:-

Illiteracy:- almost always, street children's first priority is to learn how to read, street children are very aware that education is the key to every thing else.

Bleak prospects- later street children will have to find a stable job and start family, but they know that it no one helps them now, their chances in sauceding at this are zero.

Absence of love- street children will do almost anything to find some one to love them.

Studies in South Africa indicates street children like attractiveness of living in cities, the hope improving their living conditions and independence

There are many conditions that put children at risk work conditions include low or no wages long working house a heavy work load and no free time. There were reports of sexual harassment living conditions include no beds to sleep in, eating alone, sending wages directly to their parents and mistreatment. They will be more psychological than physical ailments such as headache, un happiness crying right mares mood swings, lost interest in play and eating sleeping and constipation conditions (onuango, 1993)

CHAPTER THREE

METHODOLOGY

3.1 STUDY DESIGN

A qualitative and quantitative research was done on the living and working condition to conduct in depth study by using an appropriate techniques.

3.2 AREA OF SAMPLING-The subjects were sampled from Addis Ketema kebela which was found in Addis Ababa city across the main roads which was from pastermazoria to farmas river, and from bus station to st, Michael church

3.3 SOURCE OF DATA- I used on first hand information's or sources from the street children of that area because there were high concentration of street children there.

3.4 **INSTRUMENTS-** I used the following instruments, to collect the necessary in formations from the subjects.

A, Semi-structured questionnaire: fifty questionnaires were prepared the types of question used were closed ended and few open ended. I used questionnaire for its time saving

advantage and giving freedom for subjects to choose the options of their interest, the questionnaire which was pared by English.

B,. Observation- a participant observation was care fully done in order to assess what type of condition they face, and how they respond to environmental conditions, The recording of data was done either simultaneously or soon after the observation.

C, Focus Group discussion- as the principle of FGD limits, It was 20 subject involved in FGD. The desiccation was held in to two groups having 10 subjects in each group in order to get the conditions contribution to street life, conditions they face, and their ambition that they would like to be

3.5 Data collection procedure

The data was collected by using the appropriate mentioned instruments observation, questionnaire, and faces group discussion. To apply this techniques I used the following procedures self introducing and asking for willingness, then explaining the objective thoroughly and applying the instruments.

N.B These above procedures were used only for questionnaire and focus group discussion but the quality of the data obtained from the observation.

3.6 Respondents sampling

3.6.1 Source population: all the street children in Addis Ketema Kebela from paster mazoria to farmas river, and from bus station to st, Micheal church. During the study period and the children are also under the age of 18.

3.6.2 Study population: since the nature of the research was one of the main determinant of the size of sample population i.e the qualitative and quantitative research study which requires medium size of sample. So that 50 street children were selected from total sources of street children so that 20 street children were selected from the source population in which questionnaire and focus group discussion restricted up on them while the observation may include all the source population

3.7 Sampling Technique

A non-probabilistic sampling was used especially convenient sampling because the number of the street children were not get properly known.

3.8 Data analysis

After checking the completeness of collected data. Qualitative and quantitative data the analysis was performed the report was prepared on the basis of the nature of the research, and the data gathered.

3.9 Ethical consideration

In order to ensure ethical consideration, an official letter was written from the department of psychology office to Jimma University and the Addis Ketema Kebela office has been informed.

Permission from different bodies of the city administration were consented before data being collected and the confidentiality of the respondents were maintained.

CHPATER FOUR

1. Results and Discussion

4.1 Results

I- Socio demographic characteristics of the study population in Addis

Ketema Kebela May 2007

Table 1.1 Socio demographic characteristic of the street

Characteristic	Number	Percnt
Age	Distribution/ Frequency	% Share
5-9	10	20
10-14	17	34
15-18	23	46
Total	50	100%
Sex	Distribution/ Frequency	% Share
Male	30	60%
Female	20	40%
Total	50	100%
Religion	Distribution/ Frequency	% Share
Muslim	12	24
Orthodox	25	50
Protestant	11	22
Catholi	-	-
Regon	2	4%
Others	-	-
Total	50	100%
Ethnicity	Distribution/ Frequency	% Share

Oromo	12	24%
Gamo	8	16%
Amhare	18	36%
Tigrie	5	10%
Other	7	14%
Total	50	100%

In above table we can see that fifty of the children were males (60%) and the rest females 40% of them were between the age group 15-18 years. Among 50 street children interviewed 50% were Orthodox, 24% muslims 22% protestant and 4% were pagon. Many of them were Amhara 36% followed by Oromo 24%, 16% Gamo. 10% Tigrie and 14% were others.

Pie-Chart.1.1 The respondents place of birth
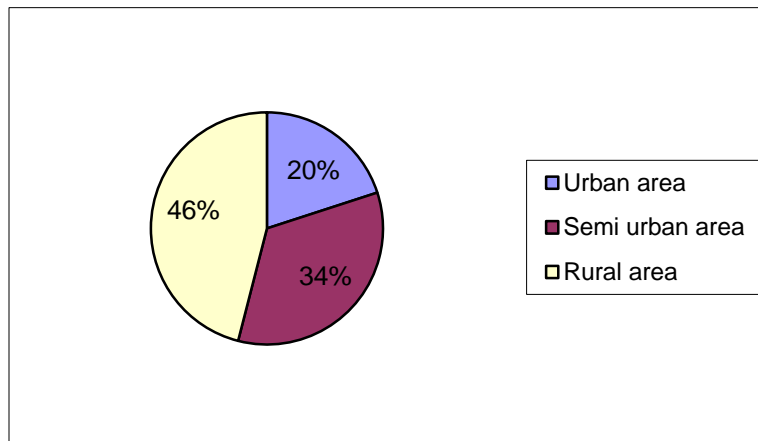
From the pie chart 1.1 we can observe that the street children born in rural area 46% and semi urban area 34% highest or half greater than streets who born in

urban area 20% so unlike students most of the children are from rural and semi urban origin

Table 1.2 Respondents educational status and current schooling distribution

Educational status	Distributional/Frequency	%Share
Can not read and write	9	18%
only read and write	12	24%
elementary		
Junior secondary	21	42%
	8	16%
Total	50	100%
Current Schooling response	Distribution Frequency	% Share

Yes	21	42%
No	29	58%
Total	50	100%

From the table we con observe more than half of them (58%) stopped education at all level and 18% can not read and write. 24% only read and write, 42% elementary, 16% Junior secondary. currently attending 42% attend and 58% not attend most of them not attend schooling.

II.Socio economic characteristics of the study population in Addise Ketema Kebela, May, 2007

Table.2.1 Respondents life time on the street

Stayed in the street	Frequency	% Share
1-2	6	12
3-5	40	80
6-7	4	8

	Total	50	100

From the above table we can conclude that the majority of streets are stayed in the street 3-5 years the rest of 1-2 years 12% and 8% 6-7 years. Thus the table generally implies that most street stayed 3-5 years

Most of the street they became bad relation with family (low level of coping skills), psychological or mental incapacitation, and history of abuse or neglect during child hood

Table 2.2 Respondent work condition

Type of occupation	frequency	% Share
Shoe shining	14	28%
Selling aigrette and others	13	26%
Car washing	8	16%
Messenger	7	14%
Begging	6	12%
Other mention	2	4%
Total	50	100%

The table above clearly states that most of the street to engage in shoeshine 28%, next selling cigarette 26%, car washing 16% messenger 14, begging 12% and others have 4% specify

Table 2.3 Children distribution of help for the

Helping conditions	Frequency	% Share
Father and mother	6	12%
Father only	10	20%
Mother only	20	40%
Other	14	28%
Total	50	100%

In above table we can see that about most of the parents 20 (40%) were mother only. The rest had father only, father and mother others 12%, 20%, 28 respectively.

Table 2.4 Distribution of respondents eating condition

Meals	Frequency	% Share
Once	2	4%
Twice	26	52%
Three time	14	28%
As available	8	16%
Total	50	100%

We can observe from the table that most 26 (52%) eat twice per day. 2(4%) once, 14(28%) Three times and 8(16%) as food is available

Table 2.5 Respondents types of the streetism

Types of streetism	Frequency	% Share
On street	16	32%
Off street	34	68%
Total	50	100%

The table above clearly states that 16(32%) were "on" street the remaining more (68%) were "off" street children.

III Psychological condition of the study population in Addis Ketema Kebela, May, 2007

Table 3.1 Showing of interest to family contact

Response	Frequency	% Share

Yes	16	32%
No	34	68%
Total	50	100%

Every body can observe from the table that most of those who did not have family contact 34(68%) than who do 16(32%) and in those However family contact.

Table 3.2 Distribution of respondents contact with their parents

How often	Frequency	% Share
Daily	8	16%
Weekly	4	8%
Occasionally	4	8%
Total	50	100%

So we can conclude from the table they are accepted the total of 32% when you see daily 16%, weekly 8% and occasionally 8%.

Table3.3 distribution of respondent's reason for enable to contact their

parents

Responses	Frequency	% Share

Parents dead	15	30%
Parents are separated	9	18%
You do not know	4	8%
Other	6	12%
Total	34	100%

From the table above we can see that total of 68% not contact with family because of 30% parent deeds 18% separated, 8% you don't want and others (12%)

Pie chart 3.1 Attitude society toward street children
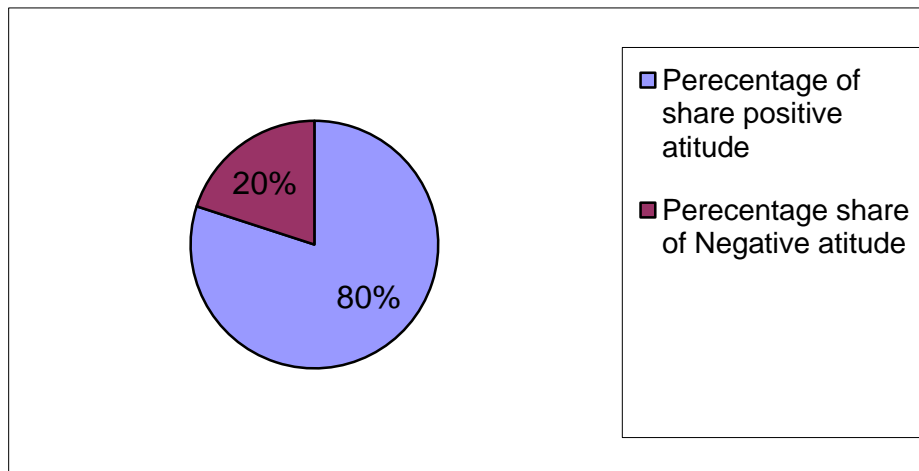
Pie-chart 3.1 the attitude of society towards those children, from the pie-chart we can observe that most of the society 80% have negative attitude and the remaining of 20% had positive. Most of the attitude society 80% Negative attitude because they society consider the children as a thief, useless and so on

Bargraph 3.1 Approve and disapprove of the respondants

Percentage share of sampled population

80
70
60
50
40
30
20
10
0

74%

37

5 10%

8 16%

Approve   Disapprove   Indiffentiate

Distribution respondants from 50 sampled population
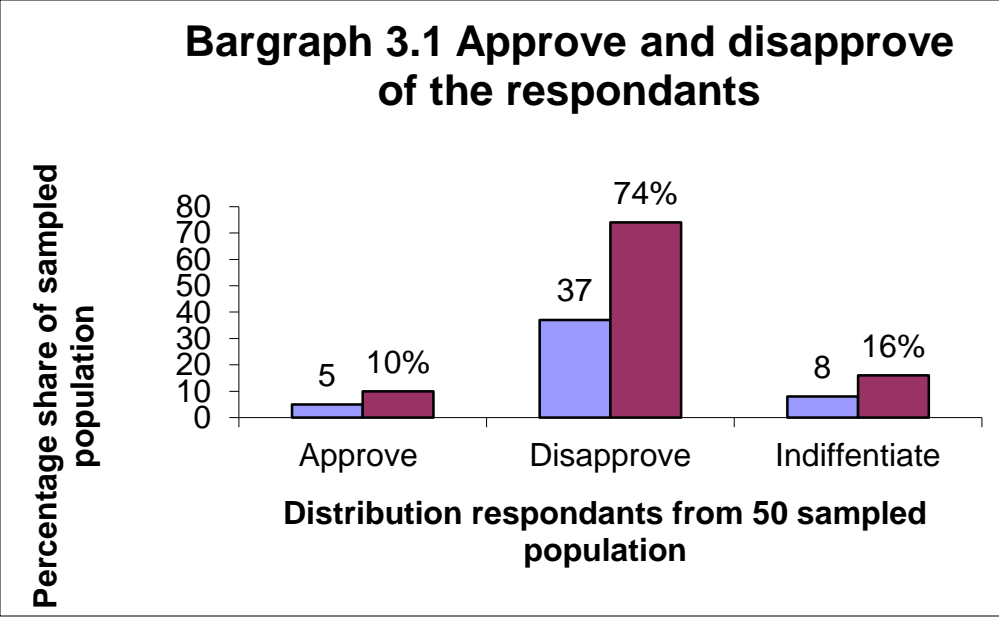
Bar graph 3.1 showing the distribution of approve and disapprove of sampled population for the argument saying asked about their perciption about working at this age most of 74% Disapprove it. Where as 10% Approved and 16% were indifferent to wards working at this age.

Table 3.4 Respondents power exploitation

Types of exploitation	Frequency	% Share
Very low pay	20	40
Heavy physical loads	12	24
Excessively long hours	7	14
No rest period	6	12

None	1	2
Other	4	8
Total	50	100

So we can conclude from the table that according to their subjective feltings many respondent facing some sort of exploitation, 12 (24%) have tolerated heavy physical loads, 7 (14%) worked for excessively long hours, 6 (12%) said they didn't have rest periods 1 (2%) none, 4(8%) other sporty and more than 20 (40%) paid workers mentioned to have low pay.

Table 3.5 Respondents reason for working

Reason	Frequency	% Share
To help self	20	40%
To help parents	9	18%
To help relative guard an	6	12%
Parents not alive	8	16%
Other specify	7	14%
Total	50	100

Every body can observe from the table most of the street children reported that the reason for working in order to help self 40%, to help parents 18%, relative guardian 12%, others 14% and 16% said they started working because their parents not alive and 14% others specify

Table 3.6 Respondents abuse at working condition

Types of abuse	Frequency	%Share
Physical abuse	13	26
Verbal	24	48
Sexual abuse	8	26
Other specify	5	10
Total	10	100

The table above clearly states that street children faced different forms of abuse 13(26%) of children reported to encounter physical abuse, 24(48%) had encountered verbal emotional abuse and 8(16%) had sexual abuse and 10% other specify

Table 3.7 Respondents reasons for joining the street life.

Reasons	Frequency	%Share
Broken family	7	14%
Being orphaned	10	20%
Bad relationship with family	7	14%
Economic problem in the family	18	36%
Sexual abuse	3	6%
Physical abuse	3	6%
Others (specify	2	4%
Total	50	100%

It is obviously shown on above table that reason for joining street life, broken family 7(14%), Being orphaned 10(20%) Bad relation 7(14%) Economic problem 18(26%) physical abuse 3(6%), sexual abuse 3(6%), others 2 (4%), put together are the main reason for joining the street life.

4.4. Use of substance and sexual experience of the study pollution

Table 4.1 Respondents use substance

Response	Frequency	% Share
Yes	35	70
No	15	30
Total	50	100

Form the above table we can comply that most of the total 50 respondents 70% repeated to have used habit-forming substances and the rest of 30% had not used.

Table.4.2 Pressure of respondents toward substance use

Role model	Frequency	% Share
Peers	25	50
Sibling	4	8
Parents	5	10
Video	10	20

Other	6	12
Total	50	100

Every body can observe from the table accordingly in most of in 25 (50%) of the cases peers have played roles. Respondents followed 20 (20%) video, 4 (8%) siblings, parents 5(10%) and 6(12%) others.

Table 4.3. Sexual practice of respondents

Sexual practice	Frequency	%Share
Yes	30	60%
No	20	40%
Total	50	100

From the above table any guest more than half of the respondents sexual experienced 60% and the rest of 40% they have not experienced and also the majority started at the age between 12- 15.

Table 4.4. Use of condom by respondent

Condom	Frequency	%Share
Yes	40	80%
No	10	20%
Total	50	100

Form the above table show that most of 80% respondents use condom to be protected from HIV/ AIDS and other STDS from those of children. They have not used condom (20%) were due to lack of awareness (neagltious behaviors) form the table below we can see that most of the street who have sexual experience, 60% reported STD in the last 6 months.

Table 4.5. Respondents contact sexual transmit disease

Response	Frequency	%
Yes	30	60%
No	20	40%
Total	50	100

Table 4.6. Existence of established organization

Response	Frequency	% Shore
Yes	15	30%
No	35	70%
Total	50	100

As we see from the table above most of the responders raised their is not any establisher organization (70%) but the rest of other respondents 30% taking stabilized organization.

Table 4.7 Kind of material distribution to the respondents

Kind of service	Frequency	% Shore
Money	5	10%

Material	5	10%
If any	5	10%
Total	15	30%

From the above table we can conclude that material distribution or service limited from 50 subjects, 30% get only this percent sharing of 10% money 10% material 10% if any caned of support

V- Results from the observation of researcher

Based on the observation performed by the researcher most of the street children tend to react negatively to their environment when ever they fail to obtain their demanded from the surrounding environment, that means Thom their neigh bur they become depressed, un happy and mistrusted, because children's need care giver to have any needs which is part of their live here most of the street children's observed in the observation site they look like egger to have their parents and to obtain any need from them just like the other children's. Who have their parents found around their placement. due to social and economical conditions the street children's are in able to resist any conditions such as conflict, lasting something, they always thy to react aggressively and revenge for their misused by offers . they never passé things peace fully they tend to stand against their peers for their mistake .

In addition to this the researcher also observed that, the usual diet of the street children's consists of Injera, kikwatt, shero, kollo, nifro, bread, sambusa and tea.

Most of them do not have break fast and they tend to have only one or two meals a day, they are also observed most of the street children wear second hand clothes purchased mostly from kolfa market with 5 or 6 Birr, and again the street children's wear tattered and dirty clothes, they do not have ever self huger this is attributed due to lack of water and materials for washing their clothes. Most of the street children do not have more than one spare set of cloth so they hope to buy clothing whenever they obtain money.

The sleeping condition of the street children is very surprising. Most of them sleep on a street, churches bus station and around shop, they sleep in group. Some of them are very faced difficulties to control cold and rain that ace ere on the time, generally all of them leads dog life. Thus liking style was underestimated as compared with other badly families. In other observation most of the street vendors live in a rented one room keble houses with their families, paying 3 to 10 birr per month. The walls of the houses are made of wood and mud, the roots are made of corrugated iron sheets and the house are mostly earthen.

VI- Result from focus group discussion

As the result from the group discussion indicates 15 (75%)of the respondents reported that the factor which leads them to streetism is family disorganization drinking habits. divorce, parents dead, economic problem are among them push children to street life.

Out of the 20 participants of focus group discussion almost all of the participant participated in focus group discussion faced condition such as. Shortage of facilities Like food, clothe, house electricity, even water for drink they have had problems which made them to lead difficult life condition. In addition to this they would have person.

Who shared their problem or they did not obtain any support to solve their problem this made the condition to trigger than evel 5(25%)of which they reported that they have condition like clothe, educational material shortage and they don have acceptance of their living with in society they related of being streetism, they are enable to have social relationship. They suggested that, if they are provide them needs as the best way of solving or reducing the condition they have facing, they also wanted to integrate with their parents and to have independent way of life, the end of the discussion they were also aspires or wishes to have better living style or condition than they had, and the believe that streetism is not means of solving any problem happened children not to follow the way they are following.

4.2 Discussion

The research finding shows that out of a total no of 50 street children's involved in the study 30 (60%) where male and 20 (40%) where females. Their age ranges from 5-17 years of age out of which the majority 23 (46%) are lied in the interval between 15-18 and 10 (20%) street children's age ranges 9 and below years of age

Out of the total 50 street children 23 children (46%) born in rural area and 17 (34%) children born in sari-urban area the reason for street life is, 7 (14%) of the respondent reported that they join the street life due to broken family, 10 (20%) due to being or phoned, 7 (14%) in appropriate relationship with their family, 18 (36%) due to economic problem of their family 3 (6%) due to being is sexual abused, 3 (6%) due to physical abuse and 2 (4%) of the respondents are forced to join the street life due to other factors regarding ethane distribution of the respondents out of the number of 50 respondents 22 (26%) from Gamo, 18 (36%) from have 5 (10%) from Tigrie and 7 (14%) are from other ethane group,

Educational status of the street children shows that out of a total number of 50 respondents 90 (18%) cannot read and write 12 (24%) only read and write 21 (42%) of the total respondents are elementary and 8 (16%) of the respondent educational status is Junior secondary.

According to the finding the respondents working condition out of a total number of 50 street children devote their time. 14(28%) of which devote their time or of the respondents work condition is shushing, 13 (26%) of which devote their time of respondents work condition is selling cigarette, 8(16%) of which devote their time of respondents work condition is car washing, 7(14%) of which devote their time respondents work condition is messenger 6(12%) of which devote their time of respondents work condition is begging and 2 (4%) of the respondents working condition is others work activities.

The attitude of the society to words a street children is negative based on the research find (80%) the respondents that their attitude toward children is negative and the reaming of 20% of the respondents attitude towards the street children are positive. This negative of the society contributed a lot for the children personal and identity growth.

The respondents faced different forms of abuse 24(48%) of children reported to encounter verbal are emotional abuse, 13(27%) had encountered physical abuse, 8 (16%) encountered sexual abuse and 5(10%) had encountered other specify. Most of sexual abuse were committed on girls who work and live in the street. According to (IRIN, 2004) girls who work and life in the street are faced with extremely harsh conditions including sexual abuse by adults, rape un wanted pregnancy and early mother hood sometimes as young as under 1. 8(IRIN, 2004)

From the result it was shown that children are initiated to use substance, 25(50%) by peers and 10(20%) by video, 10(20%) by parents, 4(8%) by siblings and 6(12%) by others specify generally external influence parallel to the conditions.

CHAPTER FIVE

Conclusion and recommendation

5.1 Conclusion

The final result of this study has shown that the living and working condition of streets practiced in specific area.

- The children at work were predisposed to various farms of abuse and exploitation, working at their age had negative impact on their schooling.
- Street work had been practiced
- Low family income, disintegration of parents and low coping skill were associated with the reason to joining of the street life
- Streetism is one of the major elements of urban poverty of developing countries.
- Economic problems followed by being orphaned is the leading cause of streetism
- Age, sex duration of stay on the street and currently school no attendance of the street children were associated with substance use

5.2 Recommendation

As a whole, the living and working condition among children of in the street was high. This high rate could be due to less school attendance rate and long duration of stay in the street so the principal investigator recommends that every one including families of the street children, the community, ministry of health, education and labour and social affair and NGO should work together to their maximal effort in the control of this rapidly growing conditions problem through.

- Facilitating possibilities to rejoin the street children who have families to their families
- Advocating behavioral changes against bad conditions as by teaching the street children about harmful effects of substances.
- Supporting them to continue their education
- Finally it is the principal investigator idea that this study could serve as abase line for further detailed studies on the issue.

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Appendix

This Questionnaire designed to assess the living and working condition of street children of Addise ketema kebela. Dear respondents. Respond your fealing accourding to the following questions. If need not write your name on the questionnaire

Thank you for your cooperation

Instruction: put ( ) mark on the boxes

I. Back ground information

  A. Soaio- demography

  1. Age,   ☐
  2. Sex, Male   ☐
          Female   ☐
                          ☐
  3. Place of birth, urban

              Semiurban   ☐

              Rural   ☐

4. Religion, Muslim ☐

       Orthodox ☐

       Protestant ☐

       Catholic ☐

       ☐

       Pagan/No Religion

       Other Specify _____

5. Ethnicity Oromo ☐

       Gamo ☐

       ☐

       Amhare

       Tigrie ☐

       Other _____

6. Educational status , Can not read and write

       Only read and write ☐

       Elementary ☐

       ☐

       Junior secondary

7. Are you currently attending school,   Yes ☐   No ☐

II. Socio economic conditions

1. For how long have you stayed in the street? _____ years

2. Why did you become a street chilled? (Give alternatives if you can)

       _____

_____

3. What activities you perform to gene rate income?

Shoe shining ☐

Selling aigrette and others ☐

Car washing ☐

☐
Messenger

Begging ☐

Other mention ☐

4. Are there any family member of relative who you help? If so, who are they?

Father and mother ☐ father only ☐ other ☐

5. How many times do you eat per day

Once ☐   Three times ☐

☐   ☐
Twice   As available

6. Types of streetism _____

On the streetis child ☐

☐
Off the streeth child

III. Psychological conditions

1. Do you have contact with your parents   Yes   ☐   No   ☐

2. If yes, how frequent is it?

   Daily ☐   weekly ☐   occasionally   ☐

3. If no what is the reason for that?

   Parents are dead ☐   you do not want ☐

   Parents are separated ☐   Other

4. What is the attitude of society towards those children

   positive ☐   negative ☐

5. If, negative why _____

6. What is your perception about working at this age
   Approve ☐   Disapprove ☐   Indifferent ☐

7. Any type of exploitation you are facing at work.
   Very low pay ☐   Excessively long house ☐

   Heavy physical loads ☐   No rest period ☐

   Nome ☐   Other specify ☐

8. Main reason for working
   To help self ☐   To helps relative guardian ☐

   To help parents ☐   Parents not alive ☐

                         Other specify ☐

9. Any type of abuse you laced at work condition
   Physical abuse (Beating, whipping, thrown out) ☐

   Verbal /emotional abuse (insulted) ☐

   Sexual abuse/harassment ☐   Other specify ☐

10. What is/ are the reason/s for joining the street life

Broken family (divorce, father died or left for other place)

Being orphaned ☐   Bad relationship is the family ☐

Economic problem in the family ☐ Physical abuse ☐

Sexual abuse ☐   Others (specify) ☐

IV. Information about use substance and sexual experience

1. Do you use substances in combination?

   Yes ☐   No ☐

2. Who was/ is the role model for you to use substance?

   Peers ☐   Parents ☐   Other ☐

   Siblings ☐   Video ☐

3. Do you have sexual practice?   Yes ☐ No ☐

   If the answer yes for what age you started sexual inter course? _____years old

   ☐   ☐

4. Have you used condom during sexual inter course?   Yes   No

5. Did you experience sexually transmitted infections in the post 6 months

   Yes ☐   No ☐

6. Are there any established organization, that give service for those children?

   Yes ☐   No ☐

7. If yes, what kind, material

   Service ☐ Money ☐ If any _____-

Part VI

Observational elements

1. The way they respond to environmental situations

2. Their eating, and clothing style

3. Their sleeping place

Focus group discussion issues

1. Factors which were forced to join street life

2. The living and working condition which they frequently face

3. What are their ambitions that they would like to be

Chapter one

1. Introduction

1.1. Background of the study

Gender roles are the pattern of behavior, personality traits and attitude that define muscularity or feminity in a particular culture. The gender roles are largely determines 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 theorist believe that gender roles have an impact on development of gender identify, 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 (chodorew, 1989), gender schema theory (Bem, 1981) and social role theory (Eagaly) evolutionary theories of gender role development are grounded in genetics bases for differences between men and female. Similarly, sociobiologists and functionalist suggest that gender role different between men and women stream form 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 Mather and child affect boys and girls differently.

Social role theory beliefs 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 law status roles.

Gender schema theory assumes that the primacy of gender concepts in a culture surveys as bar is for organization information to date (car ol R, ember, Melvin Ember, 21).

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 (Gidden, 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 decode from women (1975-1985) in particular, the UN and affiliated international government and non-government 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 promoted 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 party 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).

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.

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?

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

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.

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.

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.

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 feminity 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, formuloic, 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

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, devoult, 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.

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 supervisions, peers, or students may accept these judgment as reflections of their ability, whether accurse 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 log behind men in enrollment in high school and colleges although in thirty-three countries make women enroll in higher education then men (including USA, many Asian county, Latin America and the Caribbean) Sullivan T.2004.

2.2.2. Institutional and class room climate

Schools are not safe heaven and teacher students interaction are the most series problem. Research show that far from being safe haven for learning, school are often site of in tolerance, discrimination, and violence. Girls are disproportionality 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 baseder based violence (EFA, Global monitoring report, 200k, 143). The teacher also a product of their society, often endorse partrialchel ideologies about men superiority.

2.2.3. Teacher Student Interaction

Studies focusing on the frequency and nature of class room intervention 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 (Show, 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 interrupts with each other in a serious 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 the lack interpersonal relationship of high quantity and quality. (George Ritzer, 2007)

<div align="center">

Chapter three

3. Research Method

</div>

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 kilture 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

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 semi-structured 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

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

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

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	Yes	117	67.63%
	No	56	32.37%
	Total	173	100%
Type problem you faced	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	Yes	81	69.23%
	No	36	30.72%
	Total	117	100%
Type of GBV problem	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%).

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

Case	Yes	Quantity	Percent (%)
Gender role stereotypes have impact on academic achievement	Yes	74	42.77%
	No	99	57.23%
	Total	173	100%
Impact of gender role stereotype	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	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%).

Table 4: relationship between gender stereotype and behavior of individual

Behavior cause for gender role stereotype	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 on interpersonal skill	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%).

Table 6: relationship between academic achievements, sex interpersonal skill

Case		Quantity	Percent (%)
Share idea with classmate	Yes	114	65.89%
	No	59	34.11%
	Total	173	100%
Sharing idea with sex	Male	13	11.40%
	Female	98	85.96%
	Both	3	2.64%
	Total	114	100%
Discuses with family, teacher and friends	Yes	100	57.80%
	No	73	42.20%
	Total	173	100%
Reason to do not discuss with family, teacher and friends	Female is less competitive	26	35.635
	Most teacher are male	4	8.48%
	Female are inferior	43	58.90%
	Other	-	-
	Total	173	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%)

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 preview 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.

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.

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 0f 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.

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.

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

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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 ☐

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. disagremnet 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 _____

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 1is "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

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?)

   _____

   _____

   _____

Jimma University

Dame saauinsii hawaasa fi seera

muummee 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. iccitin 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'ilaa
    a. Kanfuudhe ☐
    b. Kan jalallen qabu ☐
    c. Kan hin fune ☐

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 keessati 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 biro yoo jirate_____

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 dhiraa wajiin ⬚
   b. Baratoota shamaran wajiin ⬚
   c. Homa wajjiin ⬚

3. Mati kee wajiin, barsiisa wajiin, hiriyaa 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 _____

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	Baraattonni shamaraa yeroo isaanii irraa caalaa hujii mana keessaattin dabarsu		
3	barattoonii dhiraa shamaraan caala ciciimodha		
4	dhibba-hirriyyaa baratoota dhiraatif bu'aa gudaa akka argaatan tasisera		

V.   Gaaffi 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?

     _____

     _____

     _____