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RESEARCH ARTICLE

FACTORS ASSOCIATED WITH GUMUZ PEOPLE FEMALE STUDENTS' EDUCATION ENROLMENT AT SCHOOL LEVEL IN METEKEL ZONE MANDURAWOREDA

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ABSTRACT

The objective of this study was to assess factors associated with education enrolment of Gumuz people female students at school level. The study was conducted at public primary and secondary schools in Madura Woreda. From 33 schools, 265 teachers and 10346 students of the public schools in the Woreda 7 schools, 270 students and 64 teachers were taken using purposive sampling techniques. In the study Quantitative research method was used in collecting information from the sample. The study used four categories of research instruments to collect data. These are questionnaires, semi structured interview, focus group discussions and a review of documents (rosters). Descriptive statistics mean and percentage were used to investigate factors that hinder equity of education enrolment of Gumuz female students at school level. The data obtained from semi-structured questionnaires and questionnaire was analysed by using percentage whereas data from focus group discussion was analysed by using percentage and direct matrix ranking. The key factors that associated with Gumuz female students education enrolment were Early marriage, abduction, exchange marriage, credit marriage, Cultural attitude of the society, far school distance from home, impact of boys in the family not to send their sisters to school for the sake of exchange marriage, low education background of the society and Female child labour. A series of discussions should be held with the community regarding the benefits of education and the rights of children. Particularly this is helpful in eliminating parental fears for the security of girls where such illegal actions as abduction, raping, etc. are common. Another action to be done is to remove early marriage of girls. This will reduce the impact of unnecessary pressures on Gumuz female students to drop out of schools for marriage.

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INTRODUCTION

Education is a tool to enable both women and men to make all rounded participation in development process by acquiring knowledge, skill and attitudinal change. According to (Tiker, 1976), "in all countries women are increasingly impatient to widen the options for realizing their potential and to participate on equal basis with men in productive and creative achievements, as well as in the rewards' systems of their societies". But they do not participate fully in what gets done in society due to lack of education. In order to play the critical role appropriately, women need education. The socio-economic development of many countries has been strongly linked with education. No country has scored sound economic growth without sound development in its education (PHRD, 1996). Education is the foundation for optimal utilization of resources through development of human capital.

The same writer stated that investing in people's education can boost living standards of household by expanding opportunities, raising productivity, attracting capital, investment and increasing earning power. The Government of Ethiopia has a strong commitment to achieving education for all by 2015 and has a policy of inclusive education for all children. It has made significant progress in expanding access and increasing enrolment to general education, (Jennings, 2011). Sexual harassment has been an issue of special concern since the mass rape of 75 schoolgirls in Kenya. (Hallam, 1994), indicates that there is a pandemic of sexual violence and harassment in educational institutions in Africa, and it is a real concern for students, parents and school authorities. Male students are mostly identified as offenders and their acts include verbal abuses, cartooning, harassing, beating and raping (Levitt, 1994), report that in Guinea boys are very aggressive towards girls and that they used physical force, threatened and teased girls to silence them in the class. However, considerable female students' inequality exists in the education sector especially in some Woredas of Benishangul Gumuz Ethiopia.

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Consequently, this research attempt has been made to make understanding on the equity of Gumuz female students' education enrolment at school level in Madura Woreda. Although the efforts made by different stakeholders in order to 'eliminate factors that hinder participation of female students in primary education by 2005', one of the target of MDG, has increased enrolment in primary education, there has been still factors that associate with enrolment, of female students in the Benishangul Gumuz Region especially in Gumuz people. Likewise, the researcher's premise is in making understanding that the existing factors that associated with Gumuz female students' participation in primary and secondary education in the research Woreda. The issues of factors associated with education of female students have been a serious problem in Gumuz people in Metekel zone particularly Madura woreda education system at all school levels. Besides, low enrolment of female students of Gumuz people, there was a high dropout rate. However, to the knowledge of the researcher, generally in this region and particularly in the study area, research had not been conducted that explores factors that associated with Gumuz female students' enrolment in education at all school level. This triggered the need to conduct research in this regard to address the Gumuz female students' education enrolment and performance in school. In this study, the researcher examined factors associated with Gumuz female students' education enrolment at school levels particularly, in Madura woreda which is found in Benishangul Gumuz regional state. Therefore, the researchers have stated the following leading questions to see major factors associated with Gumuz female students' education enrolment at school level. How social, economic, cultural, environmental or political factors associated with Gumuz people education enrolment at school level?

To what extent do Economic, Cultural, and Environmental factors influence education enrolment of Gumuz female students in school level?. How to improve Gumuz students' participation at school level?

The main objective of this research was to investigate the major factors that associated with Gumuz female students' education enrolment at school level. Hence, the specific objectives were to:

- Identify challenges that hinder Gumuz people education enrolment.
- Identify the major factors that associated with Gumuz female students' education enrolment.
- Recommend possible solution to bring equitable participation of Gumuz female students in education enrolment at school level.

Literature Review

Factors affecting students' education: There are many factors that affect enrolment rate of students. These factors are more likely reflected on females' education. Among the factors that are affecting females' participation in education are socio-economic condition of parents, parents demand for their daughter's labour, distance from home to school/or availability of schools, presence of female teachers, school environment related factors, political and institutional factors, religious outlook of parents, engagement of females in early marriage, levels of education of the parents and

parents attitudes towards females' education. Conditions that influence the improvement of girls' education have been discussed in a number of ways. With particular reference to Sub-Saharan Africa, (Odaga, 1995) discuss factors affecting female education under three categories: socio-economic and socio-cultural, factors related to the school environment, and political and institutional factors (Hyde, 1989), summarizes conditions for improving women's education in Sub-Saharan Africa from four perspectives: family level, societal level, school level factors and factors influencing achievement (Naju, 1998), indicate that some of the critical factors in female dropout include pregnancy, psychological cost of pregnancy, direct cost of schooling, societal perceptions, the labour market, opportunity costs, family poverty, irrelevant curriculum, insecurity, structural attributes and classroom culture. Those factors affecting female education are summarized under the following categories: economic, cultural, school and societal factors.

Economic Factors: The economic factor, especially in terms of grinding poverty and hunger, is probably the most influential in adversely affecting female participation in education, especially in rural areas, (Brock, 1997). Direct schooling costs have been found to be the major reason parents offer for not sending their children especially girls or for removing them from the school. Apart from tuition, such costs include fees for registration and admission, examinations, boarding, school building fund, parent and school association fees, book rental, and the cost of uniforms, the provision of furniture, extra tutorials and transportation. Reasons for the increasingly prohibitive cost of direct costs have been discussed from several perspectives (Graham-Brawne, 1991), argue that poverty and the fiscal crises which force families to cover shortfalls have a devastating impact on households and the education system as far as girls' education is concerned (Kinyanjui, 1993), link the severity of direct costs with the shift of educational costs to parents in the name of cost sharing. In (Cammsih, 1994), found out that many secondary schools are private and charge fees. In general, several studies suggest that the direct costs or financial constraints hold back more girls than boys from schooling.

The opportunity costs of girls' schooling are associated with resources/services lost due to sending the child to school. Child labour is indispensable to the survival of many rural households in Sub-Sahara Africa: agricultural work, domestic work (cooking, collecting fuel, fetching water, marketing as child care services are required from children, with girls demanded more than boys (Odaga, 1995), note that the lack of economic alternatives in the labour market even when girls complete schooling, is not only a factor influencing female students to dropout, but also one of the reasons for pregnancy. Many girls, they say, perceive marriage as an escape from family poverty, and mistakenly believe that pregnancy will help them to "hook" husbands. Girls from better-off homes, who live in urban areas, and whose parents are better educated are more likely to enroll and remain in school longer than those from poorer homes and rural areas. In areas where overall enrolments are low, the gender gaps in participation are wider (Herz, 1991), Parental perceptions or investment behaviour concerning the irrelevance of girls' education influences both the enrolment and persistence of female pupils in schools (Odaga, 1995), indicate that the educational investment behaviour or

decisions of most African families is based on gender-differentiation, birth-order and number of siblings. According to them, parents often consider that boys are a better investment than girls and that they are also better at school.

Cultural Factors: Socio-cultural beliefs, customs, practices, pregnancy, insecurity, girls' expectations and other traditions play a significant role in decisions to withdraw girls from school. Their own decisions to security and the needs for physical safety or protection are traditions that often demand special concern for girls' privacy and social reputation (Naju, 1998). In cultures where female seclusion is practiced, the impact of that tradition on girl's enrolment after puberty is substantial. (Odaga, 1995), indicate that in some rural areas of Mozambique families keep daughters out of schools after their first menstruation and initiation rituals. In some other countries, school distance from home gives rise to issues of special concern for security. Adolescent girls may be victims not only of sexual harassment but also of abduction, after which they are forced to marry their abductors. In many countries, a relationship has been found between late entry of girls to schools, frequent absenteeism and finally dropping out of school. Girls may start school at the age of 10, since the distance from school may be too great to allow small children without older siblings to walk on their own. At the age of 11 or 12 they are forced to leave school as their parents may be afraid of sexual harassment and abduction. Schoolgirl pregnancy and the incidence of female dropout are closely related throughout Africa (Naju, 1998). Usually unwanted, these pregnancies end the schooling of girls both through self-withdrawal and national pregnancy policies that ensures the expulsion of girls from the education system with little or no chance of re-entry.

School Factors: The school also affects the survival of girls and perpetuates in education. The working environment, distance to school, teacher attitudes and teaching practice, gender bias in curricula and classroom culture all affect female attainment and persistence in schools. Distance from school has been another deterrent for girls' education in many countries in Africa. (Odaga, 1995), refer to a large number of studies in the region where it has been reported that the long distances girls (particularly rural girls) travel to school has two major problems: one relates to the length of time and energy children have to expend to cover the distance, often on an empty stomach, the other relates to the concern and apprehension parents have for the sexual safety of their daughters. The problem of distance from school also has implications for the motivation of girls to stay in school.

MATERIALS AND METHODS

This study employed a descriptive survey research design. Descriptive survey research designs are used in preliminary and exploratory studies to allow researchers to gather information, summarize, present and interpret for the purpose of clarification. The target population is all the government Primary and secondary school students in Mandura Woreda. There are 33 schools in urban and rural areas of Madura district as per statistics of EMIS (2012). The target population for this study consisted of all the 265 teachers and 10346 students from the public schools in the Woreda. The parents, cluster school supervisors and parent-teacher association members in the district were also targeted.

Selection of research settings purposefully took Mandura Woreda from Benishangul Gumuz region. The reason behind selecting the Woreda is that, majority of Gumuz people in Metekl Zone are found in this Woreda. The total number of sample schools and their environs from which data has been drawn was seven (N=7). The selection of the schools for the quantitative and descriptive survey of the research project was done on a purposive method. That is, schools were first purposely checked for the qualitative aspect of the study on the criterion that they would provide the required information on female educational inequity of school participation, presence of transportation and access of targeted groups. Besides, the availability of the required grades was one factor for selecting these schools for the study. The research population included school teachers, students, parent-teacher association members and parents. Since principals were few in number, all of them in the selected schools were included. As far as students were concerned, ten (i. e equal numbers sexes) students were selected from each grade level by purposive sampling technique in order for the questionnaires to be filled clearly. In each school, grade 4 and above students were taken by purposive sampling technique because students who were in grade 4 and above were mature enough to realize about the items of the questionnaires. Teachers were randomly included in the study. The parents for the interview were randomly selected. Members of the Parent-teacher Association in focus group discussions were invited on the recommendations of school principals as key informants based on their knowledge, experience, and involvement in school activities.

The study used four categories of research instruments to collect data. These are questionnaires, semi structured interview, focus group discussions and a review of documents (roster). In this study, both qualitative and quantitative analysis techniques were employed. The data collected through closed-ended questionnaire survey and documents were presented through frequency distributions and percentage. On the other hand, data from interviews, questionnaire and focus group discussions were transcribed, classified and presented in a narrative form. The qualitative data were intertwined with the quantitative data to further enrich and enhance the information collected.

RESULTS AND DISCUSSION

Characteristics of Respondents: The researchers targeted students, class teachers and parents of the sampled government schools in Mandura Woreda. The researchers administered questionnaire to sampled students and class teachers. All were mixed primary and secondary schools, and gender ratio was considered. The researchers conducted depth interviews with parents of the Governmental school students of the Woreda. Students and teachers in all sampled Governmental schools cooperated. They all set aside sometime to respond to the questionnaires. Questions on the questionnaires and the interview guide were categorized to elicit responses relevant to achievements of the researchers objectives. The first category of questions aimed at eliciting general information and rapport building with respondents. The researchers administered questionnaires to grades; four, five, six, seven nine and eleven students. 270 students, 160 male and 110 female are selected from sampled schools in the sampled

Table 1: Back Ground Information of students and Teacher Respondents

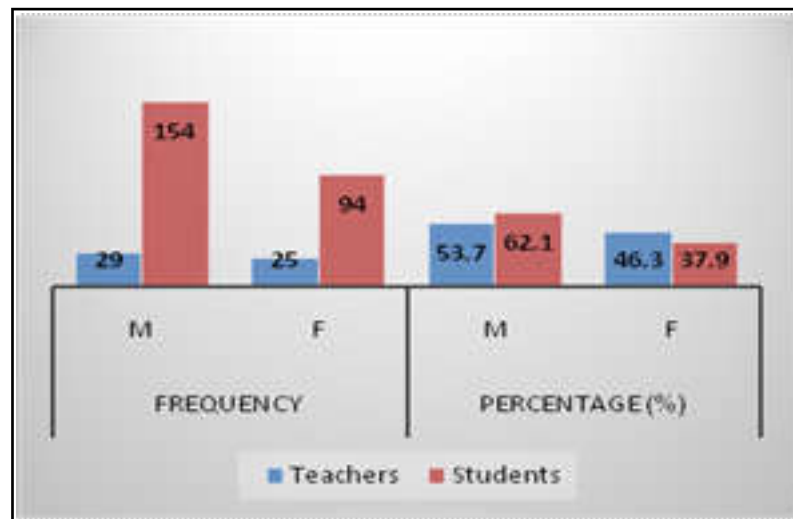
No.	school	participants	Female	Male	Total
1	Jigdasilase	Students	16	16	32
		Teacher	4	4	8
2	Genet Mariyam	Students	26	31	57
		Teacher	6	6	12
3	AdidaKuturhulet	Students	11	15	26
		Teacher	4	4	8
4	GilgelBeles	Students	18	23	41
		Teacher	0	0	0
5	Dwanzbaguna	Students	22	27	49
		Teacher	5	5	10
6	Ajenta	Students	0	10	10
		Teacher	4	4	8
7	Tunidadush	Students	1	31	32
		Teacher	4	4	8

Table 2: Questionnaire return rate

Sample	Proposed Sample Size	Achieved Sample Size	Achieved Percentage
Sampled students	270	248	91.9%
Class teachers	64	54	84.4%
Total	334	312	

Table 3: Gender Distribution of Respondents

Respondents	Frequency		Percentage (%)	
	M	F	M	F
Teachers	29	25	53.7	46.3
Students	154	94	62.1	37.9

**Fig. 1. The graph that shows gender Distribution of Respondents****Table 4: Environmental Factors on Gumuz female students Equity in the Schools**

Questions Raised	Respondents	Scale of agreement		
		Disagree (%)	Neutral (%)	Agree (%)
1. There is a recognisable culture of gender equality in your school.	students	6.4	8.82	84.78
	Teachers	14.9	11	74.1

Table 5. Agreement Scale on School Environmental Factors that disadvantage female students in the Schools

Questions Raised	Respondents	Scale of agreement		
		Disagree (%)	Neutral (%)	Agree (%)
1. There are practices within your school those disadvantage female students in the school.	students	29	15	56
	Teachers	50.4	5.6	44

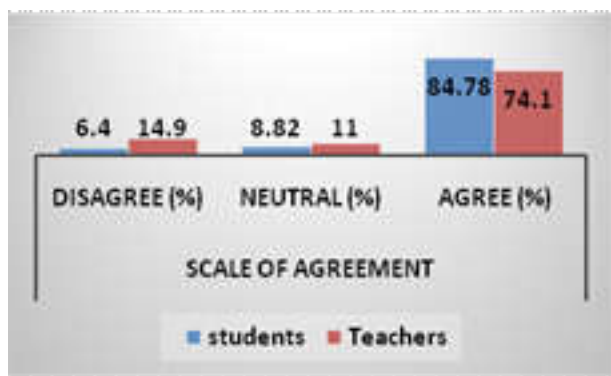


Fig.2 the graph that shows environmental Factors on Gumuz female students Equity in the Schools

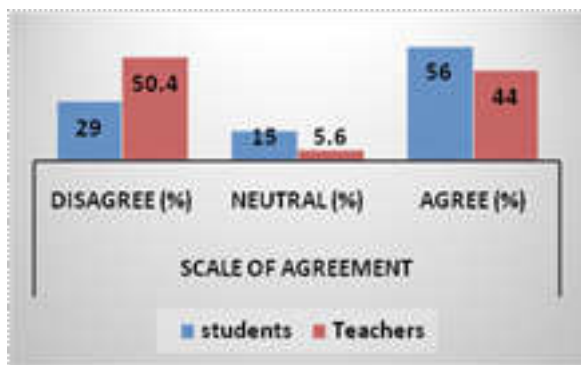


Fig.3 The graph that shows agreement Scale on School Environmental Factors that disadvantage female students in the Schools

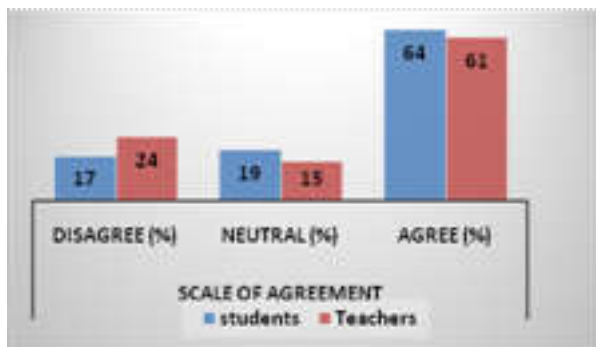


Fig 4.The graph that shows identifying differing needs of female students in the Schools

grades. 64 teachers, 32 male and 32 female from sampled schools were administered with questions. Even though that much questionnaire were distributed few respondents didn't returned the questionnaires. A total of 248 (91.9%) questionnaires from students and 54 (84.4%) questionnaire from class teachers questionnaires were collected.

Demographic information of Respondents: In this part general information of respondents was analyzed by use of tables and frequency percentage.

Gender distribution of Respondents: The researchers wanted to know the gender of teachers and students who participated in the questioner. It was important because the researchers wanted to cater for gender balance in the division.

From table 3 a total of 54 teachers who participated in the study in Mandura sample schools, 46.3% were female and 53.7% were males who were involved in the gathering of information through questionnaires. Of the sample students 62.1% were males and 37.9 were females. This study revealed that female students in the sample students were few in some schools to take all samples planned. The reason is that female students' participation in the native tribes (Gumuz) is considered as tabooed. This is also shown by chart as shown below.

Descriptions of Different Factors on Educational Participation of Gumuz Students

School Environment: The researchers wanted to know whether school environmental factors are conducive to the girl child. This was important because it revealed whether the girls were experiencing problems in the case of learning or generally if they were happy with the situation at school and general environment in terms of distance from home to school, facilities at school, resources and security. From the above table it is possible to analyze status of impact of different school environments on the educational participation of Gumuz female students in Mandura Woreda. Regarding the presence of recognizable culture on the equality of female students of Gumuz people about 84.78 % of students and about 74.1 % of teacher respondents agreed on the presence of good school culture regarding equality of female students with males. Only 6.4 % of students and about 14.9 % of teacher disagree the presence of equality in gender in the school. From the above result it can be recognized that there is low level of gender inequality culture in the schools.

Concerning to practices that disadvantage the equity of participation of Gumuz female students 29 % of students and 50.4 % of teachers disagree the presence of disadvantaging practices but about 56 % of the students and 44 % of teachers agreed up on the presence of practices in the school that disadvantage the educational participation of Gumuz female students. Supporting this during focus group discussion the parents raised the presence of factors like rushing of opposite sex students for sex in the school and this discouraged their parents to send their daughters to school. Identifying different needs of students is very important to help and improve the equity of participation of female students. In the case of Mandura Woreda sampled schools, 64 % of students and 61 % of teachers agree up on the presence of activities to identify the special needs of female students and provision of special treatments.

Only 17 % of students and 24 % of teachers disagree on the presence and adequacy of special attention to identify different needs of female students. Gender-sensitive and culturally appropriate school facilities have a great impact on school persistence of girls. According to (13), parents are unlikely to retain girls in school if they lack private lavatories (wash room and toilet), particularly after puberty. Here the researchers wanted wither school facilities like water, sanitation, and separate toilets for boys and girls are available in the schools. As can be seen from Table 7 about 79.5 % of students and 80 % of teacher respondents agree up on the presence of these school facilities in their schools. Only 14 % of students and 15.3 % of teacher respondents disagree on the adequate presence of these school facilities.

Table 6. Identifying differing needs of female students in the Schools

Questions Raised	Respondents	Scale of agreement		
		Disagree (%)	Neutral (%)	Agree (%)
1. The differing needs of female students study are taken into account by the school	students	17	19	64
	Teachers	24	15	61

Table 7. Presence of different facilities in the Schools

Questions Raised	Respondents	Scale of agreement		
		Disagree (%)	Neutral (%)	Agree (%)
1. There are school facilities like water, sanitation, and separate toilets for boys and girls in your school	students	14	6.5	79.5
	Teachers	15.3	3.7	81

Table 8. Presence of gender responsiveness in the Schools

Questions Raised	Respondents	Scale of agreement		
		Disagree (%)	Neutral (%)	Agree (%)
1. There is gender responsiveness in the teaching methodologies and the overall physical, social and academic school environment.	students	19	14	67
	Teachers	12	19	69

Table 9. Presence of guidance and counselling for Gumuz female students in the Schools.

Questions Raised	Respondents	Scale of agreement		
		Disagree (%)	Neutral (%)	Agree (%)
There is no appropriate guidance and counselling for female students in the school.	students	41	16.1	42.9
	Teachers	61.1	16.7	22.2

Table 10. Percentage of response of school teachers on the effect of communication with Gumuz female student parents

Questions Raised	Respondents	Scale of agreement			
		Yes (%)	No (%)	Agree (%)	Disagree (%)
1. Is there any communication with parents about Gumuz female student's participation in education?	students	24	44	30	56
2. Is there any awareness creation program to parents in the village arranged in the school about Gumuz female students' educational participation?	Teachers	16	30	38	70

Table 11. School distance from students' home

Questions Raised	Respondents	Yes (%)	No (%)
1. Are there school near to the students' home?	students	68	32
	Teachers	51	49

Table 12. Interest and mis- understanding on Gumuz female students' participation in education

Questions Raised	Respondents	Scale of agreement		
		Disagree (%)	Neutral (%)	Agree (%)
1. Gumuz female students do not have interest to go to schools	students	30	18	52
	Teachers	17	11	72
2. Parents of Gumuz students do not have good understanding about education	students	24	10	66
	Teachers	12	5	83

Table 13: Percentage of agreement of parents interviewed on right of children to go to school

Questions Raised	Yes (%)	No (%)
1. Have you heard that every Young children's right to education?	44	56
2. Do you accept that all young children have the right to go to schools?	48	52

Table 14: Effect of the presence of model Gumuz and female teachers in the school

Questions Raised	Respondents	Yes (%)	No (%)
1. Are there Gumuz teachers in the school?	students	63	37
2. Have you taught by female teachers in the school?	students	74	26

Table 15. Chilled labour of Gumuz female participation of education

Questions Raised	Respondents	Scale of agreement		
		Disagree (%)	Neutral (%)	Agree (%)
1. Female Child labour is highly exploited in the society	students	25	13	61
	Teachers	11	6	83

Table 16. Early marriage on Gumuz female children participation in education

Questions Raised	Respondents	Scale of agreement		
		Disagree (%)	Neutral (%)	Agree (%)
1. There is early marriage culture in your community	students	25	15	58
	Teachers	15	5.6	80

Table 17: security problem on Gumuz female children participation in education

Questions Raised	Respondents	Scale of agreement		
		Disagree (%)	Neutral (%)	Agree (%)
1. There is security problems from your home to school	students	32	17	51
	Teachers	33	17	50

Table 18. Direct matrix ranking of factors that cause low education participation of Gumuz Students

No.	Factors	Group 1	Group 2	Group 3	Total	Rank
1	Security problem	2.3	3.1	2.4	7.8	6
2	poverty	2.7	3.8	2.7	9.2	4
3	Child labour	4	4	3.1	11.1	1
4	Shortage of school at all class level	1.4	3.5	2.3	7.2	7
5	Attitude of society	2.6	4	4	10.6	2
6	marriage	1.9	3	4	8.9	5
7	Searching job opportunity	2.7	3.1	3.1	8.9	5
8	Awareness problem	2.4	3.9	3.9	10.2	3

Table 19. Direct Matrix Ranking of Factors that Affect Participation of Gumuz Female Students

No.	Factors	Group 1	Group 2	Group 3	Total	Rank
1	Abduction, exchange marriage & credit marriage	4	3.6	4	11.6	2
2	Cultural attitude	3.6	4	4	11.6	2
3	Low education background of society	4	4	3.9	11.9	1
4	Female Child labour	4	4	3.1	11.1	3

Table 20: Economic Problem on Gumuz Female Children Participation in Education

Questions Raised	Respondents	Scale of agreement (%)		
		Disagree (%)	Neutral (%)	Agree (%)
1. There is shortage of school materials (uniform, pen, books, etc) that affect female students' school participation.	Students	27	16.5	56.5
	Teachers	24	16.7	59.3
2. There is poverty problem in Gumuz society to send their daughters.	Students	29.8	15.3	54.9
	Teachers	25.9	18.5	55.6

From this it can be understood that shortage of school facilities like water, sanitation, and separate toilets for boys and girls are not problems for majority of female students for their low participation in education. According to (Teshome Nekatibeb, 2012), teacher attitudes and teaching practice, gender bias in curricula and classroom culture all affect female attainment and persistence in schools. In this research the researchers wanted to check the problem of teaching practice, gender bias in curricula and classroom culture on Gumuz female students' participation in education.

According to the result from Table 8 above about 67% of students and 69% of teachers agree on the presence of gender responsiveness in the teaching methodologies and the overall physical, social and academic school environment for female students. Only about 19% of students and 12% of teachers disagree on the issue. This indicates that majority of female students are not facing the absence of gender responsiveness in the teaching methodologies and the overall physical, social and academic school environment in the school. Regarding guidance and counselling of female students of gumuz female students, about 42.9% of students and 22.2% of teachers

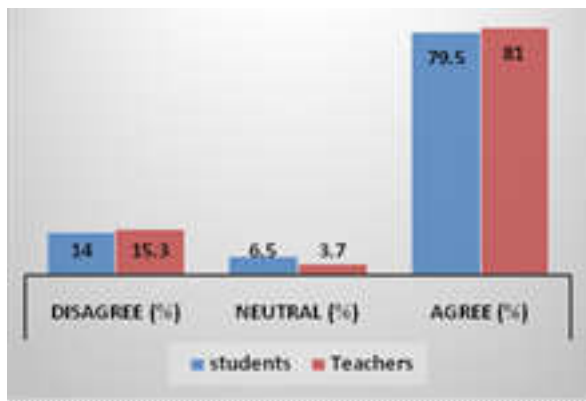


Fig 5. The presence of different facilities in the Schools

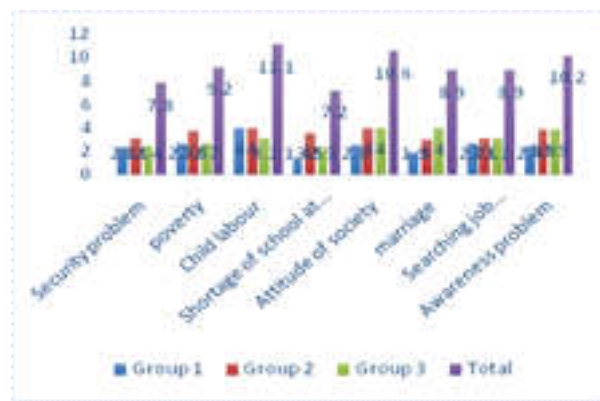


Fig 8. Direct matrix ranking of factors that cause low education participation of Gumuz Students

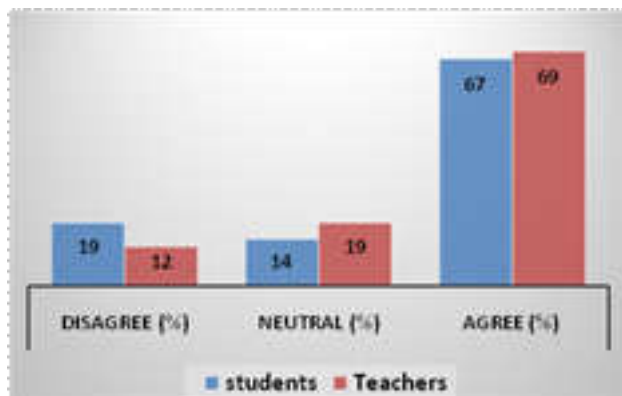


Fig. 5 The presence of gender responsiveness in the Schools

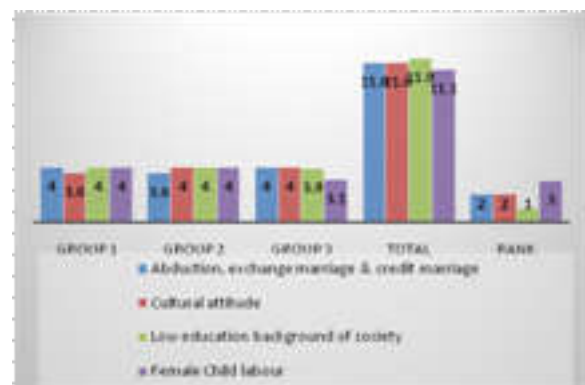


Fig 9. Direct Matrix Ranking of Factors that Affect Participation of Gumuz Female Students

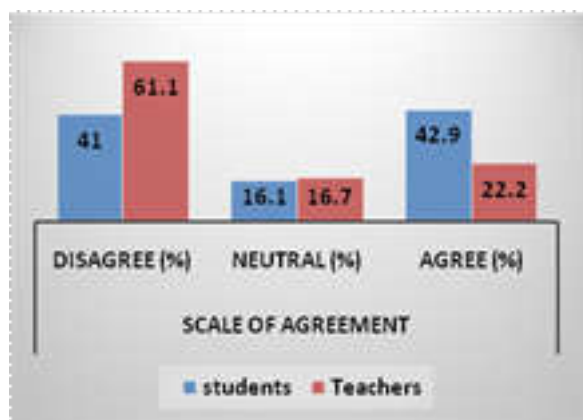


Fig 6. The presence of guidance and counselling for Gumuz female students in the Schools

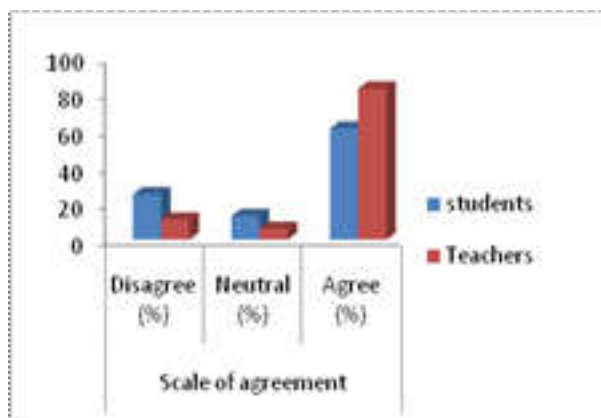


Figure 7. Child labour of Gumuz female participation of education

witnessed lack of appropriate guidance and counselling regarding participation of female students in education. About 41% of students and 61.1% of teachers disagree in the lack of guidance and counselling in the school (Table 9). From the students response it is possible to understand that there was shortage of guidance and counselling for female students to improve their education participation. The other influential concept considered in this research in the participation of Gumuz female students' educational participation is the presence of communication between the school and parents and awareness creation for parents towards the importance of education to females. Frequent open discussion between parents and the school do have great power to change the attitude of parents to let their daughters go to school. But as can be seen from Table 10 about 56% of teacher respondents responded the absence of communication between the schools and parents of female gumuz students. Only 44% of the respondents responded the presence of communication between parents and the schools. From this what can be understood is that even though there is some degree of communication between parents and the school, it is not enough to change the cultural attitude of Gumuz people to send their daughters to schools. According to the justification of most respondents the low participation of Gumuz people especially females to different meetings do have its own impact to discuss with them. Most of the time Gumuz people go to the forest and their farm lands to collect food daily in the morning so it is difficult to get them and discuss with them about the issue. Regarding awareness creation program about 70% of teacher respondents agree up on the absence of awareness creation program about the importance of education to female for parents in the schools.

Only 30% of the respondents respond the presence of programmes of awareness creating program in the schools. From this also it can be understood that Gumuz peoples are not being well oriented about the importance of education to their daughter. Long distance to school has a bigger impact on girls than boys for a variety of reasons. In some places young girls are not considered to be ready for travel as early as young boys. Older girls may be subject to harassment and even when the trip is safe the direct costs may be high and the time lost travelling is more costly to girls' work than to that of boys. As can be seen from *Table 11* above 32% of students and 49% of teacher respondents complained that there are no primary and secondary schools to all students near to their home. But about 68% students and 51% of teacher respondents said that schools are present to students near to their home. During focus group discussion the participants complained the shortage of secondary schools especially grades 8-12 near enough to their female students. Also in reality in Mandura Woreda only two high schools are present. These two high schools are not enough for the Woreda. According to the response of participants of focus group discussion, in general Gumuz students, especially females cannot go to other areas to continue their secondary education due to shortage of money and bad cultural attitude of the society that they think female students become prostitute if they go to town alone for education.

Socio-cultural Factors: Socio-cultural beliefs, customs, practices, interests towards education, insecurity, child labour, absence of models in the society and other traditions play a significant role in decisions to send girls to school and their own decisions to drop-out of school (Teshome Nekatibeb, 2012). Besides all other factors that affect enrolment of students to education, lack of interest of the learners and understanding of parents about importance of education for the society plays a great role in participation of both males and female students. In this study as indicated in *Table 12* above about 52% of student respondents and 72% of teacher respondents agreed up on lack of interest of Gumuz female students to go to schools. Regarding the understanding of parents towards the importance of education about 66% of students and 83% of teacher respondents agreed on that the parents understanding towards education is almost none.

But only 24% of students and 12% of teacher respondents said that even though it is insufficient parents do have some understanding about importance of education. In addition to this during interview about 56% of the respondents did not know the right of all school aged children to go to school. And about 52% of the respondents did not accept the right of school aged children to go to school (*Table 13*). The promotion of role model such as female teachers has been a strategy to encourage females' education particularly young girls in rural areas. According to (15), in all aspects of girls' school the availability of female teacher is salient as both an instrument and a product. Girls having women teachers can speed up formation of a cadre of female teachers. The presence of female teachers in the teaching staff can attract girls to learn by providing a guarantee to parents to enroll their daughters. As can be seen from *Table 14* about 63% of students witnessed the presence of Gumuz teachers but about

37% of the respondents said that model Gumuz teachers are not present in some schools and even in the schools they are present they are not more than three. This indicates that even though some model Gumuz teachers are present in some schools their presence is not enough and not proportional to the number of Gumuz students. During focus group discussion the participants argued that, instead of being models to the students in the school as a teacher, most educated Gumuz teachers go to political powers where their students are not sharing their experiences.

Regarding the presence of female model teachers in the schools, about 74% respondents talked the presence of model female teachers, but there is no any female Gumuz teacher in their schools. About 24% of the respondents said that female model teachers are not adequately present. Girls in Africa and, in fact, in almost every region of the world work more than boys, regardless of whether they are in school and of whether adult women are present and working in the household (Kane, 2004). The importance of girls' labour for agricultural, domestic and marketing tasks has been well documented. When it comes to childcare, girls are more likely to be involved than boys. (Bowman, 1982) and (UNESCO, 2003), proved that the time spent by girls working in the garden, fetching water and fire wood, carrying or helping in marketing activities, or doing home processing products for sale can be especially important in poorer families where the perception of benefit from the schooling of girls are dimmer.

From *Table 15* about 61% of students and 83% of teacher respondents agreed up on the exploitation of female children for labour in Gumuz society. During data collection time female Gumuz students told that, they do many domestic activities before and after school like fetching water, collecting fire wood, preparing food, caring children and keeping domestic animals. And they said that these all activities have negative impact to go to school. In addition to this during interview, about 55% of respondents have no the interest to send their daughters to school. From the reasons for this about 50% of respondents agree up on due to the importance of female labour for domestic work. Regarding the impact of early marriage on female participation in education, several studies affirmed that it has a considerable share in retarding the participation of females in education. In the developing countries, parents are positive about marriage and feel that girls are born to marry and to have children. According to (UNESCO, 2003), where female autonomy is unstable, early marriage is used as a means of securing daughters' futures. In the study Woreda, as can be seen from *table 16* about 58% of students and 80% of teacher respondents agree on the presence of early marriage culture in Gumuz people. During focus group discussion participants told the presence of cultural early marriage of girls. In Gumuz society abduction, exchange marriage and other cultural marriages are commonly practiced and this affects the participation of females in education. Even the brothers of the females do not let their sisters to go to school because they think that they cannot get exchange wife if their sisters go to school. In addition to this if the family is in credit of money their daughters are going to be abducted for the payment of the money. So due to this all fears parents are not voluntary to less their daughters to go to school. According to (Almaz Zewdie, 1991), in some part of Ethiopia, about 43

percent of the girls were married between 11 and 15 years of age and about 7 percent were married when 10 or 11 years old. During this research girls of teenage (8-15 years) are victims of early marriage. In view of many scholars, such early marriage brings forward not only the time of motherhood but also hinders their schooling. In this regard, (19) states that the young age females' marriage in much of African countries make marriage an important reason for girls' poor entry to secondary or higher institutions or leave before completing the cycle.

In Mandura Woreda different security problems like murder of humankind as culture of 'returning blood', that means if one Gumuz kills a person, the tribes of the killed one want to kill somebody who is the member of the tribe of the one who killed the person. In addition to this, the case of abduction and rape are some of security problems of Gumuz female students to go to school. As can be seen from Table 17 above 51% of students and 50% of teacher respondents agree up on the presence of security problem on the way from home to school of students. These unsecured conditions hinder students to go to schools.

Direct Matrix Ranking of Factors that Affect Educational Participation of Gumuz People: During focus group discussion, the participants raised different factors that affected the participation of Gumuz children in education. Some of the factors raised were:

- Participation of Gumuz people in hunting during wild fire time
- Children lack the interest to go to school
- The need for other job opportunity by the students
- There is problem of conflict and murder between tribes
- Shortage of school materials like uniforms, exercise book, penetc.
- Low awareness of parents about the importance of education
- Impact of backward cultures
- There is shortage of food
- Sexual harassment between boys and girls
- Lack of model peoples in the society
- Shortage of support and follow up from political administrators and other Woreda experts
- There are no complete school levels in most villages.
- The problem of language in schools (i.e. in most schools students are not learning in their mother tongue.
- Children are highly required for domestic work.

From these all factors the participants of focus group discussion selected eight the most serious ones like security problem, poverty, child labour, shortage of school at all level, attitude of society, marriage and searching job opportunity before completing school education. The participants ranked these factors by using direct matrix ranking based on the seriousness of their effects.

As can be seen from Table 18 below child labour, attitude of society and awareness problems were ranked as first, second and third respectively.

Direct Matrix Ranking of Factors that Affect Educational Participation of Female students of Gumuz People: In Gumuz society females are highly disadvantaged in

educational participation. As it was observed in data analysis of rosters of sampled schools the enrolment of Gumuz female students is very low. During focus group discussion participants raised many factors that affect female students' participation in education. Some of the factors raised were:

- Early marriage, abduction, exchange marriage and credit marriage
- Cultural attitude of the society that they think their daughters become prostitutes if they go to town for education.
- Far school distance from home
- Impact of boys in the family not to let their sisters to school for the sake of exchange marriage
- Low education background of the society
- Female child labour

During group discussion the factors were ranked by using direct matrix ranking. And from the factors low education background of parents was ranked first to affect female students' education participation. Most of the time the society thinks that their daughters cannot learn and bring change for themselves and the society; rather they think that their daughters become adulteries when they go to schools in the town. Marriage (abduction, exchange marriage and credit marriage) and cultural attitude of the society were ranked second equally. During the discussion the participants said girls are in risks of abduction, exchange and credit marriages so that their parents are not willing to let them to schools. Amusingly boys in the family are against their sisters to go to school. Because they think that if their sisters go to school they escape from exchange marriage and the boys cannot get wife. Female labour is highly important for domestic purpose like fetching water, collecting fire wood, keeping teenaged children etc. more than boys. So this is the third ranked factors that affect females' educational participation.

Economic Factor: The different views of students, teachers and parents are discussed to understand to what extent economic factor hinders Gumuz female enrolment in school. Overall, results indicate that both students and teachers highly rate lack of school materials because of poverty in families challenge Gumuz female students' enrolment in school. Table 20 indicates, that 56.5% of the students and 59.3% of teachers agree up on that school material shortage affect the participation of Gumuz female students in education. About 27% of students and 24 % of teachers disagree on shortage of school materials as factor in low participation of female students. Concerning to poverty in family as factor in low participation of Gumuz female students, 54.9% of students and 55.6 % of teachers agreed as it challenges Gumuz female students' school enrolment where as 29.8% of students and 25.9% of teachers were not agreed on poverty as factor of low enrolment of Gumuz female students. From this it can be understood that economic problems affected female students' educational enrolment.

Focus group discussions with parents also indicate that economic factor play an important role in Gumuz girls educational enrolment. For instance, in one of the discussions with parents, the following statement was expressed: 'It is ourselves who keep our girls at home. Most of us refuse to go to the school, because we know that we can't fulfil school materials like pen pencil, exercises books, and clothes and so on. Therefore costs of materials because of our poverty

strongly influences upon many parents to keep their girls or children at home.' Among the parents interviewed for this research on why they do not send their school girls or children to school, 59% answered it because of they do not have money. Besides, most girls had to engage themselves in income generating activities to run the family.

Conclusion

Gumuz peoples are not being well oriented about the importance of education to their daughter. Besides all other factors that affect enrolment of students to education, lack of interest of the learners and understanding of parents about importance of education for the society plays a great role in participation of both males and female students. In this study above about 52% of student respondents and 72% of teacher respondents agreed up on lack of interest of Gumuz female students to go to schools. The other problem understands of parents towards the importance of education, about 66% of students and 83% of teacher respondents agreed on that the parents understanding towards education is almost none. Most of the parents of Gumuz students do not have awareness about the right of school aged children to go to school and even they didn't accept this child right. In general the participation of Gumuz particularly females in education is very low in the study Woreda. The reasons for this low participation are. Participation of Gumuz people in hunting during wild fire time. Children lack the interest to go to school. The need for other job opportunity by the students. There is problem of conflict and murder between tribes. Shortage of school materials like uniforms, exercise book, penetc.

Low awareness of parents about the importance of education
Impact of backward cultures. There is shortage of food. Sexual harassment between boys and girls. Lack of model peoples in the society. Shortage of support and follow up from political administrators and other Woreda experts. There is no complete school levels in most villages. The problem of language in schools (i.e. in most schools students are not learning in their mother tongue. Children are highly required for domestic work

Recommendation

To reduce factors associated with education enrolment Gumuz students at school level will require making hard decisions with REB, zone educational experts, woreda educational experts and the community. Hence, the Regional Education Bureau, in collaboration with other stakeholders, should make a concerted effort and take appropriate actions in order to solve the barriers and bottlenecks related to participation of Gumuz students at school level.

To this effect, the following actions are recommended by the study team:

A series of discussions should be held with the community regarding the benefits of education and the rights of children. A concerted regional-wide effort should be made to identify the challenges of Gumuz people not to send their children to school and search for the means to help these people to send their children to school. Due attention should be given to providing children with textbooks and other learning materials; fulfilling basic facilities such as drinking water

and separate latrines; and making schools suitable for children.

Staffing: More Gumuz and female teachers should be employed in primary and secondary schools. This brings successful role models very close to female students particularly in rural areas.

Legal actions: Enhancing the rights and status of women through regulatory and legal processes is also essential. Particularly this is helpful in eliminating parental fears for the security of girls where such illegal actions as abduction, raping, etc. are common. Another action to be done is to remove early marriage of girls. This will reduce the impact of unnecessary pressures on Gumuz female students to drop out of schools for marriage. Political, religious and community leaders should work closely with the respective government officers in order to reduce gender disparity in education enrolment.

Lowering school distance: Short distances from home to primary and secondary school could reduce dangers for personal safety and security. They could also shorten the time required for travelling between home and school. Thus, encouraging the expansion of schools is important.

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