

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY
SCHOOL OF HUMANITIES AND LAW
DEPARTMENT OF ENGLISH LANGUAGE
POSTGRADUATE PROGRAM

**A STUDY ON FEMALE STUDENTS' PARTICIPATION IN EFL LESSON:
BALE ROBE SECONDARY SCHOOL GRADE NINE INFOCUS.**

BY
BIZUWORK H/MARIAM

JUNE, 2016

ADAMA

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LESSON: BALE ROBE SECONDARY SCHOOL GRADE NINE INFOCUS.

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Advisor Mr. Mekonnen Gemmechu

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ADAMA

DECLARATION

This thesis is my original work. It has not been presented for any degree in any other university and that all sources of material used for the thesis have been duly acknowledged.

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Advisor

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ABSTRACT

This study was about the investigation of grade nine female students' participation in English classroom in Bale-Robe Secondary School. Both teachers and students of the school were participants of the study; out of the total 530 female students in the school 10% (53) of them were randomly selected while five male students and seven English teachers of the school were selected purposely. Classroom observation, interview, and questionnaire were used as instruments of data collection in this study. The researcher used descriptive method of study to analyze qualitative and quantitative data gathered from the respondents using frequencies and percentage. The findings of the study indicated that female students have no equal participation to that of their male counterpart in English classroom. The female students also lacked the confidence and made less effort to participate in English classroom. Lack of help, encouragement, feedback and chance to participate, lack of reference materials, lack of guidance and counseling, large class size were also among the factors that affected female participation in English classroom. Similarly, lack of parental moral support and unequal family treatment and their lower income also affected female participation. The cultural attitude towards female and work overload on female students at home also had their effect on their time to study and preparation in the English classroom. Interruption by male students and their teacher as well as lower expectation of female students by their teachers and their parents also affected their participation in English classroom. Lack of tutorial class for female student was also mentioned as contributing factors affecting female participation in English classroom. Hence, the researcher recommended possible solutions, such as, encouraging female students by calling their names , giving more chances, managing the classroom effectively, giving guiding and counseling service, improving method of teaching, giving tutorial classes, allowing female students to participate making effort by female students for equal participation, fair treatment, advice, encouragement by their parents, buying reference materials and employing more teachers to reduce large class size and mobilizing local NGOs to help poor families of female students.

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ACRONYMS AND ABBREVIATIONS

CPD = Continuous Professional Development

E.C = Ethiopian Calendar

EFL=English as Foreign Language

FAWE= Forum for African Women Education

TEFL= Teaching English as a Foreign Language

UNFAO= United Nations Food and Agricultural Organization

UNDP= United Nations Development Program

UNESCO= United Nations Educational Scientific and Cultural Organization

NGO=Non-Governmental Organization

CHAPTER ONE

INTRODUCTION

1.0. Introduction

The purpose of this chapter is to provide the detail background information about the initial research procedure that will come later in this research report. In such a way, it includes the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study, limitation of the study, organization of the thesis as well as definition of words used in the study.

1.1. Background of the study

Education is the harmonious development of the physical, mental, moral (spiritual) and social faculties of individuals for a life of dedicated service (Eshetu, 2002). Education helps people to alleviate poverty, tackle demographic problems, improve health and nutrition, and increase the value and efficiency of labor. It transforms both humanity and human installations, (Lockheed, 1994). Similarly, Ejenti and Omorouyi (2011) considered education as a tool that enables citizens to make all rounded participation in the development process.

Participation means students speaking in class which consists of answering and asking questions, making comments and joining discussions (Lee, 2005). Students who do not participate in the ways mentioned above are often considered passive in the classroom. In addition to this, paying attention, being on task, responding to questions, participating in group discussion, asking questions, seeking help and making good use of class time are also considered as classroom participation. Classroom participation requires students to interact in the classrooms to indicate that they are learning and paying attention. Hence this study will define students' participation in English language class room as interacting with teacher or peers in the form of answering and asking questions, making comments and joining in discussions by giving opinions and responses. Besides that, it emphasizes students' attention to the teacher and peers to make sure their active participation in the classroom.

In all societies Females are considered in some degree inferior to men, despite differences in family form, marital arrangements and political and economic structure, and are treated by the society accordingly (Chariton, 1984). This has been true in Ethiopia especially in the country side where female students are more likely expected to carry out much house hold chores than boys after school. As a result, they do not have enough time for doing homework, studying (revising their subjects) as compared to their male counterparts. It is believed that this would undoubtedly affect their participation. (Atsedo, 1991).

If this is so, then the researcher now interested to investigate possible factors that had affected female students' participation in English classroom.

1.2. Statement of the Problem

In many societies, including Ethiopia, males have traditionally adopted positions of dominance; this has led to stereotyping what males and females do and what they expect each other to do. Thus, there are inequalities as well in achievement between boys and girls in many countries, including Ethiopia.

As English is a medium of interaction in high schools and higher educational institutions, it has a crucial role in facilitating the teaching learning process. Thus, the students who are the pillar of future generation should be encouraged to learn English in the classroom and outside of it. In high schools, four periods per week with forty two minutes per each period has been allocated for English subject, for example this helps the students and the teachers to concentrate better on English language and conduct as many activities as possible so that students can get enough practice in learning English.

Learning English requires interaction in the classroom as well as practice in real life situation. Therefore, since female students' make part of the classroom learners, female students' participation in English classroom is very crucial to make sure students acquire the necessary skill and knowledge based on real usage of English. This is because learners' participation in classroom is one aspect of classroom interaction to practice language.

For instance Continuous Profession Development study (CPD) conducted by teachers at Robe Secondary School revealed that gender difference in education is still a problem. Even though there was improvement in number of female students' participation in regular class, there has been problem in relation to their participation and achievement,

Many studies have been conducted to investigate the nature of female participation and the factors that affect their participation. For instance Brock & Cammish (1997) tried to investigate the factors affecting female participation in Education in selected seven developing countries. In their studies they tried to compare and contrast the level of female participation in selected African, Asian and Latin American developing countries. Alexander (2010) also conducted a case study on female participation in senior high school education in Ghana.

Similarly, local studies were also conducted in relation to female participation in schools. Eshetu (2002) for instance made a study on factors affecting participation of females in secondary school. Tesfaye (2014) included participation of female students in his thesis on assessment of factors influencing academic achievement of female students in Holeta Secondary School. Desalegn (2006) also mentioned some issues related to participation of female students by way of studying Factors Affecting Female Students Academic Performance in Agricultural Technique and Vocational Education Training Colleges of Oromia Region. Many others also studied or investigated on the factors that affect female participation and some of them were mentioned in this section hereunder.

This study on the factors affecting grade nine female students in Robe Secondary School was unique in its scope that there was no other research conducted on the topic in the school mentioned above. It is also similar to other studies conducted on the topic on other areas that it is clear that the problem of female participation in schools is common issue.

Therefore, the aim of this study was to identify the level of female students' participation in English language classroom besides discovering the factors that affect female students' participation in English language classroom such as teacher related factors, attitude towards themselves, economic reasons, school facilities, interruption, cultural reasons, and lack of access.

1.3. Objectives of the Study

This study has one main and three specific objectives.

1.3.1 General Objective

The main objective of this study was to assess and determine the factors that hinder grade 9 female students' participation in EFL lesson in Bale Robe Secondary School.

1.3.2 Specific Objectives

The three specific objectives of this study are:

- To identify how female students participate in EFL lesson
- To investigate how to cope with these challenges.
- To find out how teachers help female students to develop the ability of their participation in different activities in EFL lesson.

1.4. Research Questions

The following different major research questions were used to guide the study during its course of investigation.

1.4.1. General Research Question

What factors affect grade 9 female students' participation in EFL lesson in Bale Robe Secondary School?

1.4.2. Specific Research Questions

- What activities do EFL teachers provide in the classroom in order to develop female students participation?
- To what extent participation in the class room could help female students at secondary school in English classroom?
- How do female students participate in EFL lesson?

1.5. Significance of the Study

It is obvious that it is needless to spend money, time and energy unless a research study is beneficial for teachers and students with fruitful results. Hence, the contribution of this study is expected to have effect not only on the specific grade level focused on in the study, but also on the lower and the higher levels. The research may have importance in minimizing the problem and suggesting solutions for the development of female students' participation in English class.

In addition, the researcher hoped that the results of this study would have great benefit to the following bodies.

- Provide a better understanding for secondary school teachers to evaluate the method that they are using to teach female students in EFL lesson.
- It will help female students to increase their awareness and participation in the classroom.
- Identify challenges encountered female students participation in EFL lesson.
- Expected to be used as a reference teachers and others concerned bodies in conducting similar research and find out strategies for participating female students.

1.6. Delimitation of the Study

The study was delimited to assess factors affecting female students' participation in English classroom taking samples from grade nine students in Robe Secondary school. The focus of this study was identifying, analyzing and investigating female students' problems in the English classroom, indicating how these factors hinder teacher's instructional practices and female students' participation. Because of shortage of time, budget, facilities and materials the study did not assess different grade levels (Grade 9 and 10). Only English teachers and students of grade 9 are considered as subjects of the study and sources of data.

1.7. Limitation of the Study

The study had some limitations. First it would have been more comprehensive if it had investigated the problem of participation among all students in more schools by carrying out experimental study. However, the researcher was not able to do that because of the broadness such studies. Second, all the participants of the study were selected from Robe Secondary School

only. But, the research would have been more beneficial if data had been collected from some other secondary schools in Robe Town. Finally, as the study was mainly concerned in gathering information from female students, only five male students were included in the interview. This was limitation of this study because it did not include more opinions of male students of grade nine in Robe Secondary School.

1.8. Organization of the Study

This paper was organized in five chapters. The first chapter dealt with the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study and limitations of the study. The second chapter was devoted to the presentation of review of related literatures. The third chapter was concerned with the methodologies and procedures employed to collect and analyze the data. The presentation and analysis of data was dealt with the fourth chapter while summary of the research findings, conclusion and recommendation were presented in the last chapter.

1.9. Definition of Operational Terms

Attitude – A personal view of something or an opinion or general feeling about something.

Factors-Anything that contributes to or has an influence on the female participation,

Participation-The act of taking part in an activity or event

Secondary School - In Ethiopia context an educational level which include grade 9 and10.

CHAPTER TWO

LITERATUR EREVIEW

2.0. Introduction

This chapter is about the review of related literature to the issue of female education and participation. It is important to look at different literatures to create insight about the problem. The first part dealt with the importance of female education where the perspectives of different writers would be reflected. The other issue raised in this chapter is the benefits of education and the role of plays in improving the socio-economic conditions of women in particular and a nation in general. The other issue is the importance of female education where the perspectives of different writers would be reflected. The definition of participation is another issue that was treated in this section, while the factors affecting female participation in the classroom was also treated at the last part of this chapter.

2.1 The Importance of Females Education

Many scholars argue that there is evidence that proves society can benefit from investing in female education. These benefits can be both at individual and societal levels; individual gains are those benefits that directly go to individual as a result of attending school, where as the social gains go to society as a result of public investment or expenditure on education. Individual gains of education are the big encouragement for individuals to and families to invest in education while social benefits provide a basis on which society can provide more public resources for education (Hill and King, 1993, as cited in Sikaulu, 2003:15). They added, Education is widely accepted to be indispensable to economic and social development. Therefore, not only more women but also men gain access to school, the benefits to society.

Alexander (2010:23),pointed out when women education has its connotation for better infant or child and maternal health there by creating positive effects on the incomes household and its nourishment. To illustrate this he added that a fairly educated woman more easily employable than uneducated women and able to handle scarce resources better by using the knowledge and skills she gained during in training to make sure bigger success. Moreover, female education has direct relationship with poverty reduction. In other words educated women are likely to have

reduced family sizes and lesser fertility rate. He illustrated that, UNDP's studies have indicated that the early 1970s high fertility rate reduced radically in Tanzania from 6.8 births per woman to 5.1 and in Ghana the from 6.9 to 4.1 between 2000 and 2005 due to the expansion of female education or participation of girls in education in the two countries (UNDP, 2004b, as cited in Alexander, 2010: 23)

Similarly, FAWE (1998) as cited in Sikaulu (2003:19) also stated that, the benefits that women get through educating themselves are improved family welfare, health and nutritional care. Hill and King (1993) in the same work further added to this idea that, "A better educated mother has fewer and better children. She is more productive at the work place and she raises a healthier family, since she can better apply improved hygiene and nutritional practice". Further benefits mentioned by FAWE (1998) are that education helps to eradicate stereotyped worldview of the relation between women and men by improving the self-esteem and confidence of an educated female. Furthermore, education creates various opportunities for women and also increases their chances of employment. It also promotes gender equality eliminates self-degrading attitudes, which could undermine their potential (Sikaulu, 2003:19).

To sum up the above mentioned scholars ideas that, Educating women enhance economic, productivity, reduce fertility rates, lower infant and maternal mortality and improves the health and nutritional status of children. Therefore, the education of females has particular significance to Ethiopia's or any other's nation's effort to economic and social development.

2.2 Benefits of Education

Education plays an important role in the socio-economic development of a nation. Often, governments commit huge investments to education projects and programs in order to realize its intended benefits. Bruce, in Alexander(2010:1)Education is the process of facilitating learning knowledge, skills, values, beliefs and habits of a group of people through storytelling, discussion, teaching or training. Any human organization to practice its rule and regulation effective and efficiently it needs more participation to implement what the organization planned, because without participation it is difficult to process any activities. This implies that participation is the determinant for the accomplishment of every human daily activity

Education is important not only because it contributing to national development economically, culturally and politically, but it is also the right of every citizens. Drawing up on various literature,(Desalegn,2006)stated that female education and the national development have been proven to be closely linked .Especially, the World Bank (1993;2)indicated that education of both sexes is crucial development. Moreover, King (1990) in Desalegn (2006) wrote that when schools have opened there doors wider to females, the benefits multiply economically. Educated females are more productive at home and the work place and they are more able to get further education and to earn better income to support their family.

Bruce (1997) as cited in Alexander (2010) education of female has an important con notation for mothers and child wellbeing. He added that female education helps to lower maternal and child mortality and minimize fertility rates. Similarly Anamuah-Mensah (2000) as cited in the same work stated that some research have shown that a year of a mother's education could con tribute to a decrease of 9 % in under-five mortality. He added that there is also a strong connection between educations of women and improved household incomes as well as nourishment.

Yeshimebrat et.al. (2013) stated that the number and proportion of educated females is very low at every level of education. With the increment of the grade level of education from lower to higher level, the number or proportion of female students starts to decline. As a result, since their number decreases up wards, in higher education females are less represented both as students and staff. Less numbers of female students are fortunate to join higher learning institutions passing from high school and preparatory schools can be characterized by lower academic performance and higher forced with drawl. Therefore, the disproportion of female to that of male in higher education has a grave life-long influence on their opportunities to participate in the country's political power sharing.

According to Tesfaye (2014:12) women comprise about half of the Ethiopian population. Therefore, they should have contributed to substantial proportion of the work force and contribute to economic, social and political progress of the country. He added, from the registered school age female students in the country, there was very low quantity of them at secondary level. The number of female students is not only low, but also they are performing poorly at secondary level particularly in grade 10 national examination.

Mamo (2002) as cited in Tesfaye (2014) argue that in general students dropout and attrition rate has been a grave problem at each level of education in the country. He added that when we compare boys and girls in this regard, more girls than boys repeat and dropout from school. He studied grade 10 Female students' low participation and poor academic achievement at secondary level in grade ten national examinations and suggested that there is serious crisis that requires professional investigation. Similarly, Odaga and Heneveld (1995) cited in the same work argued that participation of female students has been well researched and it is an alarm that how and why girls are performing poor relative to boys in school. (Tesfaya, 2014: 13)

As Herz stated in Tesfaya (2014) the participation of women in many developing countries, in education is highly distinguished by low enrolment and poor performance. The contribution of female education is expressed in terms of economic, cultural and political aspect a country. It is also indicated that a woman who is educated expected to: a more competent and knowledge able mother, a more productive and better earning worker, an informed citizen, a self confident individual and a skilled decision maker. As indicated by Geiger (2002:3) in Tesfaye (2014), the advantage of education related to all aspects of development; education gives power to women to engage in the public and political life. Likewise, King (1990) in Tesfaye (2014:13) further explains the benefits of education are always present; however, educating females' often has powerful and more considerable impact than males' education.

Generally, the active participation of women in social economic, political and cultural affairs of their society is dependent up on the active participation of female students in schools at all levels in general and at high school level in particular.

2.3. Definition and Nature of Participation in the Classroom

UNFAO (1992) as cited in Alexander (2010:20) "Participation is the act of taking part in an activity or event." It also refers to agreeable act to do something with other people for the materialization of a common purpose. Besides to that, in political terms the right to participation is categorized a basic human right and essential for change of power in favor of underprivileged groups such as women for social and economic development.

In relation to education, "Participation in the classroom means completing the assigned readings, asking questions about in the readings or discussions that need clarification or expansion offering

ideas and responses, listening to the ideas and responses of others, and paying attention and showing respect in the classroom to the teacher and to other students, doing class work and home work.”(Lee, 2005).

Different researches made on students’ participation have revealed that students who are active participants in the classroom learning process learn more than those who are not. Student’s participation evaluating interaction with their peers and teachers in the classroom environments can enhance learning outcomes. Studies indicated that students’ participation affects learning, quality, assessment of assignments, achievement, satisfaction and retention rates positively (Hrastinski, 2008 as cited in Erman, 2010). Picciano (2002) as cited Erman(2010) also found that students perceived greater quality and quantity of learning as a result of participating in the discussions. In general, the above argument has indicated that students who participate learn and achieve better than those who do not participate.

Raj (2005) also stated that in the course of participation students will progressively achieve a higher degree of expertise and develop skills of learning by themselves. He also added self - learning is done by student effort which leads them to better understanding of their learning in participation. Albert(1996) described as self-directed learning is a process at which students’ participation is high in control of their own learning goal, locate appropriate resource, decide in which learning methods to use and evaluate their progress. In addition to this, through participation students can develop confidence to express ideas and develop skills of self learning. On the other hand Dand, (1995) wrote that learner centered approach is one way of organizing instruction so that students can direct their own learning.

To summaries, participation in learning is the actual engagement of students in learning activities that can take various forms such as speaking, reading; questioning, answering, and making discussion with peers in pair or group. To be effective in achieving the education goal, the participation of students can help to acquire different knowledge and develop skills.

2.4. Factors Affecting Female Students’ Participation in English Classroom

There are several factors that limit the participation of female students in the classroom learning process. Among the Countless barriers that hinder effort of female students to improve their

participation in learning and quality of their lives, some major factors that are suggested by some scholars and researcher are reviewed as follows.

Students who actively participate in the learning process learn more than those who do not participate at all. The justifications provided for such strong agreements are active participation in the classroom learning can assist both in retaining of information and for critical thinking. In addition, it is believed that active participant students in usually identify their teachers more constructively than those who are not active participants.(Laleh, 2015: 3198)

Alexander (2010: 31) on his part identified a number of factors that affect female participation in education. Africa and the world at large and these factors are many-sided and interrelated. Some of them are amalgamated into socio-economic-cultural practices and conditions, school-environment or school-related conditions and others. However, the researcher of this study tried to organize the factors as follows.

2.4.1 Teacher Related Factors

Corson (1993),stated that many studies have confirmed that teachers may be unaware that they treat boys so differently from girls and even disbelieve the evidence when confronted with it. In addition to this, Berk(1991) pointed out “The attitude of teachers and directors can affect the self-esteem of female students”. Some teachers and director of the school perceive females as weak in education.

Thornborrow,(2002) as cited in Jule (2004:22) “It has also long been argued that teachers attitudes toward gender with in education have historical, structural, and ideological roots and that systematic attitudes toward gender are revealed in teachers talk”. Lobban, (1978) and others in the same work (Jule 2004:22) also indicated that these studies show that in classrooms teaching process gender bias exist mainly at covert level.

Mahony(1985) cited in Jule (2004) teacher attention inclined towards the boys implying the existing attitudes of the society that, boys are most favored learners or participants in society and as a result of such societal attitude boys dominate teacher attention. His study indicates the proportion to for every two boys asking questions there was only one girl. Stanworth (1981)cited in Jule (2004:23) explained in her work about the existence of gender divisions in classroom talk,

and she concluded that there should be a significant control on teacher. Similarly Jule added that as the late 20th century researches indicated that it may be a strong possibility, that there may have been an embedded message that girls countless to teachers and this hidden message could strengthen a negative self-image of female students and lead to abandonment of female students from participation. (Jule 2004:25)

As Anderson-Levett et al. (1994) and others in Teshome(2002:10) indicated the attitudes of teacher and their teaching practices have significant connotation for the success of girls in schools. They argued that research of many Sub-Saharan Africa countries show that both female and male teachers consider boys are academically better than girls. According to them in many countries teachers give more attention to boys than girls in the classrooms teaching learning process. Yet boys were favored or given priority than girls in the distribution of books and other learning materials.

Palme (1993) in Teshome(2002:10) also reported that there is modest contact between students and their teachers the higher rate of girls' failure in their education might be related to an equal treatment of girls by their teachers. Though female teachers were promoted as a strategy to create role models for girls other studies on the issue also indicate there was no difference in low expectations of female students between male or female teachers (Odaga and Haneveld, 1995 in Teshome, 2002:10).

Both female and male teachers give less attention to girls than to boys at all ages in all subjects. What's more, girls were criticized less for their behavior, smaller amount instructional contacts, smaller amount academic criticism, and to some extent lesser amount of praise than boys across the age ranges and in all subjects(Kelly's research, 1988 in Jule 2004:26). Fichtelius, et al., (1980) in Jule(2004:26) added that there are some reports that in primary schools teachers ask boys more open-ended questions, and ask girls yes or no questions. It is also visible that boys are likely to dominate classroom discussions because of the teachers' give them non-verbal signal by making eye contact that is important in systematically offering boys more opportunities for participation than girls. (Paechter, 1998 ; Swann, 1998 in Jule 2004:26)

Walden and Walkerdien (1985) in Jule (2004:26) also explained that girls may possibly be systematically marginalized in class discussions by their teachers and, such marginalization

disallows girls the opportunity to explain their ideas with language or to practice and experiment with spoken words. Similarly, girls are encouraged to be passive by teachers, who then interpret their it as their evidence that girls lack intelligence' ((Jule 2004:26)

Krupnick (1985:3) explained more about teachers' preference to boys and active students who take part in the classroom discussion by saying "I don't want to put shy students on the spot." This statement usually backfires and after a few expected students (usually male dominant students) have made most of the substantial contributions to the class discussion, other students (including most of girls) become particularly cautious to join the discussion.

2.4.2Female Students' Attitude towards Them selves

The expectation which is given to girls in schools will probably make them lack assertiveness, less self-Confident and have lower self-esteem during teaching learning process. Kurabachaw (1993) pointed out that boys are encouraged in ways that will enable them to achieve, to complete or to win while girls are not encouraged to develop self-confidence .Such kind an approach could be one factor that helps males to develop self-confidence. According to Berk (1991), in many subjects their motivation of learning, their participation in the class and their performance accomplishment will be at a decline.

In many countries the self- imposed low self-esteem of Female students has been recognized as a factor which affects female participation in education. As a result of girls' poor perception of their academic competence they are likely to shy away from participation and this has affected female participation in their education(Alexander,2010:37).

Rivers, (1968) stated that in English class students (including many female students) do not participate equally fearing making errors. English by itself is a problem for female students; as a second language the speaking skill by itself creates nervousness on the part of the students to take part actively in the classroom discussion.

2.4.3 Economic Reasons

Most parents have been unable to allow their children demand of education due to limitation of financial resources. In this respect, research by Psacharopoulos (1985) has indicated that the

major problems that influence girls' process in their education were economic constraints and large family size.

One of the reasons girls unable to join Senior High School education is parents' inability to provide adequate care for their school requirements. For girls to complete their education without the support of their parents where, many of them struggle with poverty and this affects their participation not only in classroom but also in life (Stephen et al 1999 cited in Alexander, 2010).

According to Morrish(1976) "Economically advanced and well educated parents or families give more value for education encourages female students for education". Education of female is low priority among many poor families and they prefer to educate males.

Tadoro in his studies on school performance of children in some developing countries identified four determinants of a child's capacity to learn which eventually determine the child's participation in education. These are family income and educational level, interaction with peer group and the type of children whom they associates with and the interest intelligence and ability of child, and early nutrition and health of the child. He argued that these factors affect the academic performance and participation of both male and female students. (Tadoro, 1985, cited in Alexander 2010:33)

Several studies have shown that there is a constructive relationship between a family's socio-economic status and children education of. If child's family socio-economic status is high the child's educational attainment would be high. Kelly also suggested that there is a strong association between parental income and social status and school enrolment of girls than for boys (Kelly, 1984 in Alexander 2010: 34). Robbins (1963) as cited in the same work indicated that "despite the astounding academic abilities of children of manual working class and those of the upper middle-class, only 11 % of children of lower manual working-class compared to 44 percent of upper middle class children went to grammar school(Alexander 2010: 33).

Handa (1996) as cited in Alexander (2010:34) identified income as the most significant factor affecting enrolment of both male and female students. Similarly, Poverty has been also as a major factor in parental and families decisions to invest less in female education. He added In many poor societies and communities, girls are required to give assistance in the form of child care, home production, agriculture and trade which are essential for the survival of family

members and the education of family members. Their contributions to their families begin at an early age and this reinforces low priority given to female education in those communities. However, investing in the boys' education in many poor families is seen, as a security for old age. (Psacharopoulos, 1985 in Alexander 2010: 34)

Alexander suggested providing support for girls include sufficient financial care, reducing girls' occupational activities in family, giving institutional scholarship, giving affirmative action in Senior High School admissions. He added planning NGO projects for supply of books, equipment and development of infrastructure is also important. Moreover, there should be positive attitude towards girls' education among parents and the society. This could assist the girls and confidence to go through school with active participation. Certain socio-economic conditions and practices have been implicated for causing the early termination of children's education in some societies in the developing countries. Socio-economic status of families is the foremost factor. This relates to a family's level of educational attainment, occupation and income. (Alexander, 2010)

By and large consequence of poverty and undernourishment on the health of school age children falls harder on girls than boys. Unlike girls Boys may get better feeding at home, while girls are more likely to be undernourished apart from work overload doing household chores. Even if they are attending school, the above mentioned factors negatively affect their performance (including participation in the classroom) and therefore retention rate of what they learn. Family size and family planning closely associated with participation in education and indicate the need for sex/health education at school level. Health factor, though hidden and indirect in outcome is a very important relation to quality & quantity of female participation in education (Brock and Cammish, 1997:14)

The economic factor, particularly poverty and malnutrition, is probably the most powerful one in negatively affecting female participation in education, particularly in rural areas. The bad economic condition makes its own impact on parental ability to provide books, paper and uniforms/clothing which definitely affects their participation in school (in the classroom). Since there is patriarchal dominance of families in many societies in developing countries, particularly in rural areas, investing in girls is considered as wasteful since she will marry someone (ibid).

2.4.4. The School Facilities

In the work of Krashen (1982) and Chaudron (1988) as cited in Jule (2004: 149), and also many other researchers, strongly suggest that language-learning classrooms requires to be rich language-filled classrooms with a conducive learning mood and a good relationship with the language teacher. There needs to be comprehensible input as well as acceptance in the classroom to motivate student's participation in the classroom.

However, there are school related factors that affect participation of students in general and female students in particular. This factor that can discourage female participation in schooling includes difficulties of accessibility, lack of resources and low teacher quality and moral are widespread and particularly the lack of female teachers in rural areas is a real problem. In some developing countries parents are unwilling send their daughters to school if there is no female teacher, and the facilities for the accommodation and security of such teachers are by and large missing or not enough. The organization of schooling in terms of the daily and seasonal imperatives of local economies usually renders it dysfunctional, and the curriculum is often unattractive in instrumental terms. At secondary level there is a need for more single-sex(girls) schools, some with secure boarding facilities and scholarship plan to enable participation. There is still a widespread problem of gender bias in books and materials which limit girls' capability to actively engage. (Brock and Cammish, 1997:16)

Lockheed and Verspoor et al., (1991) in Teshome(2002:9-10) stated that "Theworking environment, distance to school, teacher attitudes and teachingpractice, gender bias in curricula and classroom culture all affect female attainment andpersistence in schools." According to Odaga and Henevld, (1995) in Teshome(2002:9-10) indicated learning environments in Sub-Africa is not well recognized as inadequate due to poverty the low level of economic development of the countries and most schools have inadequately supplied classrooms, facilities and learning materials. In many countries, teachers are paid relatively low salaries in comparison with other professions or they are not paid regularly. Consequently, teacher absenteeism, lack of motivation or attrition is common. In addition, in some situation, some schools and teachers are forced to make parents pay and this circumstance has a destructive impact on girls' active engagement in their education, and it discouraged parents from sending girls to schools. (Teshome, 2002:9-10).

The school facilities such as lack of conducive school environment, lack of basic material (books) for instance; library service, reference materials, lack teacher moral and their inferior attitude towards girls discourage girls' participation more than boys. Lack of guidance and counseling is also another factor affecting female student's participation.

2.4.5. Interruption

Some research suggests that male speakers interrupt female speakers more than they interrupt other male speakers more than females interrupt males and more than females interrupt other females interruption affect female students, Because most of the time male students when female students made mistake they laugh at them and naturally female students reflect afraid and they feel inferiority (Zimmerman and west, 1975 in Jule 2004).

Zimmerman and West(1975) also stated that research has always suggested that boys in classrooms participate more than girls or those boys exert more control over talk, and that boys interrupt more. In other words girls are expected to be listener and to be more supportive when they talk, mostly becoming the audience to the boys in the classroom (Jule 2004:25).

Women are usually expected to be subordinate and supportive in a mixed-sex discussion, at the same time men are expected to be dominant and competitive. In the school context, gender identity is extremely relevant and due to establish assumption that competitive tendencies are much rewarded that female and male students' participation in the classroom is not equal, where the male students are expected to dominate (Coates, 2004:196).

Spender, (1980) and Coates (1993) findings in Jule (2004:3-5) show that males are biased in terms of there are interrupting women as if they have more right than women to speak in mixed sex conversations, and, on the other hand that women also accept and act as if they had less right to speak than men in similar situations(in the classroom).

Female students do not speak as much as male students and one explanation is that women are to exceptionally susceptible to interruption. Many researchers have indicated that in mixed-sex conversations, females are interrupted far more frequently than men. The comments of women students often were lasting only a few seconds, while male students typically kept on talking until they are finished. What is more, after they are interrupted, women sometimes stayed far

from the discussion for the rest of the class hour. In addition, Female students' speech is most often cut off by "authority figures" or in other words their teachers.(Krupnick, 1985:2)

Different studies indicate differences in linguistic forms of male and female. Conversational strategies of boys are different from those of the girls to achieve dominance. Hence, they are more likely than the girls to interrupt others even their teacher to get the attention, Female students, on the other hand, tend to achieve agreement of the communication by giving more negligible responses and they are more attentive in expressions to show cooperation,(Coates, 2004:162-169 in Alexander,2010:7)

2.4.6 Cultural Reasons

Among many societies and communities, cultural practices have been is important factor that affect the children education. Coombs (1985) in Alexander (2010:31) assumed that the societal cultural values, norms and practices, and attitudes important factors in the enrolment and participation of children and he also saw cultural issues contribute to sexual difference in education of a given society.

According to Singh, (1996:6) as cited in Shikaulu,(2003:10) Culture centered constraints are “ Concerned with the social construction of gender and the assignment of specific roles, responsibilities, and expectations to women and men”. Various scholars explained that the local culture and socialization limit the quantity and kind of education female should receive. Kelly et.al (1986) as cited in Shikaulu(2003:10) also argues that the stereotypic image of women in societies has been subordinate and submissive to men and that take part key role in the low enrolment and participation of females at the primary level and as a result secondary and tertiary levels. He added the socialization is such that the females' future role does not necessitate them further education. Payen (1980:32) in the same work argues that: in our society females are socialized in the anticipation that their primary role was to be wife or mother and once this prospect is accepted and happened, the role of the existing sexual partition of labor is ensured. (shikaulu, 2003:10)

Wamahlu et.al (1996) also suggested that the socialization process in the society is one of the major constraints impacting on girls' participation in education. This process starts in the family and continues in the school and the society at large.

The main restraint to female educational opportunities is an almost a worldwide cultural bias in favor of males. The social organization which is dominated by patriarchal systems is manifested by traditional early marriage; early pregnancy domestic duties of females particularly in rural are all come together to affect negatively the participation of girls and women in formal education. The impact of cultural bias can only be overcome by insightful change of attitude of males, and also traditionally minded powerful females in key family Positions in some countries.(Brock & Cammish, 1997:13-14)

According to UNESCO, in many societies and communities of the less developed countries girls are perceived as they are academically inferior to boys. For this justification it made study in Mali on academic performance of boys and girls indicated that considerable number of the studied households confessed that they discriminate between girls and boys since they thought boys were cleverer academically than girls (UNESCO, 2003).

To sum up what has been said in this section by different scholars, the cultural attitude towards women(girls) in many societies particularly in less developed countries has been full of bias and discrimination; hence the participation of female in their education and classroom is not satisfactory or low as a reflection of the societal view of women in general.

2.4.7 Lack of Access for Participation

Mahony's (1985) in Jule (2004: 27) stated that the linguistic space or participation opportunities given to males in classrooms not equal in amount to that of females and that this has an effect on the female classroom experience. One of the reasons why boys get more control over physical space, teacher attention and lesson content is the teachers' effort to get boys to consent to their authority (Paechter, 1998 in Jule (2004: 27). If female students are not provided enough access to classroom talk, it must affect on their learning process in the classroom, particularly in language class such as English is a form of social practice. This reflects, in such classroom, language is used by preparing students for gender roles and inequalities in society at large (Jule, 2004: 27).

Many studies have convincingly verified that the effective speaking skill in public is usually awarded to the males in many societies (Nichols, 1983 and others as cited in Jule, 2004: 27).

Similarly in class speaking is not only vital for the opportunity to participate: it also creates significant social power and legitimacy (Jule, 2004: 27).

Alexander (2010) on his part stated that “Female access to and participation in Senior High School education are influenced by many factors such as negative attitudes and perceptions, poverty, poor academic performance, absence of specific access policies for girls and weak institutional female education support programmers.”The above mentioned factors have become major hindrances of participation girls’ in schools particularly in Senior High School level of education.

On the other hand, the problem of access to secondary school itself for girls is even more severe; principally in rural areas, make access to school more difficult. For girls distance to school has more implications than for boys. The shortage or absence of female teachers and/or single-sex schooling has been significant for parents since girls are at puberty they have to attend boys 'secondary schools. Consequently teenage pregnancy and early marriage obviously has been a problem at this age (Brock&Cammish,1997).

Some studies also indicated that of the factors affecting female students’ participation in English classroom are fear of audience, shyness, carelessness, lack of self-confidence and being afraid of asking and answering questions. Thus, in many school contexts, these factors which are mentioned above have strong linkage and are experienced in our teaching learning process. I believe that these factors affect female students’ participation in English classroom.

The factors affecting classroom participation in general may be lack of good background on the subject matter at primary school, difficulty of language instruction, lack of self-confidence, lack of habit of reading reference book, large class size and so on. In relation to this the factors affect female students’ participation in particular are lack of self -confidence, fear of their peers especially male students ,shyness in the class, and spending most of their time by doing household activities which gives little time for their studies are the main impacts of teaching learning process

In addition, in relation to career choice Mutukwa et.al (1995) in Shikaulu, (2003:10) argues, on his research in primary and secondary education that a number of parents of female students

prefer to discourage their daughter from continuing courses that require many years of study, as this would affect their chances for marriage.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 .Introduction

In this chapter all the methodological issues are treated. That is, the research approach and design, participants of the study and sampling techniques, data collection instruments, method of data analysis and organization are included in this section.

3.1. Research Approach and Design

The objectives of a research product had been established, the issue of how these objectives can be met leads to the consideration of an approach research design. Research design provides a framework for the collection data.

To achieve the objective of the study, which was investigating the factors that hinder grade 9 female students' participation in English classroom in Robe Secondary School, the research was designed to be carried out using mixed methods approach; i.e. both quantitative and qualitative approaches. The mixed approach was chosen to verify one set of findings against the other. The data that were collected through close - ended questionnaires interpreted quantitatively while the other gathered through open-ended questionnaire, classroom observations and interview interpreted qualitatively. The researcher used these approaches because the researcher believed that it would deliver the intended result of this study.

3.2. Participants of the Study and Sampling Technique

This study was conducted in Robe Secondary School of Robe town in Bale Zone Oromia Regional State. The town is located to the south 430 KM from the capital Addis Ababa. The school was purposely selected, because of its accessibility and proximity to the research. Besides, school was selected because it was/is the school that the researcher has been working for quite some time and the prevalence of the problem of female participation in the school in general, among female students of grade 9 in particular.

The target population of the study was all grade 9 female students and seven English language teachers (four males and three females) in Robe Secondary School. According to the school data for 2008 E.C. academic year, the total number of grade 9 female students registered for this year was 530. From this number the researcher selected 53 female students, which were 10% of the total, using random sampling technique. Here, every member in the population had equal chance to be selected. Besides, all seven English language teachers of the school were taken as a sample purposively, since they all were believed to reflect their views on the problem. Five male students were also included in the study, particularly for the interview part.

3.3. Data Collection Instruments

The study employed three basic instruments namely classroom observation, questionnaire and interview (for both teachers and students). Classroom observation was purposely used before the other tools (questionnaire and interview) because to avoid the teacher adjustment of his class after interviews and questionnaires.

Among the participants of this study, 7 English language teachers were selected to respond questionnaires. Out of the total population of grade 9 students 53 female students were selected to respond for questioner, while 5 female students randomly and 5 male students were purposely chosen for the interview. Similarly, among all the sample teachers involved in the study, four teachers were selected through lottery method from the school as subjects for the observation and interview. The teachers who were selected for the interview were observed, because, the classroom observation would give the researcher the chance to raise questions during the interview.

3.3.1. Classroom Observation

Besides using questionnaires and interview, observations were carried out to examine what were going on in the classroom in relations to the target and the native. It was the first tool that was applied at the beginning of data gathering process that enabled the researcher to see what was really happening during in English classroom with regards to female students participation. In other words, it was used to check the actual classroom practices teaching learning of teachers and students respectively. Checklist was prepared and relevant information

was documented .The classroom observation was carried out in four sections two times by using structured observation check list. The researcher, rather than asking questions in different ways had simply watched English subject teachers and students do and say something about the issues to be investigated. Therefore, observation was carried out during the actual transmission of the lesson.

3.3.2. Questionnaire

The questionnaires were designed to have two-part to gather information from the subjects of the study. These two parts that were prepared were close ended and open ended questions and the questionnaires were administered to grade 9 English language teachers and female students of Bale Robe Secondary School. Teachers' questionnaires included basic points that are expected to be seen in the teaching English classrooms. Such as female students' participation and factors that affect female students participation in English classrooms were among the contents of the questions. Besides, questionnaires were prepared in the local language, i.e. Afaan Oromo and Amharic then it was distributed to students to make it easier for understanding.

3.3.2. Interview

To make the study genuine the researcher prepared semi structured interview guide for selected four English language teachers through lottery method and five randomly selected female students from the total sample respondents. The opinion of five randomly selected male students were also included in the interview to see their perspectives on the female participation. The main focus of the interview was to crosscheck the relation of the response provided by the students and the teacher in the questionnaires to permit much freedom to them to talk about the problem under investigation which was not possible to access through classroom observation and questionnaires. The Interview with the students was .conducted in local language, i.e .Afaan Oromo and Amharic.

3.4 . Data collection procedure

In order to analyze the data different methods were used. The first instrument which employed classroom observation was made based on the checklist prepared. The data gathered from

teachers and female students which employed through questionnaire tabulated in the form of frequency and were completed by using simple percentage. Lastly the data gathered from teachers and students through interview was utilized to support findings through qualitative approach.

3.5. Method of Data Analysis and Organization

In educational research there are various methods and procedures used to analyze the data. The data was collected through close-ended questions of the questionnaires and classroom observations were interpreted quantitatively whereas; the other that was gathered through open-ended questions of the questionnaires and interviews were interpreted qualitatively.

The data collected from classroom observation, questionnaires and interview tallied and added to collate the value of responses and evaluated in relation to the research questions that they were designed to obtain data.

Those data obtained from close ended questions of the questionnaires to students and teachers as well as classroom observation were tabulated and analyzed and interpreted using frequency and percentage. The information obtained from open ended questions of the questionnaires to students and teachers and interviews (of both teachers and students) was analyzed qualitatively using explanation and interpretation the meanings of the responses of respondents.

Finally, the results were virtually summarized in line with the research questions, Conclusions were drawn based on the research questions, and recommendations were forwarded on the basis of the conclusion.

CHAPTER FOUR

ANALYSIS, INTEPRETATION AND DISCUSSION

4.0. Introduction

This chapter is concerned about the analysis, interpretation and discussion of data gathered from different instruments of classroom observations, interview and questionnaires. As it is clearly indicated in the objective of the study, the aim of this study is to examine factors that hinder Grade 9 female students' from participation in English classroom in Robe Secondary School. Therefore, to arrive at sound conclusions on the study and put forward potential recommendations, the data that was gathered from different sources was analyzed and interpreted hereunder.

Accordingly, the first part deals with of this chapter would be the analysis of the data gathered from classroom observation, Here, what the researcher observed on the nature and problems of female students' participation while the English teachers were actually teaching in English classroom is analyzed. Then the analysis and interpretation of questionnaire of teachers and students would follow. Finally the interviews of both teachers and students are analyzed and interpreted.

4.1. Analysis and Interpretation of Classroom Observation

The details of presentation analysis and discussion of the classroom observation was discussed hereunder.

Table 4.1 Observation Check List of Female Students Participation in English Classroom

No	Items	Yes		No		Total	
		Fr	%	Fr	%	Fr	%
1	They do class work & Home work	2	25	6	75	8	100
2	They participate equally with Male Students when they discuss	-	-	8	100	8	100
3	Teachers encourage female students to participate	4	50	4	50	8	100
4	Teachers give chance to female students to participate	4	50	4	50	8	100
5	Teachers give feedback when female students make mistake	2	25	6	75	8	100
6	Female students ask & answer questions in the English classroom	1	12.5	7	87.5	8	100
7	Female students participate in group discussion	2	25	6	75	8	100
8	Female students participate in pair work	3	37.5	5	62.5	8	100
9	Female students participate individually	1	12.5	7	87.5	8	100
10	Female students have confidence when they answer questions	-	-	8	100	8	100

To start with, in the above table, the majority of in the six of the observed classes, many female students did not do their class and home work when their teachers check them and it was in the remaining two observed classes that they did their homework and class work. This shows that the participation of the female students in this regard was very low.

Second, with regards to the comparison between male and female students participation during discussion, in all the observed classes female students were dominated by male students, which means female students did not participate equally with male students. This indicated that girls were not participating in equal terms when they were compared with male students.

Third, out of the total observed eight English classes, in four of them teachers encouraged female students, in particular to participate in answering questions asked by their teachers while in the remaining four of the observed classes teachers simply ask the whole classes to participate in general. However, the reaction of female students, particularly in those classes where teachers did not encourage female students principally, were not that much productive, and hence did not make the female students to be engaged in the teaching and learning processes of the English classroom.

The other issue that was observed in actual English classroom learning was whether the teacher gave feedback for students or not. From the observed eight English classrooms in six of them teachers did not give feedback to class work and home work and even when students make errors. It was only in two of the observed classrooms that teachers tried to give feedback and only to those students (predominantly male students) who actively participate in English classroom. This did not encouraged female students to participate since they were not given feedback from their teacher which could help students to build their skill and confidence.

Similarly, in half of the observed classes teachers gave chances to female students to participate in questioning and answering, but the students were not willing to use those chances. On the other hand, in the remaining half of the observed classes the female students were not given chances but teachers gave the chance to participate to everyone in the class. Therefore, male students took the advantage and dominated the classes. In one or another way most of the time girls do not use the chances they were given or they were not give chances at all. Hence it had its own impact on the participation of female students in English classroom.

From the eight observed classes in seven of them female students did not ask or answer questions to the English teacher by raising their hands when they were given chances. Moreover, from the total observed classes in six of them female students did not participate in group discussion while they were better in pair work where they were participating in three of the observed classes out

of eight of them however, in the remaining five observed classrooms they were not. This showed that female students had better participation experiences with their sitting partners than their group members. In relation to individual participation, from the eight observed classrooms in seven of them female students did not participate individually. In this regard they were dominated by the male students in all observed classes except the one. Lastly, in all of the eight observed classes female students lack confidence when they answer question, in fact female students do not participate in most of the observed classroom and when they participate in one of the observed classroom they had no confidence.

4.2 Analysis and Interpretation of Questionnaires

In this section, the dali from teacher and student questionnaires are presented. In so doing, first , This dali from teacher questionnaire is analyzed and interpreted. Next, the dali from students Questionnaire is analyzed and interpreted.

4.2.1. Analysis and Interpretation of Teachers' Questionnaire

The first part of the questionnaire dealt with the personal back ground of English teachers of Robe Secondary School that took part in this study; the sex or male female ratio , their teaching experiences as how many years they taught English, their academic qualification and the work load or the period they teach English per week was discussed hereunder.

4.2.1.1 Analysis of Respondent Teachers Background

Table 4.2 Background of the Respondents Teacher

No	Item	Choice	F	%
1	Sex	Male	4	57.1
		Female	3	42.9
		Total	7	100
2	Teaching Experience	1-5	1	14.5
		6-10	2	28.6
		11-15	3	42.9
		>16	1	14.3
		Total	7	100
3	Educational level	B A	7	100
4	Work load per week	8- 12	-	-
		12-16	-	-
		16-20	4	57.1
		20-24	1	14.3
		24-30	2	28.6
		Total	7	100

N.B. F = frequency % = percentage

Out of the total seven English teachers that were requested to fill the answers for the questionnaires that was provided for them, the majority four (57.1%) of the English teachers were male and the remaining three (42.9%) of the English teachers were female. This implies that the male female ratio of the English teaching staff of Robe Secondary School was in favor of male and it is significant to this study because, the lack of female English teachers is one of the discouraging factors for female students participation as it had been mentioned in the review literature part.

With regards to the teaching experiences of the teachers involved in this study, the majority three (42.9%) of them answered for the range of 11-15 years of teaching English experiences, while two (28.6%) of them replied for the range of 6-10 years of teaching experience, and one (14.3%) of them said they have been teaching English for the last sixteen plus years, lastly the remaining one English teacher answered for the range of 1-5 teaching experience being the least experienced of all teachers in this study. The above data analysis indicates that there was maturity in teaching experiences among the majority of the respondent English teaching staff of the school under study, which implied the reliability of the information they could provide due to

the familiarity of the problems they had of teaching learning process in the long years of their teaching experience.

In relation to their academic qualification, all the participant English teachers of this study were holders of Bachelor of Education in teaching English from universities all over the country. As it was the government policy and structure state that, all the teachers of at Secondary school level should be BA holders in their respective fields of study and the above data indicated that English teachers are not different from the rest of the staff teachers and they were expected to be BA holders. The implication of that for this study that all the teachers were qualified enough to teach at this level and hence they were qualified enough for this study.

Finally , about the work load the majority four (57.1%) of the English teachers replied that they are loaded with 16-20 periods per week while two(28.6%) of teachers claimed to teach 24-30 periods per week while the remaining one(14.3%) said they teach 20-24 periods per week. The above statement indicates that the majority of the teachers had to teach 4-5 periods per working day and in the worst case of the two respondents who claimed to teach between 24-30 periods per week, it means more than 5-6 periods per working day. This has its own impact on the teaching learning process particularly in motivating students to participate actively in learning English in the classroom, since the teachers are overloaded they would be tired, they might not motivate their students to actively engage in the teaching learning process and also they might not be interested in to dealing with the needs of students and female students in particular which were usually reserved and dominated by male students in the classroom.

4.2.1.2 Analysis of Information on Female participation

Table 4.3 . Responses’ of Teachers whether Female Students Have the Problem of Participation or Not

No	Item	Yes		N o	
		F	%	F	%
1	Do your female students have problems of participation in English classroom?	7	100	-	-

N.B. F = frequency % = percentage

From the above table one can easily infer that the whole respondent English teachers have confirmed that the female students they teach have problem of participation in English classroom and none of them replied ' No' admitting the existence of the problem. The unanimous agreement of the teachers to the prevalence of the lack of participation among female students indicated how serious the problem have become for English teachers to carry on the teaching and learning process effectively and it requires some study and intervention too deal about it.

For the second open ended question which asked teachers what was the reason for the lack of participation six (85.7%) of them mentioned lack of self confidence as the reason for low participation among female students. In addition, two (28.6%) of them responded that fearfulness is the reason for the lack of participation while another two (28.6%) made shyness of female students that lowered their participation. There were other reasons mentioned by respondent in isolation to one another and these were the lack of enough time at home to read the lessons to read (study) them at home, work over burden at home, lack of background knowledge (of English vocabulary and grammar in elementary and junior level of education), and lack of family support to develop their skill. One of the respondents had returned empty lines for this question. The above reasons mentioned by the respondent English teachers were mainly of psychological problems (such as lack of self confidence, shyness and fearfulness) which hinder female students not to speak and act in front of their classmates and their teachers. Furthermore, the rest of them were social problems (such as work over burden and lack of time at home) and cognitive problems (such as lack of background knowledge) among female students.

Table 4.4 Responses of Teachers on Whom They Encourage and Ask Question Frequently

No	Item	Male Students		Female students		Both	
		F	%	F	%	F	%
3	Whom do you think teachers encourage and ask question more frequently in the class?	4	57.1	2	28.6	1	14.3

N.B. F = frequency % = percentage

According to the responses of participant English teachers of this study in the above table, the majority 57.1% more than half of them, had responded that most frequently the teachers encourage and ask questions male students while only 28.6% said that teachers encourage and ask question female students and 14.3% replied they ask and encouraged both male and female students in English class. The above analysis of teachers' response implies that English teachers did not encourage or ask female students most of the time so as to improve their participation. If teachers had asked question and had encouraged female students to engage in the teaching learning process, they could have helped them to be more active participants and do away with lack of self confidence, shyness and fearfulness

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Table 4.5 Responses of Teachers on the Extent of Girls competition with Boys

No	Item	Very high		High		Low		Very low	
		F	%	F	%	F	%	F	%
4	To what extent do girls compete with boys' classmate in English classroom?	-	-	-	-	6	85.7	1	14.3

N.B. F = frequency % = percentage

The vast majority 85.7% of the respondent English teacher responded in the above table that the extent at which girls compete with their boys counterparts in English classroom was low while the remaining one (14.3%) of them even said exceptionally very low; which might be due to his

personal experience. None of the respondents, however, responded girls' competition with boys was high or very high. In one or another way the above table analysis showed clearly that girls were not competing with boys or they are completely dominated by girls in English classroom, which could be another indirect reason for the low participation of female students since they were unable to compete with male ones according to the responses of their own teacher participating in this study.

The respondent English teachers who answered "low" or "very low" for the question in the above table were asked to choose or write the reason for low or very low extent at which girls compete with boys in the classroom. The reasons provided as a choice were; girls have work over load at home, parents cannot support them, they have no self confidence, teachers cannot support them in classroom, all of them and if they have any other answer they were provided with empty space to fill it. With the exception of two (28.6%) of the respondent English teachers, five (71.4%) of them responded all the above reasons are the obstacles for the girls lower competition with boys in English classroom. The remaining two of the respondent teachers said that the girls lack confidence and that was why they have low competition with boys. Only one of the respondent English teachers added shyness on the space provided as another reason for the low competition girls had with their boy classmates in English classroom.

The above analysis of lower competition of girls with boys in the classroom would give as the conclusion that the lower the competition, the lower the participation of female students in English classroom. In other words girls were unable to compete with boys and hence dominated by them which lower their participation in the classroom.

Table 4.6 Responses of Teachers if they motivate female students to participate or not

No	Item	Yes		No		sometimes	
		F	%	F	%	F	%
6	Do you motivate female students particularly to participate in English classroom	3	42.9	-	-	4	57.1

N.B. F = frequency % = percentage

From the above table we can easily infer that the majority 57.1% of the respondent English teachers replied that they sometimes motivate female students in particular to make them participate and the remaining 42.9% of them responded that they motivate female students in particular. However, none of the English teacher in Robe Secondary School replied that they did not motivate female students in particular. This shows that the effort of the teachers to motivate and make them engage or participate in the teaching learning process of English classroom wasnot satisfactory, since the majority of the participant English teachers responded they sometimes motivate their female students in particular. The lower the efforts of English teachers to help female students to make them take part of the teaching learning process could discourage female students to be active participants in English classroom.

Table 4.7 Responses of Teachers on who dominate in English Classroom

No	Item	Boys		Girls		Both	
		F	%	F	%	F	%
7	Who dominates in your English classroom?	6	85.7	-	-	1	14.3

N.B. F = frequency % = percentage

The vast majority (85.7%) of the respondents of this study had confirmed that it was boys that dominate the English class while they were teaching and only one (14.3%) of the respondents responded that both male and female students were active in classroom. However, none of the respondent teachers responded that the girls were dominant in the classroom. The analysis of that

means girls were dominated by girls in English classroom which in turn means that boys did not give girls room for participation since they dominate the English classroom. Hence girls would be forced to be passive in the classroom unless teachers created the opportunities for them and motivated them to engage in the teaching learning process.

The teachers were also asked to suggest some of the things that should be done to improve the domination of female students by male students in English classroom. Among the total respondent teachers four (57.1%) of them suggested that giving tutorial class and motivating female students by using different techniques was also recommended by two (28.6%) of the respondents to enhance female students participation. They also suggested the following isolated responses as a solution to improve girl's participation

- Giving chance to female students and asking her question by calling her name
- Making girls enthusiastic about the English subject
- Giving special support by parents and teachers
- By making contact with parents by teachers to discuss on their problems
- Giving them group discussions, role play to ensure their participation.

The above mentioned recommendations were suggested by respondent English teachers that the measures that they thought should be taken to improve the condition of girls in their classroom.

The third section of teachers questionnaire include evaluation check list on factors affecting grade 9 female students participation in English classroom and their answers were summarized in the following table hereunder.

**Table 4.8 Responses of Teachers on Factors Affecting Female Students
Participation in English Classroom**

No	Item	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
	Student Related Factors	F	%	F	%	F	%	F	%	F	%
9	Poor primary school background	5	71.4	2	28.9	-	-	-	-	-	-
10	Low self confidence of female students	4	57.1	3	42.9	-	-	-	-	-	-
11	Low interests of female students in English classroom	1	14.3	1	14.3	2	28.9	3	42.9	-	-
12	Less effort by female students in studying	2	28.9	4	57.1	-	-	1	14.3	-	-
	Teacher related factors										
13	Lack of teachers support	1	14.3	3	42.9	-	-	2	28.9	1	14.3
14	Low expectation of teacher from female students ability	-	-	3	42.9	1	14.3	2	29.9	1	14.3
15	Poor teaching methods of teachers	-	-	3	42.9	1	14.3	2	28.9	1	14.3
	School related factors										
16	Lack of reference materials	2	28.9	4	57.1	-	-	1	14.3	-	-
17	Lack of guidance and counseling	3	42.9	3	42.9	1	14.3	-	-	-	-
18	Large class size	4	57.1.	2	28.9	-	-	1	14.3.	-	-
19	Lack of support from directors	1	14.3	2	29.9	2	28.9	2	28.9	-	-
	Parent related factors										
20	Lack of parental moral support	2	28.9	4	57.1	-	-	1	14.3	-	-
21	Parents favor males than females	2	28.9	3	42.9	-	-	2	28.9	-	-
22	Low income of family	1	14.3	4	57.1	2	28.9				

4.2.1.3 Analysis of Student Related Factors

In the above table, with regards to the background of female students, the huge majority 71.4 % of the respondent English teachers strongly agree that grade 9 female students in Robe Secondary School had poor background of primary education and the remaining 28.9% also agreed with the poor background of female students. None of them disagreed or strongly disagreed with their female student's poor background. There is a unanimous agreement among all the respondent English teachers that female students have poor English background which they were supposed to establish from primary level so that they could not have cognitive problems with regards to the grammar vocabularies and other required knowledge at secondary school level. It would be difficult for the female students to participate actively if they had poor English background and it is possible to conclude that it was one of the reasons for lack of participation among grade 9 female students in Robe Secondary School.

In terms of low self confidence of female students, the majority 57.1% of the respondent teachers strongly agreed that female students had low self confidence and also the rest 42.9% of the respondents agree on the matter. The above analysis of the low level of confidence amongst female students suggested that the whole respondents had agreed that female students they teach had low self confidence consequently it would influence them in learning process of English classroom. It is clear that female student with low self confidence would not be active participants in English classroom.

With regards to low level of interest in English classroom among female students, 42.9% of the respondent English teachers disagree that female students have low interest in English classroom, 28.9% of them were undecided on the issue, 14.3% agreed and also another 14.3% strongly agreed. On the other hand, none of the respondents said they strongly disagreed with low level of interest of female students in English classroom. This issue had been divisive among the respondents because the responses of them distributed among the choices provide on the table. There were various opinions observed among respondent teachers; a little less than half of the respondents they disagreed while the rest were distributed responses with the exception of strongly disagree. Hence, it is indicative there was a problem amongst teachers understanding on

the interest of female students on the subject matter. Hence, the researcher was forced to conclude hence the majority did not disagree, students might not be interested in English classroom and it could have affected their classroom participation negatively.

The majority 57.1% of respondent teachers in the above table responded (on item12)that they agree of the less efforts made by female students in studying English and the next 28.9% of them also strongly agreed on the lack of effort to study English amongst female students while only 14.3% of them disagreed on the issue. None of the respondents responded strongly agree or undecided on the efforts of female students to study English. The above breakdown of the responses of teachers indicate that 85.7% of the respondent teachers generally agreed that there was less effort among female students to study English so that they can boost their knowledge and hence confidence to be an active participant in the English classroom.

4.2.1.4 Analysis of Teacher Related Factors

In relation to the lack of support teacher, 42.9% of the respondent English teacher replied that they agreed that there was lack of teachers support and 14.3% of them strongly agreed, while only 28.9% of them disagreed and 14.3% of them strongly disagreed. When we combine those who generally agreed that the teachers did not support female students they make up majority (57.1%). Therefore we can conclude that the majority of the respondent English teachers agreed that female students did not get the support they needed from their teachers, thus they were ignored or not motivated or even did not get special help such as tutorial programs to enhance their activity or participation in English classroom.

From the total respondent teachers, 42.9% of them responded that there was low expectation among teachers about female students' ability while 28.9% of them disagreed on that and 14.3% of them also strongly agreed and only 14.3 % were undecided on the issue. In spite of the opinion divided amongst the respondent English teachers, close to majority of the respondents agreed or undecided to the low expectation of female student's ability. Relating this to the agreement of the respondents on the poor background of female students, the researcher was obliged concluded that the respondent teachers inclined to low expectation of female students ability. The low expectation among English teacher would have an adverse effect on the active

participation of female students, since the female students would not engage much in the teaching learning process and they thought that their teachers did not expect much from them.

In the above table, the respondent English teachers had also a divided opinion on the issue of poor method of teaching. In relation to that the 42.9% of the respondents agreed that poor method of teaching was factor that affect participation of female students while 28.9% of them disagreed on the matter and even more 14.3% of them strongly disagree. The remaining 14.3% of the responded that they were unable to decide that poor method of teaching was one (14.3%) of the factors affecting female participation and none of them had strongly agreed on the matter. In spite of the disagreement amongst respondent teachers, the researcher believed that the teachers knew that their poor method of teaching had its impact on female students' participation, since close to the majority of the respondents agreed and 14.3% of them were not able to decide while the minority of them disagreed generally.

4.2.1.5 Analysis of School Related Factors

In the above table, with regards to lack of reference materials, the majority 57.1 of the respondent English teachers agreed and also 28.9% even more strongly agreed that lack of reference materials in the school were one of the factors that affect the participation of female students in English classroom. Whereas 14.3% of the respondents disagreed that it was a problem for female students and none the respondents strongly disagreed or undecided on the matter. The lack of reference materials implies that female students find it difficult to increase their knowledge in English vocabulary grammar and other English skills without those supportive reference materials, which in turn reduces the confidence to engage actively in the classroom teaching learning process.

In relation to the lack of guidance and counseling, in the above table the majority of the respondents showed their agreement that it is a problem. From the total respondents 42.9% of the teacher respondents had agreed and another 42.9% had even more strongly agreed that lack of guidance and counseling was one of the factors that affect female participation in English classroom. Only 14.3% of the respondents were undecided and none of the respondents disagreed or strongly disagreed on the matter. The above analysis of responses of English teachers indicated that the majority 85.7% of them believed that the absence of guidance and

counseling by their teachers affected female student participation, which could have helped particularly in increasing their confidence, shyness and from being afraid in English classroom.

With regards to large class size, the majority 57.1% of the respondents had strongly agreed and 28.9% of them also agreed that large class size was one of the factors that affect female students' classroom participation. It is only 14.3% of the respondent English teacher disagreed and none of the respondents strongly disagreed or undecided on the matter. This indicated that the majority 85.7% of the respondents supposed that large class size had its own impact on the participation of female students in English classroom. Many studies indicate that large class size has been one of the major problems of many schools in Ethiopia, that reduces the opportunities of participation for female or even other students and the attention or treatment that female students could get from their teacher.

On the issue of the lack support of the director, respondent English teachers had also their opinion divided. In this regard, 28% of the respondent English teachers agreed while the same percentage of respondent teachers also disagreed and undecided and lastly 14.3% of the respondents strongly agreed that lack of support from the director of the school as one factor for lack of female participation in the English classroom. When we summed up those who agreed it became 42.9%, which was a little less than the majority and also added some from the undecided, we can conclude that the support of the director was necessary to the increment of female participation in English or other classrooms.

4.2.1.6 Analysis of Parent Related Factors

The parental factors that affect female students were also raised for respondent English teachers. With regards to lack of parental moral support, the majority 57.1% of the English teacher respondents agreed and 28.9% of them also strongly agreed that lack of parents' moral support was one of the factors that affect female participation in English classroom. It was only remaining 14.3% that did not agree and none of them strongly disagreed or undecided. It was clear that the majority of the respondents generally agreed that absence parental moral support was one of the factors that affect female participation. Parental moral support could enhance the confidence in participation and even could influence the performance of their daughters.

Similarly 42.9% of the respondent English teachers agreed that parents favor their sons than their daughter and 28.9% of them also strongly agreed on that while 28.9% of them disagreed on the issue. The above analysis of the teachers' response on the matter indicates that the majority of the respondents had agreed that parents favored their male children than female one in relation to their education. Thus boys get more assistance from their parents than girls as result girls would not feel confident at home or at school and hence participate less and less in English classroom. Their parents' equal treatment with their brothers was essential and it would result in confidence and it could enhance their participation at school in general and in English classroom in particular.

Finally, in relation low income of parents, the majority 57.1% of the respondent English teachers agreed and 14.3% also strongly agreed that low family income was one of the influencing factors that affect female classroom participation. Only 28.9% of the respondents disagreed that it was reason that affect female participation in English classroom. From the above statement we can conclude that the majority 71.4% of the respondent English teachers confirmed that low income of the families of female students was a factor that affects female students' participation in English classroom. Many studies indicate low level of family income was also one of the reasons for the drop out and low achievement of female students.

4.2.2. Analysis and Interpretation of Students' Questionnaire

This section dealt with the analysis and interpretation of the questionnaires distributed to the 53 respondent grade 9 female students in Robe Secondary School who were the main target of this study. The first part of the questionnaire was about the age of the female students where they were provided to choose from the age ranges which were presented in the following table with their responses.

Table 4.9 Age of Female Student Respondents

No	Age	F	%
1	14-15	14	26.4
2	15-16	36	67.9
3	17-18	3	5.7
4	≥ 19	-	-
	Total	53	100

N.B. F = frequency % = percentage

From the above table concerning the age distribution of the female students that were participant of this study, we could infer that the majority 67.9% of the respondent female students were 15-16 years of age, while 29.4 % of them said they were 14-15 years of age while 5.6% of them were 17-18 years of age and none of the respondent students were 19 and above years of age. This indicated that the majority of the respondents were at the expected age at which they became grade 9 students while the next majority were under age students while the remaining minority ones were over aged. However the age distribution is somewhat positive to the study and generally it was fair distribution.

4.2.2.1 Analysis of the Information on Female Participation

The first question that was raised to participants in the questionnaire was in relation the issue whether they like English as a subject and their responses were presented in the following table.

Table 4.10 Responses of Female Students on the Interest of English Subject

No	Item	Yes I like it very much		Yes I like it		No I don't like it	
		F	%	F	%	F	%
1	Do you like English subject?	39	73.6	10	18.9	4	7.5

N.B. F = frequency % = percentage

In the above table the majority 73/6 % of female students respondents said that they like it very much and 18.9% replied that they like it while only 7.5% responded they don't like it. The female students' responses indicted that the huge majority of them responded that they like English as a subject. There was no hatred for the subject matter amongst the respondent female students and it is ironical to the researcher since if the students liked English as a subject they must have an active engagement in the teaching learning process. This like for the subject might not be accompanied with the necessary background knowledge and effort as it was earlier mentioned by the teacher respondents and it could have resulted in the active participation of female students in English classroom.

The next question raised for the female respondent students in the questionnaire was about how different boys and girls are different in classroom participation. Their response was presented in the following table hereunder.

Table 4.11 Responses of Female Students on Comparison of Boys and Girls Participation

No	Item	Boys exceed than girls		Girls exceed than boys		Both perform equal		Total	
		F	%	F	%	F	%	F	%
2	How are girls and boys different in English classroom participation	28	52.8	9	17	16	30.2	53	100

N.B. F = frequency % = percentage

The responses of the female students in the above table illustrated that the majority 52.8% of them admitted that in English classroom boys exceedingly participate than girls while 30.2% of the respondent female students argued that both girls and boys participate equally and the remaining 17% of them replied that it was girls that exceeded boys in the participation of English classroom. The above analysis on the responses of female students showed that with regards to the comparison between boys and girls participation in English class, it was boys who dominate girls, therefore as it was mentioned in the literature review part of this study, it confirmed the

domination of boys over girls in English classroom. This situation in English classroom discourages female students from active participation and could make female students to keep silent and passive.

The female respondents replied on the factors they thought that was most associated with lack of their participation in English classroom and their responses were organized and summarized in the table below.

Table 4.12 Responses of Female Students on Factors for lack of Participation

No	Item	F	%
1	Disciplinary problems	6	11.3
2	Inferiority feeling	11	20.8
3	Quarrel with teachers	2	3.7
4	Overcrowded classroom	9	17
5	Fear of speaking in classroom	25	47.2
	Total	53	100

N.B. F = frequency % = percentage

The responses of female students in the above table implied that close to the majority (47.2%) of them replied fear of speaking in English classroom was the main factor for lack of female participation while the next considerable percentage 20.8% of female students answered inferiority feeling among female students was a major factor and 17% of them also suggested that overcrowded classroom or large class size was hindrance for female student participation. The rest 11.3% and 3.7% of them responded the problem of female participation in English classroom were disciplinary problem of male students and quarrel with English teachers respectively.

According to the responses of the female students fear factor and inferiority feeling made up 68% of the responses, which implies that the psychological factors were predominated and it agreed with the responses of the teacher participants of this study. The school related factor,

which was large class size, was also identified as an important factor for lack of female participation by a considerable number of the female students. Disciplinary issues came last in terms of their percentage but still they had their own contribution to discourage female participation in English the classroom.

The next question that was provided for the participant female students of this study was about how frequent they use the school library to improve their skill and knowledge in English. They responded accordingly and their responses were presented in the following table.

Table 4.13 Responses of Female Students on How They Use the School Library

No	Item	Always		sometimes		Never	
		F	%	F	%	F	%
4	How often do you use the school library for additional information?	5	9.4	31	58.5	17	32.1

N.B. F = frequency % = percentage

In the above table, the majority 58.5% of the respondent female students replied that they visit the school library sometimes while considerable 32.1% of them said they never go to the library and only 9.4% of them said they always go to the library to get more information and knowledge. This implies that the culture of visiting among female students was not good enough so that female students could build their knowledge & skill in English subject matter and then they could improve their participation in English classroom.

Table 4.14 Responses of Female Students on the Parental Support

No	Item	For girls		For Boys		For both	
		F	%	F	%	F	%
5	To whom do parents give more support for studying among their children?	3	5.7	29	54.7	21	39.6

N.B. F = frequency % = percentage

The responses of the female student respondents in the above table indicated that the greater part of them (54.7%) admitted that their parents gave more support to boys and 39.6% of them argued that parents gave support for both boys and girls while small minorities of 5.7% of them said their parents gave more support to them. According to the responses of the female respondents, the above statement was the manifestation of parental unintentional bias for boys which had great psychological impact on girl's education in general and on their participation in particular. With regards to the reason for their parents more support for their sons than their daughters the female students respondents responses were summarized in the following table hereunder.

Table 4.15 Responses of Female Students on those Factors Affecting Their Participation

No	Item	F	%
A	The culture of bias	18	33.9
B	Parents perceive low confidence on girls	25	47.2
C	Because there is a problem in the house	-	-
D	To assist mother in the house	10	18.9
	Total	53	100

N.B. F = frequency % = percentage

For the reason for not supporting girls as boys in the above table close to majority 47.2% of the female students responded that parents had low confidence in their daughters and 33.9% of them also suggested that it could be the culture of bias on girls while the remaining 18.9% of them said girls were expected to assist their mothers in the house rather than getting support from their parents. The rest of the choices were not selected at all. According to the responses of females students they were not trusted by their parents to achieve in their education and the cultural stereotypic view of female role of the society still affect the treatment of girls in a family which could influence their school performance.

The female students were also asked if there was guidance and counseling for female in the school and if they know about it. Their responses were summarized in the following table.

Table 4.16 Responses of Female Students on the Prevalence of Guidance & Counseling Service in the School

No	Item	Yes		N o	
		F	%	F	%
7	Is there any guidance and counseling service in the school and do you think the students knew about guidance and counseling serving?	6	11.3%	47	88.7

N.B. F = frequency % = percentage

In the above tables, the huge majority 88.7% of the female student respondents replied that there was no guidance and counseling service in their school and students did not know about it while small percentage (11.3%) of them answered that there was guidance and counseling service and also students know about it. The prevalence of guidance and counseling in the school for girls is important to deal with certain psychological and other problems of these students. It could have helped them to deal with the problem of lack of self confidence, fearfulness and shyness, and that had affected them in the participation of English classroom. However for the vast majority these female students under study, the absence of guidance and counseling service in their school did not help them. On the other hand the researcher believed that those female students who answered there was guidance counseling service in their school might have confused the individual irregular and non professional guidance and counseling of their English teachers for a professional guidance and counseling.

The female students were also given with open ended questions so that they could give their ideas freely on questions that are presented to them in the questionnaire. The first of these question was interruption of male students affects female students' participation in English class and why. The majority 71.8 of the respondent female students agreed that the interruption of female students by male students affected female student's participation in English classroom. Some of them the students clearly showed their experiences the boys knew the lack of self confidence among female students to interrupt them and boys think that they are superior to girls and believe they have the right to disturb them or make fun of them in English classroom. Other

also suggested that boys did not to be exceeded by girls in participation and hence in their achievement. Some also suggested it is the reflection of home environment that boys who dominate girls at home and their parents favor to boys would actually repeat in English classroom that boys dare to interrupt girls. Others also indicated that some boys were even sexually motivated to harass girls in front of the teacher and some teachers even let them do that and even let them go without punishment therefore girls would lose attention and ideas which they want to express in the classroom. According to the girls this conditions discourage girls to participate actively in English classroom.

With regards to male interruption the remaining 28.2% of the female student respondents believed that interruption was not a problem in their English classroom. Some of them said that female students do not give attention to those disturbing boys and the teachers usually controlled the. From this the researcher concluded that the interruption female students might have been different from classroom to classroom and some teachers might have controlled the interruption.

The female students were also presented with the question what should be done to improve female students' participation in English classroom and their suggestion had been presented as follows. Many of them put forward that giving advice to female students which suggests the need for guidance and counseling by professionals or if there isn't one by experienced teachers. The other most important suggestion that the female students gave as a solution for the problem of female participation was giving moral support (motivation) to female students by their teachers and their parents. Some of them also suggested that giving tutorial classes for female students to help them improve their language skills so that they could be competitive in English classroom participation. Some others proposed the teaching method which was teachers and boys dominated should be improved in a way that invites female students to participate in English classrooms. Few of them suggested the work over load at home should be reduced and their parents should treat boys and girls equally. A few of them proposed that teachers and the school administration should take measures on those male students who interrupt and hence discourage female students from participation in English classroom.

The female respondent students were also provided with agreement disagreement checklist on factors affecting grade 9 female students' participation in English classroom. They indicated the degree of their agreement or disagreement by ticking on the space provided under each column and their responses had been presented in the following table with its subsequent analysis and interpretation.

Table 4.17 Responses of Female Students on the Factors Affecting Female Students Participation in English Classroom

No	Item	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
		F	%	F	%	F	%	F	%	F	%
	Student Related Factors										
10	Poor primary school background	13	24.5	31	58.5	5	9.4	4	7.6	-	-
11	Low self confidence of female students	11	20.8	21	39.6	9	17	7	13.2	5	9.4
12	Low interests of female students in English classroom	9	17	18	33.9	-	-	15	28.3	11	20.8
13	Less effort by female students in studying	17	32.1	33	62.3	-	-	3	5.6	-	-
	Teacher related factors										
14	Lack of teachers support	21	39.6	23	43.4			9	17		
15	Low expectation of teacher from female students ability	10	18.9	25	47.2	8	15.1	7	13.2	3	5.6
16	Poor teaching methods of teachers	7	13.2	24	45.3	6	11.3	16	30.2	-	-
	School related factors										
17	Lack of reference materials	5	9.4	30	56.6	7	13.2	9	17	2	3.8
18	Lack of guidance and counseling	15	28.3	32	60.4	-	-	6	11.3	-	-
19	Large class size	22	41.5	29	54.7			2	3.8		
20	Lack of support from directors	13	24.5	22	41.5	7	13.2	11	20.8	-	-
	Parent related factors										
21	Lack of parental moral support	-	-	28	52.8	3	5.7	17	32.1	5	9.4
22	Parents favor males than females	12	22.6	19	35.8			18	34	4	7.6
23	Low income of family	-	-	22	41.5	8	15.1	15	28.3	8	15.1

4.2.2.2 Analysis of student related factors

In relation to their poor primary school background, the majority 58.5% female respondent students agreed and also 24.5 of them also strongly agreed that that their poor background in primary school had affected their participation in English classroom. However, 9.4% of the female student respondents were undecided while 7.6% of them disagreed that poor primary educational background was the reason for their poor participation.

For item number 11 in the above table, the majority 60.4 of the female students on aggregate responded strongly agree or agree that lack of self confidence was the main factor for low level of female participation. However, 17% of female students undecided and the reaming 22.6% of them on aggregate responded disagree or strongly disagree. The responses of the female participants of this study show that low self confidence greatly affected them to engage actively in the teaching learning process in English classroom.

Similarly the majority 50.9% of the female student respondent on aggregate that they agree or strongly agree low interest among female students in English classroom was one of the reasons that made girls to participate at lower level. Nevertheless, a considerable percentage (49.1%) disagreed or strongly disagreed with the lack of interest to English among female students as a cause for lack of participation in English classroom.

In addition 62.3% of the female participants of this study also agreed that lack of effort by female students was one of the factors for lower female participation in English classroom and 32.1% of them also agreed on that while only 5.6% of the disagreed on the issue. Thus most of the female students admitted that they paid less effort to improve their condition so that they could be active participant in English classroom.

4.2.2.3 Analysis of Teacher related Factors

Concerning the lack of teacher support 43.4% of the respondent female students agreed that lack of teachers support led to low female students participation in English classroom. Similarly,

39.6% of them also strongly agreed on the matter while 17% of them had responded that lack of teachers support was not the reason for lower female participation. The above statement indicated that the majority of the female students believed that lack of teachers support contributed for the low level of female student's participation in English classroom.

In the above table, the female students had divided responses on the issue of low expectation of teachers about the ability of female students. In this regard, 47.2% of them agreed and 18.9 % of them even strongly agreed that teachers' lower expectation in their ability was one reason for the lower participation of female students in English classroom. Contrary to that, 15.1% of them were undecided on the issue whereas 13.2% of them disagreed and the rest 5.6% of them strongly disagreed on the idea at all. In spite of their divided opinion, the majority of the respondent female students agreed teachers' lower expectation of teachers in girls' capacity had considerable impact on the participation of female students in English classroom.

According to the data in the above table, 45.3% of the female responding students agreed and also 13.2% of them strongly agreed that poor method of teaching by the teachers was against the active participation of female students in English classroom. For the same issue 11.3% of them were undecided while 30.2 % of them disagreed that poor teaching method affected the participation of female students in English classroom. Here, one can easily conclude that the majority of the female respondent students thought poor teaching method was one of the less motivating factors for active female participation in English classroom

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4.2.2.4 Analysis of School related Factors

With regard to lack of reference materials, 56.6% and 9.4% of the female student respondents agreed and strongly agreed respectively that it was one of the reasons for lack of female participation, since they couldn't build up their skill & knowledge by referring to the English reference books. On the other hand, 17% of them disagreed, 13.2% were undecided and the rest of 3.8% strongly disagreed on the matter. The responses of female students' shows division of opinion amongst them, however the aggregate responses of those who agreed any ways made the

majority implying that lack of reference materials in the school library was one impediment for female participation in English classroom.

The presence of guidance and counseling in the school was another issue that was raised for the students to agree and disagree as a factor affecting female students' participation in English classroom. According to the responses of the female students the majority 60.4% of them agreed and 28.3% of them strongly agreed that the absence of guidance and counseling in the school was one reason for lower female participation in English classroom, which could have helped them to deal with problems related to their psychology. It was only the remaining 11.3% of them disagreed on the issue and the above analysis implies that the school did not provide professional guidance and counseling for girls to get help in order to deal with psychological and other problems that could affect their participating in English classroom.

In addition, with regards to the large class size, the majority 54.7% of the female respondent students agreed and also 41.5% of them strongly agreed that large class size was one factor for the lack of female participation in English classroom. Only insignificant percentage (3.8%) of the female student respondents disagreed on the large class size as a cause of lower female participation in English classroom. There was almost a general conformity among the female student respondents, which was manifested by the responses of majority 96.2% and with the exception of a few of them that large class size had been a problem for female participation in English classroom. Large class size could result in the lesser opportunity for female participation as well as lesser attention and commitment of the teacher to treat female students in particular.

The responses of 41.5 % of the female respondent students showed agreement to the lack of support from the director was another factor for lower participation of female students in English classroom and similarly, 24.5% of them even strongly agreed on the matter. However, 20.8% of the female student respondents disagreed while 13.2% of them were unable to decide on the role of the school director to motivate female students to participate in English classroom. In spite of the majority agreement on the lack of support from the school administration as one cause for the lack of female participation in their educational activities in general and in English classroom in particular, a considerable percentage (33.3%) of the respondent female students have no idea or disagree on the role of the director of the school in improving the participation of female students

or students in general. This indicates that the female students were unable to create connection the classroom learning with the school principal.

4.2.2.5 Analysis of Parent related Factors

In relation to parental support, the majority 52.8% of the respondent female students agreed lack of parental moral support to female students contributed to the low level of participation among female students, whereas 32.1% of the respondents disagreed and 9.4% of them also strongly disagreed on the matter while 5.7% of them were not able to decide on the matter. From the responses of female students we can infer was that the majority of the respondents admitted that parental moral support for female students was not adequate consequently female students lack the confidence to engage actively in the teaching learning process in the English classroom. On the other hand, a little short to half of the respondents differ in their opinion on the above issue implying that there was strong opposition to the idea that lack of parental moral support as one of the cause for lack of female participation in English classroom by a considerable percentage of respondents students.

From the total respondents of this study, 35.8% of the respondent female students agreed and 22.6% of them strongly agreed that their parents favor their sons than their daughters hence the girls perform less in English classroom participation. In this regard 34% of the female student respondent disagreed and also 7.6% of them strongly disagreed on the matter. Furthermore, 50.9% of the respondent female students agreed that low level of their parents' income was one factor affecting female students' achievement in general and their participation in English classroom in particular. Nevertheless 28.3% of the respondent female student disagreed on the same issue and also 3.8% of them strongly disagreed while 17% of the respondents were unable to decide on the issue of low level of income as a factor affecting female participation in English classroom.

4.3. Analysis and Interpretation of Interview Data

In this section, the responses of teachers and students to the interview were analyzed and discussed so that it would be used to crosscheck their responses against the questionnaire and the

classroom observation, data. The first part this section presents the analysis and interpretation of the responses of teachers' interview. Then it is followed by the analysis of both male and female students' responses to the interview questions.

4.3.1. Analysis and Interpretation of Teachers' Interview

The first question that was raised during the interviews with the four subjects were the female students in their classroom did participate or not and if they did how they did it. According to the first interviewee, female students do not participate more and he suggested the reason for their lack of participation as the poor background ability they had in the lower grade level, fearfulness in the class, burden of house work which results in lack of study and hence preparation for classroom learning. The second interviewee, the rate of participation of and that said that some of them participate while some of them did not because they may be shy, due to lack of motivation to learn and their background awareness was very low. Similarly, the third respondent started by comparing boys and girls that "girls are reserved to be engaged actively in the classroom". According to him the female students were not participating because they lacked the basic knowledge and skill, they were dominated by male students and they may have no preparation and hence, they lack confidence to participate. The last interviewee, however, confirmed that some of them participate by asking and answering questions in the classroom. The above responses of the teachers in the interview indicated that the participation of girls in English classroom was not satisfactory in spite of the attempts of few female students' make to take part in participation.

The next question that the teacher interviewees were asked was to assess whether they give tutorials to females and slow learners and how was their participation were. The first interviewee indicated that due to shortage of time, he or she did not give tutorial for those students, however I tried to make them participate and encouraged them to learn in the actual classroom. For the same question the second teacher interviewee replied that he did give such support to female and slow learning student by preparing extra lesson out of the regular class time. However, their participation in such extra lessons, the participation of the female students were not good because of the reasons he mentioned above in the first question.

The third interviewee also claimed to provide the tutorial class for female students, since it was expected from her by the school administration. Nevertheless, the participation of the female students was not good. This indicates that the teacher gave the tutorial class as a school requirement and was not to the needs and interests of the female students. The fourth interviewee also said due to lack of extra classrooms he sometimes gave the tutorial class for female and slow learning students, as their school teaches on both shift it was difficult for him to get extra classrooms on the working days. The same teacher said their participation in the tutorial class was no different from the regular classroom. The above responses of teacher interviewee implies that with the exception of one of them the teachers claimed to give tutorial classes but the participation of female students was not that much different in the tutorial class.

The next question that English teachers were asked in the interview was about their attitude towards female participation. The primary responding teacher interviewee said that she tried to motivate them and gave those chances to participate but when they were not participating, she lost faith on them. This indicates that the teacher would lose interest in the future to making the female students engage in English classroom. The next responding teacher interviewee answered the same question honestly that compared to that of male students he admitted that he had low attitude towards female students, however he said that he motivates them equally to that of male students. The third teacher interviewee simply responded that he had positive attitude towards female students' participation but they did not generally react in English classroom. Similarly, the last responding teacher interviewee said that he had positive attitude towards female students' participation but they failed him to participated he was disappointed by them. With the exception of one honest interviewee, all the teachers claim that they had positive attitude towards female students' participation in English classroom; however, they were also not satisfied by the reaction of their female students which would definitely affect their attitude negatively which in turn that shows the lack of honesty among the teacher interviewees.

The interviewees also asked to answer the fourth question which states that what factors affect female participation in English classroom. The first teacher interviewee responded to the question that those factors were being afraid of their classmate and the teacher to participate in English. The other one he mentioned were their poor background ability of the English language,

work burden at their home, lack of interest for education. The next interviewee also suggested that shyness and lack of self-confidence as the main factor for the lack of participation in English classroom among female students. The third interviewee proposed that some of the factors that affect female participation were shyness, lack of awareness (knowledge), and lack of interest in education. The last of the interviewee suggested those factors affecting female participation in detail that lack of knowledge of grammar and vocabulary, lack of confidence and work overload at home, which in turn reduced their time to study.

The above list of factors was also mentioned in the questionnaire by the majority of the respondent English teachers. Most of them were psychological factors (shyness, fearfulness, lack of self-confidence and others were cognitive factors (such as lack of knowledge).

For the question that asked the teacher interviewee was whether female students participate in working class work homework and assignments or not. The first one responded that a few female students participate in doing their class workhome work or assignments. On the other hand the other one said they equally participate as male students in their group regarding their class work, home work and assignment. According to the third one not all female students participate in the above mentioned individual or group work, only few of them participate and the majority was not. The last one also agreed that most of the female students do not participate except the few of them.

As the majority three teacher interviewee indicated in their interview most of the students were not doing their homework, class work and assignment. Classroom participation is not only active engagement in answering and questioning activities but also engaging in the above ones. One of the respondent interviewee claimed that female students participate in these activities in their groups; however, many studies indicate that groups in classroom are usually dominated by active students and if the female students are not active the possibility of being dominated in their group is high.

The sixth question that was presented to the interviewees' was how you give feedback on class work, homework and assignment. The first of the interviewees said that she sometimes gave

them class work, homework and assignment rarely by giving some information how to do it and due to shortage of time she corrected it sometimes and not always. The second interviewee also said that she sometimes gave them by giving hint for them how to do it and encouraging them to use other reference materials from the library. But he said nothing about giving feedback and this might suggest there was none. The third interviewee however, said he usually gave class work, homework and assignment and checks their work and gave the answer in the class of all students. The remaining interviewee argued that it was difficult to give the students class work or homework or assignment due to large class size and shortage of time, where to give feedback particularly to class work and homework on a regular basis.

The majority, or with the exception of one interviewee, all the respondents sometimes gave home work, class work or assignments or even rarely and even not at all. Similarly, they did the same with regards to giving feedback, that they rarely give the students feedback to check whether the students did their work or not. This implies that the teachers were not helping the students in general and female students in particular to increase their participation in English classroom.

The last question was what solution they would suggest to enhance the problem of female participation in English classroom. The first interviewee suggested that to improve the participation of female students guiding and motivating them, creating awareness and future vision, through guidance and counseling advising them to give more attention to their education and making discussion with the parents of female students. The other respondent interviewee also suggested some solution that to improve the female students condition in relation to their participation teachers should motivate them by calling their names, advice them to make them try to participate with confidence, advising them that making mistake is normal. The third interviewee added that working with the school management, with English teachers and the staff as a whole to enhance the participation of female students in English subject and other subject. Moreover, providing facilities in special case for female students, informing them the benefit of education were some other solutions for the problem. The last one finally gave interview responses and suggested to improve the condition of female participation in English classroom or any other subject, there should be work to be done from the early grades to build the confidence of female students, and then he added female students should always get professional help to do away with psychological problems such as shyness, fearfulness and lack of self confidence. He

also suggested that deal with their current problem of female participation; the English teachers should take the initiative to do more to help female students participate in the English classroom by giving class work and homework and giving feedback, asking female students to take roles, preparing tutorial class for female students and so on.

4.3.2. Analysis and Interpretation of Students' Interview

As it was mentioned in the research methodology data gathering instrument part of this study, the interview of both male and female students was conducted to see the difference and similarities of their opinion on the participation of female students in English classroom. The first part of this analysis of students' interview dealt with the analysis interview of female students then it was followed by the analysis of male students.

4.3.2.1 Analysis and Interpretation of Female Students' Interview

The five female student interviewees were randomly selected from the total 53 students who were respondents of the questionnaires prepared for students. The students were asked the total of four structured questions and their responses for each question were discussed hereunder.

The first question that was raised for them was what were the factors that affected female participations in English classroom? The first female student interviewee said that female students were shy and afraid of other to participate in English classroom. The other female interviewee also confirmed the above statement that female students were afraid of participation in English classroom and also they did not give value for themselves. The third interviewee female students also suggested female students were afraid of their classmate and their teachers to participate in English classroom. She added that that English teacher did not give chance to female students to participate and they prefer boys than girls to participate in English classroom. The fourth interviewee female student replied that their English teachers do not understand their problem and underestimate their ability. In addition, she said the influence of male students and their family at home, which was manifested by giving them household work for girls and not for boys, was mentioned as factor affecting female students' participation in English classroom or other subjects. The last female student interviewee responded that female students did not study

due to shortage of time because they had work overload at home. She also added that female students lacked self-confidence because they believed that males (students) are superior to females (students).

What we can understand from the responses of the female students in their interviews that all of them have mentioned student related, teacher related and parent related factors which affected the participation of female students in English classroom. Student related factors they mentioned were more or less psychological factors which many of the female students focused on their responses and the researcher find it more significant than the rest.

The other question they were asked to answer was presented to the female student interviewees was how was male and female students participation and if they had participated equally in English classroom. The response of the first female student for the above question was they (female students) had no equal participation because most of the time female students were afraid to participate in English classroom. However, the next interviewee to some extent there was improvement in female participation since they began to participate evenly with male students. The third interviewee claimed that the participation of male and female students in English classroom was not equal. Because most of the time boys dominated the English classroom and female students do not get the chance to engage in the teaching learning process. The fourth interviewee female student said that female students had no equal participation and the main reason for that; the lack of confidence and the work load at home, which not give time for them to study. Similarly, the last interviewee on her part replied that female and male students did not have equal participation due to the lack of time because of various reasons. Therefore, they did not study much hence under such circumstances it would be difficult for them to participate in English classroom.

With the exception of one female student interviewees, all of them confirmed that the participation of female students was not equal with that of male students due to many reasons such as; fearfulness, English classroom domination by male students, lack of confidence and lack of time to study due to other influencing factors.

The female student interviewees were also asked to respond on the question of what were the roles of parents, teachers and students to improve the participation of female students in English classroom. With regards to the role of parents, all the female interviewee suggested that; encouraging and supporting female students, giving time for female students to study rather than making them do house work, letting female students watch foreign(English medium) films or medias and providing the necessary facilities. One additional idea that one of the female interviewee suggested, letting female students watch foreign films, as unique idea which could improve their English skill and could develop their confidence in English classroom.

In relation to the role of teachers in improving female participation the female interviewee suggested that; giving equal opportunities for female students to ask questions and present their ideas guiding and encouraging female students to speak in front of people(students), giving tutorial class for female students, appreciating female students and giving attention to female students. Some of the suggestions were psychological others were purely academic help that teachers should give to female students in order to improve their participation.

The suggestions of female student interviewees on the role of students to improve female participation in English classroom included; studying hard using time schedule and focusing on their lesson, studying with their classmate or other students, asking their teacher for clarification if the lesson was not clear, and watching English films. The suggestions were mainly focused on building of skills and knowledge that help female students' participation in English classroom.

The last interview question that was presented to the female students was what should be done to improve female participation in English classroom. The first of the female interviewee said that female students should be guided (by their teachers, parents)so that they would not be shy or afraid in English classroom. The other female student interviewee replied that they should be guided to study and give value to their education. The third interviewee suggested that female students should communicate (in English) with partners in English classroom and by doing their assignment homework and class work alone so that they can build their confidence to participate in English classroom. The fourth interviewee suggested that to improve female participation in English classroom, teachers should encourage them and advise them how to avoid fearfulness to

develop their self confidence. The last one also said female students should give more attention to their English lessons in the classroom and teachers should give them tutorial classes. The above recommendations of the female students could be helpful to improve the conditions of female students' participation in English classroom. Yet most of them emphasized on the help and guidance of their teachers as it was decisive in improving the participation of female students in English classroom.

4.3.2.2 Analysis and Interpretation of Male Students' Interview

The interview with male students was conducted to see their different perspectives on the level of participation of female students in English classroom. The same four questions that were presented to female student interviewee were provided to the male student interviewees. They were randomly selected five male students from grade nine in Robe Secondary School and their interview would be discussed and analyzed as follows.

The first male student interviewee responded to the first question, which was related to those factors affecting female students' participation in English classroom that female students were afraid of male students since they laugh at them when they speak in the class. He added that girls also lacked self confidence to participate actively in English classroom. The next interviewee also claimed the same lack of confidence among female students was a factor affecting their participation which resulted in being afraid of speaking in the classroom. Moreover, he added, they did not prepare themselves for learning and hence they were not able to discuss with others students during group or pair work. The third respondent said the influence of their mother tongues as an important factor that affected female students' participation as a result female students were not volunteers to speak English because it is their second language. In addition they were afraid of speaking in the classroom because they thought if they made mistakes, others might laugh at them. The fourth male student interviewee on his part suggested lack of confidence and work over load as important factors that affected female students' participation. The last interviewee also said in addition to lack of confidence or being afraid, lack of encouragement for female students by English teachers were the factors that affected female students' participation in English classroom.

For the next question, which states about how male and female students did participate and whether they had equal participation in English classroom or not, the first male student interviewee said they lacked self confidence hence they did not participate equally as that of their male classmates. The second interviewee on the other hand, admitted that few of them participate but male students have more chance to speak in English classroom because of their boldness or courage. The third interviewee said there was no equal participation between male and female students in their English classroom because female students were not willing to participate while males were ready to take any chances they got. The fourth one also confirmed what the other male students said that female students had no equal participation with male ones and they were dominated by male students because they had work over load at home. The last interviewee also agreed that male and female students had no equal participation because of male dominance, teachers' method of teaching and the culture affected them not to participate equally in English class room.

From the above responses of the male student interviewees, we can conclude that they hold the view that female students had no equal participation due to lack of chances, lack of confidence, domination by male students, and method of teaching and cultural outlook. This unequal participation of female students in English classroom further discourages female participation in the future.

With regards to the interview question that asked the roles that parents, teachers and students themselves should play to improve the participation of female students in English classroom, the responses of male student interviewees for each was summarized as follows.

The role of parents as indicated by the male student interviewee, was encouraging their daughters to be confident and avoid fear in the classroom, giving time to study, buy reference books, employ private teachers or enrolling them to language school additionally, reducing the house work load for female students, avoiding the cultural attitude that is manifested by saying “**ሴትተምራየትትደርሳለች**”. Here the male students admitted that parents impose work load on female students and hence it reduces their time to prepare and study. A very interesting suggestion here

was additional English lesson in language school and buying reference materials and the wrong cultural attitude, which was never mentioned by female students themselves.

According to the male student interviewees, the role of teachers to improve the participation of female students in English classroom included; giving tutorial class for female students, encouraging them by calling their names in the classroom, giving them chances to speak in the classroom or dialogue, reducing the domination of the class by male students, advising them how to study. Most of the interviewees stressed on giving tutorial class for female students indicating that there was skill and knowledge gap among female students while calling their names in classroom could build their confidence to participate in English classroom.

In relation to the role of students to improve the participation of female students in English classroom, the interviewees suggested that students should have more time to study by preparing programs and discuss with their classmates without fear, paying more attention to their education than house work, using dictionary and other reference materials from the library and avoid destruction form their learning. The majority of the interviewees stressed on the necessity of studying hard on the part of female students which indicated that the lack of effort among female students to tackle the problem of their participation.

The last question was about their suggestion on what should be done to improve the participation of female students in English classroom. The first respondent interviewee suggested initiating students or giving moral support by calling their names to make them participate in English classroom. The next interviewee also proposed female students should be given more time to study using program to manage their time of study effectively. The other interviewee forwarded encouragement, advice and guidance to make them study hard and eventually to make them active participants in English classroom. The fourth interviewee, on his part, suggested a deferent solution to the problem of female participation that the government (school administration or Wereda Education Bureau) should encourage female students by giving incentive (reward) for high achievers among female students. The last, interviewee also suggested guiding and advising to reduce their fearfulness and boost their self confidence in participation of English classroom.

Generally the male student interviewee responses were different perspective to the problem of lack of female participation in English classroom. It was an additional input to the study where different opinions and ideas were obtained to complete the data gathered from female students.

4.4 Discussion

From the classroom observation the researcher was able to see that the participation of the female students was very low. This indicated that girls were not participating in equal terms when they were compared with male students. Similarly, most of the time girls do not use the chances they were given, hence it had its own impact on the participation of female students in English classroom. It was only in a few of the observed classrooms that teachers tried to give feedback only to those students, who actively participate predominantly male students, in English classroom. This did not encourage female students to participate since they were not given feedback from their teacher.

In the majority of the observed classes, female students did not ask or answer questions to the English teacher, when they were given chances. Moreover, the majority of them did not participate in group discussion and pair work as well as in individual participation. Finally, in all the majority of the observed classes female students lack confidence to participate

In the teachers' questionnaire, all the teachers unanimously agreed on the prevalence of the lack of participation among female students. The reasons were mainly of psychological problems such as lack of self confidence, shyness and fearfulness which hinder female students not to speak and act in front of their classmates and their teachers. In addition, the rest of them were social problems such as work over burden and lack of time at home and cognitive problems such as lack of background knowledge.

Most of the time English teachers did not encourage female students so as to improve their participation. Female students also were not competing with boys or they are completely dominated by boys in English classroom. The majority of the teachers agreed on the reasons such as girls have work over load at home, parents cannot support them, they have no self confidence

This shows that the effort of the teachers to motivate and make them engage or participate in the teaching learning process of English classroom was not satisfactory, since the majority of the participant English teachers responded they sometimes motivate their female students in particular. The lower the efforts of English teachers to help female students to make them take part of the teaching learning process could discourage female students to be active participants in English classroom.

The teachers responded that girls were dominated by boys in English classroom which means that boys did not give girls room for participation and hence girls would be forced to be passive. And the majority of the teachers suggested that giving tutorial class and motivating female students by giving chance to female students, by giving special support by parents, teachers and other techniques.

All the respondent English teachers agreed that female students have poor English background which they were supposed to establish from primary level which made it difficult for female students to participate actively. The female students also had low level of confidence and hence they would not be active participants in English classroom they may not have interest in English classroom and it affected their classroom participation negatively. The majority of respondent teachers generally agreed that there was less effort among female students to study English improve their confidence to be an active participant in the English classroom

The majority of the respondent English teachers agreed that female students did not get the support they needed from their teachers such as tutorial programs to enhance their activity or participation in English classroom. The teachers also had low expectation of female students ability which would have a negative effect on the active participation of female students. The researcher believed that the teachers knew that their poor method of teaching had its impact on female students' participation. The teachers also agreed there was lack of reference materials which implies that it was difficult to increase their knowledge in English vocabulary grammar and other English skills without those supportive reference materials.

The majority of the teachers also believed that the absence of guidance and counseling affected female student participation in increasing their confidence, shyness and from being afraid in

English classroom. Moreover, large class size had its own impact on the participation of female students in English classroom.

Many of the teachers confirmed that lack of parental moral support was one of the factors that affect female participation that could enhance their confidence in participation similarly, boys get more assistance from their parents than girls as result girls it reduces their confidence and their participation in English classroom in particular. The respondent also confirmed that low income of the families of female students was a factor that affects female students' classroom participation and low level of family income was also one of the reasons for the drop out and low achievement of female students.

From the responses of female students' questionnaire, the respondent female students showed no dislike for the subject matter amongst the and the like for the subject might not be accompanied with the necessary background knowledge and effort which could have resulted in the active participation of them in English classroom. The students also indicate that it was boys who dominate girls and it discourages female students from active participation in English classroom. For this the majority of the female students suggested factor and inferiority feeling made up the bulk of the problem, large class size had their own contribution to discourage female participation in English the classroom. In relation to this, the absence of guidance and counseling service in their school did not help them..

The majority of the female students also responded the culture of visiting the library among female students was not good enough so that female students could build their knowledge & skill in English subject matter and then they could improve their participation in English classroom.

According to the majority responses of the students, there was parental unintentional bias for boys which had great psychological impact on girl's education in general and on their participation in particular. They were also not trusted by their parents to achieve in their education and the cultural stereotypic view of female role of the society still affect the treatment of girls in a family which could influence their school performance.

The majority of the respondent female students agreed that the interruption of female students by male students affected female student's participation in English classroom. According to them boys knew the lack of self confidence among female students and boys think that they are superior to girls and believe they have the right to disturb them or make fun of them in English classroom

Many of them put forward that giving advice to female students by experienced teachers, giving moral support (motivation) to female students by their teachers and their parents, giving tutorial classes for female students to help them improve their language skills, making teaching method in a way that invites female students to participate in English classrooms, reducing work over load at home, treating boys and girls equally by their parents, take measures on those male students who interrupt and hence discourage female students from participation in English classroom etc as a solution to the problem.

The responses of female students showed that low self confidence greatly affected them to engage actively in the teaching learning process in English classroom. Similarly the majority of the female student respondents on aggregate that they agree or strongly agree low interest among female students in English classroom was one of the reasons that made girls to participate at lower level and also most of the female students admitted that they paid less effort to improve their condition so that they could be active participant in English classroom.

In relation to teacher related factors, the majority of the female students considered that lack of teachers support contributed for the low level of female student's participation in English classroom. They also agreed teachers' lower expectation of teachers in girls' capacity had considerable impact on the participation of female students in English classroom. They also added poor teaching method was one of the less motivating factors for active female participation in English classroom.

In relation to school related factors, the majority female respondents agreed that lack of reference materials ,absence of guidance and counseling and large class size had been a problem for female participation and that could result in the lesser opportunity for female participation as well as

lesser attention and commitment of the teacher to treat female students in particular. They also agreed lack of support from the school administration was one cause for the lack of female participation in English classroom.

In relation to parent related factors, the majority female respondents admitted that parental moral support for female students was not adequate consequently female students lack the confidence to engage actively in the teaching learning process in the English classroom. However, a little short to half of the respondents differ in their opinion on the above issue implying that there was strong opposition to the idea that lack of parental moral support as one of the cause for lack of female participation in English classroom. The majority of respondents agreed that their parents favor their sons than their daughters hence the girls perform less in English classroom participation and also they agreed that low level of their parents' income was one factor affecting their achievement in English classroom in particular.

The teachers' interview showed that the participation of girls in English classroom was not satisfactory in spite of the attempt of few female students' participation. However, with the exception of one of them, the teachers claimed to give tutorial classes the participation of female students was not that much different in the regular class.

In relation to those factors affecting female participation the teacher interviewee responded that those factors were being afraid of their classmate and the teacher ,their poor background ability of the English language, work burden at their home, lack of interest for education, shyness and lack of self-confidence ,shyness, lack of awareness (knowledge), lack of interest in education, lack of knowledge of grammar and vocabulary, lack of confidence and work overload at home, which in turn reduced their time to study. Most of them were psychological factors (shyness, fearfulness, lack of self-confidence and others were cognitive factors (such as lack of knowledge).

As the majority of teacher interviewee indicated most of the students did not do their homework, class work and assignment. Classroom participation is not only active engagement in answering and questioning activities but also engaging in the above ones. In addition the majority the

respondents sometimes gave home work, class work or assignments or even rarely and even not at all. Similarly, they did the same with regards to giving feedback, that they rarely give the students feedback to check whether the students did or not. This implies that the teachers were not helping the students as expected in general and female students in particular to increase their participation in English classroom.

to improve the participation of female students the teachers interviewee suggested the following solutions; guiding and motivating them, creating awareness and future vision, providing guidance and counseling, making discussion with the parents of female students, teachers should motivate them by calling their names, encouraging them that making mistake is normal, working with the school management, with English teachers and the staff as a whole to enhance the participation of female students, providing facilities in special case for female students, working from the early grades giving professional help to do away with psychological problems such as shyness, fearfulness and lack of self confidence, English teachers should help female students to participate in the English classroom by giving class work and homework and giving feedback, asking female students to take roles, preparing tutorial class for female students and so on.

The female students' interviewee on their part mentioned student related, teacher related and parent related factors which affected the participation of female students in English classroom. Student related factors they mentioned were more or less psychological factors which many of the female students focused on their responses and the researcher find it more significant than the rest. On the other hand, the majority female student interviewees confirmed that the participation of female students was not equal with that of male students due to many reasons such as; fearfulness, English classroom domination by male students, lack of confidence and lack of time to study due to other influencing factors.

With regards to the role of parents, the respondent female students interviewee suggested that; encouraging and supporting female students, giving time for female students to study, letting female students watch foreign(English medium) films or medias and providing the necessary facilities, as unique idea which could improve their English skill and could develop their confidence in English classroom. Whereas the role of teachers in improving female participation

the female interviewee suggested include ; giving equal opportunities for female students to ask questions and present their ideas , guiding and encouraging female students to speak in front of people (students), giving tutorial class for female students, appreciating female students and giving attention to female students. The suggestions were psychological others were purely academic help that teachers should give to female students in order to improve their participation. The role of students to improve female participation included; studying hard using time schedule and focusing on their lesson, asking their teacher for clarification if the lesson was not clear, and watching English films. The suggestions were mainly focused on building of skills and knowledge that help female students' participation in English classroom.

To improve female participation in English classroom the female interviewee suggested they should be guided by their teachers, parents to avoid being shy or afraid and to study and give value to their education communicating (in English) with partners in English classroom , doing their assignment homework and class work alone , teachers should encourage them and advise them how to avoid fearfulness to develop their self confidence, students should give more attention to their English lessons in the classroom and teachers should give them tutorial classes. Nevertheless, most of them emphasized on the help and guidance of their teachers as it was decisive in improving the participation of female students in English classroom.

The male student interviewee on their part said those factors that affect female students' participation were lack of confidence and being afraid to speak in front of the class, influence of mother tongue in English classroom. The influence of mother tongue was an important reason that due to lack of vocabulary and grammar skills students might prefer to use mother tongue, which is not advisable and teachers discourage to use first language in English classroom. They added female students had no equal participation due to lack of chances, lack of confidence, domination by male students, and method of teaching and cultural outlook. This unequal participation of female students in English classroom further discourages female participation in the future.

In relation to the role of parents to improve female participation, the male student interviewee said encouraging their daughters to be confident and avoid fear in the classroom, giving time to

study, buy reference books, employ private teachers or enrolling them to language school additionally, reducing the house work load for female students, avoiding the cultural attitude that discourage females. The role of teachers on the other hand , giving tutorial class for female students, encouraging them by calling their names in the classroom, giving them chances to speak in the classroom or dialogue, reducing the domination of the class by male students, advising them how to study. The interviewees also suggested that female students should have more time to study by preparing programs and discuss with their classmates without fear, paying more attention to their education than house work, using dictionary and other reference materials from the library and avoid distraction from their learning. The majority of the interviewees stressed on the necessity of studying hard on the part of female students which indicated that the lack of effort among female students to tackle the problem of their participation.

With regards to the solution to the problem of lack of female participation the male student interviewees suggested, initiating students or giving moral support by calling their names, given more time to study using program , encouragement, advice and guidance to make them study hard , the government should encourage female students by giving incentive (reward) for high achievers among female students, guiding and advising to reduce their fearfulness and boost their self confidence in participation of English classroom.

CHAPTER FIVE

SUMMARY CONCLUSION AND RECOMMENDATIONS

5. 0 .Introduction

This chapter consists of three subsections as it is the section which winds up the whole business of research activities. In this section the whole research paper is summarized the findings of the research are concluded and recommendations forwarded by the researcher.

5.1. Summary

This study was conducted to assess the factors affecting grade 9 female students' participation in EFL lesson during in different activities in Robe Secondary School in Bale zone. The study was specifically meant to find out female students towards in EFL lesson to examine how female students participate individually, in pair and in group how to do different activities ,how teachers help students to develop their ability ,self confidence and to explore factors obstructing female participation in EFL lesson .

For purpose of attaining these objectives 53 female students randomly, 7 English teachers and 5 male students purposively were selected to participate in the study. The data were gathered mainly through questionnaire and interview from these participants and observation was accomplished by the researcher in 16 classrooms. After the data collected they were scored, organized and identified according to their categories ,Then the organized data were analyzed in number and percentages quantitatively interpreted and narrated.

5. 2. Conclusion

The researcher of this study made an attempt investigate the factors affecting female students' participation in English classroom in Robe Secondary School of Bale Zone. Based on these findings of the research the following conclusions were made.

The study revealed that the majority of female students did not do their class work or home work. Their participation was low compared with their male counterparts. Some of their English teachers tried to encourage them and give them chances to participate but they did not take the chances they got and it was taken over by male students. The female students were not observed that much to participate in their group or pair work or individually. When they did in rare cases their teacher also, in most cases, did not give them feedback when they made mistakes.

The study made clear that female students had problem of participation due to several factors such as lack of self confidence. The English classroom was dominated by male students and girls' participation was lower than boys' in spite of encouragement and motivation from some of their teachers. It was also agreed by most of the teachers that female students' poor primary background, less effort by female students to study and their low self confidence had negative effect on their participation in English classroom.

The method of teaching and low expectation from female was disputed among teachers which the researcher believed it manifested the lack of honesty among teachers on the issue.

The school related factors such as lack of reference materials, lack of guidance and counseling, large class size and lack of support from directors and parent related factors such as parental lack of moral support, their preference boys than girls and their low income also had a great impact on the participation of female students in English classroom.

The Female students' respondents of the questionnaire on their part claimed they have no dislike to English subject. However, in the classroom they were dominated or exceeded by male students due to the fearfulness and inferiority feeling of female students as well as large class size and disciplinary problems of male students. Parents of students give more support to male students than female ones and the most of them used the library sometimes they did not get or know the help they could get from guidance and counseling service in the school. The interruption of female students by teachers or boys also affected the participation of female students in English classroom.

According to female student respondents, poor primary background, low self- confidence of female students, low interest to female students, less effort by female students affected female

students' participation in English classroom. They also responded that lack of teachers support, low expectation of teacher from female students' ability, poor teaching methods of teachers also affected their participation. Similarly they also replied that lack of reference materials, lack of guidance and counseling, large class size and lack of the support from school administration had affected their participation. Lastly, lack of parental moral support & their preference to boys as well as low level of their income had its impact on the participation of female students in English classroom

The teachers' interviewee also indicated that most of the time the female students did not participate as expected. Some of the teachers were claiming to give tutorials while others did not due to time shortage and large class size. The teachers also said poor background of English language, work burden at their home, lack of interest for education, shyness and lack of self-confidence, lack of awareness (knowledge), and lack of knowledge of grammar and vocabulary as the some of the factors that affected female participation in English classroom.

Most of the teachers admitted that they sometimes give class work and home work and they rarely gave feedback to their students due to the same factor of large class size and shortage of time. The teachers also suggested guiding female students, creating awareness on future vision, providing chances to female students, working with the school management, preparing tutorial classes, building the self confidence and working in early grades to improve their background to enhance the participation of female students in English classroom.

Both male and female student interviewee said the factors affecting female participation were fearfulness or shyness, lack of self confidence, lack of chance to participate, shortage of time to stud, inferiority feeling by female students, work overload and lack of encouragement. They also said the there was no equal participation between male & female students & the English classroom was dominated by male students. They also suggested there are roles that should be played by parents, teachers and female student themselves to improve the participation of female students in English classroom.

5.3 Recommendations

Based on the findings of the research on female participation in English classroom in Robe Secondary school, the following recommendations were made by the researcher.

5.3.1 For English Teachers

- English teachers should encourage female students to participate in their group, pair and individual work by calling their names so that they would boost their confidence to participate in English classroom.
- English teachers should encourage female students to participate in EFL lessons so that they would get confidence to participate in different way.
- English teachers should give class work, homework & assignments and follow up to check whether they have done their tasks and take the necessary measure to improve their participation in English classroom.
- English teachers should give feedback to every activity they give to female students (to the whole class) and also to the mistakes they make so that they can learn from their errors.
- English teachers should manage their classroom effectively not create imbalance between the participation of male and female students.
- English teachers at primary level should work hard to make their students well acquainted with the macro and micro skill of the language so that they wouldn't have problem of communication at higher levels.
- English teachers should give tutorial classes to female students to improve their English skill & knowledge and hence eventually they could improve their participation in English classroom.

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5.3.2 For Female Students

- Female students should make effort to make equal participation with male students in English classroom.
- To improve their participation in English classroom, female students should start to participate by doing their class work, home work, and assignment and ask as well as answer questions in the classroom.
- Female students should get professional help of guidance and counseling to improve their self confidence, fearfulness and shyness in English classroom.

- Female students should increase their effort to study and work hard to increase their skill and knowledge in English skills as well as other subjects and knowledge so that they could participate actively in English classroom.
- To improve their language skills and improve their participation in English classroom, female students also need to watch English movies, English media TV and follow English Media Radios.

5.3.3 For Parents

- Parents should treat their daughter fairly in relation to giving time to study for the female students compared to that of male students.
- Parents should give moral support for female students and reducing their work load at home so that they could get more time to study.
- Parents should do away with cultural practices and expressions that discourage female from expressing their ideas publicly and to assume greater roles in a society.
- Parents (and teachers also) should create awareness about if they study hard they could have a good future waiting.

5.3.4 For School Administration

- The school administration should make reference materials (particularly English) in the school library so that female students could refer them to improve their English skills and their participation in English classroom.
- The school administration in collaboration with Woreda Education Office should make guidance and counseling professional service to help female students with their psychological problems such as lack of self-confidence, fearfulness and shyness.
- The school administration in collaboration with Woreda Education Office or the local people should build more classrooms and employ more teachers to reduce the problem of large class size so that it could facilitate the participation of female students in English classroom.
- The school principal should support English teachers in whatever help they needed from him and supply with the necessary facilities the school can afford to make the English classroom more comfortable for female and even for other students.

- The school administration in collaboration with Woreda Educational office should mobilize the local or national NGOs and other organizations to support financially or materially poor families of female students.

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APPENDIX 1

Check list of observation about female students participation in English Classroom

No	Items	Yes	No
1	Do class work and home work?		
2	Participate equally with male students when they discuss.		
3	Teachers encourage female students.		
4	Teachers give chance to female students.		
5	Teachers give feedback when female students made mistake.		
6	Ask and answer questions in the classroom.		
7	Participate in group discussion.		
8	Participate in pair work.		
9	Participate individually.		
10	Have confidence when they answer the question.		

APPENDIX 2

Questionnaire to be filled by English Language Teachers in Robe Secondary School

The main purpose of this questionnaire is to get genuine information on the study of Grade 9 Female Students' participation in English Classroom in Bale Robe Secondary School .Thus I need your willingness to complete this questionnaire frankly and honestly. All information obtained from you will remain confidential and used only for purpose of this study.

No need of writing your name.

Thank you in advance for your cooperation.

Part I. Personal Information

1.1. Sex: Male ☐ Female ☐

1.2. Teaching Experience at Secondary School in years

1 - 5 ☐ 6 - 10 ☐ 11 - 15 ☐ 16 and above ☐

1.3. Your qualification

Diploma ☐ Degree ☐ Master ☐

1.4. How many periods you teach per week?

8 - 12 ☐ 16 - 20 ☐ 24 - 30 ☐

Part II. Information on female participation

1. Do your female students have problems of participation in English classroom?

A. Yes B. No

2. If your answer is “yes” for question No 1 please write the reason.

.....
.....

3. Whom do you think teachers encourage and ask questions more frequently in class?

A. Male students B. Female students C. Both

4. To what extent do girls compete with boy classmate in English classroom?

A. Very high B. High C. Less D. Very low

5. If they compete “less” or “very low” what do you think is the reason for this?

A. They have work load at home D. Teachers cannot support them in classroom

B. Parents cannot support at home E .All

C. They have no self confidence F. If other specify_____

6. Do you motivate female students particularly to participate in English class room?

A. Yes B. No C. Sometimes

7. Who dominate in you English classroom to participate?

A. girls B. Boys C. both is active

8. What should be done to improve female students' participation in English classroom?

.....

Part III. How do you evaluate the following factors affecting grade 9 Female Students'

Participation in English Classroom?

No	Students related factors	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
9	Poor primary school background.					
10	Low self confidence of female students.					
11	Low interests of females in English classroom.					
12	Less effort by female students in studying.					
	Teacher related factors					
13	Lack of teachers support					
14	Low expectation of teachers for females ability					
15	Poor teaching methods of teachers					
	School related factors					
16	Lack of reference materials					
17	Lack of guidance and counseling					
18	Large class size					
19	Lack of support from directors					
	Parent related factors					
20	Lack of parental moral support					
21	Parents favor males than females					
22	Less income of family					

APPENDIX 3

Questionnaire to be filled by Female students in Robe Secondary School

The main purpose of this questionnaire is to get genuine information on the study of Grade 9 female Students participation in English classroom in Bale Robe Secondary School. Thus, I need your willingness to complete this questionnaire frankly and honestly. All information obtained from you will remain confidential and used only for purpose of this study.

No need of writing your name.

Thank you in advance for your cooperation.

Background of the participants

Age 14 –15 ☐ 15 - 16 ☐ 17 - 18 ☐ 19 and above ☐

Information on female participation

1. Do you like English subject?
A. Yes, I like it very much B. Yes, I like. C. No, I do not like it
2. How are girls and boys different in English classroom participation?
A. Boys exceed than girls B. Girls exceed than boys 'C. Both perform equal
3. Which factors do you think is most associated with lack of girls' participation in English classroom?
A. Discipline of male students B. Inferiority C. Quarrel with teachers
D. Over- crowded classroom E. Fear of speaking in classroom
4. How frequently would do you use school library for additional information?
A. Always B. Sometimes. C. Never
5. To whom do parents give more support for studying among their children?
A. For girls B. For boys C. For both
6. If not "for girls" on the above question number 5 what would you say that the reasons were for not to prefer their daughters?
A. The culture bias against girls B. Parents perceive less confidence on girls
C. Because there is a problem in the house D. To assist mother in house
E. If other specify _____
7. Is there availability of guidance and counseling service in your service in your school particularly for female students? Do you think the students know about guidance and counseling service?
A. Yes B. No
8. Interruption of male students affects female students' participation in English class? Why?
9. What should be done to improve female participation in English class?
.....
.....

Part III. To what extent do you agree or disagree factors affecting grade 9 female students' Participation in English class?

No	Students related factors	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
10	Poor primary school background.					
11	Low self confidence of female students.					
12	Low interests of females in English classroom.					
13	Less effort by female students in studying.					
	Teacher related factors					
14	Lack of teachers support					
15	Low expectation of teachers for females ability					
16	Poor teaching methods of teachers					
	School related factors					
17	Lack of reference materials					
18	Lack of guidance and counseling					
19	Large class size					
20	Lack of support from directors					
	Parent related factors					
21	Lack of parental moral support					
22	Parents favor males than females					
23	Less income of family					

APPENDIX 4

TEACHER INTERVIEW GUIDE

The purpose of this interview question is to study female students' participation in English class room in Robe Secondary School. Besides, it is assumed to help in directing possible solutions problems encountered by female students

1. Do female students participate in English Classroom? How?
2. Do you help slow learners and give tutorial class for female students? How was their participation?
3. What is your attitude towards female students' participation in English classroom? And how was their reaction to you?
4. What factors do you suggest that affect female students' participation in English classroom?
5. Do female students participate in working class work, home work and assignment?
6. How do you give feedback on class work, home work and assignment?
7. In order to tackle the problem and enhance female students' participation what kind of solutions do you suggest?

APPENDIX 5

STUDENT INTERVIEW GUIDE

The purpose of this interview question is study on female students' participation in English classroom in Robe Secondary School. Besides, it is assumed to help in directing possible solutions problems encountered by female students.

1. What factors affect female students' participation in English classroom?
2. Can you tell me the role of parents, teachers and students to improve female participation in English class?
3. What should be done to improve female students' participation in English classroom?
4. How female and male students participate in the English class? Have they equal participation or not?

በርቤ ሁለተኛ ደረጃ ት/ቤት በሴት ተማሪዎች የሚሞላ መጠይቅ

የዚህመጣጥቅዋናአላማበርቤሁለተኛደረጃት/ቤትየሴትተማሪዎችበአንግሊዘኛክፍሊዜያላቸውንተሳትፎሊማወቅሲሆንእናንተምበቀንነትናበግልጽነትእንድትሞሉልኛኝእጣይቃለሁ፡፡

ስምመዳፍኢያስፈልግም

ሰለቲብብራችሁአመሰግናለሁ

የተሳታፊዎች እድሜ/ሁኔታ

እድሜ 14-15 15-16 17-18 19 እናበላይ

ክፍል 1

የሴትተማሪዎችሀሳብ

- አንገሊዘኛንትምህርትተወጃለሽ?
ሀ. አዎንበጣምአወዳለሁ ለ. አዎንአወዳለሁ ሐ. አልወደውም
- በአንገሊዘኛክፍለጊዜየሴቶችናየወንዶችተሳትፎምንይመስላል?
ሀ. የወንዶችተሳትፎከሴቶችይበልጣል ሐ. ሁለቱምእኩልይሳተፋሉ
ለ. የሴቶችተሳትፎከወንዶችይበልጣል
- ከሚከተሉትውስጥየትኛውነውለእንግሊዘኛትምህርትክፍለጊዜለሴቶችተሳትፎማነስተያያዥነትያለው?
ሀ. የወንዶችስነምግባር ሐ. ከመምህርአለመስማማት
ለ. የበታችነት ሙ. ከፍልውስጥየተማሪዎችቁጥርሙበዛት
- በትምህርትቤትውስጥየቤተመጻህፍትአጠቃቀምሽእንዴትነው?
ሀ. ሁልጊዜ ለ. አንዳንድጊዜ ሐ. ፈጽሞአልጠቀምም
- ወላጆችበቤትውስጥልጆችእንዲያጠኑይበልጥድጋፍየሚያደርጉትለማንነው?
ሀ. ከሴቶች ለ. ለወንዶች ሐ. ለሁለቱም
- በ5ኛተራቁጠርለሴቶችየሚለውንካልመረጥሽለምንድነውሴቶችንየማይደግፉት?
ሀ. የባህልተጽኖስላለ ሐ. በቤትውስጥችግርስላለ ሠ. ሌላ
ለ. ወላጆችለሴቶችዝቅተኛአመለካከትስላላቸው ሙ. በቤትውስጥአንድንረዳቸው
- በት/ቤትውስጥየምክርናየድጋፍሰጪአካልአለ? በተለይስለሴቶችድጋፍያደርጋል?
ሀ. አለ ለ. የለም
- የወንዶችጣልቃመግባትበእንግሊዘኛክፍለጊዜየሴቶችንተሳትፎይቀንሳል; ለምን?
_____.
_____.
- በእንግሊዘኛትምህርትየሴቶችንተሳትፎለማሻሻልምንመደርግአለበት ?

_____.

ክፍል 2

በአንግሊዘኛትምህርትየዘጠነኛክፍልየሴቶችተሳትፎአናሳመሆኑንእንዴትታይዋለሽ? በነዚህበተዘረዘሩትየተሰማማሽበትንደረጃእመልከቺ::

ተ. ቁ	ከተማሪዎችጋርየተያያዙችግሮች	በጣምአስማማለሁ	አስማማለሁ	አልወሰንኩም	አልሰማማም	በጣምአልሰማማም
10	በአንደኛደረጃየትምህርትዘቀባበላቸዝቅተኛመሆን					
11	ሴቶችበራሳቸውአለመተማመናቸው					
13	የአንግሊዘኛትምህርትፍላጎትማነስ					
	ከመምህራንጋርየተያያዙችግሮች					
14	የመምህራንድጋፍዝቅተናመሆን					
15	ለሴትተማሪዎችሎታዝቅተኛግምትመስጠት					
16	የመምህራንየማስተማርዘዴዝቅተናመሆን					
	ከትምህርትቤትጋርየተያያዙችግሮች					
17	የመጣቀሻመጻህፍትማነስ					
18	የምክርናድጋፍሰጪአለመኖር					
19	በአንድክፍልውስጥየተማሪቁጥርሙበዛት					
20	የርዕሰመምህራንድጋፍማነስ					
	ከወላጅጋርየተያያዙችግሮች					
21	የወላጆችለሴትተማሪዎችያለቸውድጋፍአናሳመሆን					
22	ወላጆችይበልጥወንዶችመደገፋቸው					
23	የወላጆችየኑሮደረጃዝቅተኛመሆን					

ManaBarumsa Sad. 2^{ffaa}RoobeettiiGaaffileeqorannoo

KaayyoonIjoongaaffileeKanneeniiOdeeffannooquubsaaqorannoohirmaannaabarattootnishamarra niikutaa 9^{ffaa}ManaBarumsa Sad.2^{ffaa}Roobeeqabanbeekufikanaafuu, fedhii, amanaamummaa fi quuqmaanakkanaafguuttaninbarbaada.Odeeffannooisinnaafkennitan
Isaakaneegameefidhimmakanaafkanooluqofaadha

- maqaabarreessuunhinberbaachisu
- deeggarsanaafgootaniifdurseenisingalatoofadha

Haalahirmaattoota

Umrii 14-15 ☐ 15-16 ☐ 17-18 ☐ 19 እናላይ ☐

Kutaa 1

OdeeffannohirmaannaShamarraniiirratti

1. GosaBarnootaaafaanInglifaanijaalataa/nifta/?
A. Eyyee, sirriittanjaaladha C. Lakki, hinjaaladhu
B. Eyyee, nanjaaladha
2. DareebarnootaaafaanInglizittikeessattigaraagarummaanhirmaannaaberattootashamarranifi dhiiraaakkami?
A. Barattotnidhiiraashamarrannicaalu C.walqixaa
B. Barattotnishamarraniidhiiraanicaalu
3. Kaaneenarmaangadiikeessaakamtuwalitidhufeenyaolaanaahanqinahirmaannaashamarran iidareebarnootaIngliffakeessattiqaba?
A. Amalabarattootadhiiraa C. Barsiisootanwaliigaluushabuu
B. Gad'aantumaa D. Lakkofsiibarattootaadareekeessattibaay'achuu
4. Barumsa /odeeffannoo/ dabalataaargachuufmanakitaabattihalakamiinfayyadamta ?
A. YaroomaraB. yerootokkotokko C.gonkumaa
5. Barattootnimanakeessattiakkaqu'ataniimaatiiirracaalattienyudeeggaru?
A. Shamarraniif B. Dhiiraaf C. lamaanifu
6. Gaafiiarmaanoliif (5ffaa)
irrattideebiinkeeshamarraniifyoohintaa'iinsababnimaatiinshamarranhindeggareefmaali?
A. Dhibbaanaddaashamarraniiirrawaanjiruuf
B. Maatiinshamarraniiirraoffiamantummaawaanhinqabneef
C. C.manakeessarakkoonwaanjiruuf
D. Haadhawaangargaaraniif
E. Kanbiraayoojiraatehaibsamu_____
7. ManaBarumsaaKessattikeessattuBarattootashamarraniiifaddattisagantaangorsaafideeggars aanijiraa? Barattootniisagantaagorsaafideeggarsaajiraachuunibeekujatteeniyaaddaa?
A. Eeyyee B. lakkii
8. BarattootnidhiiraajidduugaluunhirmaannaabarattootashamarraniidareeAfaanIngliiziinimii dhaa? Akkamiitti?

9. HirmaannabarattootashamarraniidareeAfaanIngliiziikeessattidabaluufmaalgodhamuuqaba ?

_____.

_____.

Kutaa2

wantootaarmaangadiihirmaannaabarattootashamarraniidareeAfaanIngliiziikeessattidhibbaauuma nakkamittimadaalta? Sadarkaaaittinwaliigalteyknwaliigaluudhabdeeri.

T. L	Rakkooleebarattootaanwalqabatan	Sirriitaanwaliigala	waliin gala	Hin-murtees sine	Waliihin galu	Sirriitaanwaliihin gala
10	Haalhiisaan sad. 1ffaa irraaaittidhufaagadiaannaata'uu					
11	Offittiamantummaanbarattotniishamaraniixiqqaata'uu					
12	FedhiinshamarrandareeIngliiffaatifqabanxiqqata'uu					
13	Sodiinshamarranqu'annaafgodhanxiqqaa ta'					
	RakkooleeBarsisootaawalqabatan					
14	Deeggarsibarsisonnigodhanxiqqata'uu					
15	Madaallinbarsisonnishamarraniifkenanxiqqata'uu					
16	Haallitofataabarsiisuubarsisotaalaafaata'uus					
	Rakkoolee M/btinwalqabatan					
17	Hanqinakitaaaleewalii					
18	Hanqinagorsaafideeggarsaa					
19	Baayinalakkoofsabarattootaa					
20	Hanqinadeeggarsaadaarektaraa					
	RakkooleMaatiinwalqabatan					
21	Hanqinadeeggasimaatii					
22	Maatiinirralaataliidhiiradeeggaruu					
23	Galiinmaatiixiqqaata'uu					