

Factors Affecting Female Students' Participation on Academic Achievement in Teyara-Bora Primary School, Barhale Woreda, Afar, Ethiopia

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Abstract: Education is a universally recognized fundamental human role in eradicating poverty and promoting socio economic development in any society. The aim of this study is to assess factors affecting female students' participation on academy achievement; Teyra- Bora Primary School in BarhaleWoreda. The cross sectional study was conducted at Teyara-Bora Primary School, 2016. The total participants are 40, and out of which the 10(25%) are teachers 20(50%) are students and the rest 10(25%) are parents. on the other hand, 20(50%) of the participants were females, and the rest,20(50%)are male participants, so genderbalance was given emphasis in this research 15(37.5%)of the participant such as students and their parents were educated below grade -8 level where as, the rest 15(37.5%) of the teachersparticipants were diplomaand degree holder the rest only 3(30%) of them certified below diploma (certificate or 12+1 and 10+1). The majority (80%) of the participants indicated that financial problem can affect negatively the academic achievement Of female students. 90% the participants also reported that lack of educational support from them parents and teachers were the factor that affect female students academic achievement. Similarity 50% the problems can be originated from the female students by lack of interest towards their education to participate actively. Similarly, more than 80% of the female students' problems were resulted by absenteeism, sex and lobar abuse as well as cheating experience that noticed the participants highly affected female students' academic achievement. This study revealed that Academic achievements as well as educational participation of the female students are very low in BerahleWoreda, Teyara –Bora school. The major in education of this may be the parents number of reputation and drop out female students are high and it continue to increase the past three year from 32% to 59%.

Keywords: Female Student, Primary School, Academic Achievement, Performance

1. Introduction

Education is a universally recognized fundamental human role in eradicating poverty and promoting socio economic development in any society.

Accordingly the federal Democratic Republic of Ethiopia

has been committed to provide quality education to all its citizens. This is vividly articulated in the constitution and Education and Training policy (ETP) of the country For example, the 1994 Education and Training policy (ETP) of the country states under the framework of this policy that the Government of Ethiopia has designed and launched a twenty

years Educations Sector Development program (ESDP) to translate policy issues in to action for achieving Education for All(EFP)Despite Such efforts that Ethiopia has shown in the process of achieving education For All(EFP), it has been noted that that there is still agape in provision of access to all learners practicality those very remote and rural part of the country the problem has seen more widely than regional government or urban areas of the country[1].

According to Afar Regional Education Bureau report shows that the main problem in the education sector is quality that caused high rate of repetition and drop-out students to increase year to year. As motioned in this educational evaluation 2008-2010 report, the rate of repetition has increased by 0.02% yearly, reached about 14%, and dropout rate also increase its rate 0.03%, and reached about 16%. So, every year 20 and 30 students per thousand of all school enrolled students either repeated or dropout their education respectively because of quality problem mention as the main problem. In addition, less participation of the family for their children education has also their own impact for this problem aggravated seriously. That is why, this study focus on assess the factors that's affect female's students participation on for academy achievement in BarhaleWoreda, Teyra- Bora Primary School [1].

BarhaleWoreda is found in afar regional state government with zone-Two, from five zonal division of the regional state government of Afar. This regional government is very far by known as the remote regional part of the country. The capital city of the regional government is samara which is for about 1230 km from Addis Ababa and its climatic Condition is characterized by very hot and dry throughout the year. Because of these peculiar features of the region has limited live hood of the people[2].

Commonly most of the population (more than 95%) is pastoralist, the rest (5%) also engaged as semi pastoralist, Trader, Transport sector and Work in government office. There are 10 primary school totally in BarhaleWoreda, and Teyra- Borais one of the primary school that was built in 2004 by communities, Ngo's and Government participation which has high enrollment of student as compare to other school and in this (2014) enrollment year has more than255students[2].

2. Methodology and Materials

The researcher was used descriptive type of research because of the intention to describe the problem as it exists. Among different techniques of descriptive type of research, the researcher was used survey method for its appropriateness for large population and gives a chance to use sampling.

2.1. Source of Data

The source of data was used the researcher to conduct this study by using primary and secondary data sources. The primary data source was the sample group selected from teachers, the students and their parents. On the other hand,

secondary data source was including observation and document analysis.

2.2. Sample Size and Sampling Technique

There are 20 governmental primary school found in BerahleWoreda, the researcher taken only one sample school through the lottery method of sampling techniques. Among the 47 teachers found in the sample school (Tera Bora primary School), the researcher was selected 20 (43%) teachers from the total population by random sampling techniques. Among 2050 students, 20(0.9%) of the students also select by the same techniques become it gives equal chance to select the teachers and the students participant from their total numbers. While 20, parents were selected by using purposive method because of their availability, to participate in this study. Therefore, total numbers of the participants were 60.

2.3. Data Gathering Tools

The instrument employed in gathering data for the study was questionnaires. The questionnaires paper was prepared based on the objective and it have both close and open ended question items. The closed ended question items were 15, given to five for each sample group with among 20 teachers, 20 students, and families with corresponding option of "yes" or "no" alternative with additional for each group was given open ended question items to assess their feeling from their given suggestion.

2.4. Methods of Data Presentation and Analysis

The researcher will describe the data using frequency distribution and tabulation and interpreted by using qualitative data analysis techniques through percentage and words.

2.5. Data Presentation and Analysis

Datapresentation and analysis in the basis of the responses obtained from theparticipants, thedata are presented and analyzed as follows.

2.6. Delimitation of the Study

Even if the area of the study were too wide, the researcher wants to delimit his study on one governmental primary school students found in BarhaleWoreda, because of the scarcity of researcher's financial, time and material resource. Therefore, this study was delimited on BarhaleWoreda, Teyra- Bora Primary School.

2.7. Limitation of the Study

Some of the challenges that encountered during the study were lack of cooperation among the school concerned bodies, lack of the necessary materials written on the topic in the study area and the scarcity of researcher's financial, time and material resource.

2.8. Definition of Terms

- Performance: Involves entertaining an audience by audience by doing something such as singing or Acting
- Constitution: is the system of laws which formally

states people's right and duties

- Academic achievement refers to successful accomplishment or performance in particulate area it indicated as by grades marks.

2.9. Back Ground Information of Participant

Table 1. Back ground information of the respondents.

NO	Participation	Sex					
		M		F		T	
		NO	%	No	%	NO	%
1	Teacher	6	60	4	40	10	100
2	Student	9	45	11	55	20	100
3	Parent	5	50	5	50	10	100
	Total	20	50	20	50	40	100

Table 2. Back ground information of the respondents.

NO	Participation	Age					
		<12		13-20		>21	
		NO	%	NO	%	NO	%
1	Teacher	-	-	-	-	10	100
2	Student	8	40	12	60	-	-
3	Parent	-	-	-	-	10	100
	Total	8	20	12	30	20	50

Table 3. Back ground information of the respondents.

NO	Participation	Education status									
		1-4		5-8		Certificate		Diploma		Degree	
		NO	%	No	%	NO	%	NO	%	NO	%
1	Teacher	-	-	-	-	3	30	5	50	2	20
2	Student	8	40	12	60	-	-	-	-	-	-
3	Parent	7	70	3	30	-	-	-	-	-	-
	Total	15	38	15	38	3	75	5	13	2	5

TABLE-1-3 Presents the background information about the participants in relation to their sex age and level of education, As shown in the table, the total participants from the teachers are 10, out of which 6(60%) of them are male and 4(40%) are females. on the other hand, the total participant from the student are 20 out of which 9(45%) of them are males and 11(55%) are females, and while the student S parent have equal 50% in their sex distribution in the case, the Researcher gives equal chance to participated, in this study between males and females, so 20(50%) of the total participants are males and 20(50%) are also females participants.

A regarding the age distribution of the participation to 8(40%) of them are less than the age of 12 years old, on the other hand 15(37.5%) the participants are less than grade -4 and that 8(40%) of them are students, the rest 7(70%) are students participants from parents similarly, 12(60%) of the students and 3(30%) the

parents are between grade 5-8, and 15(37.5%) of the participants from the students and their parents are less than contrary, 20(50%) of the participants from the teachers and the student parents are the age of greater than 20 years old, and only 3(30%), 5(50%) and 2(20%) of the teachers are certified as certificate, diploma and degree respectively

3. Result

On the basis of the participants' responses to each specific item in the questionnaires, frequencies & percentage were computed in order to describe the opinion of the participants. The following tables present the data on the factors that affect the academic achievement of women students in the primary school and other main issues related to the basic questions of the study

Table 4. The responses of teachers towards the financial problem.

NO	Question item	Alternative							
		Yes		NO		Uncertain		Total	
		NO	%	NO	%	NO	%	NO	%
1	Can financial problem affect negatively the academic achievement of female students	8	80	2	20	-	-	10	100

According to the data in table 2, 8(80%) of the participants indicate that financial problem can affect negatively the

academic achievement of women students. On the contrary 2(20%) of the participant also believed that the academic

achievement of female students may not be affected by financial problem

Based on this, the researcher concluded as financial problem can be one of the factor that affect academic achievement for female student, because they are mostly become busy/no time for their education /

Working Rome to support their family economical problem, and they lack educational material such as exercise book, pen, pencil and other supplementary books etc -- -- -- are at the result of financial problem that affect educational participation of female students.

Table 5. The responses of teacher towards the challenge of female students.

NO	Question item	Alternative							
		Yes		NO		Uncertain		Total	
		NO	%	NO	%	NO	%	NO	%
2	Do you think that female student s academic under achievement are coursed by								
	2.1the lack of educational support from their family	7	70	2	20	1	10	10	100
	2.2the lack of educational support from their teacher	4	40	6	60	-	-	10	100
	2.3thelack of educational interest by them selves	5	50	5	50	-	-	10	100

Based on the above table 5, question item 2, shown as 7(70%), 4(40%) and 5(50%) of the teachers respondent respectively beloved that the academic achievement of female students affected by the lack of educational supported from their family, from their teachers andlack of educationalinterest by themselves are some of the main factorscoursed thatfemale students academic under achievement. on the contrary, 2(20%), 6(60%) and 5(50%) of the teachers respondent also disagreed on the factor that affecting female student's academic achievement by the lack of educational support from their families and teacher as well as the lack of educational interest of female students are not the main Coursed for their academic process. On the other

hand 1(10%) of the participant was neither agreed nor disagreed/uncertain/on the equation item.

According to this the researcher suggested that the academic achievement of female students are highly affected, when they were lacking educational support from their families and teachers in this case, families and teachers educational support for female students were very significant for their academic success. Unfortunately, that factor (lack of educational support from their families and teachers) challenged for female students have to lack (loss) on educational interest, and gradually that affect their academic achievement negatively.

Table 6. The response of teachers towards low educational participation of female students.

NO	Question item	Alternative							
		Yes		NO		Uncertain		Total	
		NO	%	NO	%	NO	%	NO	%
3	Do you think that the problem for academic success of female students can be the result of								
	3.1 Absenteeism?	9	90	1	10	-	-	10	100
	3.2 sex and lobar abuse problem	8	80	2	20	-	-	10	100
	3.3 high cheating experience	4	40	6	60	-	-	10	100

According to the above table -6 question items -3 indicate as, 9(90) of the teachers respondents over agreed that low educational participation of female students can be resulted by absenteeism, similarly, 8(80%) of the participants were argued that sex and labor abuse problem can be also the factor for low academic success of female students, by the reduction of their educational participation, and 4(40%) of the problem of low academic success of female students were the result of high cheating experience by themselves on the other hand, 1(10%), 2(20%) and 6(60%)of the rest of the teachers respondents were alsodiesagreed on the problem that caused low education as participationof female students by

absenteeism, abuse problem and cheating experience to pass exam, respectively.

Based on this, the researcher suggested that the problem for low educational participation and low academic success of female students were mainly because of absenteeism by the result of abut problem specially, labor abuse problem were a series challenge for educational participation of female students by losing their time to help their family at home rather than giving more time (attention) for their education. Finally, female students are expected to pass by cheating exam, because of less confidential of them education increased by their low educationalparticipation.

Table 7. The responses of teachers towards the assessment of female student's academic performance.

No	Question item	Alternative							
		Yes		Yes		Yes		Yes	
		NO	%	NO	%	NO	%	NO	%
4	Do you believe that the assessment method does have their own impact on female students academic performance	9	9	9	9	9	9	9	9

Concerning the above question, 4in table 7 show that

9(90%)of the teacher participation were agreed that the

evaluation criteria or the assessment method have had their own impact on female students academic achievement, on the contrary, 1(10%) of the teacher respondents were disagreed on the effect of evaluation on the academic achievement of female students.

Based on this, the researcher concluded that on evaluation in the teacher assessment method are their own impact on the

result of female students academic achievement to improved, this meaning that on assessment can help for the teacher to gave additionaleducational support for those who are low academic achievement and plan different strategy to improve female students academic performanceto improved by communicating with their family and other school teachers

Table 8. The responses of teacher towards the factor of educational background of parents.

NO	Question items	Alternative							
		Yes		NO		Uncertain		Total	
		NO	%	NO	%	NO	%	NO	%
5	DO you believe that parents. Educational back ground can affect female students academic achievement	10	100	-	-	-	-	10	100

Based on the abovetable -8 question item -5 shown that 10 (100%) of the teacher respondents were agreed female students academic achievement can affect by their parents educational back ground.

According to this, the researcher included that the level of their parents educational back ground include have a direct

relationship on the academic achievement of female students. this means, educational back ground of the parents have a positive or negative effect on the academic achievement of female students so, female students would have get better support from thin family when they have also better educational back ground

Table 9. The responses of the students towards their attendance in school.

NO	Question item	Alternative							
		Yes		NO		Uncertain		Total	
		NO	%	NO	%	NO	%	NO	%
1	Do you attendSchool consistently?	6	30	14	70	-	-	20	100

Concerning the above table -9 (appendix -II, question item -1) as shown, only 6(30%) of the students respondent were agreed that they attend in the school regularly. While, the rest 14(70%) of the respondentwere disagreed that female students were not attend school consistently.

From this, the researcher concluded that female students

have lost their chance to get

Coefficient education, because they were not attended in school regularly. That iswhy, more female students have faced or challenged to achieved academic success, so improved their educational performance were aeries problem for many school today

Table 10. Responses of the students towards their education support problem.

NO	Question item	Alternative							
		Yes		NO		Uncertain		Total	
		NO	%	NO	%	NO	%	NO	%
2	Do you think that low academic achievement of female students can caused by the following factor?								
	2.1 lack of educational support from their families	13	65	5	25	2	10	20	100
	Lack of educational support from their teachers	15	75	5	25	-	-	20	100

Accordingto the above table -10 question item-2 as shown,13(65%)and 15(75%)of the students respondents were belowed that low academic achievement female students can be causedby the lack of suppuration from theirfamilies and teachers respectively. on the contrary, 5(25%) the students participants were disagreed that lack of support from their familyand teachers may not be the main factors cause for low

academic achievement of female students.

From this the researcher urged that lack of support from families can less affect the academic achievement of femalestudents as compared to lack of support from theirteachers. so teachers &family educational support were very significant for female students academic success

Table 11. Responses of the students towards female students participation in school activities.

NO	Question item	Alternative							
		Yes		NO		Uncertain		Total	
		NO	%	NO	%	NO	%	NO	%
3	Do you believe that female students have a chance to participate in the following activities								
	3.1. ingroupdiscussion	2	10	18	90	-	-	20	100
	3.2. co-curricular activities	9	45	11	55	-	-	20	100

From the above table -11 question item -3 as shown 8(90%) of the students participants were believed that female students have poor participation in group discussion, and 11(55%) of them have more likely less interest to participate in co-curricular activities. on the other hand, 2(10%) and 9(45%) of the students respondents were agreed that female students have a chance to participate in group discussion and co-curricular activities with and without the school receptively.

According to this the researchers suggested that female students active participation in group work and their participation in co-curricular activities are very significant to improve their academic achievement, and they developed to solve their own problem by themselves. in this case, the richer should encourage female students to participate activity so as to improve their academic achievement, instead of discouraging them.

Table 12. Response of the students towards the availability of reference books in library.

NO	Question Item	Alternative							
		Yes		NO		Uncertain		Total	
		NO	%	NO	%	NO	%	NO	%
4	Do you believe that there are enough reference book in your library?	7	35	10	50	3	15	20	100

Based on the above table -12 question item four in appendix-II as shown that only 7(35%) of the students respondents were believed that there are enough reference books to utilized in their school library, and where as 10(50%) of the students were disagreed as the availability of reference books in their library are not enough. the rest 3(15%) of the participants are uncertain to respond and they are neither agreed /nor disagreed in this question item.

From this, the researcher concluded that students academic achievement can affect negatively by the lack of reference books in school library. because of this, the school should be give attention to solve the availability (shortage) of reference book in their library and improved, the students attitude to utilize service by creating awareness are very important for the solution of its availability improving their academic performance.

Table 13. Response of the students towards the challenge of female students educational participation.

Question item		Alternative							
		Yes		NO		Uncertain		Total	
		NO	%	NO	%	NO	%	NO	%
5	Do you think that the main challenged (problems) for female Students educational participation can be								
	5.1 shortage of educational materials	15	75	5	25	-	-	20	100
	5.2, Early marriage	12	60	4	20	4	20	20	100
	5.3. Attitudinal problem towards female education	14	70	6	30	-	-	20	100

From the above table, 11, we can imagine that 15(75%) 12(60%) and 14(70%) of the respondent were agreed female students educational participation can be challenged by the shortage of educational materials, early marriage and attitudinal problem respectively. on the contrary also. 5(25 %), 4(20%) and 6(30%) of the students respondents were disagreed on their responses in this question item and where as the rest, 4(20%) of the students participants were uncertain also to agree early marriage can challenged female students educational participation or not. From this the

researcher concluded that lack of educational materials such as exercise book; pen pencil etc is the main challenged problem of female student's poor educational participation. in addition to this, having of the community (very less attitude of the community) towards female education can be the factors that affect their educational participation, as well as their academic achievement. At list, female students were enforced to early marriage that increased drop out students in school.

Table 14. The responses of the families towards the factors that affect their children academic achievement.

No	Question item	Alternative							
		Yes		NO		Uncertain		Total	
		NO	%	NO	%	NO	%	NO	%
1	Do you believe the following are the main reasons for low academic achievement of female students by								
	Lack of the family support	6	60	4	40	-	-	10	100
	Lack of the teachers support?	3	30	3	30	4	40	10	100

From the above table 14, question item -1 shown that 6(60%) of the respondents from the families were agreed, lack of families support can be one of the reasons to caused for female students low academic achievement – similarly, 3(30%) of the families participate affect female

students academic achievement also the less, were as, 4(40%) and 3(30%) of the families representative were disagreed the rezones for low academic achievement of female students by lack of support from their families and teachers respectively

Based on this, the researcher suggested that lack of

suppuration from their families and teachers can be affect educational participation, as well as their academic achievement of the female students, specially families can be play a great role so as to improved their children educational participation. in this case, families contribution are very necessary and significant for the success of female students

in their education, because students usually have spent very long periods of time in their home with their families than teachers in their school. so they can shape their children, specially their female students can developed at a grass root confidential and successful in their education

Table 15. The responses of the families towards their problem to support the children education.

NO	Question item	Alternative							
		Yes		NO		Uncertain		Total	
		NO	%	NO	%	NO	%	NO	%
2	Do you think your problems that you not able to support your children, mainly because of								
	2.1. low economic power of the families	8	80	2	20	-	-	10	100
	2.2 poor attitude of the females towards female education	7	70	3	30	-	-	10	100

According to the above table, 10(80%) and 7 (70%) of the families respondents were believed that low economic power and their attitude respectively can be the problems of the families to provided, educational support for their children. in the other hand. the rest 2(20%) and 3(30%) of the respondents from the families were disagreed on this question item as the financial and attitudinal problem respectively may not be as the factors for the families to limited support for their children. Based on this, the researcher concluded that

families economical problems are the main reasons to limited of the families educational support for their children actually, but very less attitude of the families towards the importance of education for female students are the basic reason for the challenge of female students to lack sufficient educational support from their families. So both problem of the families came from attitudinal or economic back ground of the families can affect negatively the academic achievement as well as educational participation of the families 'students.

Table 16. The responses of the families towards sending their children in school.

NO	Question item	Alternative							
		Yes		NO		Uncertain		Total	
		NO	%	NO	%	NO	%	NO	%
3	Do you believe that families have better commitment to send female students at their school age?	4	40	6	60	-	-	10	100

According to the above table -16 shown, we can understand that only 4(40%) of the respondents of the families have committed to send female students in school at proper age and mach of the rest 6(60%) of the respondent of the families on the contrary shown very less commitment to send female students at their school age. From this the researcher suggest that sending children in their proper have

their own significanceto develop confidentiality and success full in their educational adapting the school situation so female students, educational obstacle merely begin with at the early age in their home by their own families by seen only their advantage to help work, instead of sending them in school. As the matter of this, the school should create awareness program with the families to send female students at their school age.

Table 17. The responses of the families their relationship with the school.

NO	Question item	Alternative							
		Yes		NO		Uncertain		Total	
		NO	%	NO	%	NO	%	NO	%
4	Do you think that the main challenged (problem) for female students educational participation can be								
	5.1 shortage of educational materials	15	75	5	25	-	-	20	100
	5.2 Early marriage	12	60	4	20	4	20	20	100
	5.3 Attitudinal problem towards female education	14	70	6	30	-	-	20	100

From the above table, 13, we can imagine that 15(75%) 12(60%) and 14(70%) of the respondents were agreed female students educational participation can be challenged by shortage of educational materials, early marriage and attitudinal problem respectively. on the contrary also, 5(25%), 4(20%) and 6(30%) of the students respondents were disagreed on their responses on this question item and

where as the rest, 4(20%) of the students participants are uncertain also to agree early marriage can challenged female students educational participation or not.

From this, the researcher concluded that lack of educational materials such as exercise book, pen and pencil est. are the main challenged problem of female student's poor educational participation. in addition to this, having of the

community (very less attitude).

Table 18. The responses of the families towards their educational back ground.

NO	Question item	Alternative				Uncertain		Total	
		Yes		NO					
		NO	%	NO	%	NO	%	NO	%
5	Do you think that female educational back ground can affect the female student's academic achievement? Does it have a negative effect on the female student's educational participation?	8	80	2	20	-	-	10	100

From the above table -18, question item -5 as shown that 8(80%) of the respondents of families were believed he educational status of the families have their own impact (negatively or positively) on female students educational participation, as well as their academic achievement. On the other hand, the rest 2(20%) of the respondents of the families were disagreed that does not have any effect on female students academic achievement and their educational participation. Based on this, the researcher concluded that the level of the families educational status have a great impact on the academic achievement as well as better educational participation of the female students that because, many problem of the female students can reduced, when educational back ground of their families at a good status, so, more educational challenges of female students that come at the result of attitudinal and economic problem of the families have a direct relationship with the families educational status.

4. Summary, Conclusion and Recommendation

4.1. Summary

The main purpose of the study was to assess the factor that affecting female students academic achievement and their educational participation in Teyara- Borap primary school in Berahle Woreda, Afar regional state to achieve this purpose, description survey method was employed since it enable to get reliable and relevant information from different groups concerning women families students education and their educational participation as well as their academic success in Berahle Woreda particularly, in Teyara Bora primary school.

The study was conducted in one governmental primary school at Berahle Woreda, i.e. Teyara –Bora primary which selected purpose fully. From this school a total of 40 participants were selected from the teachers, students and their parents were included in this study.

The necessary data for the study were gathered through questionnaire developed by the researcher the questionnaires contained both open and closed ended items, the data that were collected through questionnaires were filled to bulleted and analyzed by using frequencies and percent age more or this, data obtained from the interviews were analyzed by narration, and it integrated with the data obtained from the questionnaires. Based on the data analysis, the study came up with the following major findings

The total participants are 40, and out of which the 10(25%) are teachers 20(50%) are students and the rest 10(25%) are

parents. on the other hand, 20(50%) of the participants were females, and the rest, 20(50%) are more participants, so gender balance was given emphasis in this research

15(37.5%) of the participant such as students and their parents were educated below grade -8 level where as, the rest 15(37.5%) of the teachers participants were diploma and degree holder the rest only 3(30%) of them certified below diploma (certificate or 12+1 and 10+1)

The majority (80%) of the participants indicated that financial problem can affect negatively the academic achievement as well as educational participation of female students that bellows financial problem within their families can affect the educational participation of family students directly or indirectly. 90% the participants also reported that lack of educational support from them parents and teachers were the factor that affect female students academic achievement.

Similarity 50% the problems can be originated from the female students by lack of interest towards their education to participate actively similarity more than 80% of the female students problems were resulted by absenteeism six and lobar abuse as well as cheating experience that noticed the participants highly affected female students academic achievement more over this the assessment method that used the teachers to measure only the female students academic performance have their own problem because the teachers may not have action plane to solve and improve the academic performance of the female students doing like out or communication with their families have better strategy to get female students attention.

4.2. Conclusion

On the basis of the above findings, the following conclusions are drawn.

Academic achievements as well as educational participation of the female students are very low in Barhale Woreda, Teyara –Bora school. The major in education of this may be the parents number of reputation and drop out female students are high and it continue to increase the past three year from 32% to 59%.

- some of the factor that affect female students academic achievement can be grouped in to four (4) such as the school factor, families factor and the teacher as well as the female students them schedules are the causal reason to give rise female students low educational participation as well as academic achievement
- The school factor include, lack of coordination, poor

school management and unattractive school condition etc are some of the school factor where as the families factor can be working power female students needs, instead on the other hand, the teacher and female students themselves might be the factor of the problem particularly they lack interest in day to the day activities and accept the problem as it is instead of find solution in the education of female students.

- Similarly, the problem of female students have existed by external factor that are such as financial problem lack of educational support from their families and teacher and families attitude as well as their educational background can affect female students academic achievement.
- The finding revealed that female students have got actually insufficient support opportunity and affirmative action to intervene the female educational problem and empowerments female students' educational participation for better academic success and bright future life.
- In general, the result of this study indicated that female educational participation as well as their academic achievement is very limited and low by economical and personal or human factor which require the attention of all concerned body and other stakeholders in Afar region.

4.3. Recommendation

In order to remove the barriers and improved female students educational participation as well as their academic achievement, the following recommendations are forwards

Much attention is required to improve academic performance, the quality and relevance of primary school in the area and empowering female students to realize the returns from education.

As it is evidenced from the finding, female students have less opportunities to participate actively in their education so as to achieved academic success, since education is a human right and all citizen should get a chance equally without discrimination by sex, age or any other factor because of this reason female students should be get opportunity for their educational participation increased by.

Gender re-education –Some cultural belittle girls as intellectual deficient and doom them to eventual failures. This early negative influence s can, in course of time, accumulate and cripple their ambitions. Backwardness and harmful practical thinking have effects on female students' academic achievement. It may contribute to self-esteem and lower aspiration on female students.

Provide supportive educational environment- The overall educational environment should be supportive to female students. This would be intermesh of provision of gender specific needed materials, academic, social and counseling services.

Create "girl-friendly" participatory learning environments- It should be targets teachers, principals and headmaster in primary school to be more sensitized to the needs of the most disadvantaged group of girls and trained them to address unmet needs. Train both new and

experienced teachers to be gender sensitive and unbiased about girls' potential for learning and recruiting more women to each at the primary school level.

Provide legal protection-Sexual harassment that prevails in school and labor abuse in home have to be seriously dealt with. Awareness creation on the rights and duties of girls and installing a monitoring mechanism is necessary. In addition, violators be punished and exposed in public spheres for shunning their immoral acts.

Encourage progressive tutorial programs- Schools should be encouraged to provide progressive gender focused tutorial programs and to offer complete instructional programs in a cycle or level.

Offering additional help to reduced the opportunity costs of schooling-Increased girls' schooling by reducing opportunity costs and providing free boarding schools for female students for poor household. This may address the girls' attention to school activities and perform well. The problem girls' time in the household and division of labor between boys and girls should be reduced.

Help parents and communities better appreciating the value of schooling- In the area, schooling rate are low; a reasonable barrier to the schooling of girls may simply be the fact that parents themselves have not been to school and may not have idea the benefits of education or what school can do for their children.

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