

# **Significance of Socio-economic status for female students' oral Communication Practices: the case of Ethiopian higher Education institutions**

Hadya Hassen

*M.A in TEFL, Addis Ababa University  
Addis Ababa, Ethiopia*

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## **Abstract**

This research explores perceptions and practices of female students' oral communication skills in EFL classrooms in relation to the determination of their socio-economic background; it also identifies which socio-economic factor significantly affects their oral communication skills and practices. Mixed research design is employed for the intended purpose. Three Governmental Universities were chosen using quota sampling technique for the data collection; and representative respondents from each University had been selected randomly. The data were collected through Questionnaire, interviews and FGD and analyzed and interpreted both qualitatively and quantitatively. SPSS version 20.0 is used for the analysis. The study revealed that female students' oral communication skills and practices in EFL classrooms has been highly determined by their socio-economic background. The study also identified from among all independent variables, Parents' educational status and parents' monthly income as foremost affecting factors correspondingly.

**Key words:** Oral communication skills, socio-economic status

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## **I. Introduction**

Education is one of the social factors where by gender disparity is reflected. In the field of education, the number of educated females is very low. As the grade level in school increases, the number of female students starts to decline because of lots of factors (Mersha et al., 2009).

Ethiopian Higher Education Institutions take students from all over Ethiopia, so students attend classes and share dormitories with young people from different ethnic backgrounds, socio-economic status and religion. Based on FAWE for many rural women, coming to university is their first experience in a city, where one meets people of different cultures and languages. The strict socialization process that dictates females are supposed to be reserved and shy is more predominant in rural areas compared to towns, where families are more educated and exposed to modern ways of life. In addition, the poor facilities in rural schools put students from those areas at a disadvantage, these problems occur especially in English classes.

It is well known that university education is highly demanding, and for those moving from high school to university, it is a challenging life transition in their development. This transition has been found to be associated with a great deal of stress and their personal and social adjustment problems (Cutrona, 1982; Hammen, 1980; Lokitz&Sprandel, 1976), and thus places significant demands on them (Noel, Levitz, &Saluri, 1985). However, many young people are inadequately prepared for the psychological, emotional, and academic realities of higher education (Francis, McDaniel, &Doyle, 1987). Consequently, the participation of females in socio-economic development programs also depends on their educational backgrounds. Educating girls and women is critical not merely to achieve personal benefits but also for the improvement in the areas of human resource development of the society (Egenti and Omoruyi, 2011). Socioeconomic status refers to a person's or family's social position or social standing

(Graetz, 1995). It is important to study the effects of socioeconomic status on developmental outcomes, since socioeconomic status has been associated with physical health, socio emotional functioning, and cognitive developmental outcomes in young children and adolescents. Female students oral communication skills in English with regard to socio-economic and cultural environments will be assessed in order to maintain better understanding of the effects children s environments can have on their academic success. What motivated this study was female learners' interaction difficulty in EFL classroom oral communication activities. The theme of this research is to find out and explore how socioeconomic influences affect female learner's oral communication skills in English. So it dealt with different personal and environmental factors

Academic disciplines in higher education are routinely called upon to explain and justify their role in the educational enterprise. Some academic fields such as history and philosophy are more central in the pursuits of liberal arts, while others such as business administration and engineering are more related to career development. The discipline of communication is unique as it crosses these boundaries. As a result, a need exists to provide a rationale for the study of communication for the importance of communication education to: the development of the whole person; the improvement of the educational enterprise; being a responsible citizen of the world, both socially and culturally; and, succeeding in one's career and in the business enterprise. A fifth theme highlights the need for communication education to be provided by those who are specialists in its study (Morreale, et al 2000).

In the area of language learning research, beliefs are recognized as learner's opinion or philosophies about language learning. Learners hold a wide variety of beliefs about language learning (Horwith, 1987). Learners beliefs can influence their motivation to learn and their expectations about language learning (Richards and Lockhart, 1994:52). Mori (1999) claimed that the nature of learners learning experience could affect ways in which their beliefs are formed. Therefore, it is obvious that learner s previous experience is significant factors in their learning attitude in future.

Considerable researches have been conducted internationally to examine the potential factors accounting for academic achievement of college/university students, but there have been relatively few empirical studies on the area in Ethiopian context. In addition, those conducted studies are not comprehensive enough in identifying which factors are potentially affecting female students oral communication skills and practices in EFL classrooms as they focuses on few factors affect general academic performance of students of HEIs. It is evident that academic achievement is a result of various skills that might be affected by various factors.

For instance from local researches Gota A.(2005) studied effects of parenting styles in HEIs students behavioral and academic performance. Atnaf and philipo (2014) studied economic difference of students and recommended for further SES researches. Gehami(2014) also investigated negative relationship between SES and educational achievement. An Indian research also showed that SES affects language skills. These and other additional related studies are also conducted on female students' dismissal and drop outs. While undeniable social, cultural and economic factors dominantly affect women/girls education and life opportunity in our country's context. Based on the observation of investigators as EFL teachers, group discussions, voluntary oral practices, participations and presentations are being significantly led by male students.

Therefore, the present research extends on other works by examining the effects of a range of non-cognitive, socioeconomic factors on female students oral communication skills practices in EFL classrooms. This will help our comprehensive understanding of the potential factors, which account for specifically oral participation of female students in HEI, and for the employment of possible and timely strategies for intervention.

## **II. Objectives of the study**

The current study aimed to investigate how socio-economic status of female students determines their oral communication skills in EFL classrooms in Ethiopian HEIs;

- ❖ To assess the engagement and performance status of female students in HEIs in oral communication participation in EFL class rooms.
- ❖ To investigate how socio economic background of female students affects their oral communication proficiency.
- ❖ To identify the significance level of each socio-economic factor in affecting female students' oral communication skills

## **III. Methodology and sampling of the study**

### **a. Population**

This study is conducted in EHIs particularly first year female students of 2016/17-2017/18 academic year, EFL teachers and gender office representatives of each sample HEI. Three HIs (Addis Ababa, D/ birhan, Mettu) were selected with quota sampling technique under the parameters of seniority and demography. Mixed (qualitative and quantitative) research design is chosen to address the problem being investigated. It examined the determination of socio-economic background of female students for their oral communication skills and practices in EFL classrooms. Moreover, it assesses the extent of each independent variable in affecting female students' oral communication skills.

### **b. Research instruments**

The three instruments which were exploited in this study were questionnaires, interviews and FGD regarding the socio economic factors affecting female students' oral communication skills. These three instruments are attached in (Appendix 1,2and 3).

**c. Questionnaires:**

Agrawal and Alos's combined survey questionnaire is adapted and used in this research; as both outers allowed the instrument to be used in related studies. The questionnaire has two parts: the first part focuses on respondents' parents' socio-economic backgrounds and demographic profiles. Rather the second part contains statements that assess their perception towards their oral communication skills and current practices in EFL classroom and related factors which are variables of the study. The format of a typical five-level Likert scale is used for this research: ("strongly agree" "Agree" "Not recognized" "Disagree" "Strongly disagree").

**d. Interviews:**

The second instrument exploited by the researcher in this study was interviews. A randomly selected respondent EFL teachers and purposefully selected gender office directors were interviewed about their observation and experiences regarding to new coming female students' oral communication skills and practical realities in EFL classrooms. (Appendix2).

**e. Focus Group Discussion**

In support of the gathered data through questionnaire from female student, FGD discussion points related to socio economic background of female students parents and their oral communication skills and current practices were designed and employed. Female students were the targeted participants. (Appendix 3).

**f. Validity and reliability of the instruments**

In order to establish the validity of the instruments, the instruments represented in the two parts of the questionnaires, FGD points and the teachers' interviews questions were piloted to get the approval of proceeding with the study on the basis of such instruments. The questions were reviewed, thus allowing for amendments to be done on the questionnaires' questions and the interview questions. Then getting permission from research and post graduate coordinating office the data were collected.

**g. Data gathering procedures**

The researcher with assistant data collectors collected data using the designed instruments. The interviews questions and questionnaires' are developed in English and translated in to Amharic(national language of Ethiopia) and were conducted by the researchers with the target respondents, rather the FGD points were translated into Affan Oromo ( mother tongue language) of one region and conducted in the same procedure.

**h. Data analysis and presentation**

In this research descriptive statistics is used to describe the basic features of data in a study. The researcher used descriptive statistics in order to analyze the samples socio economic profile of respondents ( parents' occupation, education, and financial status) responses for the questions in section two are correlated with their socio economic background and conclusions can be drawn to retrieve percentage among the participants, In addition to that it is used to generalize frequencies, percentage mean and standard deviation of statements in part two of the questionnaire ,reflecting factors affecting their oral communication skills and current practices in EFL classrooms, The statements were coded and categorized in different groups of independent variables of the study (student related factors, school related factors and home environment). The information is presented with tables and graphs.

Inferential variable and factor analysis is done are done in order to address the objective of the study and to draw conclusion about the nature and extent of variables in affecting the considered population. The data is first entered to an SPSS spreadsheet under a Likert scale with the pre determined five stages. With factor analysis result Grand mean of factor indicator items of the independent variable is cross tabulated with dependent variables and One way ANOVAs test is applied to identify the significance level of independent variables.

**IV. Results and discussion**

**a. Parent related factors**

i. **Location of parents:** All the questionnaires and its items were coded into the independent variables of the study using SPSS computer software. After piloting the instruments open ended questions were found respondent-uncomfortable. Therefore the items reflecting socio economic variables are all left close-ended items. As the questionnaire has two sections the analysis result is displayed respectively.

**Table 1**-display of respondents parents location

	Frequency	Percent	Valid Percent	Cumulative Percent
city admin	18	10.1	10.1	10.1
Woreda	72	40.4	40.4	50.6
Kebele	70	39.3	39.3	89.9
Village	18	10.1	10.1	100.0
Total	178	100.0	100.0	

As the table above reveals most (39.9%) of the respondent students in the public higher institutions come from kebele and the next evident place of 40.4% respondents is woreda less respondents (10.1%) of female respondent students are from city administrations and similarly 10.1% of respondents are from villages.

ii. **Parents' Educational status:** The educational status of both mother and father was taken according to the categorical stages shown below (no formal education, completed primary, high secondary or tertiary).

Table - 2 Respondents mothers education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no formal educ	37	20.8	20.8	20.8
	Primary	45	25.3	25.3	46.1
	Secondary	58	32.6	32.6	78.7
	Tertiary	38	21.3	21.3	100.0
	Total	178	100.0	100.0	

According to the above table high numbers of mothers (32.6%) of female students are educated till secondary level which is referred from grade 9-11 and as indicated in the table the next ratio (25.3%) is primary level education status is observed within respondents' mothers. Mothers' with no formal education is 20.8% and nearly similar to this mothers' with tertiary level education is 21.3%.

Table-3 Respondents' fathers' education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no formal educ	16	9.0	9.0	9.0
	Primary	42	23.6	23.6	32.6
	Secondary	69	38.8	38.8	71.3
	Tertiary	51	28.7	28.7	100.0
	Total	178	100.0	100.0	

The table shows that most 38.8% of fathers are found with secondary level education ,28.7% with tertiary level education and 23.6% of fathers of respondents are educated upto primary level only 9%of fathers do not attend formal education.

**Parents occupation :**

Table-4 Respondents mothers occupation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	salary women	43	24.2	24.2	24.2
	bussiness worker	52	29.2	29.2	53.4
	Farmer	32	18.0	18.0	71.3
	domestic work	51	28.7	28.7	100.0
	Total	178	100.0	100.0	

Table-5 Respondents fathers occupation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	salary men	41	23.0	23.0	23.0
	bussiness worker	84	47.2	47.2	70.2
	Farmer	42	23.6	23.6	93.8
	domestic work	11	6.2	6.2	100.0
	Total	178	100.0	100.0	

Based on the information from the above table 47.2% of fathers are engaged in personal business works. Equally 23% of fathers are employed as salary men and the 23% are farmers. Rather only 6.2% of fathers are involved in domestic works.

iv. **Parents monthly income**

Table-6 monthly income of parents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	below 3000 birr	23	12.9	12.9	12.9
	3000 - 10,000 birr	128	71.9	71.9	84.8
	above 10,000	26	14.6	14.6	99.4
	4	1	.6	.6	100.0
	Total	178	100.0	100.0	

As can be extracted from the above table large number (71.9%) of respondent students are from parents with total monthly income of 3,000-10,000 ETB which is referred as (middle level income status parents) based on Ethiopian statistical agency individual income status classification of 2017.14.6% of respondents stated that they are from parents with above 10,000 ETB and can be grouped as high income status while 12.9% of respondents' comes from parents with below 3,000 ETB monthly income.

Oral communication in EFL classroom demands learners interact with friend in the same section but from different socio-economic backgrounds. Therefore, this problem mostly happens in these oral performance situations. The indicator items provided below assesses the performance status of female students in those classrooms.

b. **Students related factors**

Table-7 descriptive analysis of Indicators of student related factors

Indicators	N	Minimum	Maximum	Mean	Std. Deviation
I feel comfortable when I communicate with female teachers than male.	178	1	5	2.71	1.384
I like participating in group discussions.	178	1	5	3.33	1.322
I am calm and relaxed while participating in group discussions.	178	1	5	3.55	1.293
I am afraid to stand ( and)express myself in front of my friends.	178	1	5	2.54	1.332
I have no fear of speaking up in conversations.	177	1	5	3.15	1.477
I actively participate in discussions with my friends out of the classroom.	178	1	5	2.56	1.414
I can express my feeling to my friends and teachers freely.	178	1	5	3.05	1.493
I feel anxious when I stand in front of my classmates to have speech	178	1	5	2.38	1.271
Valid N (listwise)	177				

With the mean result of 2.71, factor indicator I feel comfortable with female teachers than males, I actively participate in discussions with my friends out of classroom with average result of 2.56. I am afraid to stand and express my feeling in front of my friends with mean result of 2.45 and I feel anxious when I stand in front of my classmates to have speech with mean result 2.38.

Crosnoe, Johnson, and Elder (2004b) suggested that school sector (public or private) and class size are two important structural components of schools. Private schools tend to have both better funding and smaller class sizes than public schools (Crosnoe et al, 2004b).

c. **School related factors**

Table -7 descriptive analysis result of school related factor indicators

	N	Minimum	Maximum	Mean	Std. Deviation
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My EFL teachers helped me to improve my oral communication skills	178	1	5	3.46	1.390
In my high school, I used to speak a lot in front of my friends	178	1	5	3.48	1.316
In my high school education I used to participate in English language Improvement club	177	1	5	2.99	1.434
Valid N (list wise)	177				

From the factor indicator items revealed in the above table the last item, In my high school education I used to participate in English Language Improvement Clubs, with mean value of 2.99 is found significant in relation to female students oral communication skills practice.

The students' lives are not constrained in the same way, however, and we can use facts about them, their families, friends and experiences. The outside world provides us with rich contexts for presentation. For example, there is an almost infinite number of *stories* we can use to present different tenses. We can also create *situations* where people speak because they are in those situations, or where the writer describes some special information. Harmer 1991).

**d. Home Related Factors**

Table-8 Descriptive Statistics result of home related factors

	N	Minimum	Maximum	Mean	Std. Deviation
My parents give me enough opportunity to express my ideas for discussion at home.	178	1	5	2.85	1.308
At home, both male and female children have equal chance for free talk about any issue.	177	1	5	2.89	1.420
In our family, females' have given equal chance to speak about any issue	178	1	5	3.05	1.466
I used to tell to my parents all my feelings and daily experiences	177	1	5	3.10	1.449
Valid N (listwise)	176				

As can be seen from the table with mean result of 2.85 the first item, My parents give me enough opportunity to express my ideas for discussion at home is observed as significant for female students oral communication practices.

From the results found female students oral communication practices Are found not determined by parents location And income status rather relationship is seen with parents educational status.

From factor analysis result some items from each independent variables found potentially affecting

- ❖ female students feeling comfortable with female teachers than male
- ❖ free feeling in group discussion than monologue
- ❖ teachers assistance in oral communication practices
- ❖ parents opportunity to express ideas for discussion At home

**V. Level of significance of each independent variable**

Table-9 Display of significant difference among the variables

Variables	t-value	Mean	p-value	Sig. level
Parents location	178	2.49	0.80	.13
Mothers education	178	2.54	1.04	.95
fathers education	178	2.87	0.933	.66
Mothers occupation	178	2.52	1.14	.72
Fathers occupation	178	2.13	0.83	.08
Parents monthly income	178	2.03	0.54	.76

As can be seen from the Above table mothers education with result of .95, is found the most significant in affecting female students oral communication skills .monthly income of parents is the next significant factor with result of .76.mothers occupation (.72)and fathers educational status (.66) which can be categorized as parents educational status and occupation are seen significantly affecting factors.

## **VI. Conclusions and recommendations**

Based on the findings in this research SES is found basic determinant of female students' oral communication skills in different perspectives: according to interview results female students from better socio economic status are curious to explore their ideas, confident to express their feelings and thoughts in front of their classmates and out of classroom communications. Gender offices in each university organize new coming female students in clubs, adjust schedules and practice tutoring in collaboration with EFL teachers to help them lift up their performance in their language performance.

The result from FGDs indicated that Students from low SES are disadvantaged from various factors in relation to oral communication skills/ practices: social perception on gender perspective confine female students to low self esteem. In relation to oral communication practices in EFL classrooms, students from low SES learning in government schools do not have exposure to oral communication practices as a result of the curriculum and low efficiency of EFL teachers. Parenting style in low socio economic backgrounds created fear and anxiety in their oral communication skills/practices . In the contrary students from better SES are found good in expressing feelings and thoughts freely.

The questionnaires results explored that SES determines their oral communication practices/skills in different ways; Students who came from rural areas, where parents level of education is low , most of the time do not have experience of expressing their feelings ,thoughts and emotions in their family. Governmental school environments where female students from low SES learns do not create opportunities of occasional oral practices. Oral communication competence of EFL teachers in rural schools is low. Students from high SES and engaged in private schools are almost perfect and nice enough in oral communication.

Since EFL classroom is the opportunity of female students to practice oral communications in dealing with various academic disciplines job opportunities and real life situations, the researcher recommends if :

- The Government revises the curriculum teaching colleges and universities for EFL teachers who would be assigned for government schools in rural and urban areas.
- Since the difference is being found with students from private schools its better if the government parties evaluate the effectiveness of teaching learning materials of spoken English and the practical reality of applicability is done in each grade level.
- EFL teachers make themselves good in spoken language, design better classroom management and help female students from low SES parents avoid anxiety of communication in English.
- Higher institutions administrative bodies and all stake holder professionals work on psychological make ups to help female students from low SES parents develop good self esteem, self confidence.

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Annex 1

**QUESTIONNAIRE FOR STUDENTS**

Dear participants, you are requested to participate in a research project being conducted in the Department of English Language and Literature in Jimma University. Please fill out the questionnaire completely and accurately. Your participation is appreciated.

Sex \_\_\_\_\_ No of children at home: \_\_\_\_\_ Region \_\_\_\_\_  
Previous school; government \_\_\_\_\_ private \_\_\_\_\_

Direction 1: Put (x) mark in front of your information

Location of parents			
1	City administration		
2	Woreda/ town		
3	Kebele		
4	Village		
Educational status		Mother	Father
1	No formal education		
2	Primary education		
3	Secondary education		
4	Tertiary level education (diploma and above)		
Occupation of parents		Mother	Father
1	Salary man/woman		
2	Business man/woman		
3	Farmer/		
4	House/domestic works		
Monthly income of parents			
1	below 3,000ETB		
2	3,000-10,000ETB		
3	Above 10,000ETB		

DIRECTION 2: This instrument is composed of 15 statements concerning feelings about oral communication practices. Please indicate the degree to which each statement applies to you by marking:

1. Strongly agree                      2. Agree                                      3. Not recognized



4. Disagree 5. Strongly disagree

- \_\_\_\_\_1. I feel comfortable when I communicate with female teachers than male.
- \_\_\_\_\_2. I like participating in group discussions.
- \_\_\_\_\_3. I am calm and relaxed while participating in group discussions.
- \_\_\_\_\_4. I am afraid to stand ( and)express myself in front of my friends.
- \_\_\_\_\_5. I have no fear of speaking up in conversations.
- \_\_\_\_\_6. I actively participate in discussions with my friends out of the classroom.
- \_\_\_\_\_7. I can express my feeling to my friends and teachers freely.
- \_\_\_\_\_8. I feel anxious when I stand in front of my classmates to have speech.
- \_\_\_\_\_9. My EFL teachers helped me to improve my oral communication skills.
- \_\_\_\_\_10. In my high school, I used to speak a lot in front of my friends.
- \_\_\_\_\_11. In my high school education I used to participate in English language Improvement club.
- \_\_\_\_\_12. My parents give me enough opportunity to express my ideas for discussion at home.
- \_\_\_\_\_13. At home, both male and female children have equal chance for free talk about any issue.
- \_\_\_\_\_14. In our family, females' have given equal chance to speak about any issue.
- \_\_\_\_\_15. I used to tell to my parents all my feelings and daily experiences.

**2. Focus group discussion points**

- 1. What do you think major factors that affect female students' oral communication skills?
- 2. Howdothe schools you have stayed in create difference in your oral communication skills?
- 3. How doeducational status, income status, location and number of siblings of parents affect female students' oral communication skills?

For example:

- Coming from urban and rural areas
- Having additional equipment like televisions, laptops, tablets and smart phones have great role in enhancing oral communication skills.

- 4. Does perception of gender roles in a particular society has impact on female students' oral communication skills? How?
- 5. Do students who came from urban and rural areas have difference in their oral communication skills? How?
- 6. Do students came from private and government schools have difference in oral communication skills? How?
- 7. Do you think clubs (English, arts, mini media...) in schools encourage female students' oral communication skills?
- 8. Do you think the teaching styles of English teachers affect your oral communication skills?
- 9. How do you think English teachers help female students improve their oral communication skills?
- 10. What do you think is the possible solutions which help you improve students' oral communication skills?

**3. Interview questions for English teachers**

- 1. Do you think there is difference between male and female students' oral communication skills?  
በእንግሊዝ ኛ በቃል የመገባባት ተሳትፎ ላይ በወንድና ሴት ተማሪዎች ተሳትፎ ል ዩ ነ ት አለ ብለህ/ሽ ታስባለህ
- 2. Do you think it is worth important to give attention for female students' oral communication skills?  
ለሴት ተማሪዎች በቃል የመገባባት ክሂልን ለማሻሻል ልዩ ትኩረት መስጠት የሚ ያስፈልግ ይመስልህ/ሻል
- 3. What do you think major problems for the difficulty of female students' oral communication skills?  
ለሴት ተማሪዎች በቃል የመገባባት ችግር ዋና ዋና ምክንያቶች ምን ይመስሉህ/ሻል
- 4. Have you seen difference between female students from urban and rural area?  
ከጎ ጠርና ከከተማበላይ ጠ- ሴት ተማሪዎች መካከል በቃል የመገባባት ተሳትፎ ላይ ልዩነት ይታ ያል
- 5. How do you feel about the effect of socio economic status of female students in affecting their oral communication skills? Which variable do you think affects their oral communication skills more?  
የ ሴት ተማሪዎች ማህበራዊና ኢኮኖሚ ያዊ ሁኔታ በቃል የመገባባት ተሳትፎና ክሂል ላ ይ ል ዩ ነ ት የሚ ጥር ይመስልህ/ሻል ከሆነ የት ኛው የበለ ጠተጽ ዕኖ ያደርጋል ብለህ/ሽ ታስባለህ/ሽ
- 6. Do you consider socio economic differences among your students in class room? If yes,how do you take this into account when giving chance for oral practices?  
በክፍል ውስ ጥ በቃል የመገባባት ክፍለ ጊዜ የሴት ተማሪዎችን ማህበራዊና ኢኮኖሚ ያዊ ል ዩ ነ ቶች ከግምት ውስ ጥ ታስገባለህ/ ያለሽ
- 7. How do you think female students oral communication skills can be affected by the school they have learned their background education?

- የቀደምትምህርታቸውን የተከታተለበት ትምህርት ቤት በቃል የመገባባት ችሎታቸው ላይ ምን ዓይነት ተፅዕኖ ስላላው ይመስልህ/ሻል
8. To what extent do you think home environment affects female students' oral communication skills?  
የቤት ውስጥ ሁኔታ የሴት ተማሪዎችን በቃል የመገባባት ክህሎት ላይ ተፅዕኖ አለውብህ/ሽ ታስባ/ቢያለሽ
9. Do you have experience of supporting female students' improve their communication skills in different ways out of the regular lesson?  
ከመጽሐፍ ማህተም ወይም ሌሎች ተማሪዎችን በእንግሊዝኛ በቃል የመገባባት ክህሎት ለማዘጋጀት የሚያስችል እንደሆነ የማድረግ ልምድ አለህ/ሽ
10. How do you think EFL teachers can support female students' oral communication skills in higher institutions?  
የሴት ተማሪዎችን በቃል የመገባባት ችግር ለማቆሻሻል በዩኒቨርሲቲ ያሉ እንግሊዝኛ ማህሀራን ምን ዓይነት ያደርጉ ይሻላል

4. Interview questions for gender officers

1. What is the contribution of your office in helping fresh female students to improve their oral communication skills?
2. What is the role of gender office working in collaboration with ELIC?
3. Do you have experience of discussing with report of ELIC's and other clubs in supporting female students' oral communication skills?
4. Are there active clubs in the campus that can help new coming female students' oral communication skills?
5. Have you ever facilitated situations (work-shops, symposiums research results review...) for open discussion about students' oral communication skills?
6. What remedial actions you recommend to be taken in university level to improve female students' oral communication skills?

5 ለፎክሎር ጥናት ለሚያስፈልገው የትምህርት ቤቶች ለሰነድ ማህተም ማዘጋጀት የሚያስፈልጉትን ጥያቄዎች ይግለጹ

1. ለሴት ተማሪዎች በእንግሊዝኛ ማህተም ማዘጋጀት ለሚያስፈልጉት ጥያቄዎች ምን ዓይነት ጥረት ማድረግ ስችሉ ይገልጹ :
2. ከዚህ በፊት ያለውን ትምህርታቸውን ማህተም ማዘጋጀት ለሚያስፈልጉት ጥያቄዎች ምን ዓይነት ጥረት ማድረግ ስችሉ ይገልጹ :
3. ህብረተሰቡ ለጾታ በተለይ ለሴቶች ያለው አጠቃላይ ካላቸው እንግሊዝኛ በቃል የመገባባት ችሎታ ለማዘጋጀት ለሚያስፈልጉት ጥያቄዎች ምን ዓይነት ጥረት ማድረግ ስችሉ ይገልጹ :
4. የወላጆች ሁኔታ ማሻሻል
  - 4.1. የትምህርት ደረጃ
  - 4.2. የገቢ ማጠና
  - 4.3. ተጨማሪ ማኔጅሜንት ስልጠና እንደሰጠው ሆኖ ላይ ጥቅም ላይ ላይ ለሚያስፈልጉት ጥያቄዎች ምን ዓይነት ጥረት ማድረግ ስችሉ ይገልጹ :
  - 4.3. የመኖሪያ አካባቢ
  - 4.4. በቤተሰብ ውስጥ ማኖሪያ ስልጠና ማዘጋጀት ለሚያስፈልጉት ጥያቄዎች ምን ዓይነት ጥረት ማድረግ ስችሉ ይገልጹ :

5. በትምህርት ቤቶች ላይ ተለያዩ ክፍሎች ለማዘጋጀት ለሚያስፈልጉት ጥያቄዎች ምን ዓይነት ጥረት ማድረግ ስችሉ ይገልጹ :
6. የማህሀራን እንግሊዝኛን በተለይ በቃል የመገባባት ችግር ለማቆሻሻል ለሚያስፈልጉት ጥያቄዎች ምን ዓይነት ጥረት ማድረግ ስችሉ ይገልጹ :

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