

**Addis Ababa University**  
**College of Education and Behavioral Studies**  
**School of Psychology**

Academic performance of Female students in Addis Ababa:  
The case of kirkos sub city primary schools

By  
ZEBENAY LULSEGED

June 2014  
Addis Ababa

**Addis Ababa University**  
**College of Education and Behavioral Studies**  
**School of Psychology**

Academic performance of Female students in Addis Ababa:  
The case of kirkos sub city primary schools

By  
ZEBENAY LULSEGED

This thesis is submitted to the School of Psychology in partial fulfillment  
of the requirements for MA degree in  
Measurement and Evaluation

2014  
Addis Ababa

**Addis Ababa University**  
**College of Education and Behavioral Studies**  
**School of Psychology**

Academic performance of Female students in Addis Ababa:

The case of kirkos sub city primary schools

**Approval of the Board of Examiners**

1. Advisor Dr. Girma Lemma Signature \_\_\_\_\_ Date \_\_\_\_\_

2. Internal Examiner Dr. Ayele Meshesha Signature \_\_\_\_\_ Date \_\_\_\_\_

3. External Examiner Dr. Getachew Abesha Signature \_\_\_\_\_ Date \_\_\_\_\_

# Table of Contents

Acknowledgement

LIST OF TABLES and Figures

ABSTRACT

CHAPTER ONE. INTRODUCTION	Page
1.1. Background of the Study.....	1
1.2. Statement of the Problems.....	2
1.3. Objectives of the Study.....	2
1.4. Research Questions .....	3
1.5. Significance of the Study.....	3
1.6. Delimitation of the Study .....	4
1.7. Operational Definitions .....	4
1.8. Organization of the a paper.....	4
CHAPTER TWO: REVIEW OF RELATED LITERATURE	
2.1. Factors Influencing Students Achievement.....	7
2.2. Socio-economic Status .....	8
2.3. School Environment .....	9
2.4. Good Performance in Primary School for Future Success .....	12
CHAPTER THREE: METHOD OF THE STUDY	
3.1. Design of the Study .....	16
3.2. Study Sites .....	16
3.3. Variables in the Study .....	17
3.4. Population and Sampling Size .....	17

3.5. Tools of Data Collections .....	17
3.6 Procedure of Data Collection.....	19
3.6. Pilot Testing.....	20
3.7. Data Analysis Techniques .....	21
3.8. Ethical Consideration .....	21
<b>CHAPTER FOUR: RESULTS AND DISCUSSION</b>	
4.1. Interview Results .....	21
4.2. Characteristics of the Respondents .....	22
4.3 Responses of Teaching Staff and School Administration .....	23
4.4. Responses of Educational Experts .....	24
4.5 FGD & Counseling Clubs .....	26
4.6 Respondents Responses of Parental income Level .....	46
4.7 Responses of Parental Educational Level .....	47
4.8 Responses related to School Environment .....	52
<b>CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION</b>	
5.1. Summary .....	57
5.2. Conclusion .....	58
5.3. Recommendations .....	60
Reference	
Appendices	
1. English version of the Questionnaire	
2. Amharic version of the Questionnaire	
3. English version of Interview guide for School Staff	
4. Amharic version of Interview guide for School Staff	
5. English version of Interview guide Focus group discussion.	
6. Amharic version of Interview guide Focus group discussion.	
Declaration	

## **List of Tables and Figures**

	page
1. Table 1- Characteristics of the Respondents (Interview & Discussion).....	22
2. Table 2- Sex differences in academic performance First cycle (Grade 1-4) .....	29
(Temenja-Yaj & Yetebaberut schools)	
3. Table 3- Sex differences in academic performance First cycle .....	31
(Shimelis Habte & Netsanet Berihan schools)	
4. Table 4- Sex differences in academic performance First cycle .....	32
(Assay & Biherawi schools)	
5. Table 5- Sex differences in academic performance First cycle .....	34
(Addey Abeba & Abiyot Ermija schools)	
6. Table 6- Sex differences in academic performance First cycle (Grade 5-8) .....	36
(Abiyot Ermija & Addey Abeba schools)	
7. Table 7- Sex differences in academic performance First cycle .....	38
(Assay & Biherawi schools)	
8. Table 8- Sex differences in academic performance First cycle .....	40
(Netsanet Berihan & Shimelis Habte schools)	
9. Table 9- Sex differences in academic performance First cycle .....	42
(Temenja-Yaj & Yetebaberut schools)	
10. Table 10- Results Comparison of 1 <sup>st</sup> and 2nd Cycles .....	44
11. Table 11- Socio-Demographic Background of Respondents .....	45
12. Table 12 - Respondents Responses .....	45
13. Table 13- Correlation between variables .....	51

## **List of Figures**

1. Figure 1- Sample Schools & number of students .....	17
2. Figure 2- Respondents in school type .....	18
3. Figure 3- Parental Education status (Fathers) .....	47
4. Figure 4- parental Education status (Mothers) .....	49

## **Acknowledgement**

My special gratitude goes to my Advisor Dr. Girma Lemma, for his valuable and constructive suggestions and tireless support in commenting and advising on the development of this research work.

My gratitude and special thanks also goes to the study respondents, without their cooperation this study would not have been successful. Similarly, my heartfelt gratitude goes to the Kirkos sub- city Education Bureau, all staff members and office workers for all their cooperation throughout the data collection time.

My heartfelt gratitude and appreciation goes to my whole family members. It was through their strong initiation, encouragement and support that my graduate study has become a reality. A special thanks also goes to my children Yohannan & Eyoab for their patience and understanding when I used to leave them when I was busy on my thesis.

Lastly, I want to express my heartfelt thanks particularly to my classmate friend Damtew Birhan, all my colleagues and close friends whose love and support were with me in every step of my way. Their moral support was my source of strength throughout my study.

## **ABSTRACT**

*The primary purpose of this study was to assess the academic performance of female students at Kirkos Sub-city primary schools and investigate factors affecting academic achievement of female students. Besides it tried to examine the relationship of academic performance with the major three independent factors, such as, school environment (facilities, teacher competency, and principal leadership); socio-economic status of parents, parental education and sex related factors. For data gathering, both quantitative and qualitative research methods were employed. The techniques used were questionnaires, focus group discussions, and interviews. A pilot study was conducted to assess the clarity of the items, the reliability and the feasibility of the instrument by using 30 students from primary school, who were from similar standard.*

*The questionnaire was administered for 160 grade eight students at Kirkos Sub-City. The qualitative instrument constituted of document analysis, student records, and interview. SPSS 20.0 and Statistical techniques such as Percentage, frequency, Spearman's rho and t-test analysis were used for data analysis. The core results were that female students' academic performance particularly at primary level (first Cycle) was better than that of male students. On the other hand, the same students, i.e., male students' academic performance particularly at the second Cycle was better than that of female students.*

*The research has identified that factors, such as, school environment (facilities, teacher competency, and principal leadership); socio-economic status of parents, parental education and sex related factors affected the academic performance of female students. The problems female students encountered were school environment, gender related factors, parental education, and socio-economic factors. In conclusion, the majority of problems female students encounter and*

*those factors that affect female students' academic performance are school based factors and home based factors.*

*Based on the findings, recommendations were suggested. In this respect school administration is responsible to facilitate school environment and fulfill learning materials that impede female students from achieving better results. The school administration is also expected to encourage parental involvement and work diligently to increase parental interaction at school, attempt to provide legal protection for sexual harassment that prevails in schools, encourage providing progressive gender focused tutorial programmes,*

# CHAPTER ONE

## Introduction

### 1.1 Back ground of the study

Education for all and the Millennium Development Goals /MDGs/, often called the two great goals, have given developing countries an incentive to attain universal primary education through accelerated and scaled strategies. As a developing country, Ethiopia is paying a great attention and attempting to attain the stated goals. Regarding results of efforts, there is a good start in giving females equal access to education. It is also believed that low participation of females particularly in lower levels of schooling have substantial improvement by the effort of the government and the overall society over the past few years.

The academic achievements of male and female students, however, are not encouraging. Recent official Government report, (Addis Ababa City Administration Education Bureau Abstract report (2012/13) reveals that except in families of relatively better socio economic status, such as, better parental support, female's income level, particularly female students' grades seem to be lower than boys in primary second cycle school levels. The gap becomes wider as grade level increases.

Addis Ababa, the capital of the country, has different types of schools where children attend their education. The number of female students in Addis is more than males especially in early primary schools. On the other hand, the academic trends indicate that males at the elementary level continue to outscore their female counterparts in reading and writing. The other trends currently seen in student attitudes as reported by male and female elementary school students indicate that positive feelings about school have declined between 2011 and 2012 and are becoming increasingly negative. (Education Statistics Annual Abstract 2011/12: Addis Ababa Education Bureau of City Government).

Why and how this has happened is the concern of this study. The selected sub-city for this study was kirkos. The Sub-city was selected because of the problems outlined for the low academic performance of female students that are, number of dropouts and number of repetitions.

There are 11 woredas in kirkos Sub-City. From these Woredas, 8 were taken for sampling. Regarding types of schools, 8 schools from 11 primary schools were selected and from these 3 were government schools, 2 were private and the remaining 3 were community schools.

## **1.2 Statement of the problems**

The academic performance of students, particularly female students' achievement at the selected Kirkos Sub City, has been low. There are several challenges to advancing female students' achievement in education. Comparison of student's achievement can be done in terms of many variables of which some of them are school environment which comprises school facilities, teacher competency, parental involvement and principal's leadership. The other variables are the socio-economic status, which are, parental income level. For instance, parents with higher income and education are more likely to have higher expectations for their children's educational attainment, have knowledge about their children's educational options and involve their children in intellectual activities. These factors have a positive impact on student learning. On the other side, lower socio-economic status of parents has negative effect to purchase books and other items so as to improve academic outcomes of their children (Blau, 1999). Sex related issues which include the attitude of teachers and male students towards female students are factors that affect female students' achievement.

In Addis Ababa, no study has been conducted particularly at primary school level on these factors which could affect female students' achievement. Hence, in this study an attempt was made to examine the factors affecting students' achievement among government, community and private primary schools.

The researcher agrees with the above challenges and with people who argued that female education performance is low due to many reasons, such as socio economic status, parental education background and sex related factors. In these reasons, therefore, the researcher was interested to examine why and how female students' academic performance was lower than male students. Moreover, the factors that caused these results were assessed and analyzed.

## **1.3 Objective of the study**

The main objective of the study was to assess the academic performance of female students at Kirkos Sub-city primary schools.

Specific objectives of the study:

- 1.To examine female student's academic performance in selected primary schools at Kirkos sub-city.
- 2.To investigate factors affecting academic achievement of female students.
- 3.To identify the relationship of factors that contributed to the low academic performance of female students in the stated sub-city.

## **1.4 Research Questions.**

The academic performance of female students in Kirkos Sub- City primary schools, that is, first cycle was evidenced lower than those of the second cycle of male students. For the purpose of this research random selection is used to examine the academic performance. In this respect first and second cycle students were selected. Why and how the difference in academic performance has happened was the concern of this study. To this end, the study attempted to find out answers to the following questions.

1. What is the level of female students' performance in the selected schools at the Sub-city?
2. What is the reason for the low academic performance of female students in the selected schools?
3. Is there any significant correlation between female students' academic achievement and the affecting factors, such as, socio-economic status of parents, school environment, (facilities, teachers' competency), and Gender related issues?
4. What should be done to minimize the challenges/factors that affect academic achievement?

## **1.5 Significance of the study**

This study is significant because it examines the factors affecting the academic achievement of female students at the primary level. Thus the findings of the study may help to:

- make known the extent of differences in academic achievement between male and female students;
- find out the factors for such differences;
- Pave the way and invite further research on the problems.

Assessment of academic achievement between male and female, as well as, different types of schools has a great advantage. It helps to provide some important information for educational decision making. Based on the findings, decisions can be made concerning:-

- Teaching materials and other resources necessary in the teaching-learning activities.
- The low performing schools as to how they will be supported, and the well functioning schools will be further strengthened.
- The less advantageous students as to how they will be academically supported.

## **1.6 Delimitation of the study**

This study was aimed to assess the academic performance of female students at Kirkos Sub-city primary schools. It was also aimed to identify the factors for the differences in academic achievement. The factors for such differences could be many and all the factors cannot be treated by

this study. Hence, this study mainly focused on school environment-facilities (library, text books, competency), socioeconomic status of parents, (income level), the level of parental education, and sex related issue.

## **1.7 Operational definitions**

*Academic performance /Academic achievement/:(used interchangeably): (dependent variable)* is the level at which a student performs in education to achieve or score the entry point or pass mark of each grade according to the standard set by Ministry of Education.

*Socio-economic status of parents-* (independent variable): The income of the family which frequently determines the family's social status.

*School environment:* The availability and the importance of human and material resources in achieving better schooling outcomes-(independent variable):

The above variables were considered as explanatory variables that might influence the dependent variable, academic performance of female students. Other definitions were presented as a support to make the study more clear. *Average pass marks:* refers to average marks that a student has obtained to get promoted from grade to grade at the end of the academic year. It is calculated by summing up all the marks a student scored from all the subjects and dividing the total by the number of the subjects.

*Primary First Cycle:* is the lowest level of formal schooling, from Grade 1 up to Grade 4, may or may not be after Pre Primary (KG) learning. *Primary Second Cycle:* is the next level after Primary First Cycle, which is from Grade (5 up to Grade 8).

## **1.8 Organization of the Study**

Chapter one is an introductory part which focused on the background of the study, on the purpose, and significance of the study. Chapter two is a brief review of the related literatures and theoretical point of reference. Chapter three comprises the existing situation of the Sub-City and research methodology. Observed and analytical results are discussed in Chapter four. The last section (Chapter five) summarizes the findings and brings the paper to the conclusions and recommendation along with some suggested solutions to the problems. References and appendices (annexes) are affixed at the end of the paper. The following chapter (Chapter Two) deals with review of the related literatures.

## CHAPTER TWO

### Review of related literature

This chapter discusses the theoretical and analytical aspects of students' academic performance in general and focuses on academic performance of female students in particular. Accordingly, an attempt has been made to review about female education and their academic performance by giving emphasis on factors affecting their academic achievement. For the purpose of this study, the terms 'academic performance' and 'academic achievement' were interchangeably used though they may have some slight differences in meaning.

Academic achievement, according to Cary et.al.(2008), has been defined as *“performance on task with measures including comprehension, quality and accuracy of answers of tests, quality and accuracy of problem solving, frequency and quantity of desired outcome, time or rate to solution, time on task, level reasoning and critical thinking, creativity, recall and retention, and transfer of tasks.”* (P, 229).

Crow and Crow (1969) defined *“Academic achievement as the extent to which a learner is profiting from instructions in a given area of learning. In this respect, achievement is reflected by the extent to which skill or knowledge has been imparted or passed to him”*.

Academic achievement, as Good stated, constitutes actual accomplishment of the students' potential ability (Good, 1973:414). The above definition considers both objective and subjective determinants of academic achievements. The key objective performance indicator used in this research is the achievement of a specific public examination given to students by their teachers in a fixed time or academic year. The subjective factors such as student's attitudes are used in this study as explanatory variables to describe the success of the student.

One can conclude from the above definitions that academic achievement refers to a successful accomplishment or performance in particular subject area. It can be indicated as by grades, marks and scores from students achieved in a given school activities. Academic performance also refers as to how students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers in a fixed time or academic year. Academic achievement also denotes the knowledge attained and skill developed in the school subject, usually designated by test scores.

Studies undertaken at various times pertaining to girls' education ensure that the deep rooted misinterpretation and biased attitudes in the community, economic and education inequality

related issues, and far less attention are the main causes to the problems of the education of girls.  
/Ministry of Education-National Girls' Education Strategy- 2010/

In Ethiopia, the overall obstacles to advancing female enrolment and achievement in education are indicated as follows. The first obstacle is the long-standing cultural misconception of the community and the family. More specifically: early and forced marriage, verbal insult, beating up, insecurity and rape were the major obstacles. The second obstacle is economic problem related to insufficient involvement of concerned government bodies, community and parents in mobilizing is a strong government commitment to gender issues, and implementing bodies at different levels do not pay attention due to the absence of accountability.

Studies carried out recently include the following findings that support the aforesaid social, economic and institutional obstacles to the education of girls. According to the findings of the study carried out in 2008 by Save the Children Denmark in collaboration with the Federal Ministry of Education on the theme entitled "Violence against School Girls".

The findings of the study facilitated by United Nations Children's Fund – UNICEF and conducted in 2007 on the theme entitled "Challenges of Girls' Education", harmful traditional practices, parents' level of understanding to the education of their child girls, limited implementation capacity of institutions etc are the causes for low enrolment and achievement level of girls in education.

Girls get better grades at school than boys and in most developed countries more women (than men) go to university (The Economist, 2006). The reverse is true in our case, as this study revealed. Except in families of relatively better socio economic status (e.g., better parental support), girls grades seem to be lower than boys even in early primary grades. The gap becomes wider as grade level increases.

The dropout rates are high at the primary level in general, with slightly more girls dropping out than boys. Dropping out occurs after pupils have obtained access to schooling together with failure and repetition. Class repetition being the result of low academic achievement leads to non completion of primary level and as a result can cause dropouts. Tamir (2006)

All the three Ethiopian National Learning Assessments have demonstrated that girls are at a disadvantage compared to boys. This study has shown that parental conditions, student personal and social conditions, provision of textbooks and learning materials, teacher reforms, and school reforms all influence students learning. The Ministry of Education and Regional Education

Bureaus have to develop a Girls Quality Education Assurance mechanism which makes sure that girls are availed additional support from the comprehensive school improvement proposed above. Teshome N. (2002)

The Federal Ministry of Education in its third National Learning Assessment of Grade four students stated that there is a clear expressed dissatisfaction with what students achieve and learn in primary schools. Even in areas where some quality has been witnessed, there is an expression that shows students do not acquire the expected knowledge, abilities and skills desired.

The level of academic achievement has been rated as insufficient as it was commonly presented that students are promoted from lower grades to higher grades without sufficient knowledge; sometimes they fail to read and write letters. Federal Ministry of Education, (2008).

The Federal Ministry of Education in its third National Learning Assessment of Grade eight students stated few parents feel satisfied with the achievement of the students while most expressed dissatisfaction with the achievement and behavioral qualities of the students. Federal Ministry of Education, (2008)

## **2.1 Factors Influencing Students performance.**

Learning is not only a product of formal schooling but also of communities, families and peers. Socio-economic and socio-cultural forces can affect learning and thus school achievement. A great deal of research on the determinants of school achievement has centered on the relative effects of home-related and school-related factors. It has also been found that the factors like parent's education, parental occupation, family size, ordinal position and even gender and age of the child are found to have their impact on the academic achievement of every pupil.

Family background is an important determinant of school outcomes. School characteristics, on the other hand, have minimal effects. Griffith argued that in various studies it is indicated that both home and school environments have a strong influence on performance of students (Griffith, 1999).

Academic Achievement can also be influenced by personality, motivation, opportunities, education and training. There are also several other factors which influence the academic achievement of student like study habit, self-concept and socio economic status.

For the purpose of this study, the researcher focused on the achievements in the form of grades and marks in examinations given by their teachers. It is believed that these achievements can be

influenced by several factors. Regarding the factors which influence the academic achievement of female students, three major factors were selected out of several factors indicated above. The reason for the selection is only because of the fact that the study focuses on primary schools to which the factors are more relevant and the determinants towards the desired results.

In this respect Socio economic status that is, parental income, parent's level of education and School Environment are given in the following headings. The researcher thus focuses on socio-economic status (family income), educational level and school environment and related determinants.

## **2.2 Socio Economic Status**

Sizable research has consistently shown that students' academic achievement has been influenced by the family background such as socio-economic status of parents' level of education, occupation and income. The income of the family frequently determines the family's social status. The children living in poor environment cannot develop their potentials and skills in schools and achievements in social life. On the other hand, children from well to do families show superior cognitive abilities, competence and other similar skills. Parents who have more education appear better to provide their children with the academic and social support important for educational success when compared to parents with less education. In another words poverty, low level of parental education, parental and neighbor-hood negative attitude towards schooling, children from disadvantaged background have significantly poor academic achievement

Children with high level of parental education have greater access to a wide variety of economic and social resources (family structure, home environment, parent-child interaction) that can be drawn upon to help their children succeed in school. Higher family income is associated with higher students' achievement (Hanushek, 1992).

From these factors parental level of education and income has been the most significant source of disparities in female students' performance. The Third International Mathematics and Science study (TIMSS) tests, indicated that students from economically disadvantaged families and families where parents had less level of education have systematically performed worse than other students.(Robinson,1993; Demir, 2009). Children from the larger families have been found to have less favorable home environments and lower levels of verbal facility.

The determinants of students' achievement appear to be basically the same in both developing and developed countries. Likewise, economic development had no effect on the relationship

between children's social background and their academic achievement. In contrast, as Stated by Demir (2009), in developed nations cross-national research has indicated the relative effects of home and school related factors, a child's social background (parents' education, family structure) and his or her academic achievement. Academic achievement of children in the developed world seems stronger than that of developing nations.

### **2.3 School Environment**

Regarding the relationship between school resources and students academic achievement measurements are inconsistent. Several researches have suggested that more resources do not necessarily yield performance gains for students (Hanushek & Luque, 2003). Other research evidence indicated that variations in school characteristics are associated with variations in students outcomes (Greenwald et al., 1996).

According to Parcel and his colleague, attending a school with a better physical environment is associated with increased math's scores. A significant positive effect on schooling outcomes associated with student-teacher ratio, instructional materials, size of the library and teacher training.

The importance of human and material resources in achieving better schooling outcomes, including such factors as school infrastructure, class size, teacher experience and qualifications and availability of instructional materials have emphasized largely in low-income countries (Fuller and Clarke, 1994). Class size has been the most widely examined variable in educational policy studies among the various school characteristics. However, the effects of class size on school achievement are inconsistent.

Teachers' quality and commitment are the key input for better performance. An apparent implication is that it may be a better policy to devote the limited resources available for education to employing more capable teachers rather than to reducing class sizes moving more to the quality side of the quantity-quality trade-off in the hiring of teachers (Wobmann and West, 2006). Wobmann and West also argued more specifically that good teaching is more powerful than class size. Teaching emotional and social skills is very important at school. It can affect academic achievement positively not only during the year they are taught, but during the years that follow as well. Wobmann and West stated that conventional estimates of class-size have effects on academic achievement. They come across from the study of class-size, noteworthy class-size effects are observed only in countries with relatively low teacher salaries.

The central problem in estimating class-size effects is that various placement decisions obscure the causal relationship between class size and student performance. Other aspects of educational resources other than class size may influence student performance (for example, lacking suitable instruments). If smaller classes are also more likely to receive more of other resources that increase achievement, results would overstate the effect of class size on achievement (Wobmann, 2006:695). Teaching students to develop these skills has a long-term effect on achievement (Elias et al, 1991). Hence, attention needs to be directed to more careful curriculum specification, higher quality teaching, and higher expectations that students can meet appropriate challenges.

Educational research carried out in schools pointed to teachers' contribution to students' academic achievement. Clarity of teachers includes areas of presentation, variability of teacher's classroom activities, and teacher's enthusiasm to which the teacher was achievement oriented.

The finding of this research suggested that a relationship between teachers' characteristics and academic achievement such as pupil's taught by female and long experienced teachers performed significantly better than pupils taught by male and teachers with short experience. The case was not only in the student overall performance but also in subjects such as Mathematics, English and Science and Social Studies. Saha (1993) argued that the general overall picture is that male teachers are better at teaching Science and Mathematics whereas, female teachers are good at teaching Language and related subjects.

Students' attitude refers to student well-being, perception of the school environment, motivation, involvement in scholastic and co-curricular activities. It also refers to efforts of students, perception of students on parental support and involvement has significant effects on a students' academic achievement. There are four areas of well-being dimensional phenomenon of students conceptualized as school condition, social relationships, and means for self-fulfillment and health status, which affect both their behavior and their examination results in school (Demir, 2009). In schools, students' well-being depends upon other factors including their opinions on rules and regulations of school and relations with their teachers and schoolmates. In addition, scholastic activities and individual efforts are important for academic achievements. Regardless of intelligence, students spent more time on doing assignments; project works, home works and class works are very important activities to improve their grades.

Students' amount of time invested on homework and other related activities has also found to be strongly related to a student's motivation to achieve and their positive feelings with achievement have positive effect on actual academic achievement. In addition, school attendance is highly correlated with individual academic achievement.

Heady (2003) argued that there is negative relationship between academic achievement and work. Additional working hours decrease a child's reading and computational ability, whereas with additional hours of school attendance and study the reading and computational ability increased. Unbalanced demand of work and education, places of physical and mental strain on students often leads to poor academic performance.

In relation to students' academic achievement, motivation is influenced by the students' perception of parental support and involvement. If students' perception is positive on their parents support and involvement, they will achieve well (Rollick & Slowiaczek, 1994; Wang & Wildman, 1995). According to Crow and Crow, positive attitude, proper physical condition and balanced emotional states are important factors influencing study habits and achievements (Crow & Crow, 1956).

Demir (2009:19) argued as students' perceptions that their parents are involved and interested in school and encourage them to do well are positively related to academic achievement. Through their involvement, parents convey the message that school is important and provide their children with positive emotional experiences in relation to school.

Fuchs & Wobmann (2004) observed that students performed significantly worse in reading, Math and Science in schools whose principals reported that learning was strongly hindered by the lack of parental support. However, some research has shown most aspects of the relationship between educational support of parents and scholastic achievement of children to be negative".

## **2.4 Good Performance in Primary School for Future Success**

Good academic performance in primary as well as secondary schools is very important for a country's future success. A person who is successful in education plays an important role in nation building. Education helps to increase the basic physical and material wellbeing of the people of a given society in economic, social and cultural development aspects. It also helps to increase the people of a given society's basic physical and material wellbeing of economic, social and material developments (UNESCO, 2002). In addition, educating girls enhance

economic productivity, reduces fertility rates, lower infant and maternal mortality and improves the health and nutritional status of children. It also promotes sound management of environmental resources and is closely linked to the reduction of poverty through women's absorption in the economy as employees and in self – employment.

Education is an indispensable means for effective participation in the society and economy's of the twenty-first century which is influenced by globalization. It has a direct and positive effect on earnings, farm productivity and human fertility, as well as intergenerational effect on child health and nutrition. Therefore, the education of females has particular significance to Ethiopia's effort to economic and social development.

Research report of World Bank (2009d, 2009f, and a policy paper of WB 2009a), asserted that female education is linked with later marriage, lower fertility rates, the desire for smaller families and increased practice of contraception. With this regard today girls' education is widely recognized as the most effective development investment a country can make. For the gain from education to be realized fully, it is highly important to increase the participation of women in all sectors. It empowers them with basic knowledge of their rights, individuals and citizens of their nation and the world. This would in turn help women to place themselves on a more equal footing with their male counter parts.

Educated women raise a healthier family, apply improved hygiene and nutrition practice, and become productive both at home and work places. In addition, it initiates women to apply family planning which helps them to have relatively fewer and better educated children.

For the purpose of this study Gender disparity is referred to as the difference between girls and boys in academic performances in a given academic year. As different researchers have pointed out, school environment is one of the major factors that affect participation of female students. More precisely, factors like the attitude of teachers towards female education, distance from home to school, poor administration of the school, absence of guidance and counseling service, drop out and the like are the most common factors affecting girls' participation in education (World Bank, 1988).

When one thinks of the constraints, limits and obstacles to girls' education in developing countries like Ethiopia; it is natural to think in terms of ideas, for instance cultural traditions and discrimination against girls. However, sometimes, the small but concrete things make a difference. One of these is the place where a school is located (UNESCO, 2004).

According to Teshome (2003), the family's socio-economic status influences the female's educational performance. The manifestation is that the financial and moral support provided to girls for schooling is limited as compared to boys. Some of the critical factors affecting female education include early pregnancy, psychological cost of pregnancy, direct cost of schooling, societal perceptions, the labor market, opportunity costs, family poverty, irrelevant curriculum, insecurity, structural attributes and classroom culture. The report by MoE (2004a), after studying the issues related to gender gaps in enrolment, retention and performance in primary schools in five regions of Ethiopia, indicated that girls in primary classes are generally low in performance, more in dropouts, more in absenteeism, and less in doing home works assigned from the schools.

## CHAPTER THREE

### Research Method

This study used both qualitative and quantitative methodology. To determine the occurrence of different factors, members of the school staff and officers of the education system had been assessed. The study area was purposively selected by the researcher. While purposively selecting the study areas, criteria were taken into consideration. First, in the Sub-City primary schools (particularly at the second cycle) academic achievement of female students was relatively poorer when compared to male students. Academic achievement variations in each of the selected schools of the Sub-City were also taken into account. Second, reducing the negative impact on the collection of data, as well as, the analysis in light of the time limitation and financial shortage faced during the study was considered. Lastly, personal acquaintance with and work experience at the Sub-City, which can help the researcher to get access to valuable data, were also a factor. The methods and instruments used for collecting and analyzing the data were explained under the following headings.

#### **3.1 Research Design:**

The research method employed was descriptive survey method. This was employed for its appropriateness to get broad descriptions of quantitative information and to identify major factors attributing differences in academic achievement. Correlation analysis was used to identify the most contributing factors to female student's academic achievement.

#### **3.2 Research site:**

**The research was conducted in** eight Woredas of Kirkose Sub-City. This Sub-City is one of the 10 Sub-Cities of Addis Ababa City Administration. The Woredas are found at the southern part of Addis Ababa. In these Woredas there are eleven primary schools.

#### **3.3. Variables used for the study**

In this study the independent variables were selected based on the literature and the research data availability. The independent variables are categorized into two broad areas – home based and school based.

The first area of independent variable comprises the socio economic status of the family, such as, parents' level of income, educational background, and their occupation. This is required to gather

information regarding the home environment of the pupils that could affect students' academic achievement. The questionnaire, thus requested parents' personal information such as educational background, occupation, income level, and their general school involvement.

The second area of independent variable comprises school environment. Under this broad variable sex related issues within the school were examined. The school environment broadly comprises of school facilities, qualification and commitment of teachers, and school administration (principals' leadership). The sex related issues within the school related to the male teachers' and male students' attitude towards female students. The questionnaire was structured so as to generate information on teachers that could assist in explaining variations in the profiles of students' achievement scores.

The dependent variable of the study was student's academic achievement scores as measured by Grade Average. The scores were obtained from the records of the respected sample schools.

### **3.4. Population and sample Size**

The samples for this study were from the selected primary schools at Kirkos Sub-City. There are 11 government, community and private schools. Accordingly, out of these 11 schools, eight schools were selected for the sample study. From these eight schools, 3 government schools, 3 community schools, and 2 private schools were chosen to balance the number of the comparison group. Thus, from the total target population of 3846, the sample size used for the study was 640 students from the eight schools.

The target sample schools were Temenja-Yag, Netsanet-berhan, Abiot-Ermija, Biherawi, Shimelis-Habte, Assay, Yetebaberut-Memhiran, and Addey-Abeba primary schools. These sample schools which were selected using lottery system, operate under the same curriculum and language of instruction. For the purpose of this study, sample students were taken from primary schools first and second cycle level.

The distribution of student's school and sex wise data are presented in tabular form.

Distribution of students in each school

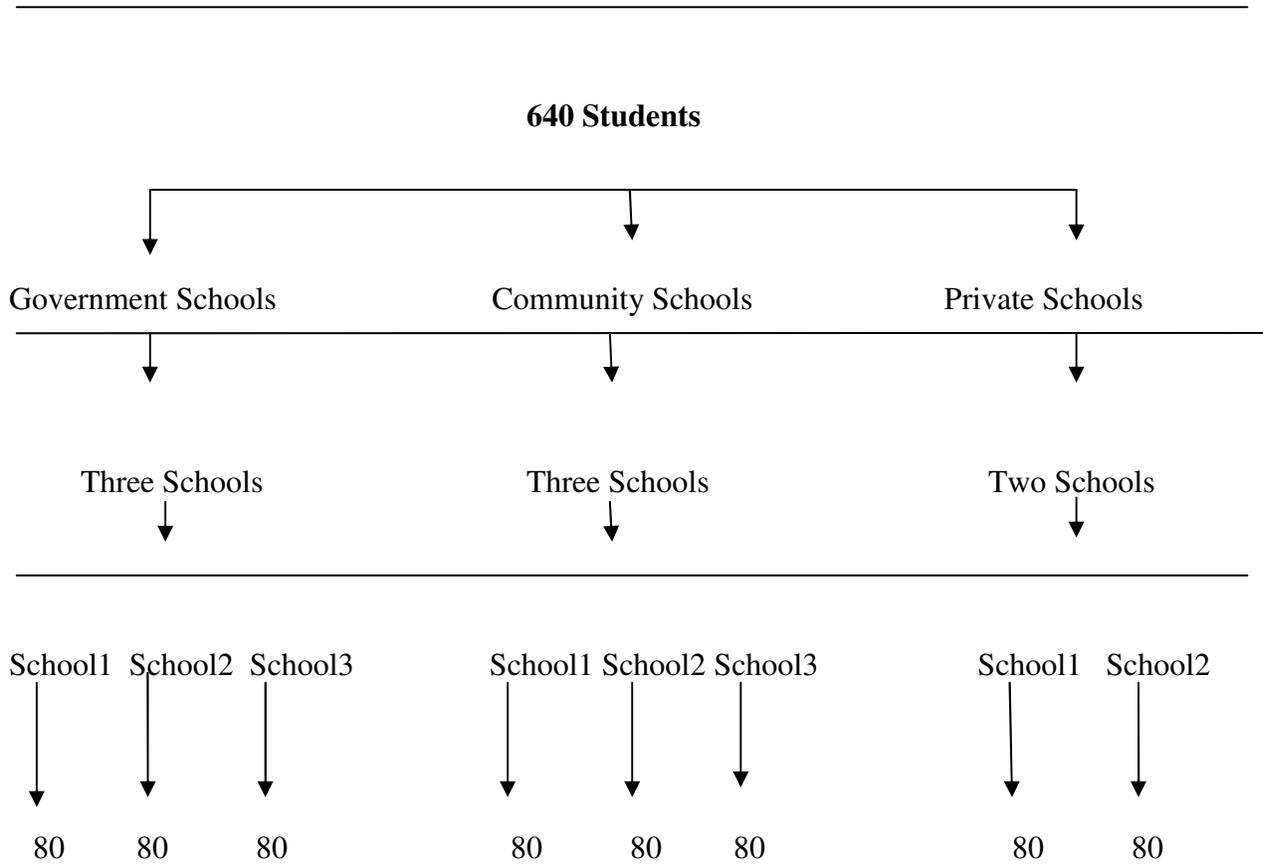
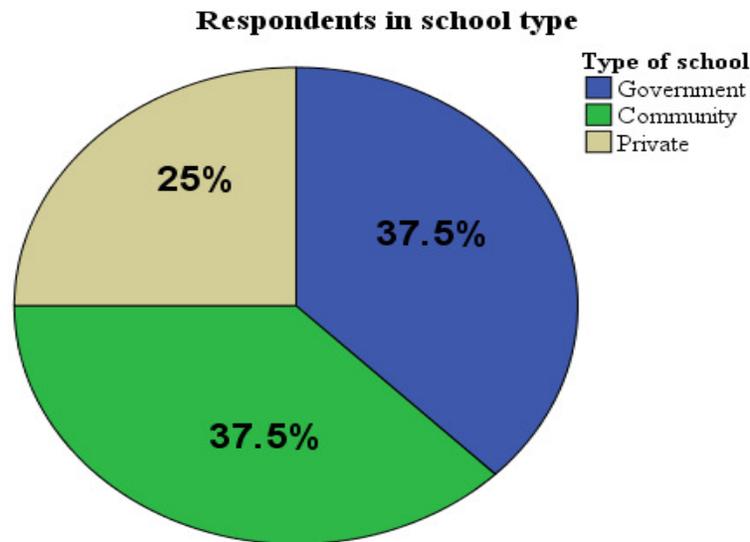


Fig.1. Selection of sample schools and of students

**Figure 2. Respondents by school type**



Out of these, 240 were from government and 240 from community, while 160 were from private schools. Of the total sample there were 297 boys and 343 girls.

### **3.5. Tools of data collection**

The study used both primary and secondary data sources. The instruments employed for data collection were close-ended questionnaires and students' academic achievement average scores of two semesters (2012/13). Interview was conducted with School administrators, Teachers, and Unit leaders of each school. This task was intended to observe their perception of the gap between male and female students academic achievement, and to determine the major factors behind the differences between the sexes. The interview was also conducted with educational managers of the Sub-City. This task was also intended to assess their perception with regard to educational achievements within the Sub-City, their responsibilities in improving the problems, and with regard to the current status whether the difference was narrowing or not. The focus groups discussion was held with school counselling and guiding service providers and girls club. This task was also intended to assess their perception with regard to factors which particularly affect female students and their responsibilities in assisting those who were facing sex related problems. Statistical documents of Addis Ababa City-Administration Education Bureau, and schools' academic performance records - records of 6 subjects, (English, Math, Amharic, Science, Social study and Civic education) of first and second cycle students were used in this study.

### 3.6. Procedures of data collection

The questionnaires were developed by the researcher in consultation with experienced instructors in English and translated into Amharic to avoid language barrier while responding to questionnaires. Pilot-testing was used to ensure whether the questionnaires were free from unclear items, and to measure the reliability. Similar procedure was used for focus group i.e., interview guide were used for focus group discussion.

### 3.7. Pilot Testing

Pilot testing was conducted with a total of 30 students at Temenja-Yaj primary school, who were similar with the population under study. The pre-test of the instrument helped to assess the clarity of the items, the reliability and the feasibility of the instrument. Accordingly, after administering the instrument for pilot samples, the responses were scored and assessed for reliability by using cronbach alpha. The result of the cronbach alpha was as indicated below. The instrument was constructed to measure the relationships and the impacts of Socio-economic background of the parents' income, education level, their occupation and involvement; School environment (facilities), and sex related issues towards academic achievement of female students.

Students were told how to give responses to the questionnaires that were provided to them. Questions which were raised by the students were made clearer during the pilot distribution. During the pilot try the 30 students completed the questionnaire appropriately. Finally, the responses of the participants were entered into SPSS version 20 to compute and Cronbach-Alpha used in order to evaluate the scales and their reliability. After the validity and reliability of instruments were checked, the revised questionnaires were distributed to samples of grade 8 female students of the selected eight primary second cycle schools.

Cronbach Alpha	No. of items
0.751	26

Based on the result of the pilot test, modifications of items were made for items no.1 and 5 on the sex related and school environment part. However, all the items on the practice part were taken in the same way for the final study.

### **3.8 Data analysis method**

The data collected and secured from the participants were structured and organized to make analysis and reach to the conclusion. In addition to the qualitative analysis of the data obtained from records and interviews, mean performances of females and males were compared among the different school types (government, community & private schools) using independent t-test. Based on the nature of the basic research questions, the data were analyzed as follows:

1. Descriptive statistics was employed in all variables of the study,
2. t-test was employed to analyze the significance differences between female and male academic achievements.
3. Spearman's rho was employed to analyze the relationship of dependent and independent variable.

The participants' views on mechanisms to enhance female students' academic performance in the primary level was also assessed through the interviews. Finally, conclusions were drawn from the major findings and possible recommendations from the identified problems were suggested.

### **3.9. Ethical consideration**

During data collection process, the researcher considered and applied ethical values by clarifying the purpose of the research. They were informed that they have the full right to agree or disagree to participate in the study. Finally after they got a clear understanding about the purpose of the study, written consent was taken for their willingness to participate in the study.

## **CHAPTER FOUR**

### **Results and Discussion**

This chapter deals with the results found from analyses of primary and secondary data. In the first part of this section, the analysis of the background information of schools and students, school staffs, educational officers, and the educational background of parents have been analyzed based on the data obtained from primary sources. In the second part, the analysis looks for whether there is a significant difference between male and female students and schools in their academic achievement as measured by 2012/13 or (2005 E.C) school year average exam results and performance records. Furthermore, correlations of factors that affect female students' academic achievement have been analyzed and discussed.

#### **4.1 Interview Results**

The subjects of the study in this particular case were the teaching staff - the principals, unit leaders, and teachers from eight sample schools, and the Sub-city educational managers. The interview items conducted were categorized into three: school environment items, socio-economic, and gender related items. The school environment item comprises the school facilities, such as, libraries, available teaching materials, teachers and the leadership competency.

Socio-economic items relate to incomes available to sustain the family; parental back ground which included educational background and occupation of the parents as well as involvement in the education of his or her child in school life. The sex related issues of female students which comprised of male boys and teachers attitudes towards female students were analysed in schools as an independent variables. The interview was started by obtaining the respondents' background information with respect to their responsibilities.

## 4.2 Characteristics of the Respondents - (Interview & focus group Discussion)

**Table 1**

Respondent's Category	Target population	Number Selected	Techniques Used	Justification
School Administration & Teaching Staff	108	64	No sampling	4 teachers, 2 unit leaders and 2 principals responded from each selected schools which summed up 64.
Focus group Discussion with Counselling club members	56	40	No sampling	5 persons from each selected schools $5 \times 8 = 40$
Sub-City Educational experts	6	6	No sampling	6 Educational experts (officers) responded from the Sub-City (Kirkos)
Total	170	110	-	Sufficiently represented the target population (70.5%)

The characteristics of the respondents were grouped as teaching staff, which included teachers and unit leaders; and School Administrators which were principals, from each selected schools summed up 64. The second group was Focus Group Discussants that comprised counseling club members, and the third educational managers. Among 110 participants 61 (50.8%) were female participants and 59 (49.2%) were male participants.

All the respondents were aged between 24– 31 years. Regarding the level of education, 43 of the teachers and educational managers were BA degree holders. Concerning teachers' and educational managers' skill, 35 of teaching staff and educational leaders had more than 9 years of work experience. Majority of the teachers and educational managers were qualified according to the standard and have long work experience in the system.

### **4.3 Responses of Teaching Staff**

The teachers and unit leaders of first and second cycle responded that female students' academic performance particularly at primary first cycle level was better than that of the male students. They pointed out that boys when go up to the next level they perform better than girls in actively participating in the class and achieve better grade points at the primary second cycle of schooling. Teacher respondents pointed out that the poor performance of female students when they go up to the next level, particularly at the second cycle (grade 8) was due to high demand for domestic work, heavy household workload as well as taking responsibility at home. The influencing factors accordingly are inadequate involvement of parents and lack of continuous moral support, financial and material reward from their parents due to poor household economy.

The teacher respondents further explained that even if parents have enough resources their support and involvement in education matters for female students is poor. The reason might be that when the household head is female, the mother might give more attention for the girl and household chores would be the burden on the girl. Regarding socio-economic problem, 55% of grade 8 female students face difficulty due to lack of money to pay school fee, buy educational materials and their lunch. They were worried about their future life and how to get subsistence rather than thinking about their education to achieve well. This problem is also harsh in poorest households particularly at primary level. The more they go up in schooling the more the challenge will be. To overcome these problems most female students used to work or engaged in business activities before or after school. The socio-economic problem seems equally affect boys and girls in class activities. But for those female students who have burden of workload at home and for those who lack money to afford required costs, scarcity of learning materials could affect girls more than that of boys.

School principals and unit leaders responded that female students performed better than male students at the primary first cycle and this result seems changed at the second cycle. They pointed out that the major factors for the low academic achievement of female students at the second cycle were work load at home and low economic status of their parents. School principals reasoned out the relationship in the following way. The relationship between work load at home and academic achievement is that work load at home makes them absent or delayed to reach school, and many teachers do not allow them to enter the class when they come late. There are schools with security guards close the gates for late comers, and mostly they are girls for obvious reasons.

The school administration, particularly female principals added that it was commonly found in all areas that girls, particularly in second cycle of Primary schools, tend to be late or absent in their monthly menstruation days. The major reason for this is that, as explained by girls' FGD participants, the girls in transition stage are not fully clear about their reproductive health and physiological phenomenon, and feel shy and over concerned about those stressful days. They added that majority of the schools have no separate toilets for boys and girls. Due to these reasons therefore, low sanitation creates much difficulty for girls on those days. In no school, the researcher found a room for changing sanitary napkins in privacy, or napkins available for supply to girls. The other factor which was more related to the raised issue was gender disparity. Boys and male teachers have a tendency to insult or harass girls, when they realize that girls are in stress due to this biological phenomenon. Naturally, to avoid embarrassment, the girls try to avoid going to schools for a couple of days, which seriously affects their regular attendance and in turn their academic performance.

Concerning school environment factors, all school principals responded that many schools lack enough text books, library facilities, and study rooms that adversely affect girls more than boys. The scarcities of school materials seem equally affect boys and girls in class activities. But for those female students who have burden of workload at home, scarcity of learning materials could affect girls more than that of boys. The availability of text books, library and study room can help them fill gaps which were created due to burden of workload at home. The other relevant school environment factor was that there exists sexual harassment inside the schools. School principals and unit leaders stated that harassment from male teachers and male students takes place in most of the schools.

This result seems to be consistent with NOE (2000, 2004), Tamirie (2009), and Wakgari & Teklu (2012). They pointed out that at primary school level female students are performing better in all subjects than male students. But, however, the difference that was favouring females in the first cycle, in primary school, seems to be turning to the advantage of males in primary school second cycle level.

The result is also complementary with the remark of Weiner Bank (1987: 572). He stated as "Observations of classroom behaviour reveal that boys are more active, independent, and assertive than girls when going up the next schooling level. Although girls are somewhat more likely than boys to seek approval from teachers, boys successfully initiate a larger number of total contacts with teachers than girls do".

#### **4.4 Responses of Educational Experts**

The Educational experts interviewed at the sub-city were six (Table 1). Among the six participants which attended the discussion, 2 were female participants, and 4 were male participants. Concerning the first question whether or not the academic performance of female students is equal to that of male students, all the informants of educational experts of the Sub-City agreed on sharing the point that most female students at primary first cycle school level had records good examination achievement compared to boys. According to them, the result that was favouring females in the first cycle, seems to be turning to the advantage of males in primary second cycle. They asserted that ideally inconsistencies in exam achievements are not good. However, in real situation variations always exist.

The response given to the question what are the major factors behind the female student's lower academic results, they related with school environment issues. These include (teachers' qualification, school facility-reading rooms, availability of library and reference materials, lack of commitment, and parental involvement) to perform better academic result. One can argue that some of these factors seem to have similar effect on boys and girls. But the fact is that when there is strong leadership, harassment from male teachers and male students could not take place or at least minimized. When scarcity of learning materials was solved, those female students which had faced household difficulty at home could have opportunity to study at school time. Therefore, the factors affect girls more than that of boys.

Regarding teachers' qualification, respondents stated that teachers at both levels (first & second cycle), were well qualified. But some of them are not committed to assist female students. The other reason, according to the respondents is household burdens. They explained that female students have heavy, tiresome and difficult activities in the household that take a lot of time and energy. Burden of workload at home, cost of schooling and lack of parental support are negatively affecting academic achievement of female students at large.

The respondents replied to the question as to what they are planning and as to how these problems can be solved so as to improve the performance of female students academic achievement, the sub-city education officers replied that intensive tutorial programs were given for females of grade 6 and grade 8 level of education on every Saturday in the morning.

The education experts further explained that most of the schools (5 from the sampled) try to arrange tutorial classes for girls, particularly for those who are weak in performance, in the weekends.

According to their observation, the major problem was parents' attitude towards this arrangement. If their daughters are absent from home in the guise of having tutorials on Saturday, they suspect that the daughters are in dangerous situation in their teenage, as the parents see their classmate boys are around the home premises and no class for them. Hence, parents don't permit their daughters to go for these tutorial sessions out of home, and retain them with household chores. This leads to absence of girls in tutorials and makes it as futile exercises, though the intention is really good.

With regard to the question whether there is difference among government, community and private schools on their academic achievement of female students, 85% of them agreed that private schools result shows that female students at the second cycle perform better grade results at certain subjects such as Maths, English and Science. The rest 25% of the respondents pointed out that since all the curriculum of school types are almost the same, there is no significant difference. The difference lies on how school facilities, parental involvement, teacher competency, and principal leadership commitment were applied to address the issues of teaching-learning process towards academic performance of female students.

Concerning sex related factors; the educational managers responded that in few schools, particularly at public schools, there are evidences of negative attitude of male teachers and boys towards girls' achievements. Using verbal abuse and insults are common in most of the public schools starting from primary second cycle. If a girl asks questions or try to clarify doubts, the teacher might harass her instead of helping her. Boys openly harass girls if they perform well in examinations, alleging sexual relations with teachers. For these reasons, girls do not aspire to perform better than boys or ask for clarifications from teachers.

#### **4.5 Focus group Discussion**

The focus group discussion (FGD) participants were 40 (Table 1). Among the participants 22 were female and 18 were male participants. The participants were asked whether the Counselling and guidance service was effective as to the goal envisaged to achieve. The participants responded that in 3 schools (Assay, Netsanet and Yetebaberut) counselling and guidance services are effective, but with the rest schools the service was not effective. The reason they pointed out

was lack of training for members giving guidance services and lack of commitments to serve for free.

With regard to the question whether there is difference among government, community and private schools on their academic achievement of female students, all the participants replied that girls in primary (first cycle) school levels are achieving better than boys in all three school types- Government, Community and Private Schools (Table 2&3). From the participants 78% responded that large numbers of females particularly at primary second cycle are not achieving well. The reasons they pointed out for the low achievement was related to school environment. The counselling group members replied to the question as to how they used to give counselling services to female students' problems in achieving academic results, the participants replied that they used to give advice focussing on school environment problems. When the issue was related to gender harassment, they went to the school administration for solutions. When the problem was related to house hold burden, they used to arrange small groups- the so called '1to5' group which consists of relatively clever students.

The counselling group members gave advises to female students focussing on emerging trends and technology abuses. These include not exchanging pornographic pictures and video clips, not to give their phone numbers to anybody who can use for adverse purposes. Getting the phone numbers of girls and frequently calling them at night was a common phenomenon, which disturbs girls and negatively affecting their academic performance.

Regarding socio-economic factors, 89% of the participants pointed out that most female student of the second cycle face financial problems. Some of them even do not have lunch boxes with them. As stated elsewhere above, the socio-economic problem seems equally affect boys and girls in class activities. But for those female students who have burden of workload at home and for those who lack financial support from parents, it is a problem to afford costs. To solve this problem, the girls' club at (Temenjha Yazh and Addey schools - famous in this respect) contribute money to those who do not have lunch with them. The counselling group members further explained that they used to arrange special get-together program for female students once in a month (Saturday) to evaluate the activities done, solutions given to problems, and to share experiences with each other. The special thing girls' club was doing is providing napkins and facilitating rest room and clean water during girls' menstruation period.

With regard to the question whether they had special experiences and lessons, participants of school girls' club indicated that school girls' clubs were important for bringing them together, make them active and handle some of the problems they faced. It was explained that in all eight (sample schools), girls' clubs are functioning, particularly at primary second cycle and secondary level.

### **Document Analysis**

The purpose of this section is to deal with quantitative data analysis. The Tables below (From Table 2-5) demonstrate students' academic performance of first cycle (1-4) in six subjects, whereas, the tables (From Table 6-9) demonstrate students' academic performance of second cycle (5-8) in six subjects in those sampled eight schools. Discussions were made on each school student's results by identifying subjects which were performed better at primary first and second cycle.

**Table 2 Academic performance difference by Sex - First Cycle (Grade 1-4)**

Female & male students' results of Temenja yezh & Yetebaberut schools

	Subject	sex	Mean	SD	T	P
Temenja yezh	Amharic	Female	79.6	8.84	-3.02	0.857
		Male	72.87	8.38		
	English	Female	77.13	7.49	-2.79	0.389
		Male	71.13	9.04		
	Math	Female	78.1	4.48	-5.12	.001
		Male	68.57	9.18		
	Science	Female	75.5	7.18	-2.53	0.422
		Male	70.47	8.22		
	S.Study	Female	78.57	5.7	-4.16	.001
		Male	68.7	11.7		
	Civics	Female	76.43	8.5	-3.23	0.111
		Male	68.3	10.5		
	Overall	Female	77.56	3.44	-10.3	0.039
		Male	70	2.08		
	Subject	Sex	Mean	SD	T	P
Yetababurt	Amharic	Female	73	9.917	3.241	0.5
		Male	64.07	11.38		
	English	Female	69.8	9.412	1.72	0.01
		Male	64.67	13.42		
	Math	Female	74.23	9.28	2.68	.000
		Male	66	14.04		
	Science	Female	74.63	8.12	1.934	.000
		Male	68.67	14.81		
	S.study	Female	73.87	12.13	1.974	0.393
		Male	67.4	13.22		
	Civics	Female	76.17	7.49	2.33	.000
		Male	69.47	13.85		
	Overall	Female	73.61	5.51	3.104	.000
		Male	66.71	10.86		

Note N= 60

At 0.05 level of significance, a p value of 0.001 which is less than .05 indicates that there is a significant difference between female and male student's academic achievement on mathematics and Social Study subject in Temenja-Yezh School.

At 0.05 level of significance a p value of 0.039 which is less than .05 indicates that there is a significant difference between female and male students overall academic achievement in Temenja-Yezh school. In other words females overall performance on all subject is greater than those of male students. But the t –test shows the difference between male and female students in the other subjects like Amharic, English, Science and civics are insignificant.

At 0.05 level of significance a p value of 0.01 which is less than .05 indicates that there is a significant difference between female and male students academic achievement on English subject in Yetebaberut School. In other words female's performance on English subject is greater than those of male students

At 0.05 level of significance a p value of 0.000 which is less than .05 indicates that there is a significant difference between female and male student's academic achievement on mathematics, science, civics and subject in Yetebaberut School. In other words females overall performance on all subject is greater than those of male students. But the t-test indicates that there is no significant difference between male and female students.

**Table 3 Academic performance difference by Sex - First Cycle (Grade 1-4)**

Female & male students' results of Shimels Habte & Netsanet Berhan schools. N= 60

	Subject	Sex	Mean	SD	T	P
Shimelis .H	Amharic	Female	68.93	8.698	6.079	0.23
		Male	55.9	7.889		
	English	Female	70.3	8.933	4.48	0.23
		Male	59.53	9.684		
	Math	Female	72.33	8.876	5.91	0.78
		Male	56.83	8.813		
	Science	Female	70.5	8.14	3.76	0.58
		Male	62.07	9.221		
	S.study	Female	69.27	9.88	2.61	0.17
		Male	62.03	11.5		
	Civics	Female	70.43	8.637	3.79	0.132
		Male	60.83	10.86		
	Overall	Female	69.96	4.423	8.25	0.36
		Male	59.53	5.323		
	Subject	Sex	Mean	SD	T	P
Netsanet Birhan	Amharic	Female	70.5	7.65	0.29	0.66
		Male	71.07	7.63		
	Math	Female	71.87	9.19	-1.52	0.73
		Male	68.77	8.81		
	English	Female	73.33	8.75	0.071	0.57
		Male	73.17	9.33		
	Science	Female	71.83	10.04	-0.21	0.99
		Male	71.3	9.98		
	S.study	Female	73.2	8.37	-1.19	0.87
		Male	70.7	7.95		
	Civics	Female	72.13	8.39	-0.92	0.058
		Male	69.7	11.75		
	Overall	Female	70.71	4.44	-1.11	0.115
		Male	72.14	5.49		

At 0.05 level of significance all the calculated independent t-test p-values shows that a value of greater than 0.05 which implies that in Shimelis-Habte School there is no significant difference between male and female students on all individual subjects as well as overall academic performance. At 0.05 level of significance all the calculated independent t-test p-values shows a value of greater than 0.05 which implies that in Netsanet-Birhan School there is no significant difference between male and female students on all individual subjects as well as overall academic performance.

**Table 4 Academic performance difference by Sex - First Cycle (Grade 1-4)**  
 Female & male students' results of Assay & Biherawi schools (N= 60)

	Subject	Sex	Mean	SD	T	P
Assay	Amharic	Female	69.1	10.14	2.96	0.23
		Male	60.9	11.32		
	English	Female	70.1	9.58	2.17	0.069
		Male	63.87	12.47		
	Math	Female	68.63	10.6	2.06	0.102
		Male	62.6	12.17		
	Science	Female	68.5	13.85	1.153	0.293
		Male	64.2	15.02		
	S.Study	Female	66.17	12.23	-1.59	0.81
		Male	71.3	12.73		
	Civics	Female	63.7	11.28	-2.82	0.25
		Male	72.53	12.95		
	Overall	Female	67.7	6.604	0.88	0.043
		Male	65.89	9.082		
	Subject	Sex	Mean	SD	T	P
Biherawi	Amharic	Female	67.57	10.06	-0.21	0.053
		Male	67.1	6.87		
	English	Female	68.13	10.46	-1.17	0.58
		Male	64.93	10.8		
	Math	Female	66.67	9.82	-0.42	0.63
		Male	65.67	8.65		
	Science	Female	66.63	7.64	-0.67	0.79
		Male	65.37	7.01		
	S.study	Female	71.2	8.97	-0.097	0.74
		Male	70.97	9.68		
	Civics	Female	73	9.2	-0.26	0.91
		Male	72.4	8.9		
	Overall	Female	68.87	4.294	-0.84	0.143
		Male	67.74	5.937		

At 0.05 level of significance a p-value of 0.043 shows there is a significance difference between overall academic performance of female and male students in Assay School. All the rest independent t-test p-values shows a value of greater than 0.05 which implies that in Assay School there are no significant differences between male and female students on all individual subjects At 0.05 level of significance all the calculated independent t-test p-values shows a value of greater than 0.05 which implies that in Biherawi School there is no significant difference between male and female students on all individual subjects as well as overall academic performance.

**Table 5 Academic performance difference by Sex - First Cycle (Grade 1-4)**

Female & male students' results of Addey Abeba & Abiyot Ermija schools (N=60)

	Subject	Sex	Mean	SD	T	P
Addey Ababa	Amharic	Female	72.03	6.99	3.39	0.125
		Male	64.33	10.27		
	English	Female	75.67	6.025	3.76	.000
		Male	66.67	11.7		
	Math	Female	67.87	11.51	-3.07	0.663
		Male	76.93	11.38		
	Science	Female	78.73	6.43	3.512	.000
		Male	68.97	13.78		
	S.Study	Female	75.37	8.21	3.76	0.002
		Male	65.17	12.39		
	Civics	Female	60.43	8.5	-2.92	0.125
		Male	67.93	11.19		
	Overall	Female	71.68	3.143	2.23	.000
		Male	68.33	7.6		
	Subject	Sex	Mean	SD	T	P
Abiyot Ermija	Amharic	Female	72.7	8.5	5.38	0.75
		Male	60.7	8.9		
	English	Female	74.5	8.2	4.59	0.75
		Male	63.9	8.9		
	Math	Female	66.9	9.5	-1.61	0.49
		Male	68.4	9.47		
	Science	Female	73.5	7.3	4.56	0.22
		Male	63.5	9.5		
	S.Study	Female	72.13	7.54	3.62	0.157
		Male	64.03	9.65		
	Civics	Female	67.3	9.05	1.23	0.33
		Male	56.21	10.15		
	Overall	Female	71.08	4.74	5.35	0.98
		Male	64.13	5.29		

At 0.05 level of significance a p value of 0.000 which is less than .05 indicates that there is a significant difference between female and male students overall academic achievement on the overall all mean score in Adey Abeba school. In other words females overall performance on all subject is greater than those of male students

But the t-test indicates that there is no significant difference between male and female student's academic performance on Amharic, Maths, and civic subjects.

At 0.05 level of significance all the calculated independent t-test p-values shows a value of greater than 0.05 which implies that in Abiyot Ernja School there is no significant difference between male and female students on all individual subjects as well as overall academic performance

**Table 6 Academic performance difference by Sex - Second cycle (Grade 5-8)**

Female &amp; male students' results of Abiyot Ermija &amp; Addey Abeba schools (N=60)

School	Subject	Sex	Mean	S.D	T	P- value
AbiyotErmija	Amharic	Female	70.53	6.67	6.223	0.817
		Male	80.83	6.14		
	English	Female	71.2	8.43	5.531	.046
		Male	79.2	5.19		
	Math	Female	68.1	9.34	4.84	.009
		Male	78.17	6.52		
	Science	Female	67.7	9.62	4.065	0.165
		Male	76.07	8.16		
	S.study	Female	69.33	10.48	3.423	.018
		Male	76.73	5.51		
	Civics	Female	70.03	11.28	2.77	.043
		Male	76.9	7.55		
	Overall	Female	69.15	4.66	8.46	0.155
		Male	78.15	3.49		
Adey Ababa	Amharic	Female	76.67	7.32	4.293	0.348
		Male	84.17	6.16		
	English	Female	77.83	6.01	4.483	0.875
		Male	83.3	4.54		
	Math	Female	77.20	6.49	4.571	0.806
		Male	84.23	5.25		
	Science	Female	77.37	6.06	3.257	0.885
		Male	82.07	5.34		
	S.study	Female	78.1	5.7	4.763	0.869
		Male	84.13	4.34		
	Civics	Female	81.13	6.8	2.569	0.224
		Male	82.63	5.58		
	Overall	Female	77.51	3.15	8.999	.022
		Male	83.54	1.88		

At 0.05 level of significance a p value less than .05 indicates that there is a significant difference between female and male student's academic achievement on English, Mathematics, Social study, and civics subject in Abiyot Ermija School. In other words males overall performance on all subject is greater than those of female students. But the rest t-test P value shows greater than 0.05 which indicates that there is no significant difference between male and female students.

At 0.05 level of significance all the calculated independent t-test p-values shows a value of greater than 0.05 which implies that in Adey Ababa School there is no significant difference between male and female students. But the t-test p-value 0.022 which is less than 0.05 indicates that there is significance between male and female students on overall academic performance.

**Table 7 Academic performance differences by Sex - Second cycle (Grade 5-8)**

Female & male students' results of Assay & Biherawi schools (N=60)

	Subject	Sex	Mean	SSD	T	P
<b>Assay</b>	Amharic	Female	85.83	3.62	4.684	0.05
		Male	79.87	5.96		
	English	Female	84.73	4.8	4.133	0.309
		Male	78.93	4.18		
	Math	Female	83.97	4.37	3.221	0.272
		Male	79.47	6.28		
	Science	Female	85.27	4.27	4.009	0.39
		Male	80.23	5.39		
	S.study	Female	73.87	4.04	3.853	.017
		Male	79.63	3.29		
	Civics	Female	84.7	6.31	3.873	0.695
		Male	78.67	5.74		
	Overall	Female	84.73	2.16	8.754	0.297
		Male	79.63	2.35		
<b>Biherawi</b>	Amharic	Female	71.27	7.43	4.913	0.159
		Male	79.9	6.12		
	English	Female	69.7	9.28	3.498	0.456
		Male	77.43	7.77		
	Math	Female	71.57	6.66	4.386	0.491
		Male	79.1	6.64		
	Science	Female	68.9	8.38	4.926	0.092
		Male	78.9	6.24		
	S.study	Female	69.1	7.54	-4.78	0.261
		Male	78.11	6.64		
	Civics	Female	69.5	9.43	4.476	0.222
		Male	79.27	7.33		
	Overall	Female	70.11	3.46	9.565	0.542
		Male	78.74	3.54		

At 0.05 level of significance a p value of 0.017 which is less than .05 indicates that there is a significant difference between female and male students on social study subject in Assay school. But all the rest independent T-test p-value shows greater than 0.05 which indicates that there is no significant difference between female and male academic performance.

At 0.05 level of significance all the calculated independent t-test p-values shows a value of greater than 0.05 which implies that in Biherawi School there is no significant difference between male and female students. Regarding the better result of female students at *Assay school*, it is because of good school environment (facilities, good principal leadership, and teacher's commitment) and involvement of parents,

**Table 8 Academic performance differences by Sex - Second cycle (Grade 5-8)**

Female & male students' results of Netsanet Berhan & Shimels Habte schools (N=60)

	Subject	Sex	Mean	SD	T	P
Netsanet Birhan	Amharic	Female	78.8	6.87	-3.828	0.325
		Male	71.4	8.06		
	English	Female	79.97	6.33	-3.447	0.051
		Male	73.17	8.75		
	Math	Female	77.53	7.03	-3.78	.033
		Male	69.37	9.52		
	Science	Female	76.9	8.52	-2.183	0.199
		Male	71.63	10.09		
	S. study	Female	77.83	6.09	-3.572	0.055
		Male	71.3	7.95		
	Civics	Female	78.01	9.46	-2.585	0.132
		Male	76.27	9.97		
	Overall	Female	78.08	3.42	-6.797	0.337
		Male	71.19	4.38		
Shimelis Habte	Amharic	Female	69.83	9.45	-4.855	.002
		Male	79.67	5.81		
	English	Female	73.7	7.47	-4.422	0.473
		Male	81.8	6.7		
	Math	Female	70.4	9.65	-4.464	.014
		Male	79.83	6.39		
	Science	Female	72.13	8.14	-4.184	0.111
		Male	80	6.31		
	S.study	Female	72.73	7.99	-4.788	.043
		Male	80.97	4.98		
	Civics	Female	71.43	9.39	-4.198	.042
		Male	80.3	6.76		
	Overall	Female	71.71	3.89	-10.068	0.068
		Male	80.43	2.72		

At 0.05 level of significance a p value of 0.033 which is less than .05 indicates that there is a significant difference between female and male students on Mathematics subject in Netsanet Berhan School. But all the rest independent T-test p-value shows greater than 0.05 which indicates that there is no significant difference between female and male academic performance.

Regarding the better result of female students at *Netsanet Berhan school*, it seems similar with Assay school. It is because of good school environment (facilities, good principal leadership, and teacher's commitment) and involvement of parents,

At 0.05 level of significance a p value less than .05 indicates that there is a significant difference between female and male student's academic achievement on Amharic, Mathematics, Social study, and civics subject in Shimels Habte School. But the rest t-test P-value shows greater than 0.05 which indicates that there is no significant difference between male and female students.

**Table 9. Academic performance differences by Sex - Second cycle (Grade 5-8)**

Female & male students' results of Temenja Yazh & Yetebaberut schools (N=60)

	Subject	Sex	Mean	SD	T	P
Temenja Yazh	Amharic	Female	74.5	8.81	-3.506	0.843
		Male	82.23	8.27		
	English	Female	71.63	9.35	-3.045	0.121
		Male	78.3	7.51		
	Math	Female	69.27	9.52	-5.41	.000
		Male	79.33	3.65		
	Science	Female	73.37	9.03	-2.61	0.201
		Male	76.87	7.19		
	S.study	Female	68.8	9.78	-4.087	.001
		Male	78.57	8.87		
	Civics	Female	69.37	9.51	-3.427	0.086
		Male	77.8	8.4		
	Overall	Female	76.85	1.47	10.526	.001
		Male	78.63	1.7		
Yetebaberut	Amharic	Female	74.3	10.03	2.207	0.208
		Male	79.57	8.38		
	English	Female	70.33	9.76	4.917	.000
		Male	80.07	4.72		
	Math	Female	76.5	9.13	1.907	0.324
		Male	80.43	6.65		
	Science	Female	77.37	6.6	5.072	0.241
		Male	85.07	5.06		
	S.study	Female	78.7	7.93	0.511	0.972
		Male	79.77	8.22		
	Civics	Female	75.8	8.21	3.138	0.873
		Male	81.93	6.87		
	Overall	Female	75.5	4.42	5.408	0.347
		Male	81.14	3.62		

At 0.05 level of significance a p value less than .05 indicates that there is a significant difference between female and male student's academic achievement on Mathematics, Social study, and

over all in Temenja Yazh School. But the rest t-test P-value shows greater than 0.05 which indicates that there is no significant difference between male and female students.

At 0.05 level of significance a p value of 0.000 which is less than .05 indicates that there is a significant difference between female and male students on English subject in Yetebaberut Memhiran School. But all the rest independent T-test p-value shows greater than 0.05 which indicates that there is no significant difference between female and male academic performance.

**Table 10. Results Comparison of the two Cycles (First & Second Cycle) Students**

No.	First Cycle (Grade 1-4)	Male performance	Female performance	Second cycle (Grade 5-8)	Male performance	Female performance	Remarks
1	Temenja Yazh	-	In all six subjects	Temenja _ Yazh	In all six subjects	-	
2	Yetebaberut Memhiran	-	In all six subjects	Yetebaberut Memhiran	In all six subjects	-	
3	Shimelis Habte	-	In all six subjects	Shimelis Habte	In all six subjects	-	
4	Netsanet Berhan	Amharic	In five subjects	Netsanet Berhan	-	In all six subjects	
5	Assay	Social Study & Civics	In four subjects	Assay	Social Study	In five subjects	
6	Biherawi		In all six subjects	Biherawi	In all six subjects	-	
7	Addey Abeba	Civics	In five subjects	Addey Abeba	In all six subjects	-	
8	Abiyot Ermija	Math	In five subjects	Abiyot Ermija	In all six subjects	-	

The Table above shows the results in comparison that female students' academic performance particularly at primary level (first Cycle) was better than that of male students in all subjects at the same cycle. There are exceptions in one or two subjects, i.e., (two subjects at Assay) and one subject in 3 schools.

The Table also demonstrates the results that male students' academic performance particularly at the second Cycle was better than that of female students in all subjects at six schools. The exception was at Netsanet & Assay Schools. At Netsanet school-female students performed better in all subjects & at Assay school they performed better in five subjects.

The researcher observed and agreed with the above results in which there is a consistency with the interview results obtained from teaching staff, school administration and education managers of the Sub-city.

## Demographic Background of Students participated in Responding Questionnaire

Table 11 Socio-Demographic Characteristics of students participated in the study. (N=160)

Variables	Variables	Frequency	Percent
Religion	Orthodox	117	73.1
	Muslim	14	8.8
	Protestant	24	15
	Catholic	1	0.6
	Others	4	2.5
Age			
Mean=15.32	12-15 Years	86	54.4
St.Deviation= 2.386	16-20 Years	73	45.6
Respondents parental income level	<1000	94	58.8
	1001-3000	41	25.6
	3001-5000	25	15.6

As can be seen from Table 11 from the total respondents most were within the age range of 12-15 (54.4%) and between 16-20 range were (45.6%). The mean age was 15.32 with St. Deviation of 2.386 years. Regarding the religious affiliation of the participants, majority of the respondents, 117 (73.1%) was followers of Orthodox religion, and followed by Muslim 14 (8.8%). The protestant followers were 24 (15%), and (0.6%) were followers of catholic while 4 (2.5) % were followers of 'other religion'.

#### **4.7 Respondents Responses of Parental income level**

The Table demonstrates that 94 or (58.8%) of the respondents' family income level is low, 41 or (25.6%) of the respondents' family income level is medium income level, and the rest 25 or (15.6%) of the respondents' family are on the higher income level. The Table shows that majority of the students' parental income level was low.

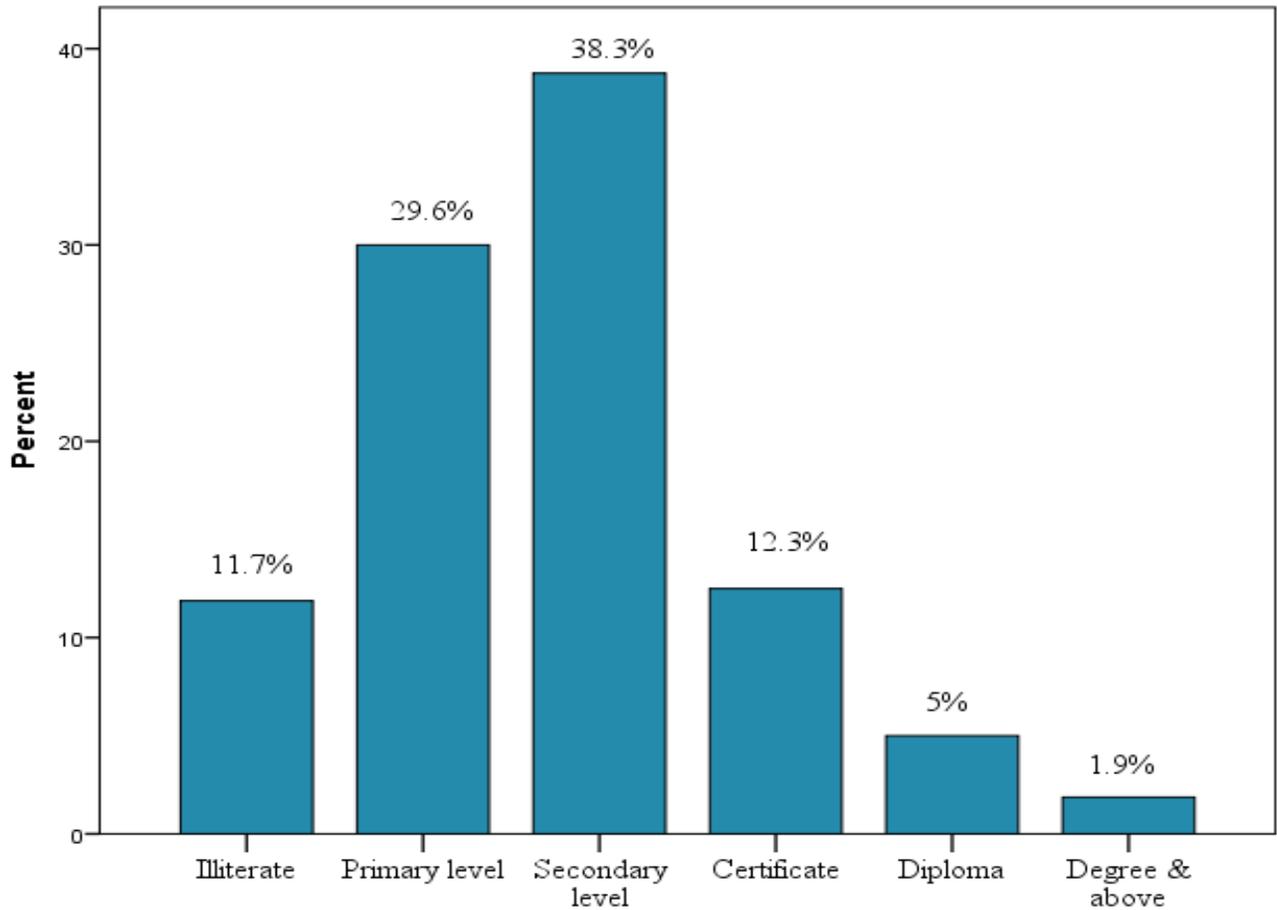
This indicates that there is financial problem and this problem seems to affect female students more than their counterparts. These problems are related with low level of parental incomes even when their parents are employees. Moreover, the findings from Focused Group Discussions and Key Informant Interviews seem to bring out similar reasons, i.e., socio-economic factors which affected academic performance of female students. They pointed out the reason why female students were forced to engage themselves in some other works. It was to generate income.

The other complementing argument to the above result was made by Robinson (1993) & Demir (2009). They emphasized that parental level of income and education has been the most significant source of disparities in female students' performance. The Third International Mathematics and Science study (TIMSS) tests, indicated that students from economically disadvantaged families and families where parents had less level of education have systematically performed worse than other students. Robinson (1993).

According to Hanushek, higher family income is associated with higher students' achievement and vice versa. (Hanushek, 1992).

## Characteristics of Parents Educational status

**Fig-3** Fathers' Education level



### 4.8 Responses of Parental Education level

Fig-1 above shows that 11.7% of fathers of students were illiterate. It also demonstrates that 29.6% of fathers of students were at primary level, 38.3% of the fathers were at secondary level, 12.3% of fathers of students had certificate. Regarding diploma and above, 5% of fathers of students had diploma, and 1.9% of fathers were Degree holders and above. On the basis of the data greatest numbers of fathers of students were between primary and secondary educational level. On the other hand, 11.7% or considerable numbers of fathers of students do not have a better educational level. The Table illustrates further those students families where parents had better level of education - who holds Diploma and Degree were only 5% and 1.9% respectively.

**Fig -4 Mothers' Education level**

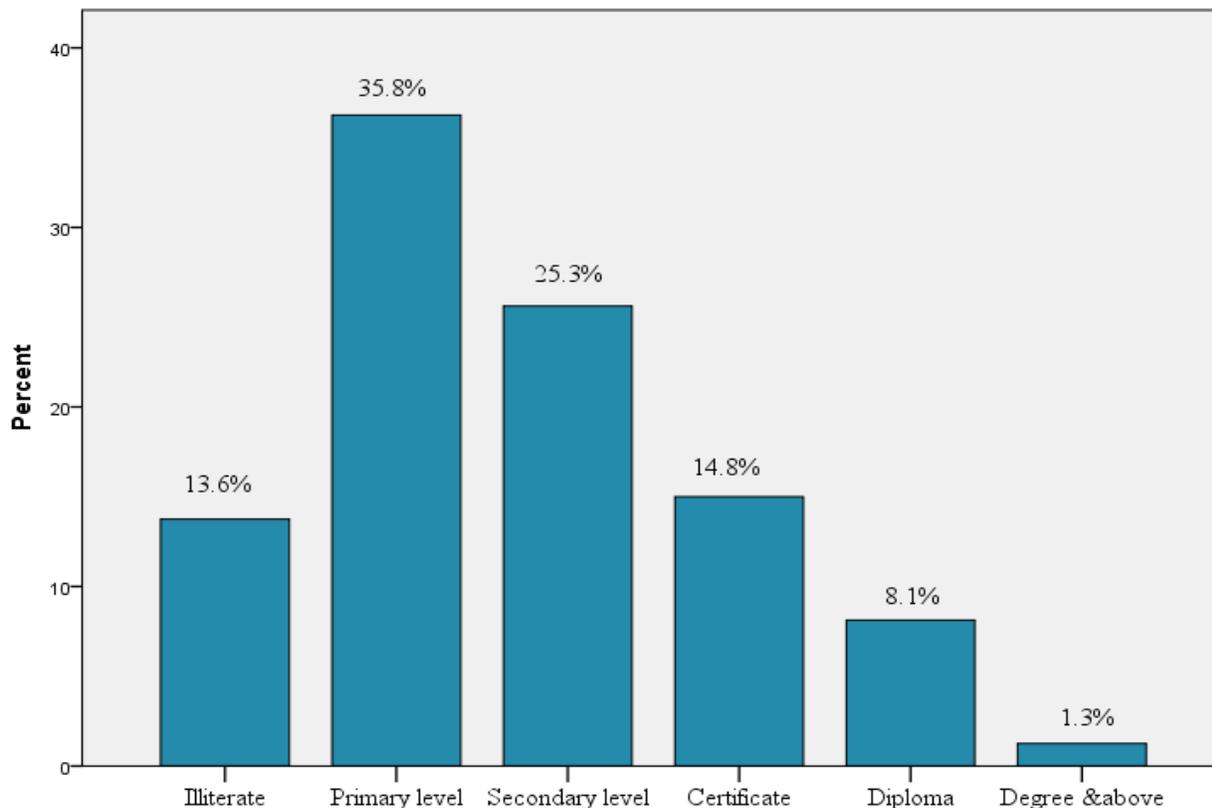


Fig -3 above shows that 13.6% of mothers of students were illiterate. The Fig also demonstrates that 35.8% of the mothers of students were at primary level, 25.3% of the mothers were at secondary level, and 14.8% of mothers of students were certificate holders. The figure further illustrates that 8.1% of mothers were with diploma and 1.3% of mothers of students held first degree and above. On the basis of the data greatest numbers of mothers of students were between primary and secondary educational level. The figure illustrates further that parents who hold Diploma and Degree were only 8.1% and 1.3% respectively. On the other hand, 13.6% or considerable numbers of mothers of students were illiterate.

Here, again, the proportion of students' fathers' educational levels was found to be relatively lesser than students' mothers' educational levels at primary levels, whereas, fathers' educational level was better at secondary level. On the other hand, mothers who are illiterate were greater than that of fathers, and mothers who had certificate and Diploma were greater than that of fathers. This shows

that most students parents had low level of education. This low level of parental education has been known to have negative effect on the academic achievement of female students. This is because of the fact that female students are closer to mothers than male students and thus closer to the house hold works which in turn influences negatively on female students' academic performance. Besides that parents do not equally treat boys and girls in educational matters. The concern is low for female students than male. These attitudes of parents towards female students make them to have lesser attention for their study and thus perform low academic achievement.

A question was raised concerning the educational support given by parents after school hours. Based on the above data and the responses of female students, the role of mothers and fathers in tutoring their children was very low. One of the reasons for low educational support from parents seems that parents within a low education give less attention to school related activities. Due to this reason parental involvement in education matter was poor. But, from the respondent's data, the educational support was not totally null. Some respondents asserted that to some extent their parents' are involved in their females' education matter and give academic support to perform well. Parents' education stands out to be a significant factor in determining the education of children in a family. It is also obvious that parental education background and female students' academic achievement have a direct relationship. Students who came from educated parents are aware of some school challenges and their parents aware to afford early.

This argument seems to be consistent with Schiller et al. (2002). According to his argument, parents who have more educated appear better able to provide their children with the academic and social support important for educational success when compared to parents with less educated. Robinson (1993) also emphasized that parental level of education has been the most significant source of disparities in female students' performance. Students with one or two college-educated parents have higher levels of academic achievement than other students (Grissmer et al., 2000).

## 4.9 Questionnaire Results obtained from Grade eight female students

Table 12: Respondents' response for selected statements (N=160)

Statements	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
1. You have a convenient school environment to attend the teaching-learning activities.	47	29	74	46	11	6.9	25	16	3	1.9
2. School library is opened at school time when ever students want to read.	36	23	91	57	2	1.3	18	11	13	8.1
3. Your school provides you guidance and counseling service in the school.	37	23	63	39	2	1.3	50	31	8	5
4. Guidance and counseling service provided in the school helps you to solve your school environment problem.	61	38	60	38	-	-	27	17	12	7.5
5. You need or expect additional support from your School staff.	3	1.9	20	13	18	11	60	38	59	36.9
6 Your school environment facilities do not motivate you to compete with male students.	2	1.3	31	19	-	-	55	34	72	45
7. You have a problem in paying school fee, uniform cost and instructional materials.	25	16	28	18	3	1.9	67	42	37	23.1
8. Your parents are an employee	25	16	80	50	5	3.1	30	19	20	12.5
9. The level of your parental income negatively influences your academic results.	16	10	28	18	3	1.9	54	34	59	36.9
10. You engage yourself in other works after class to generate income.	21	13	38	24	2	1.3	46	29	53	33.1
11. Your parents are always encouraging and helping you in your academic performance	22	14	85	53	2	1.3	34	21	17	10.6

12. Your parents rarely encourage and help you in your academic performance	13	8.1	34	21	2	1.3	64	40	47	29.4
13. Your parents regularly communicate with teachers concerning your academic performance	54	34	59	37	1	0.6	29	18	17	10.6
14. Your parents never communicate with teachers concerning your academic performance	46	29	42	26	1	0.6	43	27	28	17.5
15. You sometimes observe adverse attitude of teachers towards female students	15	9.4	41	26	6	3.8	64	40	34	21.3
16. The adverse attitude of teachers towards female students can affect the academic performance	12	7.5	22	14	5	3.1	57	36	64	40
17. Sex difference or being a female by itself can make difference in achieving academic performance.	21	13	52	33	1	0.6	50	31	36	22.5
18. Your parents do not treat female students equally as they treat male students with in a family.	27	17	23	14	2	1.3	56	41	43	26.9
19. You have enough time every after school to study well and prepare yourself for exam	56	35	39	24	4	2.5	45	28	16	10
20. The adverse attitude of male students towards female students can affect the academic performance	15	9.4	55	34	3	1.9	51	32	36	22.5

minimum= 20 Maximum= 100 Mean= 57.87 SD= 26.45

#### **4.10 Responses related to School Environment**

Table 12 demonstrates that 47 respondents or (29.4%) responded strongly disagree, and the greater number, that is, 74 respondents or 46.3% responded disagree to confirm that the school environment is not convenient to attend the teaching-learning activities. The Table also illustrates that 25 respondents or 16% responded agree, and 3 respondents or 1.9% responded strongly agree, while 11 respondents or 6.9% responded undecided.

Regarding school library service, greater number of respondents that were 91 or (57%) responded that the library was not opened at school time when students want to read. Regarding the provision of guidance and counseling service, 37 respondents (23.1%) responded strongly disagree, while the greater number, that is, 63 or 39.4% responded disagree to confirm that the schools do not provide such services.

The table also clarified that 2 respondents or (1.3%) responded strongly disagree, and 31 respondents or (19.4%) responded disagree by clarifying that the school environment facilities do motivate them to compete with male students. The greater number of respondents, that were 55 or (34%), on the other hand, responded agree, and 72 or (45%) responded strongly agree confirming that the school environment facilities were not motivating them to compete with male students in academic performance. The above findings indicated that school environment seems not in a convenient position to female students to attend the learning activities. Poor school environment can result in poor academic achievement.

The findings are also similar with the Focused Group Discussions and Key Informant Interviews results. They addressed similar problems related to lack of facilities, and confirmed that poor school environment can be a factor which can affect academic performance of female students. Here poor school environment can be argued as similar and a common factor for both male and female students. But, however, there are a number of factors that specifically affect girls adversely in their academic performance in the schools.

It is quite known that school environment or atmosphere refers to clean, quiet, safe, comfortable, and healthy environments. It also includes school facilities such as class rooms, libraries and laboratories which are an important component of successful teaching and learning. When this atmosphere is turned against the interest of female students, it can adversely affect more than that of male students. As it is stated above, lack of rooms and clean water affected them during their

menstruation period. Girls' club had complained that shortage / lack of supply of clean water and rest rooms make them absent during menstrual periods. Regarding safety within the school, particularly where there is no proper fencing or compound wall with strong security, the targets of the mischief are often female students and not males in the schools. Strong principal leadership and school administration can control even outsiders' entering to school compounds. With regard to attitude of teachers towards female students, 12 or (7.5%) responded 'strongly disagree', and 22 or (13.8%) replied 'disagree' by clarifying that the observed adverse attitude of teachers towards female students can not affect their academic performance. But a greater number, i.e., 57 or (36%) respondents replied 'agree' and 64 or (40%) replied 'strongly agree' clarifying that the observed adverse attitude of teachers at school towards female students can affect their academic performance.

The Table also illustrates that the greater number, that is, 52 or (32%) replied 'agree' and 36 or (22.5%) replied 'strongly agree' clarifying that the observed adverse attitude of male students at school towards female students can affect their academic performance, while, 50 or (31%) responded 'disagree' by clarifying that the observed adverse attitude of male students towards female students can not affect their academic performance/

With respect to negative attitude of male teachers and boys, teachers and boys in schools have negative attitudes towards girls' performances. Using verbal abuse, insults etc are common in most of the public schools starting from primary second cycle. It was reported at the Conference held at the Parliament on 'Violence against Students & Improving Educational System of the Country', that there are cases where boys openly harassing girls if they perform well in examinations, alleging sexual relations with teachers. For these reasons, girls do not aspire to perform better than boys or ask for clarifications from teachers. Another issue discussed during the above Conference was Counselling and guidance services and school clubs. In many schools counselling and guidance services are not effective. (Parliament: Quarterly Magazine, 2013). School environment is an important component of successful teaching and learning. Poor school environment can result poor academic achievement. Thus, good school environment has something to do with female students than that of males.

This result seems consistent with most literatures. Haycock (1995) pointed out that students with good libraries perform significantly better on tests and in knowledge and use of reference

materials than students in schools with minimal or no library service. Similarly Baughman (2000) found a strong correlation between school libraries and student achievement.

Regarding sex related issues, the data further demonstrates that greater number of respondents 52 or (32.5%) responded “agree”, and 36 or (22.5%) replied ‘strongly agree’ for the question that sex difference or being a female by itself can make difference in achieving academic performance, while, 50 or (31%) responded ‘disagree’ by clarifying that sex difference or being a female by itself can not make difference in achieving academic performance. On the issue of how females achieve less than males, Zaher (1996) stated that in spite of the fact that important steps toward sex equity are taken, there is evidence that educators treat girls differently from boys. He further said that teachers' attitudes, treatment, and expectations influence girls' performance.

#### **4.11 Responses related to Socio-economic status of parents**

The Table further demonstrates that 16 or (10%) respondents replied strongly disagree, and 28 or (17.5%) respondents replied ‘disagree’ by clarifying that their parent’s low income level cannot have negative influence on their academic results, while 3 or 1.9% respondents were uncertain. The greater number of participants which were 54 or (39%) responded ‘agree’, and 59 or (36.9%) replied ‘strongly agree’ substantiating that their parent’s low income level can have negative influence on their academic results.

With respect to their engagement to other works, 46 or (29%) responded ‘agree’, and 53 or (33.1%) replied ‘strongly agree’ confirming that they engage themselves in some other works after school to generate income and overcome financial problems.

This response is well consistent with the responses of school staff and Educational officers. They pointed out the reason why female students were forced to engage themselves in some other works. It was to generate income. According to them most female students who were from low income families do not bring lunch boxes with them nor had lunch at all. It was known during the discussions that in some schools, such as, Temenjha-Yazh school, staff members contribute and provide lunch for those who were not able to bring lunch.

The other complementing argument to the above result was made by Robinson (1993) & Demir (2009). They emphasized that parental level of income and education has been the most significant source of disparities in female students’ performance. The Third International

Mathematics and Science study (TIMSS) tests, indicated that students from economically disadvantaged families and families where parents had less level of education have systematically performed worse than other students. Robinson (1993).

Regarding parental assistance in encouraging and helping them in their school activities, 22 or (13.8%) responded 'strongly disagree' and a greater number, i.e., 85 or (53.1%) replied 'disagree' by clarifying that parents do not always encourage or assist them in their school activities, while, 64 or (40%) responded 'agree' and 47 or (29.4%) replied 'strongly agree' confirming that their parents rarely encourage or assist them in their school activities. The Table also illustrates that 46 or (28.8%) responded 'strongly disagree', and 43 or (27%) replied 'agree' and 28 or (17.5%) replied 'strongly agree' clarifying that parents never follow-up or communicate with school teachers concerning their academic performances. This might be because of low parental education level. This result seems to be consistent with Schiller et al. (2002). According to his argument, parents who have more educated appear better able to provide their children with the academic and social support important for educational success when compared to parents with less educated.

This result seems to be relevant with Tamiré (2009), & Bandura (1989), which is related psychologically with female teachers. According to Tamiré, in addition to the different benefits female students get from female teachers (e.g., sharing problems related to sexuality, as problems related to this reaches maximum at this stage), under Ethiopian reality, females are more likely to succeed when they observe successful females than successful males.

The result above demonstrates female students' response towards the items related to school environment, socio-economic status of parents, i.e., income level and educational levels. To measure the respondent's response, a Likert-scale with 20 points was used. As shown in table 4 above, participants indicated their level of agreement for all statements. The minimum response score for the respondents was 20 and the maximum was 100 points with SD of 26.45, and the mean score for all respondents was 57.87.

**Table 13. Correlations between school environment, socio-economic condition, parental education, and sex related issues with academic performance.**

Independent variables		Dependent variable.
School environment		Academic performance
	Correlation Coefficient	.010
	Sig.(2-tailed)	.895
	N	160
Socioeconomic status		
	Correlation Coefficient	.180*
	Sig.(2-tailed)	.022
	N	160
Parental education		
	Correlation Coefficient	.243**
	Sig.(2-tailed)	.002
	N	160
Sex related issue		
	Correlation Coefficient	.120
	Sig.(2-tailed)	.130
	N	160

N is equal to 160 female students

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

Spearman’s correlation coefficient shows at 0.05 level of significance socio-economic status positively correlated with academic performance ( $r=.180$ ,  $p<.05$ ) and parental education also positively related with students’ academic performance( $r=.243$ ,  $p<.05$ ). This means that as the value of these variables became higher academic performance of female students also became higher in the same direction

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATION**

#### **5.1. Summary**

The main objective of the study was to assess the academic performance of female students at Kirkos Sub-city primary schools.

Specific objectives of the study:

- To examine female student's academic performance in selected primary schools at Kirkos sub-city.
- To investigate factors affecting academic achievement of female students.
- To identify the relationship of factors that contributed to the low academic performance of female students in the stated sub-city.

This study was conducted in eight primary schools. The participants of this study were first and second cycle students of the sampled schools. The researcher selected 160 students in line with Krejcie and Morgan (1970) formula to determine the sample size of participants from the target population. The sample size for each school was set proportionally using the target student population of each school. The questionnaire was administered to 160 students; the analysis was made using 160 students.

The instrument used in this study was questionnaire mainly focusing on school environment (school facilities, teacher competency, principal leadership, and parent involvement); socio-economic background of parents, and sex related issues on Likert-type five point rating scale. The data was analyzed using descriptive and inferential statistics such as percentage, mean, standard deviation, t-test, and correlation analysis.

Percentage was used to compare parent's educational level and it was found that there were fathers (11.7 %) and mothers (13.6 %) of primary school student's parents were illiterate. On the other hand, fathers (29.6%) & (38.3%) and mothers (35.8%) & (25.3%) of school student parents had attended primary and secondary education level respectively. Moreover, fathers (12.3%) and mothers (14.8 %) of primary school student parents had certificate, and fathers (5 %) and mothers (8.1%) of school students parents had diploma & fathers (1.9 %) and mothers (1.3%) were with Degree and above education level.

Mean score was applied to compare students Grade score of selected primary schools (first cycle) with selected second cycle. Standard deviation was employed to observe the variation on students Grade score of the two school levels. The mean value for each of the independent variables of primary schools first cycle was greater than second cycle. The t-test computed to check for statistical difference revealed that there was statistically significant difference on academic achievement between male and female students of seven schools.

Spearman's rho correlation indicated that association of the independent variables to the dependent variable is high for female students' achievement scores than male students' achievement.

## **5.2. Conclusion**

The research has tried to identify *family background, and school environment* that are significantly affecting areas in female students' academic achievement. *Family background* such as socio-economic status of parents, level of education, occupation and income are highly influential in female students' academic achievement. *School environment* such as the school facilities, quality and supportive mechanism in the school as well as teachers' competence and commitment to help female students by providing tutorial program and adequate leadership within the school could affect their achievement.

The research has attempted to investigate factors that are challenging academic achievements of female students' at primary school (first & second cycle) at Kirkos Sub-City in Addis Ababa. Examining the extent to which the variables defined explain the reasons for high and low academic achievement of girls and boys in selected Woredas and primary schools, the research was able to find out the most important variables among them. Depending on the results of the analysis made, the following major findings were identified.

*Lack of or inadequate supportive mechanisms:* In most schools, the tutorial services and various supportive mechanisms were not sufficiently provided, particularly, the school environment is not convenient, adequate and supportive for girls. The issue is related to major challenges of female student's academic achievements.

*Parents' educational background:* The parents' educational backgrounds are likely to shape children's attitude towards education. Since educated parents are likely to reward education, it may be expected that girls normally coming from educated parental background persist and

perform well at school. This implies that female education has a ‘multiplier effect’ since it has a promising impact on the mother’s desire and ability to educate her daughters.

*Lack of parental involvement:* Parents’ positive attitude towards girls’ education and their involvement will play significant role in female students’ academic achievement. Lack of parental involvement, tutorial assistance, and follow-up can have adverse effect in achieving better academic performance.

*Lack of or inadequate provision of legal protection:* Sexual harassments that prevail in schools have become serious problem in the schools. In some school, particularly in public schools, there is no strong protective of sexual harassment. In this regard, not only protection but creating awareness about rights and duties and various monitoring mechanisms are to be implemented.

*High need of house hold work:* As stated by most of the respondents, there is a high need for girls to work the household or domestic work from an earlier age on than boys. A daughter is usually unrecognized domestic worker and it affects all school age girls. Girls have heavy burden and a subsequent unclear mind, and increased absenteeism from school, lack of time for school assignments after school attending, lack of understanding the subject matter and commitment to school activities. The effect is academic underperformance for the girl. This may indicate that females spend more time helping their parents at home than doing their homework and assignments which negatively affects their academic achievement. The conclusion is that high demand for domestic work; low school attendances of girls’ and hence effects on their academic achievements. Therefore, girls’ schooling may require additional policy that reacts to the demands on girls’ time available for study.

The result of this study, as hoped by the researcher, will provide the necessary basis for policy makers, planners, teachers and school administrators to realize the magnitude of the problem and design viable and effective community-based intervention measures to mitigate the problem under consideration.

### 5.3. Recommendations

The result of this study showed that female students' academic achievement is lower than that of male students at the second cycle school level. This low result of female students showed that there are factors affecting their academic performances at the stated school level. This result also indicated that there are problems to be solved and barriers to be avoided. Based on the findings, the following are some of the suggestions.

- Necessary measures are to be taken to make available the text books to all students on time and in required quantity. This has been reported as one of the causal factors for poor performance of girls in some of the schools surveyed.
- Schools are expected to encourage parental involvement and work diligently to increase parental interaction at school and with their children's schoolwork.
- Much attention should be give to improve school facilities such as, libraries, study rooms and friendly relationship between teachers and students - (friendly school environment).
- Schools should provide legal protection related to sexual harassment that prevails in schools. 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.
- It should be mandatory to allow girls to enter the class even if they come late, except for frequent late comers. No school should be allowed to close gates for late coming girls and leaving them to the street, and they should have the right to be within the compound, if not in the class.
- There should be a provision for remunerating female teachers, who offer additional tutorial classes sacrificing their personal time, and this will help to meaningfully implement the proposal to have special tutorials in all schools, as suggested in ESDP III.
- It should be mandatory for every school, starting from Primary second cycle, to have rest rooms for girls with doors. This recommendation is in the context of wide spread absenteeism of girls during the menstruation period due to lack of private facilities in schools, consequently affecting their academic performance.

- Recognizing and rewarding good performing girls in all Grades might motivate other female students to perform better. However, it should be the responsibility of the schools.
- It is desirable to strengthen Counseling and Guidance services in every school, with a focus on girls. The Counseling and Guidance services are to focus on emotional support and guidance to girls, when they are in need of it. Every girl in the school should have access to such service daily, if needed, and it should be made known to all students.
- It is desirable to have a gender focal person in every schools of Primary second cycle level onwards, who should be a female teacher who can genuinely handle the issues of girls, like sexual harassments, insult by boys and male teachers and such other complaints.

## References

- Addis Ababa City Government Education Bureau. (2004/05), Education Statistics Annual Abstract: Educational Management Information System (EMIS).
- Andrews & Soder,R.(1987). Principal leadership and student achievement. Educational Leadership,
- Ascher, C. (1988). Improving the school-home connection for low-income urban parents. Urban Review.
- Befekadu Zeleke (1998), Promoting Girls Basic Education in Rural Areas of Oromiya; Quality of Education in Ethiopia: Visions for the 21<sup>st</sup> Century, Institute of Educational Research, Addis Ababa University.
- Blau, M. (1999). The Effects of Income on Child Development. *Review of Economics and Statistics* 81: 261-276.
- Brewer, D.J. (1993). “Principals and student outcomes.” Economics of Education Review.ESDP II (2002). Addis Ababa Education Sector Development Program II. Addis Ababa Education Bureau. Unpublished
- Cary, J. Roseth, W. J. David, and T. J. Roger (2008). Promoting Early Adolescents’ Achievement and Peer Relationships: The Effects of Cooperative, Competitive, and Individualistic Goal Structures. *Psychological Bulletin*, Vol. 134, No. 2, 223–246. University of Minnesota, Twin Cities.
- Crow, L.D. and Crow., 1969, Adolescent development and adjustment, Mc Grow – Hill Book Company, United States.

- Elias, M. J., Gara, M., Schuyler, T., Brandon-Muller, L. R. & Sayette, M. A. (1991). The Promotion of Social Competence: Longitudinal Study of a Preventive School-based Program. *American Journal of Orthopsychiatry*, 61(3):409-417.
- Emebet Mulugeta 2003. 'Problems encountered and Coping Strategies Employed by Female Students in Addis Ababa High Schools'. *The Ethiopian Journal of Education*, 13 (2).
- Engin-Demir, C. (2009). Factors affecting the academic achievement of Turkish Urban Poor. *International Journal of Educational Development*. 29 (1):17 – 29.
- Ethiopian Third National Learning Assessment of Grades 4 and 8 students, (2007). Addis Ababa. GEQAEA.
- Fuller, B. and Clarke, P. (1994). Raising School Effects While Ignoring Culture? Local Conditions and the Influence of Classroom Tools, Rules and Pedagogy. *Review of Educational Research* 64:122 – 131.
- Genet Zewdie, (1998), women in Education: A study of the Academic performance and participation of female students in the high schools of Addis Ababa region IER FLAMBEAU volume 6 number 1.
- Greene, B. A., & Miller, R. B. (1996). Girls' math / science education. (1998, January). *The Education Digest*, 63, 42-48. Influences on achievement: Goals, perceived ability, and cognitive engagement. *Contemporary Educational Psychology*.
- Greenwald, R., L.V. Hedges and R. Laine (1996). The Effect of School Resources on Student Achievement. *Review of Educational Research* 66:361 – 396.
- George J. DuPaul, Robert J. Volpe. (2004), Elementary school students with AD/HD: predictors of academic achievement. Department of Education and Human Services, Bethlehem PA, USA: Lehigh University.

Good, C.V. (1973), Dictionary of Education. New York. Mac Graw Hill Book Company.

Griffith, J. (1999). School Climate as “Social Order” and “Social Action”: a Multi-level analysis of public Elementary school Student Perceptions. *Social Psychology of Education* 2:239 – 369.

Hanushek.,E.A. (1996) “School Resources and Student Performance” in G.T.Burtless (ed.) Does Money Matter? The effect of School resource on Student Achievement & Adult Success, Chapter-2. Washington DC.: Brookings Institution.

Kellaghan & Greaney, V. (2003). Monitoring Performance: Assessment and Examinations in Africa. Paris: UNESCO: International Institute for Educational Planning.

King, Elizabeth M. and Aunne, Hill (1993), Women’s Education in Developing Countries: An Overview, Women Education in Developing Countries Benefits and Policies, World Bank, Washington D.C

Lloyd, C.B. and Blanc, A.K.1996: Children's schooling in Sub-Saharan Africa: the role of fathers, mothers and others. *Population and Development Review*, 22 (2), 265-298.

\_\_\_\_\_ Ministry of Education: The Ethiopian third National Learning Assessment of grade four and eight students. (2008); Addis Ababa

----- Ministry of Education, *National Girls’ Education Strategy- 2010*

\_\_\_\_\_ Ministry of Education, (1994). Ethiopian Education and Training Policy. Addis Ababa, Ethiopia.

\_\_\_\_\_ Ministry of Education (2008). A Study on Violence against Girls in Primary Schools and its Impacts on Girls’ Education in Ethiopia. The Federal Democratic Republic of Ethiopia, Addis Ababa

- \_\_\_\_\_ Ministry of Education, 'Education Statistics Annual Abstract 2006/2007', Berhanena Selam Printing Press, Addis Ababa, Ethiopia, 2008.
- \_\_\_\_\_ National Girls' Education Strategy. August 2010; Addis Ababa
- \_\_\_\_\_ The Economist print edition: Apr 12th 2006 <http://economist/index.htm>/accessed on March 25, 2006
- Ndirangu, Joshua Peter.(2012), Determinants of Female Students' Performance in Primary Schools in Loitokitok District of Rift Valley Province. Kenya.
- Robinson, W.P.1976, The achievement motive, academic success and intelligence test scores. Bri. J. Clin. Psy.
- Tamirie Andualem.(2006), Trend Analysis of Females' and Males' Academic Achievement in Different Educational Levels. Addis Ababa: Journal of Education for Development,
- Teddlie, C. & Reynolds, D. (2000). The international handbook of school effectiveness research. New York, NY: Falmer Press.
- Tekeste Negash (1990).The Crisis of Ethiopian Education. Some Implications of Nation-Building. Uppasala University: Uppasala Reports on Education no. 29.
- Teshome N, 2002. Low Participation of Female Students in Primary Education: A Case of Dropouts from the Amhara and Oromia Regional States in Ethiopia. Addis Ababa:
- \_\_\_\_\_ TGE (1994). Education and Training Policy. Addis Ababa.
- Thomas Kellaghan. (2010/11), Assessing National Achievement Levels in Education Growth and Transformation Plan Annual Progress Report. Addis Ababa: Ministry of Finance and Economic Development.
- UNESCO. International Institute for Capacity Building in Africa.
- UNICEF Ethiopia, 'CFS Guideline: A national framework for policy makers', United Nations Children's Fund, Addis Ababa, 2007 (Unpublished).
- UNICEF Ethiopia, 'Country Programme Action Plan 2007–2011', United Nations Children's Fund, Addis Ababa, 2007.
- USAID/ETHIOPIA. United States Agency for International Development.(2010), Ethiopia Early Grade Reading Assessment Ed Data II Task Number 7 and9 Addis Ababa: (USAID/ETHIOPIA) Riverside Building.

- Wakgari Tasisa and Teklu Tafesse.(2012), Gender Disparity in Academic Achievements in Ethiopian Colleges of Teacher Education. Mettu University.
- Woßmann, L. (2003). “Schooling Resources, Educational Institutions and Student Performance: the International Evidence”. Oxford Bulletin of Economics and Statistics 65 (2) 0305 – 9049.
- Woßmann, L. and M. West (2006). Class-Size Effects in School Systems around the World: Evidence from Between-Grade Variation in TIMSS. *European Economic Review*, Volume 50(3):695-736.
- World Bank (2005). Education in Ethiopia-Strengthening the foundation for sustainable Progress- 28037-ET. Africa Region Human Development Department, Washington D.C.
- World Bank (1998), Implementing the Ethiopian National Policy for Woman, Washington D.C.
- World Bank, 1988. Education in Sub-Saharan Africa: Policies of Adjustment, Revitalization and Expansion. Washington DC.

## Appendices

### ADDIS ABABA UNIVERSITY

### SCHOOL OF PSYCHOLOGY

#### Department of Measurement and Evaluation

The purpose of this questionnaire is to gather information on factors affecting female students' academic performance in primary schools of 1st and 2nd cycle at kirkos sub city in Addis Ababa. Thus you are kindly requested to be considerate in answering the questions. Your cooperation in answering questionnaire is highly appreciated

#### Note

- A. Do not write your name on the questionnaire
- B. Any of your information or suggestions will be kept secret and used for research purpose only.
- C. Give appropriate answers to the following questions by writing or by marking circle in blank spaces provided.

#### Questionnaire to be responded by female students (Grade 8)

#### Section 1-General Background Information about the Respondents

##### 1) Age

12-15	1
16-20	2
Above 20	3

2) **Religion** (Circle the number) 1,Orthodox 2, protestant 3,Muslim 4,Cotholic 5,Others

##### 3) **School Type** (Circle the number)

Government	1
Community	2
Private	3

4. **Your parent's income level** \_\_\_\_\_

**Section 2-indicate your level of agreement with each statement by checking the appropriate response by using mark “ √ “**

<b>Items related to School Environment (6)</b>	<b>Strongly disagree 1</b>	<b>Disagree 2</b>	<b>Undecided 3</b>	<b>Agree 4</b>	<b>Strongly agree 5</b>
1.You have a convenient school environment to attend the teaching-learning activities.					
2. School library is open at school time when students want to read.					
3.Your school provides you guidance and counseling service in the school.					
4. Guidance and counseling service provided in the school helps you to solve your school environment problem.					
5.You need or expect additional support from your School staff.					
6 Your school environment facilities do not motivate you to achieve better performances.					
<b>Items related to socio-economic status (5)</b>					
1. You have a problem in paying school fee, uniform cost and instructional materials.					
2. Your parents are an employed					
3. The low income level of your parents negatively influences your academic results.					
4. You engage yourself in work after class to generate income.					

5. Low parental income level can psychologically affect your academic result.					
<b>Items related to Parental Education (4)</b>					
6. Your parents encourage and help you in your academic performance					
7. Your parents do not encourage or help you in your academic performance					
8. Your parents regularly communicate with teachers concerning your academic performance					
9. You agree that the low education level of your parents affect your academic performance					
<b>Sex related items (5)</b>					
1. You sometimes observe adverse attitude of teachers towards female students					
2. The adverse attitude of teachers towards female students can affect the academic performance					
3. Sex difference or being a female by itself can make difference in achieving academic performance.					
4. You have enough time every day after school to study well and prepare yourself for exam					
5. The adverse attitude of male students towards female students can affect the academic performance					

**ADDIS ABABA UNIVERSITY**

**SCHOOL OF PSYCHOLOGY**

**Department of Measurement and Evaluation**

This interview is to be responded by the **principal, unit leaders and teachers** of primary schools at kirkos sub-city in Addis Ababa.

**To the Respondents:-**

The purpose of this interview is to conduct a study on ‘Factors Affecting Female Students’ Academic Performance in primary schools at kirkos sub city in Addis Ababa.’ To achieve the purpose, your cooperation in completing this interview is highly appreciated. The success of this study by and large depends on your honest and sincere responses to the question items. The data you provide will be kept confidential and will not be disclosed to any third party. You are, therefore, kindly requested to provide the required information.

*Thank you in advance for your cooperation*

**I. GENERAL INFORMATION**

1. Age \_\_\_\_\_
2. Sex \_\_\_\_\_
3. Marital status \_\_\_\_\_
4. Number of service years \_\_\_\_\_.
5. Educational level \_\_\_\_\_
6. Religion \_\_\_\_\_

**II. Items related to Factors Affecting female Students’ Academic Achievement**

1. In your experience at primary level, do male and female students have equal academic performance?  
\_\_\_\_\_

Why? \_\_\_\_\_

2. In your experience, how does your staff encourage female students in order to achieve better in academic results? \_\_\_\_\_
-

3. How do you evaluate the competence of teachers and the quality as well as availabilities of instructional materials /text books/ in your school?

---

4. Do you think that less competence of teachers and low quality as well as low availability of the materials affects female student's academic result?

---

---

---

5. Do you think that being male or female (sex difference) by itself can make difference in achieving academic performance? ..... Why? \_\_\_\_\_

6. How do you think that school environment such as, (class size, teacher's characteristics, and gender disparity) influence female student's academic performance?

---

7. Does parent's educational level affect female student's academic performance?

---

8. Do you think low Parental income level can affect in female student's academic performance.

\_\_\_\_\_ Why? \_\_\_\_\_

9. What are the major reasons for the lower academic performance of female students?

---

---

---

10. What do you think should be done to improve female students' academic achievement? \_\_\_\_\_

---

---

---

---

**ADDIS ABABA UNIVERSITY**

**SCHOOL OF PSYCHOLOGY**

**Department of Measurement and Evaluation**

This interview is to be responded by the **Educational expert** of kirkos sub city in Addis Ababa.

**To the Respondents:-**

The purpose of this interview is to conduct a study on ‘Factors Affecting Female Students’ Academic Performance in primary schools at kirkos sub city in Addis Ababa.’ To achieve the purpose, your cooperation in completing this interview is highly appreciated. The success of this study by and large depends on your honest and sincere responses to the question items. The data you provide will be kept confidential and will not be disclosed to any third party. You are, therefore, kindly requested to provide the required information.

*Thank you in advance for your cooperation*

**I GENERAL INFORMATION**

1. Age \_\_\_\_\_
2. Sex \_\_\_\_\_
3. Marital status \_\_\_\_\_
4. Number of service year \_\_\_\_\_.
5. Educational level \_\_\_\_\_
6. Religion \_\_\_\_\_

**II. Items related to Factors affecting female Students’ Academic Achievement**

1. Do you think that the academic performance of female students is equal to that of male students?  
\_\_\_\_\_ Why?

2. What are the major factors behind the female student’s lower academic results?  
\_\_\_\_\_

3. How does the Sub-city Educational Managers /officials/ encourage and help female students in order to improve lower academic performances?  
\_\_\_\_\_

4. How do you evaluate the competence of teachers, appropriateness of school environment and instructional materials?

---

---

5. As an administrative office, what do you think should be done to fill the gap and improve female student's lower academic results?

---

---

---

---

## Declaration

I, the undersigned, hereby confirm that this thesis in the title “Academic performance of Female students in Addis Ababa: The case of kirkos sub city primary schools “is my original work and has not been presented in any form in any other place. All sources of the materials used for the thesis has been acknowledged.

P co g<\ gdgpc{ 'Nwugi gf '""""Uki pcwtg'aaaaaaaaaaaaaaaa'F cvg'""""Lwpg'45 4236