



**ADDIS ABABA UNIVERSITY**  
**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES**  
**DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

**FACTORS AFFECTING FEMALE STUDENTS' ACADEMIC  
ACHIEVEMENTS IN GOVERNMENT SECONDERY SCHOOLS of BOLE  
SUB CITY of ADDIS ABABA CITY ADMINISTRATION.**

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**MAY, 2025**  
**ADDIS ABABA, ETHIOPIA**

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## **List of Abbreviations and Acronyms**

AIDS: Acquired Immune Deficiency Syndrome

HIV: Human Immunodeficiency Virus.

NGO :Non-Governmental Organizations

MDG : Millennium Development Goals .

SCD: save the Children.

SPSS: Statistical Package for Social Scientist

UNESCO: United Nations Education, Science and Cultural organization

UNICEF: United Nations International Children's Emergency Fund

USID: United States Agency for International Development

## **Abstract**

*This study explored the factors that influenced the academic achievement of female students in general secondary schools within the Bole sub-city of Addis Ababa. A mixed-methods research approach (Convergent Parallel Design) was employed. Utilizing both qualitative and quantitative sources of data, reliable data were gathered for this study. Data were collected through questionnaires and interviews across six secondary schools, involving 370 female students and 216 teachers selected through simple random sampling. Additionally, I took 8 principals using purposive sampling method. Descriptive statistical tools such as frequency, percentage and mean have been used for data analysis. The findings of the study indicated that school-related factors impeded female students' academic achievement. Deficiencies in learning resources, extracurricular programs, effective teaching methods, individualized support, and feedback were major concerns. While female educators were seen as role models, their lack of encouragement and support was noted. Out-of-school factors also played a crucial role, with limited parental engagement, unsupportive home environments, and a lack of academic encouragement hindering success. Limited access to educational resources, parental educational backgrounds, and financial struggles further exacerbated these challenges. The data consistently pointed to the existence of significant challenges affecting the academic achievement of female students. These challenges spanned multiple domains, including socio-economic factors, cultural norms and expectations, personal factors, and household responsibilities. The findings underscored the need for comprehensive and targeted interventions to address these multifaceted issues and promote equitable educational outcomes for female students. Thus, it was recommended that a holistic support system be developed to address the interconnected challenges faced by female students, encompassing academic, social, emotional, and economic dimensions. Gender-responsive educational practices should have been implemented to challenge stereotypes, promote inclusivity, and cater to the diverse learning needs of female students. Strong partnerships between schools, families, and communities needed to be fostered to create a supportive ecosystem that prioritized female students' education and well-being.*

**Key Words:** *Factors Affecting, Female Students, Academic achievement, Bole sub city.*

# Chapter One

## 1. Introduction

### 1.1. Background of the study

Education is a vital tool in the development process of any nation. According to UNESCO (2011), it serves as a key mechanism for reducing poverty, improving quality of life, addressing social disparities, and ensuring environmental sustainability. Education significantly contributes to the intellectual advancement of both developed and developing countries. Economic growth and poverty alleviation rely heavily on an educated and skilled workforce. It enhances efficiency and serves as an effective means of expanding democratic participation and improving overall quality of life. There is a strong link between education and human existence (UNESCO, 2011).

For African countries, education is crucial for achieving political, economic, social, and cultural development. It can elevate living standards by creating opportunities, increasing productivity, attracting investments, and enhancing earning potential. Education is widely recognized as a powerful tool for integrating women more fully into development processes. It elevates their social status and self-image, empowering them to make decisions and contribute to the well-being of society (Herb, 2006).

Education is a fundamental human right for everyone, irrespective of gender, race, or economic status. It's crucial for sustainable social, economic, and political development (Engin-Demir, 2009). The academic performance of students is directly tied to the nation's progress. Outstanding student performance is vital for producing high-quality graduates who will become effective leaders and workforce, thus propelling the country's economic and social development (Ali et al., 2009, as cited in Demeke & Ashagrie, 2017). Similarly, Prastowo (2014), as cited in Sam et al. (2018), stressed that education is the most important factor in advancing the nation, as it creates high-quality individuals. A girl's education is an investment in her future. It's also an investment in the future of our world – a thriving, peaceful, and sustainable world. Education is a powerful tool in developing every child's full potential, and it also promotes understanding, respect, and friendship between nations, peoples, and religious groups. For all children, but

especially for girls, education provides stability for today and opportunities for tomorrow (World Vision, 2024).

According to the Muslim Aid Media Centre (2024), it is well-known that girls mature at a younger age than boys, which allows them to apply their knowledge and skills sooner, thereby enabling them to develop a sustainable livelihood and escape poverty earlier in life. These benefits extend beyond the individual to her family, local community, and society at large.

Educated women are more likely to advocate for good education and instill compassionate values in their own children and wider family. This helps empower entire generations of families, rather than just boosting the individual. An educated woman also has a better understanding of maintaining a healthy family and ensuring the emotional and mental well-being of her children and extended family (Muslim Aid Media Centre, 2024).

Educated girls can make informed choices from a broader range of options. Educating girls saves lives and builds stronger families, communities, and economies. An educated female population increases a country's productivity and drives economic growth (Bonyan International Organization, early 2000s) While educating women brings benefits in various fields, there are also obstacles to development, such as gender discrimination at home and institutional problems. The preference for boys' education often starts within the family, where girls are seen as uninvited and unwanted children, deprived of proper food, love, and care compared to male children. Girl's education is considered of secondary importance, and they are not allowed to participate in activities beyond household chores, limiting their physical, personal, social, and emotional development. Next to home, schools and colleges also affect girls' higher education. Girls face gender biases in curriculum, books, subject allocation, participation in activities, and more. These biases are propagated in institutions, colleges, and universities, and the quality of girl's education does not match that of boys in terms of educational, vocational, and personal development. (Bonyan International Organization, early 2000s)

Despite these challenges, positive community attitudes and supportive family environments can enhance female students' academic achievements. Addressing these issues holistically can lead to improved educational outcomes for girls in secondary schools (Nyalusi, 2013).

Investing in female education is crucial not only for economic development but also for overall human development (Herb, 2006). Numerous indicators highlight that educating girls is a highly effective investment for society. Although individuals and families might not immediately recognize the benefits, female education has long-lasting positive effects, such as higher family incomes, delayed marriages, lower fertility rates, reduced infant and maternal mortality rates, healthier children and families, and better protection against HIV/AIDS (Herb, 2006).

Female education is crucial for promoting social and economic development and enhancing women's meaningful participation in development efforts. Nevertheless, the repetition and dropout rates among female students remain high, with females experiencing higher dropout rates than males in Ethiopia (SCD, 2008).

The major walls especially for girls are social and artistic factors. Since Ethiopia is a country with varied populations, societies and traditions, factors like early marriage, hijacking and rape are the foremost reasons for girls not going to academy or for powerhouse as well as their low academic performance. Maternal and societal stations towards education for girls, and traditional practices are amongst the other reasons( Yisak, Workneh and Asham, 2009). Desai, Adams and Amaresh( 2008) mentioned both academy and family as a source of girls “ lower achievement and dropping out of seminaries by saying that “ At the individual position, poor academic performance, retention, lack of schoolteacher support and guidance, disliking academy or preceptors, and taking on adult liabilities similar as work and childcare set up to contribute to lower achievement and dropping out of academy. Maternal educational attainment, maternal involvement, ménage income and ménage wealth have informed family benefactions to educational attainment” translation In Ethiopia, girls' education is significantly impacted by a combination of social and artistic factors. Beforehand marriage, hijacking, and rape are among the main reasons girls do not attend academy, drop out, or perform inadequately academically. Maternal and societal stations towards girls' education, alongside traditional practices, complicate these challenges. Also, both academy and family surroundings contribute to lower academic achievement and advanced powerhouse rates for girls. Factors similar as poor academic performance, lack of schoolteacher support, disliking academy or preceptors, and adult

liabilities like work and childcare play significant places. Family- related factors include maternal educational attainment, involvement, ménage income, and wealth.

## **1.2 Statement of the problem**

Gender disparity is evident in education, as highlighted by ( Fasika,2015). Ethiopia's new education and training policy, established in 1994, emphasizes the importance of giving special attention to females at all levels of the educational system to encourage their participation. Since the policy's implementation, various strategies have been employed to increase female enrollment across all education levels, resulting in a rise in the number of female students. However, despite the increased enrollment, academic performance of female students often lags behind their male counterparts (Bayu, 2017).

A study by Macionis and Plummer (2008) found that in many African countries, societies often prioritize boys' education over that of girls. Although some girls manage to join tertiary institutions despite numerous obstacles, the struggle to overcome gender barriers and achieve qualifications continues for many (Wudu and Getahun, 2009). As noted by (Asresash Demissie 1998), gender-related challenges in higher education institutions significantly impact female students, resulting in lower academic performance, a higher risk of dropout, and poorer prospects for future employment. Additionally, (Habtmu 2004) highlighted that educational opportunity inequality among various social groups is a serious issue in Ethiopia. According to (Tamirie ,2009), one of the major challenges to girls' lower enrollment in secondary education is access. Secondary schools are typically located in urban areas or district centers, requiring students to either travel long distances or stay in dormitories for extended periods. This situation disproportionately affects girls, who face higher risks of insecurity and unsafe conditions on roads and in dormitories.

Yenenesh (2007) supported this, stating that access to education for children in rural areas remains significantly lower compared to urban areas. Adult literacy rates are much higher, while the quality of education in rural regions is often poor. Ensuring access to quality education for rural populations is essential for realizing human rights and achieving the Millennium Development Goals (MDGs).

According to the local study by (Mulugeta 2014), it was evident that the academic performance of female students at Shinshicho Preparatory School was influenced by family, economic, school, and psychological factors. The findings indicated that not only were secondary school girls fewer in numbers, but they also largely struggled to succeed in their education. Overall, the academic achievement and class participation of girls in the study were lower compared to boys.

According to Abebayehu (1995) discusses the critical importance of women's education in various contexts. The key points often highlighted include: Empowerment: Education empowers women, giving them the skills and knowledge to participate fully in society and make informed decisions about their lives. Economic Impact: Educated women are more likely to contribute to the economy, leading to improved family incomes and community development. Health and Well-being: Education correlates with better health outcomes for women and their families, including lower maternal and child mortality rates. Social Change: Women's education can challenge traditional gender roles, promoting equality and social justice.

Key aspects affecting female students' academic performance include personal factors, socio-cultural factors, and economic factors: Personal Factors: Lack of self-motivation, irregular school attendance, and peer pressure can negatively impact academic performance ("Factors That Influence an Academic Performance of Female Students in Kabridahar District, Somali Regional State, Ethiopia", 2022). Socio-Cultural Factors: Gender bias, excessive household chores, early marriages, and harmful cultural practices such as Female Genital Mutilation hinder girls' educational aspirations (Mgalula, 2017; Juma & Simatwa, 2014). Economic Factors: Parental education and income are strongly correlated with the academic success of female students. Inadequate educational infrastructure, such as the lack of textbooks and facilities, further exacerbates the challenges faced by girls (Olufemi, 2013; Nyalusi, 2013).

In the Bole sub city secondary schools, the academic achievement of students, particularly female students to achievement was very low. For example grade 12 national examination results of female students in the selected schools in 2014 E.C has shown that out of 985 female students, only 58 (5.89%) have scored 50 and above. In 2015 E.C out of 1274 female student ,only 37(2.9%) scored 50 and above . In 2016. E.C has shown that out of 1301 female students, only

54 (4.1%) have scored 50 and above .This indicates the achievement level of female students in the Bole sub city of secondary schools is low.

When I initiated this study, despite improvements in female enrollment in education, female students in government secondary schools in Bole Sub-City, Addis Ababa, continue to face significant challenges that hinder their academic achievement. Factors such as socio-economic status, cultural expectations, inadequate school resources, and teaching methodologies, school facilities, teacher competency, parental involvement ,principals leadership and supervisors. have been identified as critical barriers. The persistent gender disparity in educational outcomes raises concerns about the effectiveness of current educational policies and practices. This study aims to explore these factors comprehensively to understand their effect on female students' academic Achievements and to identify potential interventions.

#### **Research Questions:/ Statement of the problem**

1. What are the school-related factors, out-of-school factors and personal factors that affect the academic achievement of female students in Government secondary schools at bole sub city?

### **1.3 General Objective**

To investigate and analyze the factors affecting the academic achievement of female students in secondary school, with the aim of identifying challenges and opportunities that can enhance their educational performance.

#### **1.3.1 Specific Objectives of the Study**

1. To identify the out-of-school and school-related factors that affect the academic achievement of female students.
2. To assess the effect of personal factors on female students academic achievement.
3. To propose effective measures to overcome the barriers hindering female students' academic success in the secondary schools of Bole sub City.

### **1.3.2 Significances of the Study**

The significance of this study lies in its potential to enhance the understanding of factors affecting female students' academic achievement in government secondary schools in Bole Sub-City, Addis Ababa. By identifying and analyzing these factors, the research aims to support female students in their academic endeavors by addressing the environmental and social influences on their performance. Furthermore, it seeks to provide effective solutions to improve academic outcomes for these students. The study will investigate both internal and external school factors influencing female academic achievement, offering viable solutions to mitigate these issues. Additionally, it aims to raise awareness of challenges that could inspire further research or serve as reference material for researchers and policymakers addressing similar gaps. Finally, the findings will inform Non-Governmental Organizations (NGOs) and other stakeholders about the challenges faced by female scholars, potentially leading to interventions that provide financial and other forms of support.

### **1.4 Delimitations of the Study**

The scope of this study was limited to six selected secondary schools in Bole Subcity, Addis Ababa. It focused on various factors affecting female students' academic achievement, including out-of-school factors, school-related factors, and personal influences.

### **1.5 Limitations of the Study**

This study faced several challenges that limited its scope. For instance, respondents took an extended time to fill out questionnaires, and scheduling interviews with principals was difficult due to their routine office work. Additionally, there was a lack of well-organized and documented data, and some data were inconvenient to access promptly from the record office. Despite these challenges, the researchers diligently analyzed the available data to answer the study's questions.

## **1.6 Operational Definition of Terms.**

**Academic Achievement:** This refers to the level of success a student or educational institution has reached in achieving short-term or long-term educational goals. For students, achievement can be measured by their grade point average, while for institutions; it can be measured by graduation rates.

**Academic achievement:** This refers to the actual accomplishment as distinguished from potential ability.

**School Environment:** The quality of teaching, availability of support services, disciplinary policies, and overall school climate all play a role in the academic success or challenges faced by female students. Discriminatory attitudes or biases from teachers and staff, as well as gender norms and stereotypes, can negatively impact their academic outcomes.

**Off-School Environmental Factors:** These are factors outside the school that influence the academic achievement of female students.

**On-School Environmental Factors:** In this study, these factors refer to those within the school that affect female students' academic achievement.

## **1.7 Organization of the Study**

This thesis was organized into five chapters. Chapter one covers the Introduction to the study, including the problem statement, objectives, research questions, significance, scope, limitations, definitions of key terms, and the organization of the study. Chapter two Review of related literature, presenting relevant studies and scholars' perspectives pertinent to the research. Chapter three is deals with Research design and methodology, covering research design, methods, sampling techniques, sample size, data collection instruments, procedures, data analysis methods, and ethical considerations.. The fourth chapter deals with the Presentation and analysis of the collected data. Chapter five provides Summary of findings, conclusions, and recommendations.

## **Chapter Two**

### **2. Review of the Related Literature**

In this chapter, a thorough review of the relevant literature is presented to enrich the study. The chapter highlights the significance of female education, examines the international context, and outlines the historical evolution of female education in Ethiopia. It also provides an analysis of the current state of female education in Ethiopia and explores the various factors that impact the academic performance and success of female students. The chapter wraps up with a concise summary of these discussions.

#### **2.1 Empirical Review**

The research review which I saw Abduljelil Seid Seraje:(2010) Factors Affecting Girls' Academic Achievement In Second Cycle Primary Schools In Guraghe Zone studied this topics . From this research what the gap and I was revised that: The study presents several research gaps that warrant further exploration. First, it relies on cross-sectional data, limiting insights into long-term trends in girls' academic achievement. Additionally, the focus on the Guraghe Zone may not represent other regions in Ethiopia, suggesting a need for broader geographic studies. The research could also benefit from an intersectional approach, examining how factors like ethnicity and rural versus urban status impact educational outcomes. Furthermore, while quantitative measures are emphasized, qualitative insights from girls, parents, and teachers are limited, which could enrich understanding of their experiences. The study overlooks the influence of extracurricular activities and does not adequately assess the effectiveness of teacher training programs aimed at reducing gender biases. Lastly, it lacks a thorough evaluation of existing policies promoting girls' education and the role of community support systems, such as NGOs, in enhancing educational outcomes. Addressing these gaps could lead to more effective strategies for improving girls' academic achievements across various contexts.

## **2.2 Global Perspectives on Female Education**

Secondary education is gaining prominence after years of focus on primary education. The International Expert Meeting on General Secondary Education in the 21st Century, held in May 2002 by UNESCO in Beijing, highlighted the growing priority of secondary education. The meeting acknowledged the challenges it presents, such as balancing mass and selective schooling, general and specialized education, and cognitive and behavioral outcomes. It recommended partnerships between governments and non-state providers to expand access to secondary education, emphasizing flexible streaming practices to offer a wider range of choices, alternate channels, and the option to switch streams.

The reconstruction of secondary education impacts girls' education, reinforcing the global community's recognition of education as a fundamental human right that benefits society as a whole. Education is seen as crucial for economic development at all stages and as a key to social and political stability within and between nations. This global concern for education has been reiterated in international conferences, starting with the World Conference on Education for All in 1990, which produced the World Declaration of Education for All. This declaration emphasized education as a fundamental human right. Gender equality is one of the six goals of UNESCO's global Education for All campaign.

The document highlighted the necessity of educating girls and women, not only as a matter of respecting their basic human rights but also as a vital first step to achieving broader EFA goals. Access to quality education is recognized as both an end in itself and a means to achieve other important objectives, such as reducing poverty and promoting sustainable human development. Gender equality in education has been a recurring theme in these discussions, contributing to the increased participation of females in secondary education globally.

## **2.3 Female Secondary Education in Africa Perspective**

Recent research has started to quantify the potential impact of human development investments in females on GDP growth rates. Hanushek and Woessmann (2007) found through cross-sectional regressions for 50 countries that each additional year of schooling increases long-term

growth by 0.58 percentage points per year. A 1999 World Bank study showed that increasing secondary education for females by 1% raises annual income per capita by 0.3% across 100 countries, significantly benefiting many developing nations. The study concluded that societies not investing in female education suffer from slower growth and reduced income (Dollar and Gatti 1999).

Secondary education for African females remains elusive due to various factors. Adolescence and approaching secondary school make females more vulnerable, with concerns about safety, pregnancy, and HIV. Long distances to school pose additional challenges. In Ethiopia, the abduction of young brides deters adolescent females from attending school (Gibson, 2004:8).

Economists consider the broader social benefits of schooling, like the impact of spillovers, innovation rates, and community benefits. The social rate of return to schooling concept is useful here. While social costs are easily quantified through public spending, social benefits, which include private benefits and those that accrue to others, are harder to estimate. The theory suggests social benefits exceed private benefits, but empirical estimates often show lower social returns due to the difficulty in aggregating benefits. Studies indicate that social returns on education investments can be higher than private returns when considering the impact on private wages (Acemoglu and Angrist, 2000).

Women's education provides significant social benefits, particularly in developing countries (Herz and Sperling 2004; Watson 2005). For instance, a year of schooling for females reduces infant mortality by 5 to 10 percent (Schultz, 1993). Children of mothers with five years of primary education are 40 percent more likely to survive beyond age 5 (Summers 1994). Additionally, doubling the proportion of women with secondary schooling reduces the fertility rate from 5.3 to 3.9 children (Schultz, 2002).

## **2.4. Female Education in Ethiopia**

Ethiopia has significantly reformed girls' education, with the net primary enrollment rate increasing from 51% in 2003/2004 to 95% in 2016/2017. Despite this progress, only 53% of girls

completed primary school, 25% secondary school, and 10% attended college. In November 2018, UNICEF, in partnership with the Ministry of Education, launched a funding program aimed at enhancing gender-oriented educational improvements and quality. In the 2010–11 academic year, Ethiopia had 18 million primary, 1.8 million secondary, and around half a million undergraduate students. Females constituted just 27% of the university population, and one-quarter of them dropped out before graduation, highlighting a significant issue for development. The gross enrollment rate for primary education was 31% for boys and 20% for girls. The gender gap in primary education decreased to about 4% in 2011, down from 15% in 2000. However, the higher education gender gap ranking for Ethiopia remained unchanged between 2010 and 2014, ranking 127th out of 134 countries in 2010 and 136th out of 142 countries in 2014. According to the 2014 World Economic Freedom report, the female enrollment ratio in tertiary education was 0.32. By 2017, female enrollment in public universities increased to 12.6%, and Hirut Woldemariam, the Minister of Science and Higher Education, advocated for women's representation in decision-making positions within universities.

## **2.5. Female academic achievement.**

Academic achievement is the capacity of the learner to grasp/perform what he/she has learned from a given educational program. Academic achievement is something you do or achieve at school, college or university - in class, in a laboratory, library or fieldwork. Academic achievement is the result of effort or it is the case of nurture rather than nature. (Save the Children, 2010).

Academic achievement is the reverse of academic failure while academic failure is the situation in which the subject does not attain the expected achievement according to the ability of the learner, resulting in an altered personality which affects all other aspects of life (Rodriguez Castellans, 1986, in Kediri, 2001). Similarly, while the current educational system perceives that the student fails if he or she does not pass, more appropriate for determining academic failure is whether the student performs below his or her potential (Antonia Lozano, undated).

Many literatures have illustrated that academic achievement did exist between boys and girls because of their sex. An individual's sex has been found to be a powerful predictor of differences

in academic achievement (Hyndman, 1980). One field of study has been difficult for females or males and not for both. For instance, studies which focused on school subjects have pointed out that girls tend to perform better than boys in activities requiring verbal ability while boys tend to perform better than girls in tasks requiring science and technological skills (Lasagna, 1995; White, 1996; as cited in Kediri, 2001).

## **2.6. Factors Affecting Females Academic Achievement.**

Research studied factors affecting female educational academic achievement According to (chaltu,2023) Teacher Characteristics and Commitment, School Leadership and Community Involvement ,School Facilities and Instructional Materials, Socioeconomic Status and Parental Involvement, Parental Attitudes and Domestic Responsibilities.

The research concludes that there are multiple factors contributing to the challenges faced by female students in achieving academic success, including teacher competency, school facilities, socioeconomic status, parental involvement, and domestic responsibilities. Addressing these issues requires a comprehensive approach, including policy changes to support girls' education.

According to (Hailu Dinka, 2011)

Teachers' use of instructional strategies that do not appeal to the needs and aspirations of most of the girl students, coupled with lack of essential resources and absence of equity in instructional treatment are found to be the major factors hindering girls' academic performance in the general secondary schools of Addis Ababa.

Many factors appeared to hinder girls' academic achievement. The factors, among others, appeared to be perceived difficulty of the core subjects, lack of motivational support, negative attributions to academic failure and lack of self-efficacy are also other factors that affect achievement in secondary schools.

Girls' miss-treatment during instruction and hidden violence against school girls are found to be the major de-motivating factors for girls in the secondary schools of Addis Ababa.

Although girls appeared to have a good feeling of self for joining secondary education, the study indicated that they lack academic motivation-the element that initiates girls themselves as subjects own involvement in learning.

According to Senait Ketema, Abdi Shukri, and Bifa Shimelis (2022), the academic performance of female students at Dr. Mohammed Sirad Dolal Preparatory School is influenced by personal factors, socioeconomic (family-related) factors, and school factors. Similarly, Endalsasa Belay Abitew (2019) identified family-related, school-based, and student-related factors affecting female students' academic performance.

Research by Fasika Tadesse, Shemelis Zewdie, and Temesgen Dagne (2015) emphasizes the crucial role of education in socio-economic development by improving health, skills, knowledge, and productivity. Investments in women's education lead to better child health, reduced fertility, and lower maternal mortality, which necessitate societal measures to encourage female participation in education. They identified numerous challenges affecting female students' academic achievements, such as insufficient homework time, inadequate instructional support, poor school facilities, lack of guidance and counseling, sexual harassment, and the absence of female role models. These factors significantly impact academic performance.

Additional issues highlighted include inadequate academic advising, an unfavorable school environment, insufficient personal effort, and lack of family and community support, contributing to poor academic results for female students. The research also showed trends of decreasing enrollment rates alongside increasing dropout and repetition rates, leading to social, financial, and material crises.

Meles Samuel (2015) focused on factors affecting female students' mathematics achievement at Bole Sub-City government First Cycle Secondary Schools. He found that alongside socioeconomic, personal, and school-related factors, the home environment plays a crucial role in female students' mathematics performance.

Addressing these issues is essential for improving the academic performance of female students and ensuring sustainable development through education.

### **2.6.1 School Related Factors**

School-related factors significantly impact students' academic performance and can lead to underachievement, resulting in repetition and potentially dropping out. Critics argue that repetition negatively affects students' self-esteem and attitudes towards schooling, increasing the dropout rate (Chimombo et al., 2000). Research supports this relationship. The school

environment also influences genders differently. Specifically, teachers' attitudes, behaviors, and teaching practices greatly affect girls' academic persistence and achievement (Odaga in Teshome, 2002). Factors such as school facilities, teacher attitudes, teaching methods, the presence of female teachers, conducive classroom environments, curriculum content, and textbooks contribute to the educational challenges faced by girls (Njeuma, 1993; Miriam, 1994; and Kane, 1995).

### **2.6.1.1 School Facilities**

Facilities at the schools are divided into two categories. The first category consists of classroom facilities and the second category is school wide facilities. It has been shown in many studies that classroom effectiveness is increased significantly with increased inputs such as books, desks and learning and teaching aids (Mwamwenda in Chimombo et al., 2000). World Bank (1988) clearly stated that poor conditions of the school facilities such as lack of furniture, the absence of separate latrines for girls in the school and so forth discourage the learners themselves and parents to send their daughters to school. In tackling the issue of school environments it has also become popular to investigate the presence and conditions of such school facilities as toilets. 23 This is especially in view of the potentially negative effects that the absence of such facilities may have on girls' persistence in schools (Tembon et al., Rose et al., & Herz in Chimombo et al., 2000). Even though well-equipped laboratories, library, science kit and pedagogical center as well as conducive class rooms enhance the teaching and learning of science and mathematics and other subjects, most schools do not have adequate facilities and equipment for the effective teaching of science subjects (Sackey, 2007). Besides, it is obvious that the absence or shortage of instructional materials might also affect the effective teaching-learning process. The scarcity of learning materials in the school has been the serious problem to educational success for students' particularly female students in developing countries. According to (chaltu,2023). Schools face significant problems, including inadequate toilets, lack of water, and insufficient reference books in libraries.

### **2.6.1.2 Teachers' Quality**

Teachers' competence, which has been examined for its relationship to student learning, includes academic ability, years of teaching experience, subject matter and teaching knowledge, certification status, and classroom behavior (Tilahun, 2007). The performance of teachers and the quality of instruction they provide are significant factors in explaining the relationship between classroom conduct and student academic achievement.

To be effective in their profession, teachers need to possess the professional skills, attitude, and knowledge that enable them to be effective in their assignments. It is plausible to suggest that the most relevant knowledge for a teacher is that which concerns the specific topic being taught and the appropriate pedagogical strategies for the particular type of students being taught (Dyrne in Tilahun, 2007). However, due to a lack of academic and pedagogical knowledge, teachers often use teacher-centered learning approaches, such as lecture methods. As a result, students become passive learners who are expected to listen and only observe. This reduces students' interest in the subject because the content is too abstract and often lacks relevance to their daily lives.

Gender bias has also been observed in classrooms, particularly in the teaching of science and mathematics. Teachers tend to use positive reinforcement more on boys (Wasanga, 2002). This gender inequity in instruction contributes to girls avoiding certain career subject areas and results in lower performance (Temechegn, 2005). Teachers in the study area lack experience and competency, with most having taught for less than seven years. Some teachers show less interest and commitment to helping their students (chaltu,2023)

### **2.6.1.3 The Presence of Inspiring Female Educators**

The presence of teachers as role models for both boys and girls is essential, both in and out of the classroom. Promoting female teachers specifically has been a strategy to boost girls' education, especially in rural areas, and is widely regarded as a means to promote gender equality (UNESCO, 2003). Studies have shown that female teachers positively impact both girls' and boys' academic achievements. They can inspire girls to complete their studies and possibly

pursue teaching careers themselves. Female teachers are also available to listen to students' problems and provide necessary guidance. In schools where girls are in the minority, the presence of female teachers can protect girls from unwanted attention and potential abuse from boys or male teachers (Jackie, 2008).

Bowman and Anderson (in Kassa, 2006) highlight that the presence of female teachers is crucial for girls' education. Female teachers can attract girls to learn by reassuring parents about their daughters' safety. Their presence helps develop a positive attitude towards girls' education in rural areas (Miriam, 1994). In regions like Afghanistan, Pakistan, and Bangladesh, the placement of female teachers has had an immediate impact on girls' access to education. Even when male teachers are not a barrier, parents may still prefer female teachers. For instance, a study in Nepal found that mothers feel more comfortable discussing their children's education with female teachers (Jackie, 2008). In Botswana, a positive relationship was found between the proportion of female teachers and improvements in girls' achievement levels, without any disadvantage to boys (Kane, 2004).

Africa has the lowest proportion of female teachers globally (Kane, 2004), and teaching remains a male-dominated profession in many low-income countries. In some societies, rural families are hesitant to entrust their daughters to male teachers due to a shortage of female teachers and civil servants, as well as inadequate infrastructure. This situation can discourage parents and female students from enrolling, ultimately affecting female students' participation in education (Kassa, 2006).

#### **2.6.1.4 Teachers Attitude**

Tadesse (2009) highlighted that girl in secondary school face challenges due to teachers' attitudes and behaviors. Teachers have been criticized for lacking sympathy and support for girl students, partly because many teachers hold stereotypical beliefs about girls' abilities, perceiving them as less talented than boys. This leads to both male and female teachers having lower confidence in girls and providing them with less attention and support compared to boys. Gender stereotyping is prevalent, with boys being encouraged to pursue science and mathematics, while girls are

directed towards subjects like home science and languages. The curriculum and materials often convey both implicit and explicit messages that portray women as inferior, helpless, and dependent.

## **2.6.2 Out Of- School Factors**

Academic achievement can be influenced by various factors, not just specific to girls. Studies have identified several elements affecting student performance, including dedication, prior education, parental education, family income, and self-motivation (Harb et al., 2006).

School-related factors also play a significant role. According to Olaniyi Bojuwoy (undated), poor teaching methods greatly impact student performance. Both teachers and students acknowledge issues such as the lack of teaching materials, instructional strategies, teacher shortages, and teacher attitudes. Teachers emphasized the lack of materials, while students pointed to poor instructional strategies as the main issue. Additional factors particularly affect girls' academic achievement in Ethiopia. Many girls are expected to take on roles as mothers, wives, and household managers, which can hinder their education. Socio-cultural and socio-economic factors also play a role, as families might prioritize future roles over education due to direct and opportunity costs, limiting girls' educational opportunities (Adhimbo Odaga and Ward Henevald, 1995).

### **2.6.2.1 Lack of Family support.**

According to (Endalsasa Belay Abitew July, 2019) argued that different research has consistently shown that students' academic achievement has influenced by family related Factors such that Family size affects female students more than male students regarding academic performance, Inadequate family income influences female students' academic performance, Female students have more domestic responsibilities than their male counterparts, Parents generally have a positive attitude towards educating their daughters.

Tadesse (2009) posited that various studies have consistently demonstrated that students' academic performance is influenced by family background factors, including the educational level of parents, household responsibilities, and family size. According to Samrawit Filate

(July,2022) posted The educational level of the household head, family size, and household chores significantly influence female students' academic achievement. Additionally, economic factors such as household income can affect their performance. The study indicated that poor academic achievement among female students is more pronounced when their parents and family members are completely uneducated. Research studied factors of affecting female educational academic achievement According to (chaltu,2023).Socioeconomic Status and Parental Involvement: Many students come from low-income, peasant families and struggle to afford uniforms and school materials. Parents' low socioeconomic status impacts students' academic performance, Parents in the study area often lack education and are not actively involved in their children's education. Students whose parents have better occupations tend to perform better academically, Parental Attitudes and Domestic Responsibilities:

Parents' attitudes towards girls' education and their involvement play a crucial role in female students' academic success; there is a high demand for girls' labor at home, which negatively impacts their school attendance and academic achievement.

### **2.6.2.2 Socio economic factor**

The academic performance of female students is closely linked to the socioeconomic conditions of their families, which can influence parents' decisions to send their daughters to school. According to Kassa (2006), there are two types of schooling costs: direct costs, which include tuition fees, books, uniforms, supplies, transportation, and lodging, and indirect costs or opportunity costs. The latter includes higher wages for child labor in families with productive farms or businesses and those highly dependent on children.

Additionally, parents' need for labor significantly impacts families' economic activities. To earn additional household income and meet daily needs, women often spend more time on income-generating activities and domestic chores (UNESCO, 2003). The opportunity costs of girls' education are related to the resources and services lost when a child attends school. Child labor is crucial for the survival of many rural households in Sub-Saharan Africa, where children, particularly girls, are expected to perform agricultural work, domestic tasks (such as cooking,

collecting fuel, and fetching water), marketing, and child care. Poor rural parents often send their daughters into domestic labor markets to secure regular cash income (Teshome, 2003).

### **2.6.2.3 Cultural Norms and Expectations:**

According to Zimmerer and Bennett (1987), in many cultures, males were historically admitted to science courses before females, with men holding more positions of power and leadership in science. This led to the widespread perception that science is a male domain and that science courses are more beneficial for males than females. Socio-cultural factors also influence decisions to enroll girls in school or withdraw them. Girls' decisions to drop out, their academic performance, and grade level attainment are affected by these socio-cultural influences (Odaga and Heneveld, 1995).

Additionally, cultural norms impact the division of labor between sexes, affecting girls' education by demanding their time for other purposes. Parents may struggle to afford the opportunity costs of educating children, which differ by sex. Girls typically perform more home and marketplace work than boys (Hill and King, 1993). They cook, clean, fetch water, and help their mothers care for younger siblings, especially those who are ill. For instance, in Nepal and Java, young girls spend at least one-third more hours per day on domestic and market work than boys of the same age, and in some age groups, as much as 85 percent more hours (Nagetai, 1980).

Traditionally, women are assigned roles such as wives, mothers, and housekeepers, while men are seen as breadwinners, protectors, and supporters. Societal attitudes encourage women to accept and conform to these roles. Unlike men, who can move freely in search of opportunities, women are often socio-culturally constrained to their families (Kassa, 2006).

Community attitudes towards female education are shaped by the socialization process, which starts in the family and continues in schools and the broader society (Alemayehu, 2003). According to Kassa (2006), girls are expected to receive special physical protection and require more privacy and social reputation management. In some societies, there is a cultural belief that

girls should be kept from direct confrontation with others during puberty. Alemayehu (2003) also confirmed that societal expectations differ for girls and boys, influencing their behavior accordingly.

### **2.6.3 Personal Factors**

According to Endalsasa Belay Abitew (July ,2019 ) shown that students' academic achievement has influenced by students related Factors such that Female students are capable of performing academically as well as males, Teachers believe that female students' classroom participation is lower compared to male students. According to Samrawit Filate (July,2022) The study identified that external factors like financial challenges, lack of educational support from families and teachers, and the attitudes and educational backgrounds of families significantly impact female students' academic achievement. Additionally, personal traits such as discipline, interest in learning, effort in completing assignments, and attentiveness in class also play a vital role in their academic success.

Several factors contribute to the low academic participation of female students, often tied to the perception that subjects are "male domains," suggesting females are less capable and do not need academic achievement (Betz, 1997). These gender-biased perceptions are prevalent among parents, teachers, and peers (Eccles, 1997). The attitude and expectations toward female education stem from the belief that females are not academically competent.

Females' self-perception of their academic abilities is influenced by others' attitudes and expectations. According to Scheefelben and Farrel (1982), the different behaviors and experiences of women in the education system can be explained by their self-perception of their capabilities. Slaughter and Defoe (1997) argued that long-term educational outcomes depend on students' self-perception as learners and individuals. Female students' self-perception of their academic potential is especially shaped by what teachers, parents, and society expect from them.

Research has explored factors affecting students' academic achievements, with attitude toward school being a significant factor. Attitude, a core part of human identity, involves evaluative responses such as love, hate, like, dislike, favor, oppose, agree, and disagree (Mohamed and Waheed, 2011). Attitudes can be seen as summary evaluations of an object of thought.

In this context, attitude encompasses feelings, interests, appreciation, values, commitment, opinions, beliefs, and value systems. Efforts have been made to improve students' academic performance, with many teachers and parents believing that a positive attitude is crucial for success (Befekadu, 2014; Zainol, 2011; Sarwat, 2013). Attitude affects behavior, influencing how students interact with their environment, teachers, materials, and peers.

For some students, school is central to their daily lives, seen as essential for long-term well-being. This positive attitude is reflected in their academic and non-academic engagement and relationships with school staff and peers. However, many youths have a negative attitude toward school, doubting its impact on their future success. These negative feelings can lead to disengagement, disruptive behavior, and negative attitudes toward teachers and peers.

Students' attitude toward school is crucial for academic, social, and personal success. A sense of belonging, self-worth, engaged learning, and purpose are fundamental for positive school experiences. The academic achievement of female students is linked to their attitude toward learning and school, which drives their internal motivation to perform well. Therefore, examining the relationship between students' attitudes and academic achievement is essential to understand the extent to which attitudes can predict academic success.

According to (senait,ketema<sup>1\*</sup>, Abdi Shukri<sup>2</sup>, Bifa Shimelis 2022).The academic performance of female students at Dr. Mohammed Sirad Dolal preparatory school is influenced by Personal Factors: such that Lack of self-motivation, Irregular school attendance, Insufficient time spent on educational activities, Low participation in tutorials and supportive classes, Poor planning and organization, Peer pressure from friends.

#### **2.6.4 School Principals Factor**

Leadership plays a pivotal role in ensuring school effectiveness and achieving organizational success. Effective leadership helps establish a clear and consistent mission for the school, emphasizing its primary purposes of teaching and learning. This mission is highly visible to both staff and students, creating a unified focus.

Effective principals, as noted by Zewdu (2041) citing Harris (2003), are responsible for defining the school's mission and setting its goals. These goals are centered on traditional student achievement and are shared both within and outside the school community. Principals are also accountable for managing the day-to-day operations that support teaching and learning, such as resources, time, curriculum, and staff. Additionally, they foster a positive learning environment by setting high expectations for student behavior and developing a strong school culture that includes a safe and orderly work environment, staff collaboration, and unity.

Leaders engage in three key activities to promote achievement, as cited by Dahie, Mahamud, and Hoshow (2015) from Leithwood and Riehl (2005): **Setting Direction:** Establishing a shared vision and fostering the acceptance of group goals, **Changing the Organization:** Strengthening the culture, modifying organizational processes, and changing structures, **Developing People:** Offering intellectual stimulation and individual support.

Teacher leaders can also participate in these activities by adopting various leadership styles. Student academic achievement is the outcome of education and reflects the extent to which a student, teacher, or institution has met their educational goals. Research indicates that students' academic achievement is influenced by specific leadership styles and practices considered effective in enhancing their performance (Dessalegn, Bekalu, and Frew, 2016, citing Waters et al., 2003).

Furthermore, Zewdu (2014) from Hallak (1990) highlights that principals or department heads often lack the training or resources to be effective supervisors, administrators, or managers. This lack of training and resources can hinder their ability to carry out supervisory duties effectively, especially in large schools. In such cases, it becomes challenging to improve teaching standards.

Overall, the school principal is a key figure in organizing, mobilizing, and integrating all the school's resources to improve the quality of education and enhance student academic achievement. Therefore, principals must be well-qualified, trained, and experienced in leading groups, maintaining discipline, communicating effectively, making sound decisions, and overseeing efficient supervision within the school system.

## **2.7. Conceptual framework of the study**

This framework highlights the factors affecting female students' academic achievement. These factors include:

### **Out-of-School Factors:**

- Family support.
- Cultural norms and Expectation.
- Parental socio-economic status.

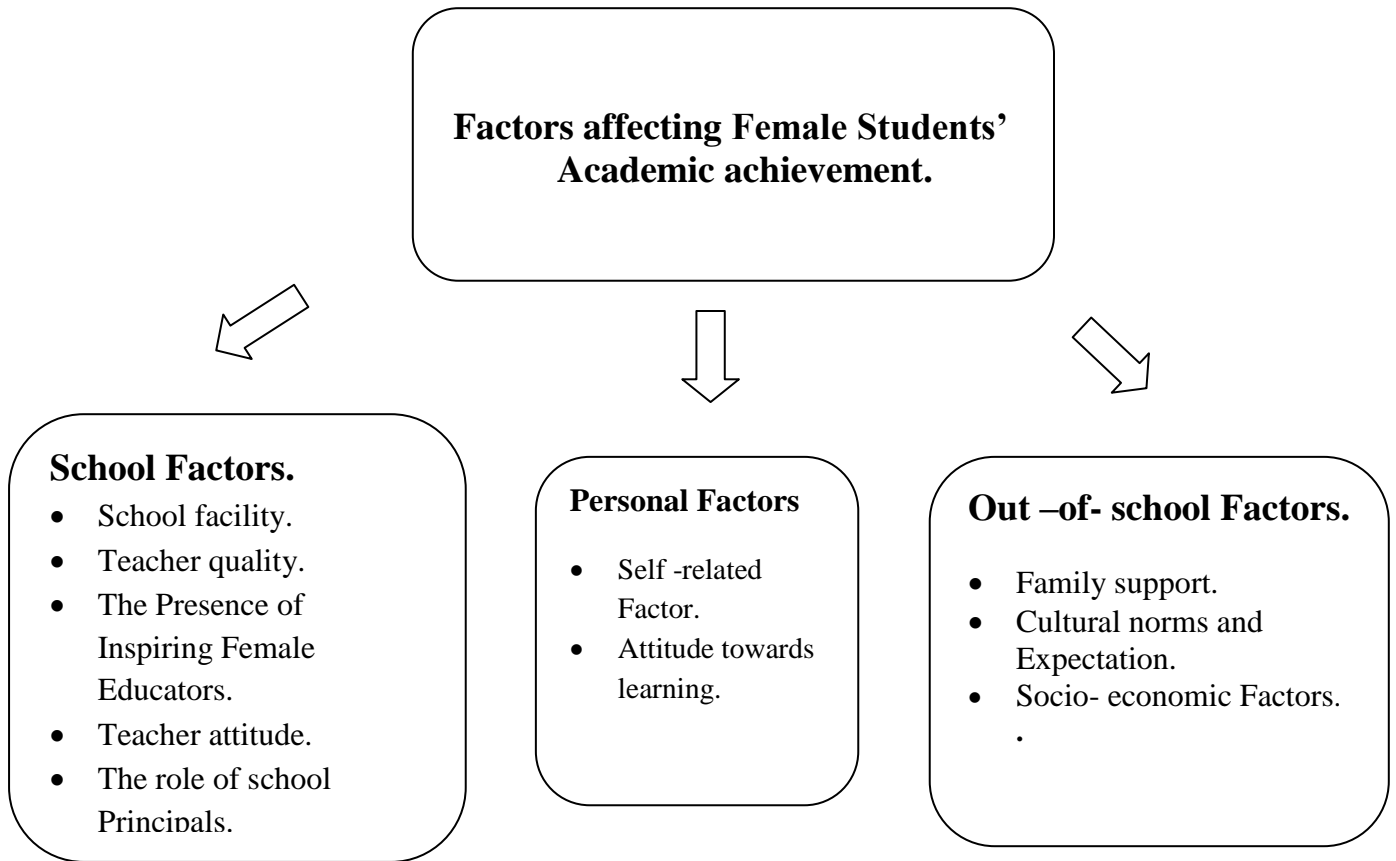
### **School Factors:**

- School Facility.
- School principal's administration
- Teacher qualifications
- Teacher attitude.
- The Presence of Inspiring Female Educators

### **Personal Factors:**

- Attitude towards learning
- Self-related factors

This conceptual framework underscores the multifaceted influences on female students' educational outcomes, including family, school, and personal factors.



**Figure 1:conceptual frame work showing factors affecting female students academic achievement secondary school.**

## **Chapter Three**

### **3. Research Methodology**

The research method part discussed the research design, sampling size, sources of data, sampling techniques, instruments of data collection, and methods of data analysis consecutively.

#### **3.1 Research Approach**

For this study, a mixed-methods approach was employed, combining qualitative and quantitative methods. The qualitative approach provided non-numeric explanations to describe and compare the opinions of respondents through personal interviews. In contrast, the quantitative approach utilized numeric data to analyze the responses of female students and teachers from the questionnaires.

#### **3.2 Research design**

According to Kothari( 2001), exploration design refers to the methodical arrangement of conditions for collecting and assaying data, aimed at aligning applicability with the exploration objects. It serves as the foundational frame for conducting exploration. The primary thing of this study is to estimate the factors impacting womanish scholars' academic performance at Bole Secondary academy. To achieve this, a descriptive exploration design was employed to effectively outline the factors impacting their academic success. Among colorful ways within descriptive exploration, the check system was chosen due to its felicity for larger populations and its facilitation of slice. The experimenter employed both quantitative and qualitative styles to dissect data gathered from questionnaires and interviews. The qualitative approach handed on-numeric perceptivity to describe and compare the opinions of repliers, while the quantitative approach offered numeric explanations to epitomize the responses from the questionnaires.

### 3.3 Data sources

The data sources of my study were focused; the relevant data needed for the study were obtained from both primary and secondary sources. The primary data source were female students, teachers, and principals.

**Table 1: Total population and sample size.**

No	Name of school	Total population		Sample size determination	
		students	teacher	students	teacher
1	Lem secondary school	1535	136	113.73	63
2	bole community secondary school	885	123	65.57	57
3	bole secondary school	675	127	50.01	58
4	doctor hadis secondary school	525	84	38.90	38
5	Ayer amba	402		29.78	
6	Bulbula	972		72.01	
5	<b>Total</b>	4994	470	370	216

### 3.4 Sampling

In Bole Sub-City of Addis Ababa City Administration, there are eight secondary schools. For this study, six of these schools were purposefully selected. Participants were then chosen through simple random sampling from the selected secondary schools. and to determine the sample size, the formula was developed by Yamane formula (1967) is employed Where: n= sample size required N = number of people in the population e = margin of error (5%), i.e. 0.05

$$n = \frac{N}{1 + N(e)^2}$$

**For female students**

$$n = \frac{N}{1 + N(e)^2} = \frac{4994}{1 + 4994(0.05)^2} = \frac{4994}{1 + 124.85} = \frac{4994}{125.85} = 39.68 \approx 370$$

**For teachers**

$$n = \frac{N}{1 + N(e)^2} = \frac{470}{1 + 470(0.05)^2} = \frac{470}{1 + 11.025} = \frac{470}{12.025} = 39.08 \approx 216$$

**For principal's total 8**

## **3.5 Instruments of Data Collection**

The study utilized both qualitative and quantitative research approaches to address key aspects of the situation. Consequently, various data collection tools were employed to gather pertinent information, including both open-ended and closed-ended questionnaires, as well as interviews.

### **3.5.1 Questionnaire**

To collect quantitative data, the researcher designed a questionnaire. This questionnaire, intended for teachers and female students, targeted socio-economic factors, school-related factors, psychological factors, and family-related factors influencing female students' academic achievements. A closed-ended format was selected for ease of completion, time efficiency, relevance, objectivity, and ease of tabulation and analysis. The survey was distributed to 370 female students, chosen via systematic random sampling from the school's list. To ensure clarity, the draft was reviewed by the researcher's advisors. The questionnaire was written in English.

#### **3.5.1.1 Validity of the Instruments**

Validity refers to the degree to which research results can be accurately interpreted and generalized to other populations. According to Borg and Gall (1989), it assesses whether research instruments effectively measure what they are intended to measure. In this study, piloting was conducted in two schools to validate the instruments. This process ensured the clarity of questionnaire items, eliminating ambiguous wording or misunderstood clauses. Modifications were made to the questionnaires before the actual data collection, discarding or refining any inadequate items to enhance the quality of the research instrument and increase its validity.

#### **3.5.1.2 Reliability of the Instrument**

The researcher employed pilot testing to identify ambiguities and misunderstandings in each item based on feedback from the initial pilot test. The data collected from this pilot phase were analyzed to determine necessary modifications and improvements. Once refined, the questionnaire was distributed to the respondents for the main study, and the completed

questionnaires were subsequently collected. Pilot participants were randomly selected according to the previously mentioned sampling procedures, including 10 teachers, 20 students, 1 principal and 1 supervisor. Each item of the instruments was thoroughly reviewed, and vague or unclear statements were corrected before the final usage.

### **3.5.2 Interview**

To gather additional data to support the information from the questionnaires, the researcher conducted key informant interviews. Semi-structured interview questions were used to interview eight principals. These interviews were conducted in Amharic, and the information collected was later translated into English for final analysis. The data obtained from these interviews were analyzed using descriptive qualitative methods. The interviews took place in the principals' offices at different times, with each session lasting an average of 30 minutes. Overall, it took about four hours to interview all eight participants. With the interviewees' consent, their responses were recorded in written notes by the researcher.

### **3.6 Techniques of Data Analysis**

To achieve the research objectives outlined earlier, data collected through structured questionnaires will be analyzed using SPSS 27.00 software. This process will involve transforming raw data into an easily interpretable form by reorganizing, ordering, and manipulating it to produce descriptive information. Both quantitative and qualitative data analysis methods will be utilized for this research. Additionally, the data obtained from interviews will be described and analyzed thematically. The insights gathered from the interviews will support the information obtained from the main research tool, the questionnaire, and will not be presented in a separate section.

### **3.7 Ethical Considerations**

Measures will be taken to ensure the respect, dignity and freedom of each individual participating in the study. During briefing of the respondents about data collocation, emphasis will be placed on the importance of obtaining informed consent and the avoidance of any kind of coercion. Further, while collecting and analyzing the data, researcher truthfully followed all ethical standards expected from a researcher.

## Chapter Four

### Data Presentation Analysis and Interpretation

#### Introduction

This chapter is based on the presentation and analysis of data collected from the bole sub city governmental General secondary school. The data were collected through questionnaire and key informant interview. From the total 4994 female students 38 Questionnaire were distributed to 370 grade 10,11and 12 female students by using systematic random sampling techniques and 100% were returned. And from the total 470 teachers 39 questionnaires were distributed to 216 teachers by using systematic random sampling techniques and 100% were returned.

#### 4.1. Characteristics of Respondents

The data obtained from students and teachers were presented, analyzed and interpreted as follows:-

**Table 2 : Background Characteristics of the Respondents**

No	item	Category of item	Respondent						Total	
			students		Teachers		principal		Students	Teachers
			F	%	F	%	F	%		
1	Grade	10	79	21.4					370	
		11	101	27.3						
		12	190	51.4						
2	Sex	Male			146	67.6	8	100		
		Female	370	100	70	32.4				
3	Age	16 years	17	4.6					370	
		17 years	165	44.6						
		18 and above	188	50.8						
		25-30			18	8.3				216
		31-35			78	36.1				
		36-40			52	24.1				
		Above 40			68	31.5				
4	Your educational qualification	Diploma			2	.9				216
		BA degree			152	70.4				
		MA degree and above			62	28.7	8	100		
5	Your teaching experience	1-5 years			8	3.7				216
		6-10 years			50	23.1				
		11-15 years			48	22.2				
		16-20 years			50	23.1				
		Above 20 years			60	27.8				

Source: Own survey, 2024

Table 4.1 showed that out of 370 female students, there were 79 in Grade 10 (21.4%), 101 in Grade 11 (27.3%), and 190 in Grade 12 (51.4%). This indicated that the majority of the student respondents were in Grade 12. The age distribution of student respondents revealed that 4.6% were 16 years old, totaling 17 students. Substantial portions, 44.6%, were 17 years old, which accounted for 165 students. The largest group consisted of those aged 18 and above, comprising 50.8% of the respondents, or 188 students. This indicated that the majority of the student respondents were 18 years old and above.

The age distribution among teachers showed that 67.6% were male, totaling 146 teachers, while 32.4% were female, totaling 70 teachers. This indicated that the teaching staff had a significant male presence. The age distribution among teachers revealed that 8.3% were between 25 and 30 years old, totaling 18 teachers. The largest group fell within the 31 to 35 age range, comprising 36.1% or 78 teachers. Additionally, 24.1% of teachers were aged 36 to 40 years, amounting to 52 individuals, while those above 40 years made up 31.5% of the teaching staff, with 68 teachers. This distribution indicated a well-rounded mix of ages among the faculty, with a notable concentration of teachers in their early to mid-thirties.

The teaching experience among respondents varied significantly, with 3.7% of teachers having 1 to 5 years of experience, totaling 8 individuals. A larger group, representing 23.1% or 50 teachers, fell within the 6 to 10 years range. Similarly, 22.2% had 11 to 15 years of experience, accounting for 48 teachers. Another 23.1% of teachers also had between 16 to 20 years of experience, totaling 50 individuals. Lastly, those with over 20 years of teaching experience comprised 27.8%, which included 60 teachers. This distribution highlighted a diverse range of experience levels among the faculty, with a significant proportion possessing extensive teaching backgrounds. The educational qualifications of teachers revealed that a small fraction, 0.9%, held a diploma, totaling just 2 teachers. The majority, comprising 70.4% or 152 teachers, possessed a BA degree, indicating a well-educated faculty. Additionally, 28.7% of teachers had obtained an MA degree or higher, amounting to 62 individuals. This distribution underscored the strong

academic background of the teaching staff, with a significant emphasis on higher education. Of the eight principals, all eight were men and had a master's degree.

## 4.2 Factors Affecting Females Academic Achievement.

### 4.2.1 School Related Factors

#### 4.2.1.1 School Facility

School facility is one of the factors of affecting student academic achievement (response of students and teachers the question.)

**Table 3: The Respondents of female student and teachers concerning school facility.**

S. N	Related to school facility	Respn dant	total	Strongly disagree.		Disagree		Undecid ed		Agree.		Strongly agree.		Mea n	Av.M ean
				F	%	F	%	F	%	F	%	F	%		
1	The school has sufficient classrooms for all students, including females.	student	370	15	4			10	2.7	158	43	187	50.4	4.36	4.24
		teacher	216	2	0.9	20	9.3	18	8.3	84	38.9	92	42.6	4.13	
2	The school provides adequate learning resources (e.g., textbooks, technology) for female students.	student	370	104	28.1	99	26.8	58	15.7	36	9.7	73	19.7	2.66	2.98
		teacher	216	8	3.7	32	14.8	84	38.9	68	31.5	24	11.1	3.31	
3	The school has programs (Extracurricular Activities) that specifically support the needs of female students.	student	370	140	37.8	116	31.4	30	8.1	59	15.9	25	6.8	2.22	2.42
		teacher	216	18	8.3	104	48.1	48	22.2	34	15.7	34	15.7	2.62	

Source: Own survey, 2024

The table provided insights into the perceptions of students and teachers regarding school facilities and resources that impacted the academic achievement of female students. Here was a breakdown of the key points:

**About Sufficient Classrooms:** The responses from students indicated that a significant majority (over 80%) agreed or strongly agreed that there were enough classrooms for all students, reflecting a positive perception of classroom availability. Similarly, 81.5% of teachers agreed or strongly agreed, reinforcing the students' views. The mean score of 4.13 showed a generally favorable opinion.

**About Adequate Learning Resources:** Only 29.4% of students agreed or strongly agreed that adequate learning resources were provided. A large portion (54.9%) disagreed or remained undecided, suggesting a need for improvement in this area. While 43.6% of teachers agreed, a notable 18.5% disagreed. The mean score of 3.31 reflected a moderate perception but highlighted room for enhancement.

**Supportive Extracurricular Programs:** The majorities of students (69.2%) disagreed or were undecided about the availability of programs supporting female students, with a mean score of 2.22 indicating dissatisfaction. Teachers' responses were similar, with 56.4% disagreeing and a mean score of 2.62, suggesting that both students and teachers felt there was a lack of tailored extracurricular support.

In summary, while the school excels in providing sufficient classroom space, it faces notable challenges in ensuring adequate learning resources and supportive extracurricular programs for female students, both of which are crucial for enhancing their academic success. To support this idea Abduljelil (2010) The school facilities had been inadequate in the study area, and this situation negatively impacted girls' academic achievement. To address this issue and improve girls' academic performance, a supportive school environment played a crucial role.

Additionally, co-curricular activities were important for various reasons. They enhanced students' academic development and performance while helping them build essential life skills in leadership, organization, confidence, and socialization.

#### 4.2.1.2 Teacher quality

Table 4: The Respondents of female student and teachers concerning teacher quality.

S. N	Related to teacher quality	Respondant	total	Strongly disagree.		Disagree		Undecided		Agree.		Strongly agree.		Mean	Av. Mean
				F	%	F	%	F	%	F	%	F	%		
1	The Teachers are highly qualified and knowledgeable in their subjects.	student	370	12	3.2	55	14.9	25	6.8	154	41.6	124	33.5	3.87	3.30
		teacher	216	40	18.5	46	21.3	76	35.2	44	20.4	10	4.6	2.71	
2	Teachers use effective teaching methods that engage female students.	student	370	101	27.3	77	20.8	74	20.0	103	27.8	15	4.1	2.61	2.70
		teacher	216	22	10.2	78	36.1	34	15.7	68	31.5	14	6.5	2.88	
3	Teachers provide individualized support to female students who need it.	student	370	190	51.4	99	26.8	37	10.0	44	11.9			1.82	1.97
		teacher	216	54	25.0	102	47.2	40	18.5	18	8.3	2	0.9	2.13	
4	Teachers provide effective feedback that helps female students improve their academic performance.	student	370	144	38.9	120	32.4	32	8.6	29	7.8	45	12.2	2.22	2.30
		teacher	216	22	10.2	124	57.4	30	13.9	36	16.7	4	1.9	2.43	

Source: Own survey, 2024

The table provides valuable insights into perceptions of teacher quality and its impact on the academic achievement of female students.

Firstly, regarding teacher qualifications, students generally held a positive view, with 75.1% agreeing or strongly agreeing that teachers were knowledgeable in their subjects, reflected in a mean score of 3.87. However, teachers themselves were less confident, with only 25% agreeing, resulting in a lower mean score of 2.71, indicating a perception gap. In terms of effective teaching methods, students expressed dissatisfaction, as 48.1% disagreed or were undecided about the engagement of female students. The mean score of 2.61 further emphasized this concern. Teachers also shared this sentiment, as 46.3% disagreed or were undecided, with a mean score of 2.88, suggesting a need for improvement in teaching strategies that engaged female learners. The table highlighted a significant issue with individualized support. A majority of students (51.4%) strongly disagreed that there was adequate individualized attention for those who needed it, resulting in a low mean score of 1.82. Teachers echoed this concern, with only 8.3% agreeing that they provided sufficient support, reflected in a mean score of 2.13.

Lastly, regarding feedback on academic performance, students showed a lack of confidence, with 71.3% disagreeing or being undecided about the effectiveness of the feedback provided. The mean score of 2.22 indicated a perception that feedback did not sufficiently aid improvement. Teachers also reported challenges, with a mean score of 2.43, suggesting that the feedback process needed enhancement.

In conclusion, while students recognized some strength in teacher qualifications, significant gaps existed in effective teaching methods, individualized support, and feedback, all of which were crucial for improving the academic achievement of female students. Addressing these areas was essential for fostering better educational outcomes. According to the learning and teaching domain, effective teaching relies on teachers' knowledge of their subject matter and their mastery of pedagogical skills, which positively influences students' academic achievement (MOE, 2006). Ayalew (2009) emphasized the critical role that qualified teachers play in achieving educational

goals. Regardless of any curriculum changes or reforms introduced, none will be effective without the necessary competence and experience of teachers. Teachers have the ability to significantly impact students' academic success in the classroom through their own initiatives. The most significant measurable effect schools have on their students' competencies is not determined by the curriculum or available resources, but rather by teachers' understanding of the subject and the teaching methods they employ (Habbet, 1982).

#### 4.2.1.3 The Presence of Inspiring Female Educators.

Table 5: **The Respondents of female student and teachers concerning the Presence of Inspiring Female Educators.**

S. N	Related to the Presence of Inspiring Female Educators.	Respnd ant	total	strongly disagree		disagree		Undecided		agree		strongly agree		Me an	Av. Me an
				F	%	F	%	F	%	F	%	F	%		
1	The presence of female educators in our school serves as a positive role model for female students.	student	370	72	19.5	22	5.9	69	18.6	108	29.2	99	26.8	3.38	3.83
		teacher	216					8	3.7	138	63.9	70	32.4	4.29	
2	Female educators actively encourage female students to pursue their academic and career goals.	student	370	131	35.4	102	27.6	73	19.7	64	17.3			2.19	2.70
		teacher	216	14	6.5	62	28.7	34	15.7	76	35.2	30	13.9	3.21	
3	I believe that female teachers contribute to a supportive environment for female students.	student	370	160	43.2	122	33.0	28	7.6	50	13.5	10	2.7	1.99	2.44
		teacher	216	14	6.5	83	38.4	39	18.1	52	24.1	28	13.0	2.90	
4	Female teachers understand the unique challenges female students face and address them effectively.	student	370	158	42.7	65	17.6	24	6.5	53	14.3	70	18.9	2.49	2.28
		teacher	216	64	29.6	100	46.3	26	12	24	11.1	2	0.9	2.07	

Source: Own survey, 2024

The table presents insights on the impact of female educators on the academic achievement of female students.

Firstly, regarding the role model effect, students generally viewed the presence of female educators positively, with a mean score of 3.38 indicating that many believed these educators served as role models. However, only 26.8% of students strongly agreed with this statement, suggesting room for enhancement. In contrast, teachers overwhelmingly recognized this role, with a mean score of 4.29, indicating a strong belief in the positive influence of female educators. To support this idea, Abduljelil (2010) noted that the lack of role model female teachers negatively affected girls' academic achievement. Additionally, the findings of Kirk (2006) showed a positive impact of female teachers on girls' academic achievement. When it came to encouragement for academic and career goals, students expressed significant concern. A majority (63.0%) disagreed or were undecided about female educators actively encouraging them, reflected in a low mean score of 2.19. Teachers, while somewhat more positive with a mean of 3.21, still indicated that improvements were needed in actively supporting female students' aspirations.

In terms of creating a supportive environment, students were less optimistic, with a mean score of 1.99 suggesting that many did not feel this support was adequately provided. Over 43% of students disagreed with the notion that female teachers contributed to a nurturing atmosphere, while teachers had a higher mean score of 2.90, indicating a more favorable view of their contributions.

Lastly, concerning understanding unique challenges, students again showed dissatisfaction, with a mean score of 2.49 indicating that they felt female teachers did not adequately address the specific challenges they faced. Teachers' responses reflected a similar sentiment, with a mean score of 2.07, suggesting that there was a significant gap in perceived support.

In summary, while there were some positive perceptions regarding the role of female educators, significant deficiencies existed in their encouragement and understanding of female students' challenges. Addressing these gaps was crucial for enhancing the academic achievement of

female students. As a result, girls missed out on essential role models who could help them navigate female-related issues in the school environment. Evans (2006) noted that having female teachers as role models enhanced girls' understanding and perceptions of education, which encouraged their sense of competition and fostered gender equality in education and personal development overall..

#### 4.2.1.4 Teacher attitude.

Table 6: The Respondents of female student and teachers concerning Teacher attitude.

S. N	Related to teacher attitude	Respn dant	total	strongly disagree		disagree		undecided		agree		strongly agree		Mean	Av.Mean
				F	%	F	%	F	%	F	%	F	%		
1	Teachers treat female students with the same respect and attention as male students.	student	370	108	29.2	68	18.4	91	24.6	52	14.1	51	13.8	2.66	3.18
		teacher	216	2	0.9	34	15.7	48	22.2	74	34.3	58	26.9	3.70	
2	Teachers actively encourage female students to participate in class discussions and activities.	student	370	114	30.8	78	21.1	33	8.9	106	28.6	39	10.5	2.67	2.66
		teacher	216	14	6.5	72	33.3	28	13.0	64	29.6	38	17.6	3.19	
3	Teachers provide additional support to female students who may be struggling academically.	student	370	98	26.5	126	34.1	72	19.5	44	11.9	30	8.1	2.14	2.12
		teacher	216	70	32.4	90	41.7	28	13.0	20	9.3	8	3.7	2.10	

Source: Own survey, 2024

In item 1, regarding whether teachers treated female students with the same respect and attention as male students, students' perspectives showed that 29.2% strongly disagreed and 18.4% disagreed with this statement. The majority of students (47.6%) either disagreed (29.2%) or were undecided (24.6%). Only 14.4% and 13.8% of respondents agreed and strongly agreed, respectively, resulting in only 27.9% who agreed or strongly agreed. The mean score of 2.66 indicated a slightly negative perception overall, suggesting that students felt there was still a noticeable gap in equal treatment.

In contrast, most teachers (61.2%) either agreed (34.3%) or strongly agreed (26.9%) that they treated male and female students equally, with only 16.6% expressing disagreement. The mean of 3.70 reflected a generally positive self-perception among teachers. This gap highlighted a perception mismatch between students and teachers, where teachers believed they were equitable, but many students did not perceive it that way. This disparity may have hindered female students' sense of belonging and motivation, affecting academic performance.

In item 2, concerning whether teachers actively encouraged female students to participate in class discussions and activities, 51.9% of students either strongly disagreed (30.8%) or disagreed (21.1%) with the idea that teachers encouraged female participation. In contrast, 28.6% and 10.5% agreed and strongly agreed, respectively, resulting in only 39.1% who agreed or strongly agreed. The mean score was 2.67, suggesting limited encouragement as perceived by students.

The table showed that 17.6% and 29.6% of teachers strongly agreed or agreed that actively encouraging female students to participate significantly affected females' academic achievement. On the other hand, 6.5% and 33.3% of respondents strongly disagreed and disagreed, respectively, regarding the impact of teachers' encouragement on female participation. The mean score of 3.19 indicated a more moderate teacher response, though still not strongly affirmative. A significant portion of teachers (39.8%) either agreed or strongly agreed, but a substantial group (39.8%) also disagreed or strongly disagreed. Teachers may have been unaware of the impact of their classroom practices on female participation. Without deliberate encouragement, female students may have felt less confident to engage, which could reduce opportunities for verbal participation and skill development—critical for academic achievement.

In item 3, regarding whether teachers provided additional support to female students who might be struggling academically, the table showed that 26.5% and 34.1% strongly disagreed and disagreed, respectively. The majority of students (60.6%) disagreed or strongly disagreed, with only 20% (11.9% and 8.1%) agreeing or strongly agreeing. The mean of 2.14 indicated that students largely did not perceive supportive behavior toward struggling female students.

Teachers also showed a low mean of 2.10, with 74.1% (41.7% and 32.4%) either disagreeing or strongly disagreeing. Only 13% (3.7% and 9.3%) agreed, and a mere 3.7% strongly agreed. Both teachers and students acknowledged a lack of targeted academic support for female students who might be struggling. This represented a critical barrier to female academic achievement, especially for those who may have needed individualized help or encouragement to persist. This aligns with Lavy's,(2004) findings, which revealed that a teacher's attitude significantly influences student performance in science subjects.

The data revealed a clear disconnect between teacher self-perceptions and student experiences regarding gender-sensitive attitudes in the classroom. While teachers often perceived themselves as equitable and encouraging, students, especially female students, did not consistently share this view. The findings highlighted three key factors that negatively affected the academic achievement of female students: perceived lack of equal respect, insufficient encouragement to participate, and minimal academic support for struggling females. Addressing these gaps through gender-sensitive teacher training, classroom monitoring, and feedback mechanisms could have enhanced female students' academic engagement and success.

Eshome Nekatibeb (2002) stated that factors such as the distance to school, teacher attitudes, teaching practices, gender biases in curricula, and classroom culture all impact female students' achievement and persistence in education.

#### 4.2.1.5 The role of school principals.

Table 7: The Respondents of female student and teachers concerning the role of school principals.

S.N	Related to The role of school principals	Respondent	total	strongly disagree		disagree		Undecided		agree		strongly agree		Mean
				F	%	F	%	F	%	F	%	F	%	
1	The principal actively encourages and supports female students in their academic	student	370	100	27.0	73	19.7	79	21.4	84	22.7	34	9.2	2.67
		teacher	216	16	7.4	74	34.3	18	8.3	78	36.1	30	13.9	3.15
2	The principal implements policies that promote gender equality in the classroom and school activities.	student	370	94	25.4	88	23.6	110	29.7	48	13.0	30	8.1	2.55
		teacher	216	8	3.7	76	35.2	26	12.0	76	35.2	30	13.9	3.20
3	The principal ensures that female students have equal access to educational resources and support services.	student	370	43	11.6	57	15.4	22	5.9	150	40.5	98	26.5	3.55
		teacher	216	14	6.5	16	7.4	34	15.7	104	48.1	48	22.2	3.72
4	Principals regularly inform parents on their children's academic achievement.	student	370	82	22.2	76	20.5	53	14.3	47	12.7	109	29.5	3.1
		teacher	216	14	6.5	112	51.9	30	13.9	54	25	6	2.8	2.66

Source: Own survey, 2024

The table presented data on the perceptions of students and teachers regarding the role of school principals in supporting female students and promoting gender equality. Here was a breakdown and analysis of the findings:

**About Principal's Support for Female Students:** Only 22.7% of students agreed or strongly agreed that the principal actively encouraged and supported female students in their academic pursuits, resulting in a mean score of 2.67, which indicated a slightly negative perception. In contrast, 50% of teachers agreed or strongly agreed, with a mean score of 3.15, reflecting a more positive view of the principal's support.

**About Implementation of Gender Equality Policies:** A significant 49% of students felt that policies promoting gender equality were lacking, resulting in a mean score of 2.55. In contrast, teachers held a more favorable view, with 49.1% agreeing or strongly agreeing and a higher mean score of 3.20, suggesting they perceived the principal as more proactive in promoting gender equality.

**About Access to Educational Resources:** A considerable 67% of students agreed or strongly agreed that female students had equal access to educational resources, reflected in a mean score of 3.55, indicating a relatively positive perception. Similarly, teachers also viewed this positively, with 70.3% agreeing or strongly agreeing and a mean score of 3.72, demonstrating strong alignment in perceptions regarding resource accessibility.

**About Communication with Parents:** Only 42.2% of students agreed or strongly agreed that principals regularly informed parents about academic achievements, with a mean score of 3.1, suggesting a moderate perception of communication effectiveness. In contrast, The responses from teachers were less favorable, with only 34.4% agreeing or strongly agreeing and a lower mean score of 2.66, indicating concerns about parental engagement.

Over all , There was a notable discrepancy between students' and teachers' perceptions regarding the support and encouragement female students received from principals. While teachers .

generally viewed the principals as supportive and effective, students felt less positively about this aspect. The implementation of gender equality policies also displayed a significant perception gap, with students feeling less confident about these policies compared to teachers. Both groups agreed that female students had equal access to resources, indicating a strong consensus on this

issue. Finally, the data revealed that communication with parents about academic achievements was viewed critically by both groups, suggesting a potential area for improvement.

## 4.2.2 Out-Of- School Factors

### 4.2.2.1 Lack of Family support

Table 8: The Respondents of female student and teachers concerning to Lack of Family support.

S. N	Related to Lack of family support	Respdant	total	strongly disagree		disagree		undecided		agree		strongly agree		Mean	Av. Mean
				F	%	F	%	F	%	F	%	F	%		
1	Parents regularly engage in their daughter's educational activities, such as attending school events and parent-teacher meetings.	Student	370	115	31.1	137	37.0	72	19.5	20	5.4	26	7.0	2.20	2.4
		teacher	216	38	17.6	85	39.4	35	16.2	42	19.4	16	7.4	2.60	
2	The home environment is conducive to studying, with resources and support for academic work.	student	370	103	27.8	138	37.3	82	22.2	22	5.9	25	6.8	2.26	2.53
		teacher	216	22	10.2	66	30.6	82	38.0	26	12.0	20	9.3	2.80	
3	Parents often send their daughters to attend tutoring classes.	student	370	107	28.9	159	43.0	54	14.6	26	7.0	24	6.5	2.19	2.43
		teacher	216	24	11.1	88	40.7	56	25.9	30	13.9	18	8.3	2.66	
4	Parents ensure that female students have a consistent sleep schedule.	student	370	119	32.2	138	37.3	74	20.0	17	4.6	22	5.9	2.15	2.25
		teacher	216	40	18.5	88	40.7	60	27.8	28	13.0			2.35	
5	Parents prevent female students from wasting their time on various social media platforms.	student	370	125	33.8	155	41.9	68	18.4	11	3.0	11	3.0	1.99	2.10
		teacher	216	48	22.2	96	44.4	52	24.1	18	8.3	2	0.9	2.21	

Source: Own survey, 2024

The table presented data on perceptions related to the lack of family support for female students, comparing responses from students and teachers across several key areas. Here was an analysis of the findings:

**According to Engagement in Educational Activities:** Only 12.4% of students (5.4% agreeing and 7.0% strongly agreeing) felt that parents regularly engaged in their daughters' educational activities, resulting in a mean score of 2.20, which indicated a low level of perceived parental involvement. In contrast, teachers had a slightly more favorable view, with 26.8% agreeing or strongly agreeing and a mean score of 2.60, suggesting they recognized some level of parental engagement, but still considered it insufficient.

**About Home Environment for Studying:** A majority of students (65.1%) disagreed or strongly disagreed that their home environment was conducive to studying, reflected in a mean score of 2.26, indicating a perception that many students lacked the necessary resources and support for academic work. In contrast, teachers viewed the home environment more positively, with 50% agreeing or strongly agreeing and a mean score of 2.80, suggesting they believed that more students had supportive home environments.

**Attendance at Tutoring Classes:** A significant 71.9% of students disagreed or strongly disagreed that parents often sent their daughters to tutoring classes, resulting in a mean score of 2.19, which indicated a lack of parental initiative in seeking additional academic support for their daughters. While teachers also noted this issue, 51.8% agreed or strongly agreed and reported a mean score of 2.66, suggesting they perceived somewhat more support compared to students.

**Consistent Sleep Schedule:** The perception among students was similarly low regarding consistent sleep schedules, with 69.5% disagreeing or strongly disagreeing that parents ensured a regular routine for their daughters, resulting in a mean score of 2.15. In contrast, teachers reported a slightly better situation, with 40.7% agreeing or strongly agreeing and a mean score of 2.35, indicating some recognition of parental involvement in maintaining healthy routines. Regarding limiting social media use.

Limiting Social Media Use: only 6.0% of students agreed or strongly agreed that parents prevented them from wasting time on social media, with a mean score of 1.99, suggesting significant concern about distractions affecting academic focus. Teachers also acknowledged this issue, with 31.1% agreeing or strongly agreeing and a mean score of 2.21, reflecting a belief that parental control over social media usage could be improved.

In Summary the data revealed a clear perception of inadequate family support for female students in several critical areas. Students consistently reported low levels of parental engagement in their educational activities, a non-conducive home environment for studying, and a lack of initiative in seeking additional academic support. In contrast, teachers generally had a more positive view of parental involvement, although they also recognized significant gaps.

#### 4.2.2.2 Socio economic factor

Table 9: The Respondents of female student and teachers concerning to Socio economic factor.

S. N	Related to Lack of Socio economic factor	Respondant	total	strongly disagree		disagree		undiside		agree		strongly agree		Mean	Av. Mean
				F	%	F	%	F	%	F	%	F	%		
1	Female students from lower socio-economic backgrounds have limited access to educational resources. (e.g., books, technology)	student	370	26	7.0	39	10.5	93	25.1	129	34.9	83	22.4	3.55	3.5
		teacher	216	16	7.4	20	9.3	34	15.7	112	51.9	34	15.7	3.50	
2	The educational background of female students' parents significantly impacts their academic achievement	student	370	15	4.1	10	2.7	116	31.4	97	26.2	132	35.7	3.87	3.93
		teacher	216			10	4.6	26	12.0	138	63.9	42	19.4	3.98	
3	Financial struggles faced by female students' families negatively affect their academic performance	student	370	3	0.8	21	5.7	6	1.6	204	55.1	136	36.8	4.21	4.03
		teacher	216	6	2.6	10	4.6	34	15.7	126	58.3	40	18.5	3.85	

Source: Own survey, 2024

The table presented data on factors affecting the academic achievement of female students, focusing on the lack of socio-economic factors through responses from both students and teachers.

In item 1 of the table, female students and teachers were asked about Access to Educational Resources. From the perspective of the 370 students, only 7.0% strongly disagreed and 10.5% disagreed with the statement that female students from lower socio-economic backgrounds have restricted access to educational resources. Additionally, 25.1% were undecided, while a significant 34.9% agreed and 22.4% strongly agreed, yielding a mean score of 3.55. This indicates that most students believe socio-economic factors significantly hinder access to essential educational tools such as books and technology. From the teachers' perspective, 7.4% strongly disagreed and 9.3% disagreed, while 15.7% were undecided. In contrast, 51.9% agreed and 15.7% strongly agreed. With a mean score of 3.50, this reflects a consensus among teachers that socio-economic challenges affect the availability of resources, closely aligning with the views of the students. To support this idea, Gemechu (2014) claimed that socio-economic status influenced students' academic achievement at all levels of education. In addition to the previously mentioned factors, socio-economic status is one of the most widely studied and debated influences on female students' academic performance. Many researchers argue that learners' socio-economic status negatively impacts their academic success. When students' basic needs are not met, their academic performance often suffers (Adams, 1996). This finding is further supported by Wudie and Philipos (2014), who noted that economic constraints significantly affect female students' academic achievement, as students from low-income families often struggle to obtain necessary educational materials. In item 2 of the table, female students and teachers were asked about Parental Educational Background. Students' Perspective: Among the students, only 4.1% strongly disagreed and 2.7% disagreed with the notion that parental educational background significantly impacts students' achievement. Additionally, 31.4% were undecided, while a substantial 35.7% strongly agreed, leading to a mean score of 3.87. This suggests that students understand the importance of their parents' education in influencing their academic success.

Teachers' Perspective: The teachers' responses revealed that 4.6% strongly disagreed and 12.0% disagreed, with another 12.0% undecided. In contrast, a significant 63.9% agreed and 19.4%

strongly agreed, resulting in a mean score of 3.98. This further supports the students' recognition that parental educational levels are crucial for academic achievement. To support the above idea, Adel (2002) emphasizes that the educational level of the family is undoubtedly the most significant factor influencing a student's academic performance. Additionally, Montero (1990) points out that students whose fathers have a higher level of education tend to experience the least failure.

In item 3 of the table, female students and teachers were asked about Financial Struggles. Students' Perspective: Only 0.8% of students strongly disagreed and 5.7% disagreed that financial struggles negatively impact their academic performance, with 1.6% undecided. In contrast, 55.1% agreed and 36.8% strongly agreed, resulting in a high mean score of 4.21. This indicates that students strongly believe financial difficulties are a significant obstacle to their academic success. Teachers' Perspective: Among teachers, 2.6% strongly disagreed and 4.6% disagreed, while 15.7% were undecided. On the other hand, 58.3% agreed and 18.5% strongly agreed, leading to a mean score of 3.85. This suggests that teachers also acknowledge the negative impact of financial stress on students' academic performance.

The financial and moral support given to girls for education was significantly less than that provided to boys (Tesfaye,2014). Additionally, some students did not receive any financial assistance from their parents. The socio-economic status of families affects their daughters' educational performance.

Overall, the data demonstrated the profound impact of socio-economic factors on the academic achievement of female students. Both students and teachers agreed that limited access to educational resources, the educational background of parents, and financial struggles significantly hindered academic success. The high mean scores across all scales indicated a shared recognition of these challenges. Addressing socio-economic disparities through targeted support and resources could have played a crucial role in enhancing the educational outcomes for female students.

To support the above idea Abduljelil (2010) Parental education, especially maternal education, significantly influences girls' academic achievement. Additionally, factors such as parental

occupation, large family sizes, parental attitudes, and the household chores assigned to girls also have a negative impact on their academic performance.

#### 4.2.2.3 Cultural Norms and Expectations

**Table 10: The Respondents of female student and teachers concerning to Cultural Norms and Expectations.**

S. N	related to Lack of Cultural Norms and Expectations	Respn dant	total	strongly disagree		disagree		undiside		agree		strongly agree		Me an	Av. Mea n
				F	%	F	%	F	%	F	%	F	%		
1	Stereotypes about gender capabilities negatively impact the confidence of female students in their academic abilities	student	370	27	7.3	15	4.1			153	41.4	175	47.3	4.17	4.0
		teacher	216	12	5.6	2	0.9	38	17.6	122	56.5	42	19.4	3.83	
2	Cultural beliefs in community affect choice of subjects and career aspirations	student	370	15	4.1			130	35.1	124	33.5	101	27.3	3.80	3.80
		teacher	216	8	3.7	18	8.3	32	14.8	112	51.9	46	21.3	3.79	
3	Female students are influenced by their peers regarding their academic engagement and performance	student	370	33	8.9	22	5.9	67	18.1	110	29.7	138	37.3	3.81	3.91
		teacher	216			10	4.6	22	10.2	142	65.7	42	19.4	4.00	

Source: Own survey, 2024

The table presented data on factors affecting the academic achievement of female students, focusing on the lack of cultural norms and expectations through responses from both students and teachers. In item 1 of the table, female students and teachers were asked about Impact of Gender Stereotypes.

**Students' Perspective:** Among the 370 students, 7.3% strongly disagreed and 4.1% disagreed with the statement that gender stereotypes negatively impact their confidence. In contrast, 41.4% agreed, and a substantial 47.3% strongly agreed, resulting in a high mean score of 4.17. This indicates that a significant majority of students feel that societal stereotypes undermine their academic confidence. **Teachers' Perspective:** Among teachers, 5.6% strongly disagreed and 0.9% disagreed, with 17.6% undecided. In contrast, 56.5% agreed and 19.4% strongly agreed, resulting in a mean score of 3.83. This indicates that teachers also acknowledge the harmful effects of gender stereotypes on female students, although they view the impact as somewhat less severe than the students do.

In item 2 of the table, female students and teachers were asked about Influence of Cultural Beliefs **Students' Perspective:** Among the student respondents, only 4.1% strongly disagreed and none disagreed, while 35.1% were undecided. Meanwhile, 35.1% agreed and 27.3% strongly agreed, leading to a mean score of 3.80. This suggests that many students believe cultural norms significantly impact their academic and career choices. **Teachers' Perspective:** The teachers' responses indicated that 3.7% strongly disagreed and 8.3% disagreed, with 14.8% undecided. In contrast, 51.9% agreed and 21.3% strongly agreed, resulting in a mean score of 3.79. This shows that teachers also recognize the important role cultural beliefs play in shaping female students' educational trajectories.

In item 3 of the table, female students and teachers were asked about Peer Influence on Academic Engagement. **Students' Perspective:** Among the students, 8.9% strongly disagreed and 5.9% disagreed, while 18.1% were undecided. In contrast, 29.7% agreed and 37.3% strongly agreed, resulting in a mean score of 3.81. This indicates that a majority of students recognize peer influence as a significant factor affecting their academic engagement and success.

Teachers' Perspective: Among teachers, no respondents strongly disagreed, while 4.6% disagreed and 10.2% were undecided. A notable 65.7% agreed and 19.4% strongly agreed, leading to a mean score of 4.00. This suggests that teachers strongly acknowledge the impact peers have on female students' academic performance and engagement.

Overall, the data highlighted the profound impact of cultural norms and expectations on the academic achievement of female students. Both students and teachers agreed that gender stereotypes diminished confidence, cultural beliefs shaped subject choices and aspirations, and peer influence significantly affected academic engagement. The high mean scores across all scales indicated a shared understanding of these challenges, underscoring the need for interventions that promoted positive cultural change and strengthened female students' confidence and academic involvement. Addressing these factors could have played a critical role in enhancing educational outcomes for female students.

#### 4.2.2.4 Personal factor.

Table 11: The Respondents of female student and teachers concerning to Personal factor.

S. N	Related to Personal factor	Respnd ant	total	strongly disagree		disagree		undiside		Agree		strongly agree		Mean	Av .M ea n
				F	%	F	%	F	%	F	%	F	%		
1	Female students in the class generally have high self-esteem regarding their academic abilities	student	370	114	30.8	188	50.8	54	14.6	12	3.2	2	0.5	1.92	1.9
		teacher	216	76	35.2	110	50.9	24	11.1	6	2.8			1.81	
2	Female students effectively manage their time between schoolwork and other commitments	student	370	76	20.5	82	22.2	75	20.3	104	28.1	33	8.9	2.83	2.22
		teacher	216	100	46.3	103	47.7	11	5.1	2	0.9			1.61	
3	Female students set clear academic goals for themselves.	student	370	121	32.7	79	21.4	75	20.3	52	14.4	43	11.6	2.51	2.59
		teacher	216	40	18.5	76	35.2	36	16.7	44	20.4	20	9.3	2.67	

The table presented data on factors affecting the academic achievement of female students, focusing on Personal factor through responses from both students and teachers.

In item 1 of the table, female students and teachers were asked about Self-Esteem in Academic Abilities. Students reported 30.8% strongly disagreed and 50.8% disagreed, indicating that a significant portion felt low self-esteem in their academic abilities. The mean score was 1.92, suggesting a negative perception overall. Teachers: 35.2% strongly disagreed and 50.9% disagreed. The mean score of 1.81 indicated that teachers also perceived low self-esteem among female students.

In item 2 of the table, female students and teachers were asked about Time Management Skills. Students reported that 20.5% strongly disagreed and 22.2% disagreed, while a substantial 28.1% agreed, indicating mixed perceptions about time management. The mean score was 2.83, reflecting a slightly more positive view compared to self-esteem. In contrast, teachers noted that 46.3% strongly disagreed and 47.7% disagreed, reflecting a belief that female students struggled significantly with time management, with a mean score of 1.61 supporting this notion.

In item 3 of the table, female students and teachers were asked about Setting Academic Goals. Students reported that 32.7% strongly disagreed and 21.4% disagreed, indicating that many did not set clear academic goals. The mean score was 2.51, suggesting a moderate level of goal-setting ability. In contrast, teachers noted that 18.5% strongly disagreed and 35.2% disagreed, reflecting a less severe perception than students. The mean score of 2.67 indicated a belief that some students did set goals, albeit inconsistently.

The data reflected a need for interventions focused on enhancing self-esteem, improving time management skills, and encouraging clear goal-setting among female students. Addressing these areas could have led to better academic outcomes and overall well-being. This finding aligns with Tadese's (2007) observation that females are perceived to have lower educational attainment than males. This perception stems from a patriarchal culture that expects submissiveness from women

at both household and community levels. Consequently, this leads to low self-esteem and a lack of self-confidence, which are also evident in their educational experiences.

### 4.2.3 Effect of house hold chores

Table 12: The Respondents of female student and teachers concerning to Consequences of house hold activities.

S. N	Consequences of house hold activities.	Respondent	total	very high		High		Medium		Low		Mean	Av. Mean
				F	%	F	%	F	%	F	%		
1	Being absent from classes frequently.	student	370	178	48.1	75	20.3	61	16.5	56	15.1	1.90	2.0
		teacher	216	60	27.8	72	33.3	50	23.1	22	10.2	2.17	
2	Not performing well academically	student	370	84	22.7	151	40.8	99	26.8	36	9.7	2.24	2.10
		teacher	216	60	27.8	98	45.4	42	19.4	4	1.9	1.95	
3	Not actively engaging or participating in classroom activities.	student	370	117	31.6	100	27.0	108	29.2	45	12.2	2.22	2.03
		teacher	216	72	33.3	94	45.5	36	16.7	2	0.9	1.84	

Source: Own survey, 2024

The table presented data on factors affecting the academic achievement of female students, focusing on Consequences of house hold activities. From both students and teachers.

In item 1 of the table, female students and teachers were asked about Absenteeism

Students' Perspective: Among the 370 students surveyed, 48.1% reported a very high impact of household activities on their ability to attend classes, while 20.3% indicated a high impact. Only 16.5% reported a medium impact, and 15.1% reported a low impact. This resulted in a mean score of 1.90, suggesting that a significant number of students felt that household responsibilities severely affected their attendance. Heady (2003) contended that there is an inverse relationship between academic achievement and work. Increased working hours reduce a child's reading and computational skills, while additional hours spent in school and studying enhance these abilities.

Teachers' Perspective: For the 216 teachers, 27.8% noted a very high impact, and 33.3% noted a

high impact on absenteeism. The mean score of 2.17 indicated that teachers also recognized the negative influence of household activities on student attendance, but they perceived it as slightly less severe than the students did.

Etsey (2005) discusses how absenteeism significantly impacts the academic achievement of female students. The study emphasizes that frequent absences can lead to gaps in learning, reduced participation, and ultimately lower academic performance.

In item 2 of the table, female students and teachers were asked about Academic Performance.

**Students' Perspective:** Among the students, 22.7% reported a very high impact, while 40.8% reported a high impact on their academic performance. A further 26.8% indicated a medium impact, and 9.7% reported a low impact, leading to a mean score of 2.24. This indicated that many students felt that household responsibilities significantly hindered their academic performance.

**Teachers' Perspective:** Among teachers, 27.8% reported a very high impact, while 45.4% reported a high impact. The mean score of 1.95 reflected recognition of the detrimental effects of household responsibilities, aligning with students' views but suggesting a slightly lower perception of severity.

In item 3 of the table, female students and teachers were asked about Classroom Engagement.

**Students' Perspective:** Of the 370 students, 31.6% indicated a very high impact, and 27.0% indicated a high impact on their participation in classroom activities. A notable 29.2% reported a medium impact, and 12.2% reported a low impact, resulting in a mean score of 2.22. This suggested that household responsibilities significantly affected students' ability to engage actively in their classes.

**Teachers' Perspective:** For teachers, 33.3% noted a very high impact, and 45.5% noted a high impact, leading to a mean score of 1.84. This indicated that teachers also recognized the adverse

effects of household responsibilities on student engagement, perceiving it similarly to the students.

Overall, the data illustrated the considerable impact of household activities on the academic achievement of female students. Both students and teachers agreed that frequent absenteeism, poor academic performance, and limited classroom engagement stemmed from the demands of household responsibilities. The consistent recognition of these challenges highlighted the need for supportive measures that could alleviate the burden of domestic duties on female students, thereby promoting better attendance and engagement in their educational pursuits. Addressing these factors could have significantly enhanced academic outcomes for these students.

#### **4.3.4 Principals interview response**

- Summing up the interview Parents noted that not monitoring their children's academic performance, failing to create a supportive study environment at home, and lacking adequate resources negatively impact academic success. Students who were closely monitored by their parents were especially likely to be successful (encouraging them to do homework, study, monitor their progress at school, and reduce their workload). They suggested that family monitoring was a key factor in their success.
- A positive attitude from teachers toward female students, along with close support and encouragement, can lead to improved academic outcomes.
- It is believed that providing comprehensive support to female students, especially those who are under pressure, will make a difference in their performance. However, there is a significant gap among teachers in terms of supporting students individually
- The belief persisted that with thorough support, female students would achieve better results, yet there remained a gap in delivering such comprehensive help.
- Factors like peer pressure, low self-confidence, and a lack of vision hinder female students' performance and engagement in their studies, with insufficient efforts to address these issues.

- Female teachers' roles as role models for female students are limited, as most teachers are male and leadership positions are often filled by male, which significantly affects student performance.
- Social and economic challenges, such as inadequate food, poor sanitation, lack of clothing, parental loss, and family separations, greatly influence student achievement. The school collaborates with charities and partner organizations to provide food, sanitation, and educational materials, but this support is still insufficient.
- Due to culture, there were stereotypes not only in society but also within women themselves. For example, they believed that leadership, management, and financial resources were only for men. In addition, women were more likely to be burdened with work at home than men. This practice affected their educational success.
- Female students often handle multiple responsibilities at home, such as taking younger siblings to school, working to support their families, and doing household chores, which leads to absenteeism and tardiness. This significantly impacts their academic achievement. When students arrived late to school, they were asked to show a special ID and had teachers help them. Counseling services were provided by a psychologist, and parents were also called for consultation.
- Social and economic problems were often cited as the reasons for the lack of success among female students. There were students who studied outside the family with relatives, aunts, uncles, and even with only their mothers. These students were burdened with various work and family responsibilities, and as a result, they did not attend school properly, arrived late, stayed late, and slept in class.

## **Chapter Five**

### **Summary, Conclusions and Recommendations**

This chapter presents the summary, conclusion and recommendation based on the finding of the research.

#### **5.1 Summary of findings**

The primary aim of this study was to evaluate factors influencing the academic success of female students in Government Secondary Schools within Bole Sub-City. The research was designed to address the following key questions.

1. What are the school-related factors that affect the academic achievement of female students in Government secondary schools at bole sub city?
2. What are the out-of-school factors that affect the academic achievement of female students in Government secondary schools at bole sub city?
3. What are the personal factors affect the academic achievement of female students in Government secondary schools at bole sub city?

The data collected from respondents were organized and analyzed using percentages and means. This chapter summarizes the key findings of the study, draws conclusions based on those findings, and presents recommendations aimed at addressing the identified issues.

##### **5.1.1 school-related factors**

- The researches show the data are significant shortcomings in learning resources and extracurricular support. Addressing these issues is essential for enhancing the academic achievement of female students.
- It was found significant gaps exist in effective teaching methods, individualized support, and feedback, all of which are crucial for improving the academic achievement of female students.

- This research also showed that lack of encouragement and understanding of female student's challenges.
- It was found key factors negatively affecting the academic achievement of female students: perceived lack of equal respect, insufficient encouragement to participate, and minimal academic support for struggling females.
- The study highlighted the absence of the principal's support for female students and the insufficient communication with parents about academic performance. Enhancing this communication could improve the academic success of female students.
- Interviews with principals showed that, a positive attitude from teachers toward female students, along with close support and encouragement, led to improved academic outcomes. It was believed that providing comprehensive support to female students, especially those under pressure, would make a difference in their performance. However, there was a significant gap among teachers in terms of supporting students individually. Additionally, female teachers' roles as role models for female students were limited, as most teachers were male and leadership positions were often filled by men, which significantly affected student performance.

### **5.1.2 out-of-school-related factors**

- The study also indicated that insufficient family support adversely affects academic achievement, particularly in areas such as parental engagement, home environments, and encouragement. Additionally, there is a lack of support for tutoring, poor management of sleep schedules, and inadequate control over social media, all of which are impede academic performance.
- The study also indicated that limited access to educational resources, the educational background of parents, and financial struggles significantly hinder academic success.
- The study also indicated that impact of socio-economic factors on the academic achievement of female student's limited access to educational resources, the educational background of parents, and financial struggles significantly hinder academic success.
- This research also showed that impact of cultural norms and expectations on the academic achievement of female students gender stereotypes diminish confidence.

- Cultural beliefs shape subject choices and aspirations, and peer influence significantly affects academic engagement.
- On the same point during the interview with principals. Parents noted that not monitoring their children's academic performance, failing to create a supportive study environment at home, and lacking adequate resources negatively impacted academic success. Additionally, social and economic challenges, such as inadequate food, poor sanitation, lack of clothing, parental loss, and family separations, greatly influenced student achievement..

### **5.1.3 Personal factors**

- There was a consistent theme of low self-esteem and challenges in time management among female students, as perceived by both students and teachers. Teachers tended to view these challenges as more pronounced, particularly in time management.
- The study found that household chores have a significant impact on female students' academic performance. Frequent absences, low academic performance, and limited classroom participation are the main factors.
- Interviews with principals showed that, Factors like peer pressure, low self-confidence, and a lack of vision hindered female students' performance and engagement in their studies, with insufficient efforts to address these issues. Female students often handled multiple responsibilities at home, such as taking younger siblings to school, working to support their families, and doing household chores, which led to absenteeism and tardiness, significantly impacting their academic achievement.

## **5.2 Conclusions**

The academic achievements of female students in Bole sub-city are influenced by a complex interplay of school- related, out-of- school, and personal factors. Such as addressing deficiencies in learning resources and extracurricular support is crucial, as concerns arise regarding communication with parents about academic performance. Insufficient family involvement and

Encouragement negatively impact female students' success, while limited resources, parents' educational backgrounds, and financial challenges significantly hinder academic achievement. Gender stereotypes influence confidence and aspirations, and peer pressure affects engagement. There is a need for interventions aimed at enhancing self-esteem, improving time management skills, and encouraging clear goal-setting among female students. The lack of female role models in education underscores the necessity for holistic approaches to support these students. Additionally, inadequate food, poor sanitation, lack of clothing, parental loss, and family separations greatly influence student achievement.

### **5.3 RECOMMENDATION**

Based on the major findings of the study and the conclusions, the following recommendations are suggested.

The government should mandate that schools adhere to comprehensive standards for gender equality and the provision of student support services. This includes ensuring that all students have equal access to resources and opportunities, as well as implementing training programs for teachers to foster an inclusive and supportive learning environment. By establishing clear guidelines and accountability measures, schools can better serve the diverse needs of their student populations.

The community could actively promote and participate in school-based feeding programs and counseling initiatives. By partnering with local businesses and nonprofits, community members can help secure funding and resources to ensure that all students receive nutritious meals and access to mental health support. This collaborative effort can significantly enhance the well-being of students, allowing them to focus on their education and personal growth.

The school should prioritize investment in a diverse range of textbooks, technology, and learning resources. By ensuring that students have access to current materials and modern tools, the

school can create a more engaging and effective learning environment. This investment will support varied learning styles and foster academic success among all students.

Parents should maintain consistent communication with the school regarding their daughters' academic progress, actively participating in parent-teacher conferences and school events. This engagement helps create a supportive network for students and demonstrates to them the importance of education and collaboration between home and school.

Principals could foster a supportive and inclusive classroom environment by implementing targeted training programs for teachers. By equipping educators with the skills and knowledge to address diverse learning needs and promote equity, principals can ensure that all students feel valued and promotes student achievement. This approach not only enhances the classroom experience but also contributes to a supportive school environment.

Female students could prioritize personal growth by setting clear goals and developing effective time management skills. By taking charge of their own learning and balancing academic responsibilities with personal development, they can enhance their overall well-being and academic performance. This proactive approach empowers them to make the most of their educational experiences. They can Foster an inclusive environment by respecting peers and supporting one another.

Teachers should cultivate a caring and inclusive classroom environment that encourages open communication among students. By fostering a safe space where all voices are heard, they can promote collaboration and understanding, enabling female students to express themselves freely and engage more fully in their learning experiences.

School counselors should organize workshops focused on self-esteem, time management, and goal-setting to enhance students' skills. By providing these valuable resources, counselors could empower students to develop essential life skills that contribute to their academic success and personal growth.

Researchers and educators should share their findings and successful strategies with schools to promote effective practices for supporting female students. By disseminating this knowledge, they could foster a collaborative environment where educators can learn from one another and implement evidence-based approaches to enhance educational outcomes.

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## APPENDIX ONE

### ADDIS ABABA UNIVERSITY COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

#### Questionnaire to be filled by school teachers

**Dear respondents:** This questionnaire is prepared for the purpose of conducting Factors that Affect female students Academic Achievement in Government Secondary school of Bole sub city of Addis Ababa. The required data is vital importance for the success of this study which is a partial fulfillment for a master's degree. You are; therefore, kindly request to fill the questionnaire that provides necessary information on different issues related to the study. Hence, your genuine, frank and timely responses are of main importance for the success of this study.

#### Dear respondents! Please note that:

- Any information obtained from you will be used for this research purpose only,
- Please read each item carefully and record your genuine opinion on the basis of your teaching Experience,
- Do not write your name on the questionnaire,
- Please, give appropriate answer to the following question by writing in space provided According to the instruction,
- Please do not leave any question unanswered.

#### I. **General back ground** (Fill in the spaces provided tick «√» mark one of the given Alternatives)

##### Demographic Information of Respondents

1. Age of the Respondents.    25-30     31-35     36-40     Above 40
2. Sex of the Respondents.    Male     Female
3. Your educational Qualification. Diploma     BA    Degree     MA Degree    and above
4. Your teaching experience or service years.  
1 – 5 years     6 – 10 years     11 – 15 years     16-20 years     above 20 years

## School Related Factors

### School Facility

5. based on your observations and experiences please indicate your opinion on the degree to which the following Facility is relevant in your context by marking a '√' next to each statement. Using the following scale:

Strongly agree =5, Agree=4, undecided=3, Disagree = 2, strongly disagree=1

SN	School facility	Scale				
		5	4	3	2	1
1	The school has sufficient classrooms for all students, including females.					
2	The school provides adequate learning resources (e.g., textbooks, technology) for female students.					
3	The school has programs that specifically support the needs of female students.					

### Teacher quality

6. based on your observations and experiences please indicate your opinion on the degree to which the following Teacher qualities are relevant in your context by marking a '√' next to each statement. Using the following scale:

Strongly agree =5, Agree=4, undecided=3, Disagree = 2, strongly disagree=1

SN	Teacher quality	Scale				
		5	4	3	2	1
1	The Teachers are highly qualified and knowledgeable in their subjects.					
2	Teachers use effective teaching methods that engage female students.					
3	Teachers provide individualized support to female students who need it.					
4	Teachers provide effective feedback that helps female students improve their academic performance.					

## The Presence of Inspiring Female Educators

7. From your observation and experience indicate your opinion on the extent to which this The Presence of Inspiring Female Educators play a role in your context by making « √ » mark corresponding to the following statements.

SN	The Presence of Inspiring Female Educators	Scale				
		5	4	3	2	1
1	The presence of female educators in our school serves as a positive role model for female students.					
2	Female educators actively encourage female students to pursue their academic and career goals.					
3	I believe that female teachers contribute to a supportive environment for female students.					
4	Female teachers understand the unique challenges female students face and address them effectively.					

## Teacher attitude

8. based on your observations and experiences please indicate your opinion on the degree to which the following attitudes are relevant in your context by marking a '√' next to each statement. Using the following scale:

Strongly agree =5, Agree=4, undecided=3, Disagree = 2, strongly disagree=1

SN	Teachers attitudes	Scale				
		5	4	3	2	1
1	Teachers treat female students with the same respect and attention as male students.					
2	Teachers actively encourage female students to participate in class discussions and activities.					
3	Teachers provide additional support to female students who may be struggling academically.					

## The role of school principals

9. based on your observations and experiences please indicate your opinion on the degree to which the following role of school principals is relevant in your context by marking a '√' next to each statement. Using the following scale:

**Strongly agree =5, Agree=4, undecided=3, Disagree = 2, strongly disagree=1**

SN	The role of school principals	Scale				
		5	4	3	2	1
1	The principal actively encourages and supports female students in their academic pursuits.					
2	The principal implements policies that promote gender equality in the classroom and school activities.					
3	The principal ensures that female students have equal access to educational resources and support services.					
4	Principals regularly inform parents on their children's academic achievement.					

## II. Out-Of- School Factors

### Lack of Family support

10. Based on your observations and experiences please indicate your opinion on the degree to which the following lack of family support are relevant in your context by marking a '√' next to each statement. Using the following scale:

**Strongly agree =5, Agree=4, undecided=3, Disagree = 2, strongly disagree=1**

SN	Family support	Scale				
		5	4	3	2	1
1	Parents regularly engage in their daughter's educational activities, such as attending school events and parent-teacher meetings.					
2	The home environment is conducive to studying, with resources and support for academic work.					
3	Parents often send their daughters to attend tutoring classes.					
4	Parents ensure that female students have a consistent sleep schedule					
5	Parents prevent female students from wasting their time on various social media platforms.					

### Socio economic factor

11. based on your observations and experiences please indicate your opinion on the degree to which the following **Socio economic factors** are relevant in your context by marking a '√' next to each statement. Using the following scale:

**Strongly agree =5, Agree=4, undecided=3, Disagree = 2, strongly disagree=1**

SN	Socio economic factors	Scale				
		5	4	3	2	1
1	Female students from lower socio-economic backgrounds have limited access to educational resources. (e.g., books, technology).					
2	The educational background of female students' parents significantly impacts their academic achievement					
3	Financial struggles faced by female students' families negatively affect their academic performance					

### Cultural Norms and Expectations

12. Based on your observations and experiences please indicate your opinion on the degree to which the following Cultural Norms and Expectation are influence n your context by marking a '√' next to each statement. Using the following scale

**Strongly agree =5, Agree=4, undecided=3, Disagree = 2, strongly disagree=1**

SN	Cultural Norms and Expectations	Scale				
		5	4	3	2	1
1	Stereotypes about gender capabilities negatively impact the confidence of female students in their academic abilities.					
2	Cultural beliefs in community affect choice of subjects and career aspirations					
3	Female students are influenced by their peers regarding their academic engagement and performance					

### Personal factor

13. based on your observations and experiences please indicate your opinion on the degree to which the following personal factors are relevant in your context by marking a '√' next to each statement. Using the following scale:

**Strongly agree =5, Agree=4, undecided=3, Disagree = 2, strongly disagree=1**

SN	Personal factor	Scale				
		5	4	3	2	1
1	Female students in the class generally have high self-esteem regarding their academic abilities.					
2	Female students effectively manage their time between schoolwork and other commitments.					
3	Female students set clear academic goals for themselves.					

14. Do you think that girl student engagement in household activities have negative effects on their academic achievement? Yes  No

16.If your answer for the above question is “Yes”, to what extent, it affects their academic performance.

**Please mark a « » mark from one of the given alternatives**

SN	Consequences of house hold activities	Extents of impact			
		Very high	High	Medium	Low
1	Being absent from classes frequently.				
2	Not performing well academically				
3	Not actively engaging or participating in classroom activities.				

15. In your experience, how does family support influence the academic performance of female students in your class?-----

16.What personal challenges do you observe that may impact female students' academic achievement, and how do these challenges manifest in their school performance?-----  
-----

17.In what ways do you think the leadership style of the school principal influences the academic success of female students?-----

18.What additional factors do you believe play a significant role in the academic achievement of female students, and how can these be addressed effectively?-----  
-----

19..How do you think cultural norms and expectations within the community impact the academic performance and aspirations of female students in your classroom?-----  
-----

20. In what ways do you observe that societal expectations regarding gender roles affect the participation and achievement of female students in academic activities?-----  
-----

**Thank You Very Much!**

## APPENDIX TWO

### ADDIS ABABA UNIVERSITY COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

#### Questionnaire for Female Students

The purpose of this questionnaire is to examine and to collect appropriate information on Factors Affecting Females' Academic Achievement in Government Secondary schools of bole sub city.

The researcher will use the data gathered through this questionnaire honestly. Your response will be kept confidential. Your genuine response to this study is indispensable.

Thank you in advance for your cooperation.

Note:

- a) Do not write your name on the questionnaire
- b) Any information obtained from you, will be used for this research purpose only.
- c) Please read each item carefully and patiently, and give the answer of each questions based on Your knowledge.
- d) Please give appropriate answer to the following questions by writing in the space provided according to the instruction.
- e) Please do not leave any question unanswered

#### I. Background Information

**Direction: choose the following «√» mark in boxes provided against the items**

1. Name of Your school \_\_\_\_\_ Worda \_\_\_\_\_
2. Grade 9  10  11  12
3. Age; 15  16  17  18 and above
4. Sex male  Female

## II. School Related Factors

### School facilities

5. From your observation and experience on the extent to which school facilities affecting girls' Academic achievement **making** « √ » mark corresponding to the following statements.

Using the following scale:

Strongly agree =5, Agree=4, undecided=3, Disagree = 2, strongly disagree=1

SN	School facilities	scale				
		5	4	3	2	1
1	The school has sufficient classrooms for all students, including females.					
2	The school provides adequate learning resources (e.g., textbooks, technology) for female students.					
3	The school has programs (Extracurricular Activities) that specifically support the needs of female students.					

### Teacher quality

6. based on your observations and experiences please indicate your opinion on the degree to which the following Teacher qualities are relevant in your context by marking a '√' next to each statement. Using the following scale:

Strongly agree =5, Agree=4, undecided=3, Disagree = 2, strongly disagree=1

SN	Teacher quality	Scale				
		5	4	3	2	1
1	The Teachers are highly qualified and knowledgeable in their subjects.					
2	Teachers use effective teaching methods that engage female students.					
3	Teachers provide individualized support to female students who need it.					
4	Teachers provide effective feedback that helps female students improve their academic performance.					

## The Presence of Inspiring Female Educators.

7. Based on your observations and experiences please indicate your opinion on the degree to which the following The Presence of Inspiring Female Educators. Are relevant in your context by marking a '√' next to each statement. Using the following scale:

Strongly agree =5, Agree=4, undecided=3, Disagree = 2, strongly disagree=1

SN	The Presence of Inspiring Female Educators	Scale				
		5	4	3	2	1
1	The presence of female educators in our school serves as a positive role model for female students.					
2	Female educators actively encourage female students to pursue their academic and career goals.					
3	I believe that female teachers contribute to a supportive environment for female students.					
4	Female teachers understand the unique challenges female students face and address them effectively.					

## Teacher attitude

8. Based on your observations and experiences please indicate your opinion on the degree to which the following The Presence of Inspiring Female Educators. Are relevant in your context by marking a '√' next to each statement. Using the following scale:

Strongly agree =5, Agree=4, undecided=3, Disagree = 2, strongly disagree=1

SN	Teacher attitude	scale				
		5	4	3	2	1
1	Teachers treat female students with the same respect and attention as male students.					
2	Teachers actively encourage female students to participate in class discussions and activities.					
4	Teachers provide additional support to female students who may be struggling academically.					

## The role of school principals

9. based on your observations and experiences please indicate your opinion on the degree to which the following role of school principals are relevant in your context by marking a '√' next to each statement. Using the following scale:

Strongly agree =5, Agree=4, undecided=3, Disagree = 2, strongly disagree=1

SN	The role of school principals	Scale				
		5	4	3	2	1
1	The principal actively encourages and supports female students in their academic pursuits.					
2	The principal implements policies that promote gender equality in the classroom and school activities.					
3	The principal ensures that female students have equal access to educational resources and support services.					
4	Principals regularly inform parents on their children's academic achievement.					

### III. Out-Of- School Factors

#### Lack of Family support

10. based on your observations and experiences please indicate your opinion on the degree to which the following family support are relevant in your context by marking a '√' next to each statement. Using the following scale:

Strongly agree =5, Agree=4, undecided=3, Disagree = 2, strongly disagree=1

	family support	scale				
		5	4	3	2	1
1	Parents regularly engage in their daughter's educational activities, such as attending school events and parent-teacher meetings.					
2	The home environment is conducive to studying, with resources and support for academic work.					
3	Parents often send their daughters to attend tutoring classes.					
4	Parents ensure that female students have a consistent sleep schedule.					
5	Parents prevent female students from wasting their time on various social media platforms.					

### Socio economic status

11. The parents,, socio economic status and parent involvement in their child education:

Indicate your agreement “√”in the given measurement

Strongly agree =5, Agree=4, undecided=3, Disagree = 2, strongly disagree=1

SN	Items related parent socioeconomic status	Scale				
		5	4	3	2	1
1	Female students from lower socio-economic backgrounds have limited access to educational resources (e.g., books, technology).					
2	The educational background of female students' parents significantly impacts their academic achievement					
3	Financial struggles faced by female students' families negatively affect their academic performance.					

### Cultural Norms and Expectations

12. Based on your observations and experiences please indicate your opinion on the degree to which the following Cultural Norms and Expectation are relevant in your context by marking a '√' next to each statement. Using the following scale

Strongly agree =5, Agree=4, undecided=3, Disagree = 2, strongly disagree=1

SN	Cultural Norms and Expectations	Scale				
		5	4	3	2	1
1	Stereotypes about gender capabilities negatively impact the confidence of female students in their academic abilities.					
2	Cultural beliefs in community affect choice of subjects and career aspirations					
3	Female students are influenced by their peers regarding their academic engagement and performance					



## **APPENDIX THREE**

### **ADDIS ABABA UNIVERSITY COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

#### **Interview to be filled by secondary school principals.**

I. back ground information of the participants (age, sex and others)

II. Questions on factors affecting female student's academic performance

1 .How do you perceive the role of family support in influencing the academic success of female students at your school? Can you provide examples?

2. In your experience, how do teacher attitudes toward female students affect their academic performance? Are there specific instances you can share that highlight this influence?

3. What measures does your school take to ensure that female students have access to high-quality teaching? How do you assess the effectiveness of teachers in this regard?

4. As a principal, what strategies do you implement to promote an inclusive and supportive environment for female students? How do you measure the impact of these strategies?

5. What personal factors (e.g., confidence, motivation) do you believe most significantly affect female students' academic achievement in your school? How do you support students in overcoming these challenges?

6.How do school facilities (such as classrooms, laboratories, and extracurricular spaces) impact the academic performance of female students? Are there specific improvements you think could enhance their experience?

7. In your view, how do socio-economic factors influence the academic success of female students in your school? What initiatives does your school?

8. What are the main cultural related obstacles for female students not succeed in academic performance?

9. How does the workload of female students at home affect their academic performance? What kind of support is provided by the school?

**Thank You Very Much!**

## **Declaration**

The researcher here by declares that this thesis on the title, Factors Affecting Female Students Academic Achievement In Government General Secondary Schools Of Bole Sub City Addis Ababa .was original work and that all sources that have been referred to and quoted have been dully indicated and acknowledged with complete references.

Name- Yergdu tasew wondimu.

Signature \_\_\_\_\_

Date \_\_\_\_\_

Advisor

Befekedu Zelake (PhD)

Signature

\_\_\_\_\_

Date \_\_\_\_\_

Place:

Addis Ababa University

Date of submission

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