

**ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES**

**Gender Difference in Academic Achievement  
at Private Higher Education Institutions:  
The case of selected PHE Institutions in  
Addis Ababa**

**By  
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**ADDIS ABABA  
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**Addis Ababa University**

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## **Acronyms and Abbreviations**

<b>E.C</b>	Ethiopian Calendar
<b>ETP</b>	Education and Training Policy
<b>FGD</b>	Focus Group Discussion
<b>FDRE</b>	Federal Democratic Republic of Ethiopia
<b>G.C</b>	Gregorian calendar
<b>HE</b>	Higher Education
<b>PHE</b>	Private Higher Education
<b>HEI</b>	Higher Education Institution
<b>HERQA</b>	Higher Education Relevance and Quality Agency
<b>HESC</b>	Higher Education Strategy Center
<b>MOE</b>	Ministry of Education
<b>UCAA</b>	University College of Addis Ababa
<b>UNESCO</b>	United Nations Education Science and Culture Organization
<b>WB</b>	World Bank

## **Abstract**

*The focus of the study was to investigate the gender difference in academic achievement by comparing female students with male students in Private Higher Education institutions in Addis Ababa. To deal with the problem, four basic research questions were formulated. The research questions focused on factors that contribute to the difference on academic achievement among male and female students in private higher education institution. To conduct the study mixed method was employed in order to get both quantitative and qualitative data. Questionnaire, interview and focus group discussion were used to obtain data. The findings showed that male students achieve better than female students in Private Higher Education Institutions. School and environmental problems were identified as a factor that affect the academic achievement of the females students from their counterpart. According to the findings, possible measures that can improve the academic achievement of females' students were recommended. Among this, hiring qualified female instructors, counseling, opening gender office, facilitating tutorial program to empower female students were the major ones.*

# **CHAPTER ONE**

## **1. Introduction**

Women can be an agent of change to fill the gap that has not been filled by men alone in development. To overcome socio-economic problems in developing world equal access to education specially tertiary level education should not only be seen from the view point of closing the gender disparity, but also as indispensable. This implies that equality of access and achievement of educational qualification are necessary if more women are to become agents of change for development.

Higher Education is widely accepted as a leading mechanism for promoting economic growth. For a developing country like Ethiopia, where growth is crucial if the country is to climb out of poverty, higher education is mainly important. It has been five decades since Higher Education has been introduced in Ethiopia. According to Wanna (2004), the first secular Higher Education institution in Ethiopia was the University College of Addis Ababa that has commenced in 1950. After two decades, some specialized technical colleges were established in the country hosted an educational culture that was heavily influenced by its long informal association with the Orthodox Church. According to Wagaw (1990), in their academic organization, the institutions were somewhat more American and less British than higher education systems in the former British colonies of East Africa.

Additional colleges were established in different parts of the country in between 1950 and 1960. These include the College of Engineering (1952) and the Institute of Building Technology (1954) in Addis Ababa; Alemaya College of Agriculture (1952) and Gondar Public Health College (1954) (ibid, 2005, Teshome, 2007). In 1961, the UCAA became Haileselassie I University (HSIU) through the consolidation of the existing colleges. In the late 1960s, Bahir Dar

College of Teacher Education and Awassa College of Agriculture were established under the Auspices of HSIU (Teshome, 2007). Other institutes and colleges such as Bahir Dar Polytechnic Institute and Jima College of Agriculture were also opened during this time. It is interesting to note that the HSIU and other colleges were opened and run in collaboration with foreign countries and international organizations such as USA, Canada, Sweden, WHO, USAID and UNESCO etc. Foreign universities such as Universities of Oklahoma and Utah were also among the friends in terms of financial support, curriculum staff and administration (Mulu, 2012).

During the Derg regime the Ethiopian higher education system was characterized by lack of attention, low participation rate, inequitable access, gender disparity, and inefficiency compounded with lack of quality and relevance. The involvement of the private sector in higher education provision was also unreal at that time, (Mulu, 2012).

As studies shown there is a positive correlation between an increased access to higher education and economic growth. The skilled human resources available in Ethiopia to guide the development process have been inadequate in relation to the enormity of the task.

In order to address the shortage of human resource the Ethiopian Education and Training Policy was introduced in 1994 G.C. In line with this policy and government's decentralization effort helped to expand Higher Education system both public and private throughout the country. This has exhibited significant change for the birth of Private Higher Institution at tertiary level which is marked in the country at present.

According to HERQA currently there are around 77 accredited Private Colleges which are offering undergraduates program. According to the Annual Abstract of 2011/12 of MoE, the share of the Non-government Institutions in

the country at tertiary level takes 16.5 % with regular, evening, summer and distance programs. The annual intake of the private higher education institutions has been growing and can be able to enroll various numbers of students in a year.

In 2003 The Federal Democratic Republic of Ethiopia in "accordance with Article 55 (1) of the Constitution "The First Higher Education Proclamation has proclaimed to lay down a system and issue requirements that enable higher education to produce quality and skilled manpower to meet the needs of the country adequately to create appropriate legal framework so that research conducted by higher education shall be problem solving and directed towards the utilization of the potential resources of the country; to provide for by law the academic freedom and accountability of the higher education institutions as well as their administration and to determine by law the directions of the PHE institutions in order to promote their contribution in expanding education and conducting research.

The proclamation acquainted with both public and private higher institutions as higher education institutions. It pointed out the Levels of Curriculum or Training, objectives, education programs, and the requirements for status of different level of Institutions and mechanism of evaluating the quality and relevance of the programs. It has announced autonomy to higher education institutions particularly in their administrative, financial and academic stuffs.

A condition concerning establishment and accreditation of private higher education institutions and setup of system support organs is enclosed in the proclamation. Thus, there is a Requirement for Accreditation. Any person/ organ that desires to establish, upgrade or modify a private institution shall not render higher education or other services without first securing a pre-accreditation and accreditation permit from the Ministry with appropriate

documents. The Ministry shall not issue the pre-accreditation permit where if it finds from the report of the established Agency that the institution of the applicant has not met the requirements necessary to provide higher education and other services.

As a result, two agencies were established one is Higher Education Relevance and Quality Agency as an autonomous organ having its own legal personality which is accountable to the Ministry of Education. Its' objective is to supervise the relevance and quality of higher education offered by any institution and the other is Higher Education Strategy Center as an autonomous organ having its own legal personality this is also accountable to the Ministry. The objective of the Center is to formulating vision and strategy in order to make higher education compatible with the country's manpower needs as well as with appropriate polices and with due consideration to global situations, and advise the Government on such matters.

In 2009 the FDRE has proclaimed Higher Education Proclamation No. 650/2009. The new Higher Education Proclamation encloses more or less all the terms enclosed in 2003 proclamation with some modifications on some articles.

According to this proclamation, an institution shall be granted the name and status of a "university" by the Ministry with some by fulfilling some criteria which includes minimum programs, enrollment capacity a record of at least four consecutive classes of graduates in degree programs, research capacity and other standards. This proclamation identifies grants academic liberty and self-rule to every institution in search of its own task. Among this the development and implementation of academic programs and curricula, personnel and financial administration, nominating the president, vice presidents and members of the board and selecting and appointing leaders of academic units and departments are included.

It is insufficient to involve in the education preserve a great role in the development of a nation but to enclose participate with similar number and to achieve in the same way is much better. It is common in our country that not the courses proposed for male and female are traditionally accepted as feminine and masculine courses. For instance technical fields are male dominated and females are encouraged to join fields like secretarial science, nursing, teaching in kindergarten and so on.

Currently, it is visible that in our country that government is struggling to narrow the gap in education with different mechanisms. Thus, the researcher in this study needs to address and compare the academic achievement among male and female in three selected PHE Institutions in Addis Ababa.

Higher Education enhances economic productivity of country. These impacts of education can fully be achieved when both gender in a country have equal opportunity and access to education and achieve equally. Nowadays, promoting gender equality has become extensively unstated factor for effective economic and human development strategy.

As a result, the importance of education particularly the importance of Higher Education cannot be abandon in the development of a nation. Hence, education is regarded as the basis for all round development of human, society and nation. It is understandable tertiary level education and national development has high correlation and tertiary level education had a great impact on national development. Thus, the present study attempted to assess the situation of female pupils' participation at tertiary level and investigate the gender difference in academic achievement in private higher education institutions.

## **1.1 Statement of the Problem**

The enrollment of Higher education institutions from both public and private institution in the country has shown a dramatic change recently. According to MoE, in the year 2004 E.C the total undergraduate enrolment from government & non-government with regular, evening, summer and distance programs are 494,110. In addition, 75,145 (15.2%) of the total undergraduate enrolment is from the private institutions. The enrollment of female students accounts 139,104 which take for 28.2% of the total enrolment.

The education sector is one of the sections that the government works hard to ensure gender equality. The Education and Training Policy (1994) implement various strategies to increase females' enrollment in all levels of education and affirmative action is implemented to increase females' academic performance and to minimize females' attrition rates. Even though, there is increment in number of female students in all levels of education but the academic performance is observed to be less than male students and the attrition rate of female students is higher than that of the male students, (MoE, Gender Office, 2009). Thus, in this study the gender difference in academic achievement is examined in selected private higher education institutions.

As some studies made in USA shows that children of both sexes start school with roughly similar potential to learn. Their scores on IQ tests were approximately equivalent when gender difference was controlled. Yet, test scores of female students decrease over time until when children move up the ladder in the education arena. This implies that there are on campus and off campus factors those differential treat students across gender (Feldman, 1990).

The present study aims to assess and examine the gender difference in academic achievement at selected private higher education institutions located in Addis Ababa and identify the causes of the disparity.



## **1.2 Research Questions**

Through the above problem pointed out the following basic research questions are formulated. Is there a gender difference in academic achievement in higher education institution? Why have female students performed significantly more poorly in Higher Education than male students, ever since they attend in the same college?

1. Is there significant difference in academic achievement between male and female students?
2. What are the major factors that contribute to the difference in academic achievement between male and female students?
3. Do female instructors really matter in being role model for female students' academic achievement? How?
4. Is special support in Private Higher Education Institution needed to improve the academic performance of female students?

## **1.3 Objectives of the Study**

The general objective of the study is to investigate and identify the gender disparity and compare the academic achievement of female students with male students in private higher education institutions in Addis Ababa and to identify the factors that contribute to academic achievement difference. To this end, the paper aims at attaining the following specific research objectives:

- To analyze the gender difference in academic achievement
- To explore factors that contribute for academic achievement difference between male and female students at higher education
- To explore major challenges that affect female students' academic achievement at higher education institution

- To seek out possible solutions to minimize the gender difference in academic achievement among male and female students at higher education institution

This study will be a practical step to examine the recent trend of academic achievement of College boys and girls at Private Higher Education Institution, to investigate the in school and out of school factors that contribute for gender difference in educational achievement and finally it indicate the possible solutions which may help in alleviating the difficulties at tertiary level.

#### **1.4 Delimitation of the Study**

The scope of the study is delimited to those Private Higher Education Institutions found in Addis Ababa City. All the findings and conclusions will reflect the selected PHE institutions. Moreover the study is delimited in undergraduate students from regular and evening class from business faculty. Both male and female students were participated from first, second year and graduate students in addition, instructors in the institutions were the key informants. The study deals with these private higher education institutions, namely:

1. St. Mary University College
2. Royal University College
3. Africa Beza University College

## **1.5 Limitation of the Study**

The study has the following limitations.

- Two Private University Colleges that the researcher contacted in advance changed their decision and were unwilling to participate in the study. Hence, the researcher had to look for other university colleges.
- Exam time in one of the university college was another challenging factor during data collection and forced the researcher to await students complete their exam.
- Lack of resource that is carried out in higher education was another challenging factor for the study.

Furthermore, due to time, financial and related constraints this study is confined to focus only in three Private Higher Education Institutions in the city. As a result, the area needs an in-depth look and the findings of the study cannot be fully generalized to all Private Higher Education Institutions in the City or else Country.

## **1.6 Significance of the Study**

It is well known that the equality of gender has significant role to bring a national development and ensuring social justice in the country. Accordingly, the study is significant

- To offer recent information to concerned bodies
- To indicate feasible solutions to minimize the gender difference
- To suggest possible solution to enhance academic achievement in Higher Education
- It can lay the basis for further similar and extended research as a reference and motivate other researchers to undertake further study

## 1.7 Operational Definition of Terms

1. **Gender:** is a basic category by which the social world is organized. It is the social role of being a female or male. Whereas sex has to do with a person's biological characteristics and erotic behavior, gender refers to the social creation of girls, boys, women and men (Zanden, 1997).
2. **Gender Inequality:** refers to the difference in academic performances between the two sexes in a given year.
3. **Higher Education:** is a tertiary level of education in the arts and sciences offered to Undergraduates and graduate students
4. **Achievement:** level of individual's educational achievement verified by comparing his score in a test with the average score of others with the same age.
5. **Enrollment:** The total number of registered student in institution or in the education system

## 1.8 Organization of the Study

This study is organized in five chapters. The first chapter deals with introduction, statement of the problem, Objective of the study, significance of the study, delimitation of the study, limitation of the study, and definition of key terms. The second chapter deals with literature review. The third chapter includes research design and methodology. The fourth chapter concerns with presentation and analysis of data. The final chapter presents summary, conclusions and recommendations.

## **CHAPTER TWO**

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

In this chapter secondary data, important documents and studies relevant to this study are reviewed in order to assess what has been done so far in line with this study. It assesses thesis, relevant related books, annual reports, annual abstracts, journals and publications and discuss the academic achievement of boys and girls at Higher Education Institution to support the findings of the study and to search out what has been done previously based on this issue.

#### **2.1 Higher Education Institution in Ethiopia**

The concept of higher education in this country has become familiar before five decades. Ethiopia has 1,700-year tradition of elite education that is connected to Orthodox Church only ahead of secular higher education initiated in 1950 with the founding of the University College of Addis Ababa and after two decades, half a dozen higher institutions were launched in the country (Saint, 2004).

Since the country has foreign relation with the western world at that time the higher education was alike in its academic organization. The established higher institutions were somewhat more American and less British in their academic organization (Saint, 2004).

In view of the fact that the country should have more skilled human resources to direct development and the established higher education institution were insufficient. As a result, in the following two decades after 1950, half a dozen specialized technical colleges were established by the

government to address training needs in agriculture, engineering, public health and teacher education (Tigest, 2009).

In 1974, a socialist military coup overthrew the monarchy of Emperor Haile Selassie I and established an oppressive regime called 'Derg'. The new government began to intervene in university affairs including security surveillance, repression of dissent, mandated courses on Marxism, prohibition of student organizations, appointment of senior university officers and control of academic promotions (Saint, 2004).

As the twentieth century drew to a close, Ethiopia found itself with a higher education system that was division in its management, conservative in its intellectual orientation, limited in its autonomy, short of experienced doctorates among academic staff, concerned about declining educational quality, weak in its research output and poorly connected with the intellectual currents of the international higher education community (Saint, 2004).

The higher education commenced was suppressed by the Derg in the 1970s and 1980s until the governments' of the day came to power and reform the higher education and privatization has started as a critical national need.

## **2.2 Private Higher Education Institution in Ethiopia**

The increasing social demand for higher education and the demand for a different type of education encourage the beginning of private sector in many countries, which used to have a virtual monopoly of public higher education institutions (Tigist Belay, 2009).

The birth of Private Higher education Institution in Ethiopia become around two decades since it has started diploma level training. According to Teshome (2007), most of the private higher education institutions come out mainly from language schools and computer training centers. After the earliest colleges have emerged several colleges were appeared by offering different courses with diploma and certificate level training.

### **2.3 The Role of Higher Education Institution in National Development**

Development is the progressive realization of the capabilities, abilities and talents of each individual for his/her own satisfaction and enhancement of the social good. As a result, Higher education plays a vital role in the development of the society. There is a worldwide recognition that centers of higher learning such as universities and colleges are powerful institutions for raising the technological and economic levels of society (Tigist, 2009).

Signs of progress for higher education are appearing in Sub-Saharan Africa. The international development community has begun to recognize the importance of advanced schooling, while some African countries have introduced innovative policies to strengthen tertiary education systems. This progress is small in comparison with the progress of other world regions, perhaps partly as a result of insufficient understanding of the positive effects that higher education can have on economic development, (David Bloom, David Canning and Kevin Chan, 2006)

Until recently, the private and social returns to education investment have been substantial in Ethiopia at all levels, including higher education, thereby justifying the government's increased financial commitment to the

sector. This was confirmed through an analysis of earnings functions conducted in 1996, (World Bank 1998).

As, Bloom, Canning and Chan 2006, agreed the university must become a primary tool for Africa's development in the new century. Universities can help develop African expertise; they can enhance the analysis of African problems; strengthen domestic institutions; serve as a model environment for the practice of good governance, conflict resolution and respect for human rights, and enable African academics to play an active part in the global community of scholars.

It is observed that the role of higher education in national development is crucial however higher education can bring this essential development when it participate the people without any discrimination and when females can equally involved and performs well with males and HE is the big institution they can be shaped and acquire the needed skill.

The private benefits for individuals are well established and include better employment prospects, higher salaries, and a greater ability to save and invest. These benefits may result in better health and improved quality of life, thus setting off a virtuous spiral in which life expectancy improvements enable individuals to work more productively over a longer time further boosting lifetime earnings, (David Bloom, David Canning, and Kevin Chan, 2006)

As Bloom, Canning and Chan Public benefits are less widely recognized, which explains many governments' neglect of tertiary schooling as a vehicle for public investment. But individual gains can also benefit society as a whole. Higher earnings for well-educated individuals raise tax revenues for governments and ease demands on state finances. They also translate into greater consumption, which benefits producers from all educational backgrounds.



The tertiary education can help economies to carry on or grasp more technologically advanced societies. Higher education graduates are likely to be more aware of and better able to use new technologies. They are also more likely to develop new tools and skilled themselves. Their knowledge can also improve the skills and understanding of non-graduate coworkers, while the greater confidence and know-how hammered by advanced schooling may generate entrepreneurship, with positive effects on job creation, (David Bloom, David Canning, and Kevin Chan, 2006). As Bloom, Canning and Chan reflected for advanced knowledge and decision-making skills, addressing environmental problems and improving security against internal and external threats also place a premium on the skills that advanced education is best placed to deliver.

Higher education is necessary in national development. The social, political, and economic structures and the technological level of a society to which the educational system belongs are such that graduates can actually make use of their accumulated knowledge.

## **2.4 The Concept of Gender**

Gender analysis refers to a variety of methods and techniques used to understand the differences between men and women in terms of roles, behaviors, activities, needs, opportunities, access to and control over resources, and constraints in relation to one another. Gender analysis also refers to the gender-based disaggregation and appraisal of available data to pinpoint the difference between men and women on account of gender, (Ethiopian Society of Population Studies, 2008).

As the Ethiopian Society of Population Studies report, within the same setting gender roles and learned behavior could be different. Due to diverse roles expected from them, men and women have different knowledge, experience, needs, and access to resources. Because of the role a society gave people may have an unequal role in decision making while the other has little or no and being denied in the benefits of development.

### **2.4.1 The Importance of Gender Equality**

Gender parity and equality in education constitute a basic human right, as well as an important means of improving other social and economic outcomes, UNESCO 2012. Education has been used as a vehicle for national economic development as well as for individual advancement. The evidence from third world countries shows a close link between women's education and social and economic development in between the sizes of the gender gap in education and national development (King and Hill, 1993).

Gender analysis is indispensable in order to promote gender equality and achieve sustainable development. Careful analysis of the differences between men and women enable researchers and policy makers to explicitly look the disparities between the two sexes due to gender roles, in which women are mostly affected and the disparity for equality to be guaranteed. By doing so, gender analysis adds insight into how the issue of gender equality is incorporated into development policies and programs to pursue efficient development goals in which women generally participate in and benefit from development programs, (Ethiopian Society of Population Studies, 2008).

There is now a shared understanding within the development community that development policies and actions that fail to take gender inequality into account and fail to address disparities between males and females will have limited effectiveness and serious cost implications, World Bank (2003).

## **2.4.2 Gender Profile in Ethiopian Education**

As studies shows it is the fact that females' participation of education in developing country like Ethiopia is underprivileged and underrepresented and the gender inequality in Education and other's sectors is a big obstacle for the development of a nation.

According to Konjit (1995), traditional education was controlled by the church in the Christian areas and by the mosque in the Muslim areas. Moreover, the traditional education system was the monopoly of the clergy and the exclusion of women participation in ecclesiastical life of the society.

Studies across regions of the world indicate that education for girls is denied that can be as a right for boys. (see for instance, Kane (1996:5), Seifu 2007). These studies revealed that causes for poor performance of female students as oppose to boys varied and the challenges that influence their education are attribute to several factors. Education for a boy is often seems as a right, which is sometimes denied for girls, it is privilege to be earned. If funds are available after her brothers are educated, if parents' fear about her security and maintenance of traditional values can be met, if the school is not too distant, if she can continue to carry out her domestic tasks, if she does well on exams despite having little time she may get an education.

Furthermore, modern education was introduced in Ethiopia at the turn of the twentieth century, its development was cautious and gradual particularly with regard to the education of women. Even though Empress Menen established a school for girls in 1931, the number of students was not more (Kassa Shurke Buraka, 2006).

The country's education policy at no time has made a distinction based on gender; however evidences still confirm the superiority of males in an indirect way. Formal and non-formal curriculum and traditional teaching portray this image, (Konjit, 1995).

The first Higher Education Proclamation also includes girls, which penetrate the traditional education, which was considered as an exclusive domain of men. Expanding higher education services that are free from any discrimination on grounds of race, religion, sex, politics and other similar grounds is one of the objectives of the Higher Education.

### **2.4.3 Enrollment of male and female students in Ethiopian HE**

At tertiary level the gender disparities is even greater than at secondary level, with as few as six girls for every ten boys in Sub-Saharan Africa, while around eight boys for every ten girls are studying at this level in North America and Western Europe, (EFA Global Monitoring Report 2012).

In line with the measures taken by the government in combating the swamp of poverty in the country, efforts are being made to produce a sizable number of highly skilled young people in a variety of professions. Cognizant of this fact, a rapid expansion of higher education institutions has been undertaken in addition to the prior existing inadequate numbers. As a result, the number of youth joining higher education institutions has increased. In 2008/09 the total enrollment of the higher education institutions in government and non-government institutions is 319,217 of which 228,279 (71.6%) are boys and 90,938 (28.4%) are girls. In addition, it can be noted that undergraduate degree enrollment for boys is 219,300 and that of girls is 89,782 (29%), masters degree enrollment for boys is 8,680 and that of girls is

1,120 (11.4%), doctorate degree enrollment for boys are 299 and that of girls is 26 (8%) (MoE, National Girls' Education Strategy, 2010)

According to MoE, there is a larger gap in enrollment of male and female students in education especially the enrollment male and female students of higher education. The latest Education Statistics of the Ethiopian MoE shows that in the year 2011/12 the total undergraduate enrolment (government & non-government) regular, evening, summer and distance programs is 494,110 of which 139,104 are females which accounts for 28.2% of the total enrolment. In addition, 418,965 (84.8%) of the total undergraduate enrolment is from the government institutions. The share of the regular program from the total undergraduate enrolment is 54.6%. (MoE, Annual Abstract of 2012).

## **2.5 Gender and Academic Achievement**

Female education benefits the entire society in a number of ways. An academic achievement is something you do or achieve at school, college or university in class, in a laboratory, library or fieldwork. It does not include sport or music. An academic achievement, such as graduating 1st in one's class, is sometimes a purely quantitative matter, while having the findings of lengthy, comprehensive research published by a recognized journal is also a notable academic achievement. Being named head/chairman of a particular department at a university is both a professional and an academic achievement.

Seifu 2007 states that, investing in formal and non formal education and train for girls and woman, with its exceptionally high social and economic return, has proved to be one of the best means of achieving sustainable development and economic growth that is best to sustained and sustainable. As Kane (1996) Seifu, investing on girls' education is the single most

important investment which diving countries can make towards their quality of life.

Thus, the social and economic benefits of educating females have multiple effects upon not only the life of female and her family but also for the entire society as a whole. An achievement gap can be observed and persistent disparity on a number of educational measures between the performance of groups of students, especially groups defined by gender, race/ethnicity, and socioeconomic status. The achievement gap can be observed on a variety of measures, including standardized test scores, grade point average, dropout rates, and college-enrollment and -completion rates.

Participating both sexes equally in education and helping to be at the same achievement level must be made to narrow the achievement gap. There is a need to combat the gap by eliminating the factors that make an achievement gap to build a national development. This is a challenge in many countries. UNESCO, 2012, States reaching gender parity remains a challenge in many countries- but gender equality is about more than making sure equal numbers of boys and girls enter and progress through school. It is also about assuring their equal treatment within school which means providing a safe, secure, and supportive learning environment for all and equal learning outcomes, which help build equitable access to social, economic and political life in adulthood.

According to Teshome (2002), the academic performance of girls in schooling has been found to have links with socioeconomic factors. Socioeconomic factor includes costs of schooling, limited employment opportunities, socioeconomic status, and the economic value of girls, rural/urban residence, and the level of parental education and their attitudes.

The general institutional climate is the overall interaction and practice the students make with school personnel, institutional rules and regulations, sanctions, and the organizational structure which in turn affect students

practice in the school and their perception towards the school. (MoE: Gender Office, 2009)

If students feel that the school environment is alien and hostile toward them or does not affirm and value who they are (as many students ethnic minority believe), they will not be able to concentrate as thoroughly as they may be on academic tasks. The stress and the anxiety that accompany this lack of support and affirmation cause their mental attention, energy and efforts to be defused between protecting their psyches from attack and attending academic tasks (Astin, 1975).

This can be an evidence of unfavorable school climate can badly affects students' academic achievement by reducing their motivation to endure at academic tasks and hindering with the cognitive process involved in learning.

Education of female students is also related with parents' interest sometimes they are the one who chooses the field, According Banks, 1997, when families encourage persistence, the poor performance of schools can pressure students into dropping out. One study revealed that female high school students are frequently enrolled in cosmetology classes or tracked into non college preparatory general education programs. Few vocational programs encourage females to enter nontraditional fields or offer them reasons to remain in school

Female students may also leave school because of sexual harassment and the refusal of administrators to correct it. Sylvia C, (2007) reported with the Stop Harassment in Public Schools Project to eliminate sexual comments or jokes, sexist terms, sexual rumors, graffiti, leering, sexually graphic notes, and physical sexual harassment such as touching, grabbing, or pinching. Peer attitudes also contribute to lower education aspirations among females. A

major part of what students learn comes from friendships formed outside the classroom and the strategies of peers for coping with school (Kimura, 1999). The support of family, schools, and peers is very important to female students in completing higher education.

Nelson (1993) identified a number of school factors that promote female students' success in higher education. The most critical is a university staff that believes all students can succeed. Other key factors include valuing students' languages and cultures, holding high expectations, making education a priority, offering a variety of courses, providing sound counseling, and providing staff training to help teachers serve female students more effectively, (MoE: Gender Office, 2009).



## **CHAPTER THREE**

### **3. Research Design and Methodology**

This section describes the research design and the methodology has been used in the study. In general, this part of the study addresses populations and samples of the study, methods of data collection, data gathering tools and the data analysis techniques have been presented.

#### **3.1 Methodology**

Mixed method research design was employed for the research with the assumption that could help to get an understanding of the current state of the problem under investigation by examining and describing to find out the gender difference in academic achievement and identifying the factors contributing for academic achievement difference between female and male students in private higher education institutions. To examine gender difference in academic achievement at PHE Institutions both qualitative and quantitative data were collected to study the situation and have better understanding of the research problem and answer the basic research questions.

#### **3.2 Populations, Samples and Sampling Techniques of the Study**

At present in Addis Ababa there are seventy seven accredited Private Higher Education Institutions that offer different programs at different level. As a result, three accredited Private Higher Education Institutions are selected as a sample of this study.

The university colleges are purposely selected with their long years of experience and the assumption they might give a true picture to compare the academic achievement of boys and girls in Addis Ababa. Besides, the availability of business education in these universities colleges was one factor for selecting these universities for the study.

In college of business education the number of male and female students is balanced that means in the college of health science, computer science and technical education where the researcher contacted for the study the number students meaning the number of male and female students is not equivalent and balanced. That means in health Science College, computer science and technical education colleges the number of female students cover 90% of the total students the female students are dominated and it cannot be possible to investigate the gender difference in academic achievement. This was the main factor for selecting these university colleges for the study where the number of male and female students is adequate.

These University Colleges are St. Mary University College from the biggest University College, Royal University College from the medium and Africa Beza University College from the smallest are selected with the size of population they have.

The subjects of the study were all undergraduate students in three private higher education institutions first to third level. Instructors and academic deans are also included in the study. Simple random sampling and purposive sampling were employed in the study.

Simple random sampling technique was employed to select students and instructors. In order to ascertain representation, out of the total number of students from each universities college's simple random sampling technique is

used to gather information from students through questionnaire and interview instructors.

Purposive sampling method was used to collect qualitative data from students. While conducting the interview and the focus group discussion with female students individuals were purposefully selected for the discussion. High achievers, medium and low achievers students were purposefully selected to be participated in the discussion to have better representation of the wider population.

The total number of students in the institutions in 2005 E.C. academic year was 7,897 among these 3,398(43%) are male and 4,499(57%) are female students. Among these 482(6%) of the total students 258(5.7%) female students and 224(6.5%) male students are selected by a simple random selection method to collect data through questionnaire and out of 225 instructors 204 male and 21 female 9(4%) 6 male and 3 female instructors are also selected randomly for interview. 23 female students for interview and 14 female students in FGD were purposely selected and participated in the study. Thus a total of 528 participants were included in the study.

The sources of data for the study were students, instructors and books and unpublished documents related to the problem were reviewed to have background information about the problem.

### **3.3 Data Gathering Instruments**

For assessing prevalence of gender difference in academic achievement in higher education the appropriate data gathering instrument was applied. Through the instruments the researcher attempted to understand the respondents' perceptions, opinions and views.

Questionnaire has been used to collect the quantitative data from both male and female students. The questionnaire consist background of the students, factors that affect the academic performance of students in higher learning institutions, attitudes towards the need of affirmative action for female students and the factor contribute for poor academic performance in higher education.

The qualitative method constitutes interview and Focus Group Discussion. Interview and Focus Group Discussion has been made with selected female students. As well, interview with instructors has been made.

### **3.3.1 Quantitative Data Gathering Instruments**

#### **Questionnaires**

For this study self-administered questionnaire was used to collect relevant information from students. The questionnaire has both close and open ended questions to collect data from second year and third year students. The questionnaire consist additional questions to be answered by female students. Since English is the demanded language in Higher Education Institution in Ethiopia the instrument was prepared in English language. Moreover, the open-ended questions were found to be significant to let the respondents to state their comment they had.

The questionnaire was distributed to 529 students randomly in classroom. Out of this 501 of it was replied but 19 of them were found to be incomplete. Accordingly 482 students were participated in the questionnaires (258 female and 224 male students) 144 Africa Beza, 165 Royal and 173 St. Mary University colleges were analyzed.

### **3.3.2 Qualitative Data Gathering Instruments**

The qualitative data gathering instruments include interview and focus group discussion.

#### **Interview**

Interview was conducted with 23 purposely selected female students and 9 instructors (6 male and 3 female instructors) in the three institutions. The outcomes of the interview are employed to consolidate the results gathered through questionnaire and FGD.

#### **Focus Group Discussion**

Two focus group discussions were held in the two institutions with purposely selected 14 female students. 7 students participated in both discussions. It cannot be possible to hold in one of the institutions as planned because of exam. The FGD was held to triangulate the data and come up with additional results through discussion regarding the issue. The issue of the discussion was about the academic ability of male and female students in HE and who performs better, how and why which was the hot issue to accept and deny the best achiever from male and female academically. The other issue was on the challenges of female students face in their college life and how can the problems be overcome and the need and relevance of special support for female students in Higher Education. The focus group discussion questions were translated into Amharic to make the discussion more straightforward.

## **Document Analysis**

In addition students' record and previous documents was reviewed in the study to support the findings with more sources. It was carried out to examine the number of female students' enrollment, attrition, best achievers gender to explore female students academic achievement in comparing with their male counterpart. Documents from human resource to examine the current number of instructors and the level of qualification across gender was observed in addition published documents from HERQA, BOSS (Bulletin of Students' Statistics) were analyzed in consultation with the Registrar Office.

### **3.4 Data Analysis Techniques**

To analyze the data the appropriate methods and procedures were used. For the data that is gathered through questionnaires from students percentage, frequencies and cross tabulation carried out to answer the basic research question. To analyze the quantitative data gathered through questionnaire from students a Software called SPSS was used with its latest version IBM SPSS Statistics 20.

The data collected through interview, Focus Group Discussion and document analysis was analyzed qualitatively through narration to support the findings obtained through the questionnaire.

## **CHAPTER FOUR**

### **4. Data Presentation, Analysis and Interpretation**

In this chapter data collected from students through questionnaire are presented with table and analysis is made following each table. A qualitative analysis is also made on the data obtained from interview and focus group discussion to support and triangulate the quantitative data. The findings focus mainly on gender difference on academic achievement of male and female students in three Private University Colleges in Addis Ababa. Accordingly the main factors for the difference of academic achievement between male and female college students are treated.

#### **4.1 Characteristics of the Respondents**

A sample population of 482 (6%) students out of 7,897 was selected to collect the quantitative data through questionnaire. Out of 3,398 male students 224 (6.5%) male students and out of 4,499 female students 258 (5.4%) were simple random selection from three private university colleges out of 225 instructors 204 male and 21 female 9 (4%) 6 male and 3 female instructors are also selected randomly for interview. 23 female students for interview and 14 female students in FGD were purposely selected and participated in the study. Thus a total of 528 participants were included in the study.

The questionnaire was distributed to 529 students randomly in classroom. Out of this 501 of it was replied but 19 of them were found to be incomplete. Accordingly 482 questionnaires (258 female and 224 male students) 144 Africa Beza, 165 Royal and 173 St. Mary University colleges were analyzed.

Both male and female students attending 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> year were selected for the research as a sample. Respondents who participate on interview and focus group discussion and participant instructors background in terms of sex, level of education and service year is summarized under the following table.

Table 1: Background Information on Students Respondents for questionnaire

Students						
		Age				Total
		<18	19-21	22-24	>25	
Sex	Male	18	77	81	48	224
	Female	15	111	96	36	258
Total		32	188	177	84	482

Table 2: Background Information on female students participated on interview and FGD

S/N	Year	Participants on FGD	Participants on Interview	Achievement level
1	1 <sup>st</sup>	7	4	Low
2	2 <sup>nd</sup>	9	6	Medium
3	3 <sup>rd</sup>	7	4	High
Total		23	14	

The female students sampled for focus group discussion and interview under this study were selected purposely with the help of instructors and academic dean.



## 4.2 Trends of Enrollment in selected PHE

Efforts were made to study the trend of enrollment in all the sample university colleges. The data from the sample PHE is summarized in the following table.

Table 3: The Enrolment of Undergraduate Programs students in three University Colleges for three consecutive years across gender 2011- 2013

Academic Year	University College	Enrollment			
		Male	Female	Total	% Female
2011	Africa Beza	72	97	169	57.4%
	Royal	377	355	732	48%
	St. Mary	569	771	1340	58%
2012	Africa Beza	68	83	151	55%
	Royal	340	286	626	46%
	St. Mary	739	1263	2002	63%
2013	Africa Beza	98	101	199	50.8%
	Royal	246	191	437	43.7%
	St. Mary	889	1352	2241	60%

Table 3 shows that in Royal University College female enrollment rate for the year 2013 is (43.7%), the year 2012 (46%) and the year 2010 (48%) is observed. In Africa Beza and St. Mary University College the enrollment rate of female students is above 50%. In Africa Beza University College female students enrollment rate for the year 2013 (50.8%), the year 2012 (55%) and the year 2011 (57.1%) and in St. Mary University College female students enrollment rate for the year 2013 (60%), the year 2012 (63%) and the year 2010 (58%). With regard in the two Private University Colleges namely St. Mary and Africa Beza female students' enrollment rate is above 50% and in

Royal University College also the enrollment rate of female students is not unsatisfactory and not poor when it is compared with their counterpart.

According to the above table it can be considered that enrollment rate of male and female students is in PHE is balanced and female students are able to go to colleges and got an access.

### 4.3 Attrition Rate from the selected PHE

The rate of completion of students is the other fundamental element after being enrolled in HE. The next tables show attrition rate of male and female students in the selected PHE.

The attrition rate evaluated the number of those students who dropped or withdraw the education with different reason from that institution.

Table 4: Africa Beza University College Attrition Rate

S/N	Department	Sex	2010		2011		2012	
			Attrition		Attrition		Attrition	
1	Accounting	Female	25	68%	13	68%	14	70%
		Male	12	32%	6	32%	6	30%
		Total	37	100	19	100	20	100
2	Management	Female	-	-	10	62%	8	67%
		Male	-	-	6	38%	4	33%
		Total	-	-	16	100	12	100

As can be seen from Table 4 shows that in the year 2010, (68%) attrition of female students is observed in accounting department. There was no attrition on male and female students in department of management. In the year 2011, 68% of female students were under attrition in accounting

and 62% attrition of female students was observed from management department. In the year 2012, 70% attrition was observed in female students from the department of accounting and 67% of females were under attrition from management department.

Table 5: Royal University College Attrition Rate

S/N	Academic Year	Sex	Attrition	
1	2010	Female	44	67%
		Male	22	33%
		Total	66	100
2	2011	Female	34	55%
		Male	28	45%
		Total	62	1000
3	2012	Female	28	65%
		Male	15	35%
		Total	43	100

Table 5 shows that in the year 2010, (67%) attrition of female students is observed. In the year 2011, 55% attrition of female students was under attrition. In the year 2012, 65% attrition was observed in female students.

Table 6: St. Mary University College Attrition Rate

S/N	Department	Sex	2010		2011		2012	
			Attrition		Attrition		Attrition	
1	Accounting	Female	9	69%	27	73%	22	69%
		Male	4	31%	10	27%	10	31%
		Total	13	100	37	100	32	100
2	Marketing	Female		-	16	59%	8	67%
		Male	2	100%	11	41%	4	33%
		Total	2	100	27	100	12	100
3	Management	Female	5	56%	14	56%	4	67%
		Male	4	44%	11	44%	2	33%
		Total	9	100	25	100	6	100

Table 6 shows the rate of attrition over three years. In the year 2010, attrition (69%) of female students from accounting department was observed. In the same year there were no attrition from female students from marketing department and those who dropped 100% were male students. 56% of female students attrition was observed in management department. In the year 2011, 73% attrition of female students was observed from the department of accounting, 59% female from marketing department and 56% from management department. In the year 2012, 69% attrition was observed in female students from accounting department 67% from marketing department and 67% from management department.

The above three tables depict the attrition rate of female and male students in the sample PHE. It can be concluded that female students' attrition is higher than that of males in the three university colleges. Attrition can be occurred through different reasons and the above tables give evidence that female students' drop from education through different reasons than male students.

#### **4.4 Gender Disparity in Grade Point Average**

In order to assess the difference of GPA students were asked to give their GPA they scored for three consecutive semesters. The data obtained is summarized below. Cross Tabulation between female students and male students GPA has been made. The following tables portray the GPA of students in the three University Colleges for three consecutive semesters across gender.

The following three tables show in what range students exist. Both male and female students were required to give in what range their GPA exists for the past three semesters. The GPA ranges 4.0-3.6, 3.5-3.1, 3.0-2.6, 2.5-2.1 and 2.0-1.6.

Table 7: GPA of students First Semester 2012

<b>GPA First Semester 2012 * Sex Crosstabulation</b>							
Colleges		Sex				Total	%
		Male	%	Female	%		
Africa Beza	3.6-4.0	16	25	5	6	21	15
	3.1-3.5	21	34	16	19.7	37	26
	2.6-3.0	14	22	21	26	35	24
	2.1-2.5	12	19	27	33.3	39	27
	1.6-2.0	0	0	12	15	12	8
Total		63	100	81	100	144	100
Royal	3.6-4.0	25	32.5	22	25	47	29
	3.1-3.5	32	41.5	14	16	46	28
	2.6-3.0	20	26	34	38.6	54	32
	2.1-2.5	0	0	15	17	15	9
	1.6-2.0	0	0	3	3.4	3	2
Total		77	100	88	100	165	100
St. Mary	3.6-4.0	15	18	9	10	24	14
	3.1-3.5	20	23.8	22	25	42	24
	2.6-3.0	29	34.5	29	33	58	34
	2.1-2.5	18	21.4	17	19	35	20
	1.6-2.0	2	2.3	12	13	14	8
Total		84	100	89	100	173	100

As we can see in the first semester of the year 2012 in Africa Beza University college 25% of male students and 5% of female students found in the GPA of 3.6-4.0 and 34% of male and 19.7% of female students score GPA of 3.1-3.5 and 22% of male students and 26 % of female students are in between 2.6-3.0 GPA. Next to this we get 19% of male students and 33.3% of female

students found between male students in the range of 2.1-2.5 but there are 15% of female students in GPA of 1.6-2.0. We can conclude from the above table that when the GPA declines the number of female students rose. In this college males have achieved better for that semester.

In Royal University college in the first semester of the year 2012, 32.5% of male students and 25% of female students are found in the GPA of 3.6-4.0 and 41.5% of male and 16% of female students score GPA of 3.1-3.5 and 26% of male students and 38.6% of female students are in between 2.6-3.0 GPA again we found 15% of female students in the range of 1.6-2.0 but there were no male students similarly there were no male students in 1.6-2.0 and there are 3.4% of female students in 1.6-2.0. According to this table the GPA that the male scored for the given semester is better than the GPA of the female students scored in that semester in this college for that semester.

In St. Mary University college in the first semester of the year 2012, 18% of male students and 10% of female students are found in the GPA of 3.6-4.0 and 23.8% of male and 25% of female students score GPA of 3.1-3.5 and 34.5% of male students and 33% of female students are in between 2.6-3.0 GPA, we found 21.4% of male students and 19% of female students the range of 2.1-2.5 finally there are 2.3% of male students and 13% of female students in the GPA of 1.6-2.0, accordingly in this college also the GPA of the male students is better than the GPA of the female students in the given semester.

Table 8: GPA of students Second Semester 2012

<b>GPA Second Semester 2004 * Sex Crosstabulation</b>							
Colleges	GPA	Sex				Total	%
		Male	%	Female	%		
Africa Beza	3.6-4.0	18	28.5	8	10	26	18
	3.1-3.5	15	24	15	18.5	30	20.8
	2.6-3.0	22	34.9	28	34.5	50	34.7
	2.1-2.5	8	12.6	23	28	31	21.5
	1.6-2.0	0	0	7	9	7	5
Total		63	100	81	100	144	100
Royal	3.6-4.0	21	27.2	10	11.3	31	19
	3.1-3.5	33	42.8	23	26.2	56	34
	2.6-3.0	23	30	30	34	53	32
	2.1-2.5	0	0	22	25	22	13
	1.6-2.0	0	0	3	3.5	3	2
Total		77	100	88	100	165	100
St. Mary	3.6-4.0	8	9.5	9	10	17	9.8
	3.1-3.5	29	34.5	21	24	50	29
	2.6-3.0	29	34.5	28	31	57	32.9
	2.1-2.5	15	18	21	24	36	20.8
	1.6-2.0	3	3.5	10	11	13	7.5
Total		84	100	89	100	173	100

Similarly in the same year of the second semester of 2012 in Africa Beza University college we found when the GPA decline the number of female students raises or the vice versa when the GPA increases the number of male students increase. There are 28.5% of male students and 10% of female students exists in 3.6-4.0 and there were 24% of male students and 18.5% of

female students in between 3.1-3.5. Then we got 34.9% of male students and 34.5% of female students among GPA of 2.6-3.0. There were 12.6% male 28% of female students lied in between 2.1-2.5 and finally there were no male students and 9% of female students were in the range of 1.6-2.0.

In Royal University college in the second semester of the year 2012, 27.2% of male students and 11.3% of female students are found in the GPA of 3.6-4.0 and 42.8% of male and 26.2% of female students score GPA of 3.1-3.5 and 30% of male students and 34% of female students are in between 2.6-3.0 GPA there were no male students score the least GPA given that ranges 2.1-2.5 and 1.6-2.0, but we found 25% of female students in the range of 2.1-2.5 and 3.5% of female students scored 1.6-2.0. Accordingly it can be concluded that the male students have scored the better GPA that the female students for the given semester.

The above table 8 gives evidence that in St. Mary University College in the second semester of the year 2012 that the male students have scored better GPA than the female students. 9.5% of male students and 10% of female students scored GPA of 3.6-4.0 and 34.5% of male and 24% of female students scored GPA of 3.1-3.5 and 34.5% of male students and 31% of female students have scored GPA between 2.6-3.0 GPA, we found 18% of male students and 24% of female students in the range of 2.1-2.5 finally there are 3% of male students and 11% of female students in the GPA of 1.6-2.0.



Table 9: GPA of students First Semester 2013

Colleges	GPA First Semester 2005	Sex				Total	%
		Male	%	Femal e	%		
Africa Beza	3.6-4.0	21	33.3	8	10	29	20
	3.1-3.5	16	25.3	16	20	32	22.2
	2.6-3.0	22	35	31	38	53	37
	2.1-2.5	4	6.3	19	23.4	23	16
	1.6-2.0	0	0	7	8.6	7	4.8
Total		63	99.9	81	100	144	100
Royal	3.6-4.0	21	27	10	11	31	18.7
	3.1-3.5	31	40	21	24	52	31.5
	2.6-3.0	25	33	30	34	55	33.3
	2.1-2.5	0	0	24	27	24	14.5
	1.6-2.0	0	0	3	4	3	2
Total		77	100	88	100	165	100
St. Mary	3.6-4.0	13	15	7	8	20	12
	3.1-3.5	29	35	21	24	50	29
	2.6-3.0	24	29	28	31	52	30
	2.1-2.5	18	21	22	25	40	23
	1.6-2.0	0	0	11	12	11	6
Total		84	100	89	100	173	100

Likewise the previous semesters as table 9 also it can be observed that female students achieve lower than the male counterpart. As we observe in the above table it is noticeable that the male students scored much better than the female in the three university college for the last three semesters.

According to World Bank 2003 report, there is now a shared understanding within the development community that development policies and actions that fail to take gender inequality into account and fail to address disparities between males and females will have limited effectiveness and serious cost implications.”

To conclude the gender disparity in GPA on the previous three semesters is found to be the male students have better GPA than that of the female students in the sample PHE.

## **4.5 Factors for Low Academic Achievement**

### **4.5.1 Attitude of female students towards their parents**

The way students spend their time at home and the way parents’ treat their male and female students from the beginning matters most to shape students self confidence and for better academic achievement of students. Parenting skill style can be reflected on students’ academic achievement and their future life. In developing countries like Ethiopia females are more responsible and pressured in household activities especially in rural areas of the country. To evaluate the way parents treat their male and female students and female students were asked to evaluate their parents how they treat their children.

Table 10: Evaluation of parents by female students

Evaluation of parents by female students			
		Frequency	%
Female Students Evaluation of Parents	Equally	162	62.8
	Male better	71	27.5
	Female Better	25	9.7
	Total	258	100

As can be seen in Table 10 Out of 258 female students 162 (62.8%) has evaluated their parents they have equal attitude for male and female, 71 (27.5%) of the students said they give more freedom to male better than female and only 25 (9.7%) students replied parents give more freedom to females than male students.

From the above table we can estimate that there is still pressure from parents even in cities on female students and this can be one of the factor for low academic achievement of female students.

#### 4.5.2 Using Drugs

Using drugs can also be one of the factors for low academic achievement for students. The researcher investigate students trend in using drugs that might influence their academic achievement. The result found is described in the following table.

Table 11: Students using drugs

Using drug * Sex Crosstabulation							
		Sex				Total	%
		Male	%	Female	%		
Drugs?	Yes	82	37	29	11	111	23
	No	142	63	229	89	371	77
Total		224	100	258	100	482	100

In the above Table 11 out of 482 students 111 (23%) of students are found to use difference drugs like chat, cigarette, shisha, wine, beer and other alcohols frequently. Among 258 female students 29 (11%) of them replied they used different drugs. Out of 224 male students 82 (37%) replied they used different types of drugs.

It is true that such stimulating drugs can have pressure on academic achievement of students but we can understand here that it is male students that can be affected in this habit.

## 4.6 Problems Female Students encounter

Female students were asked to rate problems that can affect the female students' academic achievement in both in school and out of school environmental factors. They have rated the problems on priority level.

### 4.6.1 Sexual Harassment

Sexual harassment is found to be the problem in affecting the peace of female students. It occurs in both inside and outside the school compound. The sexual harassment includes verbal abuse and physical abuse and attempt to sexual intercourse from different individuals.

Table 12: Sexual Harassment and its affect

<b>Sexual Harassment * How much it affect crosstabulation</b>								
	N	%	How much it affect					
			Little	%	Some extent	%	Very serious	%
Yes	79	31%	25	32%	33	41%	21	27%
No	179	69%	0	-	0	-	0	-
Total	258	100	25	-	33	-	21	-

The results in table 12 shows that out of 258 female students 79 students which is 30% of them replied they have faced occasions of sexual harassment including verbal and physical harassments inside and outside the college by different people. Out of this 21 (27%) of them have answered this has

affected their peace of mind seriously. Thirty three of them which is (41%) replied they were affected to some extent and 25 (32%) of them have responded the occasion has affected them a little. From this table it can be concluded that female students meet such problems and this can be taken as a reason for low academic achievement of female students.

Table 13: Place of the Incidence occurred

Place of the Incidence occurred		
	Frequency	%
Inside	17	21
Outside	56	71
Both	6	8
Total	79	100

Table 13 describes where the students’ face the sexual harassment. Seventeen (21%) of the students replied that they were harassed inside the school compound. Fifty-six (71%) of them replied they attempt violence outside the school compound and 6 students (8%) of them announce they have faced such occasion in both inside and outside the school compound.

This problem can hold female students’ progress in education and is found to be as a major problem for female students’ low academic achievement than male students.

**4.6.2 Constraints for low academic achievement**

The researcher tried to seek the major factors for low academic achievement and asked female students were asked to put the constraints on priority level that can affect female students inside the school and outside the school. The result found is showed in table 25.

Table 14: Constraints' for female students

Constraints for Female Students		
	Frequency	%
Home chores	53	21
Lack of female instructors	38	15
Lack of Support	33	13
Lack of Security	29	11
Limited contact with school	29	11
Lack of Counseling	24	9
Harassment from youth and elders	19	7
Inadequacy measures on those who commit offenses against female students	15	6
Language problem	9	3.5
Limited education Materials	9	3.5
Total	258	100

Students were given list of 14 problems that will be constraints to female students' low academic achievement in higher education. As indicated in above Table 13 the problems were put in priority level. Home Chores takes first position by 53 (21%) of female students. The other problem raised as a constraint is lack of female instructors by 38 (15%) female students. We can understand there is lack of female instructors as a role model to inspire female students. Lack of Support by 33 (13%) female students, Security by 29 (11%) female students, limited contact with school management by 29 (11%) female students, lack of Counseling by 24 (9) female students, harassment from youth and elders by 19 (7%) female students, inadequacy measures on those who commit offenses against female students by 15 (6%) female students, lack of education materials by 9 (3.5%) female students and language problems by 9 (3.5%) female students is marked as a constraint for low academic achievement.

The problems can be categorized by social related, school related, security issue, lack of support and counseling and. These problems cannot be taken as easily in view of the fact that large number of female students report this problem for their low academic achievement encountered in higher learning students.

### 4.6.3 Factors for low academic achievement inside the school

Female students were asked to rate the factors for low academic achievement of female students in order to identify their effect upon the education of female students.

Table 15: Factors for low academic achievement of female students

Factors	Frequency	%
Bad Male Students	61	24
Bad male Instructors	46	18
School Management	35	13
Poverty	116	45
Total	258	100

As portrayed in Table 15 students had rated factors for low academic achievement of female students. Out of 258 students 116 (45%) students have replied poverty in 1<sup>st</sup> position as a major factor for low academic achievement of female students. Students had placed bad male students as 2<sup>nd</sup> factor for low academic achievement of female students by 61 students (24%). Bad male instructors take 3<sup>rd</sup> place by 46 (18%) students and school management by 35 (13%) female students as a factor for low academic achievement.

#### **4.7 Attitude of female students to struggle the problems**

It is tried to assess the attitude of female students on how much they give value for the problem encounter at this level. Thus, the result is reviewed in the next table.

Table 16: Attitude of female students to struggle the problems

Problems can be defeated		
	Frequency	%
Yes	225	87.2
No	33	12.8
Total	258	100

Table 16 reviews yes or no questions on the possibility of defeating the problems. Out of 258 female students 225 (87.2%) of them replied those problems listed as a reason for low academic achievement of females students can be defeated. But 33 (12.8%) have opposed this and said the problem cannot be overcome and it is above the ground. This shows how many of them are prepared to struggle and how many of the students are desperate.

#### **4.8 Attitude of Instructors as perceived by students**

Instructors-students interaction in classroom lessons matters most for effective academic achievement. Instructors' attitude towards their students may be marked in a number of ways. Thus in order to elicit the attitude of instructors towards their students, both male and female students were requested to respond whether there is a difference of attitude on instructors



among male and female students. Thus, results are summarized and described in table 17.

Table 17: Attitude of Instructors as perceived by students

Attitudes Difference * Sex Crosstabulation					
		Sex		Total	%
		Male	Female		
Attitudes of Instructors	Yes	23	40	63	13%
	No	201	218	419	87%
Total		224	258	482	100%

Out of 482 students 63 (13%) students stated that instructors have a different attitude for male and female students. Out of this 23 (37%) are male students and 40 (63%) are female students. 419 (87%) students 201 (48%) male and 218 (52%) female students argued that instructors treat both students equally and have same attitude for male and female students.

Majority of the students both male and female reported that instructors have equal attitude towards male and female students only 63 students (23 male and 40 female) replied there is an attitude difference by instructors which counts 13% out of the respondents. This can lead to a conclusion that college instructors treat both students equally and there is no discrimination.

#### 4.9 Library Utilization

Using library can also be an indicator as a reason for students' academic achievement. As a result, students were asked to evaluate their trend in using of library. The next table summarizes and compare male and female students trend of library utilization.

Table 18: Library utilization of students

Make Use of library * Sex Crosstabulation							
		Sex				Total	%
		Male	%	Female	%		
Use library	Yes	79	35.3	53	20.5	132	27.4
	No	145	64.7	205	79.5	350	72.6
Total		224	100	258	100	482	100

Table 18 portrays out of 482 students 132 students (27.4) have said they use library and 350 (72.6%) of the students have replied they do not use library for many reasons. Out of 258 female students 53 (20.5%) of them said they use library and 205 (79.5) of them replied they do not use library and out of 224 male students 79 (35.3) replied they use library and 145 (64.7%) of the male students replied they do not use library. According to this table much of the students both male and female students do not use library but it is clear that the males use library better than the females.

Using library can be one of the indicators for better academic achievement of students and accordingly this table indicates males use library better than the females.

#### **4.10 Study in discussion**

It is true that we can acquire knowledge not only from instructors but people can get knowledge through discussion with friends. Discuss and study with classmates can help students to achieve better. To evaluate students' culture in this regard they were asked whether they study in discussion in the compound or not. The result is portrayed in the next table.

Table 19: Study in discussion with friends in the compound

Study in discussion with Student * Sex Crosstabulation							
		Sex				Total	%
		Male	%	Female	%		
Study in discussion	Yes always	95	43	31	12	126	26
	Sometimes	117	52	137	53	254	53
	Rarely	0	0	51	20	51	10.58
	Never	12	5	39	15	51	10.58
Total		224	100	258	100	482	100

Out of 482 respondents 126 students (95 males and 31 females) that are 26% have said they discuss and study always with friends. Out of this 75% are males and 35% are females and 254 (117 male and 137 female) that is 53% of the students have replied they discuss sometimes and 51 female students study and discuss with their friends. Fifty-one (12 male and 39 female) students that are 11 have replied they never discuss and study with their friends out of this 76% of them are found to be females and 24% of them are male students. This table shows that male students have found to be better in using the opportunity with friend in studying through discussion better than the female students.

#### **4.11 Students ask for clarification in class**

Asking instructors if there is unclear issue can be taken as a factor for better academic achievement for this reason male and female students were compared in this aspect.

Table 20: Asking instructors' for clarification

Asking Instructor * Sex Crosstabulation							
		Sex				Total	%
		Male	%	Female	%		
Frequency of asking instructors for clarification	Yes always	73	33	47	18	120	25
	Sometimes	74	33	95	37	169	35
	Rarely	57	25	88	34	145	30
	Never	20	9	28	11	48	10
Total		224	100	258	100	482	100

Out of 482 participants' 120 that are 25% of them have said they ask instructors for explanation if they had doubt. 169 (35%) students have replied they have a habit of asking instructors sometimes and 145 (30%) students ask rarely and 48 (10%) students never ask a question with different causes.

According to this table 20 it can be understood that male students had a better habit of asking instructors if they had doubt and the numbers of female students are less in asking instructors this is might be because of shyness and lack of interest.

#### **4.12 Level of Confidence on English Language the medium of Higher Education**

According to proclamation351/2003 "The medium of instruction in any higher institution is expected to be English except short term training" as a result it is found to be to examine and compare on students level of confidence on English language.

Table 21: English language performance as perceived by students

Understandability of the Language * Sex Crosstabulation							
		Sex				Total	%
		Male	%	Female	%		
English	Very good	41	18	33	13	74	15
	Medium	171	76	213	82	384	80
	Very Less	12	6	12	5	24	5
Total		224	100	258	100	482	100

Table 21 shows out of 482 (15%) of the students 41 (18%) of the male and 33 (13%) of the female students have said they are very good in understanding of English language. 384 (80%) of the students 171 (76%) of the male students and 213 (82%) of the female students have said they are medium in understanding of English language and 24 (5%) of the students that is 12 (6%) of the male students and 12 (5%) of the female students have said they have very less understanding of English language.

According to table Male and female students' level of the understandability of English as they perceive they are almost in the same level and there is no gap in understanding English.

#### **4.13 Attitude of students towards the need of Special support for female students**

Since, the main focus of the study is on female students' academic achievement by comparing them with their counterpart the researcher tried to investigate the attitude of both male and female students towards the need of

special support for female students can be helped. The result is depicting in the next table.

Table 22: Attitude on need of special support for female students

Need of Special Support * Sex Crosstabulation							
Need of Special Support for female Students		Sex				Total	%
		Male	%	Female	%		
	Yes	176	79	178	69	354	73.5
No	48	21	80	31	128	26.5	
Total		224	100	258	100	482	100

As can be seen in table 22 out of 482 respondents 354 (73%) students has estimated that there is a need of special support for female students. Out of this 176(79%) of the male students and 178 (69%) of the female students have agreed with this statement. On the other hand 128 (27%) of the students 48 (21%) male and 80 (31%) female students reported there is no need of additional or special support needed for female students.

Majority of the students have the same opinion on the need of special support for female students.

#### 4.14 Attitude of students on getting job with their profession

One of the statement set to level the aspiration of the students is “If I perform well I can get job with my profession after completion of education” that might affect students academic performance. The result regarding this issue is reviewed in the next table.

Table 23: Attitude of students on getting job through their profession

<b>Get job * Sex Crosstabulation</b>						
Performance and Job	Sex				Total	%
	Male	%	Female	%		
Strongly Disagree	11	5	21	8	32	7
Disagree	17	8	57	22	74	15
Uncertainty	66	29	110	43	176	37
Agree	68	30	45	17	113	23
Strongly Agree	62	28	25	10	87	18
Total	224	100	258	100	482	100

As can be seen in table 23 32 (7%) of the students 11(5%) of the male students and 21 (8%) of the female students strongly disagree good performance and having job and 74 (15%) of the students 17 (8%) of the male and 57 (22%) of the female students also appeared to disagree the idea of good performance and having job. In this statement a lot of female students disagree the idea of having job and good performance. On the other hand 176 (37%) of the students 66 (29%) of the male students and 110 (43%) of the female students are unsure that there is a relationship between good performance and having job again the number of uncertain female students is more than that of the male students who is uncertain, 113 (23%) of the students 68 (30%) of the male students and 45 (17%) of the female students have agreed if they perform well they can get job, similarly 87 (18%) of the students 62 (28%) of the male students and 25 (10%) of the female students

have also strongly agreed they can get good job with good performance hence the number of the male students who agreed it can be possible to get job with good performance is greater than the number of the female students this implies that the opportunity of employment may have an impact on students' academic performance as a result, according to this table female students are less in number to agree on having job with their profession than the male ones and this may affect the motivation of students to score better or perform well academically.

#### 4.15 Perceptions of Students' towards their academic performance

It is the fact that the way we look our selves matter most for our achievement. Students have given to fill what they think of themselves on their performance.

Table 24: Students' attitude toward their performance

Academic Performance * Sex Crosstabulation							
		Sex				Total	%
		Male	%	Female	%		
Academic Performance	Weak	9	4	22	8.5	31	6.4
	Medium	34	15.1	80	31	114	23.6
	Good	72	32.1	88	34	160	33
	Very good	78	34.9	46	18	124	26
	Excellent	31	13.9	22	8.5	53	11
Total		224	100	258	100	482	100

Table 24 shows out of 482 respondents 53 (11%) of the students 31 (13.98%) of the male students and 22 (8.5%) of the female students believe they have excellent performance in their respective class, 124 (26%) of the



students 78 (34.9%) of the male students and 46 (18%) of the female students positioned their performance they are very good, 160 (33%) of the students 72 (32.1%) of the male students and 88 (34%) of the female students said they have good performance, 114 (23.6%) of the students 34 (15.1%) of the male students and 80 (31%) of the female students believed they are at medium level and 31 (6.4%) of the students that is 9 (4%) of the males and 22 (8.5%) of the females have accepted themselves as they are weak.

Comparatively in this table it can be understood that the male students have better self esteem towards themselves than the female students in the selected PHE.

#### **4.16 Suggested Possible Measures to increase female students' academic performance by female students**

Female students were asked to suggest those possible measures that might help to increase the academic achievement of female students. The factors are reviewed in the next table in priority level.

Table 25: Factors to increase female students' participation

To increase the participation of female students		
Statement	Frequency	%
Giving job	67	26
Offering Special Support	63	24.5
Hiring Female Instructors	55	21
Female low cost	41	16
Parent awareness	32	12.5
Total	258	100

In table 25 above students have pointed out some factors that can help to increase the academic performance female students. 67 (26%) students facilitating job opportunity, 63 (24.5%) of them listed offering special Support, 55 (21%) of them positioned hiring female Instructors, 41 (16%) offering education with low cost and 32 (12.5%) have said raising parent awareness as a possible measure to increase female students academic performance.

These measures should be noticed as a possible factor to empower female students and progress their academic achievement in HE.

#### **4.17 Availability of Female Instructors in Private University Colleges**

It is obvious that the availability of more female lecturers can be a ground to have a positive impact on female students'. The availability of more female instructors is important to handle several issues of female students to build a friendly approach in the teaching and learning process in college. Hereunder, the study found the availability of female instructors unsatisfactory and there is enormous gender gap in the number of instructors in the sample university colleges.

## Number of Current Instructors and qualification level over the three University Colleges across Gender

Table 26: Number of available instructors across gender

University College	Qualification of Instructors	Number of Teachers			% Percentile	
		Male	Female	Total	Male	Female
Africa Beza	PHD	3	-	3	100%	-
	Masters	14	-	14	100%	-
	Bachelor	9	1	10	90%	10%
	Total	26	1	27	96%	4%
Royal	PHD	-	-	-	-	-
	Masters	6	1	7	86%	14%
	Bachelor	10	1	11	90%	10%
	Total	16	2	18	89%	11%
St. Mary	PHD	2	-	2	100	-
	Masters	96	5	101	95%	5%
	Bachelor	64	13	77	83%	17%
	Total	162	18	180	90%	10%
Total		204	21	225	91%	9%

As indicated in table 26, it is possible to simplify and state female lecturers are very few in number in Private University Colleges. 91% of the instructors are male only 9% are females. We can observe especially in Royal and Africa Beza University Colleges the number of female lecturers is one and two which is a smaller amount. This really matter for the academic achievement of female students. There is a big disparity between male and female instructors in the entire sample University colleges addressed in this study.

The availability of female instructors is mainly essential in being role models for female students and motivation. It also opens a bridge to discuss issues with female students and they hesitate to discuss with male instructors. It is fascinating to observe having more of qualified female instructors in college for inexperienced young females' students. Qualified females must be highly

encouraged to join colleges as a lecturer and colleges should promote and make an effort narrow the gap.

As Seifu 2007, pointed out

Role model is indispensable for female students' participation and academic performance. He stated female teachers play an important role for the better achievement of both participation and academic performance as well as development of self confidence of female pupils in their education.

Similarly in this study also found that that the availability of female instructors at school is significant for female students' academic achievement in increasing female students participation and developing female students self confidence.

## 4.18 Results from Interview and Focus Group Discussion

### Students

This part discusses the responses of female students' interview and focus group discussion.

- **Parent related**

Students were asked to point out a cause for female students' academic achievement some of the interviewee stated the academic achievement of female students is related with parent.

One of interviewees said:

“One of the factors for poor academic achievement of female students in the college is related to parent. I believe that females are equally competent with males at this level but there are some situations. Most people thought that the pressure of female students in city is changed but the household activity is prearranged for girls. Of course, parent sends their girls to school but they don't know how they influence or catch the time from their daughter's education. We believe the chores' home is our duty and we neglect our education. After I went to home I spend much of my time in assisting my mother in preparing food and other activities and I see the same thing in my friends. I bear in mind that I should study during exam time which is really bad.” (S3 30 April, 2013)

- **Institution Related**

Other interviewee stated that the reason for poor academic achievement institution related meaning colleges are responsible.

“I believe College is a big institution that youth are shaped and students should acquire different knowledge but it is not formed in this way. It is not suitable for the students. The compound of the college is very narrow when it is compared to the number of the students in the college, students had no suitable place to spend their spare time and are forced to stay out of the compound on street or around some café’s to wait for the next class, in this case female students specially can be exposed for unnecessary things like harassments from youths and others in the area and are driven to relax themselves and this has influence on academic achievement of students but the school management should consider this and keep its students by facilitating some educational activities for college students specially for females by involving in different activities.” (S2, 29 April, 2013)

- **Job Opportunity**

The other spot pointed out is the current opportunity of job for educated people even if it is worldwide. It is the fact that getting job becomes difficult in the country too most of the students has mentioned this point has demoralized the students.

One of the students among the interviewee stated during the interview:

“It is uneasy to get a job with the profession you have gotten, this has demoralized students attitude towards their education. Since, females are sensitive this has affected their perception to their education. This is also another factor for the weak academic performance of students are stating there is no different whether we are educated or have a degree or not.”

(S5 22 April, 2013)

She added:

“Most of my senior graduates’ and friends are unemployed. Even if, I graduate I do not think I can get a job with the profession I had or any other job easily. I don’t see a bright future.”

This indicates that students gave up or at this early age of them and unemployment has a negative impact on students’ academic performance.

- **Instructors Related**

The other element raised by some of the interviewees for low academic achievement is instructors related.

The participants said that the instructors treat both students equally in the classroom but when students went to their office and ask for support or wants to clarify or ask clarification frequently they do not take it positively or they took it in other way, they may think that these students has other purpose this makes female students to be distant with the instructors. In addition since most of the instructors are male as there are good instructors there are also not good instructors who wants to harass female students in the college,

as a result, this is another constraint to reduce female students' participation and they said even if they had question they don't want to ask. This has a big role for the low academic achievement of female students.

One of the interviewee said:

Instructors don't tolerate female students' as they do to male students for example if they are late, absent and didn't complete assignment they don't want to listen their reason but they respect male students because they are physically powerful and fearless. But females are not. Sometimes some instructors ban marks from female students which allows them to get an opportunity to talk to the student and ask for unwanted relationships.

(S9 8 April, 2013)

- **Lack of female role models in the college**

The other point raised during the discussion was lack of female role model in the compound was raised as a factor for low academic achievement of female students.

Students pointed out

Female lecturers are unobserved in college. Even if, there are powerful or influential females in the country or in the world it is not easy having or seeing lecturing females' instructors in college closely that can inspire for better achievement. They said, it is interesting to see female lecturers can be available in and teaching in the college or having high status in their compound.



The absence or less number of female lecturers has results a negative impact on female students. If more females are able to be hired and teach in the college girls can be inspired to score better grade and can see these lecturers as a role model.

- **Lack of counseling**

Lack of counseling is the other issue declared during the discussion with the female students by most of the participants as a factor for low academic performance of female students in college.

The students asserted that lack of counseling in the college to some extent has an impact on female students' academic achievement.

- **Student related**

The other thing student respondents pointed out is attitude of male students for female students has also another impact in females' academic performance.

One of the students said:

“The attitude of male students is similar with our society “who has unbalanced attitude for females” they think they are better than females in any case, they criticize female students effort. They also sexually harass female students. When they start dating female students even to make them their girlfriend, it is just to their own business and when they broke up most of the time female students can be easily broken and cannot achieve in their education and this is another cause for low academic achievement of female students in college.

(S22 1 June, 2013)

- **Personal problem**

Another interviewee discusses the factor for low academic achievement of female students differently. She pointed that the one who should be blamed for the low academic achievement is the person him/herself. She stated that:

“The one who decide his/her future is the person him/herself. At this level everybody is matured and knows what is best to him/her and there are many challenges that a person can face in life whether it is in developing or developed country. There are problems from different direction but it is possible to pass and achieve better. She added first we should know that we are equal to them naturally and capable of doing whatever we want. But the reason for poor academic achievement of female students is lesser attitude for our own.”

(S10 8 May, 2013)

## **Instructors**

This part discusses the responses of instructor' during the interview.

Instructors were asked to answer what they have observed during their stay. They were requested whether there is an academic difference among male and female students or not and if there is a difference 'who achieves better'.

Most of the instructors agreed that there is difference of performance among male and female students and the male students achieve better.

One of the instructor states:

“The difference has been observed in assessment and participation. But there are also outstanding female students better than the male students even if they are few in number. Females are sensitive, shy and easily broken with some disappointments. But in some courses there is a difference for example females are much better in management and leadership courses and males are better in numbers demanded courses.”

(11 9 May, 2013)

Instructors have pointed out the following causes as a factor for low academic achievement of female students.

- **Students’ behavior**

One of the instructors’ asserted about female student’s behavior. He had pointed out

“Students who know why they are here and why they are paying perform better. Some students are negligent and I doubt they know why they are here it looks they came here to spend their time that is why they perform lower than the male students.

(14 1 May, 2013)

- **Lack of interest**

Some instructors stated the reason for low academic achievement is lack of interest. It is true that if students don’t have interest in education they cannot achieve better.

One of the instructors said

“Some students lose interest. They are fade up, nothing is new to them specially when the access for job opportunity is lessen because of the dramatic change of educated human capital in the country, they just came here to get the degree not the knowledge. They had very poor participation in classroom that must be healed. They give much attention to fashion and other attractive things. They have give priority to education.”

(17 23 April, 2013)

- **Absenteeism**

Absenteeism is raised as a cause for low academic achievement that is observed by female students than male students. Most of them agreed that mainly absents from classes with different reasons are the female students than male students. This is another factor for the low academic achievement.”

Seifu 2007, finds absenteeism as school related barriers to female students education.

He pointed out absenteeism from school as number one variable that influence female education. In his study teachers and students ranked female students are absent and this causes low self esteem towards their education.

- **Social factors**

Social factor is raised as additional point that affects female students’ academic achievement according to some of the instructors. Some of the instructors agreed female students had pressure from parents and they face influence from male students and students transfer from one college to other

without enough reason which this has also impact on their academic performance.

- **Engaged in a relationship**

According to one of the instructor being in a relationship and have a boy friend for female student is one of the factors for low academic achievement. He said:

“In my opinion when female students are in a relationship or engaged in a relationship or had a boyfriend they forgot their educations and cannot concentrate on education but the boys can take two or three things equivalent, this and others social factors make a difference on academic performance between male and female students at this level”

(13 24 April, 2013)

- **High school background and screening point**

High school background is raised as a factor that makes difference among male and female students and as a reason for low academic achievement of female students.

Instructors agreed that high school background of the students had impact on their college life. The entrance exam for female is lower than their counterpart and colleges accept these students ever since they can pay while the entrance point to male students is greater than female students. The males' point before they joined the higher education is better and they have better high school background. This is another point that must be considered in the achievement of female students. Higher education must give emphasis to this point and should improve screening point to keep the

quality of the higher education and the concerned body should monitor if students are admitted below the standard.

- **Shyness**

Shyness was raised as a problem for female students. This kind of a problem is resulted from the way parents treat their children. If children are not invited to express themselves during their childhood and at lower level of their school time they may have face in their future life otherwise they didn't struggle to out from it. Colleges should increase students' participation through different mechanisms to help students and can able to develop their self esteem. Female students are mostly affected than male students in this aspect.

Almost all of the respondents agreed that female students are shy and have a problem to express their idea in their instruction experience. They have said both students are encouraged to participate in classroom and come to office to clarify if they have questions. But mostly the active participants are males' students and who came to office and do not afraid to express their idea freely. Female students do not talk to instructors otherwise it is for grade or some critical issues.

One of the respondent from the instructors who are female replied both students especially female students are active participants in her class and answered they don't have problem to came to her office ask questions.

- **Need of special support for female students at this level**

Half of the respondents were on the same opinion in the need of special support for female students especially for some female students to increase

their academic performance and for some male students too. Tutorial program can be arranged as a solution.

The study made by MoE, Gender Office, 2009 also indicates that higher education instructors believe that affirmative action is crucial to enhance female students' academic performance and deter the rate of attrition. This implies that both higher learning institutions' instructors and students have cognized the importance of affirmative action as a strategy to realize equity and equal opportunity of education for females.

- Common points suggested by most of the instructors to improve the academic achievement of female students in higher education during the interview.
  - ✓ Counseling and guidance is needed to both needy students especially for females. It is better if they can be supported emotionally and psychologically to let them know they have potential.
  - ✓ It is better if gender office can be opened to help female students and if team work can be begin the situation can be healed
  - ✓ Colleges or the concerned body should revise students' screening criteria of admission
  - ✓ The society attitude must also be changed towards female students that are seen even in cities and the parenting skill must be improved.
  - ✓ Female students also have to be helped in systematize their time management even if they had different responsibilities at home chores and this can be improved through adequate counseling.

## **CHAPTER FIVE**

### **5. Summary, Conclusions and Recommendations**

In this chapter summary, conclusion and recommendations are presented. The first part summarizes the study, the method used under the study. In the second part the major findings of the study the researcher has reached were stated and concluded. Finally recommendations that can contribute as possible measures in improving the existing situation to enhance were forwarded.

#### **5.1 Summary**

The main purpose of this study was to explore the variations of male and female students' academic achievement/ performance in private higher education institution. In particular to investigate major reasons that affect female students' academic achievement at this level and to seek out possible solutions to minimize the gap in academic achievement among male and female students in private higher education institutions.

Taking these objectives in to consideration, review of available literature was made and, basic research questions were formulated to specify the nature of assumed relationships among various variables in this study. To bear out the circumstances, the study had used different procedures and techniques. More specifically, the study was conducted taking samples from three private higher learning institutions in Addis Ababa. These are St. Mary University College, Royal University College and Africa Beza University College. The institutions were selected purposefully from its significance in providing adequate information about the factors for male and female students' difference in academic performance and reasons for less academic achievement of female students from male students in higher education institutions.



In order to examine the difference of academic achievement between male and female students and the reason for less academic achievement of female students in higher education institutions both quantitative and qualitative research methods were employed. The quantitative method included the students' questionnaire concerning problems that female students encounter in higher education institutions, students aspiration level and students attitude towards their parents, instructors and school management and attitude towards affirmative action in higher education institutions in Addis Ababa. The qualitative instruments include in depth interview with female students and instructors and focus group discussion with female students was employed. The document analysis was carried out on students' records in the registrar to assess the enrollment rate, attrition and best achievers record. The results of the focus group discussion were used to triangulate the results obtained through interview, document analysis and questionnaire.

The findings of student questionnaire were analyzed and interpreted. The computer software called IBM SPSS Statistics 20 was used for the treatment of the collected data. Statistical techniques such as Percentage, Cross Tabulation and frequency have been used in data analysis. The findings of the qualitative data collected were narrated.

## 5.2 Conclusions

Thus the analysis made justify the following major findings of the study.

1. The enrollment rate for female students in private higher education institution is in good balance when it is compared with male students and is increasing from time to time.
2. There exists a significant difference among male and female students GPA for over three consecutive semesters. Male students had better GPA than the female students and can be concluded that they achieve better.
3. High attrition rate was observed on female students on the sample University colleges over the last three years.
4. There were in school and environmental factors that cause achievement gap between male and female students.
5. The problems female students encounter in school includes lack of counseling, shyness, lack of support and lack of qualified female Instructors among the major ones.
6. Among the environmental problems that affect female students' academic achievement sexual harassment and parents' attitude are the major ones.
7. The number of female instructors that can play a role as model for female students has been unsatisfactory in the sample Private University Colleges under this study and it is verified that it has a negative impact on female students' academic achievement.

8. Students' level of aspiration was investigated to explore students' motivation. As a result, significance difference had been seen between male and female students. Most male students have agreed that they are able to score better than other students and many female students have opposed this idea.
  
9. It is found that lack of job opportunity for professionals in the country have a negative effect on students' academic performance.

To conclude, there were problems that cause academic difference between male and female students in higher education institutions. These problems are personal, institution related and social and parent related. Furthermore, the students' High school background is raised as some factors for low academic performance of female students.

### **5.3 Recommendations**

Based on the findings of the study, the following recommendations are suggested:

- Recruitment of qualified female instructors is needed in higher education institutions. Qualified female instructors can be a role model for female students in college. This also creates a friendly approach to the female students to increase their participation and removing shyness.
- The attitude of instructors and both male and female students have been found positive to the need of special support to enhance female student' academic performance. Thus, higher learning institutions should organize tutorial program, life skill and time management training, workshops, seminars and conferences to empower female students and strengthen their academic achievement.
- Opening Gender office in higher education institutions is needed to handle female students problem and advocate female students rights and counsel when they are abused and in need.
- Facilitating job opportunity is the other method to motivate students in education. According to the findings students especially, female students are found to be desperate and this has influence on their academic performance. As a result, institutions should give emphasis this issue or at least to orient students on how they can seek job.
- Preparing general orientation to students' especially female students about college life and the challenges they may face, thus students can be prepared to handle before they are in trouble.
- Parents unknowingly set pressures on female students by giving responsibilities on home chores; male students must share this responsibility to decrease female students' pressure. As a result medias can play a big role on raising parents' attitude and improving parenting skill and the way they treat female students to let them confident and empower to achieve best.

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# APPENDICES

## APPENDIX A

**ADDIS ABABA UNIVERSITY  
GRADUATE STUDIES  
INSITUTE OF EDUCATIONAL RESEARCH AND DEVELOPMENT**

**Interview Guide for Instructors**

Date of interview \_\_\_\_\_

Started time \_\_\_\_\_

End time \_\_\_\_\_

### **I. Background of the Person**

Name \_\_\_\_\_

Age \_\_\_\_\_

Sex \_\_\_\_\_

Marital status \_\_\_\_\_

Years of service in this college

\_\_\_\_\_

Educational level

\_\_\_\_\_

Year of Experience in

HE \_\_\_\_\_ Course Taught

\_\_\_\_\_

Max. Class

size \_\_\_\_\_

Min. Class size \_\_\_\_\_

1. At the class you are teaching is there an academic difference between boys and girls? How do you evaluate/compare male and female students?
2. Who achieve better academically from male and female students?
3. How do you evaluate the effort of female students' participation in doing assignments, questioning and answering comparing with their fellow male students?
4. Do you believe that female students need more help than male students at this level? Why?
5. Why do you think is there a difference of academic performance between boys and girls at this level since they attend in the same college and have the same instructors?
6. What are the main factors for poor academic performance? In which factor girls are affected more and in which boys?
7. What do you think should be done to improve the academic achievement of students at college?
8. Who is active participant in your class? Who try to clarify some doubts/ difficulties with you, when they do not understand the lessons in the class? How?



# APPENDIX B

**ADDIS ABABA UNIVERSITY**  
**GRADUATE STUDIES**  
**INSITUTE OF EDUCATIONAL RESEARCH AND DEVELOPMENT**  
**Interview Guide for Female Students**

Key informant's \_\_\_\_\_ Date of interview \_\_\_\_\_

Started time \_\_\_\_\_ End time \_\_\_\_\_

Background of the student

Age \_\_\_\_\_

Marital status \_\_\_\_\_

Department \_\_\_\_\_

Year \_\_\_\_\_

1. Whom do you think spend more time in studying? Males or females students? Why?
2. Do your parents/others encourage or assist you in your education? How? If no, how do you solve some difficulties?
3. Do you believe that females are equally competent with males at this level?
4. What is your level of confidence that you have on your capability in all courses?
5. What is your performance obtained at different times in all courses?
6. Do instructors have equal attitude for female and male students? How?
7. What do you think should be done to improve female students' academic achievement?
8. Do you think there is a need of a special support that the college shall organize to female students?
9. Do you think that the absence of female lecturers in the college has a negative effect on female students' academic achievement?
10. Is the college environment suitable for females to attend the education safely?
11. What factors mostly affect the academic achievements of female students in the college?

# APPENDIX C

**ADDIS ABABA UNIVERSITY  
GRADUATE STUDIES  
INSITUTE OF EDUCATIONAL RESEARCH AND DEVELOPMENT**

**Checklist for conducting Focused Group Discussions with female students**

Date \_\_\_\_\_  
time \_\_\_\_\_

Started time \_\_\_\_\_ End

No of Participants: \_\_\_\_\_

1. What are the major factors contributing to poor academic performance? (Within the college and outside the college).
2. Among the factors listed in question 1, in which factors girls can be affected more?
3. How the listed causes can be reason for weak academic performance? How can these problems can be overcome /defeated?
4. Whom do you think achieve better academically at this level? Why?
5. How can the college, the community or other concerned bodies can improve this situation?
6. How do you see the availability of female instructors in this college? What is its impact on female students' academic achievement?
7. Do you believe 'female students academically perform "lower" than male at this level'?
8. Do you think there is a need of a special support that the college shall organize to some students? Who are these students?

**አዲስ አበባ ዩኒቨርሲቲ**  
**የድህረ ምረቃ መርሀ ግብር**  
**የትምህርት ጥናትና ምርምር ተቋም**

**ከሴት ተማሪዎች ጋር የቡድን ውይይት ለማድረግ የተዘጋጁ መጠይቆች**

ቀን \_\_\_\_\_ የተጀመረበት ሰዓት \_\_\_\_\_ የተፈጸመበት ሰዓት \_\_\_\_\_

የተሳታፊዎች ብዛት: \_\_\_\_\_

1. ተማሪዎች በትምህርት ውጤታማ እንዳይሆኑ የሚያደርጉ መሰናክሎች ምንድን ናቸው?  
(በትምህርት ቤት ግቢ ውስጥ እና ከትምህርት ቤት ግቢ ውጪ)
2. በጥያቄ 1 ከተዘረዘሩ ምክንያቶች መካከል ሴት ተማሪዎች የበለጠ የሚሰናክሉት በየትኞቹ ነው? ወንድ ተማሪዎችስ?
3. ተማሪዎች እንዴት እነዚህን ምክንያቶች ማሸነፍና ውጤታማ መሆን ይችላሉ?
4. አሁን ባላችሁበት ደረጃ (ከፍተኛ ትምህርት) የተሻለ ውጤት የሚያስመዘግቡት እነማን ናቸው? ወንዶች ወይስ ሴቶች ተወያዩበት?
5. ኮሌጆች፣ ህብረተሰቡ ወይም የሚመለከተው ክፍል ይህንን ሁኔታ እንዴት ማሻሻል (መቀየር) ይችላል?
6. ሴት የኮሌጅ መምህራን በኮሌጆች ውስጥ አለመገኘታቸውን ወይም ሴት የኮሌጅ መምህራን በኮሌጆች ውስጥ ቁጥር አናሳ መሆኑን እንዴት ትመለከቱታላችሁ? በሴት ተማሪዎች ውጤት ላይ የሚፈጥረው አሉታዊ ተፅዕኖ አለ? እንዴት?
7. ሴት ተማሪዎች በዚህ ደረጃ (ከፍተኛ ትምህርት) ከወንዶች ያነሰ ውጤት እንደሚያስመዘግቡ (እንደሚያንሱ) ታምናላችሁ?
8. ኮሌጆች ልዩ ድጋፍ ለአንዳንድ ተማሪዎች ማመቻቸት እንዳለባቸው ታስባላችሁ? እነዚህ ተማሪዎች እነማን ናቸው?

# APPENDIX D

**ADDIS ABABA UNIVERSITY**  
**GRADUATE STUDIES**  
**INSITUTE OF EDUCATIONAL RESEARCH AND DEVELOPMENT**

**Questionnaire to be filled by Undergraduate Students of Private University  
College**

Dear Respondent,

This questionnaire is designed for A Comparative Study on Academic Achievement of boys and girls at tertiary level. Thus you are the one among those who are chosen to participate in the study. Therefore, the researcher requests you for your valuable and honest response to support the research effort. The questions 31- 50 are requested to fill only by female students.

You need not write your name or any other identification. The information given by you will be kept as confidential, and will be used only for this research.

Your very honest and sincere response is highly appreciated!

1. Background of the Students:

Please give appropriate answer to the following question by putting 'X' mark in the box.

- a. Sex:          Male           Female
- b. Age
- |                    |                          |                    |                          |
|--------------------|--------------------------|--------------------|--------------------------|
| 18 years and below | <input type="checkbox"/> | 19-21 years        | <input type="checkbox"/> |
| 22-24 years        | <input type="checkbox"/> | 25 years and above | <input type="checkbox"/> |
- c. Department: \_\_\_\_\_
- d. Marital status:    Single           Married           Separated   
                                    Divorced
- e. Religion:          Christian           Muslim           Other

2. Who covers the school fee and other costs for you?

Parents  Yourself  Spouse

Others: please specify \_\_\_\_\_

3. Are you living with your family (parents).

a. Yes  b. No

4. If not, are you living away from family for the purpose of attending school?

a. Yes  b. No

5. Do you work to make some income, after school hours?

a. Yes  b. No

6. If yes, what type of work do you work?

\_\_\_\_\_

7. What was your GPA :

The First Semester of the 2004 E.C.  1.0-1.5  1.6-2.0  2.1-2.5  2.6-3.0  
 3.1-3.5  3.6-4.0

The Second Semester of the 2004 E.C  1.0-1.5  1.6-2.0  2.1-2.5  2.6-3.0  
 3.1-3.5  3.6-4.0

The First Semester of the 2005 E.C.  1.0-1.5  1.6-2.0  2.1-2.5  2.6-3.0  
 3.1-3.5  3.6-4.0

8. How do you rate your current academic performance in your class?

a. Excellent

b. Very Good

c. Good

d. Medium

e. Weak

9. At the class you are learning is there an academic difference between boys and girls?

a. Yes  b. No

10. If your response to question number '9' is 'yes' who performs better academically?

a. Boys  b. Girls  c. I don't know

11. Do you think there is a need of a special support the college shall organize to female students?

a. Yes  b. No

12. If your answer to question number is '13' is yes, what kind of support?

---

13. Do you understand well the lessons given by your instructor?

a. Yes  b. No

14. Do you think the teaching methodology used by the instructor can be understood equally by female and male students?

a. Yes  b. No  c. I am not sure

15. If your response to question number '16' is 'No' whom does you think understood the teacher much better?

a. Male Students  b. Female Students

16. How do you rate your understandability of the language through which you learn?

a. Very well  b. Somewhat  c. Very less

17. Do you try to clarify your doubts/ difficulties with teachers, when you do not understand the concepts of lessons in the class?

a. Yes, always  b. Sometimes  c. Rarely   
d. Never

18. Do you use library in your college to increase your understandability?

a. Yes, always  b. Sometimes  c. Rarely   
d. Never

19. Do you study in school compound by discussion with your friends?

a. Yes  b. No

20. If yes, who are those friends?

a. Girls  b. Boys  c. Boys and girls

21. Do you take part in extracurricular (additional) activities at the college?

- a. Yes                       b. No

22. If the answer is yes, list down the activities:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

23. If the answer is no, why not?

---

---

24. Do you think that there are differential treatments of male and female students in the school?

- a. Yes                       b. No

25. Have you ever used intoxicating substances (drugs), either in group or alone?

- a. Yes                       b. No

26. If yes, what are those intoxicating substances? (Multiple answers are possible)

- a. Cigarettes     b. Shisha     c. Chat     d. Beer/wine     e. Strong alcohols

Others, please specify \_\_\_\_\_

27. How frequently you use them?

- a. Always, when I get time and money     b. Sometimes, when I am with friends   
c. Very rarely, when friends invite

28. Who are your friends when you use such substances?

- a. Girls     b. Boys     c. Both girls and boys

29. How do you rate yourself, now and in future? (Self esteem)

- a. I am capable of making good academic performance   
b. I am weak in studies, and unable to make good performance   
c. I am weak and helpless, and cannot perform like others

30. How do you rate your desire for recreations and enjoyment?

- a. I like to enjoy whenever possible   
b. I like to have recreations and enjoyment occasionally   
c. I like to enjoy during holidays   
d. I don't want to enjoy by recreations in any occasion

**The following questions are to be filled by Female students only**

31. Have you faced occasions of sexual harassments, including verbal abuse?

- a. Yes  b. No

32. If yes, what type of sexual harassment?

- a. Verbal abuse and dirty comments  b. Forced to kiss   
c. Touching sensual body parts  d. Attempt to rape   
e. Forced to sexual intercourse  f. Some of the above

33. Where did you face sexual harassment?

- a. Inside the school  b. Outside the school   
c. Both places

34. If inside the school, from whom?

- b. Male students  b. Instructors  c. Other workers

35. If outside school, from whom?

- a. Male students  b. Instructors  c. Youth on the street   
d. Elderly males  e. Other

36. How much those incidences affected your peace of mind to learn?

- a. Very seriously  b. To some extent  c. Little

37. Have you ever been requested by your teachers for unhealthy relationship?

- a. Yes  b. No

38. If the answer is yes, how many times and how many teachers?

- a. One time by one teacher b. More than one times by more than one teacher

39. Have you reported that to the school management?

- a. Yes  b. No

40. If the answer is 'no', why?

- a. Afraid of their revenge  b. Do not want anybody to know about it   
c. My friends discouraged me

41. Do you know someone, among your fellow female students, who has an affair with instructor?

- a. Yes  b. No



42. If the answer is yes, how many of your fellow female students have such a relationship?
- a. One friend with one teacher  b. Many friends with many teachers

43. Which one of the following is the main obstacle of female students for their poor academic performance at college? (Please rate 1-4)

- a. Bad Instructors \_\_\_\_\_ b. Bad male students \_\_\_\_\_
- c. School management \_\_\_\_\_ d. Poverty \_\_\_\_\_
- Others (Specify) \_\_\_\_\_

44. How do you evaluate your own parents?

- a. Treat both sexes' equally  b. Treat males better  c. Treat females better

46. How do you think the school management should treat its female students?

- a. Equal with male student  b. Give more attention to female students
- c. Give special attention to disadvantaged students
- Others (specify) \_\_\_\_\_

47. Which of the following factors are the major constraints (limitation) for female students to pursue their studies at School? (Please tick wherever appropriate. (Multiple responses are possible).

- a. Lack of female instructors
- b. Home chores
- c. Lack of Support
- d. Lack of Security
- e. Limited contact with school management
- f. Lack of Counseling
- g. Harassment from Youth and elders
- h. Inadequacy measures on those who commit offenses against female students
- i. Language problem
- j. Limited education Materials

48. Which of the following measures do you think would increase female students' academic achievement?

- a. Giving more job opportunities for females than m
- b. Facilitating a special support for female students in the col
- c. Giving more chance to female students with low
- d. Increasing number of female instructors in the co
- e. Making parents aware of the importance of females' education.

49. Do you think that these problems could be defeat?

a. Yes       b. No

50. If your answer is yes, how?

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If your answer is no, why not?

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51. Aspiration level of students: To what extent do you agree with the following statements?

(Select one option for each statement)

Item		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1	Students who have higher expectation to get good job after completion of their education perform well					
2	If I can study double time, I can score high mark					
3	I can score better more than other students in exam					
4	I can make more effort in my study and get rid off the present difficulty					
5	I can have high status and position through good performance in my education					

Thank you!!

## **Declaration**

The undersigned declares that this thesis is my own original work and has not been presented for a degree in any other universities, and that all sources of material used for the thesis have been duly acknowledged.

Name: Metsebia Bekele

Signature: \_\_\_\_\_

Place: Addis Ababa University

This thesis has been submitted for examiners with my approval as University advisor.

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Advisor

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Signature

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Date Approved