Factors Affecting Female Students' Academic Performance in Second Cycle of Primary Schools in Bahir Dar, Ethiopia

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ABSTRACT

The main purpose of this study was to investigate factors affecting female students' academic performance in second cycle of primary schools in Bahir Dar City Administration. Descriptive survey research design was employed. Four second cycle primary public schools were selected through simple random sampling technique. Students, teachers, principals, supervisors and Bahir Dar City Administration Education Officials were the respondents of the study. Questionnaire, interview, FGD and observation were employed to collect the relevant data. To analyze the quantitative data, simple descriptive statistical techniques like frequencies and percentages were employed. To support the quantitative data, the qualitative data were also analyzed thematically. The result of the study showed that female students had less achieved in academic performance as compared with male students. Various factors like parents' education level, school facilities, income level of parents, domestic workloads, school environment, attitude of the society towards female education were found to be the major factors determining the academic performance of female students. Since the factors affecting female students' academic performance are emanated from different perspectives, the study recommends that the involvement of various stakeholders is needed in order to enhance the academic performance of female students.

INTRODUCTION

Education is a fundamental human right to all people irrespective of their sex, race or economic status as it is the key to sustainable social, economic and political development (Engin-Demir, 2009). The social and economic development of the country is directly linked with students' academic performance. The students' performance plays an important role in producing the best quality graduates who will become great leader and manpower for the country thus responsible for the country's economic and social development (Ali et.al, 2009 cited in Demeke & Ashagrie, 2017). Similary, prastowo (2014) cited in Sam et al (2018) stated education is t he most important aspect in supporting t he nation's advance in t he future e, because through education, high-quality subjects will be created.

Academic achievement refers to a successful accomplishment or performance in particular subject area. It can be indicated by grades, marks and scores of descriptive commentaries. Academic performance also refers to how students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers in a fixed time or academic year. (Hawis & Hawes, 1982). Besides, Cary, et.al. (2008) cited in Tadesse (2009) defines academic achievement as performance on task with measures including comprehension, quality and accuracy of answers of tests, quality and accuracy of problem solving, frequency and quantity of desired outcome, time or rate to solution, time on task, level reasoning and critical thinking, creativity, recall and retention, and transfer of tasks.

Inequalities in education between men and women extend across a wide range of dimensions including enrolment, completion and performance. Poor educational attainments or achievements may be a barrier to overcome the vicious circle of poverty among humankind, especially among women (OECD, 2011). Studies on gender disparities in academic performance in developed countries, for example, America, Canada and Britain, have mainly pointed to genetic differences (Lacour & Tissington, 2011). In Africa, research linked to genetic factors and the brain is scanty because of lack of resources or technology to research the genetic differences (Bassey et al., 2010). Other international studies reveal that poverty and family background account for the difference in academic performance between boys and girls (Chessman et al, 2006). Many

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girls in sub-Saharan Africa are not enrolled in school. Though girls do enroll, they drop out more frequently than boys and their academic performance compared to that of boys is poor at every level of schooling (Gobina, 2005). Establishing the determinants of academic performance is pivotal in reducing the broader inequalities in society which reflect the fact that women are lagging behind men in educational attainment and outcomes (UNESCO, 2003).

According to the Federal Democratic Republic of Ethiopia (FDRE) education and training policy of 1994, the educational structure of the country has different levels. The first is the Kindergarten; the second is primary education (first cycle- grade 1-4 and second cycle-grade 5-8) the third is secondary education (first cycle- grade 9-10 and second cycle-grade 11 -12) and the fourth one is the higher or tertiary education level.

Based on this educational structure, the study focused on the second cycle primary education (grade 5-8). The current government of Ethiopia has taken quite several measures particularly aimed at improving quality of teaching, to enhance students' academic achievement in general and female students in particular and realizing the importance of quality education.

Education is imperative for the development of individuals as well as the society as a whole in any given environment. Education is a tool that enables citizens to make all rounded participation in the development process. The participation of females in socio-economic development programs also depends on their educational backgrounds. Educating girls and women is critical not merely to achieve personal benefits but also for the improvement in the areas of human resource development of the society (Egenti & Omoruyi, 2011cited in Wudie & phillipos, 2014).

Even though women or girls play a significant role for the overall development of a nation, they remain under represented at all levels of educational programs, in formal or non-formal education, few receive technical and vocational training and they also account for a very small proportion of enrollment in education both in developed and developing countries (Kassa, 2006 cited in Abduljelil, 2010).

Schoolars such as Desai et al (2008) cited in Abduljelil (2010) stated both school and family as a source of girls lower achievement and dropping out of schools by saying that at the individual level, poor academic performance, retention, lack of teacher support and guidance, disliking school or teachers, and taking on adult responsibilities such as work and childcare have been found to contribute to lower achievement and dropping out of school. Parental educational attainment, parental involvement, household income and household wealth have informed family contributions to educational attainment.

In Ethiopian context, as Yisak et al (2009) cited in Abduljelil (2010) stated the major influencing factors for female students are social and cultural factors. Factors like early marriage, abduction and rape are the foremost reasons for girls not going to school or for dropout as well as their low academic performance. Parental and societal attitudes towards education for girls, and traditional practices are amongst the other reasons.

Furthermore, researchers added on school related factors that affect academic performance of female students by saying that scarcity of schools, qualified teachers and conducive learning environments are contributory factors. Schools often have shortages of girl-friendly facilities, such as clean latrines and clean water. Besides, long distances to schools and insecure roads mean that parents keep their daughters at home to defend them from sexual abuse and other violence. (ibid).

A study conducted by Mulu (2009) on the standards and pre-university preparation and assessment and cited in Aragaw(2016) indicated that students at the primary education levels have low academic preparation and the majority of those students transferring from one educational level to the next tier are without adequate grounding in terms of requisite academic achievement levels. This obviously affects the quality of education provided at all levels.

According to the data obtained from Bahir Dar City Administration Education office in 2016 , out of 8, 911 female students who were registered for schooling, about 174 female students were drop out from their schooling. Besides, out of 8, 737 total female students in second cycle primary public schools (grade 5-8) who sat for second semester examination, about 250 female students were scored below 50%. Furthermore, out of 3346 students who sat for Regional examination, 198 female students and 144 male students were failed or not passed to the next education level, grade 9. On one hand, in primary schools, female students are not small in number as compared to male students, on the other hand, the number of female students becomes decreasing as the level of education increases.

Almost all previous studies conducted on the area were focused on factors affecting the academic performance of female students at secondary and tertiary levels. Little research has been done on factors affecting academic performance of female students in primary schools in Ethiopia.

Knowing the various factors that affect the academic performance of female students helps to attain the Sustainable Development Goals at the end of 2030, specifically goal 4, which ensures inclusive and equitable quality education and promote life-long learning opportunities for all. Thus, investigating the factors that hinder the academic achievement of female students is indispensable.

METHOD

Research Design

The main purpose of this research is to assess factors affecting female students' academic performance in the second cycle of primary schools. Thus, in order to achieve this objective, descriptive survey design was employed since this survey design is a method of collecting information by interviewing and/or administering a questionnaire to a sample of individuals (Orodho, 2005).

Target Population

The current educational system of Ethiopia has structured in to different levels; the Kindergartens, the primary education, Secondary education and higher education level. Second cycle of primary education (grade 5-8) was the focus of this study since this education level is the base for secondary and higher education where the number of female students become decreases. In terms of ownership, the schools owned by private and NGOs were not parts of the study.

Even though female students may clearly understand factors that affect their own academic performance, male students may have their own saying on the issues under investigating. So that questionnaire have been prepared and distributed for both female and male students. Besides, school teachers, principals, supervisors, and education officials were participated in the study.

Sample and Sampling Technique

In the study area, there are about 24 second cycle of primary public schools. Out of these schools, four of them, namely Dilchibo, Zenzelma, Yekatit 23, and Ayertena were selected as sample schools by using simple random method(lottery method). Following this, sample students and school teachers were selected through simple random sampling technique(lotttery method).

In selected sample schools, there are 2995 students (1593 males, 1402 females). Since the population is large, taking samples is needed. Among the different approaches to determine the sample size, Yamane (1967) provides a simplified formula to calculate the required sample size at 95% confidence level and the desired level of precision of 3%, 5%, 7% and 10%. Thus, the researcher has employed Yamane's formula at the desired level of precision 7%.

To get the reqired sample siz for the study, Yemane's formula at the desired level of precision 7% was employed. Yemane's formula:

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

Where:
N= Total population for the study
n = Sample size of the study
e= tolerable error/ margin error /desired level of precision, which is 7% or 0.07.

$$n = \frac{2995}{1+2995(0.07)^2} = \frac{2995}{15.6755} = \underline{191}$$

However, since 15 question papers were not returned, the anaysis of the study has made with sample of 176 student respondent.

Similarly, from 156 teachers, a sample of 78 teachers were included in the study by using the same formula.

Data gathering Instruments

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For the purpose of this study, different data gathering tools such as questionnaire (both closed-ended and open-ended), interview(semi-structured), FGD (4 groups having 6 members in each), observation and document alaysis were employyed. To gather data from large respondents, the researcher used questionniare as a data collection tools. Interview has used to collect inforationfrom those respondents who are familiar with the issue under investigating. To understand the situation of the schools, personal observation has employed.

Methos of Data Analysis

The quantitative data collected through questionnaire have analyzed by using simple descriptive statistical tools like frequency and percentage. The latest version of Statistical Package Software for Social Science (SPSS version 25) has used to analyze the quantitative data. The qualitative data which have gathered through interview, FGD, observation and document analysis have analyzed thematically.

FINDINGS AND DISCUSSION

Academic Performance of Female Students Compared With thier Male Counter Parts

The study has tried to examine the performace of female students in academia as compared with male students. Two recorded documents obtained from Bahir Dar City Administration Education Office was used to make comparison. The first document shows the number of students who scored above and below 50% during the second semester examination of 2017 and the second document illustrates the number of students who passed and failed the Regional Examination provided in 2017.

 The table presented below shows the number of students who scored above and below 50% during the second semester examination.

Table 3.1: Students' academic performance in 2017.

No. of students who sat for exam	Male	Female	Total
	7899 (47.48)	**8737** (52.52)	**16636** (100)
No. of students who scored above 50%	7187 (90.99)	7584 (86.8)	
No. of students who scored below 50%	712 (9.01)	1153 (13.2)	
Total	7899 (100)	8737 (100)	

Source: Bahir Dar City Administration Education Office, 2018

NB: The figures presented in table 3.1 represents only the number of students in the second cycle (5-8) of primary schools administering under Bahir Dar City Administration.

As it has been observed in Table 3.1, out of total 16636 students who sat for second semester examination, 90.99% and 86.8% male and female students scored above 50% respectively. Whereas, 9.01% and 13.2% male and female students scored below 50% respectively. Here, the number of female students grater tahn male studets. However, when we calculate the percentage of students who scored below 50% across gender, more female students (13.2%) scored below compared to male students (9.01). This indicates that female students had less achieved in the examination provided than male students.

The second recorded document that used to examine female students' academic performance in comparison with male students was the document that shows students' status on Regional Examination in

2017. The next table shows the number of male and female students who passed and failed the Regional Examination.

Table 3.2: Students' status on Regional Examination in 2017

No. of students who sat for examination	Male	Female	Total
	1769 (47.97)	**1919** (52.03)	**3688**(100)
No. of students who passed the examination	1625 (91.86)	1721(89.68)	
No. of students who don't passed the examination	144 (8.14)	198 (10.32)	
Total	1769 (100)	1919 (100)	

Source: Bahir Dar City Administration Education Office, 2018

NB: The figures presented in table 3.2 represent only the number of grade 8 students in schools administering under Bahir Dar City Administration.

As it has been observed in Table 3.2, out of the total 3688 students who sat for Regional Examination, 91.86% and 89.68% male and female students have passed the examination. Whereas, 8.14% and 10.32 % male and female students could not pass the Regional Examination. As depicted in Table 3.2, the number of female students who sat for Regional Examination is greater than male students. However, when we compute the percentage of students who did not pass the Regional Examination across gender, majority female students 10.32% can not pass the Regional Examination than male students 8.14% . This shows that the academic performance of female students is less than male students on Regional Examination provided in 2017.

Besides to the recorded documents, data were also collected from school teachers through questionnaire regarding the academic performance of students.

Table: 3.3: Teachers' perception on the level of female students' academic performance in comparison with males

Responses	Frequency	Percentage (%)
Very high	7	9
High	17	21.8
Medium	30	38.5
Low	20	25.6
Very low	4	5.1
Total	78	100.0

As presented in Table 3.3, 38.5% of respondents responded that the level female students' academic performance in different subjects as compared with male students is medium. 25.6% of the respondents replied that the level of female students' academic performance as compared with male students is low.

Both the recorded documents and the data collected from school teachers shows that female students were low performers than male students in academia.

Moreover, the data obtained from school supervisors and education officials through interview shows that except very few students, the academic performance of female students is low as compared with male students. They further added that the number of female students and their academic performance become decreases as the grade level increases.

Factors Affecting Academic Performance of Female Students

Female students' academic performance may be affected by variety of factors. However, for the purpose of this study, the factors that affect female students' academic performance have categorized as family-related, school- related and student-related factors.

Family-Related Factors

Under family-related factors, variables like family size, parents' educational level, monthly income, domestic workloads and attitude of parents towards educating their daughter were considered.

Table 3.4:Family Size of the Household

Responses	Frequency	Percentage (%)
1-3	60	34.1
4-6	89	50.6
7 and above	27	15.3
Total	176	100.0

As it has depicted in Table 3.4, 50.6% and 34.1% of the respondents responded that their parents have 4-6 and 1-3 family members respectively. Similary, 15.3% of the respondents responded that their parents have 7 and above family members. Concerning the association between family size and students' academic performance, Lewis (2005) argued that due to the fact that parents in large families cannot interact as closely with their children as those in smaller families, children from higher family size achieved lower academically. He further argued that when large family face problem in educating their children, they are forced to educate boys at the expense of girls.

Similarly, Adamu (2004) stated that in large family size, there is a great need for girls' labor at home. In line with thi, data were collected on the issue that which gender is more affected by family size. The result of the data obtained from the respondents has presented in the next figure.
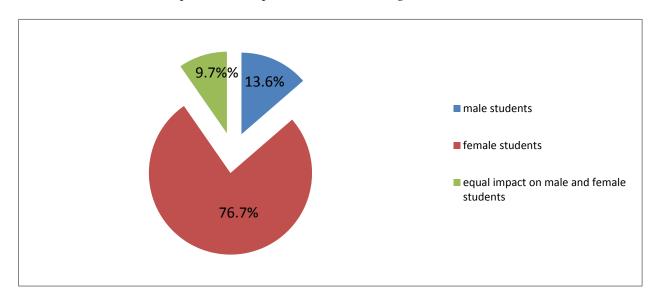

Figure 3.1: Level of family size impact across male and female students' academic performance

As presented in figure 3.1, out of the total 176 student respondents, 76.7% have replied that family size has more impact on female students' academic performance than male students. While, 13.6% of the respondents responded that family size has more impact on male students' educational performance than male students. The remaining, 9.7% of the respondents answered that family size has equal impact across male and female students' on their academic performance. From this, one can understand that female students' academic performance is more affected by family size than male students.

Regarding to parents' educational level, majority, 27.8% of them replied that their respective parent (fathers) could only read and write. Similarly, majority, 44.3%   of the respondents replied that their

respective parent (mothers) couldn't be able to be read and write. Different scholars argued that educational level of parents has positive relationship with academic performance of students. For instance, Sackey (2007) argued that parents' educational level may perhaps the main source of influence that determine child's academic achievement. Parental education, particularly mother's education has a ripple effect upon the participation of girls' in education at family, societal, country and global level. Thus, mother's education is likely to increase the rate of girls participation in education in terms of enrolment, persistence and completion (Seifu, 2007). In line with this, data were collected from the respondents regarding the impact of parental education on female students' academic performance.
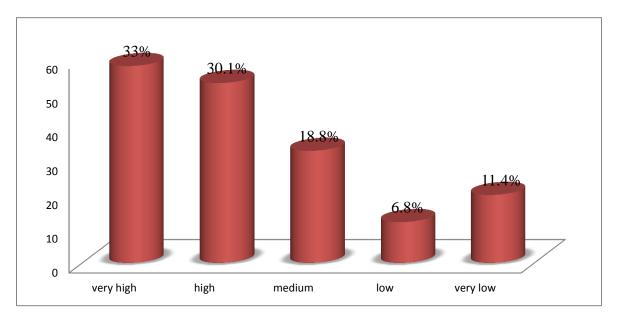

Figure 3.2: The level of impact of parents' educational level on female students' academic performance

As it has indicated in figure 3.2, majority, 33% and 30.1% of them responded that the level of impact of parental education level on female students' academic performance is very high and high respectively. As pointed out previously, majority of parents do have low educational level. Hence, one can understand that female students' academic performance could be affected by parents' educational level.

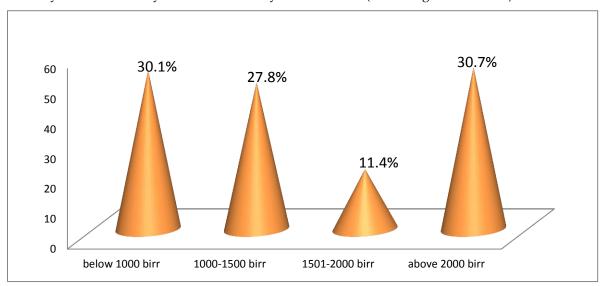Monthly income of family was another family related factor. (see the figure 3.3 below).

Figure 3.3: Estimated monthly family income

As it has observed in figure 3.3, 30.1% and 27.8% of them replied that their respective family do have an estimated monthly income of below 1000 birr and 1000-1500 birr respectively. Similarly, 11.4% and 30.7%

of the respondents responded that their family do have an estimated monthly income of 1501-2000 birr and above 2000 birr respectively.

Regarding to the association between family income and educational attainment of students, Sackey (2007) argued that the amount of family income or resources allocated to children and the timing of their distribution ultimately affects the schooling attainments of children and this is also positively associated with the educational attainment of children. He further stated that the financial and moral support provided to girls for schooling is limited as compared to boys.

In line with this, student respondents were asked regarding the adequacy of monthly family income to satisfy family needs and to support their education. Accordingly, out of the total 176 respondents, majority, 57.39% of them responded that the income of family is not adequate to satisfy family needs and to support their education. 42.61% of the respondents replied that family income is adequate to satisfy family needs and to support their education. Hence, female students' academic performance is influenced by inadequacy of family income.

The other family related factor that affects female students' academic performance of students is the domestic workload of students. (see the table 3.4).

Table 3.5: Level of domestic work responsibility of students

			Responses					
			very high	high	Medium	Low	very low	Total
Gender	Male		12 (29.3)	14 (26.42)	29 (58)	12 (58.14)	9 (81.82)	76 (43.18)
	Female		29 (70.7)	39 (73.58)	21 (42)	9 (42.58)	2 (18.18)	100 (56.82)
	Total		41 (23.3)	53 (30)	50 (28.4)	21 (11.93)	11 (6.25)	176 (100)

As it has been observed in Table 3.5, 23.3% of respondents replied that the level of domestic work responsibility of students other than studying their lessons is very high. Out of the respondents who replied as very high, 70.7% and 29.3% of them were found to be female and male students respectively. 30% of the respondents said that the level of domestic work responsibility of students is high. Out of the respondents who replied as high, 73.58% and 26.42% (n=14) of them were female and male students respectively.

Similarly, 28.4% of the respondents responded that the level of domestic work responsibility of students other than studying is medium. Out of the respondents who responded as medium, 58% and 42% of them were male and female students respectively. Generally, the result of the data presented in table 3.5 shows that female students do have more domestic work responsibility than males. When female students engaged in domestic works at the expense of studying, their academic performance becomes decreasing.

Attitudes of Parents Towards Girl Education

Attitude of parents towards educating their daughter is another family related factor that affects female students' academic performance. In this regard, data were collected from student respondents and the result has presented in table 3.6.

As shown in Table 3.6, item 1, majority, 38.1% of the respondents disagreed that parents do not want to educate their daughters. As the responses to item 2, 36.4% of the respondents agreed that parents don't have the same positive attitude towards both girls' and boys' education. Item 3 of the table, majority, 36.4% of the respondents replied as disagree on that parents don't have attitude that education makes girls more understanding and self-confident. Regarding to item 4, 33.5% of the respondents replied as disagree that parents considered educating girls' as a wastage as compared to their sons. Regarding to item 5, 38.6% of the respondents disagreed on parents believe that boys have better access to the world of work than girls.

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Table 3.6: Attitude of parents towards educating their daughter (Students Respondents)

Attitudes of your Parents towards Educating their Daughter(Items)	Strongly agree	Agree	No opinion	Disagree	Strongly disagree
Your parents do not want to educate their daughters	15 (8.5)	25 (14.2)	11 (6.3)	67 (38.1)	58 (33)
Your parents don't have the same positive attitude towards both girls' and boys' education.	26 (14.8)	64 (36.4)	7 (4)	42 (23.9)	37 (21.0)
Your parents don't have attitude that education makes girls more understanding and self-confident.	10 (5.7)	30 (17)	20 (11.4)	64 (36.4)	52 (29.5)
Your parents considered educating girls' as a wastage as compared to their sons	19 (10.8)	30 (17)	21 (11.9)	59 (33.5)	47 (26.7)
Your parents believe that boys have better access to the world of work than girls	16 (9.1)	35 (19.9)	23 (13.1)	68 (38.6)	34 (19.3)
Your parents have an attitude that sending girls to school will lead them to be harassed by boys, teachers and other outsiders.	15 (8.5)	39 (22.2)	16 (9.1)	61 (34.7)	45 (25.6)
Your parents do not have the knowledge of the benefits of educating their daughters	12 (6.8)	26 (14.8)	11 (6.3)	69 (39.2)	58 (33)

As the responses to item 6 of Table 3.6, majority, 34.7% of the respondents disagree that their parents have an attitude that sending girls to school will lead them to be harassed by boys, teachers and other outsiders. As responses to item 7, 39.2% of the respondents responded as disagree on that parents do not have the knowledge of the benefits of educating their daughters.

Generally, the results of the data presented in Table 3.6 shows that parents' attitude do not affect female students' academic performance since parents do have positive attitude towards educating their daughter. In contrast with this, the findings of the study done by Adamu (2004) and Abduljelil (2010) show that parents attitude affects female students' academic performance.

Participants of FGD mentioned that the major family related factors is domestic workload of female students. They stated that activities such as fetching water, looking after of livestoks and collecting of khat [stimulant drug] affect female students' acdemic performance. They also stated that students become engaging in income generating activities like household and or hotel servant, petty trade, shoeshine boy and daily laborer to generate income for parents and themselves.

The school principals and supervisors during interview also mentioned family-related factors that affect female students' academic performance as parents do not follow/control their daughters whether they are attending their education properly or not.

School-Related Factors

Under school-related factors, variables like basic school sanitation facilities, the school environment and tutorial class, were considered.

Regarding the availability of basic sanitation facilities like water, and separate toilet for male and female students, the following results have obtained.

Table 3.7: Availability of basic sanitation facilities (Students respondents)

			Responses			
			Yes	no	no opinion	Total
School name	**Zenzelma**	Count	32	10	8	50
		% of Total	18.2%	5.7%	4.5%	28.4%
	Yekatit 23	Count	23	5	7	35
		% of Total	13.1%	2.8%	4.0%	19.9%
	Dilchibo	Count	38	7	3	48
		% of Total	21.6%	4.0%	1.7%	27.3%
	Ayertena	Count	32	10	1	43
		% of Total	18.2%	5.7%	0.6%	24.4%
Total		Count	125	32	19	176
		% of Total	71.0%	18.2%	10.8%	100.0%

As illustrated in Table 3.7, 71% of the respondents responded that their respective school do have basic sanitation facilities. While 18.2% and 10.8 % of the respondents replied as 'no' and 'no opinion' respectively regarding the availability of basic sanitation facilities in their respective schools.

Regarding to school facilities especially the toilet, Gant (1971) asserted that it is very difficult for girls to concentrate if toilets are not enough. Brunner and Jerome (1961) suggested that lack of or inadequate sanitation facilities particularly toilets negatively affected girls education more than boys. This is because girls need sanitary facilities that give them privacy. In line with this, data were collected regarding the impact of lack of basic sanitation facilities. Accordingly, as it has been presented in figure 3.4, 40.9% and 30.7% of them responded as agree and strongly agree respectively regarding the impact of lack of basic sanitation facilities on female students' academic performance. Similarly, 9.7% and 7.4% of the respondents replied as disagree and strongly disagree respectively regarding the issue.
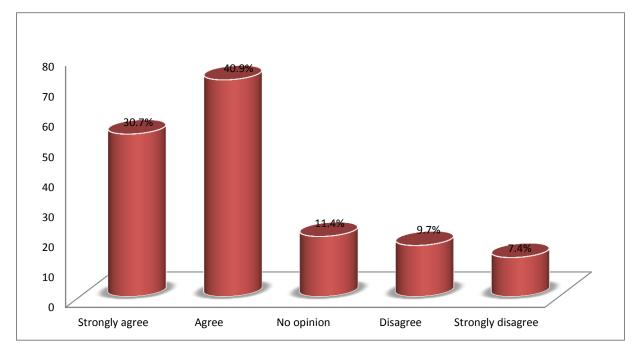

Figure 3.4: Impact of lack of basic sanitation facilities on female students' academic performance

Hence, from this, one can understand that lack of basic sanitation facilities has affected female student academic performance.

Table 3.7: The school environment

School Name	Very conducive	Conducive	Moderate	Hostile	Very hostile	Total
Zenzelma	7 (17.95)	10 (26.31)	9 (21.42)	15 (41.66)	9 (42.85)	50 (28.4)
Yekatit 23	15 (38.46)	11 (28.94)	6 (14.28)	2 (5.55)	1 (4.76)	35 (19.88)
Dilchibo	8 (20.51)	7 (18.42)	19 (45.23)	9 (25)	5 (23.8)	48 (27.27)
Ayertena	9 (23.07)	10 (26.31)	8 (19.04)	10 (27.77)	6 (28.57)	43 (24.43)
Total	39 (22)	38 (21.59)	42 (23.86)	36 (20.45)	21 (11.93)	176 (100)

As depicted in Table 3.8, 22% of the respondents replied that their respective school environment is very conducive. 21.59% and 23.86% of the respondents responded as conducive and moderate respectively. The remaining, 20.45% and 11.93% of the respondents replied that their school environment is hostile and very hostile respectively. Although, the result presented in the above table shows that the school environment seems good, I personally observed that the two schools (one is urban school and the other is rural school) do not have fence. Due to this, young males, from the surrounding community can easily enter to the school just to get female students. Besides, the researcher observed that except one urban school, all other schools do not have standardized and separate toilet for female and male students; the library as well as laboratory rooms are too narrow; the accessibility of water is not proportional with the number of students(due to this, I observed that male students use force over female students to access water and female students turned to class room without getting water).

Table 3.9: Availability of tutorial class for female students

Name of the School	Responses on tutorial class for female students		
	Yes	No	Total
Zenzelema	12 (6.8)	38 (21.6)	50 (28.4)
Yekatit 23	30 (17)	5 (2.8)	35 (19.9)
Dilchibo	14 (8)	34 (19.3)	48 (27.3)
Ayertena	30 (17)	13 (7.4)	43 (24.4)
Total	86 (48.9)	90 (51.1)	176 (100)

As depicted in Table 3.9, 51.1% of the respondents replied that tutorial class has not providing for female students. On the other hand, 48.9% of the respondents replied that tutorial class has providing for female student. However, the data obtained from school principals shows that tutorial class has providing for female students but students do not attending properly.

Table 3.10: Teachers' attitude towards male and female students (student respondents)

Statement (Items)	Strongly Agree	Agree	No opinion	Disagree	Strongly disagree	Total
Majority of teachers prefer to teach boys	12 (6.8)	35 (19.9)	19 (10.8)	72 (40.9)	38 (21.6)	176(100)
Both male and female teachers have a negative attitude towards girls' ability	24 (13.6)	34 (19.3)	29 (16.5)	60 (34.1)	29 (16.5)	176(100)
Most often teachers tend to ask more difficult questions for boys than girls.	35 (19.9)	34 (19.3)	22 (12.5)	62 (35.2)	23 (13.1)	176(100)

As observed in Table 3.10, item 1, 40.9% of the respondents replied as disagree on that majority of teachers prefer to teach boys. As the responses to item 2, 34.1% of the respondents replied as disagree on that both male and female teachers have a negative attitude towards girls' ability. Item 3 of the Table, 35.2% of the respondents replied as disagree on that most often teachers tend to ask more difficult questions for

boys than girls. Generally, as the responses of majority respondents, school teacher do have good attitude towards male and female students.

Beside, data were also collected from teacher regarding to the attitude of school teachers towards male and female students. (See table 3.11).

Table 3.11: Teachers' attitude towards male and female students (Teacher respondents)

Statement (Items)	Strongly Agree	Agree	No opinion	Disagree	Strongly disagree	Total
Majority of teachers prefer to teach boys	2(2.6)	6(7.7)	-	45 (57.7)	25 (32.1)	78(100)
Both male and female teachers have a negative attitude towards girls' ability	2(2.6)	10 (12.8)	1(1.3)	40 (51.3)	25 (32.1)	78(100)
Most often teachers tend to ask more difficult questions for boys than girls.	4 (5.1)	22 (28.2)	1(1.3)	35(44.9)	16(20.5)	78(100)

As depicted in Table 3.11, item 1, 57.7% of the respondents replied as disagree on that majority of teachers prefer to teach boys. As the responses to item 2, 51.3% of the respondents responded as disagree on the issue that both male and female teachers have a negative attitude towards girls' ability. Item 3 of the Table, 44.9% of the respondents replied as disagree on that most often teachers tend to ask more difficult questions for boys than girls.

Therefore, as the responses of majority respondents (both in Table 3.10 and 3.11) showed, school teacher do have good attitude towards male and female students. However, as the data obtained from FGD participants, principals, supervisors and Bahir Dar City education officials shows that some teachers do have negative attitude towards female students. The next table shows the level of impact of different school-related factors on female students' academic performance.

Table 3.12: Impact of different school related factors on female students' academic performance

Factors(Items)	Level of Impact				
	Very High	High	Medium	Low	Very low
Lack of qualified teachers	53 (30.1)	74 (42)	26 (14.8)	15 (8.5)	8 (4.5)
Lack of role model (female) teachers	23 (13.1)	48 (27.3)	64 (36.8)	29 (16.5)	12 (6.8)
Lack of gender sensitive school facilities like (separate latrine, drinking water, etc…)	28 (15.9)	46 (26.1)	45 (25.6)	30 (17)	27 (15.3)
Absence of teachers' support for female students	35 (19.9)	34 (19.3)	38 (21.6)	43 (24.4)	26 (14.8)
Low attitude of teachers towards female students ability	25 (14.2)	51 (29)	38 (21.6)	35 (19.9)	27 (15.3)
Distance from home to school	22 (12.5)	36 (20.5)	40 (22.7)	50 (28.4)	28 (15.9)

As presented in Table 3.12, item 1, 42 % and 30.1% of the respondents replied that the level of impact of lack of qualified teachers on female students' academic performance is high and very high respectively. As the responses to item 2 of the Table, 36.8% and 27.3% of the respondents replied that the level of impact of lack of role model (female) teachers on female students' academic performance is medium and high respectively. Regarding to item 3, 26.1% and 25.6% the respondents replied that the level of impact of lack of gender sensitive school facilities like separate latrine, drinking water on female students' academic performance is high and medium respectively. Item 4 of the same Table, 24.4% and19.9 % of the respondents replied that the level of impact of absence of teachers' support for female students on their

academic performance is low and very high respectively. Regarding item 5 of the Table, 29% and 21.6% of the respondents replied that the level of impact of low attitude of teachers towards female students' ability on their academic performance is high and medium respectively. Concerning item 6 of the Table, majority, 28.4% 22.7% of the respondents replied that the level of impact of the distance from home to school on female students' academic performance is low and medium respectively. Generally, as majority of the respondents responded that factors presented in Table 3.112 do have impact (but with different degree) on female students' academic performance.

FGD findings identified school-related facility challlenges such as lack of or uncleaned toilet, unavailability of books in the liberary and lack of laboratory equipments which have an adverse impact on the acdemic performance of female students. Participants of FGD also raised that school teachers' activity and/or behavior affects female students in such a way that they do not encourage female students rather they insult them if they could not asking and answering questions; some school teachers (especially the young ones) ask female students for sexual partnerships (if female students are not voluntary for sexual partnership, their marks will be deducted). Such negative treatment of female students by school teachers will demoralize female students and thereby influences their academic performance.

Student-Related Factors/Issues

Under student-related factors variables such as perception of students on academic performance of female students as good as male students, level of classroom participation of female students, commitment of female students on studying were taken and discussed as follow.

As different literatures show that perception of students has correlation with their academic performance. In line with this, Engin (2009) argued that student feelings with achievement have positive effect on actual academic achievement. Regarding to this, student respondents were asked about their perception on performance of female students in academia as good as their male counter parts. The data obtained on this issue has presented in the next figure.
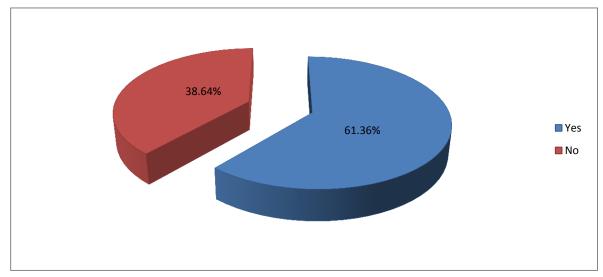

Figure 3.5: Perception of students on female students' performance in academia as good as male students

As indicated in figure 3.5, 61.36% of them perceived that female students are capable of performing in academia as good as male students. The remaining, 38.64% respondents perceived that female students are not capable of performing in academia as good as male students. In terms of perception, majority students perceived that female students are capable of performing in academia as good as males. However, participants of FGD stated that the school teachers as well as the society perceived that female students are not capable of performing in academia as good as male students.

The next table shows the level of classroom participation of female students

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Table 3.13: level of classroom participation of female students (students' response)

Responses	Frequency	Percentage (%)
Very high	34	19.3
High	52	29.5
Medium	40	22.7
Low	38	21.6
Very low	12	6.8
Total	176	100.0

As portrayed in Table 3.13, 19.3% of the respondents answered that the level of classroom participation of female students is very high. 29.5% and 22.7% of the respondents responded that the level of class room participation of female students is high and medium respectively. Similarly, 21.6% and 6.8% of the respondents replied that the level of classroom participation of female students is low and very low respectively. Hence, one can understand that majority of the respondents labeled the level of classroom participation of female students as high.

As illustrated in figure 3.6, 10.3% and 15.4% of teacher respondents replied that the level of classroom participation of female students is very high and high respectively. Similarly, 43.6% and 21.8% of the respondents responded that the level of classroom participation of female students is medium and low respectively.
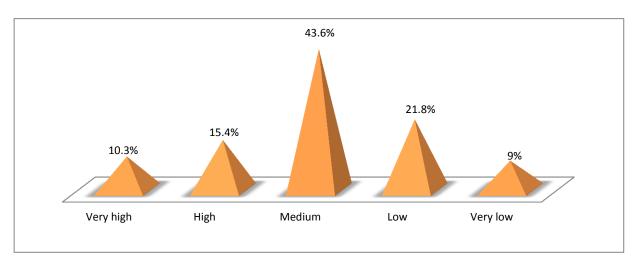

Figure 3.6: level of classroom participation of female students (teachers' responses)

The remaining, 9% of respondents replied that the level of classroom participation of female students is very low. From this, one can understand that majority of the respondents (school teachers) labeled the level of classroom participation of female students as medium. Thus, the results of the data obtained from students vary from school teachers regarding the level of classroom participation of female students.

The next table shows the level of impact of different student-related factors on female students' academic performance.

Table 3.14: Level of impact of different student related factors on female students' academic performance

S. No.	Factors (Items)	Very high	High	Medium	Low	Very low
1.	Spending time with boyfriend and / girlfriend	23 (13.1)	45 (25.6)	57 (32.4)	30 (17)	21 (11.9)
2.	Thinking about family and related issues	37 (21)	37 (21)	59 (33.5)	34 (19.3)	9 (5.1)
3.	Engaging in income generating activities	28 (15.9)	43 (24.4)	41 (23.3)	42 (23.9)	22 (12.5)
4.	Issues related with people approaching you for love affairs	33 (18.8)	24 (13.6)	39 (22.2)	33 (18.8)	47 (26.7)

As observed in Table 3.14, item 1, 32.4 % and 25.6% of the respondents replied that the level of impact of time spent that female students with their boyfriend and / girlfriend on their academic performance is medium and high respectively. İn line with this, Lawson (2011) cited in Sara et al (2017) stated students at school face various peer pressure that affect their life either in positive or negative way. As the responses to item 2, 33.5% and 21% of respondents responded that the level of impact of thinking about family and related issues on female students' academic performance is medium and high respectively. 21% of the respondents also replied that the level of impact of thinking about family and related issues on female students' academic performance is very high. Regarding item 3 of the Table, 24.4% of the respondents responded that the level of impact of engaging in income generating activities on female students' academic performance is high. Item 4 of the same Table, 26.7% of the respondents replied that the level of impact of time spent that female students spent on issues related with people approaching them for love affairs on their academic performance is very low. From this Table, one can understand that factors such as the time that female students spending with boyfriend and / girlfriend, thinking about family and related issues and engaging in income generating activities significantly affect female students' academic performance.

Existing Opportunities for Female Students

Data have collected through interview from the school principals and supervisors regarding the existing opportunities which help to improve female students' academic performance. Regarding to this issue, the interviewees have mentioned the existing opportunities for female students as providing of tutorial class; giving chance for female students to participate in different areas like clubs (assign female students as a chair person, secretary, class representative or monitor); providing different materials for female students including uniforms and manusterial pades in collaboration with different organizations; providing breakfast service (this is only in one school); provide incentive (money payment) for those female students who are giving service by clearing classrooms.

Some students, but not all, in open-ended questions have also listed the existing opportunities as provision of tutorial class for female students(but not strengthen); the school management will give chance for those female students when they stop their education due to marriage; the establishment of different female student clubs, and supporting female students who do not have parents.

Conclusion

Assessing factors affecting female students' academic performance was the main purpose of the study. The findings of the study revealed that female students did not perform in academia as good as male students. The results of the study also showed that female stdents' academic performance has affected by family-relatd, school-related and student-related factors. Under family-relatec factors, the study results revealed that family size affects more female students than their male counter parts regarding acdemic performance; female students' academic performance is influenced by inadequacy of family income; female students have more domestic work responsibility than male students;parents do have positive attitude towards educationg their daugther. Under school-related factors, the findings of the study showed that the schools lack basic school sanitiation facilities;the school environment is not conducive for femael students;the schools providing tutorial class for femael students but not strengthend. Under student-related

factors, the result of the study reveal that female students are capable of performing in academia as good as males however, teacher respondents belive that the level of classroom participation of female students is low as compared with their male counter parts.

Recommendations

Based on the findings of the study, the following recomendations were forwarded. The concerned public institution, especifically Ministry of Education (MoE) should incorporate gender issues in the curriculum of the education system; educational officials working at different level should endorse different awareness programs on gender issues in education to different stakeholders such as parents, students, and other community members;in collaboration with various stakeholders, the school management should create conducive school environment and fulfill the school facilities; the school management should conduct continuous discussion with students themselves, school teachers, parents and other community members on girl education. Generally, the participation of different stakeholders is needed to improve the academic performance of female students. Moreover, future researchers investigate factors affecting female students academic performance by incorporating the views of members of Parent-Teacher-Assosiation (PTA).

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