

**FACTORS AFFECTING FEMALE STUDENTS' ACADEMIC
ACHIEVEMENT IN PUBLIC HIGH SCHOOL: THE CASE OF
ABADO SECONDARY SCHOOL, LEMI-KURA SUB-CITY,
ADDIS ABABA**



Prepared by:

Samrawit Filate

Advisor: Mosisa Kejela (MSc)

July, 2022

Addis Ababa, Ethiopia

**Factors Affecting Female Students' Academic Achievement
in Public High School: The Case of Abado Secondary
School, Lemi-Kura Sub-City, Addis Ababa**



**A Thesis Submitted to the School of Graduate Studies of St Mary's
University in Partial Fulfillment of the Requirements for the Degree
of Masters of Social Work**

By

Samrawit Filate

Advisor: Mosisa Kejela (MSc)

July 2022

Addis Ababa, Ethiopia

STATEMENT OF AUTHOR

I hereby declare that this thesis is my original work and that all sources of materials used for this thesis have been duly acknowledged. A Thesis Submitted to the School of Graduate Studies, St Mary's University in partial fulfillment of the requirement of the Degree of Masters of Social Work. I honestly declare that this thesis has not been presented to any other University for a degree, diploma, or certificate.

Name: **Samrawit Filate**

Place: **St Mary's University**

Signature

Date

ACKNOWLEDGEMENT

First and foremost I would like to extend my gratitude to my advisor Mosisa Kejela (MSc) for his invaluable suggestions and comments in the enrichment of this study. I am most grateful for his continual patience, benevolence, constructive advice, genuine interest, and unreserved guidance and direction.

My sincere gratitude also goes to those who provided me with encouragement and support throughout the development and the completion of the thesis.

Similarly, I owe a great debt of gratitude to respected members of the University who helped me grasp the necessary knowledge in my MA program study that played a key role during my work on the thesis.

My special recognition is also to the sample teachers, principals and their deputies, supervisors, and Education Officers of Lemi Kura, and Abbado secondary schools. Their interest in my study and their unreserved cooperation that made my fieldwork quite comfortable is gratefully acknowledged.

LIST OF ABBREVIATIONS

FDRE	Federal Democratic Republic of Ethiopia
IOM	International Organization for Migration
UNESCO	United Nations Educational Scientific and Cultural Organization

Table of Contents

STATEMENT OF AUTHOR.....	i
LIST OF ABBREVIATIONS.....	iii
List of Table.....	vii
List of Figure	vii
CHAPTER ONE.....	1
INTRODUCTION	1
1.1. Background of the Study	1
1.2. Statement of the Problems	2
1.3. Research Questions	5
1.4. Objectives of the Study.....	6
1.4.1. General Objective.....	6
1.4.2. Specific Objectives.....	6
1.5. Significance of the Study.....	6
1.6. Scope of the Study.....	7
1.7. Limitation of the Study.....	7
1.8 Operational Definitions of Key Terms	8
1.9 Organization of the Study.....	8
CHAPTER TWO	9
REVIEW OF RELATED LITERATURE.....	9
Introduction	9
2.1. Theoretical Review.....	9
2.1.1. Girls’ Academic Achievement.....	9
2.1.2. Female Secondary School Achievement in Global perspective	10
2.1.3. Female Secondary Education in Africa Perspective	11
2.1.4 Female Student's Achievement in Ethiopia	13
2.1.5. Factors Affecting Girls’ Academic Achievement.....	14
2.2. Empirical Review.....	18

2.3. Conceptual Framework.....	20
CHAPTER THREE.....	21
RESEARCH METHODOLOGY.....	21
Introduction	21
3.1. Research Approach.....	21
3.2. Research Design.....	21
3.3. Sources of Data	22
3.4. Population, Sample Size, and Sampling Technique.....	22
3.4.1. Target Population of the Study	22
3.4.2. Sample Size Determination	22
3.4.3. Sampling Techniques	24
3.5. Data Gathering Instruments	25
3.5.1. Direct Observation	25
3.5.2. In-depth Interview	25
3.6 Data Collection Procedures	26
3.6.1 Pilot-Testing of the Instruments.....	26
3.8. Data Collection Procedure.....	26
3.9. Methods of Data Analysis	27
3.10 Ethical Considerations.....	28
CHAPTER FOUR.....	29
DATA PRESENTATION ANALYSIS AND INTERPRETATION	29
INTRODUCTION	29
4.1. Response Rate.....	29
4.2.1. Background Information of Female Student’s Respondents	29
4.2.2. Female Students Family Background.....	30
4.3. The School Environmental Factors Role in Female Students’ Academic Achievement	33
4.4 Factors that Affect the Academic Achievements of Female Students	36
4.4.1 Institutional/School Related Factors	36

4.4.2. Teachers Related Factors	39
4.4.3 Student Related Factors	42
4.4.4 Parents' Related Factors	45
4.5. Teachers Response on Factors Affecting the Academic Achievement of Female Students ..	47
4.5.1. Background Information of Teacher's Respondents	47
4.6 Factors that Affect the Academic Achievements of Female Students	49
4.6.1 Institutional Related Factor	50
4.6.2 Teachers Related Factor	52
4.6.3 Student Related Factors	54
4.6.4 Parents' Related Factors	56
4.7 Educational Officers' Interview Response	57
CHAPTER FIVE	59
SUMMARY, CONCLUSION, AND RECOMMENDATION	59
Introduction	59
5.1 Summary of the Finding	59
5.2. Conclusion	60
5.3. Recommendation.....	62
REFERENCES	64
APPENDICES A	68

List of Table

Table3. 1: Number of Female students and Proportion of Samples taken From Each grade.....	24
Table 4.1. Age of Female Students Respondents	30
Table 4.2. Female Students' Mothers' Educational Level	30
Table 4.3 Female Students' Parents' Occupation.....	31
Table 4.5. Response Related to Parents' Assistance because of their Occupations	32
Table 4.6 Responses of Female Students Related Factor.....	33
Table 4.7 Responses related to Institutional Factors.....	37
Table 4.8 Responses Related to Teachers Related Factors	40
Table 4.9 Responses Related to Female Students' Related Factors	42
Table 4.10 Responses Related to Parent related Factors.....	45
Table 4.11. Demographic Profile of Teachers Respondent.....	47
Table 4.12. Responses of Teachers related to Female Students' Academic Achievements	48
Table 4.13 Teachers' Responses related to Institutional Factors	50
Table 4.14 Teachers Responses Related to Teachers Related Factors.....	52
Table 4.15. Teachers Responses Related to Female Students' Related Factors.....	54
Table 4.16 Responses Related To Parents' Related Factors	56

List of Figure

Figure 1: Conceptual Framework of the study	20
---	----

Abstract

The purpose of this study was to explore the factors that affect the academic achievement of female students in Abbado secondary school. The research design that was employed in the study was descriptive research design and incorporated qualitative and quantitative approach. The study was focused on the female students' academic achievement with reference to grade 9th, 10th, 11th and 12th grade in 2021/22 G. C. The target population consists of 327 female students as well as 55 teachers within Abado secondary schools. On the other hand interview was conducted to with 12 female students, and Focus group discussion conducted with 5 male and female teachers, 3 school administrators and 3 educational officials those participants of the study were selected purposely interviewed. The data gathered through different tools were analyzed using different methods based on the specific nature of the data. Quantitative data were also used descriptive statistics frequency, and percentage. On the other hand, the qualitative were used using narrative description; sometimes using the actual words of respondents at times paraphrasing their respondents; document analysis and observation were directly activated with the concern. The data analysis led to the major findings. The finding of the study revealed that common problems that female students encounter are: coming from economically very poor family, lack of sufficient time for studying absence of special support from schools to do well in their studies. All the same it was found that there were factors which affect academic achievements of female students; female students related factors institutional related factors; instructors related factors parents related factors were affected female student's achievements. Based on the findings, it was safely concluded that factors which affect the academic achievement of female students is a function of variables which emanate from in-school and out-of-school systems. Accordingly, the improvement of these variables will make a considerable change in academic achievement of female students. Therefore, the study recommends that the involvement of various stakeholders in order to improve female students' academic achievement in Abado secondary schools in Lemi-Kura sub-city.

Keywords: *Academic Achievement, Female Students, Secondary School*

CHAPTER ONE

INTRODUCTION

This chapter focused on the background of the study, statement of the problem, the research objectives, research questions, significance of the study, delimitations of the study, operational definitions of key terms, and organization of the paper.

1.1. Background of the Study

In the world of education, due to curriculum standards, achievement benchmarks, programmatic requirements and other policy directives from many sources generate complicated and unpredictable requirements for schools. That most complex activity seems to be the process of teaching and learning. As its complexity is more than we think, the problem it faces is also more complex than one thinks. The problems that education sector encounters hinder the progress of teaching and learning process, in other hand it affects quality of education negatively (Leithwood and Riehl, 2003).

In developing countries, a significant milestone in narrowing the gender gap has been achieved with wide differences remaining across countries and regions. According to the United Nations Educational, scientific and cultural organization (UNESCO) report (2020), in the developing regions' More than 226 million children do not attend secondary school. In more than 20 developing countries, illiteracy rates amongst women exceed 70%. Of the 67 million out-of-school primary-school-age children, 53% are girls. Of the lower secondary out-of-school adolescents, 52% are girls.

Ethiopia, like many sub-Saharan African countries, made notable progress toward achieving universal secondary education. The average value for Ethiopia during that period was 18.55 percent with a minimum of 3.81 percent in 1971 and a maximum of 37.58 percent in 2012. The latest value from 2015 is 34.94 percent. Although Ethiopia's education and training policy stresses the need to sensitize society about the importance of girls' education, it has nevertheless a long way to go in making its dream come true. Girls who happen to go to school

are expected to take care of household chores as well when they return home, leaving them with no time to study or do their homework. This results in poor school achievement, often resulting in failure. The problem of poverty and that of girl students have always been acute in Ethiopia. The majority of girls fail to attend school because of early marriages, pregnancies, and sexual harassment (Fasika et al., 2015).

The Ethiopian Government has taken quite a number of measures particularly aimed at improving quality of teaching, to enhance students 'academic achievement in general and females' in particular and realizing the importance of quality education. However, as the government strives to expand education, it also faces the challenge of ensuring quality, especially for girls. The Ministry of Education in its Education Sector Development Program (ESDP IV 2010/11- 2014/15) document indicates women's participation in education is constrained by economic, socio-cultural, familial, personal and school factors. The economic problems relate to parents' inability to send girl children to school especially if schools are far from home or girls drop out due to lack of finances. The problem is more serious in rural areas, particularly in pastoralist regions. The traditional division of labor in homes constrains girls' success in education. School distance and harassment, feelings of discomfort to participate equally with men are stumbling blocks for female students.

In Ethiopia context there are different literatures on factors influencing academic achievement of girls in Secondary Schools. However, there are only a few studies that have exclusively and intensively dealt with these factors (school related factors, parent's economic status and personal factors, and teachers related factor) in Secondary Schools. By taking in to account this there is the need therefore to carry out a study to investigate the factors influencing the poor academic achievement of girls. Hence, this study will identify factors affecting female students' academic achievement in the case of Abado Secondary School in the Lemi-Kura sub-city.

1.2. Statement of the Problems

Significant advances have been made in techniques for assessing educational achievement including performance across national and regional level. Many researches have been conducted to investigate patterns of educational achievement and to explore both in-school and external factors (UNESCO, 2020). However, there is still influential factors are attached to female

students both in urban and rural areas of Ethiopia including Addis Ababa, even though it is the capital of the country.

According to (UNESCO, 2020), achievement was related to wide range of variables among this the impact of school polices in areas such as retention and principal leader ship, family, and community factors which includes parental education and involvement. Many studies shown that the academic achievement of students, particularly female students' achievement in the selected high school has been low. There are several challenges to advancing female students' achievement in education. Comparison of student's achievement can be done in terms of many variables of which of them are the school environment which comprises school facilities, teacher competency, parental involvement, and principal's leadership. The other variables are the socio-economic status, which includes parental income levels and others. For instance, parents with higher income and education are more likely to have higher expectations for their children's educational attainment, have knowledge about their children's educational options and involve their children in intellectual activities. These factors have a positive impact on student learning. On the other side, lower socioeconomic status of parents has a negative effect to purchase books and other items to improve the academic outcomes of their children. Sex-related issues which include the attitude of teachers and male students towards female students are factors that affect female students' achievement (Gashahun Wami, 2019).

In Ethiopia like other Sub-Saharan countries, economic, social, cultural, school related and institutional factors affect girls 'academic achievement. Among these, some of the socio economic and socio cultural factors like, family structure, parental occupation, and parental education, parenting styles, parental attitude, and parental support play a significant role for girls 'academic achievement. On the other hand, school related factors such as lack of school facilities and conducive class room environment, the absence of qualified teachers, distance from the school, teacher attitudes and teaching practice, all affect girl's academic achievement (Tariku Debalke, 2018).

Various problems affect female student's achievement includes cultural, social, economic circumstances, social, cultural traditions, biases, religious beliefs, division of household labor, parental education and family income. The number of females' enrollment is increasing from year to year, but significant numbers of female students are still academically dismissed from

public secondary schools. Though the attrition rate varied from school to school, it is higher for females relative to male. However, there isn't a clear investigation of the factors affecting female students' academic achievement at higher institutions particularly in the public secondary school (Mulugeta, 2020).

In Ethiopia it is only recently that female participation in schooling is increasing. The country's educational policy is not discriminatory to females. Article 3.7.7 of 1997 stipulates that special attention to be given to women in education and training (MOE, 1994). Therefore, the academic achievement of females in schooling should get paramount attention.

Regarding factors affecting female students' academic achievement many studies were conducted. For example, Nicola et al., (2008) conducted a study on Painful lessons: The politics of preventing sexual violence and bullying at school, and the finding indicated that some of the critical factors affecting female education include early pregnancy, psychological cost of pregnancy, direct cost of schooling, societal perceptions, the labor market, opportunity costs, family poverty, irrelevant curriculum, insecurity, structural attributes and classroom culture.

David C. Mburu (2016) conducted a study on the influence of selected factors on the academic performance of secondary school students in Kuresoi Sub-County, Nakuru County, Kenya. The findings of the study showed a statistically significant relationship between school facilities, home environment, and the students' academic performance. There was no statistically significant influence between the quality of teachers and students' academic performance.

In Ethiopia context also different studies were conducted in different places of Ethiopia on academic achievement of female students. For instance, Yenenesh Tilahun (2013) conducts research on Factors Affecting the Academic Participation of Female Students in Harar Senior Secondary School, Eastern Ethiopia. The finding of the study revealed that factors, such as psychological factors (including motivation and level of aspiration of students, self-reliance of the students, lack of guidance and counseling service, and income of their families); personal factors, such as the educational background of a student's family, study hours, use of stimulants; socio-cultural factors, like social safety, the attitude of society towards female education and sexual harassments were the factors which affected the academic achievement of female students.

Yonas Keshawn (2014) also carried out a study on Major Factors that Affect Female Student's Participation in Teaching Handball in Case of Degollo Preparatory and Secondary School in Jama Woreda. The finding of the study showed that the participation of female students with handball lessons as the subject matter was highly affected by the school with a shortage of facilities and equipment and the attitude of female students and teachers.

Fasika Tadesse, et al. (2015) did research in Aberus Wolkite High School, and Henok Tesfa (2014) did in East Belesa Woreda and identified that Economical, physical and physiological factors are major factors that hinder the participation of female students.

As we saw the above, different studies were conducted regarding factors affecting women's academic achievement in secondary school in different parts of Ethiopia. However, the studies conducted by these researchers were not only in different parts of Ethiopia but also their focus was limited to certain factors. Whereas in this research study, more comprehensive factors were analyzed to assess the academic achievement of female students in Abado Secondary School namely, socio-economic status of parents, teacher's commitment, institutional related factors, and female students themselves related factors. To the knowledge of the researcher, no study was conducted on the academic achievement of girls in Abado secondary schools. Hence this study would contribute to closing the existing research gap.

1.3. Research Questions

The study was provide some research questions to aid the researcher in the investigations

1. To what extent female students related factors affecting female students' academic achievements in Abbado secondary school?
2. To what extent teachers' related factors affecting female student's academic achievement in Abbado Secondary school?
3. To what extent parents' related factors affect female students' academic achievement in Abbado secondary school?
4. To what extent institutional factors affect female students' academic achievement in Abbado secondary school?

1.4. Objectives of the Study

1.4.1. General Objective

The main objective of the study is to assess the factors affecting female students' academic achievement in public high school: the case of Abado secondary school, Lemi-Kura Sub-City Addis Ababa.

1.4.2. Specific Objectives

The specific objectives of the study are:

1. To analyze female students 'related factors affecting female students' academic achievements in Abbado secondary school
2. To investigate teachers' related factors affecting female student's academic achievement in Abbado Secondary school
3. To identify parents' related factors affecting female students' academic achievement in Abbado secondary school
4. To find out school related factors affecting female student's academic achievement 'in Abbado secondary school.

1.5. Significance of the Study

The study may provide insights and information regarding factors affecting female students' academic achievement in secondary schools in Abado secondary school. This study may help an educational planners adequately plan education systems by considering all recommended strategies for improving girls' academic achievement. It will be hoped that the findings will help policymakers and other stakeholders to come up with strategies to eliminate such negative factors affecting girls' academic achievement in secondary schools. The study will be also brought out a true picture of female academic achievement in secondary school and from this, a solution may be reached. This will help education planners take care of factors such as the school achievement of girls. A careful study of these factors will improve the achievement of girls in secondary schools. It also helps for St Mary University as the existing document on the issue of

factors affecting female student's academic achievement. Besides, the finding of the study used as a basis or reference for those persons who want to conduct further study on aspects concerning affecting female students' academic achievement. Lastly, the study help for the researcher in equipping skill, knowledge and experience of conducting such kind of research by going through all ups and downs for the study, and it serves as partial fulfilment of the requirements of Degree of Masters of Social Work from St Mary University.

1.6. Scope of the Study

The study is limited in terms of issue, time and locality. Thematically, the study is delimited to factors affecting females' academic achievement in Abado secondary school. To conduct the research work in all Lemi Kura sub cities secondary school there would be impractical due to constraints of resource and time. The scope of the study is delimited to Abado secondary school which is secondary school in Lemi Kura sub-city. In terms of time dimension the study is delimited to cover academic year of 2022 G. C. Even though there are different variables that affect female student academic achievement in this study attempts were made to examine school factors, parent related factors, and instructor related factors and factors related to females themselves. The 9th grades up to 12th grade female students in Abado secondary school were the target population. The research used sampling method to obtain the desired data. The researcher intentionally made that the information or data gathered from this school was representing the study population.

1.7. Limitation of the Study

During data collection the researcher had faced some problems. Among these the first problem was to collect data from some teachers and students took more time as the respondents were busy. Another problem was the lack of well-organized and documented data. Data on some issues are in a way inconvenient to access immediately from the record office. Despite all these problems, the researchers tried to critically analyze the available data to answer the questions raise in the study. Moreover, some respondents could not fill in the questionnaires and return them on time. Despite all these challenges, the researchers have tried to analyze the available data to answer the questions raised in the study.

1.8 Operational Definitions of Key Terms

Academic achievement: This refers to the actual accomplishment as distinguished from potential ability (Good, 1973:414)

School – An organized group of pupils pursuing desired studies at desired levels and receiving instruction from one or more teachers frequently with the assistance of other employees and officers e.g. Head teachers and Inspectors (OECD, 2003).

Secondary Schools- are schools that provide general education in grades 9-12.

Sexual Harassment: - The use of power to emphasize the sexuality or sexual identity of a student in a manner which prevents or impairs that students full enjoyment of educational benefits, climate, or opportunities (Nancy Tuana, 1992).

Socio-economic status of parents: is he income level of family, which frequently determines the family's social status.

1.9 Organization of the Study

The entire research was organized into five (5) chapters. The first chapter treated an introductory part that focused on the background of the study, the purpose, and the significance of the study. The second chapter discusses a brief review of the related literature and theoretical point of reference. Chapter three comprises the research methodology. Chapter four presents the presentation, analysis, interpretation, and discussion of the research. The last chapter presents the summary, conclusions, and recommendations of the research. References and appendices (annexes) were affixed at the end of the paper.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

This part of the paper deals with different research findings related to girls' education and their academic achievement and possible causes that can affect their school performance. The chapter is organized with sub-titles, girls 'academic achievement, and factors that affect girls' academic achievement.

2.1. Theoretical Review

2.1.1. Girls' Academic Achievement

Academic achievement is the capacity of the learner to grasp/perform what he/she has learned from a given content. This achievement can be affected by different environmental factors. Academic achievement is something you do or achieve at school, college, or university - in class, in a laboratory, library, or in fieldwork (2010). Academic achievement is the result of effort or it is the case of nurture rather than nature.

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

When we say girls' academic achievement, it is related to gender features which are because of beliefs, norms, and way of life in one society that create gender imbalances and directly or indirectly affects women's academic achievement. But, much literature has illustrated that

academic achievement did exist between boys and girls because of their sex. An individual's sex is a powerful predictor of differences in academic achievement (Hyneman, 1980). One field of study has been difficult for females or males and not for their counterparts. For instance, studies that focused on subjects have pointed out that girls tend to perform better than boys in work requiring verbal ability while boys tend to perform better than girls in tasks requiring science and technological skills (Wasagna, 1995; White, 1996; as cited in Kedir, 2001).

2.1.2. Female Secondary School Achievement in Global perspective

In Sub-Saharan Africa, the number of girls out of school each year has risen from 20 million in 1990 to 24 million in 2002 (UNICEF, 2003). Of the 25 selected countries studied, fifteen (15) were in sub-Saharan Africa. The criteria studied were: low enrolment rates for girls; gender gaps of more than 10 percent in primary education; countries with more than one million girls out of school; countries included in the World Bank's Education For All Fast Track Initiative and countries hard hit by a range of crises that affect school opportunities for girls, such as HIV/AIDS and conflict.

The fifteen countries included Chad, Nigeria, Sudan, Tanzania, Eritrea, Ethiopia, and the Democratic Republic of Congo. The worst hit is Southern Sudan, which has been seriously affected by civil war for decades. UNICEF said to wait for an end to the conflict would be to dismiss the rights of generations of children. UNICEF noted that in the area, as few as 15 percent of primary school-aged children were in school and girls represented only one-quarter of the number. By the time the upper primary level was reached, there were hardly any girls left in school and at the territory's foremost secondary school. Only 560 of the 8,000 teachers in southern Sudan are women, which was merely seven percent (Nduru, 2003).

Introduction of free primary education, access to education is still remaining a wide dream for many Kenyan children despite the introduction of free primary education in the country which accounted for an increase in enrolment, a sizeable number of children, especially girls, still find themselves out of school owing to several reasons (Mwangi, 2004). These reasons are demands for their labor in the home such as assisting in looking after their young siblings; child marriage, doing house chores, sexual harassment and abuse, death of the mother, lack of role models, and looking after the sick member of the family (Mwangi, 2004). Some of the girls are given married

against their wish and when some of the girls are given to marriage against their wish when they refuse, they are threatened with death thus the children are given married at a tender age in quest of dowry from the husbands (Chibiko, 2009)

Some parents justify the denial of girls of their right to education to prevent them from bringing shame to the family through early pregnancy (Chibiko, 2009). Others believe that women who are at the same level of education as men are a disgrace to the community because more often than not, they will not get married and if they do, it will be to a foreigner. For such parents, early marriage is the best way to prevent this and at the same time preserve traditions (Chibiko, 2009). The government in many parts is aware of female education but (Kiteto, 2002) notes that gender inequalities and bigotry in education have continued to play a significant role in the slow development of the African economy. Disregarding for and discrimination against 50% of the population females contribute to slow and poor performance in most African countries. This is even though the education of females has a profound effect on national development as lack of their education has been linked to low birth weight, poor health and high fertility rates, poor family nutrition, low life expectancy, poor family nutrition, low life expectancy, poor sanitation and high illiteracy rates (Ikua, 2012)

2.1.3. Female Secondary Education in Africa Perspective

2.1.3.1. The Benefits of Female Secondary Education in Africa

Recent work has begun to quantify the potential that human development investments in females have on GDP growth rates. Hanushek and Woessmann (2007), using cross-sectional regressions for 50 countries, estimate that each additional year of schooling boosts long-run growth by 0.58 percentage points per year. A World Bank study in 1999 demonstrates through data simulation for a selection of 100 countries, that increasing the secondary education of females by 1% results in an annual income increase of 0.3% per capita. Such an increase is substantial for many developing countries. The study concludes that societies that have a preference for not investing in females pay a price for it in terms of slower growth and reduced income (Dollar and Gatti 1999).

Secondary school for African females is an elusive dream for good reason. Females often become more vulnerable when they are adolescents and approaching secondary school. Sexual maturity can cause parents to be more anxious about their daughters' safety at school and females' risk of pregnancy and HIV greater. Long distances to school are a cause for concern. Perhaps the most extreme example of security as a barrier to access is in Ethiopia, where the abduction of young brides deters some adolescent females from attending school (Gibson, 2004:8).

Going beyond private benefits of increased productivity and private nonmarket effects, economists look at, for example, the externalities created by schooling, such as the impact of spillovers, the rate of innovation in society, and the range of community benefits. A useful concept in this regard is the social rate of return to schooling. To estimate social returns, one needs access to social costs and social benefits. The costs are easy to assemble, based as they are on public spending on schooling. The social benefits include all private benefits, as the individual is part of society, but also benefits that accrue to others in society. Thus social benefits are much more difficult to assemble than social costs. The theory would suggest that social benefits are higher than just the private benefits of schooling. In the empirical literature, given the usual absence of estimates of social benefits, estimates of social returns are lower than private returns. This is because most researchers have accurate information on costs, but only a vague idea of the social benefits, and they usually are not able to aggregate private and social estimates of the benefits of schooling. The few attempts to estimate social returns to education have produced interesting and useful insights. When analyzing the effect of investment in education on private wages, the social returns are higher than private returns (Acemoglu and Angrist, 2000).

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

2.1.3.2. Constraints of Female Education Achievement in Africa

Ensuring equitable access to secondary education is a challenge, particularly in developing countries. While the primary school completion gap between rich and poor countries has been diminishing, it has widened among these countries for secondary school completion in the past 40 years (World Bank, 2005). Most developed countries are nearing universal secondary education, but the gross enrollment for this level. In some developing countries, particularly in Sub-Saharan Africa remains low (Global Education Digest 2011:8). Conditions that influence the improvement of females' education have been discussed in several ways. With particular reference to Sub-Saharan Africa, Odaga and Heneveld (1995) discuss factors affecting female education under three categories: socio-economic and socio-cultural, factors related to the school environment, and political and institutional factors. Hyde (1989) summarizes conditions for improving women's education in Sub-Saharan Africa from four perspectives: family level, societal level, school-level factors and factors influencing achievement indicates that some of the critical factors that affect female education include pregnancy, the psychological cost of pregnancy, direct cost of schooling, societal perceptions, the labor market, opportunity costs, family poverty, irrelevant curriculum, insecurity, structural attributes, and classroom culture.

2.1.4 Female Student's Achievement in Ethiopia

Currently, a girl's education has been a matter of increasing concern to the governments in general and parents in particular. Hence, education researchers throughout the continents have studied girls' education in terms of access, retention, and achievement in education. As many research findings pointed out due to the factors attached to socio-cultural pressure on girls to their traditional roles girls were denied the right of equal access to education.

Elias (2006) did their research and came up with the finding; that girls' education in most developing countries is often less positive and effective than education for boys. In similar manner research conducted in Africa by UNICEF revealed that in Africa enrollment of girls was far less than those of boys at all levels. Overall progress towards universal primary education in the past decade has been encouraging. This practically implicated that, less participation directly contributes to low achievements and performance. All in all, what must be realized from the above research studies and report is that more school-age girls do not get the opportunity to go to

school. Girls at all levels of education still account for much lower achievement than boys and often they leave school earlier than their classmates. The reasons for girls' low achievement in many places are undoubtedly many and diverse. However, there are certain factors which most countries commonly share the problems for girls disadvantage in school. Hence, it seems essential to highlight at this level some of the research findings on the major factor that affects the performance of girls in education

2.1.5. Factors Affecting Girls' Academic Achievement

In general, some factors can affect the academic achievement of all students rather than girls in particular. There have been many studies that sought to examine low academic achievement and point out their findings on hard work, previous schooling, parents' education, family income, and self-motivation as factors that have a significant effect on the students' achievement (Harb, et. al., 2006).

The other important factor that can affect students' academic achievement is related to schools. According to Olaniyi Bojuwoy, undated) poor instructional strategies have the greatest degree of effect on pupil academic performance.

Lack of resource materials for teaching, instructional strategies, teacher shortages, and teachers' attitude to work was rated more highly than other characteristics. The result further showed that while the teachers considered a lack of resource materials for teaching as having the greatest degree of effect on pupils' academic performance, the students on the other hand considered poor instructional strategies as having the greatest degree of effect on pupil academic performance.

All the above factors may be common to both sexes and there must be other additional factors that might affect girls' academic achievement in particular. In our country Ethiopia, females are also considered mothers, wives, the responsibility for child-rearing, and house managers still in many areas of the country at large and this belief can affect the academic achievement of girls.

Many other special conditions can affect girls' academic achievement. The socio-cultural and socio-economic factors that constrain girls' education in the household and the community level are closely interwoven. They include the direct and opportunity costs of

schooling, which may be prohibitive to some families, and the priority is given to girls' future roles as mothers and wives, which may have a strong negative bearing on their formal educational opportunities (Adhimbo Odaga and Ward Henevald, 1995).

2.1.5.1 Institutional Related Factors

MOE (2004) stated that “the learning environment is determining factor for students’ performance and survival at any given educational level.” More factors related to institutions and the learning environments are the Existence of policies that protect the right of individuals from sexual harassment. As to MOE (2004), the rules and regulations that protect the safety and security of female students are the rules and regulations that govern teachers' code of conduct, the establishment of offices of support of women’s education within a secondary level, level of awareness and sensitivity of staff about gender issues that affect girls’ education, availability of support systems for both sexes in the form of guidance and counseling.

Odaga and Heneveld (1995) argue that the school environment, teachers’ attitude and pedagogy, and gender bias in learning materials affect the performance and attainment of female students.

The relationship between school resources and students’ academic achievement measurements is inconsistent. Some research has suggested that more resources do not necessarily yield performance gains for students (Hanushek, 1997; Hanushek and Luque, 2003). Other research evidence indicated that variations in school characteristics are associated with variations in student outcomes (Card and Krueger, 1996; Greenwald et al., 1996; Lockheed and Verspoor, 1991). Engin-Demir (2009) argue:

Attending a school with a better physical environment is associated with increased math scores. A significant positive effect on schooling outcomes is associated with student-teacher ratio, instructional materials, size of the library, and teacher training

As suggested in most research findings family background is an important determinant of school outcomes, whereas school characteristics have minimal effects (Heyneman and Loxley, 1983). Others argued that various studies they indicated both home and school environments have a strong influence on the performance of students (Griffith, 1999).

2.1.5.2. Students' Characteristics

Students' characteristics refer to student well-being, perception of the school environment, motivation, involvement in scholastic and co-curricular activities and efforts of students, perception of students' parental support and involvement, and locus of control in all areas have significant effects on students' academic achievement (Engin-Demir2009). Konu and Rimplela (2002) cited in Engin-Demir (2009), there are four areas of well-being dimensional phenomenon of students conceptualized as school condition, social relationships, and means for self-fulfillment and health status, which affects both their behavior and their examination results in school.

In schools, students' well-being depends upon other factors including their opinions on the rules and regulations of school and relations with their teachers and schoolmates. In addition, scholastic activities and individual efforts are important for academic achievements. Regardless of intelligence, students spent more time doing assignments; project works, home works and class works are very important activities to improve their grades. Students' amount of time invested in homework and other related activities has also been found to be strongly related to a student's motivation to achieve and their positive feelings about achievement have a positive effect on actual academic achievement.

In addition, school attendance has a high correlation with individual academic achievement. In relation, students' academic achievement motivation is influenced by the students' perception of parental support and involvement. If students 'perception is positive of their parent's support and involvement, they will achieve well (Grolnick and Slowiaczek, 1994; Wang and Wildman, 1995). Engin-Demir (2009:19) argued as:

Students' perceptions that their parents are involved and interested in school and encourage them to do well are positively related to academic achievement. Through their involvement, parents convey the message that school is important and provide their children with positive emotional experiences about school. (...), Fuchs and Wobmann (2004) observed that students performed significantly worse in reading, math, and science in schools whose principals reported that learning was strongly hindered by the lack of parental support. However, some research has shown most aspects of the

relationship between the educational support of parents and the scholastic achievement of children are negative.

2.1.5.3. Teachers' Related Factors

Tadesse (2009) stated that girls at the secondary school level have problems with teachers' attitudes and behavior. Teachers have been accused in some cases of lacking both sympathy and a helpful attitude toward girl students due to the majority of the teachers are consistent with the stereotype conception about the ability of (girls, they perceived girls as having less talent than boys). Thus, both male and female teachers have low confidence and gave less attention and supportive help than boys Gender stereotyping of the subject in school takes place commonly with boys being encouraged to study (emphasize) science and mathematics and girls subjects to study home science, language and the like. The curriculum and materials carry both implicit and explicit message that characterizes women as inferior, helpless, and dependent.

2.1.5.4. Parent Related Factors

Secondary school students who live in intact married families have a higher academic performance compared to those in stepfamilies, divorced families, and single-parent families. First-grade students born to married mothers are less likely to behave disruptively in school. I.e. disobeying teachers or being aggressive with other students than those born to single mothers. It was reviewed that most likely students who are expelled or suspended from school are to have participated in delinquent activities, having problems getting along with teachers, doing assignments, and even paying attention are those from single-parent families. A study revealed that students born in married families are nearly two times more likely to finish school than those born to unmarried mothers.

Children who live with both biological parents or with two adoptive parents are less likely to have their school report behavior problems compared to those who live in households without both parents. It is evident that most countries do not support or favor girl child education and therefore most families opt to support boys more than girls. This research found some of the related family factors which may have contributed to the poor performance of girls in secondary schools ranging from the size of the family, the attitude of the parents, the level of parent's

education and occupation, and other home-based factors. Phillips (1998) found that parental education and socio-economic status have an impact on student achievement, thus, students with both parents having college education tended to achieve at the highest levels. During menstruation, girls who lack access to sanitary accessories due to their family status i.e. those coming from poor families are forced to use pieces of clothes or cotton wool which usually makes them uncomfortable fearing that they may end up staining their uniforms hence lowering their self-esteem. Kenyan schools have got 1.5 million girls from both primary and secondary schools who miss four-five days of school monthly due to a lack of funds to purchase the required accessories for their menses and this is seen to have greatly impacted the poor performance of girls in secondary schools hence this research tried to find out the extent to which the family background of students in secondary schools contribute to their performance.

2.2. Empirical Review

Cecilia Ndanu Mutia (2018) studied Administrative Factors Influencing Performance of Girls in Kenya Certificate of Secondary Education in Mixed Day Secondary Schools in Nzambani Sub County, Kitui County Kenya. The finding showed that discipline among girls influenced girls' KCSE performance in mixed-day secondary schools in Nzambani Sub County. Lastly, the study concluded that the school environment influenced girls' KCSE performance in mixed-day secondary schools in Nzambani Sub County.

David C. Mburu (2016) conducted a study on the Influence of Selected Factors on the Academic Performance of Secondary School Students in Kuresoi Sub-County, Nakuru County, Kenya. The findings of the study showed a statistically significant relationship between school facilities, home environment, and the students' academic performance. There was no statistically significant influence between the quality of teachers and students' academic performance.

Yeshimebrat *et al.*, (2013) conducted a study on Factors Affecting Female Students' Academic Achievement at Bahir Dar University. The finding of the study stated that sexual harassments, domestic violence, dating violence, and stalking are other school-related serious problems.

Tadesse (2009) conducted a study about Female Students' Academic Performance: An Exploration of the Situation in South Nations Nationalities and Peoples Regional State - Ethiopia

The finding of the study shows that students' academic achievement has been influenced by the background of family characteristics such as the educational level of households, household chores, and family sizes.

Zelalem Gebeyehu (2015) identifies the socio-economic factors affecting girl's academic achievement and gender-based violence in higher institutions in the case of Amhara regional state by selecting two universities from first, one from second, and two from third-generation universities including Wollo five universities will be included out of the total seven universities found in the region. From the econometrics result, it has been found that entrance exam results, parents' income, personal related factors, and peer pressure are the major factors that substantially determine the level of a girl's academic achievement.

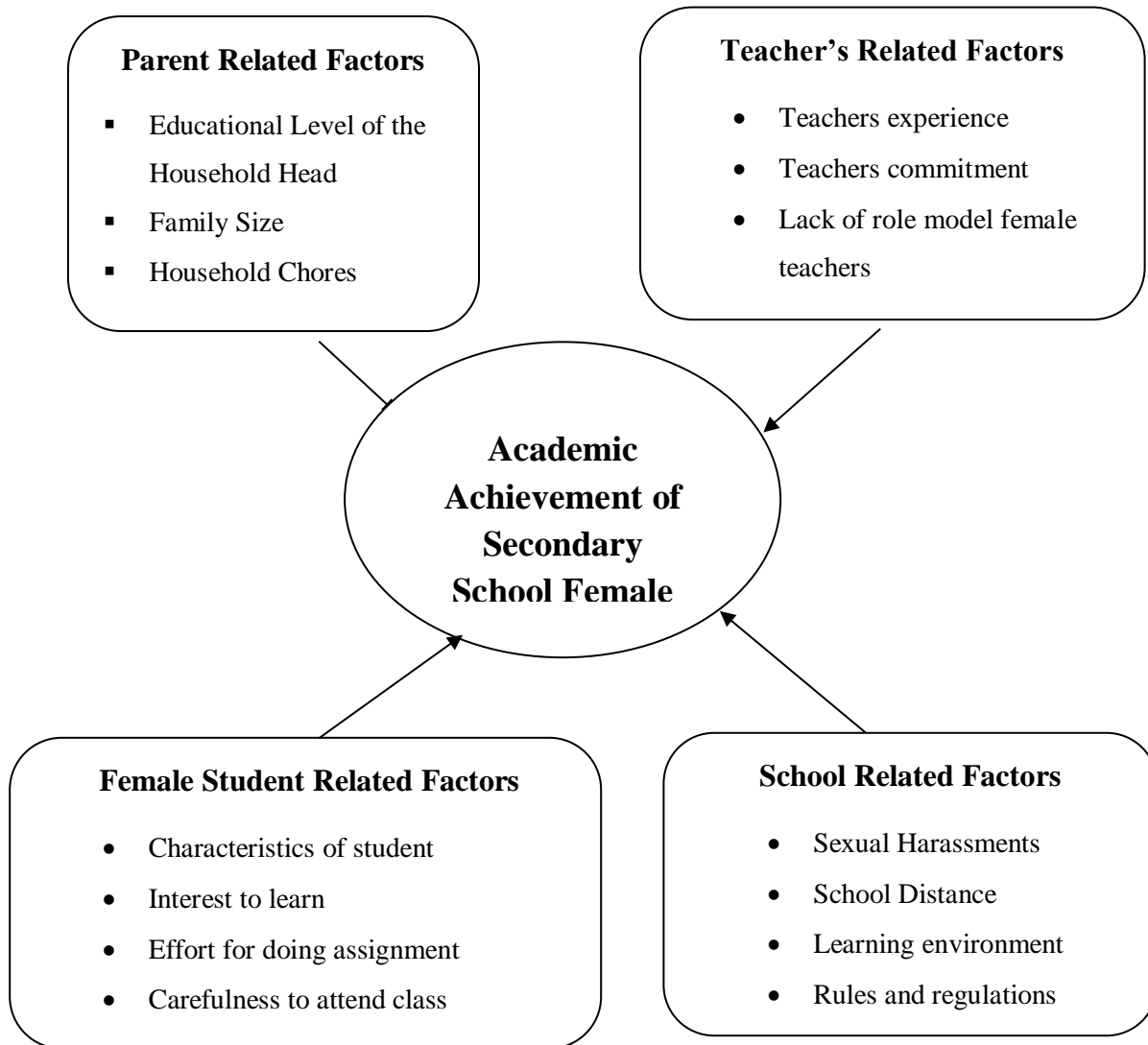
Yenenesh Tilahun (2013) studied Factors Affecting Academic Participation of Female Students in Harar Senior Secondary School, Eastern Ethiopia. The researcher found that there were factors that affected academic participation of female students, such as psychological factors (including motivation and level of aspiration of students, self-reliance of the students, lack of guidance and counseling service, and income of their families); personal factors, such as the educational background of a student's family, study hours, use of stimulants; socio-cultural factors, like social safety, the attitude of society towards female education and sexual harassments against female students

In general, as presented in the preceding pages, literature on girls' academic achievement has established a range of factors that influence the performance of girls in secondary schools. However, similar works appear to be limited in the case of Yeka Abado secondary school. But, this study is expected to come up with conclusive evidence on the bases of the forthcoming data presentation and analysis.

2.3. Conceptual Framework

The female students' education is expected to be affected by the following factors such as institutional (school) related factors, instructor related factors, parental related factors, and female students related factors which have to be investigated in the Yeka Abado Secondary School. The following is the conceptual framework developed for this study based on the available literature and observation.

Figure 1: Conceptual Framework of the study



Source: Based on the available Literature

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

This chapter contains the research design, approach, target population, sampling technique and sample size, the procedure for data collection, data collection techniques, method of data analysis and ethical considerations.

3.1. Research Approach

For the purpose of the study, qualitative and quantitative approach (mixed approach) was adopted because the qualitative approach is used to use non-numeric explanation to describe and compare the respondents' opinions or reviews for the open-ended questionnaire relative to the research topic and personal interview. Whereas, a quantitative approach was used to use numeric explanation to describe respondents' responses (female students' responses on the questionnaires).

3.2. Research Design

According to Kothari (2001) research design can be regarded as an arrangement of conditions for the collection and analysis of data in a manner that aims to combine relevance with research purpose. It is the conceptual structure within which research is conducted. The main purpose of this research is to assess factors affecting female students' academic achievement in Abado secondary school. Thus, to achieve this objective, a descriptive research design was employed to clearly describe factors that affect female students' academic achievement. Among different techniques of descriptive type of research, the researcher was used survey method for its appropriateness for large population and gives a chance to use sampling. The researcher also used quantitative and qualitative design method to analyze data which were collected from questionnaires, focus group discussion and observation checklist. Qualitative approach was used for the purpose of using non-numeric explanation to describe and compare the respondents' opinions or reviews for the open ended questionnaire with relative to the research

topic and personal interview. Quantitative approach was also used for the purpose of using numeric explanation to describe female students' response on the questionnaires.

3.3. Sources of Data

In order to address the formulated objective so far, the relevant data needed for the study were obtain from both primary and secondary sources of data. The primary source of data was collected through questionnaires filled by secondary school female students and teachers; and interview for Abado secondary schools principals and supervisors. The secondary data sources was collected from Lemi-Kura sub city education statistics annual abstracts, selected schools record offices and other relevant documents related to girls academic achievement.

3.4. Population, Sample Size, and Sampling Technique

3.4.1. Target Population of the Study

The current educational system of Ethiopia has been structured into different levels; Kindergartens, primary education (grade 1-8), Secondary education (grade 9-12), and higher education level. Secondary education (grade 9-12) was the focus of this study since this education level is the base for higher education. The study population includes 3 educational experts of Lemi Kura sub-city Administrations 3 educational officers, head of school, 327 female students of grade 9, 10, 11 and 12, 55 secondary school teachers, and 12 female students who are not included in the sample of the study. Female students were involved in this study because they are the main target of the study while teachers were selected based on the fact they are the ones who facilitate female students' academic achievement. Heads of schools were involved as administrators and supervisors of education on matters in their particular schools.

3.4.2. Sample Size Determination

There are 1,787 total female students in Abado secondary school. The researcher used stratified random sampling in selecting the representatives following the method of proportional allocation under which the sizes of the samples from different strata are relatively kept proportional to the

sizes of the strata. When the target population size is known by using Yamane (1967) provides a simplified formula to calculate the sample size presented as follows:

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

Then:

$$n = \frac{1787}{1 + 1787(0.05)^2} = \underline{\underline{327}}$$

Where, N= population size, n= sample size, and e= the desired level of precision (5%)

The proportion of female students from the total number of female students in Abado secondary school is calculated as:

$$n1 = \frac{n1}{N} * 100$$

Where,

n1= number of samples from Grade 9 female students

n2= number of samples from Grade 10 female students

n3= number of samples from Grade 11 female students

n4= number of samples from Grade 12 female students

The sample for this study consisted of, secondary school female students in Yeka Abado secondary school in response to the questionnaires, and 327 female students were selected as representative of the total population of 1787. After their stratification into their homogenous strata. Questionnaires were distributed randomly to a total of 327-female students of Yeka Abado secondary school according to their strata.

In depth interview conducted with 12 female students. The interview was consisting of 12 female students. On the other hand Focus Group discussions were made with: head of the school, 5 male and female teachers and 3 School administrators, head of the school and 3 Education office officials. The focus group was consisting of 12 members with distinct characteristics.

Table 3. 1: Number of Female students and Proportion of Samples taken From Each grade

No	Grade	Target population	The proportion of sample size $n1 = \frac{n1}{N} * 100$
1	Grade 9	489	$n1 = \frac{489}{1787} * 100 = 27\%$ of 327 =89
2	Grade 10	500	$n2 = \frac{500}{1787} * 100 = 28\%$ of 327 =91
3	Grade 11	452	$n3 = \frac{452}{1787} * 100 = 25\%$ of 327 =83
4	Grade 12	346	$n4 = \frac{346}{1787} * 100 = 19\%$ of 327 =64
Total		1,787	327

Source: Abado Secondary School Office

3.4.3. Sampling Techniques

Abbado secondary school is selected purposely for the study. Teachers and female students were also selected by purposive sampling where simple random sampling method was employed as every member of the population was assigned a number, and a table of random numbers can identify the population members who was make up the sample. Non probability sampling was the sampling technique for the selection of secondary school principals, supervisor, and educational experts whereby purposeful sampling was employed seeing that these sample individuals provide information to address the research questions.

In the Academic Year 2021/22, there were a total of 1787 female students in Abado Secondary School. These students were categorized in four different strata according to their grade level. The actual sample size was 327 female students. These students would be selected using purposive non-probability sampling technique based on their proportion in each stratum. Then, the researcher employed simple random sampling method to draw the actual sample size from the sampling frame of the student population. The above sample sizes, 327, were proportionately distributed into these four strata to guarantee appropriate representation.

3.5. Data Gathering Instruments

For the purpose of this study, different data-gathering tools such as questionnaires (both closed-ended and open-ended), interviews (semi-structured), Focus group discussion (FGD), and observation were employed. To gather data from large respondents, the researcher used a questionnaire as a data collection tool. The interview was used to collect information from those respondents who are familiar with the issue under investigation. To understand the situation of the schools, personal observation was also employed.

3.5.1. Direct Observation

Observation method is another way of eliciting information from people. It is the process by which one critically examines the way of life or behavior of another. In this study the observation method was used for data collection. The information was sought by way of the investigator's own direct observation to understand the study context. In this research, observation was conducted by preparing observation check list to check the availability sanitary services for female students, guidance and counseling services, laboratory and other services teacher's initiatives to provide assistance to female students and female student's class participation and others.

3.5.2. In-depth Interview

To gather data by interview was used to get additional information for the triangulation of the data obtained by questionnaire. Interview was used to gain information about females encouragement that done for female students to enhance their academic achievement; factors more linked with girls failure to perform well in the school and other related concerns regarding of academic achievement of female students from the concern person, office expert, principal and supervisors; on the other hand the interview was conducted to with 12 female students.

3.6 Data Collection Procedures

3.6.1 Pilot-Testing of the Instruments

The researcher was used pilot testing study that enables to find out ambiguities and misunderstanding of each item from the previously delivered pilot test in such away the data obtained from pilot test was analyzed and checked for modification and required improvement. Accordingly the questionnaire was distributed to the respondents for the actual work of the study and final the questionnaire was collected from the respondents. In line with this, pilot testing was conducted with a total of 30 students at Abbado secondary school, who were similar with the population under study. The pre-test of the instrument helped to assess the clarity of the items, and the feasibility of the instrument. After all, each of the items of the instruments was thoroughly examined, and finally vague and unclear statements were corrected before the actual usage.

3.7 Validity

Validity refers to the extent to which a research instrument measures what it intends to. It also refers to the correctness, appropriateness and meaningfulness of the specific reference which are selected in research (Frankel and Wallen, 2004). To ensure validity, instruments were developed under close guidance of the supervisor, intensive consultation of relevant literature and a pilot study carried out to pre- test the instruments. Accordingly, to make the data more valid and reliable and also to avoid ambiguity and unclear statements, the draft questionnaire was first examined with the researcher advisor and educational officials and with pilot test on 30 female students out of the sampled female students in Abbado secondary school. Based on the comments were given by the researcher advisor, educational officials, and based on the response of the piloted student, some modification were made on the questionnaire to make it clear and precise for the main respondents so as to obtain the most reliable information.

3.8. Data Collection Procedure

After checking the validity of the instruments, some sort of orientation on how to administer the research questionnaires was given to the researcher's assistants and/ or to the remunerators. Then, the research questionnaires were administered to the randomly selected samples of the

population by the researcher's assistants/ remunerators. During the distribution of the instruments, orientations was given and the purpose of the study was highlighted for all the sample respondents collectively/ and or individually at their respective schools.

Concerning the interview, the researcher himself was conducted it with the school principals of the sampled schools. To do so, the researcher was created good rapport with the research participants to obtain their free was from the very onset of the interview. Accordingly, a research protocol (research ethics) was prepared, and discussed on before starting the interview. Furthermore, for the matter of privacy, the interviewees were given fictitious names. Interview was conducted on intermittent bases with separate sessions that will last for about twenty-five minutes in average.

3.9. Methods of Data Analysis

Data processing involves editing, coding, classification, and tabulation of collected raw data to make them ready for analysis (Kothari, 2003). For this study, before processing the responses, the completed questionnaires were edited for consistency and completeness. The study involved collection of both qualitative and quantitative primary data. Content analysis was used to analyse qualitative data from the open ended questions. This was done by developing a thematic framework from the key issues, concepts and themes emanating from the open ended questions. The information generated was then be interpreted and explained. The quantitative data collected through a questionnaire was analysed by the use of descriptive statistics using Statistical Package for Social Sciences (SPSS Version 21.0). The data was presented through frequencies, and percentage. Whereas, the qualitative data which have gathered through open-ended questionnaires, interviews, FGD, observation, and document analysis were described and analyzed thematically.

3.10 Ethical Considerations

These days, ethical issues are very vital in research. This is because of honesty of the researcher is a critically important aspect of ensuring that the research process and a researcher's findings are trustworthy and valid. Therefore, in this study, the researcher considered the ethical issues by applying the following study procedures. First, in the study area approval for data collection was asked from the director of Abado Secondary school. Second, the researcher was informed that they have the full right to agree or disagree to participate in the study. Third, before the questionnaires were distributed to respondents the researcher was explaining the purpose of the study. All potential study participants were informed about the procedures that were used in the study, the risks and benefits of participating in the study, and their right as study participants. During the data collection and any activities that matter to the research, the researcher was make positive interaction with respondent through permissions and approved. This was made possible by developing positive relationship with the student and explaining the purpose of the research to them. Besides, the researcher was show respect for female's respondents as well as other targets of the study. Besides, the researcher applied the principles of ethical issues like confidence, dignity, trustworthiness, credibility, dependability, transferability and neutrality of the respondents and never fabricated the data.

CHAPTER FOUR

DATA PRESENTATION ANALYSIS AND INTERPRETATION

INTRODUCTION

This chapter deals with the presentation, analysis, and interpretation of data collected through interviews, questionnaires, focus group discussions, and an observation checklist from female students, teachers, and the school principals. The interview was started by analyzing the respondents' background information concerning their responses. The researcher categorized the respondents into three groups: students, teachers, and educational officials and principals. The quantitative data was collected from the female students, and the qualitative data was collected from school administrators, and teachers. The findings of the research result were discussed based on the objectives of the research study i.e. to identify the factors that affect the academic achievement of female students in Abbado secondary school

4.1. Response Rate

In this study, interview is conducted with 12 female students. Focus group discussion also conducted with 5 male and female teachers, 3 school administrators, and 3 educational officials, and head of school. Besides, 55 questioners were issued to the teachers, and 50 of them returned the questionnaires. On the other hand, a structured 327 questionnaires were administered to female students, and 305(93.27%) questionnaires were returned.

4.2. Female Students Response on Factors affecting the academic achievement of female students

4.2.1. Background Information of Female Student's Respondents

The demographic profile particularly age of the student respondents is presented in table 4.1 below. As revealed from the table below out of 305 female students the majority 270(88.5%) of female respondents found under the age of 15 to 20 years, 20(6.6%) found under the age of 21

to 25 years old and 15(4.9%) of them fall between 26 and above. Overall results indicate that the majority of 270 (88.5%) female students range between 15-20 years in the school.

Table 4.1. Age of Female Students Respondents

Female Student Age		Frequency	Percent
Valid	15-20	270	88.5
	21-25	20	6.6
	26 and above	15	4.9
	Total	305	100.0

Source: Own survey, 2022

4.2.2. Female Students Family Background

Parents' level of education and the number of family size have some relationship with academic achievement of females' students in education. Then the female students were asked to give some information about their parent's background.

Table 4.2. Female Students' Mothers' Educational Level

		Frequency	Percent
Mother's level of education literate	Literate (able to write and read)	5	1.6
	Primary (1 – 8) education	217	71.1
	Secondary (9 – 12) education	34	11.1
	Diploma	26	8.5
	Degree and above	19	6.2
	Other	4	1.3
	Total	305	100.0
Indicate your father's level of education	Literate (able to write and read)	15	4.9
	Primary (1 – 8) education	114	37.4
	Secondary (9 – 12) education	35	11.5
	Diploma	20	6.6
	Degree and above	121	39.7
	Total	305	100.0

Source: Own survey, 2022

As shown in Table 4.2 above, 217 (71.1%) of mothers of students were below grade 8, followed by 34 (11.1%) with below grade 12. Based on the data, the majority of female student respondents' stated that their mothers' education background is below the primary level. Most of the interviewed students stated that their parents' education background was low. While some interviewees asserted that to some extent their parents are involved in their daughters' education matters and give academic support to perform well.

From the same table, the majority 121 (39.7%) of fathers of students were degree graduates and above, and 114 (37.4%) were below grade 8. Concerning the data given in the above two tables higher percentage of parents are degree graduates and above.

Table 4.3 Female Students' Parents' Occupation

		Frequency	Percent
Indicate your mother's occupation	Housewife	167	54.8
	Merchant	15	4.9
	Private Business Worker	68	22.3
	Government Employee	55	18.0
	Total	305	100.0
Indicate your father's occupation	Merchant	56	18.4
	Private Business Worker	114	37.4
	Government Employee	135	44.3
	Total	305	100.0

Source: Own survey, 2022

The above table 4.3 indicates the female respondents' mother's occupation. Accordingly, the majority 167 (54.8%) of them were housewives, 15 (4.9%) were merchants, 68 (22.3%) are private business workers, and the rest 55 (18.0%) they are government employees. Regarding the father's occupation the majority 135 (44.3%) were government employees, 114 (37.4%) were private business workers, whereas, 56 (18.4%) are merchants. This result revealed that female students 'parents were engaged in a wide range of occupation. In line with this finding Hanushek (1992) stated that higher family income is associated with higher students 'academic achievement.

4.2.2.1 Education level of female students' mother and father

According to Anamuah-Mensah et al. (2007) educated parents tend to value their children's education more, buying books and other supporting materials, helping them with homework and advising them on career options. In studying factors affecting low academic achievement, the educational levels of parents become crucial in an understanding of the phenomenon.

4.2.2.2. Parent Occupation

Parent's occupations are often used as proxies for their socio-economic status. Parents in high level occupation usually have higher socio-economic status and tend to have higher incomes than those in low level occupation. Therefore, pupils from high income families usually enjoy some privileges like attending extra class and buy supplementary books which normally enhance their performance at school. In addition, parents with high socio-economic status are more likely than parents with low socio economic status to be involved with their children's education, as evidenced by parental interaction with teachers and participation in school activities (Vegas & Petrow, 2008). The survey thus enquired about the occupation of the parents of female students under consideration.

Table 4.5. Response Related to Parents' Assistance because of their Occupations

	Option	Frequency	Percent
Mothers assistance in education	Low	205	67.2
	Medium	65	21.3
	High	35	11.5
	Total	305	100.0
Fathers' assistance in education	Low	209	68.5
	Medium	26	8.5
	High	70	23.0
	Total	305	100.0

Source: Own survey, 2022

The study results in table 4.5 shows that, 23% and 11.5% of the respondents perceived their father and mother as having high academic encouragement for them respectively. Yet, 8.5% and

21.3% of them perceived their father and mother having moderate academic encouragement respectively while the majority(68.5% and 67.2%) of them reported as having low academic encouragement for them respectively. This implies that level of female students ‘encouragement obtained from their parents was low. In contrast to this result Dieneye (2006) Urdan and Schoenfelder (2007) assert that, parents who hold high academic encouragement for their children have an important influence on their academic motivation and achievement. Hence, this implies that student’s academic motives and achievement can be enhanced by parent’s academic aspirations for their children.

4.3. The School Environmental Factors Role in Female Students’ Academic Achievement

Several school environmental factors have generally been identified as influencing academic achievement. These include availability of instructional materials, and quality of the physical facilities, class size and student-teacher relation, teacher support and provision of guidance.

Table 4.6. Responses of Female Students on Some School Environmental Factors

No	Item	Options			
			Yes	No	Total
1	Do you think that you attend class regularly as compared to male students?	F	133	172	305
		%	43.6	56.4	100
3	Does the school provide guidance and counseling services for female students in particular on how to be academically better achievers?	F	195	110	305
		%	63.9	36.1	100
4	Do teachers provide special support for female students to make them academically better, achievers?	F	65	240	305
		%	21.3	78.7	100
5	Is there severe female student sexual harassment in the school by male students?	F	241	64	305
		%	79.0	21.0	100
6	Is there severe female students’ sexual harassment in the school from teachers?	F	255	50	305
		%	83.6	16.4	100
7	Do most teachers see that female students as academically competent as male students?	F	192	113	305
		%	62.0	37.0	100

Source: Own survey, 2022

As is shown in Table 4.6 above, absenteeism is one of the main problems of female students' in Abbado secondary schools. Accordingly, the majority 172(56.4%) of the respondent indicated that most female students attend their classes regularly. Whereas the remaining 133 (43.6%) of the respondents disagreed with the idea that female learners did not attend their classes regularly. Other question was raised concerning the suitability of the school environment for female students learning about the distance from home, adequate materials, and books. Accordingly, the majority 135 (44.3%) of the girls said that the school environment is not suitable for girls' education, and 119(39%) of the respondents said the school environment is good. Whereas, the remaining 51 (16.7%) of the respondent implies that the school environment is very good for educational activities.

Also in the same table 4.6 above respondents were asked to rate their response concerning the provision of guidance and counseling services for better academic achievement of female students. Accordingly, the majority 195 (63.9%) of the respondents are not agreeing with the considerable support obtained by counseling. While the remaining 110(36.1%) of the respondents are agreeing on the issue.

In addition, the respondents were asked regarding the provision of special support for female students. In relation to this, the majority 240 (78.7%) of female students respond there is no provision of special classes for girls' to inspire the females to achieve academically better. Whereas, the remaining 65(21.3%) respondents agree with this idea in the considerable support obtained by counseling.

The above table also implies that the majority 241(79.0%) of the respondent were victims of sexual harassment from male students. Besides, 255(83.6%) of the respondents revealed that they were facing harassment from teachers.

About this, one of the grade 11 student interviewees pointed out that

As personal experience in my school females were harassed in different forms verbally as well as in verbally. Verbal acts include sexual suggestions, phone calls of a sexual nature or sexual related jokes and insults. Whereas, non-verbal acts encompass unwelcomed gestures, sending letters, short messages on phones containing sexually clear or explicit remarks, in addition, pulled female students, and kiss by force (Kidist (anonym), Grade 11 female students).''

Also, another grade 12 female student stated that:

Females are the victims of harassment from simple jokes to forced sex in and out of the school. For instance most of the time a male students whistles at a girl student when they walks by, they make sexual gestures with hands or through body movements, or they make sexual comments about a person's clothing, anatomy, or looks, and others (Hana (anonyms), Grade 12.’’

Another grade 9 female student also stated that:

As my personal experience in my school females are the victims of harassment. For instance, most of the time male students are intentionally push female students by their shoulder, touch their breast and assault them verbally (Mekdes (anonyms), Grade 9).

From the interview, the researcher confirmed that female students faced all forms of sexual harassment at the school. For instance, unwanted sexual comments that degraded females laughing in groups directed female students to touch their breasts, slapped and kicked them, show sexual pictures that embarrass them.

As to the interviewee, the overall situation was very terrible in terms of emotional insecurity. The problem was not only from the male students but also from the male teachers. One female student of grade 10 stated the situation as:

“...few teachers use their power for sexual favor ... they threaten female students with mark... if students don't comply with the teacher's sexual desire they got lower mark. All aforementioned evidence shows that harassment of female students by teachers affects the academic relationship between teachers and students and lessens the self-confidence of students (Derartu (anonyms), Grade 10).

The respondents were also asked regarding do most teachers see that female students as academically competent as male students? Accordingly, the majority 192(63.0%) of female respondents respond that most of the teachers were not treat female students as if they were not academics as male. But few respondents 113(37.0%) were not agreed with the above belief.

Another grade 11 female student interviewee stated that

Parents' assumptions towards female education relied on the perception of the status of women in the community and gender roles. They assumed as women with at least some formal education are more likely than uneducated women to use contraception, marry later, have fewer children, and be better informed on the nutritional and other needs of children. On the other hand they belief that, boys are educated to show men's role in

community and functioning in farming and, if opportunities avail for administrations which are culturally reserved only for men. Therefore, parents are inclined to support and have a desire to involve in the education of sons and be reluctant or refrain from investing their resources in females' education (Azeb (anonyms) grade 11).

4.4 Factors that Affect the Academic Achievements of Female Students

This part investigates factors that mostly affect the academic achievements of female students at Abbado secondary school. On top of this, the presentations, analysis, interpretations, and discussions of the research results obtained through different data securing instruments are carried out in the following subsections.

4.4.1 Institutional/School Related Factors

Schools are the main parts of the educational system, which are considered a melting pot. However, several studies indicated that the academic achievement of female students in schools could be affected by different school-related factors. Schools can affect the education of girls and then widen the gender gap in education. Teshome Nekatibeb. (2002), said that distance to school teacher attitudes, teaching practice, gender bias in curricula, and classroom culture all affect female attainment and persistence in schools. The most school related characteristics mostly refer to the favorite condition in terms of equipment, instructional materials internal rule and regulation, support system, and other similar conditions which make favorite the good learning and teaching process. Besides, facilities of the schools and quality of teachers have a considerable impact on the academic achievement of the female students in the schools. Here respondents of this study were asked to respond about the school-related factors that affect female students' academic achievement in Abbado secondary schools.

Regarding this factor, one of grade 9 interviewed students said that

As my personal experience lack of a concerned body to consult females significantly affects them not being academically competent. Therefore, the school should strengthen and extend the guidance and counseling service, to improve self-confidence among females, especially via assertiveness training, the school must include promotion of gender issues and female supporting services" (Hana (anonym), grade 9).

The following table shows institutional related factors which affect female students' academic achievement.

Table 4.7 Responses related to Institutional Factors

No	Items		Very low	Low	High	Very high	Total
1	Non-availability of teaching materials	F	7	80	158	60	305
		%	2.3	26.2	51.8	19.7	100
2	Non-availability of a support system for female students, in particular, that would help them academically competent	F	15	50	100	140	305
		%	4.9	16.7	32.5	45.9	100
3	Non-application of policies in the school that protect the right of female students from sexual harassment	F	25	70	103	107	305
		%	8.2	23.0	33.8	35.1	100
4	Absence of internal rules and regulations that protect the safety and security of female students	F	10	75	170	50	305
		%	3.3	24.6	55.7	16.4	100
5	Low level of awareness and sensitivity of staff about gender issues that affect girls' academic achievement	F	28	40	131	106	305
		%	9.2	13.1	43.0	34.8	100
6	Availability of counseling and guidance to female students for creating a better academic achievement	F	15	160	107	23	305
		%	4.9	52.5	35.1	7.5	100
7	Rewards are given in the school for female students good scorer	F	9	165	101	30	305
		%	3.0	54.1	33.1	9.8	100
8	Lack of proper reading place where they can use freely	F	50	175	50	30	305
		%	16.4	57.4	16.4	9.8	100

Source: Own survey, 2022

The general institutional climate is one factor affecting female students' academic achievements which in turn affects students' practice in the school and their perception of the school. In line with this, table 4.7 displays the female students' responses regarding some of the institutional related factors. Thus, on top of this, as it can be seen from the table, in all cases forwarded to the

respondents, a greater proportion of the respondents said that the effect of the factors raised above is highly influential.

As shown from the table 4.7 above, the question forwarded for the respondents, accordingly, a greater proportion 71.5% (158 plus 60) of the respondents said that female student participants agree that there is a shortage of teaching material. On the other hand, the remaining 28.5% (7 plus 80) of female student participants disagreed with the item given. This is in line with the findings of Lockheed and Verspoor (1991) stated that low availability of instructional materials in a school provide poor information, less organize scope and sequence of the information presented, and provide low opportunities for students to use what they have learned.

As shown from the table 4.7 above in items 2 the respondents were asked to rate their response regarding the availability of academic support systems for female students. Accordingly, the table depicts that the majority 78.4 % (100 plus 140) of female students (respondents) highly agreed that there is a shortage of teaching material and support material. Whereas, the remaining 21.5% (15 plus 50) of the student participants proved that there is an availability of supportive material. In the same manner, female student participants approved that the availability of teaching materials and support materials have a significant effect on the academic achievement of female students. This implies that the low availability of supporting system in the schools affect the academic achievement of female a student's

Result from table 4.7 item 3, the majority 68.9% (107 plus 103) of the respondents were highly agreed with the statement regarding the low application of policies, practices, internal rules, and regulations that protect the safety and security of female students against sexual abuse and harassment face female students in the school. On the other hand, the remaining 31.2% (25 plus 70) of female student participants disagreed with the item given. This implies that the low application of policies that protect the right of female students negatively affect the academic achievement of female student's in the study schools.

The study result with respect to the absence of internal rules and regulations protects the safety and security of female students. The majority 72.1% (170 plus 50) of the student respondents replied that there were no practices that protect females from sexual abuse and there were no internal rules and regulations that protect the safety and security of female students. Whereas the remaining 27.9% (10 plus 75) of the respondents disagreed with the item given.

In the table 4.7 item 5, the respondents were asked to rate their level of awareness about gender issues given in the school. Accordingly, the majority 77.8% (131 plus 106) of the respondents were responds high and very high which implies that there was a lack of giving awareness concerning gender issue. Whereas, the remaining 22.3% (28 plus 40) of the respondents disagreed with the idea given.

In responding to item 6 of Table 4.7, the majority 57.4 % (15 plus 160) of the respondents disagreed that, “the availability of counseling and guidance to female students for creating better academic achievement”. Whereas, the remaining 42.6% (107 plus 23) of the respondents highly agreed with the point forward.

Also, respondents were asked to rate the presence of rewards given to high result scorer students to motivate and encourage them in education. In case, 57.1 % (165 plus 9) of the respondents rated there were no such motivations for female students to encourage them for better academic achievement. Whereas, the remaining 42.9% (101 plus 30) of the respondents were respond there are such motivations for female students to encourage them to better academic achievement. Hence, this implies that student’s academic motives and achievement cannot be enhanced by schools academic aspirations through reward for their female students. Parallel to this finding, Dieneye (2006) Urdan and Schoenfelder (2007) assert that, schools that do not hold high academic aspirations in the form of reward for their students have a negative influence on their academic motivation and achievement.

Respondents were also asked their level of satisfaction concerning the availability of proper reading place. Accordingly, the majority 73.8 (175 plus 50) of the respondents were found to be that there was lack proper reading which is a suitable and convenient place for studying. However, the remaining 26.2% (50 plus 30) of student respondents respond that there were proper reading places.

4.4.2. Teachers Related Factors

Teachers are the essential components of the teaching and learning process that make a school effective through their work, Therefore the qualification, experience, and teaching practices that operate in the school are investigated through the different instruments used in this study. In relation to this grade 12 female students during the interview pointed out that:

As my personal experience, teachers' quality and commitment are one of the most critical factors in educational production to perform better achievement for female students. Thereby, teachers with high level of commitment can make a difference to the learning and achievement of their students (Female student, grade 12).''

In the table below respondents were asked to give their opinion concerning the teacher related factor which affects female's academic achievement.

Table 4.8 Responses Related to Teachers Related Factors

No	Items		Very low	Low	High	Very high	Total
1	Teacher's experience in solving female students' academic challenges	F	32	75	158	40	305
		%	10.5	24.6	51.8	13.1	100
2	Teachers' quality and commitment to supporting female students	F	15	123	130	37	305
		%	4.9	40.3	42.6	12.1	100
3	Teachers' emotional and social skills in providing special support for female students	F	25	90	120	70	305
		%	8.2	29.5	39.3	23.0	100
4	Clarity of teachers' presentation in recognizing female students learning pace	F	26	104	125	50	305
		%	8.5	34.1	41.0	16.4	100
5	Existence of role model female teachers in the school	F	35	90	100	80	305
		%	11.5	29.5	32.8	26.2	100
6	Lack of qualified and experienced teachers	F	25	65	140	75	305
		%	8.2	21.3	45.9	24.6	100

Source: Own survey, 2022

As observed in Table 4.8 above, the majority 64.9% (158 plus 40) of the respondents replied as teachers were helping and supporting females to solve their academic challenges. Whereas, the remaining 25.1% (32 plus 75) of the respondent implies very low. According these respondents there is less experience among teachers to solve the problem of female students

On the second item of table 4.8 respondents were also asked to rate teachers 'quality and commitment to supporting female students. Accordingly, the majority 54.7% (130 plus 36) of the respondents implied that teachers' skills were highly affecting female academic achievement. On the other hand, the remaining 45.2 % (15 plus 23) of the respondent rated the effect as low. From

the finding, the researcher can conclude that there is low quality and commitment of the teachers in the school.

As shown from the table 4.8 on the item 3 the respondents were asked with respect to teachers' emotional and social skills in providing special support for female students. Accordingly, the majority 62.3% (70 plus 120) of the respondents said that teachers 'skills highly affected female students' academic achievement. Whereas, the remaining 37.7% (90 plus 25) of the respondents rated the effect as very low. From the finding the researcher can conclude that the teacher's emotional and social skill in providing special support for female students shows very low.

On the table 4.8 in the item 5 the student's respondents were asked their response regarding to the clarity of teachers' presentation in recognizing female students learning pace. Accordingly, the majority 57.4% (125 plus 50) of the respondents respond clarity of a teacher's presentation highly affects female academic achievement. On the other hand, the remaining 42.6 % (104 plus 26) of the respondents rate the effect as low.

In addition, the respondents were asked the presence of role model teacher in the school. Accordingly, a great proportion 59% (100 plus 80) of student respondents said that there is a lack of role model female teachers in the school. Whereas, the remaining 41% (90 plus 35) of teachers' respondents rate the effect as low.

In the last item of tables 4.8 above the respondents were asked their response regarding the presence of qualified and experienced teachers in Abado secondary school. Accordingly, the majority 70.5% (140 plus 75) of the respondents rated there is a problem of qualified and experienced teachers in the school. Whereas, the rests of the respondents 29.5 % (25 plus 65) the respondents disagree with the given item. This finding show there is lack of role model female teachers in the study school. In general the above analysis shows less teachers experience, quality commitment, role model of female teachers in the study school. This finding is supported by the research foundation; effective teaching is determined by teachers knowledge of subject matter and mastery pedagogical skill which create positive effect on students' academic achievement; to show the importance of qualified teachers, Ayalew (2009), has indicated the teachers play deceive role in the fulfillment of education goals. Whatever curriculum changed is introduced and whatever reform is made all will be of little or no avail without qualified and commitment of teachers.

4.4.3 Student Related Factors

The academic achievement could also be affected by the characteristics of students such as discipline, interest to learn, effort for doing assignments, and carefulness to attend classes. Concerning this, one of grade 10 female student’s interviewees said:

“Good student’s behavior and interest for lesson is the key to perceive academic achievement in any educational sector. Without good student behavior, and interest for lesson school facilities, good management and efforts and qualities of teachers would be valueless. (Rihana (anonym), grade 10).”

Table 4.9 Responses Related to Female Students’ Related Factors

No	Items		Very low	Low	High	Very high	Total
1	Students’ self-motivation	F	20	30	75	180	305
		%	6.6	9.8	24.6	59.0	100
2	Abnormal relation with their teachers	F	45	100	130	30	305
		%	14.8	32.8	42.6	9.8	100
3	Absence of regular school attendance	F	40	50	190	25	305
		%	13.1	16.4	62.3	8.2	100
4	Abnormal relation with male	F	23	112	135	35	305
		%	7.5	36.7	44.3	11.5	100
5	Less amount of time invested in educational activities	F	50	55	90	110	305
		%	16.4	18.0	29.5	36.1	100
6	Less attendance on tutorials and supportive classes	F	47	73	35	150	305
		%	15.4	23.9	11.5	49.2	100
7	Inability to become well planned and organized	F	32	109	101	63	305
		%	10.5	35.7	33.1	20.7	100
8	Lack of self confidence	F	75	23	87	120	305
		%	24.6	7.5	28.5	39.3	100
9	Lack of adequate effort & carelessness	F	10	185	105	5	305
		%	3.3	60.7	34.4	1.6	100

Source: Own survey, 2022

As shown from the table 4.9, the respondents were asked about the self-motivation of female students for better academic achievement. Thus, the majority 83.6% (180 plus 75) of the respondents forwarded that there is high self-motivation in students. In contrast, 16.4% (30 plus 20) of them identified that there is low self-motivation of students for achieving academically better. This is in line with the findings of Diaz (2003). He asserted that self-motivation results from the student's internalization of academic ability. Hence, this implies that student's academic self-motivation can be enhanced by student's self-academic ability.

According to the table 4.9 item 2, the majority 52.4% (30 plus 130) of female students revealed that female students have a high degree of relationship with their teachers. However, 47.6% (100 plus 45) of female students were rated female students have low relationships with their teachers. This finding show that students were at high degree of relation with their teachers and male school mates. This supports Etsey (2005), who found female students relationship with their teachers to be significant and positively correlated with students' academic achievement.

As can be seen from the same table item 3 the question discusses the absence of regular school attendance. Accordingly, the majority 70.5% (190 plus 25) of the respondent indicated that female student absenteeism is high compared to male students. However, the remaining 29.5% (40 plus 50) of student respondents asserted female students' class attendance is lower compared to male students. This indicates that female student's absence of regular school attendance was at higher position. The study found that female students in the study secondary school were often absent from school. This finding is consistent with Etsey (2005) who found female students absenteeism to be significantly and positively correlated with secondary school female student's academic achievement.

On table 4.9 item 4, the respondents were also asked to evaluate their relations with male students. With respect to this, the majority 55.8% (135 plus 35) of students responded that female students have abnormal relationships with male students. Whereas, the remaining 44.2% (112 plus 23) of the respondents implied that female students have abnormal relationships with male students.

Similarly, item 5 of Table 4.9 the respondents were asked to rate their level of satisfaction regarding the presence of the time females invest in educational activities compared to male students. In case, the majority 65.6% (110 plus 90) of the respondents rated that females spent

lesser time in educational activities. On the other hand, the remaining 34.4% (55 plus 45) confidentially responded female students spent enough time of study compared to male students. The finding of the study shows that female students from Abado school schools invested less amount of time on educational activities, their academic achievement tended to be low.

Regarding less attendance of tutorials and supportive classes, the majority 60.7% (150 plus 35) of the respondents rated high and very high. Whereas, the rests 39.3% (47 plus 73) of the respondents disagreed with the idea given. Concerning the options forwarded, “Inability to become well planned and organized”, the majority 53.8% (101 plus 63) of the respondents agree with the given item. Whereas, the remaining 46.2% (109 plus 32) of the respondents disagree with the statement.

In addition, question is raised to evaluate self - confidence of female students in education. Accordingly, the majority 67.8% (120 plus 87) of the respondents said that they lack self-confidence. Whereas, the rest 32.1% (75 plus 23) of the participants forwarded that female students are confidential as male students for their academic achievement. Furthermore, in the same table, it is seen that there was a lack of adequate effort and carelessness. This idea shared by a higher percentage of the research participants (64%) indicates the presence of less effort and carelessness in study school. However, 36% of them responded that there was no convenient environment for reading and studying.

This finding of the study above is supported by Feynman and Loxley (1983), and Griffith (1999). They stated that in both home and school environment have strong influence on performance of female students. In this regard grade 11 female student during the interview stated that:

As my experience some females students are week in academic achieiment this emanates from them. Such like: inability to become well planned and organized, Carelessness, lack of adequate effort, lack of self-confidence and they are related to themselves (Atsede (anonym), Grade 11).

4.4.4 Parents' Related Factors

Parental involvement plays a very important role in determining the degrees of access that female students have to education and their level of achievement. Kasente (2003) noted that the father can be a player in enhancing girls' access to primary education and in urban as well as in some rural areas, the mother also either jointly or with the father singly can influence the decision for girls to achieve their education. Thus, there are many family-related factors including parental schooling, household responsibilities, family size, parent education and area of residence, family income, and so on. Here are female students respond about the family-related factors that affect the academic achievement of female students in secondary education.

Table 4.10 Responses Related to Parent related Factors

No	Items		Very low	Low	High	Very high	Total
1	Socio-economic status of parents	F	30	103	113	59	305
		%	9.8	33.8	37.0	19.3	100
2	Level of education of parents	F	18	101	111	75	305
		%	5.9	33.1	36.4	24.6	100
3	Parental occupation	F	7	75	143	80	305
		%	2.3	24.6	46.9	26.2	100
4	Negative attitude towards female academic achievement	F	7	97	131	70	305
		%	2.3	31.8	43.0	23.0	100
5	Poor parental-child interaction	F	14	77	106	108	305
		%	4.6	25.2	34.8	35.4	100
6	Need for extensive usage of female students' labor	F	30	60	180	35	305
		%	9.8	19.7	59.0	11.5	100
7	Non-conducive home environment	F	22	80	141	62	305
		%	7.2	26.2	46.2	20.3	100

Source: Own survey, 2022

As shown from the table 4.10 above, participants were asked the effect of socio-economic status of parents on their academic achievement. Accordingly, the majority 56.3% (113 plus 59) of the respondents were responded that there were direct effects of family socio-economic background

on their education. Whereas, the remaining 43.6% (30 plus 103) of the respondents implied negatively. The finding indicated that there is high effect of family socio economic back ground on female student academic achievement.

With regard to the effect of level of education of parents females on their educational achievement the majority 61% (111 plus 75) of respondents rated educations of parents were low which hinders on the students' academic achievement particularly female students. Whereas, the remaining 39% (18 plus 101) of respondents rated that parents' educational background at higher rate. This implies that parent's educational background was at lower level which hinders the academic achievement of female students. This is in line with the findings of Hill et al., (2004). He asserted that parental involvement in education has been seen as parents' interactions with schools and with their children to promote academic success.

Also in the same table 4.10, respondents were asked to analyze effect of parental occupation on academic achievement of female education where 73.1% (143 plus 80) of the respondents rate high. On the other hand, the remaining 26.9% (75 plus 7) of the respondents respond negatively. This finding shows that high factor of parent occupation on academic achievement of female students. As shown from the same table, the majority 66% (131 plus 70) of the respondents agreed about negative attitude of parents towards female schooling. But the remaining 34% (7 plus 97) of respondents replied that parents attitude toward female schooling were good. The finding of the study show that parents were at low position in their attitude toward female students schooling. The table also depicts that a great proportion 66.5% (141 plus 62) of the respondent said that there were non-conducive home environment and need for extensive usage of female students labor influence female academic achievement to high rate.

On the issue related to parents of female student, one of the interviewed Grade 12 female student point out that:

“As my experience parents were does not have a great deal of interest in girl's education and used to give attention to education as a secondary thing. The parent may not feel that education is important. Another reason for lack of involvement is embarrassment. The parents may be illiterate or unable to speak English. No checks were given to us by our parents neither in the schools nor in home which caused do us to achieve academically lower (Yeabsera (anonym), Grade 12).”

4.5. Teachers Response on Factors Affecting the Academic Achievement of Female Students

4.5.1. Background Information of Teacher’s Respondents

Demographic information of the teachers was based on; gender, age, highest professional qualification and the teaching experience in years.

Table 4.11. Demographic Profile of Teachers Respondent

		Frequency	Percent
Gender	Male	33	66.0
	Female	17	34.0
	Total	50	100.0
Age distribution of the Respondents	20-30	27	54.0
	31-40	12	24.0
	41-50	9	18.0
	51 and above	2	4.0
	Total	50	100.0
Teachers educational Qualification	Diploma	9	18.0
	BA degree	33	66.0
	MA degree	8	16.0
	Total	50	100.0
Service Year	1-8	29	58.0
	9-16	15	30.0
	17 and above	6	12.0
	Total	50	100.0

Source: own survey, 2022

As shown in the above table 4.11 regarding the gender distribution of teacher respondents among 50 participants 33(66% were males whereas 17(34%) were females, which implies that most of the schools have male teachers. Girls need to have more female teachers and principals who apart from teaching, they can also be role models to the girls hence improving their performance.

Findings on the age of the teachers shown that most of the teachers 27(54%) were aged between 20 and 30 years, followed by the ages between 12 (24%), the age between 41 and 50 it represents 9(18%), and a few 2(4%) aged above 50 years. The data shows that as their age progressed, they

were fewer and fewer teachers. The data implies that most of the teachers in the schools are relatively young. These are teachers who are relatively new in the profession.

As shown from the table above the majority 33 (66%) of respondents were BA degree holders, 9 (18%) of them were diploma, and the remaining 8(16%) of them were master’s degree. Almost all of the respondents are good educational background. This finding is supported by the findings of Hebbet (1982). He stated that one of the opportunity for the success of students in secondary school that supported by the research, the most important measurable impact of the schools on the measure competence of their students was not the curriculums or schools resources but teachers knowledge of subject matters and methods in teaching (Hebbet,1982.) Concerning service year of the teachers given above the majority 29(58%) of the teachers have longer work experience which is between 1 and 8 years, followed by 15(30%) that give services between 9 and 16 years. Whereas, the remaining 6(12%) serve for above 17 years. Hebbet (1982) stated that a school that possessed a highly experienced teacher was an indicator of the presence academically achieved students in a school.

Table 4.12. Responses of Teachers related to Female Students’ Academic Achievements

Item	Option	Frequency	Percent
Have you ever recognized that there are teacher-related factor that affect female students’ academic achievement?	Yes	31	62.0
	No	19	38.0
	Total	50	100.0
Effort of female students in doing their assignment, questioning and answering question	High	6	12.0
	Medium	15	30.0
	Low	29	58.0
	Total	50	100.0
Females absenteeism from school compared to males	Yes	38	76.0
	No	12	24.0
	Total	50	100.0

Source: Own Survey, 2022

In the above table, teacher respondents were asked about the presence of teacher related factors. From the respondents the majority 31 (62%) of them respond there was high instructors' related factor. Whereas, the remaining 19 (38%) of them respond negatively.

Response regarding effort of female students in doing their assignment, questioning and answering questions is presented in item 2, the table clearly indicates the majority 29(58%) of the respondents implied that there is high problem in performing their works like doing assignment, participating in class.

The other point presented in above table is females' attendance of class regularly. As indicated by the majority 38(76%) of respondents female students were show absenteeism from class. In other side the remaining 12 (24%) of them reveal that there were no differences in attending class with regard to male student.

Interviewed teacher respondents' pointed out that:

The poor performance of female students in secondary level was due to inadequate study time, financial constraint due to poor income capacity of parents, lack of study material, lack of lofty ambitions and specific goals, inadequate parental involvement, poor morale, high demand for domestic work, failure of teachers' commitment to assist female students, and negative attitude of community towards girls' schooling and low perception or stereotype of students being a woman are factors affect females' academic achievements (Kebede (anonym), Grade 11 Teacher).

4.6 Factors that Affect the Academic Achievements of Female Students

This part investigates factors mostly affect the academic achievements of female students at Abbado secondary school. On top of this, the presentations, analysis, interpretations and discussions of the research results obtained through different data securing instruments are carried out in the following subsections.

4.6.1 Institutional Related Factor

Table 4.13 Teachers' Responses related to Institutional Factors

No	Items		Very low	Low	High	Very high	Total
1	Non-availability of teaching materials	F	10	12	13	15	50
		%	20.0	24.0	26.0	30.0	100
2	Non-availability of a support system for female students, in particular, that would help them academically competent	F	10	8	8	24	50
		%	20.0	16.0	16.0	48.0	100
3	Non-application of policies in the school that protect the right of female students from sexual harassment	F	7	10	11	22	50
		%	14.0	20.0	22.0	44.0	100
4	Absence of internal rules and regulations that protect the safety and security of female students	F	6	6	12	26	50
		%	12.0	12.0	24.0	52.0	100
5	Low level of awareness and sensitivity of staff about gender issues that affect girls' academic achievement	F	6	11	18	15	50
		%	12.0	22.0	36.0	30.0	100
6	Availability of counseling and guidance to female students for creating a better academic achievement	F	20	12	11	7	50
		%	40.0	24.0	22.0	14.0	100
7	Rewards are given in the school for female students good scorer	F	20	8	13	9	50
		%	40.0	16.0	26.0	18.0	100
8	Lack of proper reading place where they can use freely	F	22	10	11	7	50
		%	44.0	20.0	22.0	14.0	100

Source: Own survey, 2022

As shown in table 4.13, the majority 56 % (13 plus 15) of the teachers agreed that there is a shortage of teaching material, and the remaining 44% (20 plus 24) of them responded there was no problem with teaching material. From the finding, the researcher can prove that the

availability of teaching materials has a significant effect on the academic achievement of female students.

According to the table 4.13 on the second item, with respect to the non-availability of a support system, the majority 64% (16 plus 48) of the respondent agreed that there is a shortage of support systems. Whereas, the remaining 36 (10 plus 8) of the respondent proved that there is the availability of supportive material.

On the table 4.13 items 3 and 4, respondents were asked to rate their level of satisfaction regarding the application of policies, practices, internal rules, and regulations that protect the safety and security of female students against sexual abuse and harassment faced by female students in the school. Accordingly, 66% (11 plus 22), and 76% (12 plus 26) of teachers' respondents forwarded that no practice protects females from sexual abuse and there were no internal rules and regulations that protect safety and security of female students. Whereas 34% (7 plus 10), and 24 % (6 plus 6) of the respondents disagree with the item given. The results in the above table revealed that there is an absence of internal rules and regulations in the study area.

As the table 4.13 on the item 5 the respondents were asked to rate their opinion regarding the level of awareness about gender issues given in the school. Accordingly, the majority 66% (15 plus 18) of the respondent rate high and very high which implies that there was a lack of giving awareness concerning gender issues. On the other hand, the remaining 34% (6 plus 11) of the respondents disagree with the idea given.

Also, the respondents were asked the respondents concerning the options forwarded, "Availability of counseling and guidance to female students for creating better academic achievement", the majority 64% (20 plus 12) of the respondents agree with the point forward while the remaining 36% (11 plus 7) of the respondents disagree with the case.

Besides, questions are raised to evaluate rewards given to high result scorer students to motivate and encourage them in education. Accordingly, the majority 56% (20 plus 8) of the respondents said that there were no such motivations for female students to encourage them for better academic achievement. Whereas the remaining 44% (13 plus 9) of the respondent agree with the case.

Furthermore, in the same table, it is found to be that there was a lack of proper reading which is a suitable and convenient place for studying. Accordingly, the majority 64% (22 plus 10) of the teacher participant respond there were convenient environments for reading and studying. Whereas, the rest 36% (11 plus 7) of the respondent respond there was no convenient environment for reading and studying.

4.6.2 Teachers Related Factor

Table 4.14 Teachers Responses Related to Teachers Related Factors

No	Items		Very low	Low	High	Very high	Total
1	Teachers' experience in solving female students' academic challenges	F	18	12	12	8	50
		%	36.0	24.0	24.0	16.0	100
2	Teachers' quality and commitment to supporting female students	F	14	17	11	8	50
		%	28.0	34.0	22.0	16.0	100
3	Teachers' emotional and social skills in providing special support for female students	F	9	11	14	16	50
		%	18.0	22.0	28.0	32.0	100
4	Clarity of teachers' presentation in recognizing female students learning pace	F	10	12	16	12	50
		%	20.0	24.0	32.0	24.0	100
5	Existence of role model female teachers in the school	F	9	12	17	12	50
		%	18.0	24.0	34.0	24.0	100
6	Lack of qualified and experienced teachers	F	10	11	12	17	50
		%	20.0	22.0	24.0	34.0	100

Source: Own survey, 2022

As shown from the table 4.14, teacher respondents were asked to give their opinion concerning teachers experience in solving female students' academic challenges. Accordingly, the majority 60% (18 plus 12) of the respondents' said problems solving experiences of teachers were good. But the rest 40 % (12 plus 8) of them revealed there was low support from teachers for female students' better academic achievement.

On the table 4.14 Item 2, the respondents were also asked to rate teachers' quality and commitment to supporting female students. Accordingly, the majority 62% (14 plus 17) of the

teachers' respondents implied that teachers' commitment to supporting female students is low. Whereas, the remaining 38% (11 plus 8) of the teacher's respondents implied teachers' commitment to supporting female students is high.

In addition to the above on the same table item 3, the respondents were asked to rate teachers' emotional and social skills in providing special support for female students. Accordingly, the majority 60% (14 plus 16) of teachers' respondents implied teachers' skills were highly affecting female academic achievement. But the remaining 40% (11 plus 9) of them rated the effect as low.

Regarding the clarity of teachers' presentations in recognizing female students learning pace the majority 56% (16 plus 12) of the teacher's respondents implied teachers' presentation was clear in recognizing female students learning pace. On the other hand, the remaining 44% (10 plus 12) of the respondent disagree with the case.

Besides, respondents were asked to rate the existence of role model female teachers in the school. Accordingly, a great proportion, 58% (17 plus 12) of respondents of the teacher said that there is a lack of role model female teachers in the school. Whereas, the remaining 42% (9 plus 12) of them agree on this point.

In the same table, the last item identifies the lack of qualified and experienced teachers in the school. Accordingly, the majority 58% (12 plus 17) of respondents' quality and experience of teachers in supporting females was high. Whereas, the remaining 42% (10 plus 11) of them agree on this point.

4.6.3 Student Related Factors

Table 4.15. Teachers Responses Related to Female Students' Related Factors

No	Item		Very low	Low	High	Very high	Total
1	Students' self-motivation	F	20	11	11	8	50
		%	40.0	22.0	22.0	16.0	100
2	Abnormal relation with their teachers	F	10	11	16	13	50
		%	20.0	22.0	32.0	26.0	100
3	Absence of regular school attendance	F	9	9	17	15	50
		%	18.0	18.0	34.0	30.0	100
4	Abnormal relation with male schoolmates	F	22	12	13	3	50
		%	44.0	24.0	26.0	6.0	100
5	Less amount of time invested in educational activities	F	8	10	19	13	50
		%	16.0	20.0	38.0	26.0	100
6	Less attendance on tutorials and supportive classes	F	7	10	18	15	50
		%	14.0	20.0	36.0	30.0	100
7	Inability to become well planned and organized	F	10	12	13	15	50
		%	20.0	24.0	26.0	30.0	100
8	Lack of self confidence	F	5	11	19	15	50
		%	10.0	22.0	38.0	30.0	100
9	Lack of adequate effort and carelessness	F	8	10	15	17	50
		%	16.0	20.0	30.0	34.0	100

Source: Own survey, 2022

As shown from the table 4.15 above, the respondents were asked about the self-motivation of female students for better academic achievement. As presented in the table, the majority 62% (20 plus 11) of teachers' respondents realize that student self-motivation and desire for better academic achievement were low. In contrast, 38% (11 plus 8) of them identified that there is high self-motivation of students for achieving academically better.

On the second item of table 4.15 participants realized female students have a relationship with

their teachers and male schoolmates. Accordingly, 32%, 26%, 22%, and 20% of respondent's rate female students' relationships with their teachers as high, very high, low, and very low respectively. They rated the effect of their relations with their male classmates as high 3(6%), very high 3(6%), low 12(24%), and very low 22(44%) respectively.

The respondents were asked the presence of regular school attendance. Among the total participant the majority 64% (17 plus 15) of teacher respondents realized that female student did not attend their classes regularly. However, 36% (9 plus 9) of teacher respondents asserted female students' class attendance was regular when compared to male students.

Also, teachers were asked to evaluate the time females invest in educational activities compared to male students. Concerning this higher percentage, 64% (19 plus 13) of teacher participants responded that females spent lesser time in educational activities. Only 36 % (10 plus 8) confidentially responded female students spent enough time of study compared to male students.

Regarding attendance of tutorial and supportive classes, the majority 66% (18 plus 15) of teachers' participants' responses approved that there was low attendance of constructive classes and tutorial classes. On the other hand, the rests 34% (7 plus 10) of the respondents disagree with the idea given. In the same table the teacher participants also asked concerning the options forwarded, "Inability to become well planned and organized", the majority 56% (15 plus 13) of the respondents agree and the rest 44% (10 plus 12) of the respondents disagree with the given item.

On the table 4.14 of the last item, a question is raised to evaluate the self-confidence of female students in education. Accordingly, the majority 68% (19 plus 15) of the respondents said that they lack self-confidence, and the rest 32% (11 plus 5) of the participants forwarded that female student are confidential as male students for their academic achievement. Furthermore, in the same table, it is seen that there was a lack of adequate effort and carelessness. This idea is shared by a higher percentage of the teacher participants 64% (17 plus 15). However, 36% (10 plus 8) of them respond that there were no problems with effort.

4.6.4 Parents' Related Factors

Table 4.16 Responses Related To Parents' Related Factors

No	Item		Very low	Low	High	Very high	Total
1	Socio-economic status of parents	F	8	7	13	22	50
		%	16.0	14.0	26.0	44.0	100
2	Level of education of parents	F	10	12	19	9	50
		%	20.0	24.0	38.0	18.0	100
3	Parental occupation	F	5	9	21	15	50
		%	10.0	18.0	42.0	30.0	100
4	Negative attitude towards female academic achievement	F	10	8	17	15	50
		%	20.0	16.0	34.0	30.0	100
5	Poor parental-child interaction	F	6	12	20	12	50
		%	12.0	24.0	40.0	24.0	100
6	Need for extensive usage of female students labor	F	8	11	16	15	50
		%	16.0	22.0	32.0	30.0	100
7	Non-conducive home environment	F	10	12	14	14	50
		%	20.0	24.0	28.0	28.0	100

Source: Own survey, 2022

As shown from the table 4.16 above, teachers were asked about the effect of the socio-economic status of parents on female academic achievement. Accordingly, the majority 70% (13 plus 22) of the respondents realized that the socio-economic status of parents had a significant effect on students' overall academic achievement. But 30% (8 plus 7) of them revealed there was low support from teachers for female students' better academic achievement.

Respondents were also asked to rate the effect of the level of education of parents on females' educational achievement. According to the table given above the majority, 56% (19 plus 9) of teachers' respondents identified parents' educational background were low which hinders the academic achievement of female students. Only a small number, 44% (10 plus 12) of respondents rated that parents' educational background at a higher rate.

On the table 4.16 of item 3, respondents were asked to analyze the effect of parental occupation on the academic achievement of female education. Accordingly, the majority 72% (21 plus 15) of teacher's respondent rated parental occupation highly affecting the academic achievement of female students, and 28% (5 plus 9) of them respond negatively.

In addition, the respondents were asked to their response concerning the options forwarded, "negative attitude towards female academic achievement", and the majority 64% (17 plus 15) of respondents agreed about the negative attitude of parents towards female schooling. But 36% (10 plus 8) of respondents replied that parents' attitudes toward female schooling were good.

The table also depicts that a majority 56% (14 plus 14) proportion of respondents said that realized that need for extensive usage and a non-conducive home environment majorly affected female's education, and the remaining 44% (10 plus 12) of them respond negatively.

In the same table, the respondents were asked to rate interaction between parents. Accordingly, the majority 64% (12 plus 20) of the respondents realize that there was poor interaction between parents and children which directly affect their motivation toward education. On the other hand, the remaining 36% (6 plus 12) of the respondents respond negatively.

4.7 Educational Officers' Interview Response

Regarding the achievement of female students, 12 out of 12 key informants of educational leaders agreed on sharing the point that the majority of female students had records of low achievement. Majority of educational managers of the Woreda and Abbado secondary school directors states that ideally variations or inconsistencies in exam achievements are not good. The reason for the females low achievement could be lack of special support, lack of orientation, low facilities, modes of teaching infrastructure, drastic life change, sexual harassment and personal challenges such as, poor socialization, lack of interest, low self-confidence, stress, poor study habit, lack of money, gender related problem, low follows up, lack of commitment, students talent and commitment to study and motivation to perform high academic result, integrity of school administration and the facility of schools such as reading room,. This may hinder females not to be motivated to learn as well as to perform well.

Besides, an educational manager asserted that students sometimes were cheating and passing

exam answers to all class examinees. Due to lack of time to study and prepare themselves for exam and lack of sufficient prior knowledge on subject matter, students tried to adjust themselves to cheat the exam. These kinds of problems repeatedly happened in past few years.

Also, the educational managers and the school replied that they agreed large numbers of eligible females are not achieving well. Even if a girl was in school the traditional attitude towards girls' schooling have effect on academic achievement of female students. Besides, the influence of male teachers and students and youth from the surrounding environment, peer and student to teacher connections, different supportive training, guiding and counseling services and tutorial classes handed by the school to female students, lack of female role model instructors in the teaching profession. This may hamper female students learning as well as performing well.

Besides, an educational expert asserted that the reason for poor academic achievement of female students was the lack of female models teachers that have an ability of education in all side, like ability of language, general knowledge, socially the ability to co-ordinate any group even in teaching profession. In addition they stated if there is significantly low number of female model teachers in the areas: this may blocks females not to be initiated to learn as well to perform well. This finding is supported by one of the Ethiopian research efforts pointed out that girl's low level of school attainment and correspondingly low level of literacy, and economic productivity (Seged, et al, 1991).

CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATION

Introduction

This chapter deals with the summary, conclusions arising from the study and recommendations that should be done to improve female students' academic achievement.

5.1 Summary of the Finding

This research study was mainly aimed to analyze factors affecting female student academic achievement in Abado secondary school of Lemi Kura sub-city.

The target population of the study was grade 9th, 10th, 11th and 12th female students in the academic year 2021/22 G.C. The sample female students were 305 out of that Grade 9th, 10th, 11th and Grade 12th. In order to measure the qualitative aspects of the research study, the researcher was conducted FGDs with administrators and education office officials.

Quantitative data collected were analyzed predominately by using percentage and frequency as showed in the tables. In similar fashion, qualitative data which gathered through organizing FGD, in depth interview by using the checklists and key informants were discussed in words triangulated by personal observation, case stories and cross checking with qualitative data and secondary data.

Findings of the study clearly pointed out that regarding to academic achievement of female students at Abado secondary school had been affected through family, parent, school and the female student themselves related factors. The finding shows that the overall academic achievement and class participation of girls in the study school was lower than that of boys.

5.2. Conclusion

One of the purposes of this study was to analyze the female students' academic achievement and to identify the factors that affecting their academic achievement in Abado secondary school of Lemi Kura sub-city. The challenges are related to school factors and out of school factors in nature. The school factors are sexual harassments, learning environment and female teacher as a role model. Out of school factors are contributed by parents' economic, educational status and attitudes, and more significantly by the people living around with male dominance. These are shaped in the personality of the female students, to be submissive, obedient, and consequently to be exploited by the male dominance. This study has identified different causes for poor academic achievement of female in school education.

The research has attempted to investigate perpetuate factors that are contributing to poor academic achievements of female students' in Abado secondary School of Lemi-Kura sub-city Addis Ababa, Ethiopia. Depending on the results of the analysis made, the following major findings were identified.

The first objective of the study was analyzing female student related factor. The finding of the study showed that the problem of female students have existed by external factor that are financial problem, lack of educational support from their families and teacher and families attitude as well as their educational back ground can affect female students academic achievement. Besides, the academic achievement could also be affected by the characteristics of students such as discipline, interest to learn, effort for doing assignments, and carefulness to attend classes.

The second objective of the study was to analyze institutional related factor which mostly affect academic achievement of female students is Abado secondary School. The finding of the study revealed that facility like non availability of teaching material, i.e. shortage of instructional materials (teaching aid), library, etc, hinder them not to be educational efficient. In the school in adequate supportive mechanism like tutorial services and various supportive mechanisms not sufficiently provided? This indicates the academic environment is not adequate for girls in the school.

The third objective was to explore the influences of parent`s related factors on female students'

academic achievement in Abado secondary schools. The finding of the study revealed that family factors such as educational level of the household head, family size and household chores are highly influential in female students' academic achievement. Economic factors like household income also could affect the achievement of the female students. This study revealed that poor academic achievements of the female students are more evident when the parents and family members who are totally non-educated. Finally, all the above mention results are indicated the major challenges facing the female student in Abado secondary schools in Lemi Kura sub-city. In general, the result of this study indicated that female educational participation as well as their academic achievement is very limited and low by economical and personal or human factor which require the attention of all concerned body and other stakeholders in Abbado secondary school.

The fourth findings of the study analyze the influence of teacher's related factors on female student's academic achievement. The finding of the study showed that, institutional factor which mostly affects academic achievement of female student. The factors like non availability of teaching material, i.e. shortage of instructional material such as books, modules, library etc. hinder them to not be educational efficient. In the schools, inadequate supportive mechanisms, i.e. the tutorial services and various supportive mechanisms not sufficiently provided. This indicates the academic environment is not adequate for girls in Abado secondary school. In similar manner, school factors such as sexual harassments, learning environment and female teacher as a role model in teaching profession could affect also their achievement.

5.3. Recommendation

In order to remove the barriers and improved female students educational participation as well as their academic achievement, the following recommendations are forwards

- As study finding indicated that female teachers are few where compared to male teachers at Abbado secondary school. Increasing role model female teachers, recruit more female teachers, give more in-service training opportunities for under qualified female teachers should be given emphasizing in different Government bodies in the secondary level which motivating the female students to give attention for their education. Besides teachers, school Principals, concerned Government' bodies should offer especial support to female students to improve the female students' academic achievement. Furthermore, education office heads and school administrators should be given gender sensitivity training and workshops.
- Encourage and strengthen progressive tutorial program through facilitate community mobilization to support teachers with incentives to actively engage in tutorial programs for low performing female students. Schools should be encouraged to provide functional and progressive gender focused tutorial program and organize experience sharing for teachers, school supervisors, and principals to model schools demonstrated the quality education (learning process and environment).
- As the findings of the study shown that lack or shortage of school facilities such as instructional materials, library and absence of guidance and counseling are still other main reasons that affect girl's educational achievement in secondary schools. Then, the provision of improved school facilities will be an ultimate effect in encouraging regular attendance and increasing academic achievement of females. Lemi Kura sub-city education office and Abado School are advised to organize school facilities at the proper time in order to get rid of the obstacles that influence achievement of females in Abado secondary schools.
- The study found that the extent to which parental involvement affects academic achievement of female students in Abado secondary schools is to a great extent. This study therefore recommends that that the government intervenes to create more

awareness on the need of parental involvement in the education of their students (females). This can be done by encouraging teachers under the supports of education officials to sensitize the parents on the importance of education for their female students on the future and hence the need to get involved in it.

- The School should invite some successful and iconic female figures in different disciplines to share their experiences for female students which may serve as means to boost the level of their achievement, motivation and moral in their respective arena of social life.
- Since the present study confined Abado secondary schools in Lemi-Kura sub-city, further studies that cover the whole secondary school in the sub-city, and possibly Addis Ababa should be carried out to address problem of poor academic achievement resulting from the factors that uniquely affect girls learning environments.
- The present study focused only on factors affecting girls' academic achievement. Therefore, it is recommended that studies that focus on the solutions of the problem of girls' academic achievement be carried out.

REFERENCES

- Abduljelil, S. (2010). Factors affecting girls' academic achievement in second cycle primary schools in the Gurage zone. Addis Ababa University: Unpublished Master thesis.
- Ali, N., Jusoff, K., & Andin, S. (2009). Factors influencing Students' performance at University Technology. MARA Kedah, Malaysia, Canadian Research & Development Center of Sciences and Cultures.
- Aragaw, E. (2016). Multilevel analysis of factors affecting academic achievement of primary school students. *Imperial Journal of Interdisciplinary Research*, 2 (2).
- Bassey, M., Joshua, A., & Asima, A. (2010). Gender differences and mathematics achievements of rural senior secondary students in Cross-River state. Nigeria.
- Bogalech Alemu and Mengistu Asnake, 2007. Women's Empowerment in Ethiopia: New Solutions to Ancient Problems. Pathfinder International/Ethiopia, Addis Ababa.
- Cary, J., Roseth, W. J., David & T. J. Roger, (2008). Promoting early adolescents' achievement and peer relationships: the effects of cooperative, competitive, and individualistic goal structures. University of Minnesota, Twin Cities. *Psychological Bulletin*, 134 (2).
- Cheeseman, J, Simpson, N. & Wint, A.G. (2006). Determinants of students' performance at university: Reflections from the Caribbean's. *Mana Registry: Campus of the West Indies*.
- Demeke, W., & Ashagrie, S. (2017). Multilevel analysis of factors associated with academic achievement among grade eight students in Gozamin Woreda, East Gojam. Amhara Regional State: The role of individual and school characteristics. Debre Markos University. *European Journal of Education Studies*, 3 (7).
- Desai, S., Adams, D. C., & Amaresh, D. (2008). Segmented schooling: Inequality in primary education. New Delhi. *India Human Development Survey Working Paper No.6*.
- Egenti, M. N., & Omoruyi, F. E. O. (2011). Challenges of women participation in continuing higher education program: Implications for adult women counseling and education. *Edo Journal of Counseling*, 4 (2).

- Elias Dore, 2006. Factors Affecting Females' Participation in education: the case of Kacha Birra Woreda in SNNPR.
- Emebet Mulugeta, 2001. Teaching and learning in higher education. A paper presented in the training workshop. Addis Ababa University, Addis Ababa, 2001, *Institute of Educational Research (IER)*
- Engin-Demir, C. (2009). Factors affecting the academic achievement of Turkish urban poor. *International Journal of Educational Development*, 29(1).
- Geiger, T. (2002). Female education in sub-Saharan Africa: Importance, obstacles, and prospects. Washington D.C.: The World Bank.
- Gobina, W. E. (2005). Why African Girls Are Still not Getting into Areas of Science and Technology. United Nations Educational, Scientific and Cultural Organization (UNESCO) Newsletter 7 (1).
- Hawis, G.R. & L.S. Hawes (1982). The Concise Dictionary of Education. New York: Van Nostrand Reinhold Company.
- Irfan Mushtaq and Shabana Nawaz. (2012). 'Factors Affecting Students' Academic Performance in Mohammad Ali Jinnah University Islamabad, Pakistan. *Global Journal of Management and Business Research: Vol. 12*.
- Kane, E. (2004). Girls' Education in Africa Region Human Development Sectors. The World Bank, Washington D.C.
- Kassa Shurke. (2006). Factors Affecting Females' Participation in education: the case of Tocha Woreda in SNNPR. Addis Ababa University, Ethiopia, 2006, School of graduate studies.
- Kassa, S. (2006). Factors Affecting Female Participation in Education: The case of Tocha Woreda SNNPRS. Addis Ababa University: Unpublished Master Thesis.
- Leithwood, K., Louis, K.S., Anderson, S., Wahlstrom, K. (2004). How leadership influences learning. Learning from Leadership Project. University of Minnesota, University of Toronto, & Wallace Foundation.

- Lewis, J. (2005). Family size and its socio-economic implication in the Sunyani Municipality of the Brong Ahafo region of Ghana. Cape Coast, Ghana: Centre for Development Studies.
- Mulu, N. (2009). The links between academic research and economic development in Ethiopia: The case of Addis Ababa University. Proceedings of the First International Conference on Educational Research and Development, 2(1).
- Sackey, A.H. (2007). The determinants of school attendance and attainment in Ghana: A gender perspective. *African Economic Research Consortium*, Nairobi, Kenya.
- Sam, I., Budi, U., & H. Soegiyanto (2018). The effects of the discovery of learning-based teaching material by utilizing traditional games on mathematic abilities of the 2nd graders of elementary school. *International Journal of Educational Research Review*, 4(3).
- Sara, A., Elias, K., & Charbel, S. (2017). How to enhance awareness of bullying for Special Needs Students using, Edpuzzle' a web 2.0 tool. *International Journal of Educational Research Review*, 3(1).
- Seifu, W. (2007). A comparative study of the participation of female and male pupils in selected government and public primary schools of Nifas-silk and Kolfe Keranyo sub-cities. Addis Ababa University. Unpublished Master Thesis.
- Tadesse, S. (2009). Understanding female students' academic performance: An Exploration of the situation in south nation's nationalities and people's regional state, Ethiopia. A Thesis Presented to Graduate School of Development Studies, The Hague, Netherland.
- Tamirie Andualem, 2009. Trend Analysis of males 'and Females' Education in Different School levels and School Types in Addis Ababa. *Proceedings of the 16th International Conference of Ethiopian Studies*. Addis Ababa.
- Teshome D. Kanko, Ajay Bailey, and Charles H. Teller, 2013. IRREGULAR MIGRATION: Causes and Consequences of Young Adult Migration from Southern Ethiopia to South Africa, Busan, South Korea.

- Teshome Nekatibeb, 2003. Low Participation of Female Students in Primary Education: A Case study of Dropouts from the Amhara and Oromia Regional States in Ethiopia. *UNESCO International Conference for Africa*.
- UNESCO (United Nations Educational, Science and Cultural Organization, 2020. Women in a World Perspective. France.
- United Nations Educational, Scientific and Cultural Organization UNESCO. (2003). Gender and education for all: The leap to equality. France: UNESCO Publishing.
- Wakgari Tasisa and Teklu Tafesse. (2012). Gender Disparity in Academic Achievements in Ethiopian Colleges of Teacher Education
- Wudie, A. & Philipos, P. (2014). Factors affecting female students' academic performance at higher education: The case of Bahir Dar University. *African Educational Research Journal*, 2 (4).
- Yenenesh Tadesse, 2007. Determinants of Female Enrolment and Achievement in primary Education in Kombolcha Woreda, Eastern Hararge Zone, Oromia Region, Ethiopia. An MSc Thesis Presented to the School of Graduate Studies of Haramaya University.
- Yeshimebrat, Alemayehu and Firew 2013. Factors Affecting Female Students' Academic Achievement at Bahir Dar University, Bahir Dar University, Addis Ababa.
- Yisak, T., Workneh, A., & Asham, A. (2009). Key transitions and wellbeing of children in Ethiopia: country context literature review, international study of childhood poverty. UK: Oxford.

APPENDICES A

St Mary's University

School of Graduate Studies

Department of Social Work

Research Questionnaires for students

Dear Student

The purpose of this questionnaire is to collect data for the study entitled “Factors Affecting Academic Achievement of Female Students: The Case of Abbado Secondary School, Lemi-Kura Sub-City Addis Ababa”. It aims at assessing the major factors affecting female students’ academic achievement and recommends solutions for the problems identified. Since your cooperation plays a vital role in the success of this study, I kindly request your cooperation in completing this questionnaire. Your responses will be kept confidential and will be used only for the purpose of this research.

Please note that:

- You need not write your name and any other personal identifier except the requested ones.
- To those questions with alternatives, please, mark your responses by putting “√” in the boxes provided.
- For any additional opinions, you are kindly requested to write your responses on the blank space provided.

I Thank You in Advance!

Part I: Personal Data

1. Sex M F
2. Age 15 – 20 21 – 25 26 – 30

Part II: Research Questionnaires

1. Indicate your mother's level of education literate Literate (able to write and read)
 Primary (1 – 8) education Secondary (9 – 12) education Graduate
(Certificate to degree level) Other (Please Specify) _____
2. Based on her level of education, how do you rate your mother's encouragement in your education? High Medium Low
3. Indicate your father's level of education literate Literate (able to write and read)
 Primary (1 – 8) education Secondary (9 – 12) education Graduate
(Certificate to degree level) Other (Please Specify) _____
4. Based on his level of education how do you rate your father's encouragement in your education? High Medium Low
5. Indicate your mother's occupation Housewife/ Merchant Private Business
worker Government employee
6. Based on her occupation how do you rate your mother's assistance in your education? High Medium Low
7. Indicate your father's occupation: Merchant Private Business worker
Government employee
8. How do rate your father's assistance in your education? High Medium
Low
9. Do you think that you attend class regularly as compared to male students? Yes No
10. How do you rate the suitability of your school for female students' learning? Very
good Good Not good
11. Does the school provide guidance and counseling services for female students in particular
on how to be academically better achievers? Yes No
12. Do teachers provide special support for female students to make them academically
better achievers? Yes No
13. Is there severe female student sexual harassment in the school by male students? Yes
No

14. Is there severe female students' sexual harassment in the school from teachers? Yes
 No

15. Do most teachers see that female students as academically competent as male students? Yes
 No

16. In your opinion, how do female students perceive their learning as compared to male learners? Active Learners Medium Learners Slow Learners

17. How much do you think that the following Institutional related factors affect the academic achievements of female students at secondary level education? (Please rate them as: Very high = 4, High = 3, Low = 2, Very low = 1. Use 'X' or √')

Institutional Related Factors	Rating Scale			
	Very high	high	Low	Very low
Non-availability of teaching materials				
Non-availability of a support system for female students, in particular, that would help them academically competent				
Non-application of policies in the school that protect the right of female students from sexual harassment				
Absence of internal rules and regulations that protect the safety and security of female students				
Low level of awareness and sensitivity of staff about gender issues that affect girls' academic achievement				
Availability of counseling and guidance to female students for creating a better academic achievement				
Rewards are given in the school for female students good scorer				
Lack of proper reading place where they can use freely				

18. How much do you think that the following Instructors' related factors affect the academic achievements of female students at secondary level education? (Please rate them as: Very high = 4, High = 3, Low = 2, Very low = 1. Use 'X' or √')

Instructors' related factors	Rating Scale			
	Very high	high	Low	Very low
Teacher's experience in solving female students' academic challenges				
Teachers' quality and commitment to supporting female students				
Teachers' emotional and social skills in providing special support for female students				
Clarity of teachers' presentation in recognizing female students learning pace				
Existence of role model female teachers in the school				
Lack of qualified and experienced teachers				

19. How much do you think that the following female Students' related factors affect the academic achievements of female students at secondary level education? (Please rate them as: Very high = 4, High = 3, Low = 2, Very low = 1. Use 'X' or √")

Female Students' related factors	Rating Scale			
	Very high	high	Low	Very low
Students' self-motivation				
Abnormal relations with their teachers				
Absence of regular school attendance				
Abnormal relation with male				
Less amount of time invested on				
Less attendance on tutorial				
Inability to become well planned				
Lack of self-confidence				
Lack of adequate effort and carelessness				

20. How much do you think that the following Parents' related factors affect the academic achievements of female students at secondary level education? (Please rate them as: Very high = 4, High = 3, Low = 2, Very low = 1. Use 'X' or √")

Parents' related factors	Rating Scale			
	Very high	high	Low	Very low
Socio-economic status of parents				
Level of education of parents				
Parental occupation				
Negative attitude towards female academic achievement				
Poor parental-child interaction				
Need for extensive usage of female students' labor				
Non-conducive home environment				

Appendices B

St Mary's University

School of Graduate Studies

Department of Social Work

Research Questionnaires for Teachers

Dear Respondents

The purpose of this questionnaire is to collect data for the study entitled “Factors Affecting Academic Achievement of Female Students: The Case of Abbado Secondary School, Lemi-Kura Sub-City, Addis Ababa”. It aims at assessing the major factors affecting female students’ academic achievement and thereby recommends solutions for the problems identified. Since your cooperation plays a vital role in the success of this study, I kindly request your cooperation in completing this questionnaire. Your responses will be kept confidential and will be used only for the purpose of this research.

Note

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

Part I: Personal Data

1. Sex: Male Female
2. Your educational Qualification Diploma BA Degree MA Degree Any other, please specify

Part II: Research Questionnaire Items related to factors affecting girls’ academic achievement

3. If you experience teaching at the secondary school level, have you ever recognized that there is a teacher-related factor that affects female students' academic achievement? Yes No

4. If your answer to question 3 is "yes" would you please mention some of the factors?

5. How do you rate the efforts of female students in doing assignments, questions, and class/home works compared to male students? High Medium Low

6. Do female students experience absenteeism more than male students in your school? Yes No

7. How much do you think that the following Institutional related factors affect the academic achievements of female students at secondary level education? (Please rate them as: Very high = 4, High = 3, Low = 2, Very low = 1. Use 'X' or '√')

Institutional related factors	Rating scale			
	Very high	high	Low	Very low
Non-availability of teaching materials				
Non-availability of a support system for female students, in particular, that would help them academically competent				
Non-application of policies in the school that protect the right of female students from sexual harassment				
Absence of internal rules and regulations that protect the safety and security of female students				
Low level of awareness and sensitivity of staff about gender issues that affect girls' academic achievement				
Availability of counseling and guidance to female students for creating a better academic achievement				
Rewards are given in the school for female students good scorer				
Lack of proper reading place where they can use freely				

8. How much do you think that the following Instructors' related factors affect the academic achievements of female students at secondary level education? (Please rate them as: Very high = 4, High = 3, Low = 2, Very low = 1. Use 'X' or $\sqrt{\quad}$)

Instructors' related factors	Rating scale			
	Very high	high	Low	Very low
Teachers' experience in solving female students' academic challenges				
Teachers' quality and commitment to supporting female students				
Teachers' emotional and social skills in providing special support for female students				
Clarity of teachers' presentation in recognizing female students learning pace				
Existence of role model female teachers in the school				
Lack of qualified and experienced teachers				

9. How much do you think that the following female Students' related factors affect the academic achievements of female students at secondary level education? (Please rate them as: Very high = 4, High = 3, Low = 2, Very low = 1. Use 'X' or $\sqrt{\quad}$)

Female Students' related factors	Rating scale			
	Very high	high	Low	Very low
Students' self-motivation				
Abnormal relations with their teachers				
Absence of regular school attendance				
Abnormal relation with male schoolmates				
Less amount of time invested on educational activities				
Less attendance on tutorial supportive classes				
Inability to become well planned organized				
Lack of self-confidence				
Lack of adequate effort and carelessness				

10. How much do you think that the following Parents' related factors affect the academic achievements of female students at secondary level education? (Please rate them as: Very high = 4, High = 3, Low = 2, Very low = 1. Use 'X' or √)

Parents' related factors	Rating scale			
	Very high	high	Low	Very low
Socio-economic status of parents				
Level of education of parents				
Parental occupation				
Negative attitude towards female academic achievement				
Poor parental-child interaction				
Need for extensive usage of female students' labor				
Non-conducive home environment				

APPENDICES C

St Mary's University

School of Graduate Studies

Department of Social Work

Interview Guides for School Principals and Woreda Education Experts

1. What factors do you think to affect girls in their education?
 - a) School-related?
 - b) Instructional related?
2. Is that male or female students who perform well in education? Why?
3. What factors do you think are associated more with girls' failure to perform well in their learning parental related?
4. Do you believe that female students need more help than male students? Why?
5. What do you think should be done to improve female students' academic achievement?

St Mary's University

School of Graduate Studies

Department of Social Work

Observation Checklist

This checklist is intended to measure the extent of the availability of materials, facilities, and services in the school.

Time of observation_____

Date of observation_____

No	Subjects for observation	Categories				
		Very Adequate	Adequate	Moderately Adequate	Inadequate	Very Inadequate
1	Library <ul style="list-style-type: none">• Size• Availability of relevant text and reference books• Professionals• Service time					
2	Laboratory <ul style="list-style-type: none">• Size• Availability of lab kits, chemicals, and apparatus• Preference for lab manuals• Preference for lab assistance					
3	Guidance and counseling service <ul style="list-style-type: none">• Availability of professionals• Availability of service					
4	Students' sample results and dropout					