

**ACADEMIC PERFORMANCE OF FEMALE STUDENTS IN
PRIMARY SCHOOLS OF HARSHIN WOREDA, FAFAN ZONE,
SOMALI REGIONAL STATE, ETHIOPIA**

MA THESIS

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March 2024

Haramaya University, Haramaya

**Academic Performance of Female Students in Primary Schools of Harshin Woreda,
Fafan Zone, Somali Regional State, Ethiopia**

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MASTER OF ARTS IN EDUCATIONAL LEADERSHIP AND
MANAGEMENT**

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Approval Sheet

HARAMAYA UNIVERSITY POSTGRADUATE PROGRAM DIRECTORATE

We here by certify that, we have read and evaluated this thesis entitled “*Academic Performance of Female Students in Primary Schools of Harshin Woreda, Fafan Zone, Somali Regional State, Ethiopia*” prepared under our guidance by **Abdifatah Ahmed**. We recommended that it be submitted as fulfilling the thesis requirement.

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DEDICATION

I dedicate this thesis manuscript to my beloved family for their very wish and encouragement in all dimensions of my future career.

STATEMENT OF THE AUTHOR

By my signature below, I declare and affirm that this thesis is my own work. I have followed all ethical and technical principles of scholarship in the preparation, data collection, data analysis and completion of this thesis. Any scholar matter that included in the thesis has been given recognition through citation.

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ABBREVIATIONS AND ACRONYMS

FGD: Focus Group Discussion

MoE: Ministry of Education

SNNPRS: South Nation Nationalities and People Regional State

SPSS: Statistical Package for the Social Sciences

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**Academic Performance of Female Students in Primary Schools of Harshin
Woreda, Fafan Zone, Somali Regional State, Ethiopia.
Abdifatah Ahmed Aden**

ABSTRACT

The main purpose of this study was to examine academic performance of female students in primary schools of harshin woreda, fafan zone, somali regional state. To conduct this study, descriptive survey research design was employed. A total of 370 respondents (360 female students, 3 principals, 3 vice principals, 2 teacher representative and 2 parents teacher students association heads) was included in the study. School leaders were selected using purposive sampling while the female students' respondents were selected using simple random sampling techniques. The data were gathered through questionnaire and interview. Data gathered through questionnaire were analyzed using percentage, frequency, mean, standard deviation and one sample t-test. Data obtained through interview and open-ended was qualitatively analyzed. Findings from the data analysis revealed that female students' respondents were decided agree score with regards to society attitudes effects on female academic performance. The study clearly indicated that family socioeconomic background, parental low income, economic status of parents was not helping female students to motivated on their academic performance. In addition, female student's teacher relationship, level of parental education, absence of family support are some of the factors affecting female students' academic performance. Based on the investigated challenges in this study it can be summarized that poor educational background of parents, female students self-stem, and attitude for themselves was rated the most dominant challenges. Schools in collaboration with woreda education office should create awareness among the community with regards to educating female is all about educating citizen. Improving the female students' academic performance in the primary school is not only the responsibility of parents, students, thus large community should work on improving their academic performance.

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1. INTRODUCTION

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This part of research includes background of the study, statement of the problem, basic research questions, and objectives of the study, significance of the study, delimitation of the study, limitation of the study and definition of key terms.

1.1. Background of the Study

Education is defined as the harmonious development of an individual's physical, mental, moral (spiritual), and social faculties in preparation for a life of dedicated service (Eshetu, 2002). It is a tool that allows citizens to participate fully in the development process. Female engagement in socioeconomic development programs is also influenced by their educational backgrounds. Educating girls and women is vital not just for personal gain, but also for societal growth in areas such as human resource development (Egenti and Omoruyi, 2011). According to the Department for International Development, there are currently 58 million females globally who are not in school. The majority of these young women are from Sub-Saharan Africa, South and West Asia. A female growing up in a low-income family in Sub-Saharan Africa has a one-in-four probability of completing secondary school. More than 75 nations are anticipated to fall short of the Millennium Development Goal (MDG) of enrolling as many girls as boys in primary and secondary school by 2005.

According to the MoE (2004), over 85% of Ethiopians live in rural areas. However, for a long period, the educational system was urban-biased. Women make up half of the population and participate in 50-80% of economic development and social welfare activities. It is estimated that the majority of individuals living in chronic poverty in Ethiopia are women, the majority of whom live in rural areas. According to UNESCO (1985), failure to send female students to school has strong societal roots, such as early marriage, child bearing obligation, and refusal to enable female students to travel distances. Female students in several countries are expected to rather than attending school, they contribute to childcare and domestic responsibilities (Kassa, 2006).

According to Tadesse Shiferaw (2009), education is not a charity but a fundamental human right for all people regardless of gender, color, or economic background, and it is the key to long-term

development, peace, and stability among countries. Education is a key and essential component of human resource development in any culture. Education is a significant aspect of human resource development. The availability and quality of education determine human resource development. Human resource development is the foundation for material development. It is a pillar of the country's rapid socioeconomic development (Tamir, 2009).

In Ethiopia, as in many other parts of the world, the vast majority of women are reduced to traditional roles, and as a result, their participation in social and economic growth in general, and education in particular, is negligible. Males have more readily available access to education at all levels than girls. Ethiopia is one of the emerging countries with low female educational performance. According to statistics, the number of female students in primary, intermediate and higher education is not equal to the number of male students in terms of high-grade point average. Females are underprivileged and underrepresented in development initiatives due to poor performance (Kassa Shurke, 2006).

According to Martha (2009), academic performance is affected by a number of factors including admission points, socio-economic status, school background and some demographic characteristics such as age, location of residence, household income and parents' education. Hill and King (1993) argued that educating females yields far-reaching benefits for girls and women themselves, their families and their societies in which they live. The benefits of investing in human capital are especially pertinent for females in developing countries where gender equity in education is often lagging behind. Without educating females, national endeavors can be less effective and the efforts of women are weaker. Equal opportunity of education for both sexes is equally important. However, in a number of developing countries, the participation of females in education is characterized by poor performance.

The country's social and economic prosperity is inextricably connected to student academic success. The performance of students (academic accomplishment) is crucial in developing the best quality human capital efficiency who will become outstanding leaders and manpower for the country, ultimately responsible for the country's economic and social development (Tadesse, 2009).

Females' academic performance in elementary schools has suffered the most in Somalia's regional state, particularly in the area under study, where women's standing is inferior to men in practically

every facet of life. Women's roles in the area are largely limited to dull activities such as child care, housework, and assistance for adult men, therefore they have little or no access to schooling, which is more prevalent in rural areas. The researcher's goal in this study is to examine academic performance of female students in primary schools of Harshin Woreda Fafan, Zone Somali Regional State.

1.2. Statement of the Problem

According to the United Nations Population Fund (UNFPA), females are nearly twice as likely as males to be illiterate. Ensuring that both boys and females can attend school is a critical component of eliminating poverty and attaining sustainable development. It means that men and women will be prepared with the information and skills necessary to contribute to their society (AusAID, 2010).

Female education has a substantial contribution to a country's economic, cultural, and political elements. According to Obanya (2005), an educated female is more likely to be a competent and knowledgeable mother, a more productive and well-paid worker, an informed citizen, a self-confident individual, and a smart decision maker. According to Geiger (2002), the benefits of education apply to nearly all elements of growth. Education gives people the ability to participate in public and political life. Education's potential benefits are always present, but female education frequently has a stronger and more important influence than male education (King, 1990). This is not to say that education is unnecessary for men.

The Ethiopian Constitution defines gender equality, recognizes the right to affirmative action for women, and provides special attention to women in order to enable them to compete and participate on an equal footing with men in political, social, and economic life in public and private institutions. The Ethiopian government has established an educational program aimed at increasing female involvement in education through various approaches. It has implemented a number of strategic measures focused specifically at boosting teaching quality, increasing students' academic progress, and recognizing the value of quality education (MoE, 1994).

Educated male and female residents are a valuable asset to any society seeking to establish a sustainable future. However, educating female students has significant and becomes a challenging

undertaking due to a variety of educational issues that can impede their ability to attain desired educational goals (Bogalech et al., 2007).

Females, particularly in school, are far from exercising their rights. Female students in rural Ethiopia frequently confronted several difficulties while attending school. Several studies in Ethiopia found that poverty or economic constraints were major impediments to female education. One of the reasons why females drop out is a lack of funds to purchase school supplies (Embet, 2001). The elements in the classroom are not the sole causes of gender disparities in education, and home-based issues such as family size, parent education, culture and traditional beliefs all contribute significantly to poor academic attainment. Academic performance of female pupils appears to be one of Ethiopia's most serious and widespread issues despite the policy, the pattern of female academic accomplishment remains quite poor in the country, particularly in the countryside or rural areas of Ethiopia (Tadesse, 2009).

Similarly, tremendous problems observed which contributes low achievements of female students in academic performance in the study area. Various studies indicated that, family back ground, Social challenges, Cultural and traditional believes, school environment problems are the issues which affecting the female students academic performance in the study area. An associated issue with distance of the school from their home is one the problems. primary schools are mainly located in urban areas or in district centers, which implies that students either have to walk a long distance to school or have to stay in dormitories for entire weeks, months or semesters. In either case this situation affects female more than boys. female are more vulnerable to insecurity and unsafe roads are often unsafe for female (Tamir, 2009).

Tremendous problems observed which contributes low performance of female students in academic performance in the study area. Study conducted by (Mulugeta, 2014) on factors affecting the female student's academic performance in preparatory school: the case of kachabirra woreda, kambata-tembaro zone, southern nations, nationalities and peoples regional state, Ethiopia, study conducted by Gebrehiwot, D. B., Teklay, A. & Kebede, T. on factors affecting academic performance of female students at mekelle university, Ethiopia, indicated that, family back ground, Social challenges, Cultural and traditional believes, school environment problems are the issues which affecting the female students performance in the study area. In addition study by Mola, . (2021) on Improving female students' participation and their academic performance: Ethiopian Technical

University also indicated that there is low level of participation of female students in the class during the teaching learning process and female students' attitude towards themselves and lack of confidence and lack of support from teachers. This study is different from the above studies on area of studies, level of the school study conducted, both school in and out factors of low performance of female students and the researcher couldn't see the research investigation in the area under study. To the best of his knowledge, no more studies were conducted in this area in relation to the study; this by itself initiates the researcher to undertake this study in order to identify academic performance of female students in Primary Schools of Harshin Woreda Fafan, Zone Somali Regional State.

1.3. Basic Research Question

In the process of the study, the researcher attempted to answer the following basic research questions:

1. How does society's attitude affect female academic performance in Primary Schools of Harshin Woreda Fafan, Zone Somali Regional State?
2. To what extent does female students' socioeconomic background influence their academic performance in Primary Schools of Harshin Woreda Fafan, Zone Somali Regional State?
3. What factors influence female students' academic performance of female students in Primary Schools of Harshin Woreda Fafan, Zone Somali Regional State?
4. What strategies can be implemented to improve the academic performance of female students in Primary Schools Harshin Woreda Fafan, Zone Somali Regional State?

1.4. Objectives of the Study

This section provides the objectives of the study. It compromises general objective and specific objectives.

1.4.1. General objective

The general objective of this study is to examine academic performance of female students in Primary Schools of Harshin Woreda Fafan, Zone Somali regional State.

1.4.2. Specific objectives

Specifically, the specific objective of this study is able to:

1. Identify how society's attitude effect female academic performance in area under study does.
2. Examine the extent does female students' socioeconomic background influences their academic performance in the area under study.
3. Identify the factors influence female students' academic performance of female students in the area under study.
4. Suggest strategies can be implemented to improve the academic performance of female students the area under study.

1.5. Significance of the Study

The results of this study may help create awareness among the primary schools teachers, leaders, PTA members, parents and students by revealing why they faced difficulties in their academic performance how they fill these gaps in order to bring changes in their academic performances in their respective primary schools. Therefore, the researcher strongly believes that the findings of this study report and recommendations have the following contributions. The results of the study may help solve practical factors of female's academic performance in primary schools in general and study area in particular. It may also use as career development to the researcher. It may also be used as stepping-stone for those who want to engage further study on similar issue. It may help the policy makers and practitioners in adjusting policy directions to tackle major problems on females' education. It may also support for policy makers in formulation national and sub national policies and program. The findings of the study may benefit the study area staff, parents, PTA members and students by giving soft copies and publishing it on international journals and it may serve as an input for different level of experts, that is, schools, District Education Office, Zonal Education Office and Regional Education office.

1.6. Methodological Delimitation of the Study

The study was delimited to Primary Schools of Harshin Woreda Fafan Zone, Somali Regional State. In the selected woreda, there are eighteen primary schools. It is unaffordable and unmanageable to consider all schools for the study due to the reason of finance and time constraint.

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To make the study more manageable and consistent, five primary schools were selected by the researcher through simple random sampling techniques. These schools are Madawyn, Faraxliban, Gumarta, Hashim and Caranca. It was delimited to grade 5-8 female students. The subject of the study was male and female students, teachers, principals, vice principals and PTSA heads. The researcher considers them as they have more information about the study in their school. It was delimited to grade 5-8 female students.

The study merely focused on variables such as, society's attitude, socio-economic background of female students, factors influence female academic performance and possible strategies. To make the study more manageable, frequency, percentage, mean, standard deviation and independent sample t-test analysis was used. Questionnaire and interview was used as an instrument of data collection. In relation to sampling techniques, purpose sampling techniques was employed for principals, vice principals, PTSA heads and teachers whereas simple random sampling techniques was employed for students.

1.7. Definition of Terms

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Academic performance refers to level at which a student performs in education to achieve or score the entry point or pass mark of each grade according to the standard set by Ministry of Education.

Primary schools refers to the lowest level of formal schooling, from grade 5 up to 8 according to this study.

Socio-economic status of parent's refers to the income of the family which frequently determines the family's social status.

1.8. Organization of the Study

This study is organized into five major chapters. The first chapter is introduction which is background of the study, statement of the problem, basic research questions, objectives of the study, significance of the study, delimitation, operational definitions of terms, and organization of the study is included. The second chapter is review of related and relevant literature, the third chapter presented description of the study area, research design, sources of primary and secondary data, sample size and sampling techniques, instruments of data collection, methods of data analysis and

ethical considerations. The fourth chapter is results and discussions and the fifth chapter is summary, conclusions, and recommendations of the study.

2. REVIEW OF RELATED LITERATURE

The focus of this unit is to review literature's that are relevant to the topic, female's academic performance in primary schools of Harshin Woreda, Fafan Zone, Somali Regional State. Therefore, different type of books, journals and other related materials is reviewed and presented in the following part.

2.1. Concept of Academic Performance

Female students' academic performance appears to be one of Ethiopia's most serious and widespread issues. Despite the strategy, the pattern of female academic accomplishment in Ethiopia remains quite poor, particularly in the countryside or rural areas (Tadesse, 2009). The Ethiopian people are primarily rural. However, for a long period, the educational system was urban-biased. Women make up half of the population and participate in 50-80% of economic development and social welfare activities. It is estimated that the majority of individuals living in chronic poverty in Ethiopia are women, the majority of whom live in rural areas Ayelew, 2005. Female students' inability to attend school has significant societal roots, such as early marriage, child bearing responsibility, and a readiness to allow female students to travel large distances. Female students in many nations are expected to contribute to childcare and domestic tasks rather than attend school (Kassa, 2006).

According to the World Bank (2006), the nature of gender inequality in education has altered dramatically in recent decades, particularly in terms of attainment. Investing in girls' education is one approach for developing countries to improve their people's standard of living. Not only are educated women more productive, but they also raising more educated and healthier children. The ratio of females to males in primary education academic achievement and involvement is not yet equal. This demonstrates that higher education ladies are still far behind what the country desires (MoE, 2005).

The significant contribution of female education is expressed in terms of economic, cultural and political aspects of a country. Obanya (2005) stated that an educated female is likely to become a more competent and knowledgeable mother, a more productive and better paid worker, an informed citizen, a self-confident individual and a skilled decision maker. Geiger (2002) indicated that the

benefits of education relates to more or less all aspects of development. Education empowers them to participate in the public and political life.

2.2. Female Education in Developing Countries

Presently females are underrepresented in school enrolment and attendance in developing countries. According to World Bank, females currently represent 48 percent of primary school enrolment and boys represent 52 percent. Despite growing evidence of the impact and importance of educating females, a large segment of our society, particularly in developing countries, takes little to no action to educate the critical population. Two thirds of the illiterate adult population in the world are women; over 63 million girls around the world are out of school, and 47% of the out-of-school girls are never expected to enroll as compared to 35% of boys (UNESCO, 2016). In a number of developing countries, the participation of women in education is characterized by low enrolment and poor performance. An educated female is likely to become: a more competent and knowledgeable mother, a more productive and better paid worker, an informed citizen, a self-confident individual and a skilled decision maker (Tadesse, 2009).

In most societies, females do not enjoy the same opportunities as men. Their life choices and chances are more restricted than those of men. Females unequal access to and performance in education is both a cause and a consequence of these disparities. Educational inequality is a major contravention of female's rights and an impediment to social and economic development. In recent years educated women are better equipped to enter the paid labor force which is critical to the survival of many females headed households in developing countries (Rosemany & Elizabeth, 1991).

2.3. Female Education in Sub Saharan Africa

In recent years, African governments, non-governmental organizations and donors have been working together to develop programs that address the problems of improving females educational participation. After Primary level, disparities between boys and females education increase radically. Moreover, in Sub-Saharan African countries, only 55 percent of females complete primary school, compared to the average of 60 percent of the total children. There has been some progress, and female's proportion of primary school-age children out of school has reduced from

58% in 2000 to 52% in 2015. However, females are still at a disadvantage, particularly in Sub-Saharan Africa, the Arab States, and South and West Asia (UNESCO, 2016). Despite improvements in school enrolment rates for females in developing countries, they continue to be excluded from the education system (UNICEF, 2015).

Although African women have been described as “The foundation of life in Africa” and “Female education is also one of the most powerful forces for development in low-income countries”, there are obstacles standing in the way of females education. Some of them are centre up on lack of balanced national investment in education, wide-spread poverty, inadequate learning and achievement opportunities in the school, lack of job opportunities with low level of schooling and the persistence of natural traditional views on women’s roles in society and the like (FAWE, 1999).

2.4. Female Education in Ethiopia

As one of the least developed nations, Ethiopia suffers from a very low representation of women in different fields at all educational levels. In spite of this fact, effort and measures have been taken to encourage females’ participation at all level of education. However, there are diverse factor that affect the teaching learning process of female students. According to Tsigie (1991) among the factors contributing this gender differences are societal and cultural beliefs, household responsibilities, early marriage, lack of motivation, lack of confidence, lack of guidance, and counselling services and so on. Furthermore, Tsigie’s findings indicate that biological, physiological, psychological and religious factors also contributed to the low participation of females’ students in certain areas where the study was made.

Some of the suggestions forwarded by Tsige (1991) to remedy the problem so that the gender gap could be narrowed; include: establishing well organized guidance and counselling program, giving special attention to female students, educating parents, organizing relevant programs through various means that could change the attitudes of the society in general and of females in particular.

A study conducted by Haile (2012) that Ethiopia is one of the developing countries which have females lagging behind in academic performance. Haile also found out that Ethiopia has a very low representation of female’s at all educational levels. The cause was mainly poor academic achievements as a result of gender codes. Although the growth rate in the enrolment of female

primary students has been satisfactory, primary education institutions in Ethiopia do not experience such a growth and this result in a bottle neck type of education system. Generally, females are regarded as intellectually inferior to men in many societies. This perceived inferiority to females is often given as a justification for their being restricted from playing important roles in the society.

2.5. Female Student Academic Performance in Primary Schools

Female education is currently a source of rising concern for governments in general and parents in particular. As a result, education experts from all continents have researched girls' education in terms of access, retention, and accomplishment. Many research findings indicated that due to sociocultural pressures on females and their traditional roles, females were denied the right to equal access to education.

Elias (2006) did their research and came with the finding; girl's education on most developing countries often less positive and effective than education for boy. In a similar manner research conducted in Africa by UNCEF revealed that in Africa enrollment of females were 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 contributing to low achievements and performance. All in all, what must be realized from the above research studies and report is that there are more school-age females who do not get opportunity to go to school. Females at all levels of education still account for much lower achievement than do boys and often they leave school earlier than their classmates. The reasons for females' low achievement in many places are undoubtedly many and diverse. However, there are certain factors which most countries commonly share the problems for females disadvantage in school. Hence, it seems essential to highlight at this level some of research findings on the major factor that affects that performance of female's Academic performance.

2.6. Factors Affecting the Female Academic Performance

Ethiopia has one of the lowest rates of female school involvement. Although there are certain great female students who outperform top-scoring, it has recently been revealed that boys outperform females in academic careers (Wondifraw, 2010). According to Rothstein (2000), learning is a product of communities, families, and peers as much as formal schooling. Socioeconomic and

sociocultural factors can have an impact on learning and consequently school achievement. Many studies on female academic achievement have focused on the relative influence of home-related and school-related factors.

Endalsasa (2018) found that family-related, school-related, and student-related factors all had an impact on female students' academic performance in his study. The study results revealed that family size has a greater impact on female students than male students in terms of academic performance; female students' academic performance is influenced by inadequacy of family income; female students have more domestic work responsibility than male students; and parents have a positive attitude toward educating their daughter. The study's findings on school-related issues revealed that the schools lack basic school sanitary facilities; the school atmosphere is not conducive for female students; and the schools provide tutorial classes for female students but are not strengthened. The study's findings in terms of student-related characteristics demonstrated that female students are capable of achieving academically on par with males; however, teacher respondents felt that female students' classroom participation is poor in comparison to their male counterparts.

2.6.1. School related factors

Without students, the school has no value. Students are the most important asset for any educational institution. The success of the education program was heavily influenced by the school atmosphere. It has the potential to impact the effectiveness of the teaching and learning process. School-related factors that affect female students' academic performance include the learning environment, distance to school, model female teachers, and sexual harassment (Irfan et al., 2012).

2.6.1.1. School to home distance

The distance between school and home has been another barrier to female education in many rural areas of Ethiopia. According to Alemayehu (2003), school-related factors inhibit female performance at schools located a long distance from home. Secondary schools are far dispersed, and parents are hesitant to send their girls so far away. The journey may be dangerous, because many girls of this age face harassment and physical assault on public transportation or on remote paths in rural areas. The majority of females who live far away from school and must walk lengthy distances not only discouraged them, but also worried their parents about their daughters' safety

when traveling to and from school. According to Kassa (2006), distance to school has a greater impact on girls than on boys in many countries for a variety of reasons, including: in some places, young girls are not considered to be ready for travel, older girls may not be subject to harassment, and even if the trip is safe, the direct cost may be high, and the time lost on traveling would be more costly to girls' work than to boys'.

2.6.1.2. Instructional materials

In elementary schools, a variety of factors can have an impact on pupils' academic achievement, one of which is the availability of teaching resources. Textbooks, modules, reference books, journals, and other instructional resources are critical in facilitating effective learning. Furthermore, instructional materials are an essential component of learning and cannot be efficiently applied without them. The quality and relevance of text books, modules, and other reference materials in schools is one of the most important variables influencing educational quality. In the classroom, text books are the single most significant instructional instrument. They have the most direct and visible influence on curriculum, standardizing teaching and structuring methods (Tesfaye, 2014).

Another factor that affects academic performance of female pupils in primary school and causes them to drop out is a lack of teaching materials. According to Abadir (2013), parents are obliged to provide appropriate educational materials to their female students and to actively participate in monitoring the teaching learning processes of their female students, rather than simply sending them to school as the ultimate objective. They must frequently connect with schools and teachers in order to put their theories into practice.

2.6.1.3. School facilities

The physical environment in which formal teaching and learning take place ranges from modern and well-equipped to an open-air meeting space (UNICEF, 2010). Thus, school amenities include classrooms, offices, restrooms, water supply, power, technology services, computer laboratory, science laboratory, library, personnel, lounges, a pleasant green area, a swimming pool, and so on. According to the Ministry of Education (2003), school facilities include water supply, latrines (both male and female toilets), a clinical laboratory, a library, a pedagogical center, and a laboratory. For the provision of quality education in schools, the facilities must be proportionate to the number of teachers and students.

Well-equipped instructional tools, such as laboratories, libraries, science kits, and pedagogical centers, as well as positive class rooms, improve science, mathematics, and other topic teaching and learning. Most schools lack proper facilities and equipment for effective science education (Sackey, 2007).

2.6.1.4. Female teacher as role model

According to Bowman and Anderson, as described in Kassa (2006), the availability of female teachers is important in all aspects of girls' education, as both an instrument and a product. The presence of female teachers on the teaching staff helps entice female students to learn by assuring parents that their daughters will be enrolled. Furthermore, the presence of female teachers contributes to the development of positive views toward females among rural people. Africa has the world's lowest proportion of female teachers and teaching remains a male-dominated profession in many low-income countries (Kane, 2004). Due to a dearth of female instructors and female civil servants in the local area, as well as a lack of infrastructure, some rural families are afraid to hand over their daughters to a male teacher in some societies. This can have an impact on female students' participation in school in general (Kassa, 2006).

According to King (1990), only one-third of primary, fewer than one-fourth of secondary, and more than one-tenth of university education teachers are females in low-income nations. According to statistics from the Ministry of Education in Ethiopia, at the primary school level, there is general gender parity in the number of certified teachers, with slightly more female than male teachers, but at the secondary school level, there are significantly more male teachers (MOE, 2005). As they discovered, the presence of female teachers has a twofold purpose: it serves as a role model for many female pupils while also encouraging parents to keep their daughters in school.

2.6.1.5. Guidance and counselling services

Another aspect that contributes to female pupils' low involvement in primary school is a lack of guidance and counselling services. The majority of primary school students are between the ages of 11 and 15 (UNESCO, 2003). And because they are in the sensitive period of puberty, female students should have school supervision and counselling services before being involved in various difficulties such as social, physical, psychological, and so on. According to UNESCO (2003), during adolescence, kids exhibit larger and sophisticated interests, as well as various personal,

social, and emotional problems that originate from family, boy-girl problems, difficulty with education, and so on. They may also face mental problems; emotional problems and psychological turmoil like frustration, inferiority and superiority complexes, anxiety and tension.

Aside from that, primary school girls may encounter additional issues that their male counterparts do not, such as early marriage, unplanned pregnancy, and illegal abortion, which may have a negative impact on female students' engagement. According to Ballantine (1997), "poor progress of students can be reduced by properly organized guidance & counselling services with strong cooperation of school principal as well as teachers.

2.6.2. Family related factors

According to Tadesse (2009), multiple studies have repeatedly proven that children' academic achievement is influenced by family background variables such as educational level of families, home tasks, and family sizes.

2.6.2.1. Family size

In this regard, Alemayehu (2003) found that economic restrictions and large family size were the most significant issues influencing girls' educational processes. Even when school fees are waived, the cost of educational resources such as stationary, uniforms, and other supplemental products is too expensive for low-income families. In such cases, when it comes to choosing who goes to school among their children, poor families prioritize boys over girls, because boys are supposed to be the breadwinners of the future, and boys can create funds to cover their school expenditures.

2.6.2.2. Parents educational background

According to Elias (2006), the degree of education of parents has a multidimensional impact on children's ability to study in school. It influences not just parent-child contact connected to the learning process, but also parents' income and need to assist their children at home and school. The educational background of parents, particularly mothers, has a significant impact on female education. Mothers' education, female access to school, and academic success all have a positive association. Mothers who attend school improve their children's educational attainment, particularly their daughters' education performance.

Tadesse (2009) also stated that, regardless of country context, more educated parents tend to be better able to provide their children with the intellectual and social support necessary for school success than less educated parents. In other words, children from disadvantaged backgrounds have significantly lower academic achievement due to poverty, low parental education, and a negative attitude toward schooling in general (Elias, 2006), whereas children from affluent families have greater access to a wide range of economic and social resources that can be used to help their children succeed in school.

2.6.2.3. Household tasks

Females' engagement in education may be influenced by their parents' labor demand for household tasks. The amount of time females spend on housework and other tasks affects the amount of time and energy women spend in school, lowering their academic progress (Teshome, 2003). Female education is also influenced by parental work demands (to help at home). According to Kassa (2006), women may force their daughters to stay at home to help with younger siblings, time-consuming farm activities, and household tasks such as cleaning, cooking, and collecting fuel.

According to Kane (2004) studies, most parents choose not to send their girls to school for fear of losing parental support. According to UNESCO (2003), under-enrollment is mostly a rural phenomenon in Ethiopia, with no evidence of a gender disparity in urban settings. In rural areas, only 25% of school-age girls attend primary school, compared to 31% of boys. Because of the contributions made by girls in domestic tasks, it costs parents more to send boys to school (at least indirectly).

2.6.2.4. Family economic status

Female pupils' academic achievement has been proven to be related to their family's socioeconomic status. It is one of the aspects that can influence a parent's decision to send their daughter to school. According to Kassa (2006), there are two categories of schooling costs: direct and indirect. Direct costs include tuition fees, the cost of books, uniforms, and supplies required by the school, as well as the cost of transportation, accommodation, and board. The other type of cost is opportunity cost, often known as indirect cost. Child labor wages may be greater in families with more productive farms or businesses, as well as in families that rely more on children.

According to a World Bank (2006) study, fees reinforce and deepen disparities, however this, like many other concerns stated, must be carefully evaluated because problems such as parental understanding of reliefs and parental wealth are also likely to contribute to the impact of fees. Fees have the biggest impact on the poor. Children from low-income families are more likely to be withdrawn from school, to drop out early, or to fail to enroll at all. The poorest people are generally uninformed of exemption schemes, entitlements are regularly turned off in favor of the non-poor, and the humiliation of requesting for exemptions is a huge deterrent in and of itself.

2.7. Psychological Factors

Cultural elements such as cultural ideas, norms, practices, insecurity, girls' expectations, and other traditions all have an important effect in female students' academic achievement.

2.7.1. Parental attitudes on female education

Women are traditionally assigned the roles of wife, mother, and housekeeper, whilst men are assigned the roles of breadwinner, protector, and supporter. Women who are influenced by society's acceptance and behavior. When comparing men and women, regardless of the socio-cultural influence on their success, males can migrate from one location to another in quest of convenience; however women are socio-culturally bound since they are connected to their family (Kassa, 2006).

2.7.2. Community perceptions on female education

One of the biggest impediments to girls' engagement in education is the socialization process in society. This process begins in the family and extends to the school and society as a whole (Alemayehu, 2003). According to Kassa (2006), girls are expected to receive extra physical protection. They frequently demand special consideration for privacy and social repute. There is a cultural idea in some societies that females must be isolated from direct confrontation with other members of the society throughout the puberty stage. In support of this viewpoint, Alemayehu (2003) confirmed that parents and societies as a whole expect girls to behave one way and boys to behave another.

2.7.3. Teacher's attitude

According to Tadesse (2009), females in primary school have issues with their teachers' attitudes and actions. Teachers have been criticized in some situations of missing both sympathy and a helping attitude toward female pupils since the majority of teachers adhere to stereotypes about the abilities of (girls, they saw girls as having less talent than boys). As a result, both male and female teachers lacked confidence and provided less attention and helpful assistance than boys.

2.8. Strategies to be Implemented to Improve the Academic Performance of Female Students

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2.9. Summary of Review of Related Literature

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In the review of related literature, the concepts of females academic performance, females education in developing countries, females education in sub-Saharan Africa, females education in Ethiopia, females students' academic performance in primary schools, factors affecting female students, like school related factors, family related factors and psychological factors on female students academic performance were also discussed successfully. The literature illuminates the challenges faced by female students, such as early marriage, domestic responsibilities, and cultural expectations. Additionally, the scarcity of female teachers exacerbates gender stereotypes, perpetuating a cycle of limited opportunities for aspiring female students. The family-related factors, including economic status, parents' educational background, and household tasks, further compound these challenges.

3.

RESEARCH DESIGN AND METHODOLOGY

This chapter were including, description of the study area, the research design, types of data sources, sample size, sampling techniques, data collection method and data analysis.

3.1. Description of the Study Area

The study was conducted in in Harshin Woreda, Fafan Zone, Somali Regional State, Ethiopia Fafan zone is a zone in Somali Region of Ethiopia. It was previously known as the Jigiga zone, so named after its largest city, Jigiga. It lies between 9° 21' 3.0708" north latitudes and 42° 48' 1.3644" east longitudes. It shares boundaries to the southwest by Erer zone, on the south by Jarar, on the West by Oromia region, to the North by Sitti and on the East by Somaliland. The zone capital is Jigjiga, which is far away 624 km from the Ethiopian capital, Addis Abeba(CSA,2004)

Based on the 2014 Census conducted by the Central Statistical Agency of Ethiopia (CSA), this Zone has a total population of 1,190,794 of whom 616,810 are men and 541,4794 women. Based on the 2007 Census 203,588 or 21.04% are urban inhabitants, a further 72,153 or 11.59% were pastoralists. Two largest ethnic groups reported in Jijiga were the Somalis (95.6%) and Amhara (1.83%); all other ethnic groups made up 2.57% of the population. Somali language is spoken as a first language by 95.51%, Amharic by 2.1%, and Oromo by 1.05%; the remaining 1.34% spoke all other primary languages reported. 96.86% of the population said they were Muslim, and 2.11% said they practiced Orthodox Christian. There are three settlements in the zone for refugees from Somalia, with 40,060 registered individuals.

According to a May 24, 2004 World Bank memorandum, compared to the national average of 25% and a regional average of 21% of all eligible children are enrolled in primary school, and 9% in secondary schools.

3.2. Research Design

Descriptive survey design was used for this study. In order to characterize "what exists" within the variables or conditions of the situation, the researcher used descriptive survey design to carry out the study, because the intention of the study is to examine the existing situation and describe opinions that are held on the female academic performance under study area. Mouton (2001) states

that a descriptive survey is used to collect and describe data at a large. For this study mixed (quantitative and qualitative approach) methods were employed. Because mixed method is considered as a tool to triangulate the result of single approach through multiple methods (Johnston, 2010).

3.4. Sources of Data

In this study both primary and secondary sources of data was employed to get valid and reliable information about the female students academic Performance in the area under study.

3.4.1. Primary sources

Primary sources are used to get first-hand information concerning female student's academic performance under study area. Accordingly, the primary data sources was collected from the female students, principals, vice-principals, PTSA heads and teachers representative through questionnaires and interview.

3.4.2. Secondary sources

The secondary sources of data was used to strengthen the primary sources; it was collected from written minutes, student's roster and strategic plan for improving female student's performance under study area.

3.5. Population, Sample Size and Sampling Techniques

In Harshin Woreda there are 18 Primary schools. Since the scope of the research area and number of the population is very wide and large in numbers. the researcher were select five primary schools using simple random sampling technique. Accordingly, Madawyn, Faraxliban, Gumarta, Hashim and Caranca primary schools was selected. In the selected schools, there are 1450 male students and 830 Female students in the area under study. For this study female students of grade 5-8 was considered as sample of study. In order to decide upon sample size from each school and class simple random sampling techniques was employed. In the selected schools there is only one section of each grade. Accordingly, 18 female students from each section and 72 students from each

schools and total from 5 schools 360 female students was selected by using lottery method for the study as a sample size.

Table 1: Distribution of Populations, Sample Size and Sampling Techniques

No	Name of Primary Schools	No of female students in each school		
		P	S	%
1.	Madawyn Primary School	192	72	38%
2.	Faraxliban Primary School	148	72	49%
3.	Gumarta Primary School	155	72	46%
4.	Hashim Primary School	169	72	42%
5.	Caranca Primary School	166	72	43%
Total		830	360	43%
Techniques		Simple random Sampling		
P= population S= sample %= percentage				

3.6. Data Collection Instruments

To obtain the data, which answers the stated research questions, and achieve the objective of the study, questionnaires, interview and document analysis was used. So, using different types of instruments, the researcher were reliable and suitable data to minimize error.

3.6.1. Questionnaire

Both Closed-ended and open-ended questionnaire was used for 360 female students to collect data from the study area. The questionnaire consisted of three parts. The first part of the questions deals with the background of the respondents, part two encompasses closed-ended questions and part three was contained open-ended questions regarding female student's academic performance under study area. In order to get relevant information about the academic performance of female students under study, the researcher was used to close-ended questionnaire for five-point likert based scale ranging from strongly agree to strongly disagree while open-ended questionnaires were designed for respondents to gather valuable additional information about the research problem. Kumar (2006) suggested that, using open-ended and close-ended questionnaires helps to minimize the risk instead of using one of them depending up on the type of question items.

Checking the validity and reliability of data collection instruments before providing the actual study subject was the core to assure the quality of the data (Daniel, 2014; and Yalew, 2018). The participants of the pilot test were also taken as first-hand information about how to evaluate and give feedback on the relevance of the contents, item length, and clarity of items and layout of the questionnaire. It was conducted on 30 female students nearby the schools that were selected purposely out of the sample schools. The reliability of the pilot test will be checked by using Cronbach Alpha. The purpose of pilot study is to find out ambiguities and omissions in the instruments. In addition to this face, content and language validity will be checked by advisors and experts. As a result of pilot study minor modification was made in terms of language, format or style and content.

Commented [t9]: Where is the Chronbach alpha result? There should be the result of this. Show in a table for items of reliability.

3.6.2. Interview guide

Face to face interview was conducted to collect primary data for the study. It's important to gather information and clarification of some unforeseen information. It is also being used to cross-check the responses obtained through questionnaire and it let the interviewee to express his or her feeling freely and knowledge of people in a program in depth (Best and Kahn, 2003). In order to get information regarding female students academic performance, semi-structured interview was conducted with PTAS heads, school principals, school vice principals and teacher representatives to gather detail information from study area.

Commented [t10]: Add details. What is their number? How many groups? How recorded?

3.7. Data Collection Procedures

In order to complete the study, the researcher was given letter cooperation from Haramaya University, and then the researcher was discussed with the school principals and vice principals to clarify the goal of the research by showing the letter of approval from Haramaya University. Then, to check the applicability of the instruments a pilot study was conducted for female students who were not in the sample study school. Then final instruments of data collection, questionnaire was distributed to sample students in the selected schools after the data collection instruments were improved based on the findings of the pilot test. Participants were permitted to answer based on their own understanding and data assistant were support and supervise to any confusion if any. Finally, the questionnaires were distributed and ready for data analysis.

3.8. Methods of Data Analysis

The analysis of data was based on the responses collected through questionnaires, interview, and document analysis. The data collected through closed-ended questionnaire was organized, tabulated, tallied, and filled in to **SPSS** version 21 to examine female student's academic performance in Primary Schools of Harshin Woreda, Fafan Zone, Somlali Regional State. To analysis the data, frequency counting and percentages, mean score and standard deviation and independent sample t-test were used from descriptive and inferential analysis respectively. The interpretations were made for all five-point scale measurements based on the following mean score results: 1.00 – 5.00= strongly disagree, 1.50 – 2.50 = Disagree, 2.50 – 3.50 = undecided, 3.50 – 4.50 = Agree and 4.50 – 5.00 = strongly agree (Rosemay, 2003). The data obtained from the document review and semi-structured interview was analyzed qualitatively and triangulated with quantitative findings.

3.9. Ethical Considerations

To make the research process professional, ethical consideration was made. The researcher informed the respondents about the purpose of the study i.e. purely for academic; the purpose of the study was also introduced in the introduction part of the questionnaire and interview guide to the respondents and confirm that subject's confidentiality was protected. In addition to this, the anonymity of the participants of the study was protected and were inform that their participation in the study was based on their consent. From very beginning the researcher were inform the respondent about the purpose of the study via considering research ethics in data collection, analysis and recommendations. Furthermore, all the materials used for this research were acknowledged.

4. RESULTS AND DISCUSSIONS

This section attempts to present the analysis and interpretation of data collected from sample population, Primary Schools of Harshin Woreda, through questionnaires, document review and interviews. It consists of two major parts. The first part indicates general characteristics of the respondents in relation to their sex, age, grade level of were tabulated and analyzed as indicated under table 2 through frequency and percentage and the second part deals with the presentation, analysis and interpretation of data through mean score, standard deviation and independent sample t-test analysis. The quantitative as well as qualitative data were integrated in this chapter. The qualitative data were used as complementary to the quantitative data. Therefore, the qualitative data includes the data collected through interviews, and open-ended questions whereas, the quantitative data includes the data which were collected through closed- ended questionnaires.

Questionnaires were prepared and administered for 360(100%) female students. Therefore, the total number of questionnaires distributed to school students was 38 closed ended and 4 open ended questions. Out 360 sample students, 356(98.8%) of students were filled and returned the questionnaires to the researcher. In addition, to supplement the information gathered through questionnaire, interviews were held with 2 PTAS heads, 3 school principals, 2 school vice principals and 1 teacher representatives to gather detail information from study area. Finally, in analyzing the data, different statistical techniques and procedures were used. Initially, the data collected through questionnaire were coded and inserted in to SPSS for analysis.

4.1. Background of the Respondents

Under this sub topic, sex, age, and grade level of the respondents were presented. The following table 2 shows the distribution of respondents' characteristics to be discussed in details.

Table 2: Sex, Age and grade level of Respondents

No	variables	Principals		V/principals		PTAS Heads		Students	
		F	%	F	%	F	%	F	%
1.	Sex M	3	60	4	80	5	100		
	F	2	40	1	20			356	98.8
	Total	5	100	5	100			356	100
2.	Age <25							356	100
	26-30			1	20				
	31-35	1	20	2	40				
	36-40	2	40	2	40	3	60		
	Above 40	2	40			2	40		
3.	Grade 5							72	100
	6							71	98.6
	7							72	100
								69	95.8
	8							72	100
Total		1	100	1	100	1	100	1	100

As presented on the table 2 item 1, 3(60%) of Principals, 4(80%) of vice principals, 5(100%) of PTSA heads are male respondents whereas 2(40%) of principals, 1(20%) of vice principals, and 356(98.8%) of students were female respondents.

As can be seen in table 2 item 2, which shows the age distribution of respondents all female students are below age 25 and 1(20%) of vice principals is between the age range of 26-30. in addition to this 1(20%), 2(40%) and 2(40%) of principals, 2(40%) and 2(40%) of vice principals and 3(60%) and 2(40%) of PTSA heads were between the age range of 31-35, 36-40 and above 40 respectively. With regard to the same table above item3, which shows the grade level of students, 72(100%), 71(98.6%), 72(100%) 69(95.8%) and 72(100%) of female students were grade 5,6,7 and 8 respectively.

4.2. Society Attitudes Effects on Female Academic Performance

School students were asked to rate the how society attitudes effects on female academic

performance. For the respondent's questionnaire which had five rating scale

Table 3: society attitudes effects on female academic performance

No	Items	students =356			
		M	SD	t	Sig.
1.	Society doesn't have the same positive attitude towards both female' and boys' education.	3.68	0.33	2.70	.00
2.	society don't have attitude that education makes females more understanding and self-confident	3.59	0.79	1.61	.01
3.	society considered educating females as a wastage as compared to male	3.96	0.78	1.56	.72
4.	society believe that men have better access to the world of work than females	3.93	1.09	1.32	.00
5.	society have an attitude that sending females to school will lead them to be harassed by male, teachers and other outsiders	3.79	0.25	1.92	.00
6.	Majority of teachers prefer to teach male	3.45	0.84	1.0.2	.00
7.	Both men and women teachers have a negative attitude towards female girls' ability	3.86	0.31	2.6 1	.51
8.	Most often teachers tend to ask more difficult questions for male than females	3.49	0.86	3.17	.61
9.	Society believe that female should works in generating income	3.13	0.014	1.64	.03
10.	Society doesn't have the same positive attitude towards both female' and boys' education.	2.95	0.88	1.29	.01

Key: M= mean score, SD= standard deviation,

As per the table 3 item 1, female students' respondents were asked to rate either the society have positive attitude towards both female' and boys' education or not. The mean value of respondents was (3.68) which is agree score. The standard deviation results show (0.33) which is there is little variability among respondents. In addition, one sample test value shows that there is significance value that is (t=2.70, and sig=0.00) which is less than 0.05).

In item 2 Table 3, the female respondents were asked whether the society have attitude that education makes females more understanding and self-confident or not. As the table shows the mean value is (3.59) which is agree score. The standard deviation (0.79) shows there a little variability among the response of respondents. In addition, one sample test value shows that there is significance value that is (t=1.61, and sig=0.01) which is less than 0.05). from the above result, one can conclude that, society do not have positive attitude towards educating female.

As its depicted in table 3 item 3, the mean score value of female respondents is(3.96) which is agree score on the issues of society considered educating female as wastage when comparing with female. The standard deviation (0.78) indicates there is some variability of response of respondents. In addition, one sample test value shows that there is no significance value that is ($t=1.56$, and $sig=0.72$) which is greater than 0.05). from this we can conclude that, society didn't care and honest on females' education.

As can bee seen from table 3 item 4, the mean score value of female students indicated agree score with regards to society believe that men have better access to the world of work than females I.e(3.93). the standard deviation also shows there a variability among the response of respondents. I.e(1.09). The one sample test value shows that there is significance value that is ($t=1.32$, and $sig=0.00$) which is less than 0.05). from this the researcher conclude that, females don't have an access in the world competition than male.

As shown in table 3 above, item 5 which relates to society have an attitude that sending females to school will lead them to be harassed by male teachers and others was rated as agree score, which is (3.79) mean score. The standard deviation shows their little variability among the response of respondents which is (0.25). The one sample test value shows that there is significance value that is ($t=1.92$, and $sig=0.00$) which is less than 0.05).

As its revealed in table 3 of item 6 the mean value of female respondents was (3.45) that is undecided score on the item of majority of teachers prefer to teach male. The standard deviation is (0.84) that indicates there is variability among the response of respondents. The one sample test value shows that there is significance value that is ($t=1.02$, and $sig=0.00$) which is less than 0.05).

As indicated in table 3 above, item 7 the mean is (3.86) that shows female students' respondents were agree score regarding the item says both men and women teachers have a negative attitude towards female ability. The standard deviation is (0.31) which shows there is a little variability among the response of respondents. With regard to one sample test, the value shows that there is not statistically significance value that is ($t=2.61$, and $sig=0.51$) which is greater than 0.05). from the above result one can conclude that, teachers in the schools have also negative perception towards female education in the area under study.

As shown in the above table of item 8 and 9 the mean score value is (3.49 and 3.13) respectively. that is undecided score of female response on the item says teachers tend to ask more difficult questions for male than female and society believe that female should works on generating income. The standard deviation of both item 8 and 9 is (0.14 and 0.88) which is there is some variability among the response of respondents. With regard to one sample test, the value shows that there is statistically significance value of item 8 and not statistically significant of item 9 that is ($t=1.64$, 3.17 and $sig=0.03$, 0.61) which is less than 0.05).

As it is shown on table 3 of item 10, the mean value of female students' respondents is (2.95) which indicates agree undecided score with regard to item society doesn't have the same positive attitude towards both female and boys education. The standard deviation is (0.88) which is there is a little variability of response. With regard to one sample test, the value shows that there is statistically significance value that is 1.29 and $sig=0.01$) which is less than 0.05).

Similar, in supporting the above finding an interview was conducted with PTSA heads, principals, Vice principals and teacher representative. During the interview session the researcher asked the school principal do you believe that is there poor female academic performance in your school? Why? Some of respondents' responses similar answer. From them one of the school principal interviewees said that:

In my school female students do not focus on their education due to different reasons, maybe some the reason why they didn't care for their education is society have negative attitudes towards female education. They prefer female to works on business and home activity rather than sending to school.

Another interviewee stated that,

Female students by themselves have no willingness to focus on their education because of they need to fulfill their family plan and sometimes the society culture also influence them.

In supporting the above findings, Kassa, 2006 indicates that, women are traditionally assigned the roles of wife, mother, and housekeeper, whilst men are assigned the roles of breadwinner, protector, and supporter, wwomen who are influenced by society's acceptance and behaviour. When comparing men and women, regardless of the sociocultural influence on their success, males can

migrate from one location to another in quest of convenience; however, women are sociocultural bound since they are connected to their family.

4.3. Extent of Female Students on Socio-economic Background

Students were asked to rate the extent of female students' socioeconomic background influence their academic performance. For the respondent's questionnaire which had five rating scale and independent sample t-test analysis were dispatched and the result was summarized and to be discussed in details in the following table 4

Table 4: The extent of female students' socioeconomic background influences their academic performance

No	Items	students =356			
		M	SD	t	Sig.
1.	Parental low income	3.58	1.13	2.71	.73
2.	Insufficient occupational status	3.09	0.49	1.01	.03
3.	Economic status of parents	3.69	0.28	2.51	.72
4.	Females who live in urban areas perform better than girls who live in rural areas	3.91	1.09	1.32	.04
5.	Female students living out of their family	3.79	0.25	0.21	.00
6.	School fee	3.01	0.74	0.02	.00
7.	Stationery and material cost	3.68	0.31	2.61	.53
8.	House rent and food supply cost	3.85	0.86	1.21	.12

Key: M= mean score, SD= standard deviation,

As it's indicated in the above table 4 item 1, the mean value of female students' responses shows agree score with regards to the extent of socioeconomic background with the main focus of parental low-income item, which is (3.58) mean value. The standard deviation is (1.13) which indicates there is a variability in the responses of respondents. The one sample test, the value shows that there is not statistically significance value that is 2.71 and sig=0.73) which is greater than 0.05).

As shown in table 4 item 2, the mean score of female students' respondents is (3.09) on the item says insufficient occupational status which is undecided score. The standard deviation also indicated that there is a little variability on the response of respondents. The one sample t-test values indicates that, there statistically significance value, which is (1.01 and sig=0.03) which is less than 0.05). from this one can understand that, the extent of female students soc-economic background in the concentration of insufficient occupational status is weather poor or not.

As it's indicated in the same table above item 3, the mean value shows (3.69) which is agree score with regard to the economic status of parents. The standard deviation indicated (0.28) which is there is no variability on the response of respondents. The one sample t-test values indicates that, there no statistically significance value, which is (2.51 and sig=0.72) which is greater than 0.05).

As depicted in the above table 4, item with the intention of females who live in urban areas perform better than females who live in rural areas indicates agree score which is (3.91) mean value. The standard deviation also shows there is a little variability on the response of respondents. The one sample t-test values indicates that, there is statistically significance value, which is (1.32 and sig=0.4) which is less than 0.05). This implies that, females in urban areas are more awareness about benefits of education and perform more due to they have supportive from their family and others than females in rural areas.

Table 4, item 5 indicates, the mean score value (3.79) shows agree score regarding female students living out of their family may perform poor on their academic performance. The standard deviation indicates there is a little variability on their responses that is (0.25). The one sample t-test values indicates that, there is statistically significance value, which is (0.21 and sig=0.0) which is less than 0.05). As indicted in table 4 item 6 above, the mean score value is (3.01) which undecided score with regard to school fee. The standard deviation shows their little variability of responses among the respondents. The one sample t-test values indicates that, there is statistically significance value, which is (0.02 and sig=0.00) which is less than 0.05).

Regarding table 4, item 7, the mean value of female students' response is (3.68) which is agree score on the issues of student's stationery and material cost. The standard deviation indicates there a little variability among the respondents on their responses. The one sample t-test values indicates that, there is not statistically significance value, which is (2.61 and sig=0.53) which is greater than 0.05). As shown in table 4 item 8, with regards to the item says students house rent and food supply, the mean score of female students is agree score which is (3.85). the standard deviation also shows there a variability among the respondents on their response which is (0.86). The one sample t-test values indicates that, there is statistically significance value, which is (1.21 and sig=0.12) which is less than 0.05).

In relation to this, an interview was conducted with PTSA heads and School vice principal to supports the above findings, which says, How the personal, family, school and societal factors can

affect female academic performance?

One of the PTSA Heads interviewee stated that,

The willingness of female students by themselves, family perception and trust on Female students influences their academic performance, because if the family didn't believe on their child and give hope that they can do and win, students by themselves may hopeless.

One of teacher representative interviewee stated that,

Special the culture and students' attitude by themselves affects them, majority of female students in the area under study prefer marry and have business rather than attending their education and perform.

In support of the findings, most researchers argues that the socio-economic status of learners negatively affects the students' academic performance. Because when the basic needs of students are unfulfilled, they do not perform better academically (Adams, 1996).

4.4. Factors Influence Female Students' Academic Performance

Students were asked to rate the factors influence female students' academic performance. For the respondent's questionnaire which had five rating scale and independent sample t-test analysis were dispatched and the result was summarized and to be discussed in details in the following table 5.

Table 5: factors influence female students' academic performance in your school

No	Items	students =356			
		M	SD	t	Sig.
1.	peer pressure and relationship on female academic performance	4.68	1.33	1.07	.02
2.	Female students to teacher relationship	3.69	0.39	1.40	.052
3.	Lack of guidance and counselling services	3.76	0.28	2.25	.62
4.	Level of parental education	3.93	1.19	0.13	.03
5.	Female students' self-stem/perception	3.79	1.35	1.49	.00
6.	Long distance to school affects girls' academic performance.	3.41	0.74	0.42	.00
7.	Lack of facilities (materials, water)	3.84	1.21	2.16	.61
8.	Influence of male students	3.45	0.36	2.01	.52
9.	Female students' attitude towards themselves and lack of confidence	3.73	0.69	1.10	.01
10.	Absence of family support	3.95	0.13	1.70	.06

Key: M= mean score, SD= standard deviation,

As table 5 item 1, shows the mean score of female students' respondents were (4.68) mean score one of the factors influencing female students' academic performance is peer pressure and relationship. The standard deviation shows there is some variability of respondent's response which is (1.33). The one sample t-test values indicates that, there is statistically significance value, which is (1.07 and sig=0.02) which is less than 0.05). from this we can understand that peer pressure and relationship can affects female students' performance in the area under study.

On the above table 5 item 2, the mean value of female students' respondents was (3.69) which is agree score. with regards to female students to teacher relationship as one of the factors influence female students' academic performance. The standard deviation (0.39) shows there is a little variability of responses of respondents. The one sample t-test shows there is not statically significance value, which is (1.40 and sig=0.052) which is greater than 0.05). from this the researcher conclude that, the relationship type that female students have with teachers can affects female students' performance negatively or positively.

As revealed in table 5 item 3, the mean score value of female students was (3.76) which agree score with ideas of one factor influence female academic performance is lack of guidance and counseling services. The standard deviation indicates there is no variability of responses among respondents which is (0.28). The one sample t-test shows there is not statically significance value, which is (2.25 and sig=0.62) which is greater than 0.05). from this one can conclude that, absence of guidance and counseling affects female students' performance because of students must be get supportive from their teachers, family and others.

As depicts in same table above of item 4, with the ideas of level parental education is one of the factors affects female students' academic performance, the mean value shows agree score which is (3.93). the standard deviation indicates there is a variability of response among the respondents which is (1.19). with regard to t-test value, the result shows there is statically significance value, I.e (0.13and sig=0.03) which is less than 0.05). from this we can summarize that, the level parental education affects female students' performance because of those who educated can support and send to their female to the school than those who didn't educated or less educated.

As it can been seen from above table 5 item 5, the mean score value of female respondents was (3.79) which shows agree score with respects to the item female student's self-perception. The

standard deviation is (1.35) which shows there is some variability on the responses of respondents. with regard to t-test value, the result shows there is statically significance value, I.e (1.49 and sig=0.00) which is less than 0.05). from this we can understand that, female students' self-perception for themselves can affects their academic performance.

Table 5 item 6 shows, undecided score with regards to one of the factors affecting female academic performance is long distance to schools which rated (3.41) by female respondents. The standard deviation is (0.74) which indicates there is a little variability of responses among respondents. The t-test value, result shows there is statically significance value, I.e (0.42 and sig=0.00) which is less than 0.05). from the above findings we can understand that, distance from school to home is maybe affects female students' academic performance or not.

As table 5 item 7, the mean value is (3.84) which shows agree score on the idea of lack of facilities is one of the factors affecting female academic performance as its rated by female respondents. The standard deviation is (1.21) which is there a variability among the response of respondents. The t-test value, result shows there is not statically significance value, I.e (2.16 and sig=0.61) which is greater than 0.05). from this one can conclude lack facilities is a factor that affecting female academic performance. As shown in the above table, item 8, the mean value of female respondent is (3.45) which is undecided score, with the idea of influence of male students is a factor. The standard deviation is (0.36) which is there is little variability. The t-test value, result shows there is not statically significance value, I.e (2.01 and sig=0.52) which is greater than 0.05).

As indicates in the above table 5 item 9 and 10, the mean value of female respondents was (3.73 and 3.95) respectively which shows agree score with the ideas of the factors influence female students' academic performance is female students' attitude towards themselves, lack of confidence and absence of family support. The standard deviation is (0.69 and 0.13) respectively, that indicates there a little variability on the response of respondents. The t-test value, result shows there is statically significance value, I.e (1.01 and sig=0.01 of item 9 and (1.70 and sig=0.02) which is less than 0.05). from the above we can conclude lack of confidence and absence of family support affects female students' academic performance.

In relation to this, an interview was conducted with school leaders which says what are the major factors that hinder female to perform in their academic achievement? During the interview session

almost all of the interviewee answers similar answer but one of the interviewees stated that,

There are many factors influencing female academic performance as my little understanding special in these areas, some of them are students' willingness towards education, unsupported of family and less motivation of family towards sending their female child to schools, large community attitudes surrounding and culture surrounding the area also some of the factors.

In support of the above findings, many female students who surmounted various barriers which prevent them from attending school face another problem such as sexual harassment from their peers as well as from their teachers (EFA-global Monitoring report, 2004). Additional, odaga and Heneveld, 1995 Low interaction between parents and students might be another factor that lowers female students' academic performance.

4.5. Strategies to Improve the Academic Performance

Students were asked to the major strategies to be implemented to improve the academic performance of female students. For the respondent's questionnaire which had five rating scale and independent sample t-test analysis were dispatched and the result was summarized and to be discussed in details in the following table

Table 6: strategies can be implemented to improve the academic performance of female students in your School.

No	Items	students =356			
		M	SD	t	Sig.
1.	Parent teacher communication	4.18	1.01	2.07	.06
2.	Students counselling	3.79	1.79	1.0 5	.04
3.	Develop Essential Learning Skills	3.59	0.88	2.50	.72
4.	Effective not taking	3.47	2.09	1.31	.48
5.	Identifying and addressing cause of poor performance	3.89	2.25	2.91	.74
6.	Avoid postponement	3.51	0.94	1.21	.03
7.	Avoid female harassment	4.26	1.41	2.61	.71
8.	Fulfilling facilities	4.55	1.86	1.10	.01
9.	Motivating towards their education	3.73	1.14	1.09	.02
10.	Creating an awareness among their family	3.83	0.15	1.00	.00

Key: M= mean score, SD= standard deviation,

As it's indicated in table 6 item 1, the mean score of female students were(4.18) which is agree score with regards to one of the strategies helps to improve academic performance of female student is parent teacher communication. In addition, the standard deviation (1.01) revealed that there is little variability of response among the respondents. The t-test value, result shows there is no

statically significance value, I.e (2.07 and sig=0.06) which is greater than 0.05). from this finding one can understand that, strong parent teacher communication can help an academic performance of female students in the area under study.

As its depicted in table 6 item 2, the mean score of female students were (3.79) which is agree score with regards to students counseling is one of the strategies of improving female students' academic performance. The standard deviation shows that, there is little variability of response among the response of respondents. I.e(1.79). The t-test value, result shows there is statically significance value, which is (1.05 and sig=0.04) which is less than 0.05). this study indicates absence of students counseling and support affects academic performance of female students.

As it's shown in the above table 6 item 3, the mean score of female students is (3.59) which is agree score on one of the ways of improving female students are developing essential learning skills. the standard deviation shows there is a little variability among respondents on their response which is (0.88). The t-test value, result shows there is not statically significance value, which is (2.50 and sig=0.72) which is greater than 0.05). from this study one can understand that one of the best ways of improving female students' academic performance is developing essential learning skills.

As revealed in table 6 item 4, the mean score (3.47) of female students shows disagree with regard to effective note taking is one of the ways of improving female students' academic performance. The standard deviation of female students is (2.09) which shows there a variability on the response of respondents. The t-test value, result shows there is statically significance value, which is (1.31 and sig=0.48) which is less than 0.05).

As expressed in table 6 item 5, the mean score of female students' respondents were agree score I.e (3.89) identifying and addressing cause of female students' poor performance is one mechanism. Besides to this, the standard deviation (2.25) shows there is some variability of response among respondents. From this one can conclude that, identifying the problem and finding the solution for the poor female performance is better. The t-test value, result shows there is not statically significance value, which is (2.91 and sig=0.72) which is greater than 0.05).

As it's indicated in the above table item 6, (3.51) mean score of female students shows agree score

on the idea of avoid postponement is a way of tackling poor academic performance of female. The standard deviation (0.94) shows there is no little variability of response among respondents. The t-test value, result shows there is statically significance value, which is (1.21 and sig=0.48) which is less than 0.03).

As revealed in table 6 item 7, the mean score (4.26) of female respondents shows agree score with the idea of avoid female harassment is the ways of solving female academic performance. The standard deviation of female students was (1.41) which shows there is variability of response among respondents. The t-test value, result shows there is not statically significance value, which is (2.61 and sig=0.71) which is greater than 0.5).

As expressed in table 6 item 8, the mean score (4.55) shows agree score with regards to fulfilling facilities is the other ways of avoiding poor female academic performance. The standard deviation was (1.86) which shows there is a variability of response among respondents. The t-test value, result shows there is statically significance value, which is (1.10 and sig=0.01) which is greater than 0.5).

According to table 6 item 9, the mean score (3.73), of female students' respondents were indicated agree score with the issues motivating female students towards their education one the strategies of improving female students' academic performance. The standard deviation shows there is a variability among the respondents on their responses. The t-test value is (1.09 sig=0.02) which indicates there is statically significance value. From the study its conclude that motivating female towards their education helps them to be perform better.

As revealed in table 6 item 10, the mean score (3.83) indicates agree score with regards to creating awareness among the family of students helps to improve female students' academic performance. The standard deviation (0.15) indicates there is no variability of response among respondents. The t-test value is (1.00 sig=0.00) which indicates there is statically significance value which is less than 0.05. from this one can understand that, female students' academic performance is bringing when the community has per informed about the benefits of education.

In addition, an interview was also conducted with school leaders, with regard to a strategy of improving female academic performance. School principals, vice principals, Teacher

representative and PTSA heads were asked that do you think that there is a strategy of improving female academic performance? If your answer is yes, would you suggest some of the strategies? Some of respondents' responses similar answer.

From them one of the school principal interviewees said that:

There are many strategies helps to improve female students' academic performance, some of them were creating awareness among the parents, motivating female students towards their study, giving awareness to large community surrounding the school to develop positive attitude and change their mind have the attitude of educating female is educating citizen.

In supporting the above findings, Hill and King (1993) argued that educating females yields far-reaching benefits for girls and women themselves, their families and their societies in which they live. The benefits of investing in human capital are especially pertinent for women in developing countries where gender equity in education is often lagging behind. Without educating women, national endeavors can be less effective and the efforts of women are weaker. Equal opportunity of education for both sexes is equally important. However, in a number of developing countries, the participation of women in education is characterized by low enrolment and poor performance.

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This section deals with summary, conclusions and recommendations. In this section first, a summary of the study and the major findings were made. Second, depending on the finding's conclusions were drawn. Lastly recommendations were made on the basis of the findings of the study.

5.1. Summary of the major findings

The purpose of this study was to examine academic performance of female students in primary schools of harshin woreda, fafan zone, and to come up with remedial solutions in order to improve the best practices. In order to solve these challenges, the following basic questions were raised in the study.

1. How does society's attitude effect female academic performance in Primary Schools of Harshin Woreda Fafan, Zone Somali Regional State?
2. To what extent does female students' socioeconomic background influence their academic performance in Primary Schools of Harshin Woreda Fafan, Zone Somali Regional State?
3. What factors influence female students' academic performance of female students in Primary Schools of Harshin Woreda Fafan, Zone Somali Regional State?
4. What strategies can be implemented to improve the academic performance of female students in Primary Schools Harshin Woreda Fafan, Zone Somali Regional State?

In order to answer research question, related literature was reviewed. The study was carried out in five primary schools in the harshin woreda. In this study descriptive survey research design with (quantitative and qualitative) approaches were employed. Data that are essential for the study was collected by using questionnaire, interview and document review. The subject of the study were school principals, vice principals, teacher representative and female students. The researcher was used simple random sampling techniques to select female students from each school through using lottery methods and purposive sampling techniques were employed to select school leaders from each school.

In analyses of data, both quantitative and qualitative approaches were employed and the collected data were analyzed using SPSS software version 20. Specifically, different statistical tools such as

Commented [t11]: Give the major findings based on the basic research questions.

frequency, percentage, mean and standard deviation were used as descriptive statistical tools whereas; from inferential statistics one sample t-test analysis were used to analyses the collected data. The analyses of the data secured from those instruments have revealed the following findings.

With regards to the sex of the respondents, all the respondents who response the questionnaire is female which 360(100%) whereas from the respondents who's participated on the interview 3(60%) of Principals, 4(80%) of vice principals, 5(100%) of PTSA heads are male respondents whereas 2(40%) of principals, 1(20%) of vice principals, and 356(98.8%) of students were female respondents.

Regarding the ages of the respondents all female students are below age 25. With regards to the school leaders' respondents, the majority of them were between the age ranges of between 31-35, 36-40 and above 40. With regard to the same table above item3, which shows the grade level of students, 72(100%), 71(98.6%), 72(100%) 69(95.8%) and 72(100%) of female students were grade 5,6,7 and 8 respectively.

With respect to the area of society attitudes effects on female academic performance, most of the respondents shows their agreements agree score, that is negative attitudes society towards female education and they prefer male than female which is (3.68, 3.59, 3.93, 3.93, 3.79 and 3.86) mean score and only some of the respondents were responded undecided score which is (3.45, 3.49, 3.13 and 2.95)

With regard to the extent of female student's socioeconomic background influences their academic performance, the majority of female teacher respondents where scores agree. I. e, (3.58, 3.69, 3.91, 3.79, 3.68 and 3.85) respectively on the extent raised parental low income, economic status of parents, stationery and material cost and house and food supply cost. In addition, some of the respondents were score undecided score. i.e (3.09 and 3.01) means scores.

With regard to the factors influencing female academic performance the majority of the female respondents where scores agree I. e, (4.68, 3.76, 3.93,3.79, 3.84, 3.73 and 3.95) mean score on the challenges raised peer pressure and relationship factors, female students to teacher relationship factors, lack of guidance and counseling, lack of facilities, female students' attitude towards

themselves and absence of family support. In addition, some of the respondents were score undecided score. i.e (3.41 and 3.45) means scores.

With regard to the strategies to be implemented to improve the academic performance of female students the majority of female respondents where scores agree which is (4.18, 3.79, 3.59, 3.89, 3.51, 4.26, 4.55, 3.73 and 3.83) mean score on the some of the strategies are parent teacher communication, students counseling, identifying and addressing poor performance, avoid sexual harassment as some of the strategies. In addition, some of the respondents were score undecided score. i.e (3.47) means scores.

5.2. Conclusions

Based on the summary of the major findings, the following major conclusions are derived in relation to basic question of the study.

Regarding the effects of societal attitudes on female students' academic performance, society have negative attitudes towards female education, believing that female should works on generating income than attending their education, preferring that teaching male is better than female.

Based on the study revealed that, parental low income, insufficient occupational status, economic status of parents, living with separated from their family, school fee, stationery and material cost for education highly influence female students' academic performance as a socioeconomic background.

Based on the investigated constraints in this study it can be concluded that poor educational background of parents, female students self-stem, lack of distance to schools, poor facilities, peer pressure and relationship type, absences of family support and female students attitude for themselves was rated the most dominant constraints that negatively influences the academic performance of the female students in the area under study followed by parents' low income and insufficient occupational status. Hence, these all greatly affect the overall performances of female students.

Based on the investigation its was recommended by the respondents that, some of the strategies of improving female students academic performance were communication among parents and schools,

creating awareness among the parents of students about the benefits of education for females, telling them that female can do everything when they educated, avoid female harassment, motivating female students to study their lesson and fulfilling facilities are some of the ways of improving female students academic performance.

5.3. Recommendations

Based on the findings and conclusions of the study, the following recommendations were forwarded.

Improving the female students' academic performance in the primary school is not only the responsibility of parents, students themselves and schools but also the responsibility of all communities specially those who work for the well-being of the society. However, if, they are working alone they will face many problems that can improve their performances. Therefore, all those working in improving the performance of primary school female students' education should carry their activities in coordination with each other.

The schools and woreda education should arrange awareness creating program to help parents and communities better to understand and appreciate the value of schooling and education to the female students and tell them that female have capable and can perform.

The schools should communicate with woreda education office and provide necessary materials as well as financial assistance and scholarships by coordinating and mobilizing the society to raise fund for these materials for poor academic performance female students. Because the findings of the study indicated, parents' socio-economic status is also a factor affecting female students' academic performance.

Schools should always discuss the academic progress of female students as a way of monitoring progress and teachers should always follow up female students to be competent and works for the betterment of their academic performance.

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APPENDIX 1

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Department of Educational Planning and Management

PART ONE

A questionnaire to be filled by female students of Primary Schools of Harshin Woreda

Dear Respondent!

The purpose of this questionnaire is to collect data for the study entitled “*Academic Performance of Female Students in Primary Schools of Harshin Woreda, Fafan Zone, Somali Regional State, Ethiopia*”. The objective of this research is only for academic and information gathered through this questionnaire is only for academic purpose. Your careful and honest response to the questionnaire determines the success of the study. Thus, you are kindly requested to complete the questionnaire carefully and honestly. Your response was kept confidential. Please read the directions given in each of the items in the questionnaire carefully before you respond to it. If you want to change any of your response, make sure that you have cancelled the unwanted ones.

Thank you in advance for your kind cooperation!

Directions: please, read and try to understand the following guidelines to fill the questionnaire

- ▶ No need to write your name on the paper.
- ▶ Read the instructions of the questionnaire very carefully.
- ▶ Discussion on the given questionnaire is strictly forbidden as it is an individual work.
- ▶ To give your own answer, put a tick mark (✓) on the space provided under the column.

PART TWO

I. Background Information of the Respondents

Give response by putting (✓) in the appropriate box for each closed ended item and by giving brief descriptions showing your opinion for open ended questions. Every response has to be based on your college context.

1. Name of your school _____
2. Area of specialization: _____
3. Age 20-25 ☐ 26-30 ☐ 31-35 ☐ 36-40 ☐ above 41 ☐
4. Sex: Male ☐ Female ☐
5. Level of Education: Diploma ☐ BA/BED/BSc ☐ MA/MSc ☐ other ☐
6. Total year of services: 0-5 ☐ 6-10 ☐ 11-15 ☐ 16-20 ☐ 21 above ☐

PART THREE

Item I. Below is tables that consist of items that show **how society's attitude effect female academic performance in your school does**. Please indicate the extent to which each statement represents by putting tick mark (✓) in one of the boxes in front of each item. Every response has to be based on your school context.

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

No.	Items	Rating Scales				
1.	Society do not want to educate their daughters	5	4	3	2	1
2.	Society doesn't have the same positive attitude towards both female' and boys' education.					
3.	society don't have attitude that education makes females more understanding and self-confident					
4.	society considered educating females as a wastage as compared to male					
5.	society believe that men have better access to the world of work than females					
6.	society have an attitude that sending females to school will lead them to be harassed by male, teachers and other outsiders					

7.	Majority of teachers prefer to teach male					
8.	Both men and women teachers have a negative attitude towards female girls' ability					
9.	Most often teachers tend to ask more difficult questions for male than females					
10.	Society believe that female should works in generating income					

1. How does society's attitude effect female academic performance in your school?

II. Items related to the extent of female students' socioeconomic background influence their academic performance in your School. Please rate each item, using the (1-5) scales that best describes the degree to which the availability in your school.

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

No.	Items	Rating Scales				
1.	Parents low income	5	4	3	2	1
2.	Insufficient occupational status					
3.	Economic status of parents					
4.	Females who live in urban areas perform betterthan girls who live in rural areas					
5.	Female students living out of their family					
6.	School fee					
7.	Stationery and material cost					
8.	House rent and food supply cost					

1. How does female students' socioeconomic background influence their academic performance in your School?

III. Items Related to factors influence female students' academic performance in your Schools. Please rate each item, using the (1-5) scales that best describes the degree to which the availability in your school.

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

No	Item	Rating Scale				
		5	4	3	2	1
1	peer pressure and relationship on female academic performance					
2	Female student s to teacher relationship					
3	Lack of guidance and counselling services					
4	Level of parental education					
5	Female students' self-stem/perception					
6	Long distance to school affects girls' academic performance.					
7	Lack of facilities (materials, water)					
8	Influence of male students					
9	Female students' attitude towards themselves and lack of confidence					
10	Absence of family support					

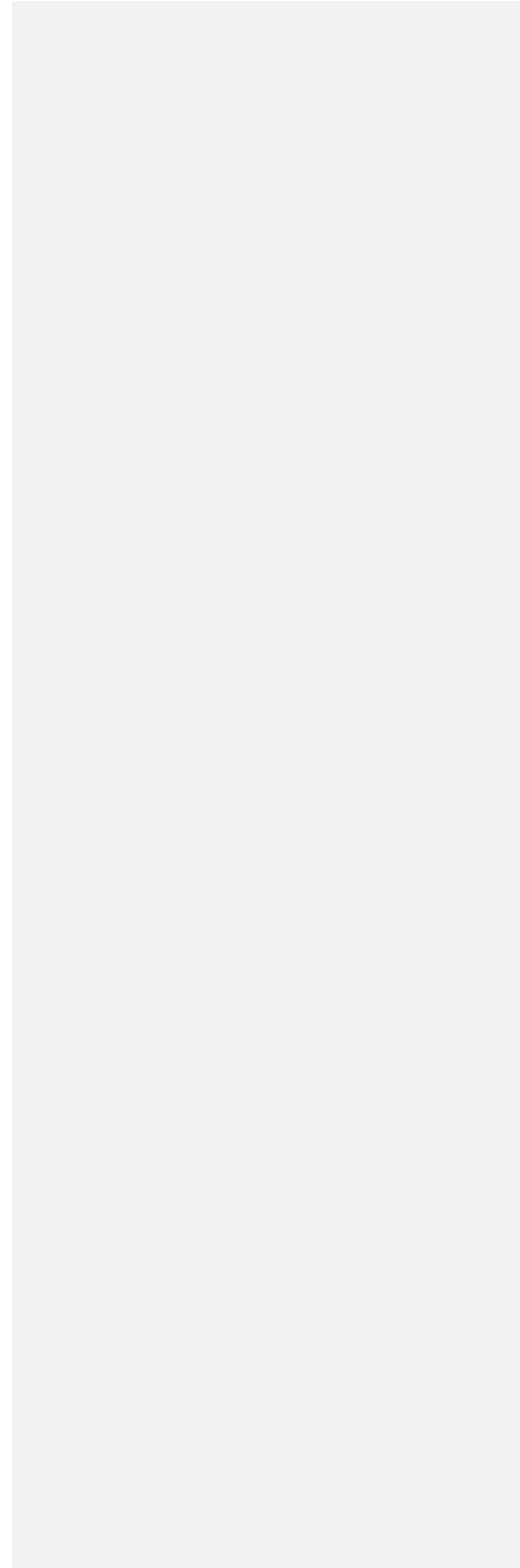
1. Write the factors influence female students' academic performance in your Schools?

IV: Items related to the strategies can be implemented to improve the academic performance of female students in your School. Please rate each item, using the (1-5) scales that best describes the degree to which the availability in your school.

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

No	Items	Rating Scale				
		5	4	3	2	1
1.	Parent teacher communication					
2.	Students counseling					
3.	Develop Essential Learning Skills					
4.	Effective not taking					
5.	Identifying and addressing cause of poor performance					
6.	Avoid postponement					
7.	Avoid female harassment					
8.	Fulfilling facilities					
9.	Motivating towards their education					
10.	Creating an awareness among their family					

4. Mention major strategies can be implemented to improve the academic performance of female students in yourSchool. _____



APPENDIX
HARAMAYA UNIVERSITY
POSTGRADUATE PROGRAM DIRECTORATE
College of Education and Behavioral sciences
Department of Educational Planning and Management

Interview Guide for school leaders (principals, vice principals, PTSA heads and students representative)

The purpose of this interview is to collect data for the study *entitled “Academic Performance of Female Students in Primary Schools of Harshin Woreda, Fafan Zone, Somali Regional State, Ethiopia”* Your responses are vital for the success of the study. So, you are kindly requested listen to all the questions and give genuine response. Be sure that your responses will be used only for academic purpose.

Part I: General Information and Personal Data

1. Name of the school _____
2. Sex: _____
3. Age: _____
4. Level of educational or qualification: _____
5. Area of specialization or field of study: _____
6. Position at your school: _____
7. Year Experience: _____

Part II: Interview Guide Questions

Interview Guide Questions for school leaders

Please respond to these interview questions based on your experiences as school leaders

1. Do you believe that their poor female academic performance in your school? Why?
2. What are the major factors that hinder female to perform in their academic achievement?
3. How the personal, family, school and societal factors can affect female academic performance?

4. Do you think that there is a strategy of improving female academic performance? If your answer is would you suggest some of the strategies?