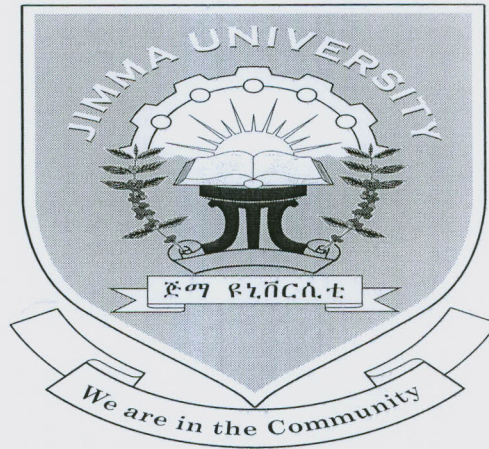


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JIMMA UNIVERSITY COLLEGE OF SOCIAL SCIENCE AND LAW  
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE  
(GRADUATE PROGRAM)

**FACTORS AFFECTING MALE AND FEMALE STUDENTS'  
ENGLISH LANGUAGE ACHIEVEMENT RESULT: THE  
CASE OF GRADE 11 STUDENTS IN JUCPS**

BY

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**WONDIMU KOCHITO HAILE**

**ADVISOR: GETACHEW SEYOUM (PhD)**

A THESIS PRESENTED TO THE DEPARTMENT OF ENGLISH  
LANGUAGE AND LITERATURE IN PARTIAL FULFILMENT OF THE  
REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN  
TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL)

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## ABSTRACT

This study was conducted to investigate the performance variation between 11th grade male and female students in 1<sup>st</sup> semester English and last year EGSECE achievement test results and to find out the influencing factors that contribute for achievement variation in JUCPS. The respondents for this study were JUCPS 11<sup>th</sup> grade students (57 female and 46 male). The student's academic performance was gauged by the result of 1<sup>st</sup> semester English and last year EGSECE achievement result. Three instruments, students' questionnaire, English teachers' and school director's interview and 1<sup>st</sup> semester English and last year EGSECE achievement result were analyzed. The descriptive statistics such as frequencies, mean values and standard deviations were used for analysis. Also, t-test was used to show the performance differences between male and female students. This study revealed that JUCPS female students perform better in first semester English and last year EGSECE achievement results from their male counter parts. It showed that there is a mean difference in both achievement test results, but the variation is statistically significant only in first semester English result. And no statistical difference in last year EGSECE achievement result. Regarding the affecting factors that contribute to achievement variation both male and female perceived differently. The biological factors (brain structure and hormone secretion) and gender factors were considered as affecting factor by male and female students for achievement variation. The other factors which were perceived by both groups were family size and economic factors. On the other hand female students perceived gender factors and family size as influential factors for achievement variation, whereas male students perceived the economic factor and family size considered as influential factors for achievement variation in test results. Finally, the English language and EGSECE achievement result of female students were better than male students in JUCPS. So teachers, parents and school community must try to make a balanced teaching environment for both sexes and provide necessary materials for students, in order to minimize the achievement gap variation.

**Key words: Academic achievement, performance variation, influencing factors  
and test result**

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## **ACRONYMS**

JUCPS: Jimma University Community Preparatory School

SPSS: Statistical Package for the Social Science

EGSECE: Ethiopian General Secondary Education Certificate Examination

JPS : Jimma Preparatory School



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## CHAPTER ONE

### INTRODUCTION



#### 1.1 Background of the Study

Gender issues have become the talk of today's educational forum. Although the literacy rate is more among boys than girls in every parts of the world especially in developing countries, it is quite interesting to observe that girls are securing better rank than boys in almost all academic and other competitive examinations. Academic achievement is considered as a key criterion to judge one's total potentialities and capacities, (Fergusson & Horwood, 1997).

Over the last decades there has been evidence of a growing gender gap in educational achievement in a number of developed countries; (Hillman & Rothman, 2003; Weaver-Hightower, 2000). Also an Australian Educational statistics (1998) has indicated that females are outperforming males at all levels of the school system, attaining more school and post-school qualifications and attending university in higher numbers.

Although males have traditionally outperformed females in mathematics and science, this advantage appears to be disappearing in language teaching, (Benbow & Stanley, 1980; Hyde & Linn, 2006; Spelke, 2005). These findings have caused widespread concern about male educational achievement and have led to considerable speculation and discussion about the origins of gender differences in education.

The literature relating to gender differences in educational achievement is vast and complex, and a large number of explanations have been offered, for the most part, these explanations tend to be clustered around study habit, socio-economic status, parental occupation and income, biological factors, size of the family and parents education. Hence, in the present study, the researcher found out the factors influencing variation in English language performance of male and female students in the last semester English and EGSECE (Ethiopian General Secondary Education Certificate Examination) achievement test results in JUCPS (Jimma University Community Preparatory School).

## 1.2 Statement of the Problem

Achievement tests are a measure of what students have learned. Many achievement tests are given in school to assess whether students have mastered material that has been taught to them. These are often known as standardized tests. With achievement tests, an individual's score is measured against a group of people who have already taken the exam. These tests may be used to rank students and place them on a certain track. Many school systems give achievement tests at the end of the course or semester and at the end of the school academic year.

The world is becoming more and more competitive. Quality of performance has become the key factor for personal progress. Parents desire that their children climb the ladder of performance to as high level as possible. This desire for a high level of achievement puts a lot of pressure on students, teachers, and schools and in general the education system itself. In fact, it appears as if the whole system of education revolves round the academic achievement of students, though various other outcomes are also expected from the system. Thus, a lot of time and effort of the schools are used for helping students to achieve better in their scholastic endeavors.

Now a day, for many reasons, English Language plays a significant role in our country. It has been used as a subject and a medium of instruction in different school levels for a long period of time. It has served as a medium of instruction in schools from elementary up to the tertiary level for a long period of time. And even the success of the students in other subjects largely depends on their mastery of the English skill. The aim of teaching this language is to develop the students' English communicative skill, to make them learn other subjects through this medium of instruction, and to help them to be successful in their English test or in achievement tests. But due to different factors all students do not perform well in their tests as they are expected by their teachers, parents, or generally, by the school community. As it is mentioned earlier many research works have been conducted by different scholars on factors influencing students' academic achievement.

Unfortunately, the researcher could not get similar research works by local scholars on the topic "factors affecting male and female students' English language achievement", but some related research works that have been done are mentioned as follows. Matheos Tamru

(2000), in his related study conducted on the topic 'Factors Affecting Academic Achievement of Students at Bole secondary School', the researcher find out that in general the factors related to students and family backgrounds significantly affect the achievement of the students. Another related research conducted by Getnet Semaw (2009) on the topic "Factors affecting EGSECE (Ethiopian General Secondary Education Certificate Examination) Achievement of Students in Government and Non-government Schools in Addis Ababa", concluded that deciding on the factors that affect students' academic performance is a complex issue and can vary from one school to another.

The above researchers looked at the overall school related factors for achievement difference such as parental involvement, home work, class size, school facilities, teacher competence and principal leadership considered as cause of variation in achievement. But the research on the topic factors influencing variation in English language performance of male and female students in English achievement test results was based on only English subject and focused on the other independent factors (study habit, socio economic status, parental occupation and educational, parental income...). Also, it is gender related which tried to show the performance variation in first semester English result and EGSECE achievement results between male and female students which was not covered by the above researchers.

Even though, the literature relating to gender differences in educational achievement is vast and complex, and a large number of explanations have been offered. For this study most part of these explanations tend to be clustered around main factors such as study habit, socio-economic status, parental occupation, parental income, biological factors, and size of the family and parents' educational status.

As far as the researcher's knowledge and the school's research experience are concerned, no research has been conducted on this topic in JUCPS. In this study, the researcher assessed and analyzed the gender performance differences in English achievement test of grade 11 students' first semester English results and EGSECE results in the academic year of 2005 and 2004 E. C. at JUCPS, respectively.

Based on the researcher's long teaching experience in governmental and private schools, he has observed that in Jimma University Community Preparatory School (JUCPS), female students perform better in all academic subjects , in first semester English and last year

EGSECE achievement test results and in all class and out of class activities , like extracurricular activities than their male counter parts . As we know many other schools give supportive or tutorial classes for female students to improve their academic achievement. But here in JUCPS without any special support from their teachers and school community, female students are better achievers in all subjects and active participants in teaching learning process.

In addition to this, female students at JUCPS performed better than male ones in 10<sup>th</sup> grade national examination result and English achievement tests every year. The following tables (Tables 1 and 2) show the 5 consecutive years the 10<sup>th</sup> grade national examination achievement test and English achievement test results of male and female students. And the result demonstrates that females perform better than their male classmates.

**Table 1: The 5 consecutive years of 10<sup>th</sup> grade student's national examination achievement results**

	No of students sat for examination			10 <sup>th</sup> grade National examination Achievement result														
				4.0			3.9—3.0			2.9-2.0			Below 2.0			Incomplete		
Year	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
2004	37	49	86	11	16	27	21	32	53	-	-	-	-	-	-	5	1	6
%	43	57		12.78	18.6		24.41	37.22		-	-		-	-		5.81	1.16	
2003	43	42	85	6	5	11	23	23	46	13	14	27	-	1	1	1	-	1
%	50.59	49.41		7.06	5.88		27.06	27.07		15.30	16.47		-	1.6		1.17	-	
2002	29	40	69	1	2	3	15	8	23	13	28	41	-	2	2	-	-	
%	42.01	57.99		1.45	2.9		21.72	11.6		18.83	40.5			2.9		-	-	
2001	29	35	64	1	2	3	6	11	17	34.37	21	43	-	1	1	-	-	
%	45.31	54.69		1.56	3.15		9.37	17.18		32.81	22.8		-	1.56		-	-	
2000	21	41	62	1	3	4	15	18	33	5	20	25	-	-	-	-	-	
%	33.87	66.13		1.61	4.85		24.17	29.03		8.07	32.25					-	-	
Total																		



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**Table 2: The 5 consecutive years of 10<sup>th</sup> grade student's English achievement test result**

	No of students sat for examination			10 <sup>th</sup> grade English 2 <sup>nd</sup> semester final Achievement test result scale																			
				90-100			80-89			70-79			60-69			50-59			Below 50			Average	
YEAR	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F
2004	37	49	86	1	4		6	9		11	15		13	14		6	7		-	-		68.8	71.9
%	43	57		1.2	4.6		6.9	10.5		12.8	17.4		15.2	16.3		6.9	8.2		-	-			
2003	38	49	87	2	4		2	8		14	9		9	14		2	12		9	2		58.2	80.8
%	43.6	56.4		2.3	4.6		2.3	9.2		16.1	10.34		10.34	16.1		2.3	13.8		10.34	2.3			
2002	29	40	69	2	2		2	6		10	10		6	12		9	10		-	-		69.4	66.8
%	42.03	57.97		2.9	2.9		2.9	8.7		14.5	14.5		8.7	17.4		13.03	14.5		-	-			
2001	31	36	67	-	-		3	5		4	8		8	11		14	7		2	5		59.4	70.8
%	48.27	53.73		-	-		4.67	7.46		6.22	11.94		12.45	16.41		21.79	10.44		3.1	7.46			
2000	21	41	62	-	-		4	7		7	11		7	17		1	3		2	3		66.8	69.9
%	33.87	66.13					6.45	11.29		11.29	17.74		11.29	27.42		1.613	4.84		3.22	4.84			

Furthermore, every year at the end of the academic year the school rewards students who rank 1<sup>st</sup> to 3<sup>rd</sup> and perform well in all subjects. Among these, according to the school report, each year more than 70% of high achievers are female students. Under the supervision and follow up of Ethio-America Embassy, there was an English essay writing competition among zonal high schools. In this essay writing competition, JUCPS students were the winners for three consecutive years. Among these winners, according to the school report, more than 70% were female students.

Here the researcher wanted to give the answers for the following general questions that always come to his mind and initiate him to conduct this research.

- What are the influential factors that contribute to performance variation between male and female students in achievement test results in the school?
- What strategies should be taken to balance the achievement variation between the students in JUCPS?

### **1.3 Research Questions.**

Therefore, based on this background information, the researcher wanted to address the following research Questions.

1. Do female students of grade 11 perform differently in first semester English and last year EGSECE achievement tests from their male counter parts?
2. Is there statistically significant difference between 11<sup>th</sup> grade male and female students in first semester English and last year EGSECE achievement test results in JUCPS?
3. What are the significant factors that contribute to achievement variation in first semester English and last year EGSECE achievement test results between male and female students in JUCPS ?

## **1.4 Objectives of the Study**

### **1.4.1 General Objective**

The main purpose of this study is to find out the factors that contribute to performance variation in grade 11 male and female students in first semester English and last year EGSECE achievement test results at JUCPS.

### **1.4.2 Specific Objectives**

1. To identify the most affecting factors that contribute to students' performance variation in first semester and English EGSECE achievement tests results.
2. To compare and contrast the first semester English and last year EGSECE achievement test results of male and female students of JUCPS.
3. To provide empirical evidence for the performance variation between male and female students in English and EGSECE achievement tests and to recommend solution for the problem.

## **1.5 The Significance of the Study**

The researcher believes that this study can provide significant information for teachers, students and parents. For teachers it can help them in identifying the influencing factors contributing to achievement variation and to fill the gap in order to help academically poor students; for parents it helps them to know their children's English language academic performance and enable them to give important support for their children, and for students it helps them to know their English performance level and it enable them to work hard and to become more competent. Moreover, it is expected to serve as a foundation for other researchers who want to conduct similar study on the same area.

## **1.6 Delimitation of the Study**

This study was conducted at Jimma University Community Preparatory School (JUCPS) on English language achievement test performance variation between female and male students in grade 11 in 2005 E C. academic year. Here, it does not mean that this problem is mainly found only in this school at the selected grade level. But, it should be delimited because of different

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reasons such as shortage of time, lack of materials, and shortage of money. Also, it is delimited to grade 11 male and female students because they are mature enough to express their ideas: most of them are active participants in school non curricular activities, most of them were high achievers of the previous national examination, and well experienced in taking different achievement tests including national exams.

### **1.7 Limitation of the Study**

This study was conducted only on Grade 11 students at Jimma University community Preparatory (JUCPS) on a population of 103 (46 male and 57 female) students. Focusing on one subject achievement test result and on one school area may seem as a weak part of the study. However, it could have been more comprehensive if it had been conducted in more high schools. Hence, the above limitations and others may reduce the generalization of the findings of this research.

## CHAPTER TWO

### 2. REVIEW OF RELATED LITERATURE

#### 2.1. Academic Achievement

In developed society academic achievement is considered as a key criterion to judge one's total potentiality and capability. Hence academic achievement occupies a very important place in education as well as in the learning process. Crow and Crow (1969, pp. 407-441), defined Academic Achievement as the "extent to which a learner is profiting from instructions in a given area of learning i.e., achievement is reflected by the extent to which skill or knowledge has been imparted to him." Academic achievement also denotes the knowledge attained and skill developed in the school subject, usually designated by test scores. And it has become an index of child's future in this highly competitive world. Academic achievement has been one of the most important goals of the educational process. It is also a major goal, which every individual is expected to achieve in his/her life.

#### 2.2. Factors Influencing Academic Achievement

Vijayalaxmi & Natesan,(1992) in their study 'Factors influencing achievement' have been found that the factors like study habits, parent's education, parental occupation, type of family, family size, ordinal position and even gender and age of the child are found to have their impact on the academic achievement of every pupil. Other studies (Cherian,1990; Felner & Minsuk,. 1995) dealing with the effect of family environment on student's achievement suggest that several characteristics of family life are relevant.

##### 2.2.1. Study Habit and Academic Achievement

The efficient and effective way of learning depends upon the study habits of the students. Study habits are important and they influence the academic achievement of students. Some investigators have sought to determine what study habits are characteristically used by pupils when left to work by themselves with little or no direction. So, parents and teachers must help in improving the study habits of students. Teachers in schools should become facilitators of learning. The finite treasure within every learner should be discovered and nurtured for the purpose of improving learning effective study skills have to be taught. According to Crow and

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Crow (1956), study skills involve reference, reading, listening, study habits and strategies. Learning improves with planning of where, when and how much to study. Positive attitude, proper physical condition and balanced emotional states are important factors influencing study habits.

Agarwal (1983) made a study on reading ability in relation to certain cognitive and non-cognitive factors. A sample of 200 males and 200 female students of 11 grades were randomly selected from high schools in India. The subjects completed a battery of reading ability tests, study habits inventory, general intelligence and non-verbal intelligence tests, anxiety, personality inventory and youth adjustment inventory. The results indicated that males had a greater predisposition to better study habits, neuroticism extroversion, favorable parental attitude and a better idea than females. However, females showed a higher reading ability and academic achievement than males. There were significant and positive correlations in both males and females between reading ability and their study habits.

Ramaswamy (1990) studied the relationship between study habits and academic achievement in high and low achieving boys and girls of 11<sup>th</sup> grade students. The study habit inventory of Patel (1976) was used to measure the study habits. Product moment correlation was used to find out the relationship between study habits and academic achievement. The correlation analysis revealed significant relationship between the study habits and academic achievement variables.

### **2.2.2. Socio Economic Status and Academic Achievement**

Kaur (1991) studied the effect of home and school environment on study habits of 80 male and 80 female high school students. Self-designed questionnaire was used. The study revealed that 85.00 per cent of boys studied at home according to a planned schedule. Among girls who had more housework responsibilities than did boys 82.50 per cent used a planned schedule 72.50 per cent of parents of girls and 68.75 per cent of parents of boys were interested in their children's homework.

Wnagoo and Khan (1991) conducted study on socio economic status and academic achievement. A comparative study of government and private school students was conducted. The sample of 180 female students from 10 government and 10 private schools within the age group of 13 years

were selected from Srinagar. Kapoor's socio economic status scale was administered and the mean of two annual examination results was considered as the criterion for the academic achievement. The results revealed that government and private school students differed significantly, so far as their socio economic status is concerned. Significant difference in academic achievement was found between students from private and government schools. The relationship between academic achievement and socio economic status when computed on total sample was statistically significant.

Choudhary and Muni (1995) reported that parental support had positive effect on their children academic performance. They carried out a study on the role of parental support in children's need satisfaction and academic achievement. The sample consisted of fifty children from 7<sup>th</sup> grade to 9<sup>th</sup> grade of equal number of boys and girls. Family effectiveness and need satisfaction inventory and academic marks were used as measures in this study.

Devi and Mayuri (2003) reported that a study of family and school factors affect the academic achievement of residential school children studying 9 and 10 classes. The sample consisted of 120 children of Hyderabad city. An interview schedule was developed by the investigator to study the family factors; the questionnaire administered to the teachers was developed by the second author to study school factors. The result indicated that girls were superior to boys. Family factors like parental aspirations and socio economic status significantly contributed to academic achievement. Thus, the studies discussed above have pointed out that better socio economic status better the academic achievement.

### **2.2.3. Parental Education and Academic Achievement**

Felner *et al.* (1995) revealed that youth from families in which neither parent had graduated exhibited significantly worse socio economic and academic adjustment compared to those youth from families who were graduated. The sample included 398 early adolescents of South Eastern United States. The family environment scale developed by Rohner (1989) and adolescents adjustment in terms of anxiety and depression were measured by the children's De Manifest Anxiety Scale Revised (Reynolds and Richmond, 1985) and the children's depression inventory (Kovacs, 1981) and perceived competence scale (Harter, 1982).

#### **2.2.4 Parental Occupation and Academic Achievement**

Sundararajan and Lilly (1991) analyzed the study habits of 9th standard pupils' sample of 480 (210 females and 270 males) students who were selected by using cluster sample technique from two urban and two rural schools in India. The test of significance revealed that girls had significantly better study habits than boys. But no statistical significant difference was found between rural and urban students with respect to their study habits.

Singh (1996) studied on personality characteristics of school adolescents in relation to their mother's employment. A sample of 200 students drawn from schools of India of age 18-21 years were in 100 students was of working mother's group and 100 of house wives. The results revealed that subjects of working groups of mothers generally seemed to be out going, open minded, emotionally more stable, bold, venture some, adaptive to change, independent in decision making and active, while students of non-working group of mothers were found more reserved, less out going, emotional, shy, conservative, withdrawing, traditional oriented and depending. Budhdev (1999) conducted a study, which was designed to compare academic achievement among children of working and non working mothers studying in secondary schools of Saurashtra region. Sample included 307 girls of non-working mothers. Academic achievement of the children of working mother was greater than the children of non-working mothers.

#### **2.2.5. Parental Income and Academic Achievement**

The income of the family frequently determines the family's social status. The children living in poor environment cannot develop their potentials and skills to the maximum extent which do effect negatively on their performance in schools and achievements. In social life children from well to do families show superior cognitive abilities, competence and other similar skills. It was found out that poor children lag behind in all the activities involving cognitive abilities than children from middle and upper section of the society.

Grewal (1985) carried out a study to find out the effect of socio-economic status on academic performance of children. The sample consisted of 555 students (355 boys and 200 girls) from 16 higher secondary schools of Bhopal studying in class 11, with model age of 16. The results

revealed that academic performance was influenced by socio economic status of the subjects. Nagaraju *et al.* (2002) studied the study habits of 9<sup>th</sup> class pupils in relation to certain sociological factors. Pupils studying 9<sup>th</sup> class were selected for this study. The total sample for final study was 460. Results revealed that fathers and mothers educational qualification have significant influence on the study habits. Annual income of the family has no significant influence on the study habits of 9<sup>th</sup> class pupils.

#### **2.2.6. Size of Family and Academic Achievement**

The size of the family has been found to play an important role in the child's academic performance. Raj and Krishnan (1980) carried out a study to determine the relationship between academic achievements with family size. The sample consisted of 300 pupils (149 boys and 151 girls) studying in standard 9 of 8 secondary schools. The results revealed that the correlation between academic achievement and family size was negative and significant.

Similarly, Cherian's (1990) study revealed a negative relationship between family size of children and their academic achievement. The sample consisted of 369 boys 652 girls in the age range of 13 to 17 years who represented total 7 standard external examination conducted by the Department of Education of the Government of Transkei was taken.

#### **2.2.7 Gender and Academic Achievement**

The performance of every individual is not equal. There is a lot of variability and dispersion. The variability cannot be attributed to a single factor, but it is the outcome of a number of factors such as intelligence, study habits, self-concept, creativity, aptitude, interests, socio economic factors, etc. Along with these gender of the child is also an influencing factor on academic achievement of the child.

Singh (1984) made a survey of the study habits of high, middle and low achieving adolescents in relation to their sex, intelligence and socio economic status and found that study habits of boys and girls differed significantly at different levels of academic achievement. Vijayalaxmi and Natesan (1992) studied factors influencing academic achievement. From Coimbatore, 100 students studying in 11 standards were selected for the study of which 50 were boys and 50 were girls. To assess the academic achievement of the subjects, the total marks obtained by the

subjects in the quarterly and half yearly examination were taken. Findings showed that girls had a higher mean academic achievement compared to boys.

However, Kaur and Gill (1993) revealed that achievement in English and total Achievement was independent of sex, but boys scored higher than girls in achievement in Punjabi, Mathematics and Science. Ahmed (1998) reported that the influence of sex on achievement motivation was found to be statistically insignificant. He carried out a study on 'Achievement Motivation differences among adolescent boys and girls of various ordinal positions'. The study was conducted on sample of one hundred and twenty students belonging to the age group of 13-18 years, studying in co-educated English medium institutions confined to the suburbs of Mumbai city. He found out the influence of various variables for academic achievement.

### **2.2.8 Ordinal Position and Academic Achievement**

Ordinal position is another variable which affects the academic achievement. The first born child occupies a unique position in the family structure. For at least a year and probably more, he is the only child and receives all the attention that would normally be disturbed among the children in the family. Due to increased contact with adults and expected responsibility, one might expect the first born to have a high achievement motivation. Miner (1968) conducted a study to find the relationship between birth order and the academic achievement of the children. The results revealed that first born children and children in small families achieved a higher level than later born children in large families.

### **2.2.9 Biological Factors**

A number of explanations attribute gender differences in educational achievement to biological differences between males and females. These explanations propose that gender differences in behavior, skills and cognitive abilities are determined by biological factors such as brain organization, hormones and genetics, and that these biologically determined differences in behavior and abilities are responsible for gender differences in educational achievement. For example, Kimura and Hampson (1994) reported that fluctuations in testosterone in males and estrogen in females were correlated with performance on a range of tests of cognitive ability. A number of studies have reported gender differences in brain structure and function (for reviews,



see Cahill, 2006) and in some cases this has been interpreted as evidence that gender differences in educational achievement are biologically determined (Gurian, 2001 & Sax, 2005).



## CHAPTER THREE

### METHODOLOGY

A study on " Factors Affecting Male and female Students' English Language Achievement Result." at Jimma university community Preparatory School (JUCPS). The materials and methods which were used for collecting and analyzing the data are explained under the following headings.

#### **3.1. Research Design**

The study was designed as descriptive research. The data were collected, described, analyzed and reported in the table form. Thus, the research made use of both quantitative and qualitative data. The data obtained through the closed- ended questions (items) were analyzed quantitatively. The data obtained from interview and open – ended questions were analyzed qualitatively. Therefore, a mixed data interpretation and analysis methods were employed to carry out this study.

#### **3.2 Study Population**

All JUCPS grade 11 students (2 sections), (47 male and 56 female students), two English teachers and the school director were the source of data for the study. (Both the two 11<sup>th</sup> and 10<sup>th</sup> grade English teachers) were taken because the past grade 10 English achievement test result was included in the background of the study, and the school director was included to strengthen the background information and to get the current information about the English performance of the students' in this academic year.

#### **3.3 Sampling Technique**

Here the selection or the sampling technique was availability sampling. There are two different preparatory schools in Jimma Town. They are Jimma University Community Preparatory School (JUCPS) and Jimma Preparatory School (JPS) with different teaching system. The Community Preparatory School is the whole day school and English subject is given for 6 periods per week for 50 minutes each period, whereas Jimma Preparatory School is a shifting day school and English is given for 5 periods per week for 40 minutes each period. The researcher chose Jimma University Community Preparatory School from his long teaching experience and familiarity

with the school. Following this, grade 11 male and female students were chosen from the school for the following reasons. It is known that grade 10 and 12 students were making preparation for national examination. Grade 9 students were considered as not mature enough to express their idea and with less experience in taking achievement tests. To get sufficient and reliable information, the first semester English test result and last year EGSECE achievement test result of all 2005 E.C. academic year grade 11 students were analyzed and compared. Because the population was limited in one grade label and on one subject area , so the researcher believed that it was easily manageable.

### **3.4. Instruments of Data Collection**

Three instruments were employed to collect primary data .One instrument of data collection was questionnaire. Issues related to how to study, family background, family educational status, family economic status ...etc were included in it. To collect the general information of student's socio economic status scale developed by AICRP-CD (2002) was used. It was subjected to comments from colleagues and research advisor for validity and reliability. The Likert scale was used for the data collection and for the respondents' personal preferences. It consists of a series of declarative statements. The subjects were asked to indicate whether he/she agrees or disagrees with each statement. Commonly, five options are provided: "strongly agree," "agree," "undecided," "disagree," and "strongly disagree." The other instrument of data collection was an interview for English teachers and the school director. Data was collected on -face -to face bases to cross check the data from questionnaire. The purpose of the interview was to support data from the questionnaire. It included structured and semi - structured interview question items. The interview was believed to provide more accurate and complete information. The third instrument of data collection was secondary data. That is, the researcher analyzed and compared the 2005 E.C. academic year 11<sup>th</sup> grade male and female students' first semester English and last year EGSECE achievement test results.

### **3.5. Data Collection Procedure**

After designing tools to collect data for the study, a pilot study was carried out on one section of Jimma Preparatory School (JPS) grade 11 students (23 female and 24 male) by random selection from 12 section natural science students to check the validity and reliability of the instrument.

The students were asked to fill in the questionnaire that is related to factors influencing performance variation between students in achievement test results. The reliability coefficient was found in the range of 0.45- 0.74 which showed high reliability. Then the researcher arranged the time to explain the objective of the study to school director, students and English teachers and ask their willingness to take part in the study. The administration of the questionnaire took place in the students' classroom at their break time under the researchers' supervision. It took about 30 minutes. Regarding the interview for the school director and English teachers, it was arranged on separate days according to their choice and negotiation of both groups in order to save their school working hour. The interview was tape –recorded.

### **3.6 Data Analysis**

In this study, both quantitative and qualitative data analysis techniques were employed. Thus, the data obtained through close-ended questionnaire items were analyzed through descriptive statistics such as frequencies, mean values, standard deviation and correlation. Accordingly, SPSS version 17.0 was used to compute the above descriptive statistics. The T-test was used to show the performance differences between male and female students. The data obtained through the open- ended questions (items) and from interview were analyzed qualitatively. After that, the data were interpreted, analyzed, and discussion was given. And, then conclusions and recommendations were provided.

## CHAPTER FOUR

### RESULTS AND DISCUSSION

The results of the study “Factors influencing variation in English Language performance of male and female students in English achievement test results” are presented as follows.

In the first part, the data and the analysis for whether there is English achievement variation between male and female students in first semester English achievement test and last year’s EGSECE result are presented. To address the specific objectives stated in the first chapter, the data collected from all the subjects of the study were analyzed by making use of mean and standard deviation; t-tests and correlation coefficients.

In the second part, the data and the analysis of factors that contribute for performance variation in English achievement test results, the background information of the students, the educational background of the parents, and socio-economic status of the parents, biological factors, gender factors and daily study hours were analyzed.

In the third part, the data which is collected through structured and semi-structured interview with school director and with English teachers were analyzed. A Pearson Correlation is conducted to determine the influencing factors that lead male and female students to perform differently in English achievement tests. Pallant (2011) suggested that correlation result can be interpreted as follows:  $r = 0.10 - 0.29$ , indicates small correlation  $r = 0.30 - 0.49$ , shows medium correlation  $r = 0.50-1.00$ , demonstrates high correlation, absence of star shows that the, result is not significant. Furthermore, one star (\*) result is significant at 0.05 level, and two stars (\*\*) indicates result is significant at 0.01 level.

#### 4.1 The data analysis of the student's questionnaire

Table 3: Grade 11 student's 1<sup>st</sup> semester English and EGSECE achievement result descriptive statistics.

	N	Mean	Std. Deviation	Sig.(2-tailed)	
First semester English result out of hundred	Male	46	72.93	10.82	.001
	female	53	79.76	9.54	
EGSECE Result of JUCPS grade 11 Students out of 4	Male	46	3.63	.315	.509
	female	53	3.67	.285	

To see whether or not males and females differ on their 1<sup>st</sup> semester English achievement result out of 100% and the last year EGSECE achievement result out of four points, T-Test was conducted. As indicated in Table 3, the t- test results show that female students (m=79.76) performed better in the 1<sup>st</sup> semester final test than their male counterparts (m=72.93), and the difference is statistically significant at  $r < 0.005$ . Also females showed higher achievement (m=3.67) in last year EGSECE achievement test compared to male students (m=3.63), but there is no statistically significant difference in the EGSECE results between male and female students. In relation to achievement variation between female and male students, Ching (2011) studied the academic achievement of secondary students and found out that a significant difference exists in academic performance of students in achievement tests. Suneetha and Mayuri (2001) also stated in their work that boys and girls differed significantly in drill, interaction and language skill.

The following Tables (4, 5, & 6) show some common factors that contribute to performance variation between students in English and EGSECE achievement test results.

**Table 4: Parental living status and achievement test results**

		N	Mean	Std. deviation	Sig.(2-tailed)
First semester English result out of hundred	Both of them always live together	80	77.00	10.95	.287
	My mother died	4	71.00	10.73	
EGSECE Result of JUCPS grade 11 Students out of 4	Both of them always live together	80	3.67	.296	.024
	My mother died	4	3.32	.350	

As shown in Table 4, students who always live with both families together perform better in English achievement test ( $m=77.00$ ) than the students whose mother died or departed in last semester, but the variation is not statistically significant. On the other hand the mean value ( $m=3.67$ ) of EGSECE of students who live always with family together has variation with students whose mother died or departed ( $m=3.32$ ). Furthermore, the t-test result ( $=0.024$ ) showed that there was statistically significant variation. This indicated the close relationship in one family has contribution to students' academic achievement. Tiwari and Bansal (1994) mentioned that a child with high academic achievement is likely to be well treated by his/her family, and this will help him/her well behaved, independent and competent student. On the other hand a student who lacks close relationship in one's family can be low achiever as incapable and deprived of employment, which may lead to maladjustment to life.

**Table 5: Mother's educational status and student's achievement results**

		N	Mean	Std. Deviation	Sig.(2-tailed)
1 <sup>st</sup> semester English test result out of hundred	Never has been to formal education	3	66.33	12.05	.025
	BA/BSc and above	33	81.42	10.53	
EGSECE Result of JUCPS grade 11 Students out of 4	Never has been to formal education	3	3.53	.230	.370
	BA/BSc and above	33	3.69	.290	

As shown in Table 5, the 1<sup>st</sup> semester English test results of students whose mother's had BA/BSC and above were found to be higher(  $m=81.42$ ) than the achievement results of students whose mothers had never been to formal education.( $m= 66.33$ ), and this variation is statistically significant( $p < 0.05$  ). Also the mean ( $m=3.69$ ) result of the student whose mother had BA/BSC degree is different from the mean ( $m=3.53$ ) result of EGSECE of the student whose mother has never been to formal education, but the variation is not statically significant. Here, mothers with well educational background can give more support for their children better performance in achievement tests than mother who has never been to formal education.

**Table 6: Father's educational status and students' achievement result**

		N	Mean	Std. Deviation	Sig.(2-tailed)
1 <sup>st</sup> semester English test result out of hundred	Secondary school (9 - 12)	20	73.20	8.69	.005
	BA/BSc and above	33	81.42	10.53	
EGSECE Result of JUCPS grade 11 Students out of 4	Secondary school (9 -12)	20	3.58	.33	.229
	BA/BSc and above	33	3.69	.29	

As shown in Table 6, the mean ( $M=73.20$ ) of the students whose fathers attend secondary school is different than the mean ( $m=81.42$ ) of students whose fathers have BA/BSC degree and above, and this is statically significant ( $p < 0.005$ ). There is also achievement difference in EGSECE mean result between students whose father with secondary school background and a students father with BA/BSC degree and above .But the difference is not statistically significant. This finding is different from the finding of Grissmer et al, "parent's education levels have the largest and most consistent effect on student academic attainment. Students with one or two college-educated parents have higher levels of academic achievement than other students." (Grissmer et al, 2000, 75).



**Table 7: Grade 11 student's perception regarding the factors that contribute for performance variation in achievement tests.**

		1 <sup>st</sup> semester English result %	Study habit	Economic factor	Family Educational Status	Parental occupation	Family sizes	Biological factor	Gender factor
1 <sup>st</sup> semester English result out of %	Pearson Correlation	1	.004	-.066	-.013	-.115	-.298**	-.225*	-.155
	Sig. (2-tailed)		.972	.516	.897	.258	.003	.025	.127
	N	99	98	99	99	99	99	99	99
Study habit	Pearson Correlation	.004	1	.152	.272**	-.090	.069	.045	.051
	Sig. (2-tailed)	.972		.134	.007	.379	.497	.660	.621
	N	98	98	98	98	98	98	98	98
Economic factor	Pearson Correlation	-.066	.152	1	.266**	.227*	.452**	.176	.162
	Sig. (2-tailed)	.516	.134		.008	.024	.000	.081	.109
	N	99	98	99	99	99	99	99	99
Educational status family	Pearson Correlation	-.013	-.272**	.266**	1	.299**	.211*	.071	.086
	Sig. (2-tailed)	-.897	.007	.008		.003	.036	.486	.399
	N	99	98	99	99	99	99	99	99
Parental occupation	Pearson Correlation	-.115	-.090	.227*	.299**	1	.237*	.256*	.228*
	Sig. (2-tailed)	.258	.379	.024	.003		.018	.011	.023
	N	99	98	99	99	99	99	99	99
Family sizes	Pearson Correlation	-.298**	.069	.452**	.211*	.237*	1	.289**	.438**
	Sig. (2-tailed)	.003	.497	.000	.036	.018		.004	.000
	N	99	98	99	99	99	99	99	99
Biological factor	Pearson Correlation	-.225*	.045	.176	.071	.265*	.289**	1	.453**
	Sig. (2-tailed)	.025	.660	.081	.486	.011	.004		.000
	N	99	98	99	99	99	99	99	99
Gender factor	Pearson Correlation	-.155	.051	.162	.086	.228*	.438**	.453**	1
	Sig. (2-tailed)	.127	.621	.109	.399	.023	.000	.000	
	N	99	98	99	99	99	99	99	99

\*\* . Correlation is significant at the 0.01 level (2- tailed)

\* . Correlation is significant at the 0.05 level (2- tailed).

As shown in Table 7, there is correlation between gender and family size ( $r=0.453$ ,  $p<.001$ ), between biological factors and gender ( $r =.350$ ,  $p<.01$ ). A number of explanations can be attributed to gender differences in educational achievement to biological differences between males and females. These explanations propose that gender differences in behavior, skills and cognitive abilities are determined by biological factors such as brain organization, hormones and genetics, and that these biologically determined differences in behavior and abilities are responsible for gender differences in educational achievement. For example, Kimura and Hampson (1994) reported that fluctuations in testosterone in males and estrogen in females were correlated with performance on a range of tests of cognitive ability. On other hand, Begum and Phukan (2001) conducted a study to analyze the relationship between academic achievement and intelligence in boys and girls.

The findings showed that there was a correlation between academic achievement and intelligence of the students and the correlation was greater in case of girls than boys.

The family size has relation with the economic factors ( $r=0.452$ ). When the size of the family increases, the economy of the family may decrease. As the result of this the care and support for children also decrease and this may result in performance variation between children of large and small family sizes. This has also been confirmed in the study conducted by local researcher Teshome (2003) and summarized as follows. The family's socio-economic status influences the daughter's educational performance. The manifestation is that the financial and moral support provided to girls for schooling is limited as compared to boys. Another researcher Grewal (1985) carried out a study to find out the effect of socio-economic status on academic performance of children. The results revealed that academic performance was influenced by socio economic status of the subjects. Generally the academic performance of the children can be affected negatively or positively by socio economical status of the family.

**Table 8: Female student's perception regarding the factors that contributes for performance variation in achievement test**

		1 <sup>st</sup> Semester English result %	Study habit	Economic factor	Family Educational Status	Parental occupation	Family sizes	Biological factor <sup>a</sup>	Gender factor
1 <sup>st</sup> semester English result out of %	Pearson Correlation	1	.103	.256	.104	-.135	-.152	.013	.139
	Sig. (2-tailed)		.461	.064	.458	.334	.278	.924	.321
	N	53	53	53	53	53	53	53	53
Study habit	Pearson Correlation	.103	1	.122	.225	-.249	-.050	-.128	.154
	Sig. (2-tailed)	.461		.385	.105	.072	.720	.359	.271
	N	53	53	53	53	53	53	53	53
Economic factor	Pearson Correlation	.256	.122	1	.220	.149	.225	.204	.180
	Sig. (2-tailed)	.064	.385		.114	.287	.106	.143	.196
	N	53	53	53	53	53	53	53	53
Educational status family	Pearson Correlation	.104	.225	.220	1	.096	-.014	-.247	.013
	Sig. (2-tailed)	.458	.105	.114		.494	.918	.074	.924
	N	53	53	53	53	53	53	53	53
Parental occupation	Pearson Correlation	-.135	-.249	.149	.096	1	.256	.224	.260
	Sig. (2-tailed)	.334	.072	.287	.494		.065	.107	.060
	N	53	53	53	53	53	53	53	53
Family sizes	Pearson Correlation	-.152	-.050	.225	-.014	.256	1	.243	.453**
	Sig. (2-tailed)	.278	.720	.106	.918	.065		.080	.001
	N	53	53	53	53	53	53	53	53
Biological factor	Pearson Correlation	.013	-.128	.204	-.247	.224	.243	1	.350*
	Sig. (2-tailed)	.924	.359	.143	.074	.107	.080		.010
	N	53	53	53	53	53	53	53	53
Gender factor	Pearson Correlation	.139	.154	.180	.013	.260	.453**	.350*	1
	Sig. (2-tailed)	.321	.271	.196	.924	.060	.001	.010	
	N	53	53	53	53	53	53	53	53

\*\* . Correlation is significant at the 0.01 level (2- tailed).

\* . Correlation is significant at the 0.05 level (2 -tailed).

As shown in Table 8, the female students' perception about the factors that cause for performance variation in English achievement test results indicate that, gender factors and family size have negative correlation with English achievement test results. There is a correlation between academic achievement and gender factors. Yun (2001) investigated gender differences in verbal and mathematical skills among Chinese adolescents and found that the males scored higher than the females. It was also revealed from Yun's study that gender has been found to play an important role in influencing student's academic activities along with different factors such as intelligence, study habits, self-concept, creativity, aptitude, interests, socio-economic factors etc. Regarding the family size and academic achievement variation, Raj and Krishnan (1980) carried out a study to determine the relationship between academic achievements and family size, and the results revealed that the correlation between academic achievement and family size was negative and significant. Also Cherian (1990) study revealed a negative relationship between family size of children and their academic achievement.

**Table 9: Male student's perception regarding the factors that contributes for performance variation in achievement test**

		1 <sup>st</sup> Semester English result %	Study habit	Economic factor	Family Educational Status	Parental occupation	Family sizes	Biological factor	Gender factor
1 <sup>st</sup> semester English result out of %	Pearson Correlation	1	.092	-.224	-.083	-.104	-.423**	-.303*	-.375*
	Sig. (2-tailed)		.547	.134	.586	.490	.003	.040	.010
	N	46	45	46	46	46	46	46	46
Study habit	Pearson Correlation	.092	1	.129	.309*	.080	.173	.086	-.103
	Sig. (2-tailed)	.547		.398	.039	.602	.255	.576	.502
	N	45	45	45	45	45	45	45	45
Economic factor	Pearson Correlation	-.224	.129	1	.297*	.285	.607**	.106	.132
	Sig. (2-tailed)	.134	.398		.045	.055	.000	.482	.382
	N	46	45	46	46	46	46	46	46
Educational status family	Pearson Correlation	-.083	.309*	.297*	1	.498**	.424**	.349*	.147
	Sig. (2-tailed)	.586	.039	.045		.000	.003	.018	.331
	N	46	45	46	46	46	46	46	46
Parental occupation	Pearson Correlation	-.104	.080	.285	.498**	1	.222	.294*	.202
	Sig. (2-tailed)	.490	.602	.055	.000		.139	.048	.178
	N	46	45	46	46	46	46	46	46
Family sizes	Pearson Correlation	-.423**	.173	.607**	.424**	.222	1	.321*	.422**
	Sig. (2-tailed)	.003	.255	.000	.003	.139		.030	.003
	N	46	45	46	46	46	46	46	46
Biological factor	Pearson Correlation	-.303*	.086	.106	.349*	.294*	.321*	1	.530**
	Sig. (2-tailed)	.040	.576	.482	.018	.048	.030		.000
	N	46	45	46	46	46	46	46	46
Gender factor	Pearson Correlation	-.375*	-.103	.132	.147	.202	.422**	.530**	1
	Sig. (2-tailed)	.010	.502	.382	.331	.178	.003	.000	
	N	46	45	46	46	46	46	46	46

\*\* . Correlation is significant at the 0.01 level (2- tailed).

\* . Correlation is significant at the 0.05 level (2 –tailed).

As indicated in Table 9, male students' perception regarding the factors that contribute to performance variation in English and EGSECE achievement test result are economic factors ( $r=0.607$ ) at ( $p<0.01$ ) and family size ( $r=0.607$ ) which are perceived as highly influential factors in students English achievement test results. The economic factors and the family size are highly related; when the sizes of a family increase, it affects the income of the family. The other factors which were perceived by male students for variation in English achievement test results were gender factors and biological factors. Gender has been found to play an important role in influencing students' academic scores. The related studies on gender differences in academic performance of students reported that gender has an effect on the children's academic achievement. But the studies on gender differences in academic performance are highly controversial. Vijayalaxmi and Natesan (1992) assessed the academic achievement of the subjects among 11<sup>th</sup> grade students and found that girls had a higher mean score in academic achievement compared to boys. However, Kaur and Gill (1993) revealed that achievement in English and total achievement was independent of sex, but boys scored higher than girls in achievement in Punjabi, Mathematics and Science.

#### **4. 2 The interview data analysis of the English teachers and school director**

Structured and semi-structured interview was used to collect in-depth information from English teachers and the school director. Accordingly, the interview was carried out with two English teachers who taught Grade 10 and 11 students and the school director. The interview contains 9 questions items, while the interview was going on notes were well taken and it was recorded using audio recording machine. Then during the data analysis processes both the note taken and the transcribed speech of the interviewee were taken into account. Although there were 9 structured and semi- structured questions, the responses were summarized into 3 core points according to their similarity. Thus, their analysis is given as follows:

#### **4.2.1 Is there performance variation between male and female students in achievement test results in the school?**

First, the school director was asked whether or not there is performance variation between female and male students in achievement results in the school. He said , "when we see the last years student's mark list (roster) there is performance variation between male and female students in achievement test results in the school. Female students performed better in both English final exam and EGECE achievement test results. In stating the reason for the achievement variation in the school, he said, "It is difficult to say why this is so; it needs further study on this area. But in my view, the teacher's good performance and effort in the school, their close contact with their students, the students study habit and the school facilities have great contribution. Female students make use of these advantages properly and may make difference in their achievement results."

Regarding this question both English teachers shared the school director's idea for performance variation in English achievement and added the following points to strengthen the directors view. They said, "Usually female students attend their English lesson attentively, they are active participants in the teaching learning process and they are always with learning materials while attending their lesson. This may cause performance variation in achievement results between male and female students."

#### **4.2.2 What do the school and the teachers do for the students who perform well in achievement tests and who are the advantageous students?**

The school director and the English teachers were asked what they do for the students who perform well in English and EGECE achievement test results in order to motivate the students and to encourage competition between students.

In response to this question, the school director said, "We award them different supplementary books, and sometimes we post the high achievers photographs on the notice board to motivate and encourage the other students. Female students are the most advantageous of this".

Regarding this question both English teachers shared the directors idea and added," we encourage our students equally to participate in teaching learning process actively. We select the

outstanding students for reward when we are asked by the school. Most of the times female students are beneficiaries of this opportunity.”

#### **4.2.3 What do you think is the factor that contributes for achievement variation between male and female students in your school?**

In this semi-structured question the interviewees were asked to highlight their perception about the factors for performance variation in achievement test results .The school director said ,” in this school female students perform well in achievement test results. I think the first thing is the study habit of the students. A student who uses his /her study time correctly may differ from who do not use his/her time properly. In this regard I think female students have good study habit because they usually do not engage in playing games in their spare time in school compound and have good experience of using the school library. The other one is in class and outside class activities, from my daily observation, female students have close contact with their teachers, usually they ask and discuss with their teachers outside and inside the class. This also may lead to performance variation in achievement tests results.”

Regarding the above question, both English teachers said, ” most of our school students perform better in achievement tests (esp. female students) because most of them came from well educated and economically strong family ,so they can get better support from their parents. Thus, the educational status and the economic background of the family may be the main influencing factors for achievement variation.



## CHAPTER FIVE

### CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Conclusions

The main purpose of this study is to find out the factors that contribute to performance variation in grade 11 male and female students in English and EGSECE achievement test result at JUCPS.

This study revealed that JUCPS female students perform better in first semester English examination and last year EGSECE achievement test result than their male counter parts. This was evidenced by the mean value differences in both achievement test results of male and female students. The variation is statistically significant only in first semester English achievement result but there is no statistical difference in EGSECE achievement result.

Regarding the influential factors that contributed to achievement variation both male and female students perceived differently. The biological factors (brain structure, hormone secretion) and gender factors were considered as contributing influencing factors for variation in English and EGSECE achievement tests results by both groups. The other factors which were perceived by both groups contributing as influencing factors are family size and the economic factors. It's obvious that when the size of the family increases the care and support for children decreases and this lead to performance variation in student's academic achievement.

On the other hand, female students' perception about the influencing factors that cause performance variation in English EGSECE achievement test results were gender factors and family size. When we see the male students' perception regarding the factors that contribute to performance variation in English and EGSECE achievement test result were the economic factors and family size. The economic factor and the family size were found to be correlated with economic factor; when the size of a family increases it affects the income of the family. The other factors perceived by male students for variation in English and EGSECE achievement test were gender and biological factors. The third factors perceived by male students as the influencing factors for achievement variation in English and EGSECE achievement test result were parental occupation and educational status of a family.

## 5.2 Recommendations

Based on the findings, the researcher tries to give the following recommendation;

- ❖ The achievement result of female students was better than male students in JUCPS. So teachers, parents and school community must try to make a balanced teaching environment for both sexes and provide necessary materials for students to minimize the achievement gap variation.
- ❖ Study habits influence the academic achievement of the students. So the introduction of creative work, various problem solving games and exercises should be considered on a larger scale and enforced with a spirit of cooperation among students, which improves the study habits. So the school community, teachers and parents have to work together for the improvement of the students' study habits.
- ❖ Encourage teachers to use new approaches and teaching strategies in the instruction to avoid high achievement variation between male female students. The school managing members should provide training on new approaches and teaching methodologies for their teachers to update their knowledge.
- ❖ It is hoped that results of this study provides the necessary information for policy makers, planners, teachers and school administrators to realize the magnitude of the problem and design feasible and effective community-based intervention measures for justifying the problem under consideration.
- ❖ Finally, the JUCPS academic and administrative staff should arrange counseling and experience sharing programs in the area of study habit to make male students perform competently in English and other achievement exams as female students do, so as to fill the achievement variation gap between them.

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## Appendix A

### Students questionnaire part A and B

JIMMA UNIVERSITY FACULTY OF SOCIAL SCIENCE AND LAW

DEPARTMENT OF ENGLISH GRADUATE PROGRAMME

This questionnaire is to be completed by JUCPS grade 11 students in Jimma town

**Dear Student,**

Currently, I am conducting a postgraduate (MA) research in TEFL under the title: 'Factors affecting male and female students English Language Achievement result. The objective of this questionnaire is to investigate the factors that contribute to variation between male and female students performance in English achievement test results.

Please read each statement below very carefully and indicate your true feelings in English achievement tests. Since the success of the study highly depends on your honesty in rating these items, you are kindly requested to respond accordingly. The data you provide will be kept confidential and will not be disclosed to any third party. Therefore, you are kindly requested to provide the required information, where it appropriates.

Your co-operation will be greatly appreciated!

Thank you in advance

Wondimu Kochito

**Please respond by marking a tick '√' or by circling the correct choice or by writing the necessary information on the provided space. You can choose more than one options.**

#### **Part A. Students' Background information**

1. Name of the school \_\_\_\_\_

2. Grade \_\_\_\_\_

3. Sex - Male \_\_\_\_\_ Female \_\_\_\_\_

4. Age - \_\_\_\_\_

5. Average result of your 10<sup>th</sup> grade National examination (best 7 subjects out of 10) -----

6. With whom are you living now?

a/ With my mother and father    b/ With my mother    c/ with my father

d/ With my mother and step father    e/ With my father and step mother

f/ With others

7. Which of the following is true about your mother and father?

a/ Both of them always live together    b/ They are divorced    c/ My mother has died

d/ My father has died    e/ Both my mother and father have died

8. I'm from \_\_\_\_\_ family members.

a/ 1\_\_4 (small)    b/ 5\_\_8 (medium)    c/ 9 or more members (large family)

9. My mother's educational status

a/ Never has been to formal education    b/ Primary school ( 1 – 8 )

c/ Secondary school (9 -12)    d/ Post secondary (diploma, certificate)

e/ Has degree and above

10. My father's educational status

a/ Never has been to formal education    b/ Primary school ( 1- 8 )

c/ Secondary school ( 9- 12)    d/ Post secondary (diploma, certificate)

e/ Has degree and above

11. How much tuition fee your parents pay per month to your school?

a/ Less than 100 birr    b/ Between 100 - 150 Birr    c / Between 150 - 200 Birr

d/ Greater than 200 Birr    e/ I do not know f/sponsored



12. How much money do you think your parents earn per month?

a/ Below 650 Birr b/650-1400 Birr c/ 1401-2350 Birr d/ 2351-3350 Birr

e/ 3351-5000 Birr f/  $\geq$  5000Birr g / I do not know

13. How much time do you spend on studying English study per day?

a/ One hour b/ Two hours c/  $\geq$  3 hours d/ I do not have limited time to study daily

14. Do you go to English tutorial classes after school? a/ Yes \_\_\_\_\_ b/ No \_\_\_\_\_

15. To what extent do you like to study English?

a/ To a little extent b/ To some extent c/ To great extent d/ To very great extent

16. Why do you like to rate the above (Que. 15)?

a/ Because I score good results

b / I usually score poor result in the test

c / I understand English easily when I study

d / I do not understand English easily when I study .

e / Mention any other reasons you have \_\_\_\_\_

17. Who gives you tutorial or help at home?

a/ My father b/My mother c/ My brother / sister d/ A hired tutor e/ No one tutors me

18. Do you ask your English teacher about the English lesson in the class?

a/ Yes \_\_\_\_\_ b/ No \_\_\_\_\_

19 Do you ask your English teacher about the English lesson out of the classroom?

a/ Yes \_\_\_\_\_ b/ No \_\_\_\_\_,

20. Who do you think asks his/her English teacher more frequently about the lesson?

in the class ? a/ Boys \_\_\_\_\_ b/ Girls \_\_\_\_\_ c/ Both \_\_\_\_\_

21. Who do you think asks/gives answers to his/her English teacher more

frequently about the lesson of the class? a/ Boys \_\_\_\_\_ b/ Girls \_\_\_\_\_ c/ Both \_\_\_\_\_

22. How much was your last semester (first semester) English result out of 100? \_\_\_\_\_

23. Who do you think are better achievers in English achievement tests in your class?

a/ Boys b/ Girls c/ Both

**Part B - Items related to factors that contribute to student's academic achievement variation. Each item is to be responded by selecting the most appropriated response from the 5 alternatives strongly disagrees, disagree, undecided, agree, and strongly agree. Please respond by marking a tick '✓' against the response you think most appropriate in one box for each item.**

	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
I/ Items related to study habit					
24. You have to frame your own time table to study at home.					
25. You have to work according to your time table.					
26. Studying hard can bring variation in English achievement test results					
27. Tutorial classes can be the factors for variation in English achievement tests.					
28. You must prepare your English subject materials before going to school and read them again at home					
II/ Items related to socio economic status and income					

	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
29. Students with different English supportive materials can achieve better in tests than the others who do not have					
30. Families income and socio economic status has role in students' performance variation in English achievement test results.					
31. Student who come from high socio- economic status can perform better in English achievement tests.					
32. Students from educated family perform better in English achievement tests than from uneducated family.					
33. Educated families give better support to their children for better achievement than uneducated one.					
34. Educated family involves in English language and other academic improvement work in school.					
IV/ Items related to parental occupation					
35. Families with job can secure their children's performance in English achievement tests.					
36. Students who come from jobless family can perform poor in English achievement tests.					
V / Items related with the size of the family					
37. A student who comes from a large family may not perform well in English academic achievement test results					
38. A family size can be the cause for performance variation in English achievement test results.					
39. The children who is born first and the last in a large family (9 and & above) are not expected to get equal in English achievement test results.					

	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
40. Most parent give high priority to the first born child than the last born child for better academic achievement.					
VI/ Items related with Biological factors					
41. Biological factors (e.g. growth and secretion of hormones) can be a cause for performance variation between male and female students in English achievement tests.					
42. I think female students are usually positively affected by biological factors( e.g. brain structure & function) in English achievement test results.					
XII/ Items related to Gender factors					
43. Parents think that usually male students perform well in English achievement tests as compared to female students.					
44. Female students perform better in English language tests than their boy counter parts in this class.					

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## Appendix -B

### English Teachers and school director interview questions items

JIMMA UNIVERSITY FACULTY OF SOCIAL SCIENCE AND LAW

DEPARTMENT OF ENGLISH GRADUATE PROGRAMME

An Interview for English teachers and school director

Dear school director and teachers! My name is Wondimu Kochito. Currently, I am conducting a postgraduate (MA) research in TEFL under the title: 'Factors affecting male and female students English language Achievement test results on grade 11 JUCPS students.' The objective of this interview is to investigate the factors that contribute to variation between male and female students performance in English achievement test results.

This study relates to you one way or the other, so your opinions are worthwhile to the study. Therefore, you are kindly requested to tell me the true responses for the questions I ask you. I assure that any information will be kept confidential. I would like to thank you very much for sparing your valuable time and effort in this interview.

Qualification \_\_\_\_\_ Services year \_\_\_\_\_

- Is there performance variation between male and female students in English achievement test results? If yes/No, why do you think this so \_\_\_\_\_?
- 2. Who are high achievers in English national achievement examinations in your school? f girls / boys/ both, what could be the reason behind this \_\_\_\_\_
- What does the school do for high achiever students? And who usually take this advantage? Boys/ Girls / Both?



- What do you do for your student's English improvement and better achievement in tests in your school?
- Are there extracurricular activities (clubs) in your school? If yes, what are the clubs and who are the active participants in this activity?
- Who are active participants in the teaching and learning process as a whole and in English class in particular?
- Who usually come with school materials such as books, exercise books, pens and gives high attention to his/her English lesson? Boys / Girls / Both?
- Who frequently asks you about English lesson in class and out of the class?  
Boys/Girls/Both
- 9. What factors do you think that contribute for performance variation in achievement test results between male and female students ? \_\_\_\_\_

### DECLARATION

I the undersigned declare that this thesis is my original work not presented for any degree in any Universities and that all the sources for it are duly acknowledge.

Candidates Wondimu K O cuty signature [Signature] Date 20/10/05

### CONFIFORMATION

This thesis has been submitted for examination with my approval as a thesis advisor.

Advisor's name Getachew Seyoum signature [Signature] date \_\_\_\_\_

### BOARD OF EXAMINATIONS

As member of the board of examiners of the M.A. thesis open defense examination, we certify that, we have read and evaluated the thesis prepared by

\_\_\_\_\_ and examined the candidate, We recommended that the thesis be accepted as fulfilling the thesis requirement for the degree of master of art in teaching English as a foreign language (TEFL).

Chairperson's name \_\_\_\_\_ signature \_\_\_\_\_ date \_\_\_\_\_

External examiner's name \_\_\_\_\_ signature \_\_\_\_\_ date \_\_\_\_\_

Internal examiner's name Tena Shale signature [Signature] date 20/10/2005



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