

Improving Female Student's Academic Performance in Economics Class in the Case of Grade 11G" in Gununo Town Administration General Secondary School



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ABSTRACT: The main objective of this study was to improve female student's academic performance in Gununo general secondary school in economics subject. To achieve this objective the study used different techniques. To collect the needed data, purposive sampling were employed, structured questionnaire were prepared and distributed to sampled female students. The main findings of data were, according to the data collected from sampled respondent, many female students responded that, their academic performance is influenced by various factors, among them; their attitude towards the subject, the chance they have got from their teachers, the encouragement of they got from their teachers, interest of the female students to the subject etc. The researcher concluded from their response is to advice students about the subject, giving tutorial, and giving chance to speak and ask questions freely in the classroom. Generally, to improve their academic performance of female students in economics class, the study used different techniques. These techniques were giving equal chance with male students in the class, increasing their attitude, decreasing their low interest etc.

KEYWORDS: improving female student's academic performance.

INTRODUCTION

Background of the study

Education is the base for development of economic, political, cultural and social life of a given nation, such a development can be achieved only when educational opportunities are given for all society with no bias of any kind according to tsige (1993).

Education is essential for both females and males but the advantage of educating females tend to be more substantial. Education enables females stand against gender biases, stand for their right and change their life. Moreover the general aim of education is to help people to obtain knowledge that make life enjoyable to make sure these all advantages of education. the school should be provided with well qualified teacher s and other resources but there are obstacles that always stand in the way of aspired education objectives, one of these could be low academic performance of female students. The school which I have conducted an action research was Gununo general secondary school. It is located in wolayta zone Gununo town administration. This school was established in 1999.E.C and named as Gununo General School and again named general secondary high school in 2012.E.C.

The action research was focused on the improving female academic performance in economics class room in the case of grade 11th"G in Gununo general secondary high school.

An action research is an important instrument for students to participate and improve higher efficiency. Education is considered as an important means of economic, social and cultural development of a given country throughout learning. Therefore, learning requires the learner mental improvement and empirical achievement or activities and mental learning process or practice .participation are essential to improve objectives of the lesson as to gain to change behavior for every member of society to utilize higher potential to the maximum as much as possible.

economics is a new discipline which brings great knowledge and experience for human beings to adopt under rounding as their habitat where their life as well as their environment that is regional and geographical interaction among the society, so the researcher were focused on improving female academic performance in economics class in the case of grade 11 G in Gununo general secondary high school.

STATEMENTS OF THE PROBLEM.

some findings indicates that, teaches and other school personnel's in secondary school are impress by the behavior, participation and performance of female students in the school is very less than males students, may be even opportunity of getting in to school

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between boys and girls. They're convinced that girls couldn't compete with boys and that girls are fit to follow certain specialized fields such as home economics and commerce (Atsece Hagos, 1998).

The study of target Gebremskel (1991), indicates that quite a big proportion of girls don't often ask or answer questions in the classroom and the main reason for these are fear of male students and their teachers, shyness and lack of confidence, Also overload of work at home of females may contribute to the low academic performance of female students education in the school compared with male students.

RESEARCH QUESTIONS

The following research questions are answered by this study.

- What is the major factors affecting in improving female students academic Performance in economics class
- Are males or females more perform or achieve than the other.
- Who needs more encouragement?
- What strategies should be best to overcome such problems?

GENERAL OBJECTIVES

The general objectives of the study were to assess improving female's academic performance in economics class in the case of grade 11G in Gununo general secondary high schools.

SPECIFIC OBJECTIVES

- ❖ To find out the level of good achievement of female students in Economics subject in grade 11 the G"
- ❖ To assess factors hindering female performance in grade 11G.
- ❖ To give possible solutions to the factors affecting improvement of females academic performance.
- ❖

SIGNIFICANCE OF THE STUDY.

As mentioned above, the academic performance of females and males in the class are not the same, so that the study conducted to design overall views of activities of Grade 11G in Gununo general secondary high School and this may help other researchers in Economics subject to help female students.

RESEARCH METHODOLOGIES

RESEARC DESIGN

The research design that was used in this study was correlational. Because this method shows the previous and current status of female students academic performance.as it is action research it helps to evaluate what has been achieved from action research taken and difference with the past.

SOURCE OF DATA

The source of data this study was more of primary sources which is directly collected from first hand informers such as observation, discussion and questionnaire while the secondary data sources were from students Mark list (Roster).

SAMPLING METHODS.

This study were conducted in Gununo general secondary high School to assess the low academic performance of female students in Economics class in grade 11G.The total number of students in grade 11G was 44 students, from this total number of student 23 of them are males and 21 were female students,21 of them were selected purposely for questionnaire's.

DATA GATHERING INSTRUMENT.

In order to collect relevant information for the study, the Study was used unstructured interviews, questionnaire and observations. The researcher believed that these instruments are sufficient to collect the needed data.

QUESTIONNAIRE'S

In this part of data collection, the researcher used close ended questionnaire that was prepared and distributed to female students to get relevant information.

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INTRVIEWS

The second instrument was used by the researcher to get sufficient information from the target groups through face to face communication. Some questions that are open ended were forwarded to all female students to raise their ideas for each question that is prepared for them.

CLASS ROOM OBSERVATIONS

Class room observation was made to grade 11G female students in class to assess female student's class performance and as to give attention to them. This was held side to side with teaching learning process of the actual period.

METHOD OF DATA ANALYSIS

The data were analyzed by integrating all information gathered using different techniques specially, frequency distribution and percentage were used to analyze (chart and table,) are the main methods of analysis.

Table 1.data which was gathered from the previous year students Roster (2012.E.C).

Year	Subject	Students result	Total mark
2012	ECONOMICS	46.6	983
2013	ECONOMICS	59.3	1245

Sources: Own survey results of, 2014.E.C

RESULT AND DISCUSSION

STUDENTS RESPONSE

After being the data collected, the necessary information from students through questionnaire, the researcher interested to put them in tabulating and percentage as follows.

Table.2.Student's response to the question regarding the female student's low performance in economics subject.

Item	students response	Percentage
Gender bias	5	23.8
Unfavorable teachers teaching approach	4	19
Their own interest	12	57.2
Religion	0	0
Total	21	100

Sources: Own survey results of, 2014.E.C

From the above table result, we can conclude that the female students low performance is because of their own interest about achievement of high results in the economics subject .The female students responded that they score low academic performance in economics subject by their own interest i.e about 57.2% responded that the low academic performance in economics subject is because of lack of interest.

Table 3.students response to the question regarding how many female students interested in economics y subject.

Item	Items	students response	Percentage
Students response regarding how many female students are interested in economics	Higher	7	33.33
	Medium	14	66.67
	Low	0	
	Non	0	0
Total		21	100

Sources: Own survey results of, 2014.E.C

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From table 3, we can conclude that 66.67% of female students have medium results in economics subject in Gununo general and secondary high School in grade11G.

Table 4. what are the problem to improve female academic performance in Gununo Gununo general secondary high School in grade 11G.

Item		students response	Percentage
What are the problem to improve female academic performance in gununo secondary school in grade 11G	Society	2	9.5
	Family low economic status	13	61.9
	Low self confidence	6	28.6
Total		21	100

Sources: Own survey results of, 2014.E.C

From the above table result we may say that about 61.9% female students achieve low Academic performance in economics subject due to families' low economic status that helps the achievement of high results.

Table 5. do you think that less performance of female students are problem

	I t e m s	students response	Percentage
do you think that less Performance of female students are problem.	Y e s	1 4	6 6 . 6 7
	N o	7	3 3 . 3 3
		2 1	1 0 0

Sources: Own survey results of, 2014.E.C

Table 5 shows that females students responded about 66.67% from the total respondents they agreed low achievement is an academic problem.

Table 6. do you have sufficient result in Gununo general secondary school in economics subject

do you have sufficient result in Gununo general secondary school in economics subject	Students response	Percentage
	Y e s	6 28.6
	N o	1 5 71.4
		2 1 1 0 0

Sources: Own survey results of, 2014.E.C

From the above table result about71.4% female students responded their achievement of the previous year's result was lowest. The have low results in last year.

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Table 7. How do you think, the low academic performance can be solved.

	I t e m s	Students response	Percentage
	B y a d v i s e	0	0
	B y e n c o u r a g e m e n t	7	3 8 . 1
	B y s e l f c o n f i d e n c e	1	
			6 1 . 9
	T o t a l	2	1 0 0

Sources: Own survey results of , 2014.E.C

Table 7 shows that 61.9% responded that their low academic performance can be solved by increasing their self-confidence. so, the economics subject teacher should make them to increase their self-confidence.

Table 8. For whom more encouragement given in the economics class.

For whom more encouragement given in the economics class	I t e m s	Students response	Percentage
	F e m a l e	1 6	7 6 . 2
	M a l e	5	2 3 . 8
	T o t a l	2 1	1 0 0

Sources: Own survey results of , 2013.E.C

From the above, table we can conclude that about 76.2% responded that more encouragement were given to female students in the class

Table 9. How students are volunteer to answer and question in the classroom many female

how students are volunteer to answer and question in the classroom. many female	I t e m s	Students response	Percentage
	H i g h	4	2 3 . 8 3
	M e d i u m	6	2 8 . 5 7
	L o w	1 0	4 7 . 6
	N o t h i n g	0	0
	T o t a l	2 1	1 0 0

Sources: Own survey results of, 2014.E.C

From the above table result we can conclude that about 47.6% female students are not volunteer to answer and question in the class due to various factors such as fear of male students and their teachers.

Table 10. Is it economics subject is difficult to you?

.Is it economics subject is difficult to you?	I t e m s	Students response	Percentage
	Y e s	9	4 2 . 8
	N o	1 2	5 7 . 1
	T o t a l	2 1	1 0 0

Sources: Own survey results of , 2014.E.C.

The above table shows that about 57.1% of students responded that economics subject is not much difficult to them. And the remaining 42.8% respondents were responded that there was difficult in economics.

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Table 11. In which way the economics subject teacher can help you.

	I t e m s	Students response	P e r c e n t a g e	
	H o m e w o r k	2	9 . 5	
	Class work time	5	2 3 . 8	
	Discussion time	4	1 9 . 0 4	
	In education time	1	4 7 . 6	
T o t a l		2	1 0 0	

Sources: Own survey results of , 2014.E.C

Table 12. what kind of help should the economics subject teacher provide to you?

	I t e m s	Students response	P e r c e n t a g e	
	T u t o r i a l	1	6 7 . 2	
	Following exercise book	5	2 3 . 8	
		2	1 0 0	

Sources: Own survey results of , 2014.E.C

The above result shows that about 76.2% total female students responded that their academic performance can be solved by learning tutorial or they needs more tutorial class than Male students.so ,the economics subject teacher should provide more tutorial class for female students.

FINDINGS

From the above table result and discussion of the data express the idea that to improve female student's academic performance in economics subject and to achieve this objectives the researcher prepared quesnnaery for female students. From this quesnnaier there are many factors that are hindering the female students academic performance among them, female students attitude towards the economics subject, families living standards, teachers low motivation, lack of tutorial for female students, shyness of female students to speak and give answers in front of class and their teachers.

Generally, giving more encouragement for female students by their teachers can achieve or give success in their academic performance in each subject not only economics subject, but also female students encouragement can enhances their interest and can be self confidence,self-esteem and avoiding fear ness etc. Based on this idea, we can say that giving more encouragement for female students can achieve or enhances their academic performance.

CONCLUTION

Many female students responded that, their academic performance is influenced by various factors, among them; their attitude towards the subject, the chance they have got from their teachers, the encouragement of they got from their teachers, interest of the female students to the subject etc.

So, what I concluded from their response is advice students about the subject, giving tutorial, giving chance to speak and ask questions freely in the classroom.

Generally, to improve their academic performance of female students in economics class, the researcher used different techniques. These techniques are giving equal chance with male students in the class, increasing their attitude, decreasing their low interest etc.

ACTION PLAN PROPOSED AND IMPLEMENTED

To assess factors that cause low academic performance of female students in Gununo general secondary high School in Grade 11G female students, the researcher planned the following strategies and implemented based on the result obtained from female student's response to increase their academic performance.

Table 13. Action plan proposed.

Main problem	Activities that were performed
1.the attitude of female students towards economics subject from other subject	Giving advice about the subject Giving the methods how they read
2. Teacher gives lower chance for female students than males.	Giving high chance to them Giving responsibility to them

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3.females have low interest towards economics	Appreciate them when they try to answer and asking the questions by giving rewards
4.female need more encouragement than males	Giving tutorial for female students Advise them to read and discuss with their peers

Sources: own manipulation by researcher.

IMPLIMENTATION OF PROPOSED ACTION PLAN

To enhance female students academic performance in economics subject, the researcher have done by giving more advise for the female students and gave tutorial for female and the researcher also used different methods how the female students become familiar with economics subject.

The researcher also used re enforcement for female students in the class.

So, by doing all these techniques, the academic performance of female students become higher from the previous academic year.

EVALUATION OF INTERVENTIONS

Although, the research consume much time and tiredness, it is useful for female students to enhance their academic performance in economics subject in the case of Gununo general secondary high school grade 11G.so, the researcher have done. It is the base for our country. This is due to teaching the female students are teaching the society.

Generally, this research is important to increase the female student's academic performance not only in the case of Economics subject for grade 11G but also for every subject in which female academic performance is very low

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APPENDIX 1

Gununo General Secondary School

Question for female students

This word questionnaire is prepared for Gununo General Secondary School 11G class female students to improve their chemistry results. Therefore, your correct answer will contribute greatly to the study, so please answer the correct answer according to the question. This study is only to improve the overall result of female students.

A. Personal situation

1. Gununo General Secondary School What causes low scores of female students a) Sexism b) Inconvenient approach of the principal c) Religion d) Self-willed
2. Female students who are interested in ECONOMICS are: a) high b) low c) medium d) none
3. What is difficult to improve the low score of female students
a) traditional social belief b) family living conditions c) self-reported attitude d) low motivation
4. Do you think the low score of female students is a problem? a) Yes b) No
5. Gununo General High School Do you have good grades in Chemistry a) Yes b) No
6. You think how to improve a low score

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- a) through advice b) through encouragement c) to increase self-confidence d) none.
- 7. Most of the time in the class, encouragement/support is loud and quiet... a) male b) female
- 8. If your answer to question number 7 is B, how many are there who are willing to ask and answer questions a) Many b) Few c) D) None
- 9. Is ECONOMIC education difficult a) yes b) not difficult
- 10. What and when do you need support from the ECONOMIC director?
 - 1. ECONOMIC is difficult for you; why-----
 - 2. What should the ECONOMIC director do? -----



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