

## ASSESSING THE MAJOR FACTORS AFFECTING FEMALE STUDENTS ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN EASTERN EDUCATIONAL ZONE HARGEISA, SOMALILAND

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### Abstract

The main purpose of this study was to assess the major factors affecting female students' academic performance in public secondary schools in Eastern educational zone in Hargeisa, Somaliland. To do so, descriptive survey research design was employed. Four public secondary schools were selected through stratified random sampling techniques. A total of 145 respondents of whom were students, teachers and principals were involved the study. Questionnaire and interview were employed to collect the relevant data. To analyze the quantitative data, simple descriptive statistical techniques (frequencies and percentages) and inferential statistical (chi-square) were employed. To support the quantitative data, the qualitative data were analyzed thematically the result showed that female students had low academic performance in public secondary schools in Eastern educational zone in Hargeisa, Somaliland. Factors like the parent's education level and occupation of the parents, school facilities, domestic workloads, school environment, school distance and school leadership were found to be the major factors affecting female students' academic performance. The study recommends that the involvement of various stakeholders in order to improve female students' academic performance in public secondary schools in Eastern educational zone in Hargeisa, Somaliland.

**Keywords:** Female students, academic performance, secondary schools

### INTRODUCTION

Generally, education is referred as capacity of citizens participating in the development process, including ethical, moral and social behaviors of each participating individual efficiently (Eshetu, 2002). According to the Engine (2009), education is not a charity rather a fundamental human right for all people irrespective of their sex, race, economic status is the key to sustainable development, peace and stability among countries. In any society, the provision of education is a fundamental and basic for human resource development. Education represents a major form of human resources development.

According to (Brock & Cammish, 1991) stated that teachers' attitudes, school factors and socioeconomic factors affect female students' academic performance. The major factors contributed the female student's academic performance are included in; school related factors such as distance from school; teachers' qualification; pedagogy; leadership styles of head teachers; and curriculum implementation (Adhiambo & Ward, 1995). Many empirical researches conducted by African countries stated that the major factors affecting female students' academic performance in schools are factors such as lack of resources or technology to research the genetic

differences (Bassegy et al., 2010). Other international studies reveal that poverty and family background account for the difference in academic performance between boys and girls (Chessman et al, 2006). Many girls in sub-Saharan Africa doesn't have the chance to get enrolled in school. Though female do enroll, they drop out more frequently than boys and their academic performance compared to that of boys is poor at every level of schooling (Gobina, 2005). Establishing the determinants of academic performance is pivotal in reducing the broader inequalities in society which reflect the fact that women are lagging behind more frequently than men in educational attainment and outcomes (UNESCO, 2003).

The Somaliland government has taken a number of measures, particularly aimed at improving quality of education, enhancing the major factors influencing female students' academic performance in public secondary schools and in realizing the importance of quality education (MOE&S, 2018). However, as the government strives to expand education, it has also faced challenges in minimizing the major factors affecting performance, especially those that are faced by female. The ministry of education and science, and its Somaliland Education Sector Strategic Plan (SESP, 2012-2016 & 2017-2021), in this document indicates the major factors contribute female students' academic performance is constrained by economic, socio- cultural, familial personal and school factors.

Moreover, empirical studies on effective schools have also been conducted in East Africa countries. For instance, Verspoors (2006), research on what determines education quality in sub-Saharan Africa (SSA) identified the following school factors such (time, grouping procedures, instructional strategies, curriculum, age difference, language, communication, the school environment and others are key factors, which are stimulated female students' performance in public secondary schools. In addition, leadership emphasis and influences on academic performances, achievement and administration school development that improves and reinforces on educational performance, such as vision, standards, resources, relevant curriculum, incentives for teachers. It also provides direction, and improving community education, such as promoting home environment, and support for education that can enhance and ensure local relevance and ownership.

All the above-mentioned factors have significantly been affected on female students' performance during the secondary schools. The level of secondary schools, particularly public schools have great impacts students on female students' performance. Besides that, measures of academic performance of female on students are main challenging since female student performance is complex and related three pillars of socioeconomic, psychological and environmental factors.

However, Somaliland has one of the lowest performing schools that characterized by inadequate school facilities, lack of active participation of students in the teaching and learning process, and the poor overall school atmosphere in terms of organization, rules and student to student interaction. Accordingly, this study was determining the problems that affect the academic performance of female students in secondary schools of Eastern educational zone in Hargeisa, Somaliland. Finally, by considering factors for the educational inequalities of female students with their male counterpart that are depicted in the various literature and statistical documents, from schools, this study investigated the major factors affecting female students' academic performance in public secondary schools of Eastern zone in Hargeisa Somaliland.

## STATEMENT OF THE PROBLEM

Despite the Somaliland government policy introduced to increase enrollment of female in secondary education through an awareness program to develop female performance, the performance still is not good in public secondary schools in female students (MOE &S, 2018). Female students facing the unique problems, including low family income, poor communication, networking, language barriers for English, shortage of notebooks, poor spaces and class size, poor attendance and high rate of dropouts particularly girls due to poverty, school environment, biological menstruation, insufficient time of reading, teaching experiences, discrimination of girls, cultural beliefs and socioeconomic issue (Merasha et al., 2013). In addition, family stress, parent education level, early marriage, pregnancy, inadequate salary of teachers and poor qualification of teachers are also major barriers of academic performance in public schools in Hargeisa. Another study conducted by (Ayal, 2014) observed that the factors affecting female students' academic performance in secondary school like inadequate income and relevant textbooks, teacher quality and student background affect performance in the examination, few researches have been done on the influence of home and school-based factors affecting girls' performance in general. Then, can be said that various problems affect female student's performance include cultural, social, economic circumstances, social, cultural traditions, biases, religious beliefs, division of household labor, parental education and family income. The number of females' enrollment is increasing from year to year, but significant numbers of female students are still academically dismissed from public secondary schools in Hargeisa. Though the attrition rate varied from school to school, it is higher for females relative to male. However, there isn't a clear investigation of the factors affecting female students' academic performance at higher institutions particularly in the public secondary school.

Therefore, this study attempts to investigate the main factors that contributed to female students' academic performance in public schools through review and evaluate evidence by female student's school enrollment and rate of school drop outs.

## OBJECTIVES OF THE STUDY

### General objectives of the study

The general objective of this study was to explore the major factors influencing female students' academic performance in public secondary schools in eastern educational zone in Hargeisa.

### Specific Objectives of the study

The following are specific to the objectives of the study:

- 1) To analyze the factors that influences female students' academic performance in public secondary schools.
- 2) To explore the influences of parent's level of education and occupation on female students' academic performance in public secondary schools.
- 3) To find out main factors of environmental, leadership, and distance to school involvement for female students' academic performance in public secondary schools.

## BASIC RESEARCH QUESTIONS

In order to realize the objectives, the following research questions are formulated.

- 1) What are the major factors affecting female academic performance in public

- secondary schools in Eastern educational zone in Hargeisa?
- 2) What would be the role of parent's level of education and occupation on female students' academic performance in public secondary schools in eastern educational zone Hargeisa?
  - 3) To what extent do environmental, leadership and distance to school factors affect female students' academic performance in public secondary schools in eastern educational zone Hargeisa?

## LITERATURE REVIEW

### An Overview women's Education in Developing countries

Education is essential to economic and social development. The evidence is that education improves the health and productivity of poor people. This is true if the school's open their doors to woman at the World Bank (1993) asserts. Several indicators; including measures of literacy, enrollment, achievement and participation in school: reveal important patterns and trends in women's education performance in developing countries. Each of these indicators such as measures of literacy and enrollment lead to at the same conclusion: the level of female education is low in the poorest countries, with just a handful of exceptions, and by any measures, the gender gap is largest in these countries (King & Hill, 1993).

### The Benefits of Educating Female students

Practical evidence and research findings show that education plays a greater role in national development. Recognizing this truth Somaliland has made significant effect to widen the access of education to its people. Yet, female's education is at a low level than male. Why is that so? Is it because of girls' education has little or no benefits to individual and social development and barrier cultural issues? Female education correlates positively with several important privates, social, economic and generation development. Research conducted by different countries and scholars shows that higher female education improves economic productivity. For example, a World Bank 200 countries shows that nations that have invested heavily, lowered infant and maternal mortality improved longer life expectancy for both men and women have lower fertility rates than countries that have not achieved as high education levels for women. In addition to the above benefits, girls' education contributes to social development through its effect on family well-being. An educated girl's from a literate family promotes better family life. Educated girls will also remain better mothers in their family. Better educated mothers in turn are also more likely to appreciate the importance of prenatal and neonatal care to be better informed about good nutritional practices. Educated mothers have healthier families; since the mother carries the main burden of looking after the health of her children. How well she performs this task depends on the knowledge, skills, and confidence that she gains from education. It is a continuous cycle; their children are, thus, likely to be healthier, more likely to stay in school longer and quicker to learn. The children in turn will benefit more from education, earn more and be better able to use and create new technologies (King, 1993).

- The education infrastructure of Somaliland has been weakened by decades of colonial neglect, followed by the outbreak of a civil war in 1991 that has led to wide spread population displacement and paralysis of social services. Superimposed on this context are challenges of access to education for female students. Cultural norms and practices

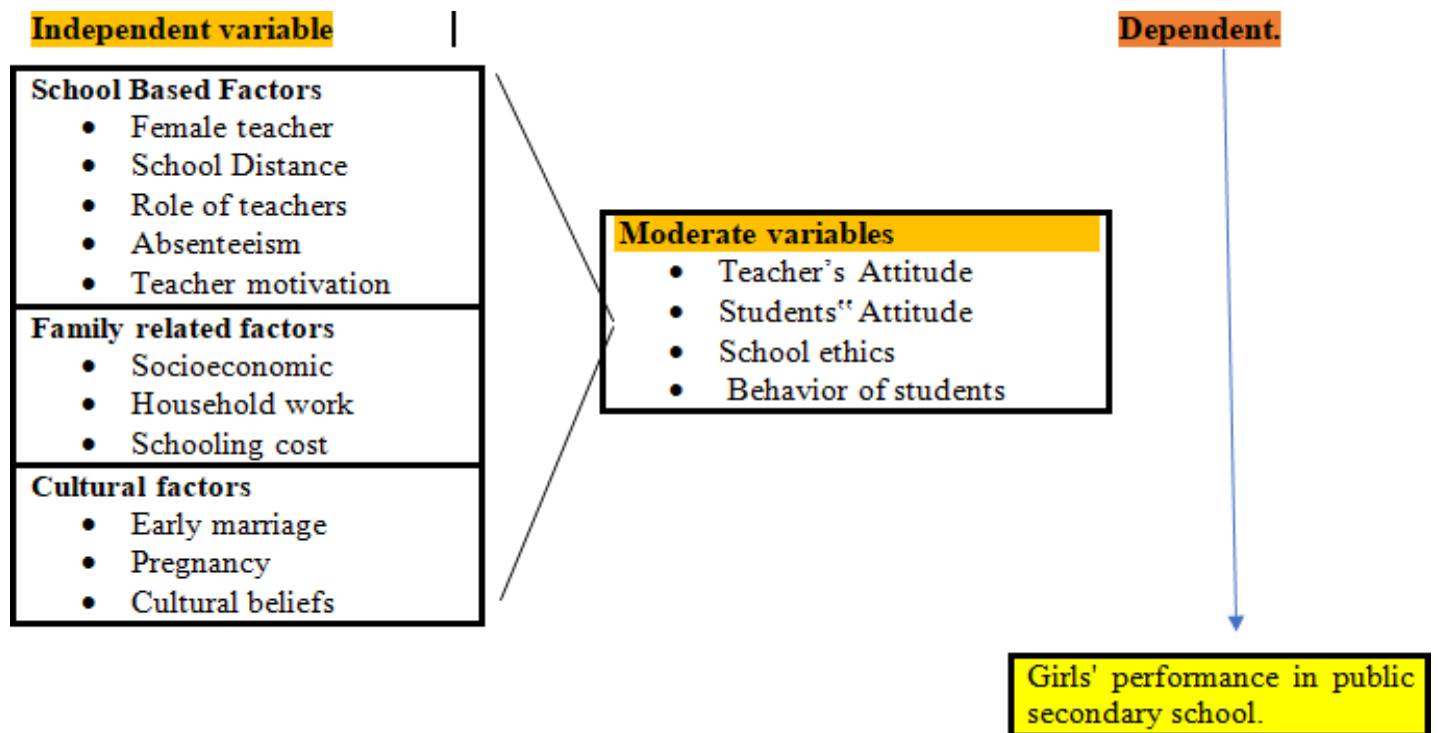
contribute to disproportionately low access to schooling (Abdi, J. 2010). And according to (MOE &S, 2017) the level of participation of females and women in the education system in the Somaliland is still very low as the Growth Enrollment Ratio (GER) as indicated the ministry of education and science and the enrolment of the female students in public secondary schools is 39% (ESA, 2017).

- Despite some increase in the Gross Enrollment Ratio (GER), Somaliland is still off track to reach 100 percent secondary school enrollment by 2017. Performance has been minimal, especially during the 1991s when Somaliland education system, already under strain, suffered a massive blow with the onset of civil war. During this time, much of the country’s education infrastructure was vandalized, looted, or occupied by IDPs or clan militias.

### CONCEPTUAL FRAMEWORK

The conceptual framework in this study was an attempted to investigate the major factors affecting female students’ academic performance in public secondary schools and the relationships between students’ characteristics, teachers’ characteristics, and teaching learning material, schools’ factors, family factors and others factors that influence female students academic performance in public secondary schools in the Hargeisa Educational Eastern zone in Somaliland.

**Figure 1.1: Conceptual Framework for studying the major factors Affecting female Students ‘Academic Performances in public Secondary School**



### RESEACH METHODOLOGY



### Research Design

To achieve the objectives of the study, the quantitative research approach was employed. In addition to this qualitative research approach was used as supplement to the quantitative data. Specifically, descriptive survey design was used, since in this survey design is a method of collecting information by questionnaire and interview of a sample of individual (Orodho, 2004). It was applicable in this study when collecting information about the people’s attitudes, opinions, habit or any variety of education or social issues (Orodho, 2009).

### Study Area

The study was conducted in the eastern educational zone in Hargeisa. The study was focused on four ordinary secondary schools, namely, M. A. Ali secondary, M. MOOGE secondary school, WARANCADE secondary school and Gacan libax Secondary school.

### Target Population

According to the Ministry of Education and science there are 11 public secondary schools spread across eight (8) districts in Hargeisa, namely, 31may, Ahmed Dhagax, 26- juune, M. Mooge, Macalin Harun, Gacan libax, Ibrahim koodbur and Mohamoud hybe. The study targets schools located in Eastern educational zone. The schools located in eastern educational zone are 6 public secondary schools. The target population of this study was the female student’s academic performance in public secondary schools, school principals and teachers.

**Table 3.1 the population of students and teachers**

Schools	Students	Male	Female	Teachers	Total
M.A. Ali	900	780	120	45	945
M.mooge	260	190	70	20	280
Gacan libax	850	700	150	35	885
Warancade	300	210	90	30	330
Total	2310	1880	430	130	2,440

Source: school record in 2019

### SAMPLE AND SAMPLING TECHNIQUE

In the study area, there are about 6 public secondary schools in eastern educational zone in Hargeisa and the researcher where selected four (4) of them namely M.A. Ali, M. Mooge, Waran cade and Gacan libax secondary schools. This study used a stratified random sampling method to select the participants from the public schools. Stratified random sampling is a method of sampling that involves the division of a population into smaller groups known as strata. In stratified random sampling, the strata are formed based on members' shared attributes or characteristics (Bonett, 2015). A random sample from each stratum is taken in a number proportional to the stratum's size when compared to the population. These subsets of the strata are then pooled to form a random sample. So, in this study, the target population was the female students. The sample size of female students was determined by using probability sampling (systematic random sampling) from the sample frame. Since the population is large, taking samples is needed. Thus, the researcher where an employed Kothari’s formula.

$$n = \frac{z^2pq + me^2}{\frac{me^2 + z^2pq/N}{N}}$$

$$n = \frac{1.96^2 \cdot 0.9 \cdot 0.1 + 0.05^2}{\frac{0.05^2 + 1.96^2 \cdot 0.9 \cdot 0.1 / 430}{430}}$$

$$n = \frac{0.345744 + 0.0025}{\frac{0.0025 + 0.345744 / 430}{430}}$$

$$n = \frac{0.348244}{\frac{0.0025 + 0.345744 / 430}{430}}$$

$$n = \frac{0.348244}{0.003304} \quad n = 105$$

n = 105. Therefore, the sample size of the study is 105 respondents. Where: - N = 430, Z = 1.96/95%, p = 0.9, q = 0.1, ME = 0.05/5%. N = population size n = desired sample size z = standard normal variable at the required confidence level. p = estimated characteristic of target population. q = 1 - p. ME = level of statistical significance set/margin of error.

**Table 1.1 the sample size of students and teachers**

Schools	Target population	Male students	Female students	Proportion
M. A. Ali	900	780	120	29
M. mooge	260	190	70	17
Gacan libaax	850	700	150	37
Warancade	300	210	90	22
<b>Total</b>	<b>2310</b>	<b>1880</b>	<b>430</b>	<b>105</b>

Source: School record in 2019

The total number of teachers and principals in the four schools are 134 (130 teachers, 4 principals). Thus, the researcher was selected 36 teachers and 4 principles by using purposive sample technique according to their potential of experience of teachers and due to time and financial constraints.

**Table 1.2 sample size of teachers and principals**

Schools	Population teachers	Principals	Sample size
M. A. Ali	45	1	12
Gacan libax	35	1	10
Warancade	30	1	8
M. mooge	20	1	6
<b>Total</b>	<b>130</b>	<b>4</b>	<b>36</b>

**Source: school record in 2019**

Finally, the total of respondents is 145 included in girls', teachers and principals.

### INSTRUMENT OF THE STUDY

This study where used four sets of tools to collect data. These include in questionnaires and interview guides.

### DATA ANALYSIS

After all the data are collected, cross-checking of all instruments was done to determine inaccurate, incomplete or unreasonable data and then improve the quality through correction of detecting errors and omissions. Data coding were done as per objectives of the study and then entered into a computer for analysis. The data analysis procedure where involve both quantitative and qualitative procedures (mixed research).

According to Gay (1992), Descriptive survey is commonly represented by the use of frequency tables, graphs, pie-charts mean, calculation of percentages and tabulating them appropriately. Quantitative data where analyzed using Descriptive statistics such as frequency tables, means and percentages, charts, bar graphs and the researcher use software of statistical package for social science (SPSS) and EXEL sheet. And inferential statistics such as the chi- square. Qualitative data were organized, coded and categorized the information from the respondents. The qualitative data where presented thematically in line with the subjunctives of the study. However, this method is chosen because the data are categorized into themes in relation to the opinions,

### RESULTS AND ANALYSIS

**Table 4.1: Demographic characteristics of teachers**

	Frequency (F)	Percentage (%)
Gender		
Male	23	63.9%
Female	13	36.1%
Level of Education		
Diploma	5	13.9%
Bachelor's degree	21	58.3%
Master's degree	6	16.7%
Others	4	11.1%
Years of Experience 2-4 years		
5-7 years	13	36.1%
8-10 years	19	52.8%

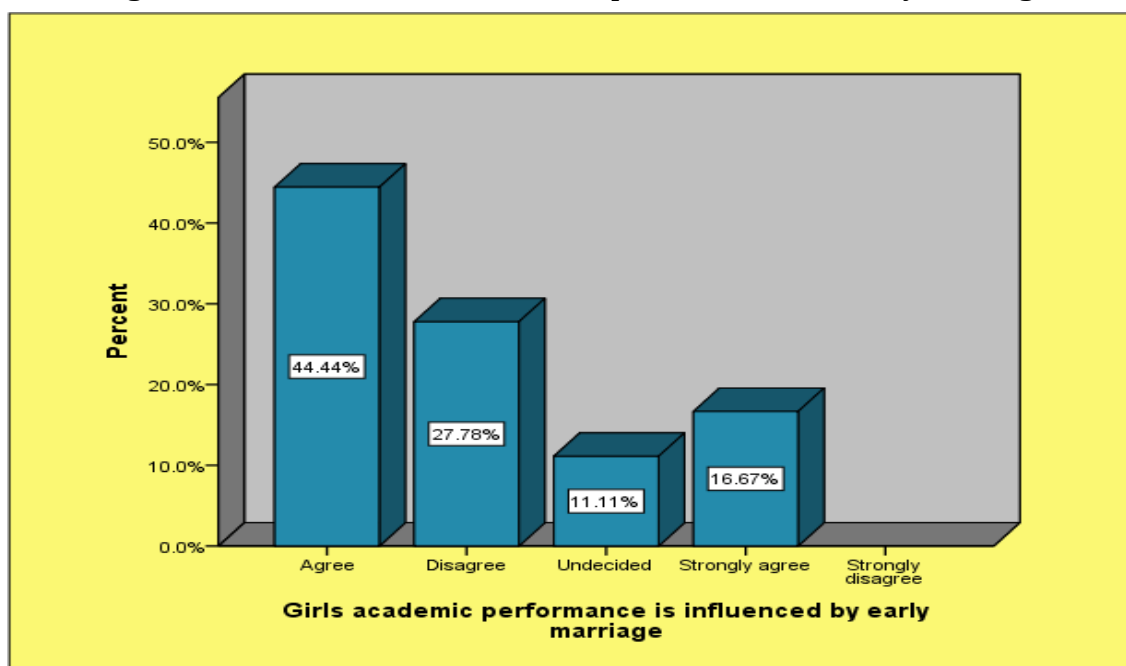


	11.1	11.1%
Age		
20-23 years	15	41.7%
24-27 years	16	44.4%
28-31 years	5	13.9%

The demographic factors of the teachers, in terms of age and gender are also important in providing explanation to the observation of the study. The attributes of the teachers such as age and experience of the teachers may directly affect the performance of the students. A study by Obiero, (2010) revealed that professionalism of teacher’s behavior and management affects the performance of the teachers of the studied schools in the middle-aged category where they have worked for the couple of years.

According research target (63.9%) of the respondents was male, whereas (36.1%) were female. So, this shows you that most of the secondary teachers are Male instructor. The causes of these fewer female teachers the researcher understand that cultural factors are there which does not encourage females to be School teacher, but recently as you see there is increasing number of female teachers. Similarly the above table of the respondent’s explains the level of experience of the teachers which (13.%) are Diploma holders, (58.3%) were Bachelor degree, (16.7%) were Master’s degree and finally (11.1%) were other qualifications which show you that the majority of the respondents are the Bachelor’s degree holders. similarly, the next table of the respondents explains their level of experience which is 2-4 were (36.1%), 5-7 were (52.8%) and finally 8-10 are (11.1%). As you see majority of the respondents had 5-7 years of experience. Finally, the age groups of the respondents are as follows; 20-23 years were 41.7%, 24-27 were 44.4% and lastly 28-31 years were 13.9%. According to the findings nearly 86% of the respondents were less than 28 years.

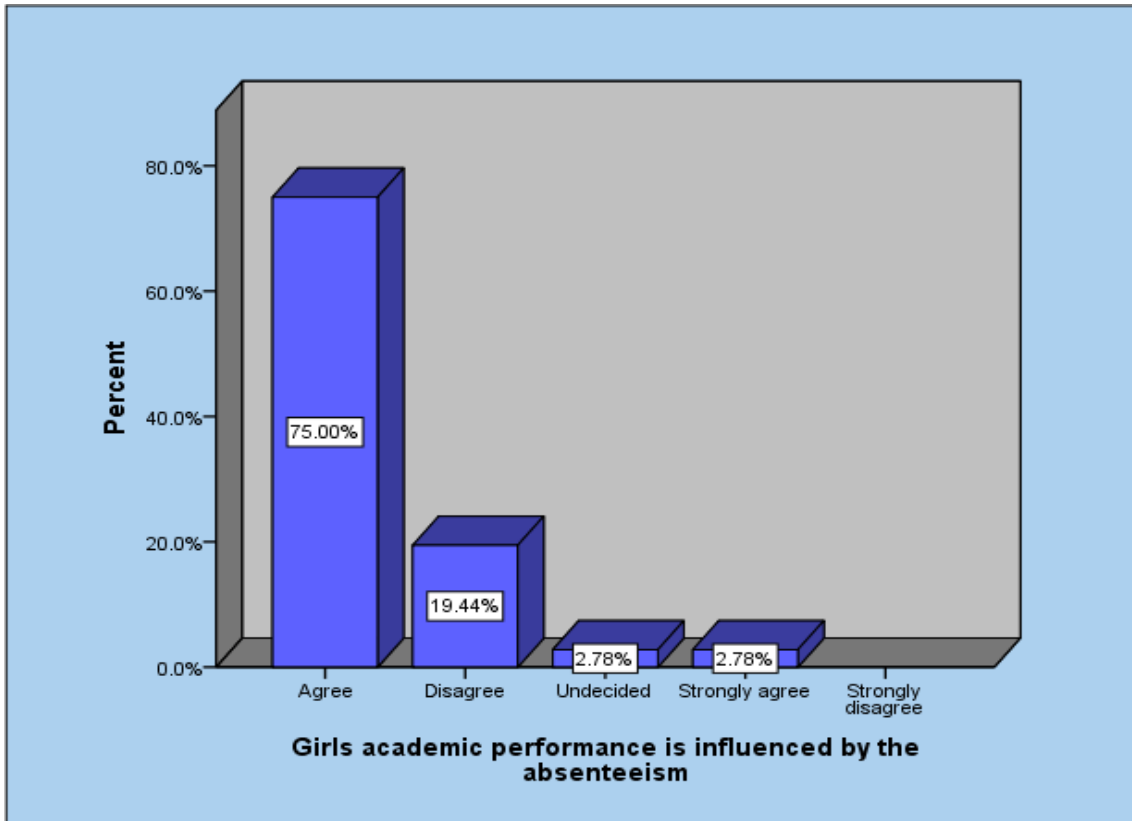
**Figure 4.2 Female students’ academic performance and early marriage**



As this figure shows 44.44% percent of the respondents give a response of agree, 27.78%

responded Disagree, 11.11% responded Undecided and finally 16.67% responded strongly agree. According to the above findings majority of the respondents responded Agree and early marriage is the one of the biggest challenges of the girl’s academic performance.

**Figure 4.3 Female students’ academic performance and Absenteeism**



As this figure shows 75% percent of the respondents give a response of agree, 19.44% responded Disagree, 2.78% responded Undecided and finally 2.78% responded strongly agree. According to the above findings majority of the respondents responded agreed that the school absenteeism is the one of the biggest challenges of the girl’s academic performance.

**Table 4.3 Factors affecting female students’ academic performance in schooling**

	Frequency	Percent
Domestic chores	8	22.2%
lack of female role models	12	33.3%
childhood pregnancies	7	19.4%
Culture	9	25.1%
<b>Total</b>	<b>36</b>	<b>100.0%</b>

The above figure shows 22.2% percent of the respondents gave a response of Domestic chores, 33.3% responded Lack of female role models, 19.4% responded childhood pregnancies and lastly 25.1% responded culture. According to the above findings the responses were scattered and independently they selected different causes, but the most agreed challenge is lack of female role models in the society, culture is also another gigantic factor which has negative impact on girl’s education globally, Domestic chores are also another challenge for girls’ academic performance.

**Table 4.4 Parents’ level of education and girl’s performance**

	Do you think parents' level of education affects your performance?
Chi-Square	42.752 <sup>a</sup>
Df	1
Asymp. Sig.	.000

As this table shows the parents level of education and occupation affects girl's performance when compared the p-value with significance level, so that significance level is greater than p-value. According in this finding the parent's level of education has direct relationship on the female student's academic performance in public secondary schools in eastern educational zone in Hargeisa, Somaliland.

**Table 4.5 factors affects academic performance and schooling factors**

	School distance affects girl's education	Inadequate learning materials	Inadequate lighting and technology	Shortage of female teachers
Chi-Square	115.762 <sup>a</sup>	116.800 <sup>b</sup>	74.390 <sup>a</sup>	104.714 <sup>a</sup>
Df	3	2	3	3
Asymp. Sig.	.000	.000	.000	.000

According the above findings in the table 4.13, school distance affects female students' academic performance, because p-value is less than statistical significance. So that school distance has positive impacts girl's academic performance, also inadequate learning materials such as lighting and technology has affected female students' academic performance when the comparing p-value with statistical significance level and lastly, shortage of female teacher also has direct influences to the female student's academic performance in public secondary schools. Finally, the respondents agreed with the school factors have direct affects in female academic performance.

- The researcher recommended that the Ministry of Education and Science, Local NGOs and other stakeholders in educational system should be role playing the multiple complex challenges which affect female students' academic performance.
- Some of challenges needed are application of policies in the school that protect Educational constitutions and rights of the female student's academic performance from supporters of educational institutions, support system for female students in particular that would help them academically competent, internal rules and regulations that protect the performance of female students.

**Table 4.6 factors affects female students' academic performance and schooling factors.**

	Poor command of English	The role of teachers	books and library	Does school environment influence girl's performance in public schools?	School leadership influences the academic performance of the girls in public secondary schools
Chi-Square	22.867 <sup>a</sup>	117.943 <sup>b</sup>	44.219 <sup>c</sup>	104.333 <sup>c</sup>	62.400 <sup>b</sup>
Df	1	2	3	3	2
Asymp. Sig.	.000	.000	.000	.000	.000

The above table 4.13 indicates the major factors affects girls academic performance in public secondary schools which included in poor commands of English, the role of teacher, books and library, school environment and school leadership all the above mention factors are highly statistical significance level affects girl's academic performance in public secondary school in Hargeisa Somaliland, since p-value is less than statistical significance, so that students' academic performance and school leadership, role of teacher, school environment, books, library and poor English all the factors are considered in the major challenges which influenced the academic performance in public secondary schools in Hargeisa Somaliland.

Teachers should offer guiding and counseling to female students on how to advance their learning for counseling and guiding stands out to be a significant factor in creating and improving awareness on how to properly use their resources - time and learning materials such as text books, reference materials, school labs, libraries to minimize the positive challenges faced in the female students academic performance.

## FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

### FINDINGS

- The first objective of the study was to analyze the factors that influence female students' academic performance in public secondary schools. The study found that; major factors (early marriage; absenteeism and domestic homework) which affect female students' academic performance 44.4 % of the female students affects domestic homework, 44.4 % of the female students affects early marriage and 75.0% of the female students are affects absenteeism. This attitude of the female academic performance is low according to the above results provided the respondents. The always perceived themselves as academically weak and they believe that they can't make it. Because barriers with other traditional culture which influenced the academic performance in public secondary schools in eastern educational zone Hargeisa Somaliland. The major traditional factors contributed the female performance are included in early childhood pregnancy, school distance, domestic homework and biological period such as menopause.
- The second objective was to explore the influences of parent's level of education and occupation on female students' academic performance in public secondary schools. It was established that educated parents perceive the need of female students 'education in a better way than those who are not educated. Educated parents also facilitated the female students 'learning at home, encourage their children through continuous follow up and motivational support for them to performance better academically. The analysis of data indicated that the level of parental education highly affects the academic performance of female students; the study indicated that 82.5 % of mother and 64.0 % of father did not attend any school. So, that the students agreed the level of parental education is highly affects the girl's academic performance. This study revealed that poor academic performances of the female students are more evident when the parents and family members who are totally non- educated. Finally, all the above mention results are indicated the major challenges facing the female student in public secondary schools in Eastern zone Hargeisa Somaliland.
- The third objective was to find out main factors of environmental, leadership, and distance to school involvement for female students' academic performance. The study results showed that female students' academic performance was significantly ( $p < 0.05$ ) affected by factors (learning material, school environment, leadership, school distance and role of female teacher) are one of mostly affecting female students' academic performance.

Moreover, failure of teachers' commitment to assist female students, and negative attitude of community towards female schooling and low perception or stereotype of students being a woman are factors affect females' academic performance. In the interview held with different participants all teachers and principals asserted that the reason for low academic performance of female students was the lack of female role model teachers in teaching profession in the public secondary schools and lack of support of learning material from ministry of education and science in each level. All the above mention factors are statistically significance affects female students' academic performance in public secondary schools.

## CONCLUSIONS

The main objective of this study was to assess the major factors influencing female students' academic performance in public secondary schools in Eastern educational zone Hargeisa Somaliland and to suggest strategies that may help to improve female students' academic performance. According to the findings of this study the researcher concluded that the major factors that contributed female students' academic performance and these factors are complex issues which have multidimensional faces. This had been indicated from the findings in terms of, percentage of independent variable. The researcher concluded that based on the findings, the major factors (early marriage; absenteeism and domestic homework) which mostly affect female students' academic performance. Most of the female students reported that domestic homework and early marriage affected their studies. The rate of absenteeism of female students was also very high due to school distance and long distances from schools could also be leading to time wastage and fatigue leading to poor performance. On the other hand, the learning environment affect female students' academic performance, in a poor learning environment discouraging female performance and this leads them low academic performance.

The findings of this study showed the parents' educational backgrounds have direct relationship with female students' academic performance. As the study revealed that, the level of parental education extremely affects the academic performance of female students and the study showed that 82.5 % of mother and 64.0 % of father did not attend any school. So, that the students agreed the level of parental education is highly affects the female student's academic performance. Parent's level of education has positive attitude towards female students' academic performance and their involvement will play significant role in female students' academic performance. However, lack of parental involvement, encouragement and support of parents in female education was very low which will hide their potential to achieve academically better. In addition, poor parental child relation also attributes to poor performance of female students. More ever, a large number of female students believe that they being females are not supposed to take any greater interest in studies as their primary duties are to look after there would be husbands, run their families effectively, rear children and involved in household activities. The study also concludes that, to improve academic performance, school principals from low performing schools should improve on their instructional supervision. Low performing schools can also improve by observing prudent time utilization and syllabus coverage. Provision of adequate teaching and learning and involvement of parents in students' discipline are also strategies that low performing schools need to adopt to improve academic performance.

## RECOMMENDATIONS

Based on results and conclusions drawn, the following suggestions are proposed to promote female

students' academic performance.

- The study found that the extent to which parental involvement affects academic performance of female students in public secondary schools is to a great extent. This study therefore recommends that the government intervenes to create more awareness on the need of parental involvement in the education of their students (females). This can be done by encouraging teachers under the supports of education officials to sensitize the parents on the importance of education for their female students on the future and hence the need to get involved in it.
- The Government should be provided with schools on the required facilities to facilitate proper learning (textbooks, workbooks, computers, televisions, charts and real objects). The learning materials should be provided to schools within the school to facilitate learning. This is a call to the ministry of education and science to help in funding the public secondary schools in Eastern educational zones in Hargeisa, Somaliland. So that females' students can have a positive attitude towards their schools due to proper quality and adequacy of facilities. And also, to reduce the time spent on the household chores that affect the female student academic performance.
- All level of government should be involved in national policies for females' students an education and rank them as a high priority in the governmental agenda, thus making them a factor of mobilization and a source of credibility in the eyes of civil society.
- The research explicated that a reasonable barrier to the schooling of female students is the fact that parents themselves have not been to schools and may not have enough idea about the benefits of education or what schools can do for their students (females). In minimizing this barrier, therefore, the school and the ministry of education and science should arrange awareness creating program to help parents and communities better to understand and appreciate the value of schooling and the benefits of education on the female students. Concurrently, the schools and the Ministry of Education and Science should not play a vital role to organize and encourage the education of female students in public secondary schools in Eastern educational.

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