

Gender Disparity in Academic Achievements in Ethiopian Colleges of Teacher Education

By

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Abstract

The main objective of this study was to investigate disparity in academic achievement of female and male students in colleges of teacher education in Oromia, and to identify variables attributing to this disparity. Three Colleges of teacher education, namely: Asella, Jimma and Nekemte were selected by purposive sampling. 184 female and 155 male students of third year were selected by quota and simple random sampling techniques. The study was carried out by employing closed-ended questionnaires addressing issues attributing to academic achievements like gender stereotype, admission procedure, institutional satisfaction, parental style, learning style, personality style and accommodation issues and Cumulative Grade Point (CGPA) of Ethiopian General Secondary Education certificate examination (EGSECE) and College academic achievements. These variables were analyzed with t-test, ANOVA, and simple regression analysis. The results of the study indicated that there are statistically significant differences between male and female students in academic achievement in both EGSECE and College CGPA, and further more at stream levels male students are significantly performing better than female students. From attributing variables, there are statistically significant differences between male and female students towards gender stereotype and institutional satisfaction while the same responses were obtained in other attributing variables. Moreover, the regression analysis shows that gender stereotype; institutional satisfaction and accommodation issues are significantly associated with female students' academic achievement.

Keywords: *Gender, Gender Balance, Gender Disparity, Academic Achievement, Teacher Education*