

## **The Practices of Culturally Responsive Pedagogy in Nexus to Enhancing Female Students' Academic Performance in Selected Colleges of Teachers Education**

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**ABSTRACT:** The main objectives of this research were to investigate the practices of cultural responsive pedagogy in nexus to enhancing female students' academic performance in college of teachers' education. Through convergent parallel mixed method, the data were collected from 89 female and 50 male students, 40 instructors, 2 vice-academic deans and 2 gender coordination units were selected by using stratified, availability, simple random and availability sampling techniques respectively. Quantitative data were analyzed by using descriptive and inferential statistics whereas qualitative data were analyzed through narration. The findings of the study revealed that the awareness of different stakeholders on the practices of cultural responsive pedagogy in general and gender responsive pedagogy in particular was not encouraging. Preparation of gender responsive plans and utilization of gender inclusive language in classroom were not institutionalized. Although it requires special skills and attitudes, most instructors had not prepared and utilized gender responsive lesson plans. Besides, female students have not had guidance and counseling services on how to be successful in their study. They were also living in the off-campus residence which ultimately made female students vulnerable to socio-cultural pressures. The finding of the study mirrored out that planned and organized tutorial classes and other affirmative actions were not fully provided to capacitate them. These potential risks had mired their skills to speaking out, decision-making, assertiveness, self-confidence and leading. The analysis of their results showed that participation is numerically large but the academic performances of most female students were low compared to their male counter parts in general and in mathematics and sciences in particular. Therefore, practices of cultural responsive pedagogy in general and gender responsive pedagogy in particular are not institutionalized.

**Key Words:** Gender, Inclusive language, school characteristics and socio-culture.

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### **I. INTRODUCTION**

#### **1.1. Background of the Study**

It is known that since 1995 on wards a paradigm shift in education has been taken place in teachers' education program to be acquainted with gender mainstreaming throughout the world. According to the available literature, in Ethiopia, participation of females in education in general and tertiary education in particular is low compared to male counter parts. With this regard, Ayalew (2000) confirms that the attitude of society which gives maximum value to men than women and various traditional sayings that manifest the women's place in the home and dependent on men were some of the major factors that hindered women from education mainstream. Education's contribution to women for wider social network, identification with the modern world encouraging innovation, improving mothers' own well-being and that of their families (Kowesiga, 2002). Similarly, Baker (2003) summarizes that women and minorities had limited chance to reach school due to country and school characteristics (instruction type, teachers expectations, curriculum materials, access to education, policy and program guidelines), parental attitudes and economic conditions of family and cultural factors (cultural norms and values). This remarks that gender and socio-economic status directly affects epistemological beliefs of students which in turn affects students' academic achievements. All countries including Ethiopia have come to realize the importance of education for national development (ETP, 1994). This indicates that equal treatment of boys and girls contribute to complete development of the country.

More practically, education of females enhances economic productivity, reduces fertility rates, lower infant and maternal mortality and improves the health and nutritional status (Edda, 2000). So that integrating gender issues including gender responsive pedagogy across all levels of education system is one of the means of addressing educational equity and quality. Classrooms are also biased of in favor of boys that

teachers pay attention to boys, call on boys, ask boys more complex questions and encourage greater participation and achievement in boys than in girls (Richard, 2002). This shows that teachers hold little regard for the ability, character and potential of female students in comparison to male students.

The position of females in the society provides an exact measure of the development of the society but females in the third world countries like Ethiopia are subjected to gender discrimination in every walk of their life (Ayalew, 2000). This is associated with socio-culturally constructed and transformed beliefs, habits, norms and values against women. However, cultural responsive pedagogy in general and gender responsive pedagogy in particular calls for teachers to take all encompassing gender approach in the processes of lesson planning, teaching, classroom management and performance evaluation. However, many teachers apply teaching methodologies that do not give girls and boys equal opportunities to participate in the instructional processes (Penina et al, 2005). As one of the school environments, peer groups impose pressure on female students' performance and academic achievement. Members of the peer groups spent much of their free time in sharing out different affairs including their academic performance and achievement. The condition may help or impede his /her academic performance and achievement depending on the values of the group (Datta, 1997). Moreover, studies suggest that peer pressures particularly pressures from boys are especially powerful in making boys to the line when it comes to gender (Richard, 2002). Similarly, advices given by guidance and counselor to clients often tend to encourage young women to stay in traditional roles as wife and mother or to pursue traditionally female dominated careers rather than a broader range of career options (Teshome, 2004). This shows that the way even advice and support given might lead to gender stereotyping. However, tutorial programs are also common at all levels of schooling from free subject or redesigning lessons to make the instruction clear or more personalized for individual students (Eliot, 2000). This remarks that attention was given to improve female students academic performances even though an implementation is not to the point of expectation. Due to the existing gender disparity, female students are not free to be competent enough in their participation, academic performance and achievement with their male counter parts.

## **1.2. Statement of the Problem**

From Researchers' long experiences in HEIs, participation in seminars, conferences and academic discussions, and their engagement in knowledge production in inquiry-based research projects and utilization in the teaching-learning processes, development is unthinkable without having skilled citizens that come out of competitive type of education system since the world in general and Ethiopia in particular has given due attention to knowledge-based economy. When Ethiopia is moving to stand among the middle income countries and to achieve GTP I & II targets by 2015 and 2020 respectively and MDGs by 2015, one may ask about the status of women academic performances and successes as key priority areas in the development of Ethiopia since educating and empowering females is the best instrument to improve the life of the family, community and society at large. In light of this, Aseidu and Lien (2005) suggest that if you educate women, you educate a family. Hence, educating females improve not only women's productivity but also enhances human capital accumulation of future generation. However, imparting knowledge on the subject matter and professional studies in the colleges of teachers' education alone are not enough for female students to become efficient and effective to improve their academic performances.

Cultural responsive teaching such as using cultural knowledge, prior experiences and performance styles of diverse students are essential to make learning more appropriate and effective for all learners (Gay, 2000). This remarks that institutional, instructional and personal dimensions of cultural responsive pedagogy facilitates and supports cultural responsive classroom, effective teaching and learning to promote students' achievements in general and female students in particular. However, gender biases are expressed through language that reveals the belief that girls cannot perform as well as boys, boys should not allow themselves to be outperformed by girls (FAWE, 2005). As they are located in agricultural and cash crop areas, female students learning in colleges of teachers' education are facing some difficulties in classroom and in the wider communities. As a consequence, this resulted in remarkable differences between females and their male counter parts in academic performances in almost all courses given in institutions. Hence, as far as the knowledge of the researcher was concerned, no research has been fully conducted on the practices of culturally responsive pedagogy in nexus to enhancing female students' academic performances in college of teachers' education. Therefore, based on these substantial information, professional knowledge and experiences, the researcher was initiated to conduct a research on this particular problem.

## **1.3. Objectives of the Study**

Based on the stated problem, the study has the following objectives. These are to:

1. Evaluate the practices of cultural responsive pedagogy in nexus to enhancing female students' academic performance.
2. Identify determinants factors that affect the academic performance of female students.

3. Make female students competent enough in their academic performance.
4. Strengthen the awareness of instructors on the practices of gender responsive pedagogy.
5. Advance quality of teaching-learning processes in CTE by implementing cultural responsive pedagogy at personal, instructional and institutional dimensions.

#### **1.4. Research Questions**

To achieve the stated objectives, the following research questions were raised to be answered. These are:

1. What are the challenges of CTE to practices cultural responsive pedagogy at personal, instructional and institutional dimensions?
2. What are the determinants factors affecting female students' academic performance?
3. Are there significant differences between female and male students in their academic performance?
4. To what extent do instructors participate to implement gender responsive pedagogy?
5. To what extent does enhancing academic performance of female students contribute to quality of instruction?

#### **1.5. Delimitation of the Study**

Even though enhancing academic performance of female students is a crucial issue in achieving growth and transformation plan and to ensure quality of instruction in Ethiopia, it is difficult to conduct an investigation in a wider geographical area. Due to time and resource constraints, the researcher was forced to delimit the scope of this research geographically only to Bule- Hora and CTE. It was also theoretically delimited to implementation of cultural responsive pedagogy in nexus to enhancing female students' academic performances. These were used to make the work manageable and specific to be undertaking an in-depth investigation.

## **II. RESEARCH DESIGN AND METHODOLOGY**

### **2.1. Research Method**

A Mixed research design with convergent parallel mixed method was employed with the intention of getting the general images of the practices of cultural responsive pedagogy in nexus to enhancing female students' academic performances in Bule-Hora and Fitcha CTE. This method was selected because it is helpful to show situations as they currently exist (Anderson, 1998). Therefore, the researcher believes that this method is an appropriate method to describe on-going processes.

### **2.2. Sources of Data**

The data were collected from both primary and secondary sources of data to get sufficient information with respect to the study. Hence, the primary sources of data were instructors, vice academic deans, gender coordination units and students whereas the secondary sources of data were students' rosters, modules and instructional plans.

### **2.3. Samples and Sampling Techniques**

The ideal sample size of a target population is large enough to serve as an adequate representative and small enough to be selected economically in terms of both time and complexity of analysis (Best and Kahn, 1989). For this study, the sample size was determined by Cochran's Formula,  $n = \frac{N}{1 + N(e)^2}$ . Where:  $e$  = sampling error,  $n$ =sample,  $N$ =total population, at 95% confidence level and 5% margin error and  $P= 0.05$  for categorical level for an alpha level (Cochran, 1977). This indicates that the sample size should be greater than 5% of the total population.

**Table 1: Target Population and Samples of the Study**

S/N	Participants	Population	Samples
1	Instructors	52	40
2	Male students	522	50
3	Female students	290	89
4	Vice Academic Deans	2	2
5	Gender Coordination Unit	2	2
	Total	868	183

A total of 167 respondents were selected as samples of the study by using different sampling techniques from a total of 840 target population of Bule-Hora and Fitcha CTE. Accordingly, 40 instructors were selected by using availability sampling technique on the bases of their relevance to give genuine information. Similarly, 89 female students and 50 male students were selected by using stratified random sampling

techniques from 290 female and 522 male students respectively. Moreover, 2 vice academic deans and 2 gender coordination units were selected by using availability sampling technique based on the fact that they are directly involved in the overall instructional processes.

**2.4. Data Collection Instruments**

The instruments used to gather data were questionnaires, interviews, observation and document analysis. Regarding this, Cress well (2007) states that employing multiple data collecting instruments help the researcher to combine, strengthens and amends some of the inadequacies of the data. Close and open-ended questionnaires were set for students and instructors. The researcher preferred questionnaires because it is easier to handle and simple for respondents to answer within short period of time (Koul, 2008). Due to this fact, the researcher planned to use questionnaires as the main data gathering instruments. Moreover, the researcher used semi- structured interview to generate a verbose and argued responses to questions (Matt, 2000). To triangulate the data, observation and document investigation were also carried out.

**2.5. Procedures of Data Collection**

Before the actual data collection was carried out, instruments were checked by language instructors and a pilot test was conducted on none sample college of teachers’ education. The collected data were calculated by using Chronbach alpha and resulted in reliability coefficient, 0.845, 0.867 and 0.909 for instructors, male students and female students respectively. Based on comments of language instructors and the calculated figures clarifications and modifications were made on few items of questionnaires.

**2.6. Methods of Data Analysis**

The data collected through questionnaires were tallied, counted, tabulated and analyzed by using descriptive and inferential statistics such as percentages and chi-square test. Besides, the data obtained through interview, observation and document analysis were organized and narrated qualitatively.

**III. PRESENTATION, DISCUSSION AND INTERPRETATION OF DATA**

**Table 2: Profiles of Respondents**

No	Variables	Characteristics	Academic Staffs		Students	
			No	%	No	%
1	Sex	Male	40	95	50	36
		Female	2	5	89	64
		Total	42	100	139	100
2	Qualification	MA/MSC	30	71		
		BA/BSC	12	29		
		Total	42	100		
3	Work Experiences	6-10	4	10		
		11-15	24	57		
		>=16 years	14	33		
		Total	42	100		

Table 2 shows that with respect to participation of academic staff respondents, 95% were males whereas 5% of them were females. This indicates that the participation of females as academic staffs is very low compared to males. On the other hand, 64% and 36% were female and male students respectively which indicate that the participation of female students is high compared to their male counter parts. Besides, the educational qualifications and work experiences of the academic staffs were found to be satisfactory. With respect to educational qualification of academic staffs, 71% were MA/MSC and 29% were BA/BSC holders. The work experiences of 33% of the academic staffs were >=16 years, 57% of the academic staffs have 11-15 years and 10% of the academic staffs have 6-10 years experiences. This shows that the academic staffs have enough work experiences to implement gender responsive pedagogy properly.

**Table 3:** Internal and External Environment of the Colleges of Teachers Education

No	Items	Instructors		Female Students		Male Students		Total	$\chi^2$ -Test
		F	%	F	%	F	%		
1	Fitness and conduciveness of the internal environment of colleges of teachers education for female students								Computed $\chi^2 = 6.400$ Critical $\chi^2 = 9.488$ $df=4$
	Moderately conducive	22	55	58	65	30	60	110	
	Poorly conducive	18	45	31	35	20	40	69	
	Total	40	100	89	100	50	100	179	
2	Availabilities of facilities of the CTE to attain the intended educational objectives in light of improving female students' academic performances								Computed $\chi^2 = 5.869$ Critical $\chi^2 = 9.488$ $df=4$
	Adequate	10	25	31	35	14	28	55	
	Inadequate	30	75	58	65	36	72	124	
	Total	40	100	89	100	50	100	179	
3	The conduciveness of external environment of the colleges of teachers education in light of female students off-campus residence								Computed $\chi^2 = 9.788$ Critical $\chi^2 = 9.488$ $df=4$
	Highly conducive	6	15	7	8	11	22	24	
	Moderately conducive	10	25	32	36	11	22	53	
	Poorly conducive	20	50	39	44	19	38	78	
	Totally unsafe	4	10	11	12	9	18	24	
	Total	40	100	89	100	50	100	179	
4	Coordination and commitment to safe female students from any sexual harassment?								Computed $\chi^2 = 1.190$ Critical $\chi^2 = 9.488$ $df=4$
	Highly coordinated and committed	5	12	23	26	15	30	43	
	Moderately coordinated and committed	12	30	28	31	16	32	56	
	Poorly coordinated and committed	23	58	38	43	19	38	80	
	<b>Total</b>	<b>40</b>	<b>100</b>	<b>89</b>	<b>100</b>	<b>50</b>	<b>100</b>	<b>179</b>	

Item 1 of Table 3 shows that the majority of respondents, 55% instructors, 65% female students and 60% male students respectively reported that they were moderately conducive and fit to undertake effective instructional processes for both students. Moreover, it was also tested by the computed value of  $\chi^2 = 6.400$  is less than the critical value of  $\chi^2 = 9.488$  at 5% level of significance for 4 degree of freedom. Therefore, there is no statistically significant difference between perceptions of respondents on the conduciveness of the internal environment of institution. Item 2 of the same Table reveals that 75% instructors, 65% female students and 72% male students respectively assured that educational facilities in the institution was inadequate. It was also tested by the computed value of  $\chi^2 = 5.869$  is less than the critical value of  $\chi^2 = 9.488$  at 5% level of significance for 4 degree of freedom. Therefore, there is no statistically significant difference between perceptions on poor adequacy of educational facilities. Likely, Table 3 item 3 shows the responses of respondents to the conduciveness and fitness of the external environment of colleges of teachers' education. The majority of respondents, 50% instructors, 44% female students and 38% male students respectively reported that the external environment of their colleges of teachers education were non-conducive. Moreover, it was checked by the computed value of  $\chi^2 = 9.788$  is greater than the critical value of  $\chi^2 = 9.488$  at 5% level of significance for 4 degree of freedom. Therefore, there is statistically significant difference between responses of respondents. Item 4 of the same Table indicates that the majority of respondents, 58% instructors, 43% female students and

38% male students reported that stakeholders were poorly coordinated and committed to safe female trainees from sexual harassment. Moreover, it was asserted by the computed value of computed  $\chi^2=1.190$ ,  $df=4$  much less than the critical value of  $\chi^2=9.488$  at 5% level of significance for 4 degree of freedom. Therefore, there is no statistically significant difference between perceptions of respondents.

**Table 4: The Practices of Gender Responsive Teaching**

No	Items	Instructors		Female Students		Male Students		Total	$\chi^2$ -Test
		F	%	F	%	F	%		
5	The practices of gender responsive lesson plan in your colleges of teachers education								Computed $\chi^2 = 8.104$ Critical $\chi^2 = 12.592$ $df=6$
	Very good	4	10	14	16	8	16	26	
	Good	6	15	18	20	6	12	30	
	Poor	23	58	44	49	25	50	92	
	Very Poor	7	17	13	15	11	22	31	
	Total	40	100	89	100	50	100	179	
6	Utilization of gender inclusive language in classroom by instructors								Computed $\chi^2 = 9.925$ Critical $\chi^2 = 12.592$ $df=6$
	Very good	6	15	22	25	6	12	34	
	Good	5	13	16	18	4	8	25	
	Poor	22	55	36	40	32	64	90	
	Very Poor	7	17	15	17	8	16	30	
	Total	40	100	89	100	50	100	179	
7	Gender inclusiveness of instructional materials								Computed $\chi^2 = 23.034$ Critical $\chi^2 = 9.488$ $df=4$
	Highly inclusive	10	25	8	9	21	42	39	
	Moderately inclusive	22	55	45	51	15	30	82	
	Poorly inclusive	8	20	36	40	14	28	58	
	Total	40	100	89	100	50	100	179	
8	The practices of gender responsive monitoring and evaluation techniques in your college of teachers education								Computed $\chi^2 = 6.478$ Critical $\chi^2 = 9.488$ $df=4$
	Highly gender responsive	11	27	23	26	12	24	46	
	Moderately gender responsive	19	48	27	30	14	28	60	
	Poorly gender responsive	10	25	39	44	24	48	73	
	<b>Total</b>	<b>40</b>	<b>100</b>	<b>89</b>	<b>100</b>	<b>50</b>	<b>100</b>	<b>179</b>	

Source: Field Survey ,2015

Item 5 of Table 4 shows the majority of respondents, 75% instructors, 57% female students and 72% male students mirrored out that it was poorly/very poorly practiced respectively. Moreover, it was asserted by the computed value of computed  $\chi^2 = 8.104$  is much less than the critical value of  $\chi^2 = 12.592$  at 5% level of significance for 6 degree of freedom. Therefore, there is no statistically significant difference between perceptions of respondents. Item 6 of Table 4 shows that the majority of respondents, 72% instructors, 57% female students and 84% male students mirrored out that gender inclusive language was utilized poorly/very poorly. Moreover, it was assured by the computed value of  $\chi^2 = 9.925$  is less than the critical value of  $\chi^2 = 12.592$  at 5% level of significance for 6 degree of freedom. Therefore, there is no statistically significant difference between respondents' opinions on utilization of gender responsive lesson plan. Item 7 of the same Table shows that majority of respondents 80% instructors, 60% female students and 72% male students reported that instructional materials are highly/moderately gender. Moreover, it was confirmed by the computed value of  $\chi^2 = 23.034$  is greater than the critical value of  $\chi^2 = 9.488$  at 5% level of significance for 4 degree of freedom. Therefore, there is statistically significant difference between respondents. Table 4 item 8 shows that majority of respondents, 75% instructors, 56% female students and 52% male students indicated that monitoring and evaluation techniques practiced at each lesson induction were highly/moderately gender responsive. Moreover, it was asserted by the computed value of  $\chi^2 = 6.478$  is less than the critical value of  $\chi^2 = 9.488$  at 5% level of

significance for 4 degree of freedom. Therefore, there is no statistically significant difference between perceptions of respondents.

**Table 5: Factors that Affect Female Students' Academic Performances**

No	Items	Instructors		Female Students		Male Students		Total	x <sup>2</sup> -Test
		F	%	F	%	F	%		
9	The effect of economic status and socio-cultural background of the family on female students' academic performances								Computed $x^2 = 1.687$ Critical $x^2 = 9.488$ $df=4$
	Negatively effect	25	63	53	60	31	62	109	
	Positively effect	11	27	31	35	17	34	59	
	Does not affect them	4	10	5	6	2	4	11	
	Total	40	100	89	100	50	100	179	
10	The attitudes of male students, instructors and administrative in encouraging female students								Computed $x^2=8.283$ Critical $x^2=12.592$ $df=6$
	Very good	3	7	22	25	6	12	31	
	Good	6	15	16	18	4	8	26	
	Poor	8	20	13	15	9	18	30	
	Very Poor	23	58	38	43	31	62	92	
	Total	40	100	89	100	50	100	179	
11	The effect of off-campus residence on female students academic performance								Computed $x^2= 2.659$ Critical $x^2=5.991$ $df=2$
	Positive effect	8	20	11	12	2	4	21	
	Negative effect	32	80	78	88	48	96	158	
	Total	40	100	89	100	50	100	179	
12	Psychological readiness and confidence of female students to be competent and fight against gender stereotyping								Computed $x^2 = 12.390$ Critical $x^2=9.488$ $df=4$
	Highly	3	7	23	26	8	16	34	
	Moderately	7	18	28	31	14	28	49	
	Poorly	30	75	38	43	28	56	96	
	Total	40	100	89	100	50	100	179	

Table 5 item 9 shows that majority of respondents 63% instructor,60% female students and 62% male students reported that economic status and socio-cultural background of the family had negatively affected female students academic performances. Moreover, it was asserted by the computed value of  $x^2 = 1.687$  is less than the critical value of  $x^2 = 9.488$  at 5% level of significance for 4 degree of freedom. Therefore, there is no statistically significant difference between perceptions of respondents. Betz (1997) confirms that socio-cultural norms, economic status and school environment appear to be relevant for the achievement of students at school. Item 10 of the same Table shows the majority of respondents, 78% instructors, 58% female students and 80% male students mirrored out that the outlooks of these stakeholders was poor/very poor. It was also assured by the computed value of  $x^2 = 8.283$  is less than the critical value of  $x^2 = 12.592$  at 5% level of significance for 6 degree of freedom. Therefore, there is no statistically significant difference between perceptions of respondents. Similarly, Table 5 Item 11 shows the majority of respondents 80% instructors, 88% and 96% male students mirrored out that off-campus residence affected their academic performances negatively. It was assured by the computed value of  $x^2 = 2.659$  is less than the critical value of  $x^2 = 5.991$  at 5% level of significance for 2 degree of freedom. Therefore, there is no statistically significant difference between perceptions of respondents. Table 5 Item 12 shows that the majority of respondents,75% instructors,43% female and 56% male students have

evaluated the in the reverse. It was assured by the computed value of  $\chi^2= 12.390$  is greater than the critical value of  $\chi^2= 9.488$  at 5% level of significance for 4 degree of freedom. Therefore, there is statistically significant difference between perceptions of respondents.

**Table 6: Services Provided to Female Students**

No	Items	Instructors		Female Students		Male Students		Total	$\chi^2$ -Test
		F	%	F	%	F	%		
13	The willingness and competences of instructors in preparing additional manuals and modules to improve female students academic performance								Computed $\chi^2= 2.138$ Critical $\chi^2=12.592$ df=6
	Very good	2	5	9	10	6	12	17	
	Good	5	12	16	18	10	20	31	
	Poor	25	63	35	39	20	40	80	
	Very Poor	8	20	29	33	14	28	51	
	<b>Total</b>	<b>40</b>	<b>100</b>	<b>89</b>	<b>100</b>	<b>50</b>	<b>100</b>	<b>179</b>	
14	Affirmative action's given to female students such as tutorial classes and special classes								Computed $\chi^2= 9.925$ Critical $\chi^2=12.592$ df=6
	Always	3	7	8	9	3	6	14	
	Sometimes	4	10	16	18	6	12	26	
	Rarely	19	48	29	33	20	40	68	
	Never	14	35	36	40	21	42	71	
	<b>Total</b>	<b>40</b>	<b>100</b>	<b>89</b>	<b>100</b>	<b>50</b>	<b>100</b>	<b>179</b>	
15	The guidance and counseling services provided to female students to improve their academic performances								Computed $\chi^2=0.174$ Critical $\chi^2=5.991$ df=2
	Constructive advice and counseling services	13	32	16	18	9	18	38	
	No Service at all	27	68	73	82	41	82	141	
	<b>Total</b>	<b>40</b>	<b>100</b>	<b>89</b>	<b>100</b>	<b>50</b>	<b>100</b>	<b>179</b>	

Table 6 Item 13 shows that the majority of respondents, 83% instructors, 72% female students and 68% male students mirrored out that they were poor/very poor in this regard. It was assured by the computed value of  $\chi^2= 2.138$  is less than the critical value of  $\chi^2= 12.592$  at 5% level of significance for 6 degree of freedom. Therefore, there is no statistically significant difference between responses of respondents. Similarly, item 14 of Table 6 shows that the majority of respondents, 83% instructors, 73% and 82% male trainees mirrored out that they are dissatisfied with the supports provided ahead. It was also assured by the computed value of  $\chi^2= 9.925$  is much less than the critical value of  $\chi^2= 12.592$  at 5% level of significance for 6 degree of freedom. Therefore, there is no statistically significant difference between responses of respondents. To strengthen this finding, tutorial programs are common at all levels of schooling from redesigning lessons to make the instruction more personalized for individual student (Elliot, 2000). Finally, Table 6, item 15 shows that the majority of respondents, 68% instructors, 82% female students and 82% male students mirrored out that these services were not provided to them at all. It was assured the computed value of  $\chi^2= 0.174$  is much less than the critical value of  $\chi^2= 5.991$  at 5% level of significance for 2 degree of freedom. Therefore, there is no statistically significant difference between perceptions of respondents.



**Table 7: Encouragement and Motivation Provided to Female Students**

No	Items	Instructors		Female Students		Male Students		Total	$\chi^2$ -Test
		F	%	F	%	F	%		
16	The colleges of teachers education gender units support for female students material and training wise to promote their academic performances								<i>Computed</i> $\chi^2= 19.684$ <i>Critical</i> $\chi^2=12.592$ $df=6$
	Highly	2	5	28	31	11	22	41	
	Averagely	5	12	9	10	11	24	25	
	Rarely	3	8	32	36	15	30	50	
	Never	30	75	20	23	13	26	63	
	Total	40	100	89	100	50	100	179	
17	Trainings provided to female trainees on improving their life skills and studying techniques								<i>Computed</i> $\chi^2 10.642$ <i>Critical</i> $\chi^2=12.592$ $df=6$
	Always	6	15	16	18	10	20	32	
	Sometimes	5	12	14	16	13	26	32	
	Rarely	20	50	28	31	14	28	62	
	Never	9	23	31	35	13	26	53	
	Total	40	100	89	100	50	100	179	
18	Motivation and encouragement made to top performing female students								<i>Computed</i> $\chi^2 23.607$ <i>Critical</i> $\chi^2=15.507$ $df=8$
	Very good	2	5	10	11	15	30	27	
	Good	3	8	13	15	10	20	26	
	Average	7	17	8	9	14	28	29	
	Poor	22	55	32	36	9	18	63	
	Very poor	6	15	26	29	2	4	34	
<b>Total</b>	<b>40</b>	<b>100</b>	<b>89</b>	<b>100</b>	<b>50</b>	<b>100</b>	<b>179</b>		

Item 16 of Table7 shows the majority of respondents, 83% instructors, 59% female students and 56% male students mirrored out that this unit rarely/never supported at all. It was assured by the computed value of  $\chi^2= 19.684$  is greater than the critical value of  $\chi^2= 12.592$  at 5% level of significance for 6 degree of freedom. Therefore, there is statistically significant difference between responses of respondents. This difference was also ascertained by document analysis and observation that some trainings were given on life skills and study techniques. Similarly, Item 17 of Table 7 confirms that the majority of respondents, 73% instructors, 66% female students and 54% male students guaranteed that trainings were rarely/never provided to them. It was also assured by the computed value of  $\chi^2= 10.642$  is greater than the critical value of  $\chi^2= 12.592$  at 5% level of significance. Therefore, there is no statistically significant difference between perceptions of respondents. Moreover, Table 7 item 18 shows that the majority of respondents,70% instructors, 68% female students and 65% male students mirrored out that they were poor/very poor to improve their academic performances. It was also assured by the computed value of  $\chi^2= 23.067$  is much greater than the critical value of  $\chi^2= 15.507$  at 5% level of significance for 8 degree of freedom. Therefore, there is statistically significant difference between responses of respondents. It was also evident from interview, observation and document investigation that female students scored above CGPA 3.00 were motivated and encouraged once in a semester. To strengthen this finding, Chinapah(1983) states that teachers' education, teachers training and attitudes, peer relationships, school size and school facilities would have greater impacts on students' performances.

**Table 8: Academic Performances and Achievements of Female Students**

No	Items	Instructors		Female Students		Male Students		Total	$\chi^2$ - Test
		F	%	F	%	F	%		
19	In the subject areas you are teaching or learning, the academic performances of the majority of female students are								Computed $\chi^2 = 13.832$ Critical $\chi^2 = 9.488$ $df=4$
	Highly encouraging	5	12	21	24	5	10	28	
	Averagely encouraging	25	63	38	43	14	28	65	
	Poorly encouraging	10	25	30	34	31	62	72	
	Total	40	100	89	100	50	100	165	
20	If your answer to question no.19 is poor , in the subject areas you are teaching/learning, mostly the majority of female students scored:								Computed $\chi^2 = 8.888$ Critical $\chi^2 = 12.592, df = 6$
	A	4	10	18	20	10	20	32	
	B	5	12	25	28	12	24	42	
	C	24	60	32	36	21	42	63	
	D and F	7	18	14	16	7	14	28	
	Total	40	100	89	100	50	100	165	
21	If your answer to question No.20 is one of the four alternatives, the average CGPA of most female students lie in the ranges of								Computed $\chi^2 = 14.991$ Critical $\chi^2 = 18.307$ $df=10$
	3.75-4.00	1	3	3	3	4	8	11	
	3.51-3.74	3	7	6	7	8	16	19	
	3.25-3.49	3	7	6	7	5	10	20	
	2.51-2.7 4	6	15	18	20	9	18	33	
	2.00 -2.49	21	53	40	45	16	32	63	
	Less than 2.00	6	15	16	18	8	16	19	
	<b>Total</b>	<b>40</b>	<b>100</b>	<b>89</b>	<b>100</b>	<b>50</b>	<b>100</b>	<b>165</b>	

Table 8 item 19 shows that some respondents 75% instructors 67% female students and 38% male students pointed out that in different subject areas they were learning, the academic performances of female students were highly/averagely encouraging while some respondents, 25% instructors, 34% and 62% male students mirrored out that in different subject areas they were learning, it was poorly encouraging. It was also assured by the computed value of  $\chi^2 = 13.832$  is greater than the critical value of  $\chi^2 = 9.488$  at 5% level of significance for 4 degree of freedom. Therefore, there is statistically significant difference between responses of respondents. Item 20 of Table 8 shows that some respondents 22% instructors 48% female students and 44% male trainees pointed out that in the subject areas teachers are teaching and students are learning, the majority of female trainees scored A and B grade letter while 60% instructors, 36% female students and 42% male students pointed out that the majority of female students scored C grade letter. However, 18% instructors, 16% female students and 14% male students pointed out that the majority of female students scored D and F grades. It was also assured by chi-square test that the computed value of  $\chi^2 = 8.888$  is less than the critical value of  $\chi^2 = 12.592$  at 5% level of significance for 6 degree of freedom. Therefore, there is no statistically significant difference between responses of respondents. Table 8 item 21 shows that some respondents, 17% instructors, 17% female students and 34% male students pointed out that the CGPA of most female students lie in the ranges of 3.25- 4.00 while 68% instructors, 65% female students and 50% male students mirrored out that the CGPA of most female students lie in the ranges of 2.00-3.24 and 15% instructors, 18% female students and 16% male students indicated that the CGPA lie below 2.00. It was also assured by the computed value of  $\chi^2 = 18.307$  is less than the critical value of  $\chi^2 = 14.991$  at 5% level of significance for 10 degree of freedom. Therefore, there is no statistically significant difference between perceptions of respondents. Besides, from document analysis it was evidenced that many female students were vulnerable to academic warning and dismissal (female students' CGPA  $\leq 2.49$  & male CGPA  $\geq 2.50$ ).

**Table 9: The Academic Standings of Female Students**

No	Items	Instructors		Female Students		Male Students		Total	$\chi^2$ - Test
		F	%	F	%	F	%		
22	The number of female students dismissed and those in warning are:								Computed $\chi^2=9.251$ Critical $\chi^2= 9.488$  $df=4$
	Greater than males	28	70	48	54	29	58	105	
	Almost equals to males	10	25	21	24	18	36	49	
	Less than males	2	5	20	22	3	6	25	
	Total	40	100	89	100	50	100	179	
23	The progress of the majority of female students academic performances on the courses								Computed $\chi^2=4.249$ Critical $\chi^2= 9.488$  $df=4$
	Relatively increases	15	38	38	43	16	32	79	
	Remains constant	15	38	21	24	15	30	51	
	Relatively decreases	10	25	30	34	19	38	59	
	Total	40	100	89	100	50	100	179	
24	Participation of female students in leadership areas compared to males								Computed $\chi^2=7.170$ Critical $\chi^2= 12.592$  $df=6$
	Very good	1	3	13	15	6	12	20	
	Good	5	12	18	20	7	14	30	
	Poor	8	20	12	13	15	30	35	
	Very Poor	26	65	46	52	22	44	94	
Total	40	100	89	100	50	100	179		

Table 9 items 22 depicts that the majority of respondents, 70% instructors, 54% female students and 58% male students pointed out that the number of female students dismissed and those in warning are greater than their male counter parts. It was also assured by the computed value of  $\chi^2=9.251$  is less than the critical value of  $\chi^2= 9.488$  at 5% level of significance for 4 degree of freedom. Therefore, there is no statistically significant difference between responses of respondents. In the same manner, item 23 of the same Table shows that the majority of respondents, 76% instructors 67% female students and 62% male students evaluate that the progress of the majority of female students' academic performances were relatively increasing from semester to semester. It was also assured by the computed value of  $\chi^2= 4.249$  is greater than the critical value of  $\chi^2= 9.488$  at 5% level of significance for 4 degree of freedom. Therefore, there is no statistically significant difference between responses of respondents. Lastly, Table 9 item 24 shows that the majority of respondents, 85% instructors, 65% female students and 74% male students confirmed that their participation in the leadership areas were poor /very poor. It was also assured by the computed value of  $\chi^2 =7.170$  is less than the critical value of  $\chi^2= 12.592$  at 5% level of significance for 6 degree of freedom. Therefore, there is no statistically significant difference between responses of respondents.

#### IV. SUMMARY OF MAJOR FINDINGS

Based on the analyses of the data, the following major findings were obtained from this research work:

1. With respect to participation of respondents, the participation of females as academic staffs was very low compared to their male counter parts however; the educational qualifications and work experiences of the academic staffs were encouraging. This shows that the work experiences of academic staffs are enough to implement cultural responsive pedagogy in nexus to enhancing female students' academic performance in CTE.
2. The finding of the study shows that due to low educational background and low socio- economic status of the families, the unsafe condition of the external environment and lack of collaborative work of parents and communities, female students' academic performances were not encouraging.
3. The finding of the study points out that though the CTE were located in a physically positive environments, poor implementation of cultural responsive pedagogy such as gender responsive pedagogy, inconsistency of providing tutorial classes, lack of guidance and counseling services, instructors' lack of interest to prepare gender responsive lessons/ instructional plans and weak psychological strengths of female students themselves were noted to under estimate their academic performance.

4. The finding of the study indicates that most female students were involved in project work as members instead of being acted actively in the leadership areas. This remarks that they take the positions of inferiority due to the impacts of socio - cultural impacts such as shyness and fear of speaking out.
5. Even though the internal environment of the colleges of teachers' education is appropriate, the external environment appears to be inappropriate due to drug addiction like chewing chat, smoking and other deceiving situations which were inconvenient to female students with regard to having proper instruction.
6. Even though certain changes and progresses were observed due to provision of trainings on life skills and motivation to few top performing female students, many female students were vulnerable to academic warning and dismissal (female students' CGPA  $\leq$  2.40, male students' CGPA  $\geq$  2.50). They were also put up with other challenges due to their off-campus residences. These potential risks cause anxiety in female students and resulted in hindered academic performances.
7. The finding of the study reveals that due to lack of gender responsive lesson plan, there was inappropriate use of language by instructors in the classroom that transmits negative messages and hence reinforces gender differences. E.g. Saying science subjects are for boys and difficult for girls.
8. The finding of the study indicates that some trainers do not use inclusive monitoring and evaluation system for boys and girls to judge the achievement of educational objectives due to lack of gender responsive teaching.

## **V. CONCLUSIONS AND RECOMMENDATIONS**

In-campus, off-campus and other extraneous factors are playing their own significant roles in determining female students' academic performance directly or indirectly. Based on these conclusions, the following recommendations were made to alleviate the challenges in the midst of implementing cultural responsive pedagogy in nexus to enhancing female students' academic performances in the colleges of teachers' education. Based on these conclusions, the following major recommendations were suggested. These are:

1. The educational qualifications and work experiences of instructors, vice academic deans and gender units met minimum standard set by Ethiopian Ministry of Education. Therefore, it is imperative to recommend all the stakeholders to take responsibilities to improve female students' academic performances and successes.
2. Lack of strong communication and loose relationships among community, parents and the colleges of teachers' education were identified as challenges. Therefore, management and administration of colleges of teachers' education should device a new and planned communication system that enhances the relationships between the colleges of teachers' education and the surrounding community to work cordially on the implementation of cultural responsive pedagogy to improve the academic performances of female students.
3. The study evidenced that external situations of the colleges of teachers' education under study has a negative impact on female students' academic performances. Hence, the colleges of teachers' education management and administration had better create safe and conducive residence for female students in the campus and provide gender awareness trainings for female students and frontline implementers as well.
4. Gender coordination unit of the colleges of teachers education should invite educators and researchers to give an awareness creation trainings for students specially for first year trainees on gender main streaming, how to improve their life skills and successful in their academic issues, develop self-confidence and assertiveness. It is also advisable to invite good role model female students to share their best experiences to those newly coming female students.
5. Instructors should carefully implement gender responsive pedagogy through making mutual participation of boys and girls in the classroom, allow girls to make transparent discussion in group and respect gender equality everywhere and every time inside the classroom and outside the classroom. Similarly, instructors are advisable to enhance female students' academic performances by using inclusive language in the classroom and avoiding offensive communication.
6. Instructors should also manage specific gender constraints to learning inside the classroom such as girls who have missed the class due to family responsibilities, sexual harassment and impact of HIV/AIDS. They should also practice gender responsive pedagogy in the process of lesson planning, teaching, and classroom management and performance evaluation to improve female students' academic performances.
7. To prevent gender discrimination, students' guidance and counseling play significant roles. Hence, students' guidance and counseling should be responsible and accountable to advise and empower students in general and female students in particular.
8. Female students had better play their roles confidentially by establishing, participating, leading and decision - making on the gender club actively to prevent inferior position on top of improving their academic performance.

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