



**Comparative study between male and female student's performance in senior secondary  
School the case of G.S Bunyenga in Nyasheke District-Rwanda**

1. Safari Dieudonné is an environmentalist, Clinical and social psychologist, Christian Psychotherapist. Degrees awarded Psychology Doctorate (PsyD), Master in policy and social-economy of environmental study (Msc), Master of Christian Psychology (MA) and Bachelor degree in clinical and social Psychology (Bsc). E-mail: [sarifa\\_dieu@yahoo.com](mailto:sarifa_dieu@yahoo.com)
  - A. Researcher in domain of agronomics sciences, Environmental study, Rural Development, Mental Health, Theology and Psychology; and Founder of Christian *Research Centre in Africa* (CRCA);
  - B. Université Anglican de Bukavu (UNAB)-RDC. Lecturer in faculty of Psychology and Education sciences, Department of psychology: Option (Works Psychology, Clinical Psychology and Education Psychology); Faculty of Protestant Theology.
  - C. Université Evangélique en Afrique (UEA)-Bukavu/RDC. Researcher in faculty of agronomics sciences and environment, study, Master of environment study.
2. UWIMANA Edith (B.Ed) Teacher of History and Geography at G.S Bunyenga in Nyamasheke District, western province of Rwanda.
3. Twahirwa Mathias is a theologian, economist and manager. He has awarded a PhD degree in Protestant Theology. E-mail: [mathias729@gmail.com](mailto:mathias729@gmail.com)
  - A. Université Espoir d'Afrique(UEA)-Burundi. Lecturer in faculty arts and sciences, Department of theology;
  - B. Kibogora Polytechnic (KP)-Rwanda. Lecturer in faculty of theology and Education;
  - C. Protestant Institute of Arts and Social Sciences (PIASS)-Rwanda. Lecturer in faculty of theology.

## Abstract

This study was designed to diagnose the comparative study between male and female students' performance in senior secondary school at G.S-Bunyenga. The study centered its review of related literature on comparative study between male and female students' performance in senior secondary. In this research we were used Microsoft word and Excel for data entry and Analysis. The researcher used simple random sampling technique. The study revealed that the number of male were almost highest that of female students in age of 12-15 and number of female students appears high than male students on age of 15-18. This is because Rwandan parents who live in village decide early to send male children at school than female students and this cause lateness to female students to pass the class early on the same age as male students. In term of performance between female and male students, our result demonstrates that in 2014 O'Level examination, male students presented score of (6.2%) of performance than female students, while in 2015 O'Level examination the same male students were presented the score of (10.3%) of performance than female students who were participate in that exam. In 2016 O'Level examination it was observed that the rate of (19%) of male students as high performance rate than female students who were participated in that O'Level examination. In class room working from S1 to S3 since 2016 to 2018 male students were been well performed in their class room working as show us the general mean rate of three years where the score is (1.9%) of male performance than female students studying in S1 to S3. As our result exhibited the difference rate of performance between female and male students, it was finding that, male students are well performed than female students of G.S Bunyenaga from S1 until S3. Based on the finding of the study, suggestion was offered with aim to guide the G.S-Bunyenga teachers, Rwandan government and local population on how to improve the female and male students' performance at G.S-Bunyenga and others schools of Nyabitekeri sector in Nyamasheke District.

**Keys words:** *Comparative, Study, Male, Female, Students, Performance, Secondary school, Nyasheke District*

### I. Introduction

Education is the one of the basic human needs. As far back as 1960, UNSCO adapted a convention affirming the Universal Declaration of Human right principal that every person has a right to education (Molesane R. and Reddy. V. , 2011). According to Ajayi, the secondary education is the type of education which is exposed to children in secondary institution, where the student acquire fundamental knowledge, skills, thought, feelings and actions, which are considered necessary for all citizens, regardless of social status, vocation or sex (Ayaji, O.D.,

1998). According to Akinsanya et al., parents' educational has the highest significant influence on the academic achievement of student (Akisanya Omolade, A.K.O.a.S.M.O, 2014). As Memon et al., affirm in his study, they revealed that majority of students whose parents were well educated perform better in matriculation examination as compared to those students whose parents were less educated or illiterate (Memon, G.R., Muhammad Farooq Joubish and Muhammad Ashraf Kurram, 2010).

In some way the transition from middle school to secondary school may be an overwhelming and stressful experience for young adolescents (Molesane R. and Reddy. V. , 2011). Gender analysis of EGRA results from Africa presents a mixed picture: while boys have outperformed girls in certain reading skills in some countries, the opposite was true in certain other cases. In most cases, there were no significant gender differences in the development of early reading skills, but given that both boys and girls were performing very poorly on most of the instrument 'subtasks, this may simply reflect low variability in results. However, the specific context matters (USAID, 2016).

The Rwandan secondary school in the lasts six years, the official age for this level is from 13 years to 18 years. It is composed of lower secondary (the first three years) and upper secondary (the second three years) both ending with a national examinational which respectively yield eligibility for upper secondary education and tertiary education studies respectively (MINEDUC, 2016). On the other hand, upon completion of lower secondary, students enter different fields of study such as sciences, humanities, languages, teacher training or technical studies (MINEDUC, 2016). In Rwanda, despite of the existence of Rwandan's government political will, in establishing education institutional, policy and legal frameworks to support gender in Rwandan senior schools where female and male student may have the same level of education. As the condition of study is the same for female and male in senior secondary school to days than former education policy exercises between female and male realized before three last decade, we observed the disparities of enrolment in secondary schools in Rwanda from 2011 to 2015 between students male and girls show us that in 2011 male students were 48.5% where female were 51.5%, in 2012 male students were 47.8% out of 52.2% of female students; in 2013 male students were 47.4% out of 52.6% female students, 2014 male students were 47.2% where students female were 52.9% and in 2015 male students were 47.2% where female student were 52.8%.

Actually, as we observed above, we seen the increased of female students than male students in different senior school in Rwanda, this is the impact of Rwandan's government political will to

established the educational for all. It known that, it was very had to make understanding the former Rwandan's families about girl's education. For them, modern education was reserved to boys only. According to the former Rwandan's family mindset, send female child at school were considering as loosing time, her role was to get early marriage for produce children, did different domestic activities as take care of his husband, children, cook food for family, take care of cows at home, sheep's and goats at home (Gukuka), preparing milk (Gucunda, Kubuganiza) etc.

Nyabiketeri population weren't been out of those norms, habits or moral of ancient Rwandan vis-à-vis female education, were the veracity of embracing the culture of discrimination about female and male education in that time were considered as normal practice in society. Truly, Nyabitekiri peasant under different sessions of popularization, lobbying about education for all, gender balance between female and male in education, they continue to bring the positive really Image among boys and girls in enrolment of students at senior secondary schools.

Nyabitekeri population as others Rwandan's have understood and follow the way of Rwandan's education policy, where in this two decade they were embracing children right about education, boys and girls have the same rights, the basic education for their care. Psychologically it known that female and male Intellectual Quotient (I.Q) is the same when children are putting on the same condition of learning on the sometime there is probability to observed female students with high performance than male students or observed male with high performance than female. Out of that, there is probability of equal performance between female and male students. At G.S-Bunyenga secondary schools, the female and male students are putting on the same condition of learning. In 2018, at G.S-Bunyengait was observing the different of performance between female and male, on 0'level national examination. It observed that boys were highly performed with score of 94% of succeed than female where their score of succeed on 0' level national examination were 68% which show us the high significantly performance among male than female.

This difference of performance between female and male students, who were submitted on the same condition of learning in the classroom, leads us to want to know if there is a really difference of performance among these female and male students at level of senior school in Nyabitekeri senior's schools. The central question of this study is to lead the systematic comparative study between male and female students performance inside G.S-Bunyenga secondary school with objective to give particular emphasis to the implementation in practice of the therapeutic plan or strategies to reinforcing female or male performance among these schools with objective to reinforce Rwandan policy of gender between female and male to succeed to the

same level of performance between female and male in senior secondary schools at Nyabitekero sector.

## II. Materials and methodology

G.S Bunyenga secondary school is located in cellor of Bunyenga, Sector of Nyabitekero, Nyamasheke district in Western province of Rwanda. In this research, we have used a quantitative study. With spiritual, we had drawn up a questionnaire leaving the questions closed from where the quantitative analysis was followed. For our research to be effective, the survey population was formed by students from G.S Bunyenga secondary school. The Students beneficiaries in G.S-Bunyenga School are 2043 students. According to the formula given by Alain Bouchard (1990), the sample size (NC) corresponds to 92 with the margin error of 10%. The sample size was calculated based on

$$nc = \frac{\frac{n}{N+n}}{N} = \frac{N*n}{N+n}$$

$$nc = \frac{N*n}{N+n} = \frac{43*659}{659+43} = \frac{28337}{702} = 40$$

At GS Bunyenga we have 40 students, Boys: 20 students and Girls: 20 students

Where, nc: Sample size; n: Sample size for a defined population of 43; N: Total population (Size of our statistic universe). By applying the formula, the sample size of our study was 40 Students.

The preferred data collection techniques are interview technique, questionnaire technique and direct observation technique. To analyze and interpret our results, we were used Microsoft word and Excel for data entry and management. The researchers used simple random sampling technique in recognized the different types of libraries and how issues related can be dealt and handled.

## III. Presentation of Results

### 3.1. Identification of the respondents based on the age and Gender

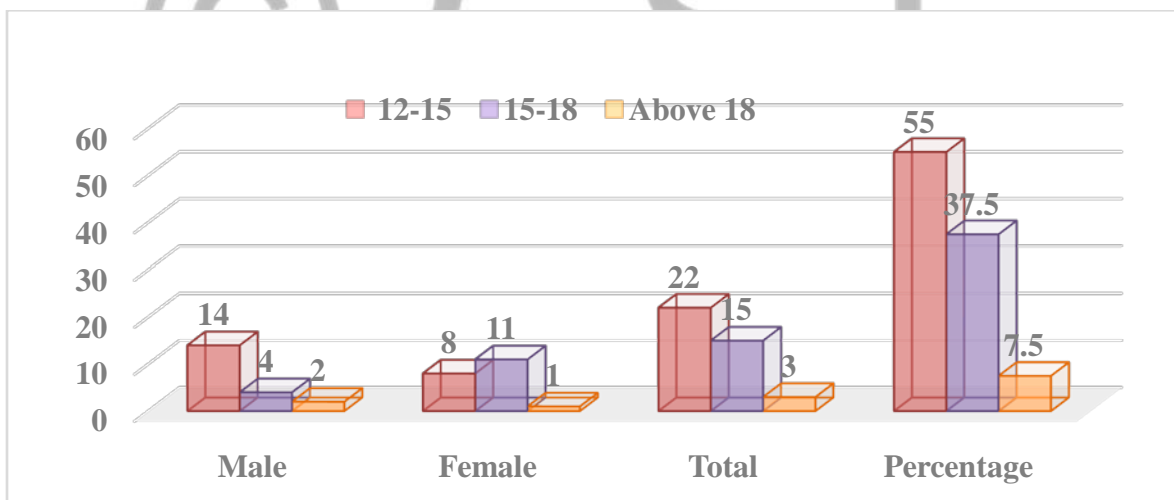
*Table 1. Age and Gender of respondents*

Group of ages	Frequency		Total	Percentage
	Male	Female		
12-15	14	8	22	55
15-18	4	11	15	37.5
Above 18	2	1	3	7.5
<b>Total</b>	20	20	40	100

Where the first level general respondent's percentage score was 55% (22 respondents) while the majority of respondents with age of (12-15) were male students (14) and (8 respondents) were female students. The second level the general respondent's percentage score was 37.5% (15 respondents) with age of (15-18) were female students (11 respondents) where (4 respondents) were male students and the third level the general respondent's percentage were 7.5% (3 respondents) with Above 18 age where (2 respondents) were male students and (1respond) was female student. It was remark that the number of male were almost highest that of female students in age of 12-15 and number of female student seems high than male student on age of 15-18. This is because in Rwandan village parents decide early to send male children at school than female students and this cause lateness to female students to pass the class early on the same age as male students.

### 3.2. Distribution of respondents by age and gender of respondents

The age and gender interval was considered in this research in order to identifier student information age and gender of respondent's performance. The respondents of study were on 12 over 18 ages as is shown in the following figure 1.



**Figure 1: Distribution of age and gender of respondents**

The highest group of age is 12-15 group of age with 55%, of all female and male respondents' students. The second group of age is 15-18 group of age who was constitute 37.5% and the third group of age above 18 present 7.5%. This is all respondents by age and gender who respondents about participate in class room and whose was participate in our interview concerning comparative study between male and female students performance in senior secondary school at

G.S- Bunyenga secondary. The results of this study show us that; the highest groups of students who participate in our interview were between ages of 12-15 groups.

### 3.3. Class room level of respondents by sex

During the research, the researchers has considered the level of students according to class room from S1 to S3 which have G.S-Bunyenga in order to know the skills of each student according to their sex and class room level in order to know the performance between two sex in the same class per academic year. The distribution in class room level of respondents by sex is shown in bellow figure 2.

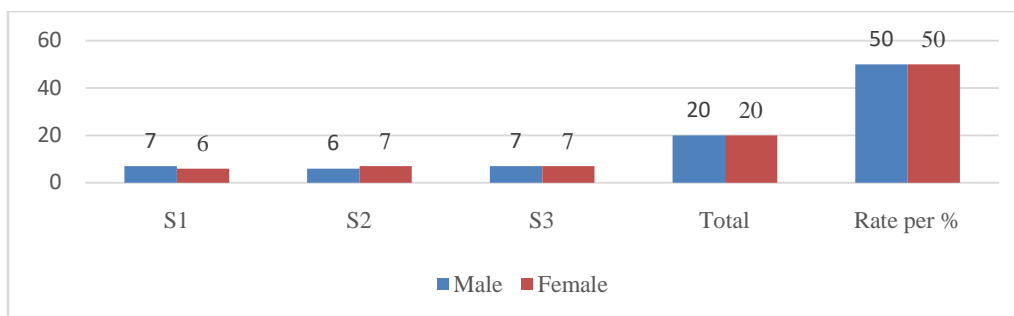


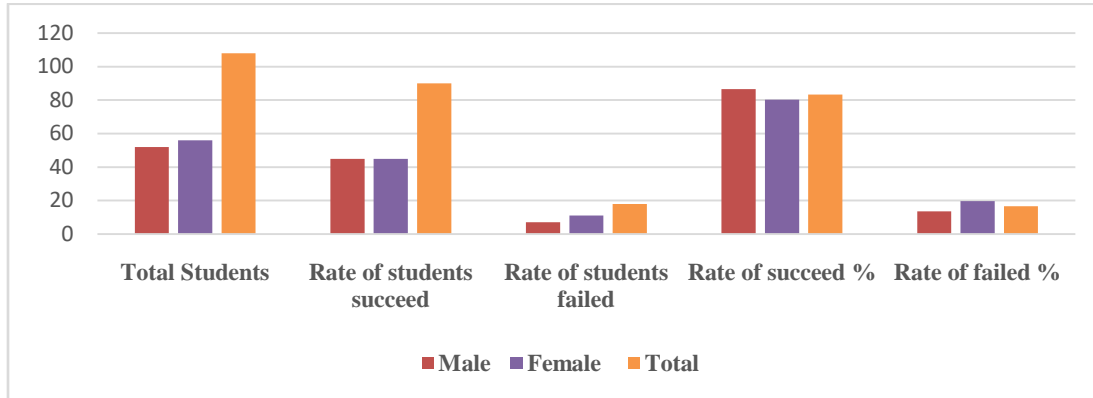
Figure2: GS BUNYENGA class room level of respondents by sex

From S1 to S3 our sample was 40 students female and male. As our figure number two show us, the representative of each class from S1 until S3 chosen goes to total of 20 female students were in S1 take the sample 7; S2 we have taken the sample 6 and in S3 the sample of 7 which bring us on total 20 female students equal 50% in those three class room. For male students we have 50% (20 male respondents) where in S1 we have taken the sample of 7, S2 we have taken the sample of 6 students and S3 we have taken the sample of 7 students.

### 3.4.G.S-Bunyenga O' level Leaving Examinational Results from 2014 to 2016

This party of results combining the results of S3 students level leaving examinational from 2014 until 2016 that were study at G.S Bunyenga.

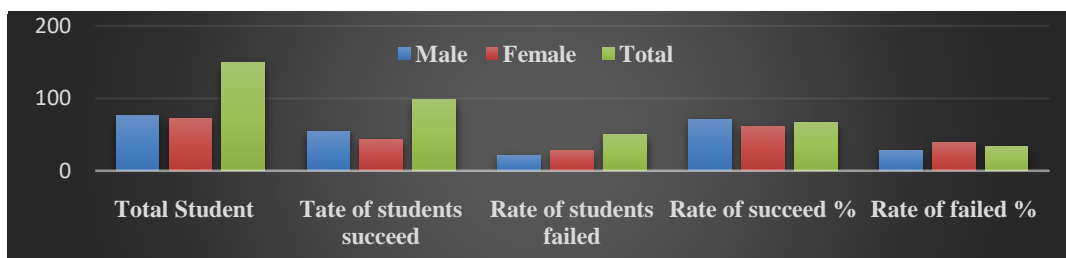
### ***G.S-Bunyenga O' level Leaving Examinational Results 2014***



*Figure3: G.S-Bunyenga O' level Leaving Examinational Results 2014*

The figure2 above shows that out of 108 students who were been presented on O'Level examinational of 2014 they were highest succeed (154.5%) in general, 56 female students of S3 who sat for exams at G.S-Bunyenga 45 passed exam which we can conclude that they were succeed with (80.3%) where 11 of those female student were failed, which show (19.6%) of female students failed in 2014. The same school, on total of male students 45 who were pass on O'Level examination were succeed with (86.5%) of male students and (13.5%) of male students were failed in O'Level examination. In term of performance between female and male students in 2014 O'Level examination, it seems that there is difference of (6.2%) of performance between female and male. As follow statistics shows, it seems that 2014 academic year at G.S-Bunyenga male students were performed than female students.

### ***G.S-Bunyenga O' level Leaving Examinational Results 2015***



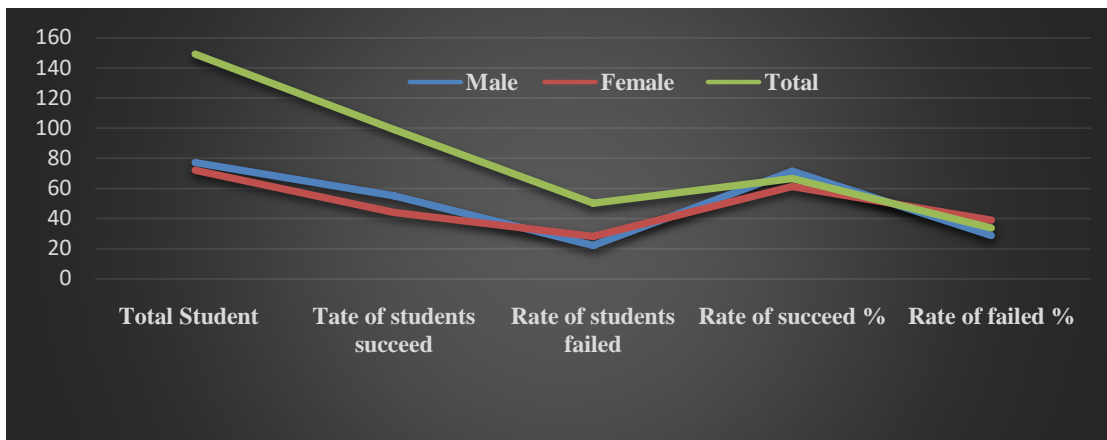
*Figure 4: G.S-Bunyenga O' level Leaving Examinational Results 2015*

The finding revealed that, on 149 students who were participated on 2015 O'Level examination in general the rate of (88.9 %) show that G.S-Bunyenga was; succeed. In term of sex, 55 male students (71.4%) were succeed the test out of 77 and 44 of female students (61.1%) were succeed the test out of 72, it observed that in general 50 of students (45.2%) were failed in 2015 O'Level examinational where 22 of male students (28.6) were failed and 28 of female students (38.8%) were failed O'Level examination at G.S-Bunyenga.



In term of performance the statistics presented above show that the male students were highly performed in 2015 O'Level examination at G.S-Bunyenga with rate of (10.3%) than female students who were participate in that exam.

***G.S-Bunyenga O' level Leaving Examination Results 2016***



*Figure 5: G.S-Bunyenga O' level Leaving Examination Results 2016*

The G.S-Bunyengastudent's numbers who were participated in O'Level examinational in 2016 is 117, this school was succeed with general rate of (107.4%). In number of 50 male students who were did exam 36 students male were succeed with rate of (72%), for female students 67 students 36 students female was succeed with rate of (53.7%) in 2016 O'Level examinational. Our analyses show us, that in 2016 O'Level examination 14 of male students with rate of (28%) were failed and 31 of female students with rate of (46.2%) were failed. In the light of the results presented above show the difference of (19%) as rate of male students performance between male and female students in fact of performance in 2016 O'Level examinational.

**3.5.G.S-Bunyenga class room performance between Female and Male students (%) from 2016-2018**

Table 2 contains information that is consistent with G.S-Bunyenga class performance between female and male students (%) from 2016-2018. This information encompasses various points such as gender, the mean performance between male students and female students from S1 to S3 including their General mean of performance since 2016 to 2018 and the numbers of interviewed students.

***Table 3: G.S-Bunyenga class performance from 2016-2018***

GS BUNYENGA class performance between Female and Male students (%) from 2016-2018					
Student Gender	Class room from 2016-2018			Students Interviewed	General Mean of performance from
	S1	S1	S3		

	Performance Mean 2016	Performance Mean 2017	Performance Mean 2018		2016 to 2018
Female	14.14	18.8	19.241	20	17.394
Male	18.466	21.1882	20.0958	20	19.916
Difference of performance between female and male students by (%) at GS Bunyenga					
Difference of performance	4.3	2.388	0.8548	40	2.522

Based on the results presented in table 2, it appears that at G.S-Bunyenga in 2016 in S1 the performance between female students were (14.14%) where for male students were (18.466 %) it observed that male students were better performed than female students with the difference of rate of (4.3%) in class room in 2016 academic year. Thus, in the fact of 2017 in S2 the mean of female students performance at G.S-Bunyenga were (18.8%) where the performance for male students were (21.2%) and it perceived that the rate of (1.4%) of male students were the difference of performed than female students 0’Level examination 2017 academic year. In 2018 academic in S3 the mean of female student’s performance was (19.241%) where the mean of male performance was (20.0958%). Accordingly to the difference of performance between male and female students who were did the 0’Level examination, it exhibited that the mean of (0.8548%) is the performance of male students than female students in 2018 academic year. This mean of performance doesn’t show the high difference of performance between female and male students in 2018 academic year. In general, the mean of three year (3 Academic years) of male student’s performance in class room show the rate of (1.9%) of male performance than female students from S1 to S3.

### 3.6.The identification of challenges that hinder the performance of students at GS-Bunyenga

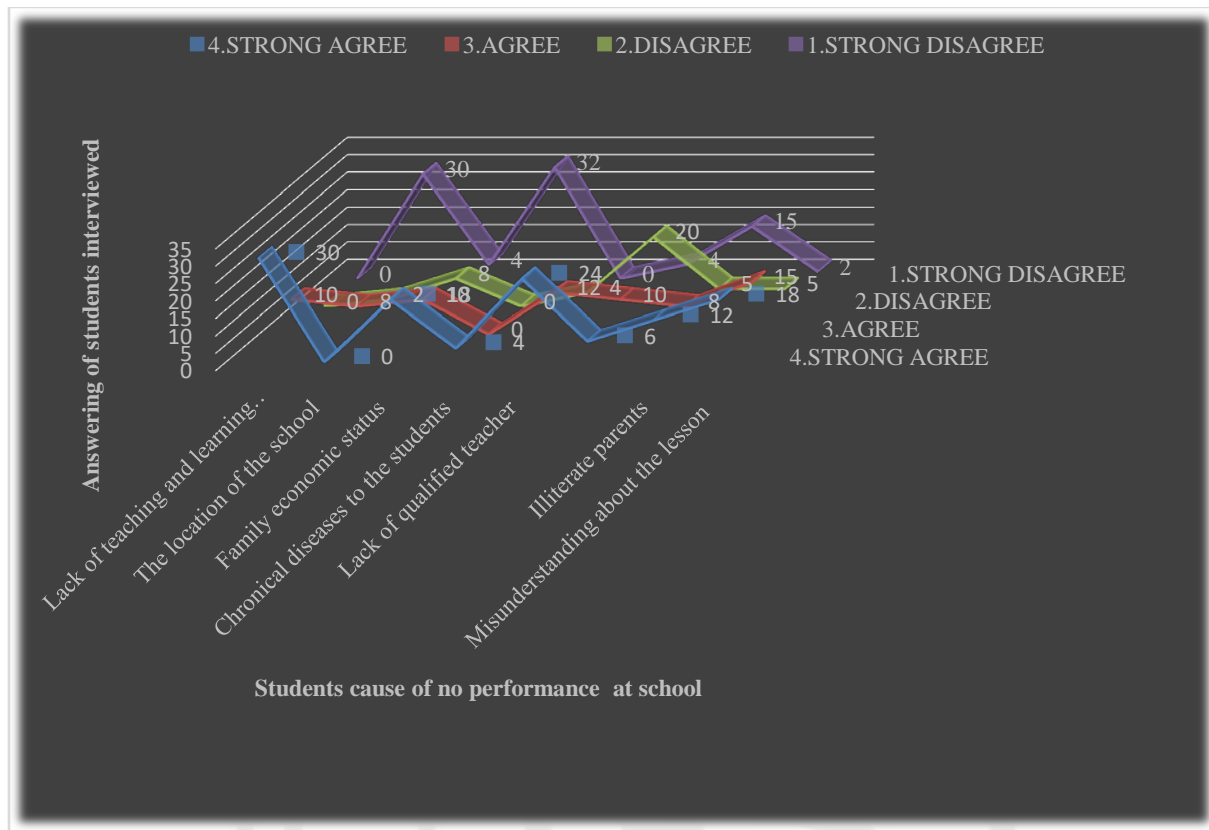


Figure 6: Identification of challenges that hinder the performance of students

To identify the challenges that hinder the performance of students at G.S-Bunyenga we have gone with 4 structures which are strong agree, Agree, disagree then Strong Disagree. As our interviewed from G.S-Bunyenga are 40, in term of Strong Agree it appears that 30 of individual interviewed out of 40 were accepted that the lack of teaching and learning materials to support their studies bring them to do not be performed well at school.

In term of Strong Agree no one was confirmed that the lack of comfortable location of the school affect them in their performance at school where 18 out of 40 individuals interviewed were admit that the family economic status is one who bring many students in village to do not perform well at school. According to 4 students from G.S-Bunyenga interviewed out of 40 agree strongly that the chronicle diseases to the students is one of unforeseen difficulty of perform at school where 24 of G.S-Bunyenga out of 40 students were Agree strongly that the lack of qualified teacher in their school push them to do not perform very well at school. 6 interviewed out of 40 from G.S Bunyenga approved strongly that the conflict among teacher and students contribute strongly to their no better performance at school and 12 interviewed out of 40 agree strongly that the

illiterate of parents who live in village is the one who drive them to do not perform well at school for students who live in village. Finally, 18 of student interviewed out 40 from G.S-Bunyenga agree strongly that the misunderstanding of the lesson's teaching by some teacher's at school also contribute on their frailer at school up to bad performance of some students.

However, 10 of the subjects surveyed out of 40 were agree that the lack of teaching and learning materials to support their studies contribute on their poor performance at school and 8 students out of 40 agree that the location of the school facility easily the poor performance. In view of 10 students out of 40 agree that family economic status in their village of Nyabitekero cause them to do not perform very well at school then no one was agree that the chronicle diseases participate to do not perform reasonably at school.

According to 12 of the surveyed subjects agree that the lack of qualified teacher at G.S-Bunyenga is one of the cause of no better performing at school for some students from different sex and 10 interviewed out of 40 students who participated in our interview agree that the conflict among teacher and students are the ignoble who cause the bad performance at school.

To end this party of agree, 8 students from our surveyed agree that the illiteracy of their parents is one of the deep cause of not performing properly at school and 15 of our surveyed students affirm that the misunderstanding of some lesson teaching by some teacher in class room contribute intensely on their bad performance at school. In concerning of disagree, any student was disagree the lack of teaching and learning materials to support their studies but 2 students from our surveyed disagree the pretext of location of the school as problems of no performance in their studies. 8 students from our samples interviewed disagree the family economic status as cause of no performance at G.S-Bunyenga and no one who was disagree chronicle diseases as obstacles to their performance at school.

Among 40 students interviewed 4 students only disagree the lack of qualified teacher as principal cause which blocks them to perform very well at school; however 20 students similarly disagree that the conflict among teacher and students prevent them to achieve their good performance at school. Concerning the illiteracy of parents 5students out of 40 and 5 students out of 40 about misunderstanding of the lessons, categorically disagree that those cause aren't on base of their low performance for some students at G.S-Bunyenga senior. Concerning the strong disagree, no one has shown that the lack of teaching and learning materials to support their studies is the base of their depleted performance at school in additional 30 out of 40 students disagree strongly the school location as the reason of theirs no performance at school. Also 4 students out of 40

disagree strongly the family economic status as obstacle of their performance and 32 students out of 40 disagree strongly the chronicle diseases as one of the cause destabilized their performance at school. No one from students out of 40 disagree strongly the lack of qualified teacher at G.S-Bunyanga can be consider as problems to their performance where 4 students out of 40 interviewed also disagree strongly the conflict among teacher and students as foundation of low performance for some student at G.S-Bunyenga. However, 15 students out of 40 who were participate in our research disagree that the illiteracy of parents isn't the source of no performance and 2 of them add that, the misunderstanding about the lesson it not the really basis of our low performance at school.

### 3.7.The therapeutic plan or strategies identified by students to increase the performance of female and male students at G.S-Bunyenga

Table 3 presented the summary of answering from 40 students interviewed from G.S-Bunyenga, where the questions to identify the necessary therapeutic plan or strategies to increase students' performance (Q1: What are the strategies that are used to increase the performance of both male and female students? Q2: Are there any benefits to be awarded highly female performed than male students? If so, what are they? And Q3: What do you see as the main issues that arise from the low performance among female students?), the summaries of students answering to the questions are presented as shots phrase in below table 4 presented.

**Table 4: Therapeutic plan identified by students of G.S-Bunyenga**

Therapeutic plan identified by students of G.S-Bunyenga to increase their performance		
	Male students	Female Students
Therapy strategies or Plan	<p><b>Q1</b></p> <ul style="list-style-type: none"> <li>-Highly trained teachers on Level of A0 in different subjects;</li> <li>-Needs of boarding school for students who study in S3-S6;</li> <li>-Needs of guide teacher in class room not teacher with kingship behavior in class room;</li> <li>-Permanence of modern library at school;</li> <li>-Needs of laboratories (chemistry, physics and computer);</li> <li>-Collaboration between student's family and school which reinforcing the ideas of learning importance for literacy parents.</li> </ul>	<ul style="list-style-type: none"> <li>- Highly trained teacher on Level of A0 in different subjects;</li> <li>-Needs of boarding school for students who study in S3-S6;</li> <li>- Needs of ethical teacher with professional deontology and responsibility as a good educator;</li> <li>-Needs of teacher who give explanation of course not give only notes;</li> <li>- Permanence of modern library at school;</li> <li>- Needs of laboratories (chemistry, physics and computer).</li> </ul>

<p><b>Q2</b></p>	<ul style="list-style-type: none"> <li>-Source of highest society educated;</li> <li>-Increasing of health and education in family;</li> <li>-Increasing of country economics;</li> <li>-Increasing of human capital in village and country in general;</li> <li>-Increasing of female value in society.</li> </ul>	<ul style="list-style-type: none"> <li>- Source of increasing of human basis skills and knowledge as future mother;</li> <li>-Increasing female knowledge independence vis-à-vis male knowledge;</li> <li>-Motivation of society to transform some parents with mind-set that female have low knowledge than male children at home;</li> <li>- Stimulate highly self-esteem vis-à-vis future female students as new generation to have the study self-value in their life for goodness of humanity;</li> <li>- It show that even female students are able to lead super ideas to transform or to lead a country;</li> <li>-It reinforcing the theory of gender balance between students female and male at school.</li> </ul>
<p><b>Q3</b></p>	<ul style="list-style-type: none"> <li>-Low self-esteem in class room;</li> <li>-Low self-control and attention in class room;</li> <li>- Interesting on their boy's friends and others relationship than courses in class room;</li> <li>-Interesting too on difference materials to make their body very beautiful than courses in class room;</li> <li>- Preference of sleeping in class room when teacher explain his/her lesson.</li> </ul>	<ul style="list-style-type: none"> <li>-Family poverty;</li> <li>- Ancient culture and moral of some parents about female education;</li> <li>-Immorality about sexuality among some male teachers vis-à-vis same female students at school;</li> <li>- Victims of sexual abuse done for female adolescent students in village by older men;</li> <li>-Early pregnant for some female students pregnant by older businessman or their school boy's friends;</li> <li>- Many family responsibilities given by parent in village than male children at home.</li> </ul>

#### IV. Discussion

The results obtained through the conducted survey, interviews, the researcher found that: The percentage of Age and Gender of the responds where 55% (22 respondents) with the majority of respondents with age of (12-15) were male students (14) and (8 respondents) were female. The majority of age and gender of the responds from (15-18) were 37.5% (15 respondents) where female students were (11 respondents) and male students were (4 respondents). The low number of age and gender with above age of 18 percentages were 7.5% (3 respondents) where (2 respondents) were male students and (1respond) was Female student. It was observed that the number of male were almost highest than female students in age of 12-15 and number of female student seems high than male students on age of 15-18. This is because Rwandan parents who live in village decide early to send male children at school than female students and this cause lateness to female students to pass the class early on the same age as male students in rural areas.

Some time the ignorance of some parents who live in village bring them to do not consider the interest of send their girl children early at school because many didn't have a general ideas about children learning as presented by Heike Roschanski (2007) parents did not always have a clear idea about what their children were exactly supposed to be learning at school. And UIS and UNICEF, (2015) in Gita Subrahmanyam (2016) add that, adolescent girls who are enrolled in school are less likely to marry early, die during childbirth and/or contract diseases, such as HIV and AIDS; and they are more likely to send their children to school and to acquire the information and skills necessary to enable them to earn higher wages.

The performance of student in 0'Level examinational done by 108 students from G.S Bunyenga in 2014, show that they were highest succeed with score of (154.5%) in general. Where male students were pass with score of (86.5%) and female were pass with score of (80.3%). The performance of student in 0'Level examinational done by 149 students from G.S Bunyenga in 2015, show that they were succeed with score of (88.9 %) in general. Male students were passing with score of (71.4%) while female students were passing with score of (61.1%). The performance of student in 0'Level examinational done by 117 students from G.S- Bunyenga in 2016, show that they were succeed with highest score of (107.4%) in general. Male students were passing with rate of (72%) while female students were passing with score of (53.7%).

The performance between female and male students in class room 2016 to 2018 academic years at G.S-Bunyenga the results show that, in 2016 performance for male students mean score were (18.466 %) while for female were (14.14%). In 2017 the result performance score mean for male students were (21.2%) while for female students were (18/8%) then in 2018 the performance for male students mean score were (20.0958%) where for female student's performance score were (19.241%). In term of performance between female and male students, our result demonstrates that in 2014 0'Level examination, male students presented score of (6.2%) as the difference of performance than female students, while in 2015 0'Level examination the same male students were presented the score of(10.3%) as the difference of performance than female students who were participate in that exam. In 2016 0'Level examination it was observed that the rate of (19%) as difference of male students high performance than female students who were participated in that exam, while in class room working from S1 to S3 since 2016 to 2018 academic years male students were been well performed in their class room as show us the general mean rate of three years where the score is (1.9%) of male performance than female students studying in S1 to S3. As our result exhibited the difference rate of performance between female and male students, it was finding that, male students are well performed than female

students of G.S-Bunyenaga from S1 until S3. According to Junaidu Lawal et al. (2015), in reviews, many educational activities have shown that male's better in different aspect of learning and other life endeavor. Researchers have been conducted from various field and recorders as saying male's student attend schools/ institutions and even perform better than their female counterparts. Milis, (1993) add that in both intellectual and perception situation, men tend to be more analytical than women and therefore should do better in science and mathematics. On that situation Milis affirm that Girls performed very less than boys.

The resultants show that, 18 out of 40 individuals interview were admit that the family economic status is one who bring many students to do not perform well at school; this situation embrace the finding research of OECD (2012) where they affirmed that, almost one of every five students does not reach a basic minimum level of skills to function in today's societies (indicating lack of inclusion). Students from low socio-economic background are twice as likely to be low performers, implying that personal or social circumstances are obstacles to achieving their educational potential (indicating lack of fairness). Lack of inclusion and fairness fuels school failure, of which dropout is the most visible manifestation with 20% of young adults on average dropping out before finalizing upper secondary education. The 4 students out of 40 agree strongly that the Chronicle diseases is one of unforeseen difficulty of perform at school; According to resultants cited above, Geist R, Grdisa V and Otley A, (2003) , Kaffenberger CJ. (2006) and Shiu S.(2011) show that, approximately 50% of children are absent from school a significant amount of time, often for periods lengthy enough to necessitate educational adaptations such as individual education programs, grade repetitions, or placement in special education.

About 24 students out of 40 agree strongly that the lack of qualified teacher in their school push them to do not perform very well at school; according to Ibbad Ashraf et al.(2015) an unqualified teachers pass students too easily, causing the students to pass out with high school diplomas but insufficient skills.

In our research 6 students out of 40 agree strongly that the conflict among teacher and students contribute strongly to their no better performance at school this goes exactly with Ernest Otieno Ayoma,(2015) research, it show that; the administration teacher conflicts have devastating influence on students academic performance and can deeply influence students negatively in students academic performance continuity and 10 students out of 40 agree that the lack of teaching and learning materials contribute on their poor performance at school; here the no consideration of pedagogy strategies.



The 12 students out of 40 agree strongly that the illiterate of parents drive them to do not perform well at school as Bennett study (1996) revealed that, females tended to estimate their intelligence lower than males did. And then asked to rate their parent's IQ, both males and females rated their father's IQ both higher than their mothers. Here 18 student out of 40 agree strongly that the misunderstanding of the lesson's teach by some teacher's contribute on their frailer at school up to bad performance of some students accompanying with didactics bring teacher to do not convince student audience as showed by Jennifer King Rice (2003) that, teacher coursework in both the subject area taught and pedagogy contributes to positive education outcomes. Pedagogical coursework seems to contribute to teacher effectiveness at all grade levels, particularly when coupled with content knowledge. Then 8 students out of 40 agree that the location (Enclave) of the school facility them easily to poorly performed at school, with this case Tod Schneider (2002) School safety requires a broad-based effort by the entire community, including educators, students, parents, law enforcement agencies, businesses, and faith-based organizations, among others. By adopting a comprehensive approach to addressing school safety focusing on prevention, intervention, and response, schools can increase the safety and security of students.

### **Conclusion**

Following the verification of our research questions by the methodological approach adopted in this study, it was found that: The number of male was almost higher than that of female students in age of 12-15 and number of female students seem higher than male students on age of 15-18. This is because Rwandan parents who live in village decide early to send male children at school than female students and this cause lateness to female students to pass the class early on the same age as male students; In term of performance between female and male students, our result demonstrate that in 2014 0'Level examination, male students presented score of (6.2%) of performance than female students, while in 2015 0'Level examination the same male students were presented the score of (10.3%) of performance than female students who were participate in that exam; In 2016 0'Level examination it was observed that the rate of (19%) of male students as high performance than female students who were participated in that 0'Level examination;

In class room working from S1 to S3 since 2016 to 2018 male students performed well in their class room working as show us the general mean rate of three years where the score is (1.9%) of male performance than female students studying in S1 to S3. As our result exhibited the difference rate of performance between female and male students, it was find that, male students

are well performed than female students of G.S Bunyenga from S1 up to S3; In case of question to identified the strategies that are used to increase the performance of both male and female students at G.S Bunyenga many plan and strategies were mentioned by our interviewed where they proposed to have:

The highly trained teachers on Level of A0 in different subjects; the boarding school for students who study in S3-S6; needs of guide teacher in class room not teacher with kingship behavior in class room; the permanence of modern library at school; needs of laboratories (chemistry, physics and computer); need of collaboration between students family and school which reinforcing the ideas of learning importance for illiteracy parents; needs of ethical teacher with professional deontology and responsibility as a good educator; needs of teachers who give notes and deeply explanations not give only notes without explanations.

About the question of benefits of female students to be highly awarded performed than male students, many interviewed were showed their interest to see female students to be highly awarded as well performed where they were exposed the importance of that action as shown: to be the source of highest society educated; the increasing of health and education in family; the increasing of country economics; the increasing of human capital in village and country in general; the increasing of female value in society; the increasing of female knowledge independence vis-à-vis male knowledge; the motivation of society to transform some parents with mind-set about female low knowledge than male children at home; to stimulate highly self-esteem vis-à-vis the future female students as new generation to have study self-value in their life for goodness of humanity; to show that even female are able to lead super ideas to transform or to lead a country; to reinforcing the theory of gender balance between students female and male at school.

In approximately, the question of main issues of raise the low performance among female students; male as female students were mentioned many situation which push female students of G.S-Bunyenga to do not well performed at school as: The low self-esteem in class room; the low self-control and attention in class room; the interesting on their boys friends and others relationship than courses in class room; interesting too on the difference materials to make their body very beautiful than interesting on courses in class room; the preference of sleeping in class room when teacher explain his/her lesson; the family poverty; the ancient culture and moral of some parents about female education; the immorality about sexuality among some male teachers vis-à-vis some female students at school; being victims of abuse and sexual violence done for female adolescent students in village by older men; the early pregnant for some female students

pregnant by old businessman or their school boys friends and the many family responsibility given by parents in village than male children at home are the cause of female low performance at school as male students.

## References Bibliographic

- Akisanya Omolade, A.K.O.a.S.M.O., 2014. Relative effects of parents' occupation, qualification and academic motivation of words on students' achievement in senior secondary school mathematics. *Journal of education and practice*, 5(22), 99-105.
- Ayaji, O.D.,1998. Community sciences: Implication of science teacher. *proceeding of 39th Annual conference of STAN*.
- Benet M, 1996. Men's and Women's self-estimates of intelligence. *The journal of social psychology*.136, 411-412.
- Ernest Otieno Ayoma, 2015. Influence of interpersonal conflicts on the students' academic performance in Kenya Certificate of secondary education in public secondary schools: A case of Homa bay County, Kenya.Ai2, Corpus ID: 55362189.
- Geist R, Grdisa V and Otley A, 2003. Best Pract Res Clin Gastroenterol. Review of Psychosocial on children with chronic condition. 17(2):141-52.
- Gita Subrahmanyam, 2016. Gender perspectives on causes and effects of school dropouts. Swedish International Development Cooperation Agency, (Sida), Art. no. Sida62010enurn:nbn:se:sida-62010en. [www.sida.se/publications](http://www.sida.se/publications).
- Heike Roschanski, 2007. Deprived children and education Ethiopia. International Research on Working Children (IREWO) , Amsterdam, The Netherlands P, [www.irewoc.nl](http://www.irewoc.nl).
- Ibbad Ashraf , Fawad Ashraf, Irum Saeed, Hina Gulzar, Kaynat Shah, Nida Azhar, Syeda Rabia Bukhari, Tehreem Ilyas, Waqasia Anam, 2015. Reasons for Low Performance of Teachers: A Study of Government Schools operating inBahawalpur City, Pakistan. *International Journal of Academic Research in Progressive Education and Development*. April 2015, Vol. 4, No. 2ISSN: 2226-6348.
- Jennifer King Rice, 2003. Teacher Quality: Understanding the Effectiveness of Teacher Attributes.Economic Policy Institute Research Associate, Department of Education Policy and Leadership at the University of Maryland, USA.
- Junaidu Lawal; Yusuf Sama'ILA; Mukhtar Lawal Ibrahim; Zainab Hamza AINU; Maryam Salisu. (2015). A comparative study between male and female student's performance in senior secondary school mathematics.
- Kaffenberger CJ., 2006. School reentry for students with a chronic illness: A role for professional school counselors. *Professional School Counseling*.9:223–230.

- Memon, G.R., Muhammad Farooq Joubish and Muhammad Ashraf Kurram. (2010). Impact of parental socio-economic status on students' education achievements at secondary of District Malir. *Journal of scientifically research*, pp678-687.
- Millis, F. E., 1993. Gender issues in the classroom.
- MINEDUC, 2016. *Education Sector Policy*. Ministry of Education.
- Molesane R. and Reddy. V.,2011. Gender equality in the mathematics and science school curriculum. *Policy Brief* .
- OECD, 2012. *Equity and Quality in Education: Supporting Disadvantaged Students and Schools*, OECD Publishing.<http://dx.doi.org/10.1787/9789264130852-en> ISBN 978-92-64-13084-5(print) ISBN 978-92-64-13085-2 (PDF).
- Shiu S., 2001. Issues in the education of students with chronic illness. *International Journal of Disability, Development and Education*. 48:269–281.
- Tod Schneider,2002. *Ensuring Quality School Facilities and Security Technologies*. Northwest Regional Educational Laboratory, USA. [www.safetyzone.org](http://www.safetyzone.org).
- UIS and UNICEF, 2015. *Global Out-of-SchoolChildren Initiative*. United Nations Children's Fund (UNICEF), Education Section, Programme Division April 2015, New York, NY 10017, USA [www.unicef.org/education](http://www.unicef.org/education).
- USAID, 2016. *Measurement and Research support to education strategy Goal I* . USA: Educational Data for Decision Making(EdData II).

