

# Investigating Gender Differences in English Language Academic Achievement of the Omani Grade 12 Students

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## ABSTRACT

Success in English Language Academic Achievement (ELAA) is a critical educational goal. Understanding the factors that influence ELAA is essential for enhancing student outcomes. This study explores the role of gender in the English language academic achievement of Omani Grade 12 students. A quantitative research design was employed, with data collected from 300 Grade 12 students across 10 secondary schools in the Ad Dakhliyah Governorate of Oman. The study used a questionnaire consisted of four sections and participants were selected through simple random sampling. Data analysis, conducted using SPSS software, included descriptive statistics and Pearson correlation coefficients. Findings reveal that gender significantly influences students' academic performance, with female students demonstrating higher achievement levels compared to their male counterparts. Based on these results, recommendations are provided for educational stakeholders, including school administrators, teachers, and parents. Proposed measures include fostering gender-sensitive teaching strategies, enhancing school-family communication, and organizing English language courses for parents to support their children's academic success.

## 1. Introduction

Academic achievement in English language learning plays a significant role in shaping students' educational success and future opportunities. As English has become a global lingua franca, its importance in education systems worldwide, and non-native English-speaking countries like Oman has no exception. For Omani students, mastering English is crucial, not only for academic advancement but also for professional success in a globalized world. However, academic achievement in English can vary significantly between different groups of students. One of the most debated factors influencing academic performance is gender. This research aims to explore the role of gender in influencing the English language academic achievement of Omani Grade 12 students, considering the social, cultural, and psychological factors that might contribute to performance differences between male and female students.

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In education, academic achievement refers to the measurable performance of students in various subjects, with assessments typically gauging their knowledge, skills, and competencies (Basith et.al, 2021). In the case of English language learning, academic achievement includes proficiency in reading, writing, listening, and speaking, as well as the ability to understand and communicate effectively in different contexts. English is compulsory subject for Omani students throughout their schooling, and Grade 12 marks a critical stage in their education, as it is the final year before university entry. At this stage, students are expected to have a high level of English proficiency, as it is often a key requirement for university admission, especially in fields like science, engineering, and business, where English is frequently the language of instruction.

While the academic achievement of Omani students in English is influenced by various factors—such as teaching quality, socioeconomic status, motivation, and parental involvement—gender has been identified as a potential factor that could shape students' learning experiences and outcomes. Research on gender differences in education has yielded varying results, with some studies indicating that female students generally outperform their male counterparts in language subjects, while others suggest that the gap is either negligible or context dependent. In the context of Oman, gender differences in academic achievement may be shaped by a combination of biological, sociocultural, and environmental factors.

One of the main reasons gender differences are often observed in academic achievement lies in the social and cultural roles assigned to males and females. In many societies, including Oman, gender roles can impact students' attitudes toward learning and their academic behaviors. For example, Ebuta et.al (2018) stated that traditional gender norms may encourage males to be more focused on subjects perceived as more practical or technical, such as mathematics and science, while females may be socialized to prioritize language and communication skills. These societal expectations could lead to differences in the types of subjects' students are motivated to excel in, which may, in turn, affect their performance in English language learning.

The impact of gender on academic achievement has been a topic of interest in educational research for decades. Numerous studies across different countries have examined how male and female students approach learning differently, both in terms of motivation and classroom behavior. In general, research has shown that female students tend to exhibit higher levels of motivation, responsibility, and conscientiousness when it comes to their studies. This is often reflected in their academic performance, particularly in subjects that require a high degree of verbal and written expression, such as English. Female students are also more likely to engage in study habits that promote academic success, such as seeking help from teachers, working in groups, and practicing language skills outside of the classroom. These behaviors contribute to their academic achievement and may explain why female students often outperform male students in language subjects.

On the other hand, male students are sometimes reported to be less engaged in classroom activities and may display more disruptive behavior, which can negatively affect their academic performance (Akunne, & Anyamene, 2021). Studies have shown that boys are more likely to struggle with language-based subjects, including English, and may face challenges in tasks that require sustained attention to details, such as writing essays or comprehending complex texts. In some cases, this lack of engagement in language subjects can be attributed to a combination of factors, such as lower levels of motivation, less positive attitudes toward language learning, and a preference for subjects they perceive as more practical or related to their future careers (Ebuta et.al, 2018).

However, it is important to note that gender differences in academic achievement are not solely determined by inherent traits or interests but are also influenced by broader sociocultural and educational factors. In Oman, as in many other countries, gender roles and expectations can significantly shape students' educational experiences. Female students in Oman, for example, may face greater pressure to conform to traditional gender roles, which could impact their behavior and academic choices. In some cases, cultural norms may lead female students to be more diligent and focused on their studies, especially in subjects like English, where academic achievement is often seen as a key pathway to social mobility and career success. Conversely, male students in Oman may be subject to less pressure to perform academically, as they are often encouraged to pursue more "masculine" career paths that do not necessarily require high levels of English proficiency.

Moreover, the classroom environment itself can influence the academic outcomes of male and female students. Jennifer & Nwankwo (2023) argued that "teachers' attitudes and expectations toward students of different genders may affect how they interact with them in the classroom". If teachers unconsciously favor one gender over the other or have different expectations for male and female students, this can create an unequal learning environment. Such biases can contribute to disparities in student performance, as male and female students may receive different levels of support and encouragement in their academic pursuits.

In recent years, there has been a growing awareness of the need to address gender inequality in education and promote a more inclusive learning environment for all students. Efforts to bridge the gender gap in academic achievement have led to changes in educational policies and teaching practices, aimed at supporting the academic success of both male and female students. In Oman, these efforts include increasing female participation in traditionally male-dominated fields such as science and technology, while also promoting greater engagement of male students in language and communication subjects like English.

## **2. Aim/ Purpose of the Study**

This research aims to explore how gender influences academic achievement in English language learning among Omani Grade 12 students. Specifically, it investigated whether male and female students show differences in their academic performance in English and the factors contributing to these differences. By understanding the role of gender in shaping students' academic achievement in English, educators and policymakers can develop more effective strategies to support both male and female students in achieving their full potential. Such strategies could include tailored teaching methods, targeted interventions, and gender-sensitive policies that promote equal opportunities for all students.

The research will test the following hypotheses:

- R.H 1: There is a statistically significant difference between the academic achievement of male and female students in English language proficiency.
- R.H 2: There is a statistically significant difference between male and female students' academic performance in English based on their overall grades.
- R.H 3: There is a statistically positive correlation between gender and academic achievement in English.

In conclusion, understanding the role of gender in academic achievement is essential for improving educational outcomes for all students. By investigating how male and female students differ in their academic performance in English, researchers can understand the ongoing dialogue about gender equality in education and provide valuable insights for

educators, policymakers, who are interested in enhancing the academic success of Omani students.

### **3. Literature Review**

Academic achievement and is an important factor to consider when analysing educational outcomes. Generally, it refers to the performance of students in school, including the grades they obtain throughout the semester or at its conclusion (Elmore & Mason, 2017). According to Elmore and Mason (2017), academic achievement is also defined as the success measured by the final grades or marks that students earn in a specific subject or course. Additionally, Masrom and Usat (2015) suggest that academic achievement can be defined by students themselves through reporting their GPA/CGPA from the previous semester and their expected GPA for the current semester.

On the other hand, research on gender differences in academic performance has consistently shown that male and female students often exhibit distinct patterns of achievement, influenced by a variety of sociocultural, psychological, and behavioral factors. These differences have significant implications for educational practices and policies, as they can highlight the need for tailored approaches to support both male and female students in their academic pursuits.

Gender disparities in academic achievement have been explored across different educational levels, with numerous studies examining the reasons behind the higher academic performance often associated with female students. Female students tend to demonstrate greater academic success in many subjects, including those that require strong verbal and written communication skills, such as language learning. However, the reasons behind these gender-based differences in academic outcomes are multifaceted, involving both individual and societal influences. In this literature review, the focus will be on the impact of gender on academic achievement, drawing upon various studies that examine the ways in which gender shapes students' educational experiences and achievements. By understanding the mechanisms at play, this review will highlight how gender influences students' academic performance and provide insights into the role it plays in shaping educational outcomes.

Gender is an intervening factor to be investigated in this chapter and its effect on students' academic achievement. The literature is rich in studies that discuss this issue (Carvalho, 2016; Nowell & Hedges, 1998; Chee, Pino, & Smith, 2005). Carvalho (2016) investigated gender differences in academic achievement and specifically examined the mediating role of personality between genders. The results of the study indicated that "women report better indicators of achievement, the frequency of behavioral problems, and overall satisfaction" (Carvalho, 2016, p. 232).

Another study, conducted by Mercenary et.al (2018), also examined gender differences and their effects on academic achievement among students. The study found that women students were less likely to receive low scores than men students and that men's academic results were more sensitive to changes in their family socio-economic status than women's results. Generally, the studies show that women students are less affected by their social background than men students. Chee et. al. (2005) conducted a study examining gender disparities in academic achievement and ethical behavior among college students. Their findings showed that female students tended to have higher grades and exhibit stronger academic ethics compared to male students. Furthermore, when using GPA as the dependent variable in regression analysis, significant differences between men and women emerged. For women, active involvement in student clubs or groups was positively linked to higher GPA scores (Chee et al., 2005, p. 248).

Barajas & Pierce (2001) examined the relationship between race and gender and academic performance. Based on interviews, fieldwork, and school records, gender played a significant role in school performance among students. The results showed that women were less affected by the home environment than men. Regardless of home-environment conditions, women students received better grades than men students, who were more affected by the family's educational and socioeconomic status. It is identified that most studies agree with the result that women, by nature, are academically better than men. According to the mentioned studies, women students work harder than men, which leads them to be more independent from the effect of their home environment.

Another study was conducted by Marcenaro et.al (2018) which explores the effect of gender factor that may contribute to the academic differences of the fourth year of secondary education academic performance. Using advanced decomposition methods, the study finds that girls are less likely to get low scores compared to boys. A nother main finding is that girls' better academic performance is largely explained by how their expectations about the future impact their results, while boys tend to rely more on their initial learning skills. Additionally, boys are more likely to misbehave than girls, and their academic performance is more affected by changes in family socio-economic status, which also contributes to the gender gap in academic achievement.

These findings agreed with what Reilly et.al (2019) in their study on a sample of 3 decades of U.S. student achievement in reading and writing from the National Assessment of Educational Progress to determine the magnitude of gender differences (N = 3.9 million). The study reveals that Females consistently outperform males in reading and writing achievement, with small-to-medium differences in reading and medium-sized differences in writing, stable over time.

On the contrary, a study done by Clifton et.al (2008) ,using a sample of 854 undergraduate students from a major Canadian Research-1 university, finds that few differences emerged between the genders on the psychosocial dispositions or on academic achievement. The results suggest that both male and female students can improve their academic control, which together directly affect their academic achievement.

Similarly, The findings of this study support the conclusions drawn by Clifton et.al (2008). It was done by Zhao et.al (2024) and it aims to examines how gender differences affect cognitive abilities and academic achievement in students. It challenges the idea that gender influences student success. The data was collected from 341 students and school administrators in middle schools in China through observations and interviews. Using a quantitative approach with descriptive and inferential statistics, the results show that cognitive engagement has a significant impact on academic achievement, but gender differences do not affect this relationship. The study suggests that intelligence is not determined by gender.

Overall, it is clearly shown that there are some significant gender differences that affect the academic achievement of students, Therefore, this study aimed at examining the gender differences in the selected population.

## **4. Methodology**

### **4.1 Introduction**

This chapter explains the sampling methods, instruments used for data collection, pilot study, data analysis procedures, and ethical considerations. The aim is to ensure that the research methodology is robust, reliable, and aligned with the study's objectives.

## **4.2 Sampling**

The sample for this study comprised 300 Grade 12 students from 10 public schools within the Ad Dakhiliyah Governorate. These students were selected using systematic random sampling. The schools were divided into two groups: male-only and female-only schools, ensuring that the sample was representative of both genders. The systematic sampling method was chosen because it provides a simple and effective way to select students while ensuring that everyone has an equal chance of being included in the study. Each school contributed 30 students. This approach ensures that the gender factor is evenly represented in the sample.

The main reason for focusing on the Ad Dakhiliyah governorate was to capture data from a broad range of students, with the aim of producing results that could be generalized across the region. Furthermore, by selecting both male and female schools, the study could address gender-related differences more comprehensively. Gender is an independent variable in this study, and the goal is to compare male and female students in terms of their academic performance in English and explore any gender-based patterns that emerge.

## **4.3 Instrument**

The primary tool used to collect data for this study was a questionnaire, which was adapted from a study conducted by Van der Slik, Driessen, and De Bot (2006). The questionnaire was modified to fit the context of the research and the specific needs of the study. It consisted of four sections, with one section specifically focused on gender-related questions. The questionnaire was designed to address various aspects of the students' gender that could potentially influence their academic achievement in English.

The first section of the questionnaire included personal information such as gender, the student's final grade in English, the school they attended, and the Wilayah they came from. Gender was a critical variable here, as the research aimed to compare the performance of male and female students in relation to their home environment. The final grade in English was the primary measure of academic achievement, and it was analyzed in relation to students' gender and other factors. By including gender-specific questions in this section, the study could directly assess whether there were any differences in English academic achievement between male and female students.

In the second section, the questionnaire explored the social status and background of the students' families. This section provided important context for understanding how socioeconomic factors could interact with gender to influence academic achievement. However, while this section was important for understanding other variables, the focus of this study was on gender differences, and how these differences might be shaped or moderated by family background.

The third section of the questionnaire dealt with economic aspects, including family income and financial status, which are commonly associated with educational outcomes. While this section provided valuable data on the students' socio-economic conditions, gender remained the central independent variable for this study.

The fourth section contained questions about the educational background of the family, including the educational levels of the father, mother, and siblings. However, in relation to gender, the focus was on understanding whether the educational background of male and female students' families differed, as this could contribute to understanding any gender differences in academic performance. This section was designed to offer insights into whether the educational background of the family had a differential impact on male and female students.

#### **4.4 Pilot Study**

A pilot study was conducted with 60 Grade 12 students from a school in the Ad Dakhiliyah governorate. The purpose of the pilot study was to test the clarity, validity, and reliability of the questionnaire before its full implementation. The pilot study allowed the researcher to identify any potential issues with the questions, particularly those that may have been unclear or culturally inappropriate.

Initially, the questionnaire was in English, but feedback from the pilot study participants revealed that many students had difficulty understanding certain questions due to language barriers. In response to this, the questionnaire was translated into Arabic by a professional translator from Sultan Qaboos University. This was done to ensure that the students could comprehend the questions and provide valid responses. The translated version was then reviewed by another translation expert to ensure accuracy and cultural appropriateness.

The pilot study also allowed the researcher to make modifications to the questionnaire. Some questions were rephrased to improve clarity, while others were omitted if they were not deemed relevant to the research objectives. Following the pilot, the researcher conducted interviews with the participants to gather feedback on their experience with the questionnaire. This feedback was invaluable in refining the instrument and ensuring that the final version was well-suited to the study's needs.

#### **4.5 Quality Assurance**

To ensure the validity and reliability of the research, the questionnaire underwent several rounds of review by experts in the field. These experts were drawn from the Department of Foreign Languages at the University of Nizwa and the Curriculum Department at Sultan Qaboos University. Their feedback helped to refine the questionnaire and ensure that it accurately measured the variables of interest.

Additionally, the questionnaire was piloted in two stages to ensure that it was reliable and that the students fully understood the questions. In each stage of the pilot study, the questionnaire was administered to 20 students, and their responses were carefully analyzed. The feedback from the first group of students was used to make modifications to the questionnaire, which were then implemented in the second group. The responses from both groups were highly consistent, demonstrating that the modifications had improved the clarity and effectiveness of the questionnaire.

### **5. Data Collection and Data Analysis**

The data collection procedure involved distributing the questionnaire to the selected students at their respective schools. The researcher scheduled visits to each of the ten schools over the course of one week, with one school visit per day. During each visit, the researcher explained the purpose of the study to the students and provided instructions on how to complete the questionnaire. The questionnaires were distributed in the learning resources rooms of each school, where computers were available for the students to fill out the online version of the questionnaire.

The online format of the questionnaire was chosen because it allowed for faster data collection and easier analysis. By using an online platform, the researcher could directly input the students' responses into an Excel sheet, which was then analyzed using SPSS software. This method also minimizes errors associated with manual data entry.

Despite the advantages of the online format, the researcher was aware that some students may have limited experience with technology. To address this concern, clear instructions were

provided, and the researcher was available to assist students who had difficulty navigating the online questionnaire. Fortunately, all students were able to complete the questionnaire without issues.

The data collection process was carried out in a controlled environment to ensure that all students answered the questionnaire under similar conditions. The timing of the data collection was also important, as it coincided with the beginning of the spring semester, ensuring that all students had received their final English grades for the previous semester.

## **5.1 Data Analysis**

The data analysis for this study focused on understanding the relationship between gender and academic achievement in English. To assess this relationship, the Pearson Product Moment Correlation (PPMC) method was employed. This statistical technique measures the strength and direction of the linear relationship between two variables.

In this study, the dependent variable was the students' final grade in English, while the independent variable was gender. The PPMC was used to assess whether there was a significant correlation between gender and academic achievement in English. Descriptive statistics were also used to summarize the data, providing an overview of the gender distribution and the academic performance of male and female students.

The study sought to determine if male and female students performed differently in English, and if so, whether gender could be considered a significant factor influencing academic achievement.

## **5.2 Ethical Considerations**

Ethical considerations were a key aspect of this research. The researcher obtained approval from the school administrations and the Ministry of Education to conduct the study. Consent forms were distributed to both participants and the school administrations, which clearly outlined the purpose of the study, the voluntary nature of participation, and the confidentiality of the data.

In addition, the names of the schools involved in the study were omitted in order to ensure confidentiality. The participants were informed that their personal information would remain confidential and that the data collected would only be used for the purpose of the study.

## **6. Results and Discussions**

### **6.1 Descriptive Statistics**

This section will present descriptive statistics, which includes an analysis of the responses related to gender. The data for this section is derived from the questions that specifically address gender differences, and the responses are presented visually through pie charts.

### **6.2 Gender**

The pie chart below provides a visual representation of the gender distribution of the participants. As shown, the survey included 300 participants, with an equal number of male and female students, each group comprising 150 students. This 50% gender split ensures that the research is balanced in terms of gender representation, which is critical for comparing the gender-specific findings on academic achievement.



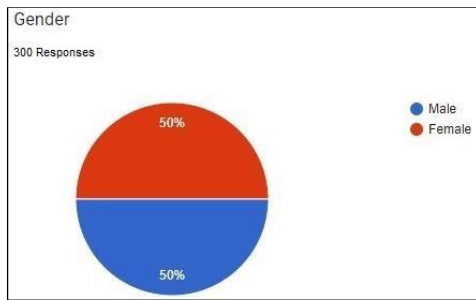


Figure 1. Gender Distribution

### 6.3 Academic Achievement through Final Grade in English Language Subject

The results for the final grades in English Language for the Spring semester of 2022 are shown in the pie chart below. The grades are distributed across several categories.

Grade Distribution:

- 32.3% of students (97 students) received a grade of "D," making it the most frequent category.
- 25.5 % of the students (76 students) got C as a second frequent category.
- 22.6% (68 students) received an "A."
- Grades B and F exhibited the lowest student counts, with approximately 9.7 students in total for each, corresponding to approximately 30 and 29 students, respectively.

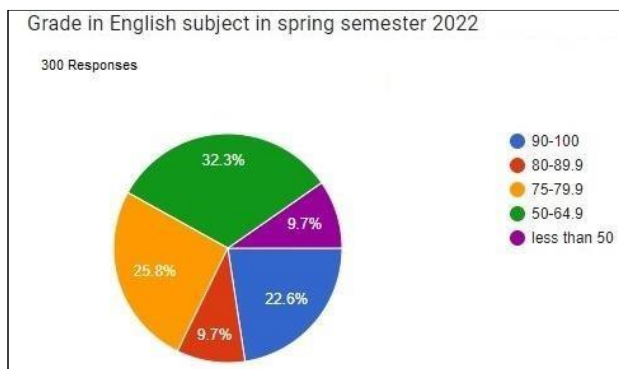


Figure 2. Final Grade in English Language Subject

### 6.4 Gender Breakdown in Grade Categories

Among the highest-performing students, 77 out of 98 (about 78%) of the students who scored between 80 and 100 were female. Only 22 were male, representing 22% of the high-achieving students.

In the failure category, out of the 29 students who received an "F," 23 were male (85%), and only 6 were female (15%). This data indicates a significant gender difference in the academic performance of students in English, with male students more likely to perform poorly than female students.

*Table 1. Gender Vs Final mark in English language subject*

Final mark/gender	Men	Women	Total (%)	Total (number)
90-100 (A)	10	58	22.6%	68
80-89.5 (B)	11	19	9.7%	30
75-79.5 (C)	36	40	25.5%	76
50-64.5 (D)	70	27	32.3%	97
Less than 50 (F)	23	6	9.7%	29

## 6.5 Pearson Correlation Analysis

The Pearson Correlation analysis was conducted to measure the strength and direction of the relationship between gender and academic achievement in English. The following table summarizes the correlation values obtained from SPSS software.

The presented table presents the correlation coefficient between Gender and ELAA, as well as their means and standard deviations. The correlation values are shown in the table as well, the correlation coefficient between Gender and ELAA is 0.55, which indicates a strong positive correlation. This suggests that as gender moves from men (coded as 1) to women (coded as 2), ELAA tends to increase. Since the coefficient is positive, this supports descriptive statistical analysis results that women tend to perform better than men in English language academic achievement.

*Table 2: Correlation values between gender and ELAA*

	Gender	ELAA
Gender	1.00	
ELAA	0.55	1.00

## 7. Discussions

### 7.1 Gender and Academic Achievement

The results from this study reveal a clear gender difference in academic achievement, particularly in the English language subject. Female students outperformed male students in the final grades, with a larger proportion of females achieving higher grades (A and B categories). Male students, on the other hand, were overrepresented in the lower performance categories (D and F grades). These findings align with previous studies that have suggested that female students often perform better than male students in language-based subjects, including English (Jensen, 2012; Bae, 2017).

One possible explanation for this gender gap could be related to differences in learning styles and classroom behavior. Research has shown that females tend to be more conscientious, diligent, and organized in their academic approach, which could contribute to their higher performance in subjects like English, which require consistent reading, writing, and comprehension skills (Fryer & Buehler, 2016). Conversely, male students may exhibit a greater tendency for impulsive behavior or may engage less frequently in self-regulated learning, which could negatively impact their academic outcomes in English.

Additionally, gender differences in academic performance may be influenced by societal expectations and gender roles. In many cultures, girls are often encouraged to excel in academic tasks that require attention to detail, such as language learning, while boys may face societal pressures to excel in subjects perceived as more “masculine,” such as mathematics or science (Kaufman et al., 2001). These societal expectations could contribute to the observed academic disparities between male and female students in English.

## **7.2 Main Findings**

- R.H 1: There is a statistically significant difference between the academic achievement of male and female students in English language proficiency.

The findings support this hypothesis. Female students consistently outperform male students in their English language proficiency, as evidenced by their higher grades and fewer instances of failing the subject. This disparity indicates that gender plays a significant role in English language achievement, with females demonstrating stronger performance.

- R.H 2: There is a statistically significant difference between male and female students' academic performance in English based on their overall grades.

This hypothesis is also supported. The data reveal that females are overrepresented among high-achieving students (those scoring grades A and B), while males are more likely to fall into lower-performing categories, including grade F. This distinction underscores a notable and statistically significant difference in overall academic performance between genders.

- R.H 3: There is a statistically positive correlation between gender and academic achievement in English.

The findings align with the descriptive statistical analysis, which demonstrates that female students generally outperform male students in English language academic achievement. The positive coefficient supports the claim that gender is a factor in influencing academic performance in English, with females achieving higher results than males. Thus, the hypothesis is supported by the data, albeit with the clarification that the correlation is weak, and further investigation could explore other influencing variables.

Overall, the findings confirm that gender significantly impacts English academic achievement among Omani Grade 12 students, particularly highlighting the superior performance of female students. However, the relationship's dynamics are complex and warrant further exploration to fully understand the underlying causes.

## **7.3 Key Findings**

1. Female students consistently outperformed male students in English language achievement. Most high-achieving students (grades A and B) were female, while male students were overrepresented in the lower performance categories (grades D and F).
2. Female students demonstrated greater resilience to environmental factors, maintaining higher academic performance irrespective of home conditions. Male students, however, were more influenced by their home environment, which often correlated with lower academic achievement.

These findings align with existing literature, which frequently highlights female students' superior performance in language-based subjects compared to their male counterparts. This trend may stem from differences in learning styles, classroom behavior, and societal expectations.

## **8. Recommendations and Implications**

### **8.1 Recommendations**

Based on these findings, several recommendations are proposed for stakeholders in the education system:

1. Ministry of Education:
  - o develop targeted initiatives to support male students in English, such as increasing access to remedial programs and providing additional credit hours for English instruction.
  - o Implement a system to monitor students' academic progress, particularly focusing on identifying and addressing gender disparities.
2. Teachers:
  - o Adapt teaching strategies to address the specific needs of male students who struggle with English, including differentiated instruction and additional support sessions.
  - o Conduct action research to explore underlying factors contributing to gender disparities and develop interventions tailored to male students.
3. Parents:
  - o Engage actively in their children's English education, particularly focusing on male students who may require additional motivation and support.
  - o Create home environments conducive to learning English, such as allocating time for English practice and encouraging participation in English-based activities.
4. Community:
  - o Collaborate with schools to provide workshops or courses for parents to enhance their ability to support their children's English learning.

### **8.2 Implications**

The findings of this research have significant implications for educational policy and practice in Oman:

- o Policymakers should prioritize addressing gender disparities in academic achievement, particularly in English language education.
- o Teachers need to incorporate gender-sensitive approaches in their teaching methodologies to support male students more effectively.
- o Parents and communities must work collaboratively to foster a supportive environment that encourages English learning, especially for male students.

## **9. Limitations and Future Studies**

This study focused solely on the Ad'Dakhliya governorate, which may limit the generalizability of the findings to other regions in Oman. Future research should expand the scope to include a larger and more diverse sample. Additionally, further studies are needed to explore the specific mechanisms through which gender influences academic achievement in English and to investigate effective interventions for bridging the gender gap.

## 10. Conclusion

In conclusion, this research underscores the critical role of gender in shaping English language academic achievement among Omani Grade 12 students. Female students consistently outperform their male counterparts, highlighting a significant and persistent gender gap. Addressing this disparity requires collaborative efforts from policymakers, educators, parents, and communities to ensure equitable academic opportunities and support for all students. By understanding and addressing gender-specific challenges, stakeholders can contribute to improving English language outcomes for Omani students.

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