Academic Achievement of High School Students: Females vs. Males
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Abstract
For years females have been performing better academically than males. They have been obtaining higher GPAs and scoring higher on state exams. Reasons for this distinction in academic performance could be that the education system is beginning to favor the academic interests of females. Schools are becoming more female oriented starting from the books they read to the material that is being taught. Overall females have more self-discipline; they are better at following directions and have the ability to keep focus all year long to achieve good discipline; they are better at following directions and have the ability to keep focus all year long to achieve good grades. The education system is more academically integrated for females.

Methods
Our research methodology requires gathering relevant data and scholarly journals in order to analyze and come to better understanding of the difference between gender achievements. Likewise the scholarly journals utilized participants, procedure and measure in order to provide us with the necessary elements and information needed to answer question. For instance, the 1988 base year date include information form students, parents, teachers and principles for over 24,000 eighth graders. In order to come up with a comprehensive explanation we decide to include 8th through 12th grade because it allows use to study the difference between now and then.

Results
By the end of our research, we had gathered enough information to establish that there are plenty of factors that play a role when it comes to gender differences in academic achievement. “Boys and girls have naturally different reading strategies and benefit from different types of reading instruction” [4]. “Girls earned significantly higher final grades, in Algebra 1, English, and Social studies than boys did” (2). Girls are increasing their advantage over boys in terms of math grades; the opposite pattern is occurring with respect to math test scores. For those who had greater confidence in their academic abilities their weighted total greater grade average was higher. According to the graph above females had higher percentages of high school completion.

Conclusion
Our explanation regarding the sex differences in educational performances are essentially developed. It can vary from learning skills, to environmental influences, as well as motivation and attitude. The gender difference in reading frequency could contribute to differences in reading comprehension performance. Females and Males attitudes and motivation are highly associated with their learning skills. Some evidence suggested that the main principle behind synthetics phonics is to be taught at a very young age. This happens to be the advantage of how to improve males academic achievements. However, because girls engage their time in literacy activities they are bound to do better. After comparing an overall look at the grades and test scores, it has come to our attention that due to self-discipline, females are more focused and therefore achieve higher in academic exams than males. According to Downey’s findings, “Past research suggests that boys are involved in more complex play and in activities that may promote quantitative skills, while girls are more involved in activities that may promote verbal/reading skills” (Lever 1978).

References