

**Assessing Factors Affecting Female Students Academic Performance at  
Maraki Campus University of Gondar**

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**Abstract**

*This study was conducted to assess factors affecting female student's academic performance at University of Gondar. The main objective of the study was identifying the factors affecting female student's academic performance at university of Gondar. The study used simple random sampling (lottery method) to select the samples. Both primary and secondary source of data were used to gather reliable data. Mixed types of research approach (quantitative and qualitative) were employed. To achieve the objectives of the study, cross-sectional study types of descriptive study design were employed. The collected data was organized, tabulated, and analyzed using descriptive method of analysis according to their similarities under percentage and frequencies distribution. The study identified factors related to institutional, parental, personal, and instructor related factors. From the findings of the study, among institutional related factors including: nonexistence of full department choice, non-availability of reward to good scorer female students, and shortage of quality supply of food and water were the major problems. Whereas from personal related factors, lack of self-motivation and self-confidence to achieve good score, absence of class frequently, and affection of night clubs were the major personal related factors affecting female student's academic performance. From the parental related factors, socio-economic status of parents and attitude towards academic performance of female students had effect on female student's academic performance. On the other hand, the instructor related factors including sexual harassment from instructors and lack of tutorial class for female students were the factors that affect female student's academic performance at the university. Based on the findings, we have recommended some suggestions to improve female student's academic performance. These include: higher institutions should make affirmative action program for female students like tutorial class and related activities. Higher institutions should give rewards to female students who achieve good score in their academic achievement... Concerning the government and institutions, they should take serious action and decision on night clubs to reduce the problems related to female students' academic performance, and higher institutions should improve the rules and regulations*

*that prevent male instructors and students from performing sexual harassment activities against female students...*

## **1. Introduction**

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

In the era of globalization and technological revolution, education is considered as a first step for every human activity. It plays a vital role in the development of human capital and is linked with an individual's well-being and opportunities for better living (Battle & Lewis, 2002). It ensures the acquisition of knowledge and skills that enables individuals to increase their productivity and improve their quality of life. This increase in productivity also leads towards new sources of earning which enhances the economic growth of a country (Saxton, 2000).

Globally, there is strong evidence of inequalities between males and females (UNESCO, 2003). This implies that there are discrepancies between men and women in the social, economic, educational and other spheres of life. Most studies reveal that women are lagging behind in education, politics, economic issues and the world of work.

The history of women's education began with the hot controversies about women's right to education; and this battle has been won. Women today enjoy a formally and explicitly recognized right to education but few specific and effective guarantees have been put in place to insure that women's access to education is secured. Volumes of evidences revealed different sex ratio throughout the world in educational system. Equal access to education has been achieved in few countries (Manwa, L. &Manwa, L., 2013).

Watkins (2000) indicates that inequalities in education between men and women extend across a wide range of dimensions including enrolment, completion and performance. Poor educational achievements may be a barrier to overcoming the vicious circle of poverty among humankind, especially among women. Studies indicate that women in developing countries face several constraints in accessing education at all levels and in successfully completing their courses of study. These studies have identified some of the constraints. These include: poverty at family and country level, cultural

division of labour, early marriage, carrier choice of girls, and religion (Panos Ethiopia, 2001).

According to the Ministry of Education (MOE, 2006) reference manual, the major factors which contribute to lower female enrolment and participation in education are: gender based violence, gender based school curriculum, religious beliefs, poverty, multiple role of women, lack of physical facilities, lack of access to resources, university factors, personal factors and distance from night clubs. The Ministry of Education of Ethiopia has been taking several measures to improve girls' enrolment in higher education. Hence, this study attempted to assess factors affecting female student's academic performance at University of Gondar.

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

In all parts of the world the rate of illiteracy is higher among women than men. In most places, women lag behind men in enrolment in high school and colleges (Sullivan, 2004). Many girls who surmount the barriers preventing them from attending school face harassment and sexual abuse from their peers and their teachers once they are enrolled (EFA-global Monitoring report, 2004). The difference between courses taken by males and females represents a wide gap which leads to different educational and occupational paths (Dayioglu & Turut-asik, 2007).

Rao (2004) studied gender equity in the education system in New Delhi and concluded that differences in educational attainments between boys and girls are due to unequal access to education. While women's access to education has improved, sex segregation within the educational system persists. Research documents reflect that a wide gender gap in course taking during high school lead to different educational and occupational path for women and men.

King and Hill (1993) argued that educating females yields far-reaching benefits for girls and women themselves, their families' and their societies in which they live. The benefits of investing in human capital are especially pertinent for women in developing countries where gender equity in education is often lagging behind. Without educating women, national endeavours can be less effective and the efforts of women are weaker. Equal opportunity of education for both sexes is equally important. In a number of developing

countries, the participation of women in education is characterized by low enrolment and poor performance (Herz, 1991; King and Hill, 1993; Odaga and Heneveld, 1995).

A study by Macionis and Plummer (2008) revealed that, in African countries most societies consider schooling boys is more important than educating girls. Some girls could join tertiary institutions despite numerous obstacles, but for most girls, the battles to overcome gender impediments and obtain qualifications after they enrolled remains unabated (Wudu and Getahun, 2009). According to Asresash Demissie (1998), gender related problems at higher educational institutions have several impacts on female students. these include: lower academic performance, high risk of drop out, and poor prospect of getting better job in the future. Habtamu (2004) stated that inequality of educational opportunities between and among various social groups has been a serious problem in Ethiopia.

When we initiated this study, there were many factors that have affected female students' academic performance at University of Gondar. Also female students' academic achievement, except few, was lower than male students. But, currently, there is improvement with female student's performance in the university. Due to this, we have attempted to assess the factors that affect female student's academic performance by employing appropriate research methodology and by incorporating relevant data.

### **1.3 Research Question**

To assess the factors affecting female student's academic performance, this study addressed the following questions.

- What are the factors affecting female students academic performance?
- What are the major off campus and on campus environmental influences that affect female student's academic performance?
- What are institutional, personal, parental and instructor related factor affecting female students academic performance?

## **1.4. Research Objectives**

### **1.4.1. General Objectives**

The general objective of this research was to assess the factors affecting female student's academic performance at higher institution.

### **1.4.2. Specific Objectives**

The specific objectives of this study were:

- To identify the major factors affecting female student's academic performance.
- To identify major off and on campus environmental influences for female students academic performance.
- To assess the effect of institutional, personal, parental and instructor related factors on female student's academic performance.

## **1.5. Significance of the Study**

The major purpose of this study was assessing factors affecting female students' academic performance at the University of Gondar. Therefore, this study had the following significances.

- Help females in their academic achievement by identifying factors affecting to their environmental and social aspect in the Uuniversity by indicating the solution to the problem.
- Help female students to improve their academic performance.
- It investigates the in and out University factors which affect females educational achievement and finally indicates the possible solutions which may help to alleviate the problems in Uuniversity of Gondar.
- It may pose issues that may motivate and/or serve as a reference material for other researchers and policy makers who require to fill the gap in the area.
- Non-Governmental Organizations (NGOs) and other stakeholders may be enlightened on the plight of women scholars and this may lead to interventions which may assist them for economical and other encouragements.

## **1.6. Limitation of the Study**

This study was conducted to assess factors affecting female student's academic performance. But, it was difficult due to its cost, time and other

personal factor to accomplish all objectives of the research within the all campus of the university.

### **1.7. Delimitation of the Study**

The scope of the study focused on assessing some of the major factors that affect female students' academic performance at the University of Gondar, Maraki campus. Gondar University has five main campuses. To conduct this research on all campus of the university, the researchers were constrained by cost and time. So the scope of the study was delimited to Maraki campus. In terms of time, it was delimited to cover successive months on March 01/2017-May 25/2017. Even though there were different variables that affect female students' academic performance, in this study attempts were made to examine university factors, parent related factors, instructor related factors, and personal related factors.

### **1.8. Organization of the Study**

This paper is organized into five chapters. Chapter one deals with the introduction which comprises of statements of the problem, research questions, objective of the study, and significance of the study, delimitation, limitation and organization of the study. Besides, chapter two deals with review of related literature and chapter three deals with the methodology of the study. Moreover, chapter four deals with presentation, analysis and interpretation of the data. Lastly, chapter five deals with summary, conclusion and recommendation of the research.

### **1.9 Operational Definition of Terms**

**Academic Performance:** In this study, academic performance means the level of achievement female university student display in relation to their achievement in university.

**Affirmative Action:** In this study, affirmative action refers to an effort that gives priority to women for enrolment in education and in employment. Affirmative action gives women an advantage when entering universities even if they have low pass rates.

**Attitude:** In this study attitude is used to refer to showing favour or disfavour, for example, a teacher who favors women, gives them preference.

**Off Campus Environmental Factors** refers to environmental factor that are outside the university which influence female students academic performance.

**On Campus Environmental Factors:** In this study, it refers to the factors which are inside the university.

**Tertiary Education:** In this study, tertiary education is part of educational service for higher level of students in the universities and other colleges.

## **2. Research Methodology**

### **2.1 Description of the Study Area**

The study was conducted at the University of Gondar, Maraki campus. University of Gondar is found in Gondar town in North Gondar Zone. It was established as Public Health College in 1954 and it is the oldest medical school in Ethiopia. Until 2003, it was known as ‘Gondar College of Medical Sciences’. It is one of the tertiary educational institutions in Ethiopia. In 2010, the University offered about 42 undergraduate and 17 postgraduate programs. Since 2016, the University has been offering 56 undergraduate and 64 postgraduate programmes. These are organized under the College of Medicine and Health Sciences, College of Business and Economics, College of Natural and Computational Sciences, College of Social Sciences and Humanities, and Faculty of Veterinary Medicine, Faculty of Agriculture, and three schools: School of Law, School of Technology and School of Education. In general, it has 5 campuses, namely: Maraki, Atse Tewodros, Melese Zenawi, Medical science, and Atse Fasil. However, this study was conducted in Maraki campus because of shortage of budget to cover all campuses of the university.

### **2.2 Study Design**

In this study, mixed type of research approach was employed. To achieve the objectives, the study used cross-sectional study of descriptive type of study because there was shortage of time and budget.

### **2.3 Study Population**

Female students, from the University of Gondar, Maraki campus, were the focus of this study. Second year and above undergraduate female students were selected for the reason that they stayed in the university for long and they might have clear understanding about the factors that affect female students’ academic performance.

### **2.4 Sample Size**

This study was conducted at the University of Gonder in case of Maraki Campus. Maraki

Campus. Maraki campus has two colleges, and two schools. The two colleges are College of Business and Economics, and College of Social Science and Humanities and the two schools are School of Law and School of Education. In these colleges, there are a total of 6435 female and male undergraduate students.

Out of these, 2732 students were female students that our study focused on. From this total, number of female students, to gather necessary and representative data, we selected 100 female students. From these 100 female students, 39 percent of students were selected from College of Business and Economics, 38 % of students were selected from College of Social Science and humanities, 18 % of students were selected from School of Education, and 5 % of students were selected from school of law.

### **2.5 Sampling Techniques**

The 100 sample students were selected by using simple random (lottery method) sampling technique. But, this considers the number of students in the college or the school.

### **3.6 Sources of Data**

The data were collected from both primary and secondary source of data. The primary sources include: Questionnaire and focused group discussion. The secondary sources include published documents from the library and unpublished documents from the internet.

### **2.7 Methods of Data Collection**

As already mentioned above, we used questionnaire and focused group discussion to collect data. The questionnaire was constructed based on theoretical and empirical grounds about factors affecting female students' academic performance. This included background information, factors related to the institution, factors related to personal factors, factors related to instructor and factors related to parents.

**FGD:** in this study, we conducted three FGD in students' dormitory. In one FGD, there were four female students and those participants were selected by the researcher judgment.

### **2.8 Description of Variables**

Our study has both dependent and independent variables.



### **2.8.1 Dependent Variables of the Study**

Dependent variable of the study was female student's academic performance.

### **2.8.2 Independent variables of the study**

Independent variables of the study were categorized as follows:

#### **Socio-economic variables:-**

- Families' economic status
- limited employment opportunities on their department
- expanding of night clubs/bars near to the university,

#### **Socio-cultural variables:**

- Background residence of female students
- Gender related factors inside and outside the university have an effect on female student's academic performance.

#### **Institutional related factors:**

- : Student - teacher relationship
- : Availability of guidance and counseling services
- : Occurrence of tutorial and affirmative action for females
- : Department choices
- : Environmental sanitation including green plants and water supply.

Furthermore, personal factors, parental background factors, off and on campus environmental factors, and university related factors were the main components that affect female student's academic performance.

### **2.9 Tools of Data Analysis**

The collected data was organized, tabulated and analyzed using descriptive method of analysis according to their similarities under percentage and frequencies distribution. The SPSS16.0 was employed to analyze the quantitative data. Besides, the qualitative data was described thematically as supplementary evidence of quantitative data.

### **2.10 Ethical Considerations**

Researchers should be aware of the ethical responsibilities and legal constraints that accompany the gathering and reporting of information to protect the rights and welfare of the participants involved in the research study. Ethical considerations in this study focused on those issues that include on the participants' rights. These include, getting permission during the study,

anonymity, informed consent, confidentiality, protecting the participants from any harm, and being honest with all participants are the important ethical issues.

### **3. Data Presentation, Analysis and Interpretation**

This chapter deals with presentation, analysis and interpretation of data that were collected through questionnaire and FGD. The effect of different factors on students' performance was explored. The interpretations were started from background data of the female students.

#### **3.1 Background Characteristics of the Respondents**

**Table 3.1.1: College / School of Respondents**

Variable	Frequency	Percent%
College/school		
CBE	39	39
CSSH	38	38
School of education	18	18
School of law	5	1
Total	100	100

Source: Field Survey (2017)

Table 3.1.1 reveals percentile distribution of respondents according to their respective college/school. The result depicted that 39 % and 38 % of respondents were CBE and CSSH respectively, where as 18% and 5% of respondents were School of Education and School of Law.

**Table 3.1.2: Age of Respondents**

Variable	Frequency	Percent%
College/school		
CBE	39	39
CSSH	38	38
School of education	18	18
School of law	5	1
Total	100	100

Table 3.1.2 presents percentile distribution of respondent's age. The result shows that majority (96%) of respondents were between 20-24 age group,

whereas 3% and 1% of respondents were in the age group (15-19) and (25-29), respectively.

**Table 3.1.3: Year of Enrolment of the Respondents**

<b>Year of study</b>	<b>Frequency</b>	<b>Percent</b>
2 <sup>nd</sup> year	38	38
3 <sup>rd</sup> year	57	57
4 <sup>th</sup> year	3	3
5 <sup>th</sup> year	2	2
Total	100	100

Source: Field Survey (2017)

Table 3.1.3 shows percentile distribution of respondent's year of enrolment. The result shows that the majority (57%) of the respondents were 3<sup>rd</sup> year followed by 2<sup>nd</sup> year (38%) whereas 3% and 2% of the respondents were from 4<sup>th</sup> year and 5<sup>th</sup> year students, respectively.

**Table 3.1.4: CGPA of Respondents**

<b>CGPA</b>	<b>Frequency</b>	<b>Percent</b>
1.5-2.00	1	1
2.01-2.5	19	19
2.501-3.00	59	59
3.01-3.5	16	16
>3.5	5	5
Total	100	100

Source: Field Survey (2017)

Table 3.1.4 presents distribution of respondents according to their CGPA. The result depicted that 59% and 19% of the respondents have CGPA of (2.501-3.00) and (2.01-2.5), respectively. Whereas 16% and 5% of the respondents have CGPA of (3.01-3.5) and (>3.5), respectively. The remaining 1% of the respondent has CGPA of (1.5-2.00).

**Table 3.1.5: Place of Residence of Respondents**

<b>Place of residence</b>	<b>Frequency</b>	<b>Percent</b>
Rural	56	56
Urban	44	44
Total	100	100

Source: Field Survey (2017)

Table 3.1.5 shows frequency distribution of respondent’s residence. The result shows that 56% of respondents come from rural area; whereas 44% of respondents come from urban area.

**Table 3.1.6: Mother’s Educational Status of Respondents**

<b>Mother’s educational status of respondents</b>	<b>Frequency</b>	<b>Percent</b>
Illiterate (cannot read and write)	39	39
Can read and write	22	22
Primary (1-8)	16	16
Secondary(9-12)	10	10
College graduate	13	13
Total	100	100

Source: Field Survey (2017)

Table 3.1.6 explains the frequency distribution of respondent’s mother’s educational status. The result shows that 39% and 22% were illiterate and cannot read and write. While, 16% of their mothers completed primary school, whereas 10% and 13% attained secondary school and college graduate, respectively.

**Table 3.1.7: Respondents Father’s Educational Status**

<b>Father’s Educational Status</b>	<b>Frequency</b>	<b>Percent</b>
Illiterate (cannot read and write)	20	20
Can read and write	28	28
Primary(1-8)	18	18
Secondary (9-12)	15	15
College Graduate	19	19
Total	100	100

Source: Field Survey (2017)

Table 3.1.7 displays the percentile distribution of respondent’s father’s educational status. The result mentions that, 20% and 28% of respondent fathers are illiterate and can’t read and write, respectively. Whereas 18%, 15% and 19% of respondent’s fathers are primary, secondary and college graduate respectively

**Table 3.1.8: Mother’s Employment Status of Respondents**

<b>Mother’s Employment Status</b>	<b>Frequency</b>	<b>Percent</b>
House wife	61	61
Merchant	21	21
Government employee	15	15
Other	3	3
Total	100	100

Source: Field Survey (2017)

Table 3.1.8 depicts the frequency distribution of respondent’s mother’s employment status. The result shows that the majority (61%) of the respondents are house wife, 21% and 15% of respondent’s mothers are merchants and government employees, respectively. The rest 3% of the respondents’ mothers participated on different activities which are explained graphically using pi-chart below.

**Table 3.1.9: Fathers Employment Status of Respondents**

<b>Father’s employment status</b>	<b>Frequency</b>	<b>Percent</b>
Farmer	54	54
Merchant	15	15
Government employee	23	23
Other	8	8
Total	100	100

Source: Field Survey (2017)

Table 3.1.9 reveals the frequency distribution of respondent’s father employment status. The result reveals that the majority (54%) of fathers are farmers, which is followed by government employees 23%. whereas 15% and 8% of the respondents’ fathers are farmers and others, respectively.

### **3.2 Factors Affecting the Academic Performance of Female Students**

#### **3.2.1 Institutional Related Factors**

The following table illustrated factors that affect female student’s academic performance at tertiary level of institution.

**Table 3.2.1: Respondents Responses Related to Institutional Factors**

ITEM	Institutional Related Problems	Very High		High		Low		Very		Total	
		F	%	F	%	F	%	F	%	F	%
1	Non availability of teaching and reading materials	16	16%	36	36%	37	37%	11	11%	100	100%
2	Non availability of counseling services to female students for better academic achievement.	37	37%	33	33%	20	20%	10	10%	100	100%
3	Nonexistence of rewards for the university female students good scorer	21	21%	38	38%	30	30%	11	11%	100	100%
4	Lack of proper attractive green plants area that suitable for studying	19	19%	27	27%	31	31%	23	23%	100	100%
5	Lack of affirmative action for female in the university	41	41%	33	33%	18	18%	8	8%	100	100%
6	Lack of quality and supply of food and water in the university	53	53%	23	23%	10	10%	14	14%	100	100%
7	Non availability of role	31	31%	30	30%	23	23%	16	16%	100	100%
8	Non availability of department choice for students	50	50%	23	23%	19	19%	8	8%	100	100%

Source: Field Survey (2017)

Table 3.2.1 reveals percentile distribution of factors that affect female student’s academic performance at the University of Gondar. Concerning the non-availability of teaching and reading materials, the result reveals that 16% and 36% of female respondents had high and very high academic performance respectively whereas 37% and 11% of female respondents had very low academic performance.

Regarding the non-availability of guidance and counseling service for female students, the result indicates that 37% and 33% of the total respondents had very high and high academic performance respectively. While 20% and 10% of the female respondents had low and very low academic performance,

respectively. From this, we can conclude that the availability of guidance and counseling service was limited at the University of Gondar because 70% of respondents said that the non-availability of guidance and counseling service affected their academic performance highly.

In addition, this result was further strengthened by the focus group discussant and they said that non-availability of guidance and counseling service affected their academic performance. When they were depressed by mental stress, there was no guidance and other supporting service which helped them improve their educational problems and their mental problems. For example, they required guidance and counseling services on gender related issues, but they did not get the required service. As a result, the problems of non-availability of guidance and counseling service affected their academic performance.

Concerning the non-existence of rewards for good achiever female students, the result reveals that 21% and 38% of the respondents said it had very high and high effect on their academic performance, respectively. While 30% and 11% said it had low and very low effect on their academic performance, respectively. From this, we can conclude that these factors affected female students from achieving good academic performance.

Lack of attractive green area which was suitable for studying was also another factor that affected female student's academic performance negatively. The result reveals that 19% and 27% of the respondents said this factor affected female's academic performance very high and high, respectively; whereas 31% and 23% of respondents stated it has low and very low effect on their academic performance respectively. From this, most students agreed that lack of attractive green area has low impact on female students. Academic performance.

Another factor affecting female student's academic performance was lack of affirmative action for female students. Affirmative action is a wide range of voluntary and mandatory activity in the area of education and employment which can promote women's or minority groups achievements (Aleman & Renn, 2002; Fullinwider, 2002). Regarding this issue, 41% and 33% of the respondents stated that such factor had very high and high impact on their academic performance, respectively. Besides, 18% and 8% of the respondents

stated that this factor had low and very low impact on their academic performance, respectively. They also said they need affirmative action in the form of tutorial class and other similar help. Thus it is possible to conclude that lack of affirmative action has impact on student's academic achievement. The response from open ended questions further strengthens because respondents stated that:

We need affirmative action in the university, for the reason that we did not get tutorial class and other means to improve our academic performance. During the pre-university time of education, there was good affirmative action to improve our academic performance. But, after joining the university there was no means of affirmative action. Because, there were many obstacles that affect our performance like gender related factors and other factors which made our achievement lower when compared with males.

Lack of quality food and water in the university was another factor that their academic performance. The result reveals that 53% and 23% of the respondents were seeking supply of quality food and water in the university. They said that the supply of quality food and water had very high and high effect on their academic performance, respectively. On the contrary, about 10% and 14% of the respondents said that this factor had low and very low impact on academic performance, respectively. From the above explanation, we can conclude that lack of quality food and water has impact on their academic performance.

Lack of role model female instructors in the university was another factor that affected female student's academic performance. The result reveals that about 31% and 30% of the respondent argued that this factor had very high and high effect on their academic performance, respectively. On the other hand, 23% and 16% of respondents said that this factor had low and very low effect on female's academic performance, respectively.

Inability of choosing department freely was another factor which affected the academic performance of female students. The data analysis demonstrates that 50% and 23% of the respondents argued that inability of choosing department freely had very high and high impact on their academic performance,



respectively. In contrast 19% and 8% argued that non-availability of choosing department freely had low and very low effect on their academic performance, respectively.

Furthermore, the result was strengthened by focus group discussants. They said that joining a department with their choice created negative impact upon their academic performance... As a result, when they joined any department without their interest, they did not care for it was not their choice and they believed that they couldn't achieve better result to get a job.

**3.2.2 Personal Related Factors:** Personal related factors are also other factors that affect female student's academic achievement at tertiary institution.

**Table 3.2.2: The Effects of Personal Related Factors on Academic Performance**

Q. No	Personal Related Factors	Very high		High		Low		Very low		total	
		F	%	F	%	F	%	F	%	F	%
1	Lack of Self-motivation to achieve good score in your academic	47	47	28	28	19	19	6	6	100	100
2	Absence of class attendance in frequently	26	26	41	41	24	24	9	9	100	100
3	Addicted with different drugs and alcohols	33	33	26	26	24	24	17	17	100	100
4	Enjoy night clubs and dancing clubs	43	43	23	23	26	26	8	8	100	100
5	Lack of preparedness before the exam	45	45	29	29	15	15	11	11	100	100

Source: Field Survey (2017)

Table 4.2.2 depicts percentile distribution of personal related factors that affect female student's academic performance. The respondents were asked to ratify their personal related problems that affect their academic performance as very high, high, low and very low.

About the impact of lack of self-motivation to achieve good score: the result asserted that, 47% and 28% of respondents argue this factor had very high and high effect on their academic performance, respectively. On the other hand,

19% and 6% of respondents argued that this factor had low and very low effect on their academic performance, respectively. Moreover, from the open ended questions, respondents explained that:

There are other factors that affect our academic performance, for example, lack of self-motivation and self-confidence, self-thought that we are less achiever than males, and also lack of self-decision related to our motivation.

Regarding being absent from class frequently, the result depicts that about 26% and 41% of respondent replied that it had very high and high effect on their academic performance, respectively. Besides, most of the female respondents (i.e. 24% and 9%) replied that it had low and very low effect on their academic performance, respectively.

The other personal factor that affected female student's academic performance was their addiction to different drugs... 33% and 26% of respondents replied that this habit had high and high effects on girls' academic performance, respectively whereas 24% and 17% of respondents replied that it had low and very low effect, respectively. Enjoying and dancing at night clubs was as another factor that affected female students' academic performance. The result states that 43% and 23% of respondents replied that it had very high and high effect, respectively, whereas 26% and 8% of respondents argued that it had low and very low effect, respectively.

Respondents from the focused group discussion stated that many female students enjoyed going to night clubs for recreation purpose. While they stayed in the club, they drank different alcohols. as a result, they lost their time, money and also exposed to gender related problems like sexual harassment and violence from male partner.

Lack of preparation during the exam was still another factor which affected female student's academic performance. For instance, 45% and 29% of the respondents argued that lack of preparation had very high and high effect on their academic performance, respectively. While, 15% and 11% revealed that it had low and very low effect on their academic performance, respectively. From this, we can conclude that most female student's academic performance was influenced by going to night clubs negatively.

**3.2.3 Parental Related Factors**

There is no doubt that academic performance of female students can be affected by parental related factors. Female students mentioned some of parental related factors listed in the table below:

**Table 3.2.3: Responses on Parental Related Factors that Affected Female Students’ Academic Performance**

Q. No	Parental Related Factors	Very high		High		Low		Very low		Total	
		F	%	f	%	f	%	F	%	f	%
1	Socio-economic status	53	53	28	28	14	14	5	5	100	100
2	Negative attitude towards academic achievement of female students	36	36	36	36	21	21	7	7	100	100
3	Low interaction between families and students	30	30	24	24	31	31	15	15	100	100

Source: Field survey (2017)

Table 4.2.3 presents percentile distribution of parental related factors that affected girl’s academic performance. 53% and 28% of the respondents strongly agreed/agreed that socio-economic status of parent had very high and high influence on female student’s academic performance, respectively. On the other hand, 14% and 5% of respondents said that it had low and very low impact on female student’s academic performance. respectively. That means socio-economic status of parents has great effect on female students’ academic performance.

Besides the above factors, socio-economic status is one of the most researched and debated factor among educational that contributes towards female students academic performance. Most researchers argue s that the socio-economic status of learners negatively affects the students’ academic performance. Because when the basic needs of students is unfulfilled, they do not perform better academically (Adams, 1996). In addition to this attitude towards academic achievement of female students can affect their academic performance. 36% and 36% of students stated that attitude had very high effect on their academic performance. On the contrary, about 21% and 7% of the respondents explained that attitude had low and or very low impact, respectively. Hence, students’ academic performance can be significantly affected by the attitude of parents, socio-cultural beliefs, customs and practices, girls’ expectation, etc. and even can lead to dropout and repetition

(Odaga and Heneveld, 1995). Low interaction between parents and students might be another factor that lowers female student’s academic performance. The result reveals that 30% and 24% of the respondent stated that it had very high and high effect, respectively. While about 31% and 15% of respondents replied that it had low and very low effect on academic performance, respectively.

**3.2.4 Teachers Related Factors**

**Table 3.2.4: Responses on Instructor’s Related Factors that Affect Females Students Academic Performance.**

Q. No	Instructor Related Problems	Strongly agree		Agree		Disagree		Strongly disagree		Total	
		f	%	f	%	f	%	F	%	f	%
1	Sexual harassment from teachers on female students	43	43	30	30	20	20	7	7	100	100
2	Absence of tutorial class for females	33	33	53	53	9	9	5	5	100	100

Source: Field Survey (2017)

Table 3.2.4 shows that 43% and 30% of the respondents strongly agreed and or agreed that sexual harassment of female students’ by their instructors significantly affects girl’s academic performance, respectively. On the other hand, 20% and 7% of the respondents ranked ‘strongly disagreed’ and ‘disagreed’, respectively that there is no impact of sexual harassment from their instructors. From the open ended questions, the respondent replied that:

There was sexual harassment from male teachers and male students. This was done hidden. Some teachers invite female students for sex and if they did not accept their questions, they tried to obstruct their scores,’ and at this time female students felt moral depression. The university didn’t consider this problem because this activity was done secretly. Therefore, the University should give solution for this hidden characteristic of instructors and male students.

However, many girls who surmounted various barriers which prevent them from attending school face another problem such as sexual harassment from their peers as well as from their teachers (EFA-global Monitoring report, 2004).

In addition the result from table 3.2.4 reveals that 86% of the respondents agreed that there was no availability of tutorial class for female students at University'. The rest 14% of the respondents disagreed on this factor. From the open ended questions, respondents stated that 'we need tutorial class to improve our academic achievements, but the instructors didn't have tutorial class.' Below the most factors that affected female students academic performances are summarized in Table 4.3 below:

**Table 4.3: Responses of Female Students on most Factors Related to Academic Performance**

Q. No	Factors Related to Academic Performance	Frequency	Percent (%)
1	Institutional related factors	16	16
2	Instructor related factors	21	21
3	Personal related problems	41	41
4	Parental related problems	22	22

Source: Field Survey (2017)

According to the above the above table, the four types of factors mentioned above, personal related factors, affected the academic performance greatly when compared to others, which accounts 41 % followed by parental and instructor related factors which account 22% and 21%, respectively. The rest 16% are institutional factors.

**Table 3.4: Amount of Money Respondent Gets in a Month**

Q. No	Amount of Money In A Month	Frequency	Percent
1	I do not receive from my family	7	7
2	50-150	20	20
3	151-500	46	46
4	501-1000	19	19
5	>1000	8	8

Source: field survey (2017)

Table 3.4 reveals percentile distribution of amount of money the respondents got in a month. The results asserts that about 7% of the respondents didn't get money from their parents, 20% of the respondents got 50-150 Birr in a month, 46% of respondents obtained 151-500 Birr, 19% and 8% of the respondents got 501-1000 and >1000 Birr in a month. From this we can conclude that,

most students received 151-500 Birr in a month. The financial and moral support provided to girls for schooling was limited as compared to boys (Tesfaye, 2014). And there were some student who did not receive money from their parents. The family’s socio-economic statuses influence the daughter’s educational performance.

**Table 3.5: Responses on Expenditure of Respondent’s Income Receive from Parents**

What type expenditure spends more?	Frequency	Percent (%)
For education	78	78
For luxury goods	23	23
For enjoyment and recreation	5	5
Total	100	100

Source: Field Survey (2017)

Table 3.5 asserts that 78% of the respondents spent their money on education, 23% of respondents spent their money on luxury goods, whereas 5% of respondents spent their time on enjoyment and recreational purpose. The type of factors that affected female student’s academic performance outside the university was identified. Some the factors that affected female students’ academic performance are categorised in the table below.

**Table 3.6: Types of Factors outside the University**

Types of factors outside university	Frequency	Percent
Community behavior	10	10
Spread of night clubs and restaurants	65	65
Spreading of chats and other addicted drugs close to the university	11	11
There is no related problem	14	14

Source: field survey (2017)

Table 3.6 presents percent distribution of respondent’s outside university activities that affected female student’s academic performance. As the result depicts the widespread of night clubs and restaurants are the major problems (65%) that affects female student’s academic performance outside the university and 10% of the respondents argued that community behavior affected their academic performance. On the other hand, 11% of respondents argued that the widespread of *chat* and other drug dealer houses near to the university affected the students’ academic performance; whereas 14% of the respondents argued that there were not factors outside the university that

affected female student's academic performance. From this explanation, we can conclude that, the spreading of night clubs, chat and drug dealer houses, and restaurants near to the university have great impact on the academic performance of female students.

## **5. Conclusions and Recommendations**

### **5.1 Conclusions**

Generally, in this study we assessed different factors that affected female student's academic performance. These factors were identified as institutional, personal, and parental and instructor related factors. When we compare the impact of those factors, personal related factors have major effect on academic performance, which is followed by parental related problems and thirdly instructor related factors affect female student's academic performance.

Regarding the institutional related factors such as shortage of teaching materials, non-availability of reward for good scorer female students, lack of affirmative action for female such as: tutorial classes, shortage of quality supply of food and water, and non-existence of free department choice were the major institutional related problems that affected female student's academic performance.

Among the major personal related factors: lack of self-motivation and self-confidence to achieve good score, negative attitude towards oneself e.g. thinking one cannot do well, absence of class frequently, enjoying night clubs and dancing clubs, lack of preparation before the exam have huge impact on academic performance of female students. Students' characteristics refers to students well-being, their perception of the school environment, their motivation, their involvement in scholastic and co-curricular activities and their perception on parental support and involvement, and locus of control in all areas have significant effects on students' academic achievement (Engin-Demir, 2009).

Considering parental related factors, the major parent related factors are socio economic status of parent and attitude towards academic performance of female students. Most of the experts argue that the low socioeconomic status has negative effect on student's' academic performance because the basic

needs of students remain unfulfilled and hence they do not perform better academically (Adams, 1996).

Instructor related problems also have impact on students' academic performance. These factors include: sexual harassment on female students, and lack of giving tutorial class to female students. Many girls who surmount the barriers that prevent them from attending school face harassment and sexual abuse from their peers and their teachers after they are enrolled (EFA-global Monitoring report, 2004).

And there are also off campus environmental factors that affected female student's academic performance. Some of these factors are: the spreading of night clubs close to the university and the establishment of chat and drug dealer houses near to the university typically affected female students' academic performance. Finally, based on the above conclusion we have recommended the following points in order to address solve female student's academic problems:

## **5.2. Recommendations**

From the finding, we recommended the following suggestion regarding female student's academic performance in higher institutions.

- Higher institutions should give rewards to high achiever female students. This motivates students and improves the academic performance of female students.
- Higher institutions should provide female students with quality food and water to improve their academic performance.
- The University should give opportunities to students to choose their department freely based their ability and interest.
- Higher institutions have to establish strong rules and regulation to protect female students from sexual harassment activities committed by male instructor and male students.
- Government and educational institutions should take serious action and decision regarding the night clubs, chat and drug dealer houses built close to educational institutions to avoid the problems that affect students' academic performance.



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