

**ASSESSMENT ON Off-CAMPUS EDUCATIONAL LIFE PROBLEMS OF FEMALE
STUDENTS IN ROBE TEACHERS' COLLEGE.**

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ACRONYMS AND ABBREVIATIONS

A&PE	Aesthetics and physical education
AAU	Addis Ababa university
ANOVA	Analysis of variance
ESDP	Educational Sector Development Program
HPE	Health and physical education
MDG	Millennium development goals
MOE	Ministry of Education
NGO	Non-Governmental Organization
PE	Physical education
RTC	Robe teachers' college
TTI	Teacher training Institute
UNESCO	United Nations Education, Science and Cultural Organization
UNICEF	United Nations International Children Education Fund
USAID	United states AID
WAD	Women's Affairs Department

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ABSTRACT

The study examined assessment on off-campus educational life problems of female students in Robe Teachers' College of oromia Region of Ethiopia. The specific objectives of this study were to identify the off-campus major educational life problems of female students, to examine the extent to which these problems affect female students' academic life and to investigate the extent to which the college discharges its responsibilities. The data were analyzed using descriptive methods and linear regression. The regression model results revealed that the academic performance of female students was determined by a variety of factors. Living styles, gender sensitive pedagogy and tutorial giving methods had a significant impact on female students' educational life, whereas silencing in the class, anxiety, perceived living home cost, dependability, personal background, distance from home to campus, peoples and students interaction can affect the educational life of female students. Therefore, policy should deal with female students' educational life. In general, creating awareness to solve female students' academic life and the benefit of education for all concerned bodies; creating a mechanism through which female students develop positive attitude towards academic life are essential to narrow down the educational life problems of female students. Furthermore, arranging special tutorial classes for Female students on some days of a week on regular bases for all courses to solve the problem and building dormitory and living students in with designing new rules and regulations can minimize challenges of female students under the study. On its turn, this might contribute to the UN the third MDG that says "Promote Gender Equality and Empower Women".

Key words: *Off-campus educational life; impacts on Female students; building dormitory; "Promote Gender Equality and Empower Women".*

1. CHAPTER ONE

1.1. Background of the Study

Colleges and universities have numerous common problems found in the larger society, such as violence, crime, and alcohol and drug abuse. School policies try to govern these problems and reduce their effects. For example, policy guidelines provide protection for students against sexual harassment by faculty and other students. Many schools have also introduced policies which aimed at eliminating the widespread problem of binge drinking in which students consume dangerous amounts of alcoholic drinks in campus compounds. Colleges and universities have also instituted policies against date rape, in which female students are sexually attacked by acquaintances or dates. To enforce these and other policies, colleges and universities maintain their own security personnel to provide police protection on campus. (Microsoft ®Encarta 2009).

Students live in a variety of settings at four year colleges and universities, depending on the regulations of the institution and its location. Some institutions require that undergraduate students live in college or university approved housing, especially during their first and second years. At other institutions, students may live either on or off campus. Off-campus housing may be in privately owned or independently operated boarding houses, apartments, or rooms. Some students organize their own cooperative living arrangements and jointly rent apartments or houses to reduce housing and food expenses. Most students who live on campus live in residence halls owned and operated by the college or university. These facilities, also known as dormitories or dorms, may be restricted to single sex occupancy or they may be coeducational. Residence halls are generally operated under the jurisdiction of the institution's division of student services. Older students usually serve as residence hall counselors and supervisors, often in return for free living arrangements. Residence halls usually have their own student governing organizations that set rules and procedures for the facilities. They also may provide food service in dining rooms and cafeterias. Some colleges and universities allow students to live in fraternity or sorority houses on or near the campus. Fraternities (for male students) and sororities (for female students)

are generally part of national associations with long histories and traditions. Most fraternity and sorority houses provide housing for only a portion of their members. Some offer dining services within their facilities, (Microsoft ® Encarta ® 2009).

Students who live on campus may eat meals in their residence hall, in campus cafeterias, or in other campus dining rooms. Most colleges and universities have buildings often called student unions that provide a variety of services, including food service in dining rooms and cafeterias. Students who live off campus provide their own dining arrangements, but they usually may also eat in campus dining rooms and cafeterias. (Microsoft ® Encarta ® 2009).

On the other hand, off-campus students organize their own cooperative living arrangements and together/jointly rent apartments or houses to reduce house and food expenses. So these students do not attend their learning in good condition, students living in campus gain whatever things from dining rooms. Campus living students have more opportunities to attain their learning well, (Microsoft ® Encarta ® 2009).

Ethiopian education during the current government, the Education Sector Development Program (ESDP), has a long range-rolling Plan with a focus on the comprehensive development of education over a twenty-year period. The final goal of the ESDP for the primary education is universal primary enrolment by the year 2015 and at the same time improving quality, equity and efficiency of the system at all levels (Tassew *et al*, 2006).

Education is known to enhance productivity, raise incomes, reduce fertility and improve health and nutrition. Moreover, it contributes a lot to combat hunger and poverty and improve the quality of life of the most vulnerable (Amanuel and Mulugeta, 1999).

In similar way students of RTC living off-campus which provide their own dining arrangements, housing may be in privately owned or independently operated houses. Some students organize their own cooperative living arrangements and jointly rent houses to reduce housing and food expenses. So that students have less opportunity to attain their learning well. Therefore, this research was conducted to assess off-campus educational life problems of female students in

Robe Teachers' College. The assessment particularly depends on the educational life of female students at their living home and learning areas.

1.2. Statement of the Problem

The problem of access to education in developing countries is further complicated by high dropout rate. Among the serious obstacles to female education, premature departures or dropping out from schools by female students is notable in Sub-Saharan Africa (Teshome,2003).

The problem that was focused on female students brings challenges on their educational life. These problems were tackled students mental development and hinder them from their future objectives. If these problems increase from time to time the opportunity to get mentally and physically fitted citizen will become very less. However, the practical observation shows that the place where they are living and how they are living, the condition in which they attending and study education and all bring challenges on them. Because of these reasons until these problems are solved the equity of female and male as well as the problems on females were brought them in risk or can bring less participation of females. In addition it brings challenge on their education and dropout from college as well as problems on their future employment. Depending on these problems the researchers first assessed and identified the educational problems of female students in Robe teacher's college during their off- campus life.

1.3. Research Questions

- What are female students' off-campus educational life problems?
- What are the problems that female students faced in an area?
- What is the responsibility of the college to solve female students' educational problem?
- What challenges are facing female students currently on their education?

1.4. Research Objectives

1.4.1. General objectives

The general objective of this research is to assess off-campus educational life problems of female students of RTC.

1.4.2. Specific objectives

- ✓ To identify off-campus major educational life problems of female students of RTC
- ✓ To examine the extent to which these problems affect female students
- ✓ To investigate the extent to which the college discharges its responsibilities.
- ✓ To suggest possible solutions for the problem.

1.5. Significance of the Study

As it was discussed briefly in the above statement of the problem, since female college students of RTC keep on three years in college. They pass through different problems that can inhibit them from their education and future occupation. So, this research would become through strategies to overcome the suggested problems. Finding from the study is utilized by planners for the formulation of new policies as well as policy reforms in the study area and similar contexts. Thus, local as well as international NGO which interested in intervening with the aim of promoting quality education in the study area are benefit from the findings of the study. Moreover, it provides base line information for researchers who need to undertake similar researches as well as it also serves as a hall mark for academic purpose. Because of these reasons the research has significance as to guide the concerned bodies. In that, good conditions can be created to give lessons and help female students to attend their learning and future occupation as well as appropriate ways of taking new comers of female college students will be prepared.

1.6. Scope and Delimitation of the Study

These study aims to address the objective articulated above. The study assesses off-campus educational life problems of female students, despite the availability of a number of problems in educational life, the study focused only on the problem arise during off-campus life on a single college, that is, RTC because of financial, time and other resource constraints .

RTC is located at south eastern part of Ethiopia, Oromia region, Bale zone, Robe town four hundred thirty four kilometers from Finfinne /Addis Ababa/. In addition, although there are greater than 324 peoples in RTC, the study is delimited to assess only female student's problem and only 60 sample of population. Because of problem or constraints described above. Furthermore, the study focused only on assessing off-campus educational life problems of 2006 third year female students in RTC. In order to assure manageability of the study, this research was bounded 2006 HPE, Social science, Natural science and language 3rd year regular female college students of RTC. In addition, teachers of RTC were included. Because, the researchers believe that these bodies were responsible for female students' development and improvement; and survey instruments used were only open and close-ended response items; document analysis and did not include multiple-choice items and interviews.

Even though the research was expanded to the selected areas and also the immediate responses were restricted to them. The study was focused to assess living styles, gender sensitive pedagogy, and tutorial giving methods.

Conceptually, the study was focused on assessing off- campus educational life problems of female college students of RTC and to give recommendations. Specifically, it encompasses such things as procedures and techniques to the problems, professional development of female students and factors that inhibit off-campus educational life problems of female college students'. As researchers believe these were the core issues that were covered. The research was conducted from November 2006 E.C to June 2006 E.C.

1.7. Definition of Terms

Paradigm:- In the philosophy of science, a generally accepted model of how ideas relate to one another, forming a conceptual frame work with in which scientific research is carried out.

Epistemology:-Theory of knowledge: the branch of philosophy that studies the nature of knowledge, in particular its foundations, scope, and validity.

Ontology:-Study of existence: the most general branch of metaphysics, concerned with the nature of being.

Eclecticism:-eclectic approach: the theory or use of an eclectic approach.

Pragmatism:-way of thinking about results: a straight forward practical way of thinking about things or dealing with problems, concerned with results rather than with theories and way of evaluating theories.

Instrumentalism:-Theories viewed as tools: the belief that theories are useful tools for making predictions but cannot be literally true or false.

Philosophical or philosophy:-Concerned with deep questions of life: concerned with or given to thinking about the larger issues and deeper meanings in life and events.

Fraternity:-Brotherliness, brotherhood, comradeship, mutual support, friendship, friendliness.

Association:-Organization, union, alliance, society, company, fraternity, sorority, Friendship, relationship, connection, involvement, fellowship

Pluralism:-Existence of different groups within society: the existence of groups with different ethnic, religious, or political backgrounds within one society.

Sociology:- social policy and theory: the policy or theory that minority groups within a society should maintain cultural differences, but share overall political and economic power.

Philosophy: - theory of various kinds of reality: the philosophical theory that reality is made up of many kinds of being or substance.

Validity:-the extent to which the instrument measures what it is intended to measure.

Reliability: - the extent to which similar results obtained if the study is repeated with the same procedure and methods.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. Contribution of Women for Development

Contemporary experience in the world are establishing link between education and development, particularly in the case of developed countries, as education is vital to human resource development women consists of half the world's population and their role in development highly significance (Indria Gandhi national open University 2009). One of the most widely recognized contribution of women's work has been its impact in reducing poverty. Investing in education and training for women is expected to bring high returns education and training go along in achieving this goal. In addition, Educational training help in raising the status of women enable the development of their potential and help them to live as independent and equal partner.

Similarly, regarding to the contribution of women, Tamirat (2006) states that in developing countries where girls are less likely go to school than boys, investing in education would deliver huge economic and social returns. Not only well educated women be more in productive, but they also bring up better educated and healthier children. Women education has a strong linkage against poverty. This has a relation with the fact that a well educated women is in a better position to earn a living not only for her but also for her family. Women need to be empowered in terms of education so that their contributions to be recognized (Ahimad and Temam, 2004).

2.2. Factors Affecting Girls Education

There are several factors that affect female students' educational achievements from primary to higher level of learning institutions. Factors that constitute to a hindrance to girls educational opportunity are known and can be grouped in to socio-economic, socio-cultural, socio-political

and instructional categories Lumumba (2006). The most relevant factors and their respective weight inevitably reflect the internal dynamics of each country. These factors are ranging from the broader political context, the characteristics of the community, the family and potential /actual student-teachers qualification, the curriculum, the institutional climate (Ahimad and Temam, 2004).

2.2.1. Socio –Culture

The low status of women in our society and preferential treatment given to males at every level is a major source of female illiteracy. Parents, mostly in rural areas, fail to see why their daughter must be educated, as for her, training in household tasks is considered more important (Indria gandi open university, 2009).

Even if viewed in terms of investment, parents finds it more reasonable to spend on the son's education rather than the daughter's as the latter will more out of their family after marriage, thus, taking away with her the acquired knowledge and skill (Indria gandi open university, 2009 cited in Ahimad and Temam, 2004).

Another reason is that, in rural areas the mobility of girls is tends to be restricted after she attains teenage years. If school is particularly far off and there is no transport facilities, the problem will be sever. Moreover, girls are expected to be married in their early teens and parents failing to conform face a lot of social criticism. Every marriage is an important reason for dropout rates among girls (USAID, 2010).

2.2.2. Economic Factors

Dropout rates in different levels of school education are significantly more for girls as compared to boys. The reason is that the cost of education has been reported to be the main factors for the existing problem (USAID, 2010).

A majority of people simply cannot afford the expenses on text books, stationary and so on. This problem is very common in all learning institutions (Wudu and Getahun, 2009). The economic problems seriously affect girls' education in higher institutions which need finance to buy the necessary educational materials and for their health care (Ahimad and Temam, 2004).

2.2.3. Socio-Political and Instructional Categories

In order to improve female achievement in tertiary education, attention should be given to personal security, material support and assertiveness creation in addition to academic needs (Ethiop.J.H.Dev. 2002). The problems most frequently cited were violence, harassment and lack of security. Lack of facilities and assertiveness, workload, and academic performance were mentioned less often.

In particular, awareness towards the existence of gender discrimination in campus diverges between males 30% and females 64 % (Asresash.D, Ruth.S and Kassahun.M. 2002). However, the solutions suggested focused on raising awareness, guidance and counseling, academic support and improvement of facilities. The problems of female college students in colleges of North West Ethiopia and Jimma university stress that the problems of health risk of students, lack of facilities, assertiveness and work load of female students. These problems can inhibit females from their education.

2.3. Trend and Causes of Female Students Dropout from Teacher Education Institutions

2.3.1. Trends of Female Students' Enrollment and Dropout Rate.

The trends of new student admission help secure the participation of students at freshman level alone. In order to determine the annual growth rate of all students from freshman through graduating years, it seems imperative to examine trends of students' enrollment by sex in different academic years (Wudu Melese & Getahun Fenta, 2009).

**Table I. Enrollment of regular undergraduate Degree program of Jimma University,
Faculty of Education**

Academic Year	Female	# %	Male	# %	Total
2001/2	33	16.92	162	83.08	195
2002/3	69	11.69	521	88.31	590
2003/4	237	21.37	872	78.63	1109
2004/5	235	20.71	900	79.29	1135
2005/6	263	21.21	977	78.79	1240
2006/7	294	26.23	827	73.77	1,121
Overall	1,131	19.69	4,259	80.31	5390

Source: Jimma university registrar office, 2006

The total number of female students enrolled within the consecutive six years (2001/2 -2006/7) in the faculty of education was increasing from year to year (Table I). For instance, the enrollment of females in the year 2001/02 was only 33 (16.9%) of the total. This figure rose to 294(26.2%) of the total in the year 2006/7. Nevertheless, from the total enrollment of 5,390 students in the six consecutive years, the number of females was only 1,131 (19.69%). The enrollment of students in the University (faculty) is increasing from year to year, it should be noted that it is far from reaching gender equity in higher education. For instance, the percentage of male students enrolled in the year 2006/07 is 73.77 % while the percentage of females enrolled in the same year is only 26.23%. In other words, even though there is a steady increase in the general number of male and female students' enrollment, there is still wide gender disparity that is the gap between the two sexes is yet wide and a subject of discussion (Ethiop. J. Educ. & Sc, 2009).

Table II. Enrollment and dismissal rates of regular undergraduate Degree program of education faculty (JU) the year 2005/06 Enrollment Department Dismissal

No.	Courses	M	F	F(%)	M	M(%)	F	F(%)	Total(%)
1	Amharic	58	46	44.23	8	13.79	26	56.52	32.70
2	Afan Oromo	74	45	37.81	37	34.05		82.22	33.61
3	English	131	14	9.65	22	16.79	10	71.42	22.07
4	Biology	90	42	31.81	9	10	24	57.14	25.00
5	Physics	90	13	12.62	24	26.66	9	69.23	32.04
6	Chemistry	110	19	14.72	31	28.18	12	63.15	33.33
7	Mathematics	125	11	8.08	16	12.8	8	72.72	17.65
8	Geography	158	40	20.20	29	18.35	36	90.00	32.83
9	History	141	33	18.96	12	8.51	23	69.69	20.11
10	Overall	977	263	22	154	15.45	185	70.23	27.70

Source: Jimma university registrar office, 2006

From the nine departments of the faculty of education, most of female students were dismissed from Afan Oromo, Geography, Amharic, Biology and History department (Table II). From the total admitted female students (263) in the faculty of education Jimma University, in the year 2005/6 academic year 185 students that is 70.34% were dismissed within one academic semester. In other words, half of the female admitted students were dismissed in a single academic year. Nevertheless, a look at the dismissal rate of students indicates that male's dismissal is by far lower (15.45%) than their female counterparts, that is 70.34%. The dismissal rate of female students is by far greater than their male counterparts. For instance, while the dismissal rate of female students in mathematics is 19.1% of female students enrolled, it is only 2.48% for females from the total males enrolled in the department. A look at the total dismissal rate indicates that while the total dismissal rate (for all departments) female students is 6.47%, it is only 1.33% for males giving a male –female ratio of 1:6 which implies that for each and every 1 male student dismissal, there are 6 female dismissals. Causes of students drop out is clear that though the enrollment of students in higher learning institutions has shown improvement over the past few years, the number of dropouts is parallel to enrollment. Lack of female role model teachers one of the most convincing arguments for increasing the number of women teachers in schools relates to the positive impact that doing so has on girls' education. There is evidence to show a correlation between the number of women teachers and girls' enrollment, especially in sub-Saharan Africa (UNESCO, 2003). In addition to the above problems, students were asked to

rate different sets of factors given as “yes” or “no” basing that a certain problem is a factor for students drop out from the Universities or not and the result is given below(see Table III)

Table III. Response of students on causes of dropout /Student’s response

Factor	Yes	Yes %	No	No %
1. Unfavorable weather condition	39	36.1	69	63.9
2 . Lack adequate facilities	61	56.5	47	43.5
3 . Lack of interest to learn	43	39.8	65	60.2
4 . Home sickness	75	69.4	33	30.6
5 . Weak academic background	72	66.7	36	33.3
6 . Poor time management	88	81.5	20	18.5
7 . Anxiety	102	94.4	6	5.6
8 . Teachers’ method of teaching	63	58.3	45	41.7
9 . Teachers evaluation technique	37	34.3	71	65.7
10. Economic problem	61	56.5	47	43.5
11 . Problems related to pregnancy	62	57.4	46	42.6
12 . Sexual harassment	89	82.4	19	17.6
13 . Poor study habit	61	56.5	47	43.5
14 . Lack of support from teachers	85	78.7	23	21.3

Source: Wudu M. & Getahun F J.University, 2009

Except three factors (weather condition, lack of interest to learn, teachers’ evaluation technique); the remaining are the factors that cause students to drop out from the institutions of higher learning. Anxiety, (94.4%) is a factor that causes students to leave the trend and causes of female students’ dropout (Wudu M. & Getahun F University, 2009). Since they face new environment in the university, they feel anxious and thus unable to attend their lessons properly and able to read at the right time. The senior students of the campus are sources of frustration and tension. They create frustration among fresh ones by saying you will be here for the first semester, i.e. you will be getting out of the campus. In the same way, researchers’ results confirm that anxiety is one of the series causes of female students’ dropout from higher learning institutions. For instance, an extensive survey of literature in orders to summarize the rate of dropout of the risk factors and identified that one of the causes of students drop out from the higher learning institutions is stress and anxiety (Randell and Jennifer, 2008).

Homesickness for the majority of the cases, i.e. 75(69.4%), homesickness is another cause for students dropout from higher learning institutions. Since most of the students leave their home

for the first time, their mind is there in the home and thus highly affected by homesickness. Because of this, they cannot properly study with stable and well-adjusted frame of mind.

On the other hand, for 72(66.7%) of the cases, weak academic background of the students is considered as a major bottleneck for girls dropout. Their high school training is incomplete because teachers in the high schools do not cover the portions in the high school texts and the major contents, which serve as a base for university education, are left untouched. Poor time management among female students is another important factor that causes female students to dropout from higher education institutions (Ziddy, 2007).

Students further noted that when they are fresh, they are subjects of discussion for love affairs and male students always request for love affairs and thus they waste time by being called by different students repeatedly. After many times of restless request by males, females may be engaged in love affairs and then another problem may occur. Following the engagement of female students in love, the males decide dating arrangements. They said that whenever the males need their girl friends, they call their girl friends at any time whether their girl friends are studying; taking rest, etc is not their headache. At this time, females do not refuse the question of their boyfriends because they fear that their relationship will be put in danger. Students here stressed that female students try to create love relationship with males not based on real love but it is based on certain benefits mostly of academic benefit. Thus, they do not like to lose such benefits (Ziddy, 2007).

The enrollment of female students in jimma University from the year 2001/2 to 2006/7 shows decrement (table I). As clearly stated the enrollment of male students was 73.77% and the enrollment of female students was 26.23% .this gender gap shows that as there is a problem on female students' life. In addition the enrollment and dismissal of female students in education faculty of Jimma university most female students or 70.23% were dismissed from different faculties (table II). In general the above situations stress the hazards that being on female student's life in higher education's (Wudu M. & Getahun F J.University, 2009)

2.3.2. Gender and Dropout Situation

Not all children reach the last grade of primary school. Ensuring that children remain in school until the last grade of primary schooling is another major challenge. In about one third of countries with data, less than two-thirds of the pupils enrolled in primary school reach the last grade. The problem is particularly acute in sub-Saharan Africa (UNICEF, 2003).

The problem of access to education in developing countries is further complicated by high dropout rate. To see this issue with an instance, as UNESCO (cited in World Bank, 2002b), among 96 million children enrolled in grade one for the first time in 1995, 24 million (25 percent) were likely to abandon their schooling before they reach grade five. Even those who survive were not in comfortable condition to attend classes regularly. Hence, low enrollment, irregular attendance, and high dropout rates are among the chronic problems in the educational systems of most developing countries.

Among the serious obstacles to female education, premature departures or dropping out from schools by female students are notable in Sub-Saharan Africa. Early departures of girls from schooling certainly results in wastage. Wastage here means the inefficient utilization of both human and economic resources by the education system (Njau and Wamahiu, 1998; cited in Teshome, 2003). The drop out of female learners from schools denies them the opportunity for employment as well as the means to increase their social and political participation. In addition, the non-completion of schooling by females contributes to their low social status in society as well as to their reduced decision-making power in the household and over their lives. Given the economic and social benefits of female education, the drop out of female students from schooling represents a significant regression in the development of nations. The dropout of children from schools is due to a complex interplay of cultural, economic and parental factors. Finding and implementing solutions to this problem has implications well beyond the benefits to individual female students, particularly in Africa. It represents a way of slicing through a variety of social, economic, cultural and political problems that beset the continent (Teshome, 2003).

Enabling children to complete their education is to invest in future progress and better standards of life with multiplier effects. To be able to make efforts that improve wastage due to dropouts requires a clear understanding of the extent, causes, consequences, and policy responses made to the problem of female dropouts. This understanding will be used as benchmarks from which new actions are to take off.

2.3.3. Gender Disparities in Education

Several studies in Ethiopia indicated that same as in other developing countries, in all educational levels, girl's enrollment and participation is usually below that of boys. Over the past three decades in Ethiopia, the participation rate in primary education has gone up and then back down and now once again is rising. These fluctuations mainly reflect shift in the attendance of young boys; during favorable economic times they flock to the schools, but in bad times they stay home or seek other ways to help the family economy. Throughout this period, the rate of participation for girls has remained modest. As a research project on gender and education showed a gap in net enrolment means many girls of school age are out of school. Thus, a lot still remains to be done to bridge it and to make sure that all girls enroll and continue to in the system till they complete the required level (WAD, 2004).

2.3.4. Determinants of Enrolment and Dropout

The reasons for females' low enrollment and participation can be attributed to different factors. Current studies in Sub-Saharan African countries also indicated that obstacles to girls' education is low public expenditure on education, lack of commitment to implement gender related interventions, school related constraints and demand side constraints (Okojie, 2001). In the same way, Sutton (1998, cited in Tilaye, 1999) stated that implications of girls' participation in education systems concern economic, household, and socio-cultural and school system factors.

Other factors that influence the gender disparities in education included socio-cultural beliefs and practices, opportunity costs, relevance of education school environments, safety and security,

and teaching and learning activity (Okojie, 2001). Regardless, there are scholars who argue that girls will benefit from only girls school especially in country where cultural barriers such as harassment, abduction, and early marriage are rampant and influence the school enrollment of female students.

Furthermore, students from a number of countries identified many factors that hindered girls' education. They include family factors and school factors that limited girls' access and performance. Within nations the main sets of factors explored in the literatures as determinants of female participation include economic conditions of the household, cultural and religious values, parental aspirations for female education, distance to school, and various other school factors (Stromquist, 1989; cited in MOE, 2003). The findings of Okojie (2001) showed that factors inhibiting girls' access to education are family factors, individual/personal factors, community factors, school factors and cultural factors. Therefore, although at the primary level, the enrollment figures for girls might be little comparable to these for boys, but as one goes up in the education ladder the proportion of girl's drops rapidly. The reason for non enrollment and drop out are very similar to each other. Poor home environment, poor school environment and parental expectations from daughters' education are the main reasons for the low school participation (Wanna and Tsion, 1994; cited in WAD, 2003).

The main reasons for the low enrollment and dropout of female students are labor demand by family, distance from home to school, parent's attitude towards girl's education, early marriage, inability to buy learning materials, unsafe road condition, pregnancy and fear of abduction (Assefa, 1991; cited in MOE 2000). Similarly, Tilaye (1999) indicated that low employment opportunities for educated females, excessive involvement in domestic chores and parental hesitation to afford daughters' educational expenses were the main reasons for low female's education. Cultural impediments to girl's education were early marriage and abduction (Emebet, 2003). In the same way, Yelfign (1999) indicated that the reasons for smaller numbers of girls than boys in school were lack of accommodation and financial support early marriage fear of abduction and harassment.

For the sake of convenience in this study the factors were dealt with under subheadings of family related factors, school related factors and socio-cultural related factors. Family plays very important roles in determining the degrees of access that female student have to education and their level of achievement (Kasente, 2003) noted that father can be a player in enhancing girl's access to primary education and in urban as well as in some rural areas, mother also either jointly or with the father or singly can influence the decision for a girl to enroll in school. Thus, there are many family related factors including parental schooling, household responsibilities, family size, parents' education level, and area of residence, family income, and so on.

CHAPTER THREE

RESEARCH PARADIGM AND DESIGN OF THE STUDY

RTC is located at south eastern part of Ethiopia Oromia region ,Bale zone ,Robe town four hundred thirty four kilometers from Finfine/Addis Ababa / and its Astronomic cities 7⁰ 05' North Latitude and 40⁰ 01' East Longitude. RTC is one among Oromia higher education commission and found in the year 1972 E.C as TTI. At this time the Institute takes students that complete grade 12 and train them for one year with certificate as primary school teachers. Students were living in dormitories and attend their learning. Beginning from the year 1995 E.C promoted to college level by the government and continue to train students in Diploma level. Whereas students were living off campus in renting house from peoples around and attend learning. /RTC yearly text preparation committee, June; 2005; History of RTC. /

The quality standard of a research is influenced by its underlying research paradigm. This means a research paradigm has its own epistemological and ontological characteristics to maintain quality standards. It is also vital to define the types of questions to be asked and the methodologies to be used in answering these questions (Dill and Romiszowski, 1997).

Accordingly, this study was a pragmatist type as the philosophical partner for mixed methods research. Pragmatism helps to shed light on how research approaches can be mixed fruitfully (Hoshmand, 2003).

The bottom line was that research approaches should be mixed in ways that offer the best opportunities for answering important research questions. The rationale for pragmatism was its methodological pluralism or eclecticism which frequently results in superior research (compared to mono method research).In addition, it offers a method for selecting methodological mixes that

can help researchers better answer many of their research questions (Johnson and Onwuegbuzie, 2004).

In the light of this, the study was attempted to utilize concurrent mixed research design which involves mixing qualitative and quantitative approaches within or across the stages of the research process. In other words, it was the collection and analysis of both quantitative and qualitative data in a single study in which the data were collected concurrently. Hence, the integration of the data was made at the stages of analysis and interpretation of the research (Creswell *et al.*, 2003).

The reason behind using mixed method research design was for the purpose of triangulation i.e. to triangulate and substantiate the quantitative data with the information gained from the qualitative ones. The main purpose of this study was to assess the off-campus educational life problems of female college students of RTC that was carried out by 2006 3rd year selected regular female students. To this end, research method, sources of data, sample population and sampling techniques; instruments and procedures of data collection, ethical consideration and method of data analysis were stated here under.

3.1. Method of the Study

In this study the qualitative and quantitative method were employed, because this method were helpful to identify the major issues pertaining to the issue under the study. The study were employed a quantitative dominant mixed method which is symbolized as (quant quall) in which attention were given to quantitative part. The rationale for mixing the research approaches was to triangulate the quantitative data with the information gained from the qualitative data. That was gathering data using different methods from different sources so as to see the union of results and thereby get a relatively comprehensive picture of the issues under study. The employment of quantitative descriptive survey in this study was with the assumption that it helped to show the current status of female college student's life problems in the area under study. Descriptive studies were carried out to obtain information about the preferences, attitudes, practices, concerns or interests of some group of people (Gay & Airasian, 2000). Thus, the method enables

the researchers to examine the current female college student's life problems based and factors hindering on their learning. Besides, it helped to draw valid general conclusions.

On the other hand, the qualitative method that constitutes close ended and open-ended questionnaire was used for qualitative data, and in order to validate and triangulate the quantitative part data source taken were written documents from registrar offices of RTC and observation were employed.

Sampled populations background information

In this study ten teachers were selected to fill the questionnaire from RTC. Total of ten questionnaires were distributed to the selected teachers and ten of it was submitted.

Table-I-Teachers marital status

Marital status	Married 10	Unmarried –	Total 10
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Table-II-Teachers in Age categories

Age	32-33 years 3	34-37 years 2	38years 3	39-46 years 1	47years&above 1	Total 10
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Table-III-teachers in qualification

Qualification	Diploma –	Degree 5	MSC 5	PhD –	Total 10
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Selected Female Students Back Ground Information

In this study fifty students were selected to fill the questionnaire from RTC. Total of fifty questionnaires were distributed to the selected students and fifty of it was submitted.

Table-I-Students in Age categories

Age	16years –	17 years –	18 years 9	19 years 13	20 years 28	21years&above –	Total 50
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Table-II-Students marital status

Marital status	Married 23	Unmarried 27	Total 50
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3.2. Source of Data

The necessary data for this study were obtained from both primary and secondary sources. Primary data sources were students and teachers; and secondary data source were written documents that were taken from registrar offices of RTC, researches with related titles, internet and different reference books.

3.3. Sample and Sampling Techniques

For this study random sampling procedure was adapted to draw sample population. In the first stage from five total streams of RTC four streams/80%/of the students were selected purposively. Because the problem that was intended to study were only found in these four streams. In the second stage the populations in the four selected streams were stratified in to student and teachers. In the third stage the first stratum were stratified into female students and male students .As our study only focused on female students through using lottery method of simple random sampling fifty female students from four selected streams and ten teachers from five streams were selected. Finally sixty sample populations were drawn using proportional to the size of populations. Accordingly, from a total of 324 Population, that includes 67 teachers, sixty peoples were selected. These sampling population were 2006 3rd year regular female college students of HPE out of 25, five (4.86%); Social science out of 49, nine (9.53%); language out of 19, four (3.69%) and Natural science out of 164, thirty two (7.78%) and teachers of RTC out of 67, ten (2.067%). Totally sixty (27.927%) sampled population were drawn. This helped the researchers to get more and detail information which was crucial for the validity of the study.

3.3.1. Sampled Populations in Streams

The following data shows the number of populations from which samples were selected. These exclude male students. The samples were taken from 2006 regular female students & teachers of RTC independently.

Table-I-Sampled population in categories

No.	Stream	Students				Teachers				Over all
		M	F	Total	Selected female	M	F	Total	Selected teachers	
1	A & HPE	14	25	39	5	7	–	7	1	46
2	Social science	32	49	81	9	9	–	9	1	90
3	Language	30	19	49	4	8	–	8	1	57
4	Natural science	183	164	347	32	33	–	33	5	380
5	Education	–	–	–	–	10	–	10	2	10
	Total	259	257	516	50	67	–	67	10	580

Source: Registrar offices of RTC, 2006

3.4. Data Gathering Instruments

In order to obtain relevant information, questionnaires/open and close ended/; observation and written documents were employed in the study. The data were analyzed quantitatively and qualitatively. The questionnaires were piloted with few populations before distributing to the selected populations. After that reorganized and distributed to the selected populations.

3.4.1. Procedure of Data Collection

The questionnaires were prepared based on the basic questions and review of related literature. Consequently, the questionnaires were managed to respondents after a brief orientation about the purposes of the study were given to them. To maximize the quality of the responses and the rate of return, respondents were take the questionnaires to their home and fill. Then after, the filled questionnaires were collected from the respondents with the help of assistant data collectors. Finally, the data that was collected through various instruments from different sources were

organized before they were analyzed and interpreted. In addition unstructured observations were done to gather the necessary information.

3.5. Methods of Data Analysis

Analysis of quantitative and qualitative data were carried out concurrently and then integrated. Accordingly, analysis of quantitative data was carried out first and the qualitative data followed. Finally, they were integrated to show the clear picture of the issue under the study. Following the collection of quantitative data prior to data entry the researchers were carefully screening all data for accuracy. Data screening is an essential process in ensuring that data are accurate and complete and the researchers were planned to screen the data to make certain that responses were legible and understandable, responses were complete and all of the necessary information were included (Wiley & Sons, 2005). The quantitative data collected through close-ended questionnaires were tallied and tabulated. The analysis was made through the application of descriptive statistics such as frequency and percentage to describe the data collected.

In addition, simple statistics were used as it allows to defining the data. Similarly, it helps to analyze significant difference in response. Furthermore, for better analysis the two rank responses yes or No of the questionnaires were made for collecting data and categorized into two scales (Yes or No) during analysis since the initial purpose was to give participants more freedom to respond. There were also open ended questions.

The qualitative data were analyzed by using narration in a way it was complement the quantitative data. It involves working with data, organizing it, breaking it into manageable units and searching for patterns or themes to discover what is important to tell others (Biklen and Bog dam, 1992). In order to analyze the data, therefore, the researchers were repeatedly read the questions to find words and phrases that repeat themselves. Then the data were categorized in to themes using the phrase and words. Following this, the analysis was made to see the convergence of the data with that of the quantitative one. Before starting the analysis, the researchers were codified both the quantitative and qualitative data so as to facilitate its organization, retrieval and interpretation.

CHAPTER FOUR

4. DATA PRESENTATION, INTERPRITATION AND ANALYSIS

In this chapter the data collected through the questionnaires from teachers and students are presented, interpreted and analyzed.

4.1. Response on Questionnaires from Teachers of RTC

Table-1-Whethere female students mostly absent or not

No	Items	Respondents		
		Options	No.	Percent
1	Are female students mostly absent from class?	Yes	3	30%
		No	7	70%

The above data express 70% of teachers said female students were not absent in class, but 30% of them put as there were absents.

Table-2-Whethere female students mostly late comers or not

No	Items	Respondents		
		Options	No.	Percent
2	Are female students mostly late comers during your lesson?	Yes	3	30%
		No	7	70%

In the above table 70% of teachers answered as there were no late comers during their lesson, but 30% of them stated there were late comers.

Table-3-Whethere people around have wishes to rent house for female students or not

No	Items	Respondents		
		Options	No.	Percent
3	Are people around have wishes to rent living home for female students? If your answer is ‘b’ why?	Yes	2	20%
		No	8	80%

As expressed in the above table 80% of teachers answered as there were no wishes from peoples around to rent living home for female students, because they assume as they make relations and bring male to their home, but 20% of them answered as there were wishes to rent living homes.

Table-4-Adivisability of dorm life for female students or not

No	Items	Respondents		
		Options	No.	Percent
4	Is it advisable, if female students live in dormitory? Why?	Yes	10	100%
		No	–	–

As stated in the above table 100% of teachers comment as it is advisable if female students live in dormitory. Because this can solve their educational life and other problems.

Table-5-Whethere monthly paid payments enough for female students or not

No	Items	Respondents		
		Options	No.	Percent
5	Is monthly paid payment enough for female students?	Yes	1	10%
		No	9	90%

As answered in the above table 90% of teachers agrees with not enough, but 10% of them agree with enough. Because there were basic necessities, so in order to fulfill these income should be necessary.

Table-6-Whethere female students ask question during lesson or not

No	Items	Respondents		
		Options	No.	Percent
6	Did female students ask questions while you are teaching? If your answer is 'b' what is the reason behind?	Yes	3	30%
		No	7	70%

As expressed in the above table 70% of teachers answered as they do not ask questions during lesson, but 30% of them point as they ask questions. Because they become anxious and frustrate.

Table-7-Whethere facilities have impacts on education or not

No	Items	Respondents		
		Options	No.	Percent
7	Did facilities have impacts on education?	Yes	10	100%
		No	–	–

For the above question 100% of teachers answer as facilities have impacts on education. Facilities can raise students' attention towards education and can do psychological makeup.

Table-8-Whethere female students mostly score low marks or not

No	Items	Respondents		
		Options	No.	Percent
8	Who mostly scores low marks in your course?	Yes	8	80%
		Female No	2	20%
		Male Yes	2	20%
		No	8	80%

As answered in the above table 80% of teachers said female students mostly score low mark in their courses, but 20% said male students. This is due to less attention to them from different bodies and problems severed on them from time to time.

Table-9-Whethere female students yearly high dropout or not

No	Items	Respondents		
		Options	No.	percent
9	From both genders yearly high dropout rate in college is :	Female	10	100%
		Male	–	–

As expressed in above table 100% of teachers answered female students were showed yearly high dropout rate in college. This also shows the result of different burden on them.

4.2. Presentation, Interpretation and Analysis of Students Questionnaires

4.2.1. Responses on Questionnaires from Female Students of RTC

Table-1-Whethere female students mostly absent from class or not

No	Items	Respondents		
		Options	No.	percent
1	Are you usually absent from class?	Yes	16	32%
		No	34	68%

As the above data shows 32% of them were absent in the class, but 68 % of them were attending the class well. But most of them do not attend well.

Table-2-Whethere female students living home far from campus or not

No	Items	Respondents		
		Options	No.	percent
2	Female students' living home is far from the college?	Yes	30	60%
		No	20	40%

In this data most female students/60% living home were far from campus, the most far is 30 minutes away and 40% of them were near the campus. This can bring difference between them due to late comers from lesson.

Table-3-Whethere people around have wishes to rent house for students or not

No	Items	Respondents		
		Options	No.	percent
3	Is peoples around have requests to rent living home for female students? If “B” Why?	Yes	10	20%
		No	40	80%

In this data most respondents/80% answered as there were no requests to rent living home for them, Because as answered from them peoples around said if we rent home to them female students use excess water, light and crowded in cooking houses and 20% of them got request to rent living home from peoples around. This can put female students in terrorize when they came to college as a new comer and hinder female students from future occupation.

Table-4-Whethere students living home filled with facilities or not

No	Items	Respondents		
		Options	No.	percent
4	Your living home was fulfilled with facilities?	Yes	17	34%
		No	33	66%

In the above data most students living home /66% /were not fulfilled with facilities, but few/34% were with facilities. This can make impacts on their learning.

Table-5-Whethere dormitory life advisable or not

No	Items	Respondents		
		Options	No.	percent
5	Is it advisable, if female students live in dormitory? Why?	Yes	42	84%
		No	8	16%

In the above data 84% of female students said it is advisable if they live in dormitory and attend their education, because this can protect female students from different hazards and can create good Atmosphere for their future learning, but few of them/16% won't to be in dormitory.

Table-6-Whethere monthly payment enough or not

No	Items	Respondents		
		Options	No.	percent
6	Is monthly paid payment enough for you?	Yes	13	26%
		No	37	74%

As stated in the above data due to the flexibility of market 74% of female students said the payment that paid for is not enough, but 26% of them said enough. So this must get solution.

Table-7-Whethere students ask questions during lesson or not

No	Items	Respondents		
		Options	No.	percent
7	Did you ask questions which are not clear for you during teaching- learning process? If “B” why?	. yes	26	52%
		. No	24	48%

As stated in the above data most female students /52% answered as they ask questions, but 48% of them did not ask questions. Because as they expressed, since most of them came from rural areas their family management back ground and their internal phobias make them behind. When we see with teacher’s response it becomes reciprocal on asking questions. We conclude these from their responses they do not ask questions during teaching learning.

Table-8-Whethere there was dismissed students or not

No	Items	Respondents		
		Options	No.	percent
8	Do you know dismissed female students from the college before? If your answer is ‘a” how much?	Yes	37	74%
		. No	13	26%

As stated in the above data most female students/74% of them were know dismissed students from college, but 26% of them do not know about. These shows there were most dismissal rate of female students from time to time. As gathered from the response fifty five/55/ female students were dismissed in the past from college due to low score/ academic achievement.

Table-9-Whether there is influence from people or not

No	Items	Respondents		
		Options	No.	percent
9	Is there any influence faced you from the people you are living?	Yes	18	36%
		. No	32	64%

As stated in the above table 64% of them answered there were no influence, but 36% of them were answered as there were influences. But there were influences that were stated in the above. So they must attend without any influence. This is the issue that must get solutions in the future.

Table-10-Whether there is dropout or not

No	Items	Respondents		
		Options	No.	percent
10	Do you know any female student dropout from college before by any means? How Much? Why?	. Yes	36	72%
		. No	14	28%

As stated in the above data 72% of them answered there were female students that were drop out from college, but few /28% of them do not know. As information gathered from responses eighty nine/89/ students were drop out due to different reasons. Among these fifteen/15/drop out due to health problem, forty seven/47/ of them due to low score and social problems, twenty four/24/ of them due to pregnancy and marriage; and three/3/ female students because of family and personal problems.

Table-11-Whether there is tutorial or not

No	Items	Respondents		
		Options	No.	percent
11	Is there any tutorial class given for you in all subjects or selectively?	Yes	17	34%
		. No	23	46%

In this data 46% of female students answered as they do not take tutorial classes, but 34% of them were attend during tutorial classes. The rest ten/20%/were confused to give response.

Table-12-Whether there is motivation or not

No	Items	Respondents		
		Options	No.	percent
12	Is there any motivation from your instructors to participate in the class?	. Yes	36	72%
		. No	14	28%

In this data most/72% of female students gained motivation from their instructors, but few/28% of them said as there was no motivation. This showed as there was a little gap between instructor's managerial styles.

13. On first year as you was a new comer what seems to you?

Most female students answer as they fill anxiety and hard atmosphere from the surroundings

.

14. To solve these problems what will be the solutions in the future?

Most of them suggest that tutorial programs should be adjusted for females alone, dormitory will be prepared and female students will be advised and assisted repeatedly well.

4.3. Identified Problems from both Teachers and Students Questionnaires

1. Most female students living home were far away from campus.
2. Peoples around do not have wishes to rent living home for female students.
3. Off-campus life of female students made on them challenges.
4. Female students do not ask questions during lesson due to anxiety and personal backgrounds.
5. There were no facilities in their living home.
6. Female students mostly score low marks in different courses.
7. Mostly yearly high dropout and dismissed rate were female students.
8. Female student's monthly paid payment was not enough.
9. Tutorial programs were not adjusted for female students alone.

4.4. Document Presentation, Interpretation and Analysis

The analysis was depending on the 2006 first semester GPA of third year regular female students of RTC. The data gathered were in gender, number and percent shown in the table below.

Table –I-Document Review on 2006 first semester GPA

No.	GPA	Male		Female		Total	
		NO.	%	NO.	%	M& F	%
1	4:00	1	0.19%	-	-	1	0.19%
2	3.5 - 3.99	45	8.4%	2	0.38%	47	8.78%
3	3:00- 3.49	90	17.11%	19	3.55%	119	20.66%
4	2.5 -2.99	79	14.74%	58	10.82%	137	25.56%
5	2:00- 2.49	43	8.02%	158	29.47%	201	37.5%
6	< 2	1	0.19%	20	3.73%	21	3.92%
	Total	259	49.23%	257	47.95%	526	100%

Source: Registrar offices of RTC, 2006.

As expressed in the above table

- ✓ Twenty/3.73% of female students were score below 2.
- ✓ One hundred fifty eight /29.47% of female students were score between 2.00-2.49.
- ✓ Fifty eight /10.82% of female students were score between 2.5-2.99
- ✓ Nineteen /3.55% of female students were score between 3.00-3.49
- ✓ Two /0.38% of female students were score between 3.5-3.99 and
- ✓ None of them can score 4.00.

When we compare with male students score most female students were behind. This showed as the data gathered from them reflects in the above, the educational life problems that were made challenges on them were severed.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The study was intended to assess the off campus educational life problems of female students in RTC. In order to achieve this purpose, the following research questions were raised.

- What were female students' off-campus educational life problems?
- What were the problems that female students faced in an area?
- What was the responsibility of the college to solve female students' educational problems?
- What challenges were facing female students currently on their education?

The study was carried out in RTC. The sources of data in this study were;

- ✓ 2006 third year female students of RTC
- ✓ Teachers of RTC and
- ✓ Documentary review from registrar offices of RTC

Questionnaire, documents review and observations were the data collection instruments used to gather information. Therefore, on the basis of the analysis made on the data secured through these instruments the major findings are summarized as follows:

5.1. Summary of the Findings

The findings were presented based on the research questions.

1. Most female students living home were far away from campus.

Most female students/60% living home was far from campus, the far distance takes 30 minutes and 40% of them were near the campus. This can bring difference between them due to it create late comers during lesson.

2. Peoples around do not have wishes to rent living home for female students.

In the above data most respondents/80% answered as there were no requests to rent living home for them, Because as answered from them peoples around said if we rent home to them, female students use excess water, light and crowded in cooking houses and 20% of them got request to rent living home from peoples around. This can put female students in terrorize when they came to college for education and hinder female students from future occupation.

3. Off-campus life of female students made on them challenges.

In the above data 84% of female students and 100% of teachers said it is advisable if they live in dormitory and attend their education, because this can protect female students from different hazards and can create good Atmosphere for their future learning, but few of them/16% won't to be in dormitory. It is advisable if female students live in dormitory, if so, this can improve their future learning.

4. Most female students do not ask questions during lesson due to anxiety.

As stated in the above data most female students /52% answered as they ask questions, but 48% of them did not ask questions. Because as they stated since most of them came from rural areas their family management back ground and anxiety make them behind. When we see this with teachers response it become reciprocal seventy/70%/said do not ask questions, thirty/30%/said they ask questions, but, we conclude it from these responses they do not ask questions during teaching learning.

5. There were no facilities in their living home.

As the collected data shows most students living home /66% /were not fulfilled with facilities, but few/34% were with facilities. Facilities can make impacts on their learning and if fulfilled used to facilitate education.

6. Female students mostly score low marks.

As stated in the above data most female students/74% of them were know dismissed students from college, but 26% of them do not know about. This shows the most dismissal rate of female students from time to time. As gathered from the response of students fifty five/55/ female students were dismissed from college due to low score/ academic achievement. In addition to this as stated in the above 80% of teachers said female students mostly score low mark in their courses, but 20% said male students.

7. Mostly yearly high dropout and dismissed rate were female students.

As stated in the above data 72% of them answered there were female students that were drop out from college, but few /28% of them do not know. As information gathered from responses eighty nine/89/ students were drop out due to different reason. Among these fifteen/15/drop out due to health problem, forty seven/47/ of them due to low score and social problems, twenty four/24/ of them due to pregnancy and marriage; and three/3/ female students because of family and personal problems. In addition as stated above 100% of teachers answered female students were showed yearly high dropout rate in college.

8. Female student's monthly paid payment was not enough.

As stated in the above data due to the flexibility of market 74% of female students said the payment that paid for is not enough, but 26% of them said enough. In addition to this as stated in the above table 90% of teachers agree with not enough, but 10% agree with enough. So this must get solution

9. Tutorial programs were not adjusted for female students alone.

In the above data 46% of female students answered as there do not take tutorial classes, but 34% of them were attend during tutorial classes. The rest ten/20%/were confused to give response.

5.2. Conclusions

Based on the findings, the following conclusions were made.

1. Lack of acceptance from peoples around to rent living home can put female students in anxious while they came to college for education and can hinder female students from future occupation.
2. It is advisable if female students live in dormitory and attend their education, because this can protect female students from different hazards, can create good Atmosphere for their future learning and can minimize dismissal and dropout rates.
3. Since most of them came from rural areas their family management back ground and their internal anxiety make them behind. So teachers and concerned bodies should advise and motivate female students in order to make them ask questions.
4. Since monthly paid payment is not enough female students cannot fulfill their wishes. So this must be solved even if be in dormitory.
5. Tutorial programs should be adjusted in program for female students alone.

5.3. Recommendations

Based on the findings and conclusions the following recommendations were made.

1. College, District and kebele officials should cooperate in making recognition to peoples around to rent living home for female students primarily.
2. Building and construction of dormitory and dining room in campus and living female students in is advisable in order to protect female students from hazards and produce skilled man power for the region as well as for the country. New rules and regulations for dormitory life to be designed and implemented.
3. Teachers and tutors in all level should be responsible to make female student to ask question/ one or two female students daily in a class/ during lessons.
4. Monthly Payment of female students to be increase beyond others even if in dormitories to motivate and attract them for learning. The payment should differ in year.
5. The concerned bodies to be adjust tutorial programs linking in programs for female students alone in giving payments for tutors or teachers.

In general in order to fulfill these recommendations, college officials and all concerned bodies even to top managements must be cooperated with each others.

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APPENDIX-I

QUESTIONNAIRE FOR SAMPLE FEMALE STUDENTS OF RTC

The purpose of this research is to appraise, identify and give recommendations about the off-campus life problems of female college students in Robe teachers college. In order to build this research information from you and others are very available. So we ask your polite and honest responses.

i. Personal information

Sex _____ Age _____

Marital status a. married b. Unmarried

ii. Answer the following questions briefly

1. Are you usually absent from class? a, yes b, No
2. Female students' living home is far from the college? a, yes b, No
3. Is peoples around have requests to rent living home for female students? a, yes b, No If "B" Why? _____
4. Your living home was fulfilled with facilities? a, yes b, No
5. Is it advisable, if female students live in dormitory? a. yes b. No Why?
6. Is monthly paid payment enough for you? a, yes b, No
7. Did you ask questions which are not clear for you during teaching- learning process? a. yes b, No If "B" why? _____
8. Do you know dismissed female students from the college before? a, yes b, No If your answer is 'a' how much?
9. Is there any influence faced you from the people you are living? a, yes b, No
10. Do you know any female student dropout from college before by any means? a, yes b, No How Much? _____ Why? _____
11. Is there any tutorial class given for you in all subjects or selectively? a, yes b, No
12. Is there any motivation from your instructors to participate in the class? a, yes b, No
13. On first year as you was a new comer what seems to you? _____
14. To solve these problems what will be the solutions in the future? _____

Self-made

APPENDIX-II.

Photos of Some Sampled Students



APPENDIX-III

QUESTIONNAIRE FOR SAMPLE TEACHERS OF RTC

The purpose of this research is to appraise, identify and give recommendations about the off-campus life problems of female college students in Robe teachers college. In order to build this research information from you and others are very available. So we ask your polite and honest responses.

i. Personal information

Sex_____ Age_____

Marital status a, married b, Unmarried

Occupation/work_____

Qualification a, Diploma b, BA/BED c, MRS /MSC d, PH.D

ii. Answer the following questions briefly

1. Is female students mostly absent from class? A, yes b, No, If your answer is “a” why?

2. Is female students mostly late comers at your burden? A, yes b, No

3. Is peoples around have wishes to rent living home for female students? a , yes b, No ,if your answer is ‘b’ why?_____

4. Is it advisable, if female students live in dormitory? a, Yes b, No

Why?_____

5. Is monthly paid payment enough for female students? a , yes b, No

6. Did female students ask questions while you are teaching? a, yes b, No ,if your answer is ‘b’ what is the reason behind?_____

7. Did facilities have impacts on education? a, yes b, No

8. Who mostly scores low marks in your course? a, female b, male

9. From both genders yearly high dropout rate in college is a, female b, male

10. What are the solutions to solve female students’ academic life problems? _____

Self-made