Full Length Research

Challenges of Female Students Academic Achievement: The Case of Debre Markos University Genanew

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Females have their own contribution in economic, political and social aspects of a country. Educated females are taking a lion share in a country's development. In Ethiopia female students' participation at university level is growing time to time. But, the numbers of female students who graduate from the universities are low compared with male students because of different challenges. This study was conducted with the objectives of to investigate the challenges of female students' academic achievement in the case of Debre Markos University. To meet this objective the researcher employed on qualitative research approach with case study design method. The participants selected by using non probability sampling technique specifically purposive sampling. The data sources were primary data. Semi-structured interview and FGDs were used as a tool for collecting primary data. The data were analyzed using thematic analysis methods. The findings from the study revealed that female students are facing different challenges. Such as, institutional challenges like lack of special support, problem of academic advisor, lack of orientation, low facilities, instructors lack of teaching skills, crowded classroom, drastic life change, sexual harassment and personal challenges such as, poor socialization, lack of interest, low self-confidence, stress, poor study habit, lack of money, gender related problem, low follows up, poor language ability, lack of commitment. The study has concluded that female students are faced with many institutional and personal challenges. Based on the conclusion, recommendations are forwarded in line with the major finding of the study

Keywords: Education, Challenges, Academic Achievement

INTRODUCTION

Education can generally be perceived as a very important tool for development. Thus the importance of education in enhancing social, economic and human development has a general intrinsic value. While education of both genders has a substantial impact on economic growth, the education of girls was a stronger predictor of growth than that of boys in poorer countries of sub-Saharan Africa (World Bank,2011). [1]"Female

education makes it possible to tap the potentials of women to support nation building which seems to be low in sub Saharan Africa. Education is seen as a key to transforming women's attitudes and values from traditional to modern, and in their behavior from constrained to emancipated (Forster and Ansah, 2012).[2]" The issue of poor academic performance of students in Developing countries has been much concern at all (Moges, 2017).[3]" Information about women's education in universities provides the need for greater efforts to expand and improve university education for women. Understanding how female students cope with their difficulties will provide the building block for future intervention strategies designed to minimize problems, increase retention rates and improve academic performance (Steel et al, 2005).[4]"The university's goals are premised on the core values of gender sensitivity, academic freedom, integrity, social responsibility and transparency. However, such positive developments results are adversely affected by the environment of a university, the societal expectations and roles of women, which tend to threaten women's learning ability and academic performance (Matang and Kashora, 2012).[5]".

Educating girls is critical not merely to achieve personal benefits, but also for the improvement in the areas of human resource development of the society. Higher education remains an area of learning from which women are less represented. Very few women that are fortunate enough to join higher institutions are characterized by lower academic performance and higher forced withdrawal (Wudieand Philipos, 2014).[6]"

There are different studies which were conducted in Ethiopia and abroad related to the issues. To mention some of these studies Mohammadi (2011).[7]". conducted a research on students coping with Stress the high school level, particularly at 11th& 12 grade, Dzulkifli and Yasin, (2009).[8]"studied with the effect of social support and psychological problems on students' academic performance. Furthermore, Matang and Kashora, (2012).[9]"studied on obligations for Women in Tertiary Education. Al Akil, et al, (2014).[10]"also conducts a research on how do academic issues affect college students' performance. In addition World Bank Report, (2011).[11]"reported on girls 'education. Dobson, (2012).[12]"also conducted a research on effects of academic anxiety on performance of students with and without learning disabilities and how students can cope with anxiety at school. Yeshmebrat et al, (2009).[13]"conducted on policy intervention on factors affecting female students' academic achievement and causes of attrition in higher learning institutions of Ethiopia. Moreover Teshome, (2008).[14]" also studied on the challenges of higher education in Africa and lessons of

experience for the Africa-U.S. higher education collaboration initiative.

Upon review of the above studies, the researcher able to reach at a few conclusions. As far as the researcher knowledge is concerned, none of these studies focused on challenges of female student's academic achievement: the case of Debre Markos University. Hence, there is a need for research focused on contextualized and understanding of the challenges of Female students' academic achievement: as many studies has yet not addressed.

The study area is focused on Debre Markos University, it is found in the Northwestern part of the country at Debre Markos town. The University is located in the Eastern part of the town approximately two kilometers from the central square DMU report, (2007).[15]"In order to achieve the objectives of this research, the researcher relay on qualitative research approach. Since, it helps the researcher to examine the challenges of female students' academic achievement in detail and in-depth manner. The researcher design is case study design; the researcher used non probability sampling techniques particularly purposive sampling technique. The data sources are primary and secondary; in order to collect the data the researcher employ semi-structured interviews and focus group discussions as data collection instruments. Thematic data analysis was employed to analysis the data. And trustworthiness of the data and ethical consideration was considered by the researcher.

FINDINGS AND DISCUSSIONS

NB. Fgdp is refers to focus group discussion participants

Challenges of Female Students on Their Academic Achievement

In Debre Markos University female students are faced with many institutional and personal challenges to achieve their academic performances:-

Institutional Challenges

Lack of orientation

Lack of orientation was one of the problems in which female students were faced. Regarding on lack of orientation one of the semi structured interviewees (code 7) stated that:

> *When I joined in the campus, I get short term orientation regarding on harassment, campus life,*

the university rules and regulations by the coordination of gender office but the orientation was not that much enough. Personally, I would be happy to get better orientations about the academic situation of the campus, social and cultural condition of the community because we interact the community in different ways like when we go in the city. In addition, an orientation would be important for students before the selection of department, but I did not get full and accurate orientation regarding on the department selection.

Problem of academic advising

Almost all the semi-structured interviewees, focus group discussants of the study have faced a problem of academic advisor.

Related to the problem of academic advisor the focus group discussant participants (fgdp2) explained her concerns as follows:

Personally, I confused to say that there is a real academic advisor for the students. In our class the department head is the academic advisor and he said that if you faced a problem you could contact and inform me, but practically he did not volunteer to ask our problem in the class. Therefore, it is difficult to say we have an academic advisor and we faced many problems, but no one was near us who share our problems.

With similar account previous researcher Nelson, (1993).[16]" found out that a university staff must be oriented all students can succeed and giving value for students' languages and cultures, holding high expectations, making education a priority, offering a variety of courses, providing sound counseling, and providing staff training to help teachers serve female students more effectively. And Slaughter, (2004).[17]" stated that freshman orientation may be effective to reduce the risk of dropping out. Female students immediately after admission might not get adequate social and academic orientation that helps them to adjust to the requirements of life in the universities which intern may expose them for bad senior students Yeshimebrat et al, (2009).[18]"

Academic Advisor/Counselor/Mentor has a big contribution for students, which could help their low achieving students to excel Beckner, (2004).[19]" Sound counseling, and providing staff training to help teachers serve female students more effectively. She reported that lack of support from teachers, absence of concerned

people in the university about female students' problems and absence of adequate counseling services are problems (Yeshimebrat et al, 2009).[20]"

Lack of special support

Almost participants of the researcher said that there was a lack or absence of special support for female students. One of the semi structure interviewees (code 19) describe that:

When I joined in the department I did not find any kind of special support by considering my gender, even we female students need to get some kind of special support through affirmative action which enhances our educational capacity through tutorial class but as a department and as an individual instructors no one gave any help for us.

In line with this finding other researcher Merten, (1997).[21]" found out that the support of schools and peers is very important to female students in completing higher education and taking nontraditional career paths. Affirmative action is the proactive or the preferential treatment of persons in employment, the admission of to selective schools and universities and the granting of other social goods and resources by giving positive consideration to specified races and ethnicities and to one gender (Crosby, nd).[22] "Affirmative action programs include trainings on topics such as assertiveness and tutorials to motivate girls to be competitive in their academic endeavors (Abraha,2012).[23]"

Low service of female specific digital library

Almost all research participants express their was low service of female specific library. One of the focus group discussants (fgdp 3) expresses her feeling as follows:

There is the availability of female digital library around female dormitory, but it is not always open as far as I saw. The librariest, post their cell phone on the door of the library for the purpose of anyone who want to gain a service to call them, but many days I have repeatedly called to them and they did not respond to me. I think the library is open for report and the concerned body should be following the librariest. I remembered that one appointee time it was open, but the librariest close it after 40 minutes.

Cafeteria related problem

Related to cafeteria related problem one of the semi structured interviewee (11) stated:

I shared the problems of the cafeteria problem as the whole students who get cafeteria service, the unique case for me and other female students were harassed. Many male students, especially the senior one around and in the cafeteria, they showed different signs of harassment and we frustrated to get the service free. And the price for none cafe students did not consider the current living cost.

Lack of laboratory instrument

Almost all the research participants describe that there is scarcity of laboratory instruments to do a lab. And one of the focus group discussants (fgdp3) explained as follows:

We first year students are taking many common courses in the semester which are not needed laboratory, but we have a major course us involved in the lab. And we faced a shortage of laboratory instruments and in addition the lab class is far apart from the normal classroom because of this we devoted much time when we came to the lab class to the normal classroom and sometimes instructors become sad because of our lateens.

Low facilities

Almost research participants stated they faced a problem of different facilities like water, toilet services.

Regarding on low services of facilities one the focus group discussants (fgd 5) described that

Personally, I did not expect such kind of problem like water and toilet at the university level. But the problem is very severe for me and female students. For example, there would be the occurrence of diarrhea and when we affected by it. There is a problem to go the toilet at night and because it was far apart from the dormitory and it was not that much clean. And on the parallel said we faced the problem of water. We used water from around the cafeteria and when we want to wash our cloths and for others purposes. And most of them in the dormitory had tap for the

purpose of accumulations of water.

Instructor slack of teaching skills:

Regarding on instructors teaching skills almost all participants stated that there was a problem of teaching skills on instructors.

One of the semi structure interviewee (code 18) stated that:

Instructors could not understand the student's capacity rather they thought quickly and used jargon and difficult words. And most of the instructors used lecture and presentation methods without giving attention to the students and some of them used projectors and it was new and difficult for us to easily understand. And most of the instructors don't give special attention to female students in the classroom to enhance our academic performance.

Relating on this finding the previous researcher found out that Grevatt, (1992).[24]"Teaching methods Teachers can connect with female students by making physical or eye contact, allowing them ample time to answer questions, creating a sense of community and participation in the classroom, using examples in the classroom that are inclusive of female representatives, listening carefully and respectfully to students' questions and comments, and coaching students who seem reserved to speak (Grevatt,1992).[25]" And student-centered learning in higher education, characterized by innovative methods of teaching that involve students as active participants in their own learning. Together with institutions, students and staff, we will facilitate a supportive and inspiring working and learning environment. student-centered learning is to better understand the interplay between teaching and learning so as to identify effective teaching strategies and test new ideas to enhance students' learning outcomes. Research scrutiny on teaching-learning processes are also prompted by pressures on costs, which call for improving efficiency of higher education provision and heighten the need for evidence-based research on effective teaching and learning strategies American Psychological Association, (1997).[26] "Brock, (2010).[27] "shows that some student centered programs and interventions can improve student outcomes. Importance of standardized outcomes assessment for the evaluation of instructional effectiveness of higher education. The teacher responds to student behavior, the often subtle distinctions made between the sexes, the nature of classroom control

mechanisms, the topics and issues chosen for class room study and the rewards and punishment practiced are culturally loaded and transmit messages that reinforce certain student behavior and discourage others (Banks, 1997).[28]"

Insufficient reading material

Most of the participants stated that faced insufficient reading material. And one of the semi structured interviewees (code 11) explained that:

> I faced a problem of insufficient reading material in the library. Most of the instructors gave a course outline at their first class in order to use references in the library, but the references which cited in the course outline was not present in the library and the instructors gave the reference without assuring the its availability in the library.

Similarly, the other researcher Abraha, (2012).[29] "found out that searching relevant references and preparing notes based on providing course outlines and overviews than specific textbook based content copying and studying for examinations. Universities focus on knowledge construction through projects or independent activities. Instructors provide course outlines and overviews of the contents; it is up to the students to find relevant reference books, read for details, prepare notes and manage their time. Furthermore, students at the university level are sometimes forced to take subjects which are completely new to them.

Crowded class-room

All most all participants described that they faced a problem of a crowded classroom. And one of the semi structured interviewee(code 12) stated that:

> In my class there were 58 students, these large numbers of student size in the class were their own negative contribution to teaching and learning methods, especially for girls because it was difficult for instructors to support and follow us in the class through using active teaching and learning methods and to give class work which enhances our knowledge.

Sexual harassment

The researcher participants stated that they faced sexual harassment in the university from male students,

instructors and the administrative staffs. One of the semi structured interviewee (code 7) described that:

> I faced sexual harassment, mostly from senior male students and male instructors, most of the senior male students were ready to harass females when fresh students joining in the campus. And harassment which raised from instructors was very serious and difficult. One appointee time I remember instructor who gives a course for me, and he ordered us to see our result in his office and I got his office to see may result and he said you are cute, beautiful etc… and he asked my personal cell phone and he always calls me repeatedly to ask a question of love. Surprisingly, he also asked my friends she lives in our dormitory. And at evening he called for me and her and he said please come to my office tomorrow and such. Finally, we refuse to go to his office and he gave me an F grade by confusing me you did not do the assignment and I accused him through students council but the problem is not solved.

Female students may also leave school because of sexual harassment and the refusal of administrators to correct it. Sylvia Cedillo of the university of Texas law school, worked with the stop harassment in public school project to eliminate sexual comments or jokes, sexist terms, sexual rumors, graffiti, leering, sexually graphic notes, and physical sexual harassment such as touching, grabbing, or pinching. Typically, sexual harassment begins in middle school, but many students report such behavior before the 7th grade. Competition and conflicts among cliques of girls can also result in harassment, affecting females' attitudes toward school and their ability to learn (Merten, 1997).[30] "Sexual harassment leads students often stay home, they may experience difficulty concentrating on school work or suffer lowered self-esteem and self-confidence Ballentine, (1997).[31]" Yeshimebrat et al, (2009).[32]"states that harassments lead female students to stop to go to libraries, laboratories, study spaces and student lounges for recreation.

Drastic life changes

Almost all research participants explained that they faced a problem of drastic life changes. And one of the semi structured interviewees (code 5) explained that:

> When I joined in the university I faced many problems because I was new for campus life like

living together with other people who had a different culture, norm, language and etc. there for 2and 3 months I suffered a lot to communicate with them freely and most of them were not speak Amharic language because of this even in order to ask the key of the dormitory I had not communicated with them easily. And I faced many challenges because of the new life of the campus.

Likewise, other previous researcher found out that social costs and consequences, efforts to improve student completion and institutional productivity must be carefully undertaken so that they do not further inhibit access and success for sub populations already underrepresented in higher education Tremblay et al, (2012).[33] "Students who are joining tertiary education drop their old connections and create new associations in a new environment. They share dormitories with students of different backgrounds, learn new concepts and navigate new campuses. The bewilderment caused by leaving old relationships and establishing new connections makes this transition difficult for many students. The incorporation stage finalizes the detachment from old associations and the start of new affiliations. Accordingly, active interaction with others, acceptance of membership in the system, and sharing of responsibilities characterize successful integration. During the transition, students usually undergo some form of change. For some this is a simple move to the next phase, for others this is a totally new life. Though the most visible element in the transition from secondary to tertiary education is the physical displacement from one institution to the other, the implications of the state of movement can be viewed from two opposing perspectives: evolutionary change characterized by continuity and transformational change characterized by the detachment of past experiences (Abraha, 2012).[34]"

Personal Challenges

Poor socialization

Most of the research participants faced a problem of poor socialization. And most of the focus group discussants stated they suffered such kind of problem. And one of the focus group participants (fgdp 2) described that:-

Personally, I had poor social capital with my dormitory friends and with classmates because all of the students were coming from different

areas and have a different culture, language, religion etc… so, I afraid to communicate easily with them and this affected my academic results because I did not share any information with my classmates regarding to academic aspects.

Similarly, this study is related to another researcher's findings, which was Ethiopia is a multiethnic society. Secondary schools are in regions that are homogeneous in ethnicity, language and culture. Tertiary education brings different ethnicities to the same campus based on scores on national examinations at grade 12 and the institutional and departmental assignments and preferences of students. When students enroll in tertiary education institutions, they experience diversity in the classrooms and dormitories. Working in groups, understanding others, making friends, respecting others, exchanging ideas, participating in discussions and tolerance could create challenges, and if not managed well, have a negative effect on performance. Because of girls 'more domestic role in the home village, they may experience grave problems socializing themselves in these diverse and challenging environments (Abraha, 2012).[35]"

Lack of interest

Almost participants had no interest to attend engineering field of study. One of the semi structured interviewees expresses her feeling as follows:

I was not interested to study engineering filed, my priority was health science or medicines, but the unexpectedly education minister was selected me for studying engineering and I was refused to study it but May family was pressured me to attend it. Therefore, with the ratio of 70:30, females are forced to attend a field without our interest. Interest is the decisive factors to be effective, but personally my interest was ignored and I felt discomfort to attend the field and this strongly affected my academic results.

Likely the previous researcher Abraha, (2012).[36]"found out that lack of Interest Ethiopia introduced an intake strategy in universities with a ratio of 70:30 for science and technology to social sciences, meaning that some students would be forced to take science or technology courses with no prior experience Abraha, (2012).[37]"

Low self-confidence

Regarding on low self-confidence one of the semi

structured interviewee (code 8) described:

I faced low self-confidence when I think about the selection of streams after I accomplished the first semester. Because of this I frustrated to get the field what I wanted. And to score good results I wanted to do different tasks like assignment with male students who had good academic performances and most of them were trying to harass me because of considering their help.

Similarly the previous researcher Yeshimebrat et al, (2009).[38] "lack of self-confidence is the first top most factors that impede female students' academic achievement in higher learning institutions of Ethiopia. Lack of confidence might develop on females' dependency on male students, which possibly may expose them to deal with males for sexual matters.

Tension or stress:

Regarding on tension the researcher participants faced many problems. And one of the fgd participants (fgdps 4) stated that:

I faced by high tension when the exam was approached even I did not get good sleep at night. And sometimes I think that almost all the students were clever and I fleet inferiority and I faced stress as a result, I go to the library at night and I did not study occurs in stability. Generally, I faced high tension during exam week and when the instructors gave an assignment.

This research finding is similar with other researcher findings which stated that the stress and the anxiety that accompany this lack of support and affirmation cause their mental attention, energy and efforts to be defused between protecting their psyches from attack and attending academic tasks (Astin, 1975).[39] "When the students entered in to the university they are not closely monitored any more so they may feel stress during the initial days as they lack direction. Students take time to inculcate the sense of autonomy and self-directed behavior (Mohammadi, 2011).[40]" Anxiety is a normal reaction to certain situations. A small level of anxiety is normal, but severe anxiety can be a serious problem. Academic anxiety can become more detrimental over time. As a student's academic performance suffers, the anxiety level related to certain academic tasks increases (Dobson, 2012).[41] "Students in general experience

stress in situations such as going to a new college, appearing for the exams, dealing with their friends/peers, when their friends were not feeling well, divorce or separation of parents, death of a relative, etc. In the academic scenario, stress has become an inevitable factor in the lives of students and everyone related to them. Parents of adolescents have to face the stress of helping their children deal with academic stress as well as their own stress (Mohammadi, 2011).[42] "Stress arises when there are burden on the person which exceed his available assets. If stress is harsh and extended, it can lessen academic performance, hinder with a student's capability to involve in and add to campus life, and raise the probability of substance abuse and other potentially destructive behaviors (Klonsky & Hoe, 2003).[43]"

In University, where the load placed on students is based on a time limit and difficult to stand out in tests or examination, students are prone to experience stress and academic stress will be higher among students at the end of the semester an at the beginning of the semester (Peters, et al, 2000).[44]"

Poor study habit and poor usage of time

Regarding on poor study habit almost all research participants faced a problem of study habit. One of the semi-structured interviewee (code 13) stated that:

"I had not good study habit because I tried to study hard when the exam was approached ether wise, I devoted much time with my friend with enjoyment". This research finding relates to the previous research findings, which understand the time required to complete tasks was found to be a challenge during the transition. The time to accomplish assignments involves activities "such as reading, researching questioning evidence, and discussing tentative ideas with others (Abraha, 2012).[45] "And girls face challenges adapting to university life. The girls faced adjustment challenges ranging from difficulty in building personal relationships with people of different backgrounds to time management and overcoming academic challenges (Barefoot,2000).[46]"

Lack of money

Almost all focus group discussants faced a problem of lack of money. One of the focus group discussants (fgdps 2) stated that:

We female students are needed more money compare than male students because we needed many for cosmetic and other purpose related with gender, in addition to this we female student are used non cafe and the money which given from the university is not cover our living coast as a result some female students searched other source of income and they would joined in night club.

This researcher finding is similar to the previous research findings, which was financial problems and difficulties of education (courses) are some of the factors that affect female students' academic achievement (Yeshimebrat et al, 2009).[47] "Many entrants to higher education come from poor families, yet girls suffer unique challenges. Their parents are less likely to finance their higher education or give them spending money (Abraha, 2012).[48]"

Lack of skill on ICT:

Almost all research participants stated that they faced a lack of skill on ICT. And one of the semi structured interviewees described her feeling as follows:

I faced a problem of lack of skill on ICT because I was from the rural family and I was far apart from ICT skills and I am new to it. As a result, when the instructors gave an assignment, I did not access from the internet easily and this leads to affect my academic achievement.

Similarly the pervious researcher finds out that technologies have also brought about changes in approaches to teaching, especially at the under-graduate level, with standardized courses often delivered online, allowing for different use of classroom time with more small seminars and interactive discussions, and greater time spent with students on their individual projects(Tremblay et al, 2012).[49]"

Difficulty of education:

Regarding on difficulty of education one of the semi structured interviewee (code 16) described as follows:

I faced English language problem and this leads to difficult for me to understand the subject matters. And in a lower grade level most of the teachers taught in English and our mother thong languages, and in the university the classroom instruction is English language because of this my teaching and

learning background is strongly affected my current status and affected my academic achievement.

Similarly, another researcher found out that higher institution is shifted from the use of specific textbooks to broad approaches to knowledge, from knowledge transfer to knowledge construction, meeting with students of different backgrounds, communication using the common languages, and problem solving skills emanating from the new social and academic order. Students at the university level are sometimes forced to take subjects which are completely new to them (Abraha, 2012).[50]"

Poor previous academic performance:

Almost all research participants described that they faced a problem of poor academic performance in mathematical issues which related to engineering course and other courses. One of the semi-structured interviewee (code 9) stated that:

I faced a problem relating to my pervious academic performance because the subject when I was taken in lower grade were not related to the course I took at the university. Even the common course civics and ethical studies were easy in lower grades, but the university level, it was one of the difficult course for me. And like civics all major and common course courses were not related to my previous knowledge this affected my academic achievement.

This finding relates to the previous researcher's findings' which stated that students at the university level are sometimes forced to take subjects which are completely new to them (Abraha, 2012).[51]"

Lack of commitment:

Regarding on lack of commitment one of the semi structured interviewee (code 4) described her feeling as follows:
I faced a problem of lack of commitment because the course was very wide and they took much time to cover and I trained in the lower grade was different from this. So it was difficult for me to stay much time during the study and no one was supported me to study hard because there were no parent who followed me like lower grade, and for everything I was responsible.
Similarly the pervious researcher found out that the material covered in university requires an intense amount of effort and the use of various learning resources. This

makes it difficult for the student to stay on track with the material, which might result in a lower grade point average (AlAkilletal, 2014).[52] "The responsibility shifts to the students themselves. Students are away from their parents and away from direct support in many aspects, including management of time and money (Abraha, 2012).[53]"

Gender related problem:

Almost all participants faced gender related problem and one of the semi structured interviewee (code 10) described as follow:

Most of the instructors and male students had a negative attitude regarding on female capacity. Instructors did not give attention to enhanced female student's participation rather they followed male students they were participating in the class actively.

This research finding is related to the previous research works which stated that eliminating stereotypical attitudes towards various groups that are represented in the classroom is a recognized way to increase females' academic performance and thereby minimize their attrition rate in higher institutions (Rotherberg, 1997).[54]"

Language ability

Regarding on language ability almost all research participants were faced language problem. One of the semi structured interviewee (code 7) stated that:

I came from Oromo region and most of our teachers in lower grade were taught in English and a fan-Oromo in both languages, but in university all instructors were taught by English even some of them were not volunteered to translate in Amharic. Therefore, my serious problem was to understand the English language in the classroom. And I faced both language and conceptual problem. And this affected my academic performances negatively.

Similarly the pervious researcher found out that in Ethiopia, primary school is instructed in the local language. In secondary schools, however, the medium of instruction is commonly English. Outside the classroom, communications are usually in native languages. At the university, English is the medium of instruction and Amharic is used for intercultural communications. Both of these are second languages for the majority of students.

Student proficiency in English and Amharic varies based on background. Tertiary education is defined by the following characteristics: self-reliance, readiness in learning style, socialization, language ability, and problem solving (Abraha, 2012).[55] "Lack of language skills can drastically affect the student's performance and work with other students in team-based projects(Al Akill, etal, 2014).[56]"

Give attention for campus life:

Almost all research participants faced the problem of campus life, and one of the focus group discussants (fgdp 3) stated that:

In the university there were different campus life which negatively affected the female academic performance. For example, I did not see ceremonies which are celebrated, the university like water day, valentine day, get together, etc..such kind of celebration leads female to join in the town with their boyfriend and exposed them to drink a lot of alcohol and they lay over in the town. And having a boyfriend was also considered as modernity in the campus and most of them pressured by their friend to have boyfriends and this had strongly affected female academic performance because they would devote much time with their boyfriends rather than to study hard.

The pervious researcher Craft, (1996).[57]" found similar things which stated that unfavorable school climate adversely affects students' daily academic performance by reducing their willingness to persist at academic tasks and interfering with the cognitive process involved in learning.

Devote much time on website

Most of the research participants faced a problem of devoting much time on the website. One of the semi structured interviewees described her feeling as follows:

I devote much time on Facebook, I addicted by it even when I did not see my Facebook pages I felt discomfort used Facebook to exit from tension because when I chat with my friend and when I know new Facebook friends I feel pleasure so I check my Facebook page at least 10 times in a day even when I was in the class.

Unfamiliarity of the diversity

Regarding on unfamiliarity of the diversity one of the semi structured interviewee explain her feeling as follows:

I came from in this region and in my surroundings there is one nation who had a similar culture, norms and religion. And when I joined with the university there were different culture, nations who had different language and religions, and this new environment was difficult for me to assimilate easily with other and had some negative consequences on my academic performances in the class through sharing knowledge from others.

These findings related to the pervious Ethiopia is a multi-ethnic country, and students come to its higher education institutions with different social, cultural, language and religious backgrounds. As students move to new social and academic environments, the adjustment becomes an important personal trait for academic success. Adjustment in this sense refers to the development and use of personalized response patterns to deal with challenges during the transition from secondary to tertiary education (Barefoot, 2000).[58]"

Peer pressure:

Almost all focus group discussants explained that peer pressure had their own positive and negative effects on their academic performances.

One of the focus group discussants (fgdp3) stated that:

"Peer pressure had a negative and positive effect on the academic achievement and other related issues, for example a good friend leads to pressure to study hard".

Similarly yes him ebrat et al, (2009).[59]"found out those female students who are part of peer groups that participate in and are accepted by the school do better in their classes and future jobs than students in peer groups that reject the school and feel rejected by it.

Low follow up from the family

All most all the focus group discussants stated that the follow up of their family was low compared than in their secondary education. One of the focus group discussants stated that:

It was un-denied fact; the follow family was very low compared with the pervious. And in the university every movement was determined by me and I took much responsibility without expecting my family support. If I don't manage myself properly, it affected my academic performances.

This finding is fitted with other researcher pervious work which stated that the movement from secondary to tertiary education is marked with the following changes: isolation from parents and distancing from direct support/control Replacement of parental direct support and control with self-reliance and independence, Sharing the same dormitory with students of different backgrounds instead of family living conditions (Abraha, 2012).[60] "The increased risk of adolescent problems in the absence of parental supports or decreased levels of parental support, and the buffering effects of parental support on student stress (Dzulkifli and Yasin, 2009).[61]"

CONCLUSION

Education contributes to a country's development in different aspects by promoting individual capacity and skill to engage in the social, economic and political aspects. Female education is also have taken a lion share in a development of a country starting from the family level because educated female are wanting to educate their children and increase the health of their family, when females devote their lives in education would have a positive contribution for the decrease of population growth and have decision making power in all aspects so, educating females are considered as educating the whole family. Based on the findings identified in this study the following conclusion can be derived. Females have faced many challenges to achieve their academic performances such as institutional challenges like problem of academic advisor, lack of special support, low facilities, sexual harassment, drastic life changes and they faced personal challenges such as, low self-confidence, stress, lack of interest, poor socialization, gender related problems devote much time on social media peer pressure give much attention for campus life.

In general we can conclude that, however female students have faced so many challenges, the problems are not beyond the stake- holders and it should be solved by the cooperation of the university administrators and the academic staffs by giving special attention for the enhancement of female academic achievement. Therefore, in order to use the capacity of female in the

development of the country the ministry of education could be given special attention to female before and after the entry of the university in different aspects.

RECOMMENDATION

1. Debre Markos university should be appointed academic advisor for female students
2. Debre Markos University should give special support and motivation for female students and fulfill facilities for them like water, toilet, female digital library, special recreation area.
3. The training program should be planned continuity for female students, instructors, administrative staffs relating to gender issues and management skills.
4. The university should give continues training for the instructors about teaching methodology and should create a conducive environment for students and instructors to apply smooth and active teaching and learning methods.
5. Female students should give much attention for academic issues rather than social life in the campus.

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