



WOLKITE UNIVERSITY

COLLEGE OF SOCIAL SCIENCE AND HUMANITIES

DEPARTMENT OF SOCIOLOGY

**The Impacts of Gender Based Discrimination on the Academic Performance
of Female Student: In The Case of Wolkite University College of Social
Science and Humanities.**

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DEPARTMENT OF SOCIOLOGY

AN ASSESSMENT ON THE IMPACTS OF GENDER BASED
DISCRIMINATION ON THE ACADEMIC PERFORMANCES OF FEMALE
STUDENTS: THE CASE OF STUDENTS IN THE COLLEGE OF SOCIAL
SCIENCE AND HUMANITIES, WOLKITE UNIVERSITY.

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Acronym

AIDS: acquired immune deficiency syndrome

CEDAW: convention on the elimination all form of discrimination against women

CSSHR: Collage of social science and humanity registrar

FDRE: federal democratic republic of Ethiopia

GBD: gender based discrimination

HIV: human immune virus

Abstract

The overall objective of this study was to examine the impacts of gender based discrimination on the academic performance of the female student in the case of wolkite University College of social science and humanities. To conduct this research the researcher was used cross sectional study design and it used mixed research approach. The study was also used both probability and non-probability sampling techniques, for probability sampling technics the researcher was used Simple random sampling, and from non-probability sampling techniques purposive sampling was employed. Through simple random sampling method total of 62 female students were selected from Wolkite University particularly from social sciences and humanity students. To conduct this research two data collection tools were employed for the effectiveness of the results which are interview and questionnaire. The baseline finding revealed that the off campus factors that affect female students academic performance include female back ground, economic problems and the rule of brokers to initiate female students to work as sex workers. As a recommendation the university should create means of paying special attention to students from law socio-economic back grounds, students with disabilities HIV/AIDS and jointed the university from rural areas.

Key word: Academic, gender based discrimination, Impact

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CHAPTER ONE

1. INTRODUCTION

1.1 Back Ground of the Study

Gender based discrimination (GBD) is one of the primary impediments to education and it affects boys and girls. It is the consequence of persistent inequality between men and women in all spheres of life. The dimension and degree of discrimination against women manifests itself in different culture, politics, race, region, countries and economics differently. However gender based discrimination process and it is found as actual factor or violence against women. (Mustatizul Rahman, 2010).

Sociologists define gender inequality as the difference in status, power and prestige women and men have in group collectives and societies gender inequality is not simple of data but reveals the basis of an organized field of human practice and social relation through which women are kept insubordinate position to men (Gidden, 2005). Every society around the world assigns gender role which direct activities that govern behavior for male and female of all ages. The gender role is reflected in socio economic levels and status and exerts various degrees of constraints for both sexes (ibid).

In general, the more rigid the gender in society. The sharper the division of labor and the lower the status according to women without the same culture males and females are described in different terms. As example William and Best (1982) cited in Franzoi (2002) plainly state that men are more dominant. Independent courageous aggressive active and women are believed to be more sentimental. Submissive affectionate dependent and sensitive. This difference is true across culture in our country too; this variation of describing male and female is common.

Gender based discrimination is one of the main cause of poverty and major obstacle to equitable and suitable human development. The work of promoting gender equality starting from child treatment which concerning men as women is fundamental to development (Birhanu, 2008).

Female's success to be undervalued. Women in Ethiopia as where else in developing countries occur the law status in the society (prime minister office) women's affairs subsector 2004 cited in Gemechu (2007) in Ethiopian women are culturally and socially inferior to men. child health and welfare and influences the length of time daughters are to send to schools.

1.2 Statement of the Problem

Women face gender oppression in all aspects of life including education. Gender imbalance in different sectors and especially in education is one of the current critical issues. That requires immediate intervention and the current critical issues. This requires immediate intervention and empowerment of females in political decisions and senior management posts and implementation of affirmative action to correct in (Propoza Ruth and Kassahun, 2003).

In Ethiopia the women has been minimizing based on and development. Their participation the economic, social, political and cultural sectors of the country is seriously affected by cultural barriers and law expectations by and of females. The enrolment ration in Ethiopian is more than three time lower than some sub Saharan countries this can clearly tell us that we are Letts behind kassahun (2003).

Previously study related with the impact of gender based discrimination on academic performance of the female students by Eshetu (2007).This research would focus only on the causes, consequences and factors of gender based discrimination on academic performance of female students. Therefore, this study additionally to previous studies it include the attitude of society on the female students academic performance. Additionally, a study conducted by Yeshimebrat M. (et al 2012). In Bhardar university on the title of factors affecting female students academic achievement. The study focused on the contributory / responsible factors that have effects on female student academic achievement. As a methodology they used both quantitative and qualitative approach/method but it is not raised the discriminatory activity that affect the academic performance of female students. To fill the gap on the area and assess attitudes of wolkite university student.

1.3 Research question

1. What are the causes of gender based discrimination in the study area?
2. What are the possible factors that affect the academic performance of female student?
3. What are consequences of gender based discrimination on the academic performance of the female student?
4. What is the attitude of wolkite university student towards gender based discrimination?

1.4 Objectives of the study

1.4.1 General objective

The overall objective of this study was to examine the impacts of gender based discrimination on the academic performance of the female student in the case of wolkite University College of social science and humanities.

1.4.2 Specific objectives of the study

- To identify the cause of gender based discrimination in the study area
- To identify the possible factors that affects the academic performance of female student
- To identify the basic consequences of gender based discrimination on the academic performance of the female student
- To know the attitude of wolkite university female student towards gender based discrimination

1.5 Significance of the study

In Ethiopian the issue of gender based discrimination is important area of investigation so this study helps to full the organizational interests to the study the impact of gender based discrimination. It also may be signifies on institution working on gender issues like women affairs schools counselors who are interested to conduct their investigation in the area. Generally, it strengths and initiates women's contribution for responsibility of their country and development. In addition it will change the past discrimination and teaches the community on

equality (bring equality among men and women students on academic performance). The study can also be used as a reference for further researcher.

1.6 scope of the study

The study was conducted in Wolaita university in Gubre sub city, to investigate the impact of gender based discrimination on the academic performance of female students in Wolaita university main Campus. It only includes female students within college of social science and humanity. It is also restricted in employing qualitative and quantitative method or mixed.

1.7 limitation of the study

Accordingly, the researcher has been faced by the following limitation in the course of the study area are-

- ✓ Lack of willingness of some problems to be asked
 - ✓ Inadequate organized information on the female student's discrimination.
 - ✓ Shortage of time and finance; the time shortage existed because of current situation of corona (COVID 19).
 - ✓ Lack of experience to do such kind of research, because it is the First time for you to undertake this kind of research,
 - ✓ Lack of reviews related literature material or sources
- Some information were not give detailed information are mainly limited to the study

1.8 Organization of the study

The paper was divided in five chapters. Chapter one comprises introduction, statement of the problem, objective of the study, significance of the study, scope of the study, organization of the paper, and limitation of the study. Review of the related literature was identified in chapter two. Chapter three comprise research method includes distribution of the study area ,research design ,sampling technique and sample size, sources of data, methods of data collection, methods of data analysis, and ethical consideration. Chapter four deals data presentation, analysis and interpretation. Finally; conclusion and recommended solution were included in chapter five

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1 Introduction

General discrimination is the physical sexual and emotional harm of suffering enacted up on individual as contextualized by the societal gender norms (Michael Kimmel, 2009). Gender discrimination is unfair treatment of personal Bevan of gender and sex.

When boys born in most developing countries, friends and relatives exclaim congratulations as soon as means insurance, he will inherit this father's property and get job to help or support the family. When a girl is born the reaction is very different. A girl can help but feel inferior when everything around her tells the she is worthless than boys. Her identify is forged as her family and society limit her opportunity and declare her to be second rate (Kindu, 2003).

2.2 Forms of Gender based discrimination

2.2.1 Work place discrimination

Women participation in the work force has varied significantly over time prior to the development of capitalism and factory types of work. Women played a significant role in good production and house hold maintenance (Can dance and don H,Zimmerman 1987) women tend to be concerted in less prestigious lower paying occupation that are traditionally considered women job also referred as pink collar jobs (Bose Christine, E and Peter, H, Ross,1983 raises and less opportunity.

As a primary based winner of families have an increased responsibility on making money and providing for a family which is in equal and discrimination expectation (Deboharkopang, 1989).Women who has the same job title as men has the same job title as men the same level of seniority and equal responsibilities but its paid is being discriminated (USA department of Labor, 2008).

2.2.2 Education discrimination

Education is one of the most important factors for promoting economic development. Gender inequality in education would lower the the impact of male education on economical growth and raise the impact of female education (Dollch and Gatti, 1999). At all education and school levels women still makes less than men.

While women's are entering colleges at social science and humanities higher rates and even earning more degree, the degree are less prestigious degree (Jacobs Jerry,1996). In the medicine women tend to concentrate in lower paying specialties (dermatology and family medicine). The highest paid specialties dominated by men (Leo hard.D, 2006). At the primary and secondary levels girls do not often do as well as boys particularly in math's and science highly math's anxious on the girls in the class room but don't boys (Bailocks,S,L,E Gunderson and lavine, 2010).

2.2.3 Sexism

Sexism is the ideology that one sex is superior to other. The term sexism is generally used to refer male prejudice and discrimination against women. Women suffer from both individual acts of sexism such as sex is remarks and acts of violence institutional sexism. All the major institution of our societies included the governments. Armed force, large occupation, media, universities and medical establishment are controlled by men. These institution into their normal day today operation often discriminator against women and perpetuate sexism. Our society is run by male dominated institution rather than the involvement of women in the institution (Bailocks S L E Gunderson's and Lavine 2010).

2.3 Cultural factors that cause gender disparity

2.3.1 Hierarchical family setting

Historically, hierarchical family setting still remain in the country in which men hold the controlling position in terms of resource allocation and domestic decision making process in the house hold and women from birth to adult hood even in the whole society.

2.3.2 Learning at childhood socialization

Differentiation of girls and boys starts immediately after a child is born at home. At the same time different role and attitudes of the family are observed based on gender of the new born body which demonstrates social norms and values. Whether girls and boys get equal access to early childhood education. Socialization goals and child rearing practice of the parents in the society differs substantially for and girls. In early girls thought how to achieve pain bearing capability hardship and modesty which favor the boy of that family.

More likely a girl of tender age is thought to earn domestic skills such as cooking, sewing, caring and cleaning emphasis is given to prepare her to take the responsibility of child bearing and rearing in the future on the other hand a boy thought how to achieve skill for income generating activities and he sent to school no priority bases family tries to prepare him as the future lead of society (UNICCO bang lock, 2007 and A.M Sultana, 2010).

2.3.3 Women's access to education and gender gap

Lack of education is one of the root causes of gender discrimination which prevent women from equal participation in socio economic development activities along with men and it enhance the degree of discrimination against women. According to human development report (2002) the literacy rate among male and female are 53.3% and 35% respectively. Through the school enrollment rate of children of female and secondary level is much higher than boys in recent years yet the status of women does not change accordingly.

It happen because parents are much more concern about the safety of their daughter than sons (Haider, 2012). There are wider ranges of factors such as poverty, low status in family and community backwardness in education, traditional practices as a result they fail to study towards higher education.

2.3.4 Poverty

Women are the direct victim of the course poverty. It seen that among the poor women seldom can have basic needs like the health care services, education and etc. One of the consequences of poverty is child marriage which is embedded to deeply in the social and cultural setting that is

could be leading cause of gender discrimination and deprivation of access to all opportunities and benefits of family and social life women have very limited access to resource in the country and they are socially, culturally and economically dependent on men throughout the whole levels (Fariyal F Omrana, 2004).

The major cause of women powerlessness and dependency you men are illiteracy. Lack of awareness, and poor knowledge and skill. Beside this, they are lacking or self-esteem and self-confidence.

2.4 Consequence of gender discrimination

Gender inequality is a constraint on women's economic behavior as well as on economic development. According to World Bank (2011) the toll in human lives is development ultimate goal, but gender inequalities also impose costs on productivity, efficiency and economic progress. Gender discrimination diminishes an economic capacity to grow and to raise living standards. It gender inequality affects women's well-being it may lead to a lower study state which reduce the well-being for all. The accumulation of physical and human capital is the main determinant of economic growth. The returns on these assets in turn depend on the technological progress and on the efficacy of the institutional framework of production.

Some countries limit the ability of women to accumulate physical capitals is the main determinant and human capital and to innovate. Since gender inequality means exclusion of women, even if they are more able than men. Thus productivity as well as investment in human and physical capital is lower than they would without gender inequality (discrimination). The latter leads to miss allocate of resources which affect growth, more over it reduces the efficiency with which asset being used to produce income.

It gender discrimination and economic performance may directly or indirectly affects one another. According to written report by sodil L. Jacobson a world watch institute's gender bias leads to loss in productivity.

2.5 Sociological Perspective on Gender Difference

2.5.1 Structural Functionalism

This theory was developed in 1940 and 1950. It is macro sociological perspective that is based on the premises that societies made up of interdependent part. Each of which contributes the functioning of the whole society.

According to the functionalist perspectives value surrounding gender roles, marriages, and the family are the central to the functionalist perspectives as certain regarding social equilibriums. It was functional for women more limited by pregnancy child birth and nursing to be assigned domestic roles near the home as gathers and subsistence farmers and as care takers of children and house hold. Women may have been farmers and gathers in their own right but they were dependent on men for protection and for food (Janet's, 1991).

According to functionalism perspective view, gender is viewed as complementary, women take of home while men provide for the family. Functionalist perspectives tend to support a white middle class family model emphasizing the economic activities of the male house hold head and demotic activities of females subordinated. Functionalist examination if their inter independence allows us to understand how female subordination and male superiority become reproduced throughout the globe (Dejene, 1989).

2.5.2 Conflict Theory

Social conflict theory aspects that gender is the best understood in terms of power relationship. Conflict theory model described earlier that thinks the inferior's position women to class based capitalism and its alignment with the patriarchal family in capitalist society. It argues that sexism and capitalism are mutually supportive. The unpaid labor of women is a reserve labor force simultaneously serves patriarchy capitalism. Conflict theory focuses on property an economic condition to build an ideology.

According to conflict theory men's dominance of women and is gender dominance of the Tarn's gender is seen as an attempt of women. This approaches is normative in that is prescribes change to the power structure advocating balance of power between gender.

2.5.3 Feminist Theory

Feminist theory examines how women and other gender minorities are disadvantaged in relation to men and is gender norms within patriarchal structures. Culture and process of social organization from a feminist perspective focuses on women and their ability to access resources from a variety of sources in their individual lives (micro level) and social and political men and corporate women by clarifying the relationship between the level of femininity and how this women's are judged by peers and by themselves.

The contribution of feminist perspective to sociology is its attention to multiple oppressions faced by people whose status sets are disadvantaged due to the distractive combination based on their gender, race and their social class.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Description of study area

Wolkite town was one of the recent towns in the SNNP which is established around the recent time and locate in the southern part of Ethiopia. It far 168km from A.A which is the capital city of Ethiopia. Also Wolkite University is found in Wolkite town it established in 2004 E.C. Third ranks among the third generation universities, its main campus is locating in Gubre sub city and has two branches at Butajira and Wolkite town. Have five research centers (wabe, Imdbre, Agenda, Teklehaymanot and Gummer). Have 49 programs under 8 colleges and one school. The total number of students in all programs is industrials area societies use agricultural production, industrial activities, and services sector. Also they have social organization like, religious institution, educational institution, economic institutions etc.

In college of social sciences and humanity, it have five departments includes Department of sociology, department of governance and administrative, department of theatrical arts, department of English language and literature, department of civics and ethical studies. The total number of students in the collage of social science and humanity were 408, total of 245 male and 168 females were included under regular programs and 35 total staff members. (CSSHR, 2019)

3.2 Research Design

In this research, the researcher has used cross sectional study design to describe particular study area because the study is a onetime interaction to make contact with respondents is beneficial in its easiness one a press. The research method was used both quantitative research method that show the impact of discrimination on the academic performance of female students in the wolkite university, qualitatively research method is measurement that is achieved by generating data that are numerical and scaled by transforming information from observation report and recording in to data in the form of written words conservation documents.

3.3 Sampling techniques and Sample size

3.3.1 Sampling techniques

The study was used both probability and non-probability sampling techniques. From probability sampling techniques Simple random sampling was be employed because it avoids some type of bias and it is interesting in terms of reducing time budget constraints. In order to select sample from the total sampling frame of university students the researcher first assign in different number of code each of the elements in the list. It select randomly for the samples of those elements.

And from non-probability sampling techniques purposive sampling was employed to get in depth information from the influential person regarding my study. Purposive sampling was very useful for my study to reach a targeted sample quickly and where sampling for the proportionality is not the primary concern with purposive sampling the researcher likely to get the opinion of my target population and also to overweight subgroups in my study population that are more accessible.

3.3.2 Sample size

The respondents for the study were selected from wolkite university main campus Students College of social science and humanity students. However, for this particular study the researcher focus on above second year female students in order to assess the impact of gender based discrimination on the academic performance of female students. The researcher assumes that to provide depth information on the subject under study. Within college of social science and humanity have a total of 408 students among those 245 male and 163 female students. For this study purpose the researcher focus only female students. The researcher determines sample size by using statistical sample size determination formula to get more reliable data.

By using the following statistical formula: $n = \frac{N}{1 + N(e)^2}$

n=represents sample size

N= represents total target population

e= percent of error= 10% =0.1

$$n = 163/1 + 163 (0.1)^2$$

$$n = 163/2.63n = 62 \text{ Sample size represents} = 62$$

3.4 Source of data

To conduct this study the data was collected from both primary and secondary source of data. The primary source of data was collected by using observation, Interviews and questionnaire (both open and close ended). This primary data gain from women affairs office, female student association. The researcher was obtained secondary source of information from books, journal, Internets sources, related literature and unpublished materials like brochure.

3.5 Instrument of data collection

Interview

The researcher was used to gather detailed information about problem of female student discrimination in Wolkite University. The researcher was planned to select knowledgeable and key persons. Who provide as detail information concerning the issue under study, for these interview two key informants was selected from gender office of campus using purposive sampling techniques.

Questionnaire

The questionnaire was prepared to gather information especially would relation to impacts of gender based discrimination on the academic performance of female's higher learning institution. Both open ended and close ended items were prepared. So the researcher was selected so respondents for the questionnaires by using simple techniques.

Sample survey

To collect the qualitative data, survey method would be use collect data from large number of respondent. Researcher was prepared both close ended and open ended questioner to impact of

gender based on discrimination on the academic performance of female student; in the case of wolkite university college of social science and humanities

3.6 Methods of data analysis

The quantitative data was analyzed by using the descriptive and inferential analysis. The study was going to be analyzed the data by using statistical tools such as percent, frequency and tables. The qualitative data would analyze using content analysis like narration and explanation of arguments in paragraph to gather information by using observation and interview.

3.7 Ethical consideration

The aim of the researcher was to be clearly agreed with participants and respondents. Into this research all ethics of sociological research was expressed and employed including formed consent. Confidentiality, anonymity and no harm the psychical of both researcher and respondents is employing. The researcher was told the purposive and objective of the research to participants and respondents as they had interests and gives responses that researcher was ask.

CHAPTER FOUR

4 Data presentation, analysis and Information Interpretation

Under this section, results on more questionnaire and interview were analyzed and presented most of items are to balanced and presented in frequencies (numbers) and percentiles.

4.1 Background information of respondents

Table -1: age of respondents

Age	Frequency	Percentage
19-21	18	29.03
22-24	22	35.48
25-27	16	25.8
Above 28	6	9.68
Total	62	100

Source own survey, (2013)

The study identified the source of majority 35.48% of the respondents to age 22-24 years. The second majority was age group 19-21 years and that appropriate 29.03%.The rest 9.68% of the respondents were above 28years. Those the study covered there majority were between age 22-24

Table 2: Distribution of respondents by religion

Religion	Frequency	Percentage
Orthodox Christian	28	45.16
Protestant	11	17.74

Catholic	14	22.58
Muslim	3	4.84
Other	6	9.68
Total	62	100

Source own survey, (2013)

From the above table 2, 45.16% (28) of the respondents are orthodox followers, 17.74%(11) of are protestant, 4.84%(3) for Muslim followers from this table above that understand that high a number of the respondent are orthodox and less a number of the respondents are Muslims are followers

Table 3: Department of the respondents

Department	Frequency	Percentage
Sociology	17	27.42
Civics	19	30.65
Pedagogy	11	17.74
English	10	16.13
Out of those	5	8.06
Total	62	100

Source own survey, (2013)

As the above table 3: indicate 17(27.42%) of the respondents are sociology department 19(30.65%) of respondents are civics department and 11(17.74%) of respondents are pedagogy, 10(16.13%) are English and 5(8.06%) are out of those department. ,history and psychology departments and 5(10) of respondents are Amharic & English departments so that cooperative

that the highest number of the respondents 19(30.65%) were civics department and the less number of the respondents are out of those 5(8.06%) department

Table 4: Place of residence of the respondents

Place of residence	Frequency	Percentage
Rural	39	62.9
Urban	23	37.09
Total	62	100

Source own survey, (2013)

As shown in table 4 the place of residence of the respondents in rural area 39(62.9%) of the respondents which take the more number of rural urban and 23(37.09%) were urban residents which the smallest.

Table 5: Year of study of respondents

Year of study	Frequency	Percentage
First	-	-
Second	33	53.23
Third	29	46.77
Fourth	-	-
Total	62	100%

Source own survey, (2013)

As the above tables indicate none of first and fourth years respondents year, 33(53.23%) of the respondents are second year, it conclude that the highest number of the respondents. 29(46.77%) are third year respondents.

4.2 Analysis of sender based of Females students

Table 6: Did you join of university by your choice?

Item	Respondents Frequency and percentage		
	Response	Frequency	Percentage
Did you join the University by year choice	Yes	19	30.65
	No	43	69.35
	Total	62	100%

Source own survey, (2013)

As shown in table 6 above the majority 43(69.35%) of the respondents were respondents' the join the university without the choice of respondents. The remaining 19(30.65%) of respondents response that the join of university by the choice of respondents. So Include that shows that this university to soil the represents without the needs of respondents

Table 7: Have you joined the department that you are enrolled by choice

Item	Respondents		
	Responses	Frequency	Percentage
You joined the department that you are enrolled in by choice	Yes	39	62.9
	No	23	37.1
	Total	62	100

Source own survey, (2013)

As shown in table 7 above the majority 39(62.9%) of the respondents responded the joined of department that enrolled by choice of respondents. And 23(37.1%) of the respondents indicates that the joined of department that uncontrolled without the choice.

Table 8: Have you ever been thought by Female structures in the University

Item	Respondents		
	Responses	Frequency	Percentage
You ever been thought by Female instructors in the University	Yes	37	59.68
	No	25	40.32
	Total	62	100

Source own survey, (2013)

As indicate table 8 above the majority 37(59.68%) of the respondents responded that thought by Female instructors in the university. And 25(40.32%) of the respondents responded that above of thought by Female instructors in the university due to this include that this university increases the number of Female instructors.

Table 9: the performance of Female instructors as compared to male instructor?

Items	Response Female and percentage		
	Response	Frequency	Percentage
How would you Describe the performance of Female instructors as compared to male instructor	Much better	8	12.9
	Better	25	40.32
	The same	19	30.65
	Worse	4	6.45
	Much	6	9.68
	Total	62	100

Source own survey, (2013)

As shown Table above the highest 25(40.32%) of the respondents responded of the performance of female instructor are better tends compared to male instructor the respondents 8(12.9%) responded that the performance of female instructors are much better than as to compared to male instructors and 19(30.65%) of the respondents responded o performance of female instructors are the same as to the male instructor and 4(6.45%) and 6(9.68%) o responded that worse and much worse than as compared to male instructors, 25 conclude that as chore respondents responded that the better female instructor as compute to male instructor. there as ones of the performance of female instructor as computed to male instructors. The 19 respondents think that the reason was there are female teacher in the dependent but they are not assigned to us and 10 respondent think that the resource of thought by female teachers in the dependent but they are not assigned to us and 8 respondents think that responded of taught by female teachers response of there are no female teachers in the department t and the other or remaining respondents are not respond the reason of female instructors. The one respondent says that both female and male instructor kind for every student.

Table 10: The benefits of being taught by Female instructor

Item	Response	Frequency	Percentage
What do you think the benefit of being taught by female instructor	Sensitive to the need of Female students	29	46.77
	-essay to relate	13	20.97
	-save as role model	20	32.26
	Total	62	100

Source own survey, (2013)

As shown in table 10, to the respondents responded 29(46.77%) of the benefits of thought by female instructors are care securities to the needs of females students and 13(20.97%) of respondents responded that they are easy to relate to the female students. And 20(32.26%) of

responded that the benefits of thought by female instructors are they save as role choose for the female students

Table 11: the sender assertiveness training in the university

Item	Respondents frequency and percentage		
	Response	Frequency	Percentage
Is their gender assertiveness training in the university	Yes	37	59.68
	No	25	40.32
	Total	62	100

Source own survey, (2013)

As given in table 11 above the major 37(59.68%) of the respondents responded there is gender assertiveness training in the university and 25(40.32%) of responded there is no gender assertiveness training to the campus. based on this concluded that as more respondents responded to their is gender assertive training in the university.

Table 12: the audience and counseling service for students in the university.

Item	Respondents frequency and percentage		
	Response	Frequency	Percentage
Is there the guidance and counseling service for students in the University?	Yes	36	58.06
	No	26	41.94
	Total	62	100

Source own survey, (2013)

As shown in table 12 respondents responded 36(58.06%) of the guidance and counseling service for students in the university and 26(41.94%) of there is no the guidance and the counseling

service for students in the university there respondents 27 respondents to receiving the counseling service and 14 respondents are not reserved the counseling service and 17 respondents are not reserved the counseling service in this university about the received of counseling services in the university.

Table 13: the university service that is particularly intended to help Female students

Item	The respondent frequency & percentage		
	Response	Frequency	Percentage
Have you reserved any university service that intended to help female students	Yes	11	17.74
	No	51	82.26
	Total	62	100

Source own survey, (2013)

The above Table 13 shown that the majority 51(82.26%) of respondents responded that there is no particular university service intended to help female students and the remaining 11(17.74%) of responded that some university service particularly to tended to help the female students like that of to give the rewards for higher achiever female students and to give the oriel asset &supportive by different material to give for female students I order to encourage the female participation in agronomy performance In this university.

Table 14: the instructors of the university are gender sensitive in the classroom

Item	The respondent frequency & percentage		
	Responses	Frequency	Percentage
Do you think instructors of the university are gender sensitive in the class room?	Yes	13	20.97
	No	49	79.03
	Total	62	100

Source own survey, (2013)

The above table 14 shown that the majority of 49(79.03%) of respondents responded that there not gender sensitiveness in classroom with the instructors. And the other 13(20.97%) of respondents responded the same gender sensitiveness in classroom with the instructors in the university.

Table 15: The sexual harassed by male students in the university.

Item	The respondent frequency percentage		
	Response	Frequency	Percentage
Have you ever been sexual harassed by male students?	Yes	9	14.52
	No	53	85.48
	Total	62	100

Source own survey, (2013)

As I see from table 15, above the students harassed of respondents are 9(14.52%) responded that the sexual harassed by chance students to gapped and 53(85.48%) of respondents are responded that the it should not happened the sexual harassed by chance students in the university

Deepened on the table 15, respondents response said that Yes and no express the (4) respondents that involved the harassment with inappropriate touching the (2) of respondents that harassed by chanced for sexual access of fours cheating hostile or offensive equation cheat and the (5) of respondents additionally responded that harassment involved with physical assault. In order to handle the chatter of sexually harassed by chance students show that the (6) of respondents responded that to control the harassment by reported it to universal societies and the (2) of respondents said that to prevent the harassment did choking and by negotiation with the prepare and the (3) of respondents responded that to protect the harassment by reported it to the policing the unite remain (21) responded at charter padded for this questions.

Table 16: the sexually harassed by male instructors in the university

Item	The respondents frequency & percentage		
	Responses	Frequency	Percentage
Have you ever been sexually harassed by male instructor	Yes	4	6.45
	No	58	93.55
	Total	62	100

Source own survey, (2013)

As shown in table 16, the respondents 4 (6.45%) of responded that the sexually harassment by male instructor to happened in the inveracity and 58(93.55%) of respondents are responded that not happened the sexually harassment create by chance instructor in the university.

Depend on table 16 respondent's response show it expressly responded (3) of respondents that harassment involved by created hostile or offensive environment the (1) of respondents response that harassed by and sexual access or favors, and by physical assault. The respondents responded that harassed by insulting and shaming in this university. In order to headless the matter of sexually caressed by male instructors express as to the (2) of respondents to handle the harassment by reported it to the place and the (1) of respondents to private the harassment by did nothing by reported it to university authorities and with relate against the proprietor. And the other (1) of respondents to handle the harassed by negotiated with the proprietor. In the university the remaining (35) of respondents no response for candling the matter of harassed in this compose.

4.2.1 The primary challenge facing Female students in the university

The (17) respondents responded that the primary challenges of female students due to the lack adequate gender sensitive academic services. The (13) of respondents responses are the challenge facing female student with lower academic background and the (7) of respondents responded that the challenge facing female students within lack adequate university facilities.

The (6) of respondents response are due to problems related to unsafe sex and unwanted personally and lack of support from instructors. The (9) of respondents said that due to gender insensitive modes of assessment and the (3) of respondents response that due to sexual harassment the (7) respondents was responded about this used to lack of support from instructors.

4.3 What do you think should be done to solve challenges facing female students in the university?

In order to solve challenges facing female's students in the university firstly to create the awareness of female students, to give counseling services to societies the formula practices in appropriate for female students in the universities. This way batter to the five and the future social to be achieved the female students to be supported by gender office in the term of advice and by supporting financial support with economically physiologically and order to fluffing the university facilitate for female students like that of good, water, shelter and another materials to avoid the challenges facing female students the other solved methods for challenge facing female students before the exam time the instructor should be give tutorial learning and teaching process. And to fulfill the accessory and appropriate wants of female students to give attaining for gender academic services by helping with in problem. The instructor and other stake holder to be favoring female student by ideal (materially) in order to solve the challenges that face in the female student with in this university.

CHAPTER FIVE

5. Conclusion and recommendation

5.1 Conclusion

This study was deigned to impact of gender based discrimination on the academic performance of female students; in the case of wolkite University College of social science and humanities the finding of the study indicated that the problems female student's encounters in Wolkite University constitute personal, university environment, socio-cultural and family related problems. Each of these categories contains one or more spastic problems. The first problem is found to be fear of failure. The second and the third problems constitute economic and being placed in the departments they previous academic back ground (high school) is the major factor for their law academic performance and there by their dropping out in higher learning institution. Among school factors that promote females' students success in higher education the most critical is sound counseling and providing staff training to helps teacher serve female students more effectively.

Their existence significance correlation among the support from teachers, support from friends, problems female students encounter in higher learning institution and their entrance exam result which their university female with close friends who are school oriented and consider attending college are more likely to graduate. This implies that the support of school and peers is very important to female students in completing higher education and taking nontraditional career path.

The regression analysis has pulled out all the above variables as important predictors of female student's academic performance in the university. External factors such disco and traditional music house have detracted female from their persistence on the academic work. In conclusion the majority of problem female student's encounter and those factor that affect female students academic performance are personal and the other problems are the caused by the university environment. Furthermore, the off campus factors that affect female students academic performance include female back ground, Disco and traditional music house, economic problems and the rule of brokers to initiate female students to work as sex workers.

5.2 Recommendation

According to the gathered information, the researcher does the following recommendations on the study after it is collected from the study area.

- ✓ The government should give financial /economical support for economically disadvantaged female students through evidence-based income-generating schemes and working in collaboration with relevant partners including the Ethiopia higher education partnership forum, donors and media.
- ✓ The university should create means of paying special attention to students from low socio-economic backgrounds, students with disabilities HIV/AIDS and students from rural areas.
- ✓ The university should give recognition and reward for the well performance of female students to motivate other female students.
- ✓ Non-formal or adult education services should be available for the society who has not attended their formal education to change their attitude on the female student's academic performance.
- ✓ The state should take tangible measures to ensure female students' academic performance.

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APPENDIX ONE

Wolkite university

College of social science and humanity

Department of sociology

Survey Questionnaires prepared for respondents

Dear respondents:

This questionnaire is prepared by ayelch chocke for the partial fulfillment of BA degree in sociology, on the Impacts of Gender Based Discrimination on the Academic Performance of Female Students: The Case of Students in the College of Social Science and Humanities, Wolkite University. It is ascertained that your response is vital for the success of the study. Therefore, you are kindly requested to respond to the following questions. Thank you in advance for your kind cooperation. Hence, circle one if your choice.

Section I : personal information

1. Age

A 19-21

B 22-24

C 25-27

D Above 28

2. Religious affiliation

A. Orthodox Tewhedo Christian

C. Catholic

B. Protestant

D. Muslim

E Other (Please specify for other _____)

3. Department

A. Sociology

B Civics and Ethical Education

C pedagogy

D. English

E. out of those

4. Place of Residence A. Rural

B. Urban

5. Year of Study

A 1st Year

C 3rd Year

B 2nd Year

D 4th Year

Section II: Questionnaires Related to impacts of gender based discrimination

6. Did you join the university by your choice?

A Yes

B No

7. Have you joined the department that you are enrolled in by choice?

A Yes

B No

8. Have you ever been taught by female instructors in the university?

A Yes

B No

9. If Yes to Q8, how would you describe the performance of female instructors as compared to male instructor?

A Much better

C. The same

B Better

D. Worse

E Much worse

10. If No to Q8, what do you think is the reason?

A There are no female teachers in the department

B There are female teachers in the department but they are not assigned to us

C Other (Please specify_____)

11. What do you think are the benefits of being taught by female instructors?

A. They are more sensitive to the needs of female students

B. They are easy to relate to

C. They serve as role models

D. Other (Please specify_____)

12. Have you ever taken a gender assertiveness training in the university?

A Yes

B No

13. Do you know that there is guidance and counseling service for students in the university?

A Yes

B No

14. If Yes to Q13 have you went there and received counseling service?

A Yes

B No

15. Have you ever received any university service that is particularly intended to help female students?

A Yes

B No

16. If Yes to Q15 can you mention what the service was?

- C. Creating a hostile or offensive environment
- D. Physical assault
- E. Insulting and shaming
- F. Rape
- G. Other (Please specify_____)

23. If Yes to Q21 how did you handle the matter?

- A. Did nothing
- B. Reported it to university authorities
- C. Reported it to the police
- D. Negotiated with the perpetrator
- E. Sought assistance from *friends*
- F. Sought assistance from *family members*
- G. Retaliate against the perpetrator
- H. Other (Please specify_____)

24. What do you think are the primary challenges facing female students in the university?

- A. Lack adequate university facilities
- B. Lack adequate gender sensitive academic services
- C. Weak academic background
- D. Anxiety
- E. Gender insensitive methods of teaching
- F. Gender insensitive modes of assessment
- G. Economic problems
- H. Problems related to unsafe sex and unwanted pregnancy
- I. Sexual harassment
- J. Lack of support from instructors
- K. Other (Please specify_____)

25. What do you think should be done to solve challenges facing female students in the university?

