ANALYZING GENDER EQUALITY AND CHALLENGES IN EDUCATION AMONG ADAMA HOSPITAL MEDICAL COLLEGE STUDENTS

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A THESIS SUBMITTED TO THE SCHOOL OF MEDICAL COLLEGE OF ADDIS ABABA UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTERS OF HEALTH SCIENCE IN MEDICAL EDUCATION

MENTOR

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LIST OF ABBREVIATIONS

ANOVA        Analysis of Variance
CEDAW        Convention on the Elimination of All Forms of Discrimination against Women
ESDP         Education Sector Development Program
ICPD         International Conference on Population and Development
MDG          Millennium Development Goals
MoE          Ministry of Education
SD           Standard Deviation
UNDP         United Nations Development Program
UNHR         United Nations Declarations of Human Rights
GPA          Grade point Average
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Figure 4.1: Factors Responsible for Low Academic Performance of Female Students
The main purpose of this study is to analyze gender equality and challenges in education among Adama Hospital Medical College and investigate factors responsible for female students’ low academic performance and consequently high attrition. Based on review of the related literature basic research interview were formulated. The qualitative instrument constituted of document analysis, student records and interview. Statistical techniques such as Percentage, Cross Tabulation and Regression Analysis have been used for data analysis. Female students face different problems which constitute personal factors, Socio-cultural, university related factors, academic factors and economic factors. Previous academic background (high school) is one of the major factors for their low academic performance. The off-campus factors that affect female students’ academic performance include family background, Disco and traditional music houses and economic problems. In conclusion, the majority of problems female students face and those factors that affect female students’ academic performance are personal and other problems caused by college environment.
CHAPTER ONE

1. Introduction

1.1 Background and Rationale

Education has been used as a vehicle for national economic development as well as for individual advancement. The evidence from third world countries shows a close link between women’s education and social and economic development, and between the sizes of the gender gap in education and national development (King and Hill 1993).

Education can affect people’s lives through several channels. It affects access to Knowledge, information, and new ideas. It enhances overall efficiency, market opportunities, and social status. It also changes attitudes and behaviors, among other things, bringing about openness to new ideas and experiences, an increasing independence from traditional authority, and a questioning of passivity and fatalism. These effects apply to both sexes. However, men are exposed to new ideas through their wide contacts with the world outside home and local community, as well as through formal schooling. In contrast, many women in developing world have few contacts with the outside world; and for them, formal schooling remains perhaps the primary channel for the transmission of new ideas (Shireen 1995).

However, as (Mak 1996) noted, even if women constitute proportionally a large group of the labor force in various economic sectors and economic development is unthinkable without the participation of women, the experience of several decades, has shown that education systems continue to admit and treat males and females differently. This shows us more considerable has been given for men than women.

Over the past few years, recognition of women’s education has grown both in various international forum and in national agenda, with increasing commitments to investment in women’s education. The Program of Action adopted at the International Conference on Population and Development (ICPD), held in Cairo, Egypt, in September 1994, reaffirms everyone’s right to universal access to education with special attention to the education of
Terming the eradication of illiterate as ‘one of the prerequisites for human development’, the Program of Action recognizes education as a factor in sustainable development in the empowerment of women. “The Program of Action also urges countries to take steps to keep girls and adolescents in school, to close the gender gap in primary and secondary school education by the year 2005”. (Shireen, 1995).

Formal “western style” education was introduced to Ethiopia almost a century ago. At that time only a few local students predominantly boys received formal schooling (Teshome, 2003). It is clear that experiences by females in most developing countries of the world reflect on the females of Ethiopia as well. The latest Education Statistics of the Ethiopian Ministry of Education shows that in the 2007-08 academic year, the enrolment share of female students in high school was 39.35%, and it was only 32.52% in Preparatory level (MoE, 2009). In the same document, the annual growth rate of female students’ enrolment compared to the previous year shows an appreciable trend; and the figures are 20.7 percent for girls compared to 15.6 percent for boys in high school level and 25.4 and 17.2 for girls and boys respectively in Preparatory level. Historically, girls have been denied of opportunities for schooling in most of the regions and societies in the country. Their denial for education goes back into the old traditional schooling systems. In traditional Ethiopia, the Orthodox Church and Mosques were major institutions responsible for the discrimination of female education (Seyoum, 1988). This means that there were no additional institutions that focus on learning process.

The factors that affect the academic performance and achievements of female students can be classified in numerous ways. Some of these factors are related to economic, socio-cultural, political and institutional, psychological, and school factors influencing females’ education. As (Barbour 1997) stated, females learning is greatly affected by the attitudes, values, and actions emanating from home, schools, and communities, but of course the impact varies according to females’ stages of development and their amount of contact with those social settings. This shows us that females with difference age would serve different impact and impact on them were varies. (Sanabory 1993) also says that a family’s socio-economic status influences the daughter’s education directly through financial and moral support for schooling and indirectly through a set of variables that include the daughter’s physical, cognitive and psychological development as well as her own motivation, aspiration, and
expectations. In addition to this, he underscores that girls and women from middle income and upper income families are more likely than those from low-income families to enter school and progress all the ways to the university level.

1.2. Statement of the Problem

The relationship between gender and education is complex and dynamic. Therefore, issues of gender inequality in schools in developing countries have been gaining increased attention globally over the last three decades, especially since the 1990 World Conference on ‘Education for All’ in Jomtien, Thailand (Janigan, 2008).

Achieving gender parity in education implies that boys and girls will have equal opportunities to realize their full human rights and to contribute to and benefit from economic, social, cultural, and political development (USAID, 2005; Glick, 2008; Wudu and Yonas, 2009). These benefits, according to (Agarwal 2004), might include increased economic productivity, high family incomes, delayed marriages, reduced fertility rates, and improved health and survival rates for infants and children.

The study by Nigatu (2008) indicated that considerable attention should be paid to improve access and quality at Secondary level education because there is some indication that Secondary level education may provide higher returns, especially for girls. Female schooling at Secondary level is more consistently and strongly associated with increased decision making and mobility for women. According to (Glick 2008), it is also frequently found that the demand for girl’s schooling is more responsive than boys’ to gender neutral changes in school cost or distance as well as quality. Educating women plays an important role in the socioeconomic development of a country; because it affects the family society in more than men’s education. It has been aptly remarked, “If you educate a boy, you educate an individual; if you educate a girl, you educate the whole family”.

Econometric studies estimate an increase in income of as much as 10 to 20 percent with each additional year of schooling (World Bank, 1988). In addition, (Hans 2003) has pointed out that while the impact of additional schooling on earnings is similar for males and females, educated females generate more substantial social benefits. As schooling tends to improve a mother’s knowledge and use of health practices, each additional year of
schooling is estimated to decrease the mortality rate of children under the age of 5 by up to 10 percent. Moreover, it is estimated that one extra year of schooling reduces fertility by approximately 10 percent. Besides it has been believed that women with schooling are more likely to send their own children, females in particular, to schools (Wudu and Yonas, 2009).

However, many children, especially girls, significantly those from poor families and those living in rural or remote areas lack access to safe, nearby school or other quality learning opportunities.

The Government of Ethiopia has been taking several measures to reduce the gender gap in education and admirable trends are being observed in the recent years. The Government has also incorporated gender issue as one of the priority agenda in its policies and programs. The Education Sector Development Program III (ESDP III), which is a continuation of ESDP I and II, set out special steps and measures to reduce gender gaps in enrolment, academic performance and successful graduation and it suggests several specific activities at regional, woreda levels and for schools (MoE, 2005). These are the strategies and actions undertaken during the ESDP III period of 2005/06 up to 2010/11.

Similarly, measures have been included in the draft ESDP IV, which is planned to be implemented over the 2010/11 – 2014/15 period.

However, it is necessary to closely monitor and assess the progressive measures taken by the Government and to realistically analyze the causal constraining factors for the prevailing gender gaps in enrolment, academic performance, and graduation at different levels of education. This context also demands an exploration into the possible options to reduce the current gender disparity. The study was designed in this background and rationality.
1.3. Objectives of the study

1.3.1. General objective

- To study the extent to which gender equality issues are addressed in education and challenges in education among Adama Hospital Medical College Students.

1.3.2. Specific objective

- To determine the extent to which gender is addressed in the current medical school curriculum.
- To conduct a rapid appraisal on the status of enrolment and graduation rates of girls at Adama Hospital Medical College.
- To assess challenges in education on female students.
- To identify the perceived factors that contribute to the gender gap among women physicians who have graduated from the Adama Hospital Medical College.

1.4 Scope and Limitations of the Study

This study has covered Medical College of Adama Hospital. However, sampling was done to represent the population, which comprises of all students in college of this investigation. Even if the title is vast based on representative nature of the sample, the study is limited to students and instructors of Adama Hospital Medical College.
1.5 Significance of the Study

As indicated earlier, the study assumes much importance in terms of the qualitative data it generated, and the observations and recommendations made. This has great relevance for the strategic planning in Adama Hospital Medical College on those to specialize and also provides valuable information in reducing the gender gaps in enrolment, and in increasing academic performance and success rates. The methodology and findings would also give directions for future investigations on the topic of concern for all relevant stakeholders.

Gender based inequalities in health continue to be a world-wide concern. Examining the current status at the Adama Hospital Medical college will provide us with an opportunity to document what is currently being taught to students with regards to gender and unearth opportunities for integrating gender and women’s health issues into the curricula for health professions by (verdonkp, mans L.K.Lagro-Janssen AL, 2005). integrating gender into a basic medical curricula. Med Edu 39:1118-1125

2. REVIEW OF LITERATURE

In this chapter, important documents and studies relevant to this project are reviewed in order to assess what has been done so far in line with the objectives of the study and to identify the research gaps. Besides, this section also serves to formulate a theoretical framework for the investigation and interpretation.

2.1. Definition of gender equality

Our definition for gender inequality arises from reading of various social sciences literature, including economics: it manifests as hierarchical genders relations, with men above women, and women being regarded as inferior and less valuable solely by virtue of their sex. Although the Literature predominantly focuses on women we recognize that men in less developed countries also suffer from behaviors and policies that foster hierarchical gender relations.
Gender hierarchy is manifested in family relationships, inheritance laws and customs; valuations of women’s work and its general invisibility; and the power to make decisions in society, the family, work place, religious and other cultural institutions. It is apparent in the relative opportunities available to women and girls for development, education, health and nutrition and in the pattern of violence between the sexes. Such hierarchy is generally accepted by both genders, and it is not normally questioned within its cultural context. Gender equality, in contrast, is expressed in attitudes, beliefs, behaviors and policies that reflect an equal valuing and provision of opportunities for both genders.

Further definitions of gender inequality can be found in United Nations Declarations of Human Rights (UNHR) beginning in 1948. In 1979, the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) was adopted by the United Nations General Assembly. As of June 2003 174 countries – 90% of the UN members – are party to the convention. The convention defines discrimination as "any distinction, exclusion or restriction made on the basis of sex….in the political, economic, social, cultural, civil or any other field.” Lack of discrimination in this sense could be seen as equal status between genders.

As opposed to inter-gender power hierarchy or a separatism where everyone is self-interested and Autonomous, in gender equality all individuals hold a similar level of power and treat other people with respect and consideration, regardless of their sex. Our framework for understanding gender relationships therefore sees them as falling along a spectrum, with gender power hierarchy and restrictions at one end and equal opportunities and equal value for both sexes at the other.

In the section below, I provide statistical data across the nations to get a perspective on the economic significance and nature of gender hierarchy and changes over time in today’s world.

2.2. The relative status of men and women

On a global level, relative to men, women’s lives are more centered in the home. The following has been studied gender division of labour and women’s decision-making in rural households in Cameroon, accordingly; it is clear that changes are occurring in women’s economic status, and
these changes are impacting their decision-making power within the household. The intra-household relationships are being reshaped and gender roles within the household redefined. Nevertheless, men are still the heads of households and the major decision-makers. Women who are more involved in income-earning activities participate more in decision-making within the household than those who are mostly involved only in household consumption activities. Women with some income-earning power are consulted more often by their husbands, especially on issues that require their (women’s) financial contribution. What this implies is that the woman’s earning power is important to her ability to bargain with the husband over issues in the household: it is a way of taking away some of the powers of the man.

In spite of this progress, left on their own, empowerment would be a very slow process for women. There is a need for government policy to integrate women-empowering activities into various projects and programs and to facilitate their access to labour augmenting resources (finance, technology, etc). Although women’s empowerment is one of the Millennium Development Goals, Cameroon has been very slow in moving the process forward. According to UNDP Cameroon Office (MDG Progress, 2003), it seems unlikely, given the progress made so far, that Cameroon will meet the deadline. The creation of a Ministry for Women’s Affairs, which together with the Ministry of Social Affairs, is actively involved with issues related to gender equality is seen as an attempt by the government to tackle the problem of gender equality. At the international level, Cameroon has ratified a number of international conventions and instruments related to human rights, one of which is the Convention on the Elimination of all Forms of Discrimination against Women (CEDAW), signed on the 6 June and ratified on the 23 August, 1994. The incentive system influences effort. It is necessary to have an environment that creates incentives for economic agents to contribute to development. Women have the capabilities to contribute like men in various capacities. If the reward system is one that discriminates, then the output of women may not be optimal. (FondoSikod, Council for the Development of Social Science Research in Africa, 2007)

2.3. Comparison of male and female education.

Studies on women's education in developing countries report the strong link between the education of women and national development. Regarding Ethiopian case, even though the
education of women (mainly in participation) is increasing from time to time, National studies reported that females' academic achievement is significantly lower than males in primary and secondary education'.

Analysis of the data in above article of study revealed that the difference between males and females gets wider as we go up the ladder i.e. from lower to high class especially in college. Women's education in developing countries, reported "evidence from many countries points to strong links between the education of women and national development." Giving females equal access to education is not only their right, but is also likely to have significant social and economic benefits for the country. In particular, female education at the late primary school and secondary school levels has been shown in a number of studies to be closely related to lower fertility, and improved child health measured by lower infant and child mortality or improved nutritional status.

In addition, the education of women has a multiplier effect since it also has an impact on the mother’s desire and ability to educate her children. Female education is shown to have a greater effect on these factors than male education. When more females than males join colleges in developed countries, females’ higher education enrolment in Ethiopia in 2004/05 was 24% which lags behind what the neighboring countries Kenya (29%) and the Sudan (38%) reached twenty years back. As joining higher education in Ethiopia is a result of successful completion of secondary education, the wide difference between males and females in higher education in Ethiopia can be accounted for by gender gap in primary and secondary education.

2.4. Girls’ Education in Developing Countries

History of education in Ethiopia dates back to the time of introduction of Christianity in 330 AD, but towards the end of 19th century, the need for modern education emerged and it was initiated in 1908 with the opening of Menelik II School in Addis Ababa. In 1906, the first education proclamation was issued, which stated, among others, that “As of today, all six year old boys and girls should attend school.
As for parents who could send their children to school, when the former die, their wealth will be transferred to the government, instead of passing to their children. The government will provide the schools and teachers. “The inclusion of “girls” in the proclamation itself was a breakthrough for traditional education, which was considered as an exclusive domain of men till then.

Even though education was free, it did not attract the attention of the people, mainly due to the influence of the clergy, because parents suspected and believed that sending daughters to school would spoil them and the girls would not behave in a manner that was expected of them by their parents. (AsmaruBerihun, 2010) further explains that the next proclamation by Empress Zewditu was another landmark in the history of female’s education in Ethiopia, which forced parents to send their children to school, and failure to do so was to result in penalizing parents for violation of the law. Later, in 1944, a Memorandum of Education was adopted to create access to mass education, address gender equity, and promote literacy. Further, Public Announcements of 1956 and 1964 were introduced to promote basic education for all and to create access by children of 7 – 16 years of age.

2.5. Conceptual Framework

According to (Kavuma, 2003), the education of children in general and female students in particular is affected by different factors such as economic, social, cultural, political and school factors that influence the educational outcomes in terms of gender disparity between boys and girls. Similarly (Emebet, 2003), on the basis of the findings of different studies, pointed out that the major factors responsible for the low participation and high dropout rate of children in Ethiopia could be categorized as family related, cultural and school related factors. Such factors include economic constraint, marriage by abduction, load of household chores, school distance, sexual harassment and early marriage.

As reported by (Yenenesh, 2007), the value of boys’ education is perceived as higher than that of girls’. Parents may also fear for sending their daughters to schools that are far from home for security reasons. Additionally, family’s demand on girls to help in household work can place further obstacles in the way of gender equality in education. Furthermore, parents with low income have to make priorities whether it is profitable enough to send girls to school. Decisions about sending children
to school are made by parents often based on their perceptions of the likely return on their investment. Parents sometimes perceive that the economic return for educating daughters is lower than that of educating sons.

On the basis of the review of literature that deals with education and gender disparity in academic performance, family related factors, economic, institutional, psychological and school related factors were considered as explanatory variables that might influence the dependent variable, academic performance of female students, in this study for further analysis. Thus, in the study, the relationships and influences of explanatory variables on the dependent variable were analyzed using statistical tools. Hence, the conceptual framework diagram of this study is indicated as follows

![Conceptual Framework of the Study](image-url)

Figure 1.1 Conceptual Framework of the Study (Adapted from Hyde et al, 2005 with modifications)
2.6. Women’s Higher Education in Ethiopia

A recent World Bank report sums up the condition of the "typical" Ethiopian woman as follows: "She is a victim of her situation, without the capacity to initiate change within the quagmire of her poverty, high fertility, poor health and domestic drudgery" Conway, J.K., and S.C. (Bourque, 1995). Generally speaking, most Ethiopian women live in impoverished subsistence. They are expected to marry early, and bear many children. They lack knowledge of hygiene, nutrition or family planning. They live in conditions of very high maternal, infant and child mortality. Lack of education, high fertility, infant mortality, and generally poor health conditions are inter related factors constraining women's productivity and welfare are mentioned in above research.

Rural women are over-burdened by a variety of agricultural and non-agricultural tasks outside the home and by back breaking domestic chores, including carrying firewood and water over long distances. In urban areas, women lucky enough to have employment are predominantly engaged in low status, low-skilled, low-income jobs, including domestic service and prostitution. Ethiopian society is unmistakably patriarchal. Women’s domestic activities are not as highly enumerative and prestigious as men's activities. They do not occupy jobs of high managerial, administrative, technical, or scientific positions. Women constitute about 50 percent of the total population but only 23 percent of the school population. They suffer high rates of maternal death, and 98 percent have no access to family planning programs.

Adama is a busy transportation center; the city is situated along the road that connects Addis Ababa with Dire Dawa. A large number of trucks use this same route to travels to and from the seaport of Djibouti and Asseb. The city name Adama may have been derived from the Oromo word adaamii which means a cactus or a cactus like tree.

In Adama we can see few organizations working on gender issues in education such as Save the Children, Ministry of Women and Children Affairs, Ministry of Education and Gender Directorate Offices. The number of female students in Adama is showing progress especially in early primary schools, where and how this number is reversed i.e. the number of female student are less than males is the concern of this study.
An environmental scan on the integration of gender into the medical education curriculum in Ethiopia yield no studies or reports. Thus, the research question from this study is: how is gender currently integrated into the curriculum at the Adama Hospital Medical College? The following objectives will be further examined in relation to this research question.

1. What is the difference between female and male academic performance in Adama Hospital Medical College?
2. To what extent gender is addressed in the current medical school curriculum?
3. What are the perceived factors that contribute to the gender gap among women physicians who have graduated from the Adama Hospital Medical College?
CHAPTER THREE

3. Research Methodology

Within this chapter the researcher will outline and discuss the most appropriate methods of design, sample selection, data collection and analysis. There will also be a description of the ethical considerations necessary to complete the proposed study.

3.1. Research Design/Proposed method

According to (Parahoo, 2006) the design selected for research should be the one most suited so as to achieve an answer to the proposed research question. For the purpose of the proposed research question the researcher combines two main research frameworks: a descriptive qualitative research design in the hopes to explore Gender Equality And Challenges in Education among Adama Hospital Medical College Students and an ethno methodology to the ways in which rules and practices are constructed in everyday life in relation to norms and values which are themselves subject to reinterpretation and revision. Qualitative research is a systematic, subjective approach to describe life experiences and give them meaning (Burns and Grove, 2009). Qualitative studies allow researchers to explore behaviors, perspectives, feelings, and experiences in depth, quality and complexity of a situation through a holistic framework (Holloway and Wheeler 2002). In contrast quantitative research is a formal systematic approach which incorporates numerical data to obtain information about the world (Burns and Grove 2009), which would not be suitable to gain the information required for this study.

Descriptive design aims to describe the essential findings in a rigorous way that is free from distortion and bias (Brabury-Jones et al. 2010). Descriptive studies help discover new meaning, describe what currently exists, verify the rate of which something occurs, and categorize the information. Thus the researcher chose this design for the study as it facilitates the precise actions the researcher aims to achieve such as identifying any issues with current practice or justifying current practice.
Coming to ethnomethodology, the concept of gender itself is constructed with in the society and gender issues with Medical Colleges are reasonably expected to find themselves in some conflict or assemblies with norms and expectations. Relevant to the investigation of situations of normative and performative uncertainties of this kind are the insights and approaches of the ethnographic methodological research tradition. A key idea is 'that the meaningful, patterned and orderly character of everyday life is something that people must work constantly to achieve'; that even in normal circumstances 'work' has to be done by people in social relationships to maintain their rules of interaction. We will be investigating situations where the normal expectations of gender equality are put under pressure through the experience of Adama Hospital Medical College students. Our interest is to study how these deviations from expectation are experienced, understood and responded to by our research participants and to discover the range of adaptations that then emerge.

3.2 Population/Sample:

The researcher intends to acquire purposive sample by recruiting participants from Adama Hospital Medical College. (Cormack, 2000) suggests that qualitative researchers use a small selective sample, because of the in-depth nature of the study and the analysis of data required. The sample will be collected from students and instructors in Adama Hospital Medical College. In that researchers choose participants who give a richness of information that is suitable for detailed research (Patton, 2002). The selection criteria for inclusion were gender based where both male and female students and instructors are selected based on their experience and ability to describe the issue being investigated.

Maximum of 2 instructors and 8 students will participate (in order to gain detailed accounts of the responses and allowing for large amounts of information to be analyzed, a small population size was chosen). Both male and female students will be selected based on their academic performance, by including both low and higher achievers (so as to obtain diverse opinion and experience).
3.3 Data Collection

As previously stated the researcher intends to carry out a qualitative study, in order to do so it will require one round of open ended, semi-structured and in-depth interviews. The researcher choose open-ended interviews as it allows participants to discuss their opinions, views and experiences fully in detail where as perhaps a set interview with closed ended questions may inhibit them to express their full opinions and feelings. With the use of semi-structured interviews the researcher will have prepared a topic guide or a certain amount of questions to be covered with each participant (Polit and Beck, 2008). Their perception of the gap between males and females education, factors behind the difference between the sexes and performance differences, whether the difference is narrowing or not will be questioned by the researcher. A face to face interview allows the researcher to observe any non-verbal communication but also allows both the interviewer and participant to seek any clarification necessary. The interviews are estimated to last 60 to 90 minutes however, these questions and times are merely a guide or structure to the interview sessions; it is the participant’s responses which will lead the direction and length of the interview. The interviews will be audio-taped with permission from the participant to ascertain an accurate account of the interview which can be replayed for analytic purposes and anonymity will be assured during the course of the recording. Participants will be reminded of their right to withdraw from the study or terminate the interview at any time before commencing the session. To ensure participants anonymity and privacy during the interviews, access to a private room within the College away from class room will be negotiated with the college. The interviews will be carried out over a period of five days (two interviews a day), which allows the researcher to reflect and make adjustments as necessary.

3.4 Methods of Data Analysis

Merriam (1998) and Marshall and Rossman (1989) contend that data collection and analysis must be a simultaneous process in qualitative research. They claim that qualitative data analysis entails classifying things persons and events and the properties that characterize them.
To analyse the interview transcripts we will use a combined method, drawing on descriptive (Colaizzi’s, 1978) and ethno methodological (Garfinkel, 2002) approaches. This will allow us to generate conceptual categories relating to both individual experience and relational processes, and to keep as a focus the interaction between students and instructors perspectives, and between the College and the wider social context.

The researcher will transcribe the interviews verbatim and analysis of the transcripts will be carried out by the researcher while utilising (Colaizzi’s, 1978) seven step approach to descriptive data analysis (see Appendix II for Colaizzi’s seven step process to data analysis). As the researcher intends to only have one round of interviews Colaizzi’s seventh step will not apply, however the researcher will seek clarification of any issues at the time of interviewing. In order to achieve complete data saturation, thorough reading and re-reading is necessary to ensure all recurring information and variations are identified and only when no new information can be obtained is this achieved (Holloway and Wheeler 2002 and Polit and Beck 2008).

ethnomethodology provides a lens to analyse the impact of societal belief and perception on gender equality in the specific College.

Volumes of data will be gathered throughout the data collection process which requires the researcher to complete a reduction in data through categorising and identifying similar themes. This process allows the researcher to interpret findings more easily. The data collected from participant will also be analyzed mainly using descriptive statistics such as means, standard deviations, frequencies and percentages. To identify the factors affecting academic performance of female students, Analysis of Variance (ANOVA) will be used.

3.5 Pilot Study

A pilot study is used to assist in the further development of a larger study it may be used in order to test study measures, estimation of interviews, testing validity of tools and estimation of outcome variables (Arain et al. 2010). The researcher will initially “field test” a sample interview with 2 key participants to assess the type of questions for use throughout the study and to ensure that the data from the questions are valid and reliable. This pilot study will be used to test the tools/frameworks trustworthiness, reliability, and also the interview location, audio recording sound, and time frames. The pilot study will be used as a method to discover any flaws in the
current data collection plan, while also allowing enough time to rectify these before the main research takes place.

### 3.6 Procedural Rigor

Rigor is associated with openness, scrupulous adherence to philosophical perspective, thoroughness in collecting data and consideration of all of the data (Burns and Grove 2009). Guba and Lincoln (1981), as stated by (Morse et al. 2002) developed specific principles to examine trustworthiness and quality of research. These include credibility, dependability, conformability, and transferability; as cited by LoBiondo-wood and (Haber, 2002).

Credibility evaluates quality and refers to truth in data (Polit and Beck 2008). By carrying out a pilot study this increases credibility, this is also done by clarifying any issues at time of interviewing. Dependability refers to the stability of data over time (Polit and Beck 2008). Conformability depends on others agreeing with the researcher’s findings and interpretations (Parahoo, 2006) to communicate trustworthiness of data. Transferability refers to the extent to which finding can be transferred to other settings (Polit and Beck 2008).

The researcher will incorporate these principles to enhance robustness of the study at hand.

### 3.7 Ethical Considerations

The researcher must anticipate any ethical issues that may arise during the qualitative research process (Creswell, 2009). Research involves collecting data from people, about people. Researchers need to protect their research participants by developing trust with them, promoting the integrity of the research, guarding against misconduct and any impropriety that might reflect on their life, and cope with new challenging problems (Creswell, 2009). First and foremost, the researcher has an obligation to respect the rights, needs, values, and desires of the participants. Additionally, the reputation and position of the participants are visible, especially since the findings of the study could be shared with other people and organizations.
The following safeguards will be used to protect the participant’s rights:

1) Participants will be advised of the voluntary nature of their participation and that they could withdraw from the study at any time without penalty. They will also be advised that at any time during the process they could decline to answer any question.

2) The research objectives will be clearly delineated and articulated to the participants.

3) A consent will be obtained from each participant.

4) The participants will be informed of all data collection methods and activities.

5) Provisions will be made for monitoring the data collected to ensure the safety of the participant’s.

6) Transcriptions and interpretations of the data will be made available to the participants.

7) The participant’s rights, interests and wishes will be considered first when choices are made regarding reporting the data and, the final decision regarding participants privacy will rest with the participant.

8) The risk to the participants is considered minimal.
CHAPTER FOUR

4.1 Results and Discussion

In this part of the report, the inferences obtained from analysis of secondary data and primary qualitative data are provided. This shows the current status and trends in gender disparity in Adama Hospital Medical College and the different factors influencing the enrolment, academic performance and retention of female students in the college.

4.2 Factors Responsible for low Academic Performance of Female Students

The data obtained from interviews based on focused coding have pointed out that the problems female student’s faces in the university are categorized under five themes. These are personal, Socio-cultural, university environment, academic and economic factors as indicated below.

![Factors for low academic performance](image)

Figure 4.1: Factors responsible for low academic performance of female students
Based on the interview results, majority of the respondents responded as personal related factors constitute the main factor for low academic performance of female students. Below is the list of factors raised by the respondents for low academic achievement of female students comparing with that of male students.

1. **Personal related factors**
   - Lack of self confidence
   - Lack of adequate effort
   - Carelessness
   - Lack of ability to be competent
   - Homesickness
   - Being addicted to drinking, smoking and disco houses etc
   - Tension
   - Falling in love easily
   - Inability to become well planned and organized

2. **Socio-cultural factors**
   - Female students self esteem/perception of their academic performance
   - Family background of female students

3. **College related factors**
   - Problems in the dormitory
   - Shortage of facilities; e.g., water, toilet, etc
   - Theft (stealing)
     - Badly-trained proctors, unable to offer appropriate support
   - Safety
     - Unsafe to walk from study rooms to dormitories late at night after treating the patient.
   - Harassment: - difficult to study late (due to lack of safety)
   - Embarrassment by males during study periods
   - Problems with services: - poor cafeteria system for lining up
     - More attention given to males by service-offering staff
- Miscellaneous: student immaturity
  - Lack of assertiveness
  - Lack of female counselor on the satellite campus
- Lack of proper guidance
- Academic advising problem

4. Academic related factors
- Difficulty of medical education courses
- Poor high school performance

5. Economic related factor
- Financial problem especially related with poor family background

Of these problems, as per the interview result, personal factors such as lack of self-confidence, lack of adequate effort and carelessness constitute the first, the second and the third crucial problems that affect female students’ academic achievement in Adama Medical College thereby increasing their attrition. In addition to the personal problems, it was 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 some of the problems mentioned by the respondents. As the interviewed female students revealed, Sexual harassments, domestic violence, dating violence and stalking are serious problems faced by female students in the college. The study has portrayed that 35 percent of female respondents were victims of sexual harassments or attempted sexual assault per year and in nearly most cases it was by an acquaintance, based on ethnicity, coming from same place, study group, and rarely outside of the campus by students. As indicated by respondents, the types of sexual harassments include:

- Showing sexually appealing writings and magazines
- Telling sex related jokes to female students without their consent
- Disseminating female students’ photographs and sending sex related messages using electronic instruments
- Touching female students’ body during practical works i.e surgery and training
- Assigning and using sex related nick names to female students
- Harassing females through continuously following their activities
- Hiding learning materials and
• forcing female students for sexual practice

4.3 Rate of students at Adama Hospital Medical College

Table 4.1: Rate of Students at Adama Hospital Medical College from 2008/9-2015/6

<table>
<thead>
<tr>
<th>Program</th>
<th>AC year</th>
<th>Number</th>
<th>Withdrawal</th>
<th>Dropout</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>PCI</td>
<td>M F</td>
<td>M F</td>
<td>M F</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PCII</td>
<td>51 4</td>
<td></td>
<td></td>
<td></td>
<td>55</td>
</tr>
<tr>
<td>CI</td>
<td>40 8</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>48</td>
</tr>
<tr>
<td>CII</td>
<td>45 4</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>49</td>
</tr>
<tr>
<td>Intern</td>
<td>66 8</td>
<td></td>
<td>2</td>
<td></td>
<td>74</td>
</tr>
<tr>
<td></td>
<td>16 15</td>
<td></td>
<td>5</td>
<td>31</td>
<td>257</td>
</tr>
</tbody>
</table>

As the data gathered from the registrar office indicates, the enrolment rate of female students is very low comparing to that of male students (Table 1). Female students may leave the college because of sexual harassment and the refusal of administrators to correct it. Feldman (1990) explained that sexual comments or jokes, sexist terms, sexual rumors, graffiti, leering, sexually graphic notes and physical sexual harassment such as touching, grabbing or pinching are precipitating factors for female students attacking. The findings of the current study indicated that such problems do persist in the higher learning institutions of Ethiopia. For instance, as it is revealed by respondents, verbal and physical harassment by male students, teachers and other university staffs are mentioned as major problems female students encounter at Adama Hospital Medical College. This result was substantiated by participants of the interviews. Some female students reported that girls are mostly victims of sexual harassments by senior male students and some instructors who mostly target to use their grades as a means. The problem related with teachers become more serious when female students apply for university administration to take measures. Female respondents indicated as officials request them to give their witness. However, most of the female students did not take the courage to expose themselves in front of some people and as a result refused to give their witnesses about what the instructors had committed.
on them. As a result of these harassments, female students have indicated that they have stopped to go to libraries, surgery room, study spaces and students lounges for recreation. The respondents has also portrayed that the college management is not working enough to help female students in real sense. Their support is verbal and for the sake of reporting believing that it is a policy issue. Practically, the college management is observed marginalizing female education centers, they claimed. As a result of sexual harassment, students often stay in dormitory; some even miss class or do not contribute. They may experience difficulty concentrating on academic work or suffer lowered self-esteem and self-confidence (Banks and Banks, 1997). Though the current study has not assessed the direct relationship between female students’ level of harassment and their self-esteem, the findings of the current study revealed that lack of self-confidence is the first major factor that affects their academic performance. Lack of confidence might develop on females’ dependency on male students which possibly may expose them to deal with males for sexual matters.

4.4 The Effect of College Environment on Student’s Academic Achievement

Among the factors that affect female students’ academic achievements, five of them are directly related with the college environment. The interview result revealed that, during summer the weather condition of Adama is very hot that affect the effective course study of students. This result contradicts with the theoretical framework that states feelings of personal affirmation and comfort create the conditions of personal connectedness that is essential to students’ taking ownership in learning, which in turn leads to more sustained attention, effort, time on task and improved task master and academic achievement. The correlation analysis has shown that students believes about the conduciveness of the college environment is highly and positively correlated with their GPA. The linear regression analysis has pulled out conduciveness of college environment as one significant variable that predicts female students’ university GPA. Besides, peer support and support from teachers, which are practically part and parcel of the college environment are significant predictors of female students’ academic achievement in the university. The main difference between male and female students on their perception of the school environment is statistically significant in favor of males. Male students perceived that the school environment is more conducive than their female counterparts. The results of the current study are not different from the already established theoretical frameworks and research findings.
There is growing evidence that the school environment may act as a threat to some group of students. For instance, Brookover cited in Feldman (1990) has proved that unfavorable social environment is likely to distract the female students from the task at hand, to the detriment of performance and to influence their self-concept. Put in a different way, the context of higher education institutions serves as a tracking system to perpetuate the existing patterns of social stratification, benefiting males (Ibid).

The school environment in the higher education institutions is a system of stratification that embodies differences of prestige and status among sexes. While the available literature ascertains that school programs that promote self-efficacy, self-confidence and high expectations are as important as programs that provide opportunities for higher academic achievement and career success, the current findings have indicated that personal problems such as fear of failure and lack of self-confidence are the first top most important factors that impede female students’ academic achievement at Adama Medical College and probably in higher learning institutions of Ethiopia.

4.5 Gender Friendly College Environment

Do Female Students Receive Adequate Support from Teachers and Friends?
It is believed that as students are integrated into and become more interdependent with both academic and social elements of a college, the probability that the student will leave the university declines (Prince, 1993). (Astin 1975) also found that involvement was critical to a student’s decision to persist or drop out from school. In other words, involvement with faculty and student peer groups encourages participation in social and intellectual life of a college and, therefore, helps learning and persistence in college (Astin, 1993). Among school factors that promote female students’ success in higher education the most critical is sound counseling and providing staff training to help teachers serve female students more effectively (Nelson, 1993). The significant difference male and female students in getting support from friends and teachers Table 3 implies that male students received more support from friends and teachers than their female counterparts.
In other words, female students receive less information, shared less experience about the academic and social life in higher education and less guidance from their friends and teachers. In short, females are at disadvantageous position. The current findings have proven that the greater support female students receive from peers and teachers, the higher is their university GPA. Peer attitudes and support also contribute to education aspirations among females. A major part of what students learn comes from friendships formed outside the classroom and the strategies of peers for coping with school (Willingham & Cole, 1997). Female students who are parts 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. Females with close friends who are school oriented and consider attending College are more likely to graduate. This implies that the support of schools and peers is very important to female students in completing higher education and taking nontraditional career paths (Merten, 1997). The current finding (Table 3) has also proved that peer support and support from teachers have significant effects on female students’ academic achievement in higher learning institutions. Other findings have indicated lack of academic support or staff hostility as a reason for female students’ leaving the higher learning institutions. This statement was strengthened by the findings of the current study. That is the support given by teachers to female students was found less than their male counterparts. Furthermore, the regression analysis has portrayed that the support from teachers affects female students' academic achievement as it is inferred from their university GPA. Most of the Female Education center coordinators indicated that the office is poorly organized and not well equipped with both human and material resources. These offices are running with shortage of budget.

<table>
<thead>
<tr>
<th>Source</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
</tr>
<tr>
<td>Support from Friends</td>
<td>25</td>
<td>37.5</td>
</tr>
<tr>
<td>Support from Teachers</td>
<td>20</td>
<td>31.2</td>
</tr>
</tbody>
</table>
4.6 Off-campus Factors Affecting Female Students’ Persistence in Higher Learning Institutions

The majority of participants in the recreation places like the Disco Houses were college students. One female student responded that, from her class two female students have rented a house outside of the college so as to pass the nights after enjoying in Disco houses. This problem has also been indicated by other respondents as one of the major problems of female students.

Another important issue to be considered is reproductive health right of female students. The interview made with one respondent revealed that some female students work as sex workers to get money. Similarly, the interview with the personnel of the Medical students’ clinics has proved that pregnancy is one of the serious problems that female students encounter in higher learning institutions. The Nurses working in the hospital have also reported as pregnancy is a serious problem in the college. On average, two female students in a month come to the clinics seeking help and advice due to pregnancy cases. Specially, the problem is severe after freshman students admitted to the university. This might be attributed to the fact that this is the time that the majority of female students become free of parental control without having adequate awareness about how to deal with opposite sex mates. This issue has been raised by female students as a major problem.

The above problem roots on female students immediately after admission, because of lack of adequate social and academic orientation that helps them to adjust to the requirements of life in the universities, which in turn may expose them for bad senior students. In relation with this, institutional types, financial aid, sense of community in residence halls and self-efficacy have been mentioned as possible off campus factors that may affect retention and academic performance.

The qualitative results have proved that previous background has significant impact on female students’ academic achievement. Younger women were likely to leave school because of family and financial related reasons. Older women were more likely to leave because of practical difficulties or course dissatisfaction. The findings of this study have also portrayed that economic problems and difficulties of education (courses) are some of the factors that affect female students’ academic achievement. When female students do not see possibilities for doing well in
school or pursuing post secondary education or a career, they often leave school and start a family. Feldman (1990) suggest teen mothers do not have to leave school if their families are able to support them and programs allow them to continue taking courses toward graduation. The current study also ascertains the above statements. This implies that one of the factors for female students’ low academic performance and high attrition might be their family background. The other point to be considered in this current study was the distance between student’s dormitory and hospital where they practice which expose them to harassment and related problems.

4.7 Other Factors Responsible for the Gender Gap in Academic Performance

Interview conducted with students and teachers and key informant interview with college representatives explained those factors affecting female students which are discussed below.

4.7.1 Low Self-esteem of Female Students

Majority of the respondents raised lack of self esteem as a main problem affecting female student’s academic performance. This is a result of patriarchal culture, where submissiveness is expected from females in household and community levels. From early childhood, girls are taught not to be assertive and to be obedient, to be submissive and believe to be lower than boys or men. It results in low self-esteem and lack of self-confidence, which are reflected in their academic performance as well.

4.7.2 Absence in Tutorials

As the interview conducted with instructors indicates, tutorial classes used to be arranged for female students, particularly for those who are weak in performance. However, some students do not attained the tutorial class. The interviewer responded that some female students prefer to go to church than tutor class and some prefer to meet with people like family and friends.

4.7.3 Economic Problems

As the interview conducted with respondents revealed, most of the students come across from government employee by leaving their duty or salary to upgrade their education in medical
As a result of this they may be exposed to great economic problem. On the other hand, Economic problem in the family leads to interruption of female education, since many of the parents believe that investments for the education of a girl is a waste of financial resources, since she is going to be a member of another family later. Hence, the trend is to send boys to college if resources are limited, since they can help the parents in future life. Moreover, the feeling is that the girls are to be trained to lead the family life by being good wives and mothers and to avoid conflicts in the future and hence to be confined to home to learn household activities better. There are many income generating options, where the female children can help the family, by involving in petty trading, working as housemaids or other options depending on the locality.

4.7.4 Love affairs with Male Students and Instructors

Interviewed female students indicated that, in most cases male students and instructors request female students to start love affairs and it affects their peace of mind to concentrate on their studies. One probable reason is that they might be worried about the consequences if they refuse, such as possible attacks from boys and revenge from male instructors. However, this is as a result of lack of assertiveness trainings and psychological support given for female students by the college community.

4.7.5 Long Distance to College

This is another serious constraint for female students and even reported by almost all past studies in the college and country too. The current finding also revealed as most of the college and university are located in towns or generally far away from rural households and which seriously affects the girls, who have a lot of household chores before going to university and college. The respondents revealed that, there is a long distance between the college and the residents of student’s family which is more challenging for female students. Moreover, this situation affects the safety on the way, when they try to go alone and stayed in university far away from their family due to missing them.

4.7.6 Language Problems

In survey among female students, language difficulty was reported to be a serious and adversely affecting factor for girls’ education and academic performance. English language is a hurdle for
most of the university and college students, particularly for girls from rural areas. This is more serious when the teachers themselves have language deficiency. Language deficiency affects understanding of lessons in the class especially the language of medical word is not easy, writing examinations and in self-studies. In some of the university and college, teachers try to explain lessons in local language mainly due to their language deficiency; and though it helps for easy understanding by students, students cannot get chance to improve their language skills.

4.7.7 Lack of Role Models

The interviewed instructors indicated that, many of the girls, particularly those coming from rural areas, do not realize the purpose of their learning in medicals, due to lack of conviction of the benefits. The lack of role models fails to convince them the awaiting status and opportunities. On the other hand Shortage of female teachers or successful cases around the hospital adds to this deficiency.

4.7.8 Gender Insensitive Curricula

This is also one among the college related factors affecting female students. The interviewed instructors and students generally got the opinion that many text books contain gender insensitive usages and examples, which reaffirm gender bias and some lessons portray male as a symbol of courage, decisiveness and mental strengths while females are depicted as symbols of submissiveness and obedience. Such illustrations of ‘ideal’ characters tend to reinforce patriarchal norms in the minds of young learners, adversely affecting gradual change of social attitudes through education. However, they indicated that this is not an issue to be handled at college level only, but more importantly to be taken care by text book preparation and publishing authorities.

4.7.9 Non-responsive Management

Some of the respondents revealed that, many college and university management are non-responsive to female issues in the college. They do not respond to complaints on sexual harassments, lack of special facilities for girls like toilets and bad treatments by male teachers. This makes girls more vulnerable to harassments and deprives them of their basic rights and forces them to be confined to their submissiveness. In this regard, the college dean of the
university indicated as there are efforts to promote gender equality through strengthening gender office of the college, however, as per the personal observation of the researcher and interview result the gender office of the college is not functioning as it is expected. Changing the deep rooted attitude of the university community through providing different gender related trainings and developing female students’ confidence through life skill trainings is another big assignment expected from the college management and gender office. Beside, any gender related violations should be given a serious concern.

4.7.10 Negative attitude of Male Instructors and Students

Some respondents have also indicated that, in addition to the general negative attitude of the society, some instructors and male students in schools also have negative attitudes towards female student’s performance and achievements. Using verbal abuse, insults etc. are common in most of the public schools starting from primary second cycle. If a girl asks questions or try to clarify doubts, the teacher might harass her instead of helping her. It was reported by respondents that there are cases where boys openly harassing girls if they perform well in examinations, alleging sexual relations with teachers. For these reasons, girls do not aspire to perform better than boys or ask for clarifications from teachers. In addition to that, the submissive nature of girls resulting from patriarchal norms of society makes them to be silent and docile in college.

4.7.11 Technology Abuse

This is another revelation of this study, which probably was not reported in many past studies. As indicated by some of the key participants, with the popular use of mobile phones in campuses, many students tend to abuse its use. Getting the phone numbers of girls and frequently calling them at night was reported to be a common phenomenon, which disturbs girls and negatively affecting their academic performance. Most of female student west their times on social media like Facebook, Skype, imo and etc. than studying their lesson.

More importantly, exchanging pornographic pictures and video clips is an emerging trend in many urban schools. Some female respondents pointed out that there is also a tendency to watch these clips or photos using mobile phones (boys and girls together) in rest times and even during boring classes sitting in back seats. Naturally, this might adversely affect their aptitude in acade
4.7.12 Sexual Harassment

As stated by almost all participants, another important factor adversely affecting female students in colleges was sexual harassment. It might happen inside or outside the campus. The interviewers also endorsed the impact of sexual harassment affecting the psychology of girls and their education. It might happen from male students or male teachers or security guards inside the college and from any man on the street or inside the college if the girl stays away from family. Sexual harassment takes place in most of the college and university and on the way to class from dorm to class since they cross long way. This might be from male students, relatives, employers or strangers as revealed by almost all female student respondents.

Even some of the security guards consider that they can do anything with these small girls, who might be younger than their own children and may sometimes act as ‘go-between’ to make them arranged for someone and make some small benefits out of that.

4.7.13 Own Perception about Education

Female students own perception about their education and need for good academic performance was another influencing factor as revealed by the respondents. If female students do not realize the importance of education and career prospects or better life chances and limit them to aspiration to be wives and mothers, naturally it will adversely affect the desire to perform well in schools. This type of lower perception about importance of education is more observed in female students from rural areas, since they have less opportunity to realize career prospects and do not have enough female role models for motivation to learn and perform well.

4.7.14 Use of Intoxicants

Use of intoxicating substances was proved to be another significant variable in the qualitative analysis. Chewing chat, smoking Shisha, using alcoholic drinks or smoking cigarettes were reported as some of the emerging trends of intoxications even among school students, as revealed from the respondents. Key informants revealed that intoxicant use facilities like beer pubs, khat and shisha houses, Tejj and Tella (local mild alcohols) sale houses are functioning in the open round of the college which cannot be prevented by college managements. Among the
sample respondent girls, three of them responded that female students are using some of the
intoxicants either in group or alone. The academic scores of users of intoxicants was not more
than C, while those who never used had a score of B and A. Here, though the use of intoxicants
affect both sexes, most female students start to use in the College after separation of parents
which is a new life practice and capable of controlling their whole emotion.
CONCLUSION AND RECOMMENDATIONS

The purpose of this study is to analyze gender equality and challenges in education among Adama Hospital Medical College students and to suggest possible solutions that may help to promote gender equality in the College. Based on Interview result, the research has tried to identify and analyze personal, Socio-cultural, College related, Academic and Economic factors that are responsible for low academic performance of female students. Personal factors such as lack of self confidence, lack of adequate effort, carelessness, lack of ability to be competent, homesickness, being addicted to drinking, smoking and disco houses, tension, falling in love easily and inability to become well planned and organized affect female students academic performance which in turn create a gender gap. Socio-cultural factors which affect female students’ academic performance include, female students self esteem/perception of their academic performance and family background of female students. Furthermore, College related factors that affect female students academic performance include, problems in the dormitory, shortage of facilities, theft (stealing), badly-trained proctors unable to offer appropriate support, unsafe to walk from study rooms to dormitories late at night after treating the patient, harassment and embarrassment by males during study periods, lack of proper guidance and academic advising problem. Academic and Economic related factors that affect female student’s academic performance have also been discussed broadly.

The data gathered from the registrar office of the college reveals as the withdrawal and dropout rate of female student is high as compared to their male counterparts due to different causes of failure. Based on the finding of the study even if the trend of gender gap is decreasing from time to time and there are positive efforts through gender office of the college, still female students are at the disadvantaged position both academically and in their social interactions which demand to do more in the area.
Recommendations

Based on results and conclusions drawn, the following suggestions are proposed to promote gender equality in Adama Hospital Medical College.

1) Relevant life skill trainings, orientation and counseling should be given for female students’ by course instructors and relevant teaching staff at the beginning of the course or while joining the college.

2) The College should control the opening of khat shops and night/bar/clubs around the college by collaborating with regional government.

3) The college should create “gender-friendly” participatory learning environments. It should be targeted instructors, students and headmasters in the college to be gender sensitive and unbiased about girls’ potential for learning and recruiting more women to each at the college level. In addition, attempt should be made to stop gender bias from the curriculum and to improve the provision of quality education.

4) The College should give recognition and rewards for well performer female students to motivate other female students. In relation with this, the college should facilitate life experience sharing programs with successful female role models.

5) The Colleges concerned bodies should develop a system (policy or strategy) whereby female students can get support from senior students, friends and teachers.

6) The College should create means of paying special attention to students from low socio-economic backgrounds and joined the university from rural areas.

7) Gender education should be provided for families and university communities. Culturally females are considered intellectually deficient and doom them to eventual failures. Backwardness and harmful practical thinking have effects on female students’ academic achievement. This may contribute to low self-esteem and lower aspirations on female students.

8) The College should create a means to provide financial support for economically disadvantaged female students through evidence based income generating schemes and working in collaboration with relevant partners including the ministry of education.
9) The College should sanction and impose appropriate punishments on teachers and students who violate female students’ right. Here, it is necessary and important to develop institutional rules and regulations, and create institutional environments that foster gender justice and fairness.

10) The College should develop Gender-Responsive Policy and Plans towards gender-sensitive education. The policy should highlight measures to tackle gender equality issues such as unequal access to education and career choices, and opportunities for girls and boys.
References


Barro, Robert J. and Lee, Jong-Wha(2001), International Data on Educational Attainment


Annex 1. Informed Consent

Dear Respondent,

This interview is intended to assess the gender equality in academic performance among college students, and to determine factors affecting female students’ academic performance at college/university level.

You are one among those who are chosen to participate in the study. Therefore, the researcher requests you for valuable response and thanks for your willingness to support the research effort.

You need not write your name or any other identification. The information given by you will be kept as confidential, and will be used only for this research. Please give very honest and sincere response!

Thank you!

Interview Questions for Students at Adama Hospital Medical College

1. Which Department are you following?
2. How do you see female and male student’s academic performance in your class?
3. What do you think is the factors that affect gender equality in education?
4. What are the specific factors that adversely affect girls inside the Adama Medical College?
5. What are the specific factors that adversely affect girls outside the Adama Medical College (at home or in other places)?
6. Have you ever observed gender discrimination in class room that leads for gender inequality?
7. Do you think that female students face gender-specific problems in the School? How?
8. How do you see counter sex class room interaction between Male and Female students? Does it have impact on their academic performance?
9. Have you faced occasions of sexual harassments, including verbal abuse? How it affects you?
10. Have you ever been requested by your teachers for unhealthy relationship? Or do you know other students who face the same problem? How do you solve it?
11. Do you think that there are differential treatments of male and female students in the college? How?
12. Do you think educational materials in school (Books, examples in learning materials, pictures posted around school, teaching materials and methods) portray girl’s traditional roles as housekeepers, cooks, care giver…?
13. Does the college have ways to tackle problems arising on gender issues? How?
14. What do you suggest to solve problems of gender inequality in Adama Medical College?

Interview Questions for instructors at Adama Hospital Medical College

1. From your experience, are men and women equally represented in numbers at your college? Why do you think that is?
2. How do you rate the academic performance and successful completion of the studies between girls and boys? Can you give examples?
3. How do you see class room participation of female and male students?
4. What do you think is the cause for gender inequality in their academic enrolment as well as performance?
5. Are there activities undertaken by the college to solve problem of gender inequality?
6. How do you support students with different problems especially related with their sex?
7. What are your suggestions to improve female students’ participation and academic performance in Adama Medical College?
Annex II
Colaizzi’s (1978) seven step approach to data analysis.

1. Read all descriptions to acquire a feeling for them.

2. Extract phrases or sentences that directly pertain to the phenomenon. Formulate the meaning of each significant statement.

4. Organize the aggregate formulated meanings into clusters of themes. a. Validate these clusters with the original descriptions. b. Note discrepancies; some themes may be contradictory or unrelated; proceed with the conviction that what is inexplicable may be existentially real and valid.

5. Integrate the results in an exhaustive description.

6. Formulate an exhaustive description that is unequivocally a statement of the essential structure of the phenomenon.

7. Return to the subjects to validate the descriptions formulated.